

KICKING OFF YEAR III: "AFFIRMING STUDENTS' STRENGTHS IN THE CRITICAL YEARS"

As we kick off the Year III of the Quality/Retention Project, we are focusing on "Affirming Students' Strengths in the Critical Years." The Affirming Strengths initiative is targeted toward freshmen and sophomores on CCCU campuses — students in the critical years of decision making about their educational careers. Our goal is for each CCCU campus to consider launching a program to identify the strengths and talents of their incoming freshmen in the fall of 2000. What better way to begin the millennium than by helping our students identify and develop their strengths and begin to respond to God's calling in their lives?

This initiative was an idea of Dr. Karen Longman, former VP for Professional Development & Research at the CCCU and now VP for Academic Affairs and Dean of the Faculty at Greenville College (IL). About two years ago she challenged CCCU members to dream big — and suggested that one way of doing so was to create a distinctive of Christian colleges that would dramatically impact every incoming student.

James Fowler, in his keynote address to the CCCU National Assessment Conference in 1998 encouraged this dream with his statement that helping students discover their true vocation could have a transformational impact on their lives and would be one of the most lasting contributions a Christian college education could make. Edward "Chip" Anderson, in his address to the CCCU Quality/Retention Conference in 1998, also emphasized identifying and nurturing students' strengths as one of the hallmarks of "transformational education."

Why a focus on students' strengths and talents? There are several reasons. One is a natural fit between our mission as Christ-

centered institutions and the idea of helping our students discover God's calling in their lives. The second reason comes from student feedback. We've asked students in focus groups across our campuses to explain what would help them feel their tuition is a worthwhile investment. Time and again we've been hearing comments such as, "I can't justify this amount of tuition when I don't know what I'm doing with my life." Students who are leaving us often express this sentiment, while at the same time emphasizing how much they've enjoyed their time with us. When students have an educational plan and a sense of what God is calling them to do and be, they find it much easier to select a major — and they tend to feel that a Christian college degree is worth the investment. The final reason for focusing on strengths is an educational reason — students who are utilizing and developing their strengths are much more motivated to learn.



"God's yardstick for measuring the quality of the fruit we bear is how faithful we are in using and applying our giftedness. It is a yardstick that levels all differences in class, status, IQ, race, abilities, and whatever else people measure. You are not responsible for what or how much or how little (by human standards) God has given you—only for what you do with what you have been given."

— Arthur Miller,
*Why You Can't Be
Anything You Want to Be*



As Chip Anderson asks, "Can you imagine anything more exciting than working in an educational institution that is truly devoted and committed to the development

of human talent? ... Can you imagine how alive, how vibrant and how exciting it would be to work at an institution that truly defined itself, truly strove for excellence in terms of fully developing its students...? Would such an institution have difficulty recruiting students, faculty, and staff? Would such an institution have attrition problems? Who *wouldn't* want to be at an institution that was alive with growing and developing people?" (*Academic Advising for Student Success and Retention*, 1997, p. vii.)

So at the heart of the Affirming Strengths initiative is a desire for excellence — in our students, in our faculty and staff, and as a hallmark of a Christian liberal arts education.

AFFIRMING STRENGTHS FORUM AND THEME TRACK FOR FYE CONFERENCE IN FEBRUARY 2000

In launching the Affirming Strengths initiative, the CCCU's work is being featured at the annual First-Year Experience (FYE) Conference at the University of South Carolina in Columbia, S.C. We have arranged with John Gardner, Executive Director, and his colleagues at the National Resource Center for The First-Year Experience and Students In Transition to have a one-day Forum prior to the annual FYE Conference. This Forum will be publicized nationally by FYE as the "National Forum on Affirming Students' Strengths in the Critical Years." John Gardner will be our keynote speaker, with other plenary sessions planned as well. In addition, the schools that have been piloting affirming strengths programs this year [see article below] will be featured and exhibitors will provide access to resources, instruments, and programs to identify strengths.

FYE has also arranged for us to have a "theme track" running throughout the entire conference. They have reserved space on the program for CCCU schools to highlight any programs for freshmen or sophomores that address issues of strengths affirmation or that impact student success. **Watch for a call for papers in October from FYE — and be sure to submit a proposal!**

At this conference we want to highlight the successful programs for first-year students that exist on so many of our campuses. We strongly encourage you to submit a proposal — not only will CCCU members benefit from your expertise, but the national conference participants will benefit as well (and last year over 1500 people attended).

A second emphasis under the umbrella of affirming strengths is the work being done with sophomores. The sophomore year is just as critical to student success and persistence as the freshman year — and CCCU institutions actually lose more students from the sophomore to junior year than from the freshman to sophomore year [see retention rate article in this newsletter]. Laurie Schreiner of Eastern College (PA) and Jerry Pattengale of Indiana Wesleyan University (IN) are working with several others to produce a monograph on this "sophomore slump." As we mentioned in the last newsletter, the monograph is scheduled for publication in Spring, 2000 and several of the chapter contributors will also be present at the conference to discuss their work. You won't want to miss some of the new research coming out about what is most important to sophomores and what they need in terms of advising, career development, and curricula.

Mark your calendars NOW for February 18-22, 2000. The cost to CCCU members who participate in the Quality/Retention Project will be \$185 for the Forum and \$365 for the FYE Conference, including all meals. Those who present at the FYE Conference are eligible for a registration rate of \$355. Non-project members' cost will be \$200 for the Forum and \$395 for the FYE Conference. This is one of the best conferences to address the needs of first-year students and other students in transition, so plan now to attend!

For more information on the National Resource Center for The First-Year Experience and Students In Transition visit their website at www.sc.edu/fye.

AFFIRMING STRENGTHS INITIATIVE PILOTED IN FALL 1999

In order to be fully prepared to launch the Affirming Strengths initiative so that it impacts our incoming students in the fall of 2000, several CCCU institutions are piloting programs this fall. These programs utilize various instruments, methods and strategies for identifying and nurturing students' strengths.

Please note that each of these pilot schools will be presenting its full program at the February 2000 FYE Conference in Columbia, S.C. The publishers of the instruments will also be present as exhibitors.

● Strengths Finder™ Pilot Institutions: Trevecca Nazarene University (TN) and Southern Nazarene University (OK)

The Gallup Organization is working with two CCCU institutions to identify and nurture their students' strengths, using an internet-based instrument called the Strengths Finder.

Trevecca Nazarene University is incorporating the Strengths Finder into its course, Christian Community Life, a one-credit course required of all incoming freshmen. The freshmen meet in a large group setting once a week, and two of those sessions have been devoted to explaining strengths theory and the concept of finding God's calling in one's life. The students are also meeting in small groups of up to 20 students with a faculty member who has been trained to use



*"The notion of calling,
or vocation,
is vital to each of us
because it touches on the modern
search for a basis for individual
identity and an understanding of
humanness itself."*

— Os Guinness,
The Call



and interpret the Strengths Finder. Several small group sessions are designated for using the workbook, written by Chip Anderson, which accompanies the Strengths Finder. In addition, each student will meet with his/her faculty mentor to discuss the individual's Strengths Finder results. At the end of the semester, students will evaluate not only the course but specifically the segment using the Strengths Finder. Trevecca Nazarene is preparing for its entire faculty to take the Strengths Finder in November as part of faculty development, and several staff offices are using it, as well. The Strengths Finder is becoming a campus-wide program for identifying the strengths of not only students, but also faculty and staff. For more information, contact Dr. Rony Smith, Associate Professor of Management and director of the freshman orientation course at Trevecca Nazarene (615-248-1395; email RSmith@trevecca.edu).

Southern Nazarene University is also using the Strengths Finder in its orientation course, New Student Institute. However, their methodology is a little different. Students are asked to volunteer to be part of a research project. Half of the incoming freshmen have volunteered. These students have then been randomly assigned to one of two conditions: one group will be using the Strengths Finder in individual interviews with trained faculty. The other half will use the Myers-Brigs™ and the Strong Interest Inventory™ in individual interviews with faculty. In this way, students in the Strengths Finder group can be compared to those using other standardized personality and career inventories, so that any significant differences will be due to the inventory, rather than to receiving individualized attention from a faculty member. For more information, contact Michael Brooks, Executive Director of Student Development at Southern Nazarene (405-491-6336; email mbrooks@snu.edu).

Gallup provides on-campus training but can also provide training at their organization in Lincoln, Neb. The instrument is accessed through the Internet in a timed, forced-choice item format and student and faculty workbooks and guides are available for use in class. For more information about the Strengths Finder,

contact David Williams at The Gallup Organization (800-288-8592, ext. 6027; email david_williams@gallup.com).

● **Career Quest[©] Pilot Institution: Eastern College (PA)**

Although Eastern College is not the only CCCU institution to use Career Quest, it is the only institution to have conducted a validity study of the program materials this past year. In the fall of 1998 the 16 sections of Eastern's first-year student course were randomly assigned to one of two conditions. The control condition continued the content of the course as it had been taught for the previous four years. In the experimental condition, instructors spent four class periods using Career Quest materials to help students identify their strengths and talents. At the end of the semester, the students who had completed the Career Quest sections reported significantly higher scores on understanding their information processing styles, their learning styles, their personality styles, how to adapt to others, and how to set realistic goals. In addition, those completing Career Quest reported more positive advising experiences with their instructors and rated the overall quality of the class higher. Perhaps more importantly, a look at the retention rates of the two groups a year later revealed that students who completed the Career Quest program were significantly more likely to return to Eastern as sophomores.

Career Quest uses a variety of inventories and workbooks designed to identify personality styles, learning styles, ways of processing information, and careers that are appropriate for a student's strengths. There are student workbooks containing the self-scoring inventories (the inventories take about 10 minutes to complete), as well as a leader's guide. The Institute for Motivational Living, publisher of Career Quest, also provides on-campus training for faculty in how to most effectively use Career Quest materials in class. For more information, contact Colleen Kulkin at the Institute for Motivational Living (800-779-3472; e-mail: motivate4u@aol.com) or Laurie Schreiner at Eastern (610-341-5868; e-mail lschrein@eastern.edu).

● **Wisdom for the Journey Pilot Institution: Union University (TN)**

Union University began using materials from People Management, Inc. (PMI) in the fall of 1998 with their incoming first-year students. Now in their second year, they have moved the strengths identification process into the spring semester of the students' first year. Wisdom for the Journey is Union's title for the strengths identification aspect of their first-year student one-credit course which spans two semesters. Based on the System for Identifying Motivated Abilities (SIMA[©]) published by PMI, the program uses narrative themes to identify students' strengths. Students are taught how to write narratives about significant life accomplishments, and are also taught how to interview one another about their narratives, and how to be a note-taker and listener. Students work in triads, with each one taking turns telling their story, interviewing, and taking notes on the themes expressed in the narratives. The themes are then related to programs, majors, and careers which may fit the students' strengths.

Sherry Tignor and Susan Hopper at



"In essence, a person's strengths are the unique combination of attributes that enable a person to do certain things at levels of excellence! The strengths-based talent-development approach advocates that attention and effort be directed toward strengths and to the full development of those strengths. Full development of strengths is the most effective and efficient means of promoting achievement."

— Edward "Chip" Anderson,
Academic Advising for Student Success and Retention



Union have worked diligently with Julie Goldsmith of PMI to craft this unique program of strength identification. Far different from traditional paper-and-pencil inventories, SIMA attempts to capture the unique pattern of motivated abilities

of each person via stories of life accomplishments. PMI can offer this program to institutions in a number of different formats, such as a weekend seminar, a short course, or a full semester course. A two-to-three-day training workshop is available through PMI, as well. For more information, contact Sherry Tignor or Susan Hopper at Union (901-661-5037; emails stignor@uu.edu and shopper@uu.edu) or Julie Goldsmith at PMI (pmanagej@minn.net).

● **Career Direct[™] Pilot Institution: Cedarville College (OH)**

Cedarville College is using a campus-wide comprehensive approach to helping students identify their wiring by God and make appropriate choices regarding their major and career opportunities, according to Lew Gibbs, Director of Career Services. To do this, they are using Career Direct, published by Life Pathways, a division of Christian Financial Concepts, Inc. The underlying principle of Career Direct is that "people who match their work with their personalities, interests, skills, and values generally enjoy and succeed in their work" (Career Direct report, p. 2). Thus the instrument measures personality, skills and abilities, vocational interests, and values and priorities. The inventory takes about an hour to complete on a CD-driven computer program which students access during a specific week in September. Small group leaders from orientation give students an overview of how to take the inventory, and ensure that all incoming freshmen and transfer students access the computer program that week.

Career Direct provides on-campus training for those using the instrument. Cedarville trained career counselors and faculty recommended by deans and department chairs to serve as coaches. In the winter quarter they will pilot three different approaches to using the results with students. The undeclared students and those on academic probation will get a one-on-one review of their results with a member of the career services staff. The remainder of the students will be randomly assigned to one of two conditions: a group review of their results or a personal review that allows students to in-

interpret their own results using a self-planner. Both groups are advised to see someone in Career Services if they have any questions. In this way Cedarville hopes to determine the most effective method for helping students get the most out of their results. For more info, contact Jack Gibbs at Life Pathways (770-534-1000, ext. 454; e-mail: jgibbs@cfministry.org) or Lew Gibbs at Cedarville, (937-766-7868; e-mail: gibbsl@cedarville.edu).

RETENTION AND GRADUATION RATES COMPARISON

Remember filling out a multitude of forms last fall about your retention and graduation rates — forms asking for male/female rates and rates for various minority groups? We have finally completed the processing of all that data, thanks to Karna Walter, a doctoral student at the University of Arizona who is using the data in her dissertation. It's been amazingly difficult to collect the data from everyone — our final count of schools submitting any kind of data was 49.

The average freshman-to-sophomore retention rate across the 46 schools who provided complete data for 1997 was 72.8%, ranging from 52.9% to 93.7%. ACT reports the national average retention rate for private four-year colleges with traditional admissions standards is 70.8%. In general, CCCU schools reported slightly higher retention rates for females than for males (71% vs. 67.8%). The reporting schools' retention of Caucasian students was about 13 percentage points higher than for students of color.

Our retention of students from the sophomore to the junior year ought to follow the principle of the "retention funnel," first noted by Lee Noel and Randi Levitz, co-founders of USA Group Noel-Levitz. In the national data, student attrition is always highest in the first year, with each subsequent year's attrition rate being about half of the preceding year's. However, among the CCCU institutions which reported data, the attrition rate is actually

higher from the sophomore to the junior year — which results in CCCU graduation rates being lower than the national average, as well. This sophomore attrition, sometimes known as the "sophomore slump," is the subject of research this year and will be addressed at the February 2000 FYE Conference, as well.

The CCCU's average five-year graduation rate reported was 46.8% and the six-year graduation rate was 50.6%. ACT reports that the average five-year graduation rate for private four-year colleges with traditional admissions standards is 52.4%. The six-year graduation rate reported by the Consortium for Student Retention Data Exchange (CSRDE) is 60% for private four-year colleges. Keep in mind that neither of these two reporting agencies include all colleges and universities — and the CCCU data does not include all CCCU members, either! Our conclusions must be carefully limited to the sample of schools which reported their data.

FIRST-YEAR STUDENT PROGRAM INITIATIVE MAKING A DIFFERENCE

Last fall we reported that six Quality/Retention Project member institutions were being supported by a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). This was a "dissemination of proven reforms" grant in which Eastern College (PA) agreed to serve as a mentoring institution to five other CCCU institutions that wished to develop or improve upon their first-year student program. The partnering institutions are Covenant College (GA), Northwestern College (IA), Nyack College (NY), Roberts Wesleyan College (NY), and University of Sioux Falls (SD). Now entering its second year, "Enhancing Student Success Through First-Year Program Reform" is beginning to make a difference on these five campuses.

Covenant College (GA) is revising their three-credit Self in Society course to include a common syllabus, active teaching strategies, use of the *College Student Inventory* (CSI) to identify at-risk students, and a model of instructor-as-advisor.

Northwestern College (IA) is piloting a new three-credit freshman seminar this fall called Introduction to the Christian Liberal Arts. In addition, they will be revising their advising system by equipping a distinct group of freshman advisors, and will work to identify and intervene more effectively with their at-risk students.

Nyack College (NY) has changed the format of their freshman seminar from a non-credit experience during freshman chapel to a two-credit course entitled Foundations for Excellence. The instructors are now the students' advisors for the freshman year; Nyack has linked the course to orientation, is using peer leaders and active teaching strategies, and is using the CSI to identify and intervene with at-risk students.

Roberts Wesleyan College (NY) has changed the format of their existing two-credit freshman seminar. Formerly there was no common syllabus or objectives. Now the course is patterned around Roberts' motto of Education for Character with a common syllabus and objectives and instructors identifying at-risk students through the CSI. In addition, Roberts is piloting a service-learning program within the new freshman seminar course.

University of Sioux Falls (SD) is piloting a learning community this fall and is comparing various outcomes between the students within the learning community and those who took the same courses but not within the learning community. In the second year of the grant they hope to pilot a new freshman seminar course. They will use the CSI this year and undeclared students in the learning community will be advised by the instructors within the learning community.

In January of 2000 these five schools will gather at Eastern College (PA) to discuss the outcomes of this pilot year. They will present their results at the February 2000 FYE Conference, as well.

NEW PEER LEADERS MONOGRAPH TO BE PUBLISHED

Suzanne Hamid, Director of First-Year Programs at Lee University (TN), is editing a monograph on peer leadership. This monograph, to be

Visit the
Quality/Retention Project Website:
www.eastern.edu/publications/cccu

published in the spring of 2000 by the University of South Carolina, will profile over forty successful peer leader programs nationally and internationally. It will include chapters on the rationale for using students as peer leaders in first-year courses, the use of peer leaders outside of class, how to recruit and train peer leaders, how to implement a peer leadership program, how to use peer leaders with technology, the use of peers in leadership education, and a chapter on peer leaders' experiences in their own words. As Suzanne notes, this monograph will be filled with examples, program descriptions, and suggestions for using peer leaders most effectively on your own campus. Kudos to Suzanne — we look forward to reading it this spring!

INFORMATION ABOUT FIRST-YEAR PROGRAMS SOUGHT

The focus of the Quality/Retention Project for this coming year is on issues affecting students in their first two years of college. Under this broad umbrella is the Affirming Strengths initiative, the Sophomore Slump research and monograph, and further dissemination of first-year programs begun with the help of the FIPSE grant to Eastern College. In order to get a sense of what first-year courses are operating across the CCCU campuses, we have added a short survey on the insert page of this newsletter. Please take a few moments to complete it and fax it back to Laurie Schreiner, Project Director. If you are not knowledgeable about the course, please send the survey to the person on your campus who would be able to give us the most complete information—but be aware of the November 1st deadline.

Once we have collected this information, we will create a first-year program resource guide to distribute at the February 2000 conference. Copies of syllabi, instructor's manuals, and any other information about your program would be extremely helpful to us. If you want your program featured in the resource guide in February, we'll need your materials by December 1st.

If you would be willing to help us put these materials together for the resource

guide or follow up with individual institutions about their programs, please call Laurie Schreiner (610-341-5868).

TIMELINE OF ACTIVITIES FOR YEAR III OF THE QUALITY/RETENTION PROJECT

October 14-16, 1999

CCCU's National Assessment Conference at Point Loma Nazarene University in San Diego, Calif. There will be at least one special session devoted to the Quality/Retention Project.

Mid-October, 1999

You should receive your requested copies of the *Student Satisfaction Inventory* (SSI) and begin preparing your insert page and selecting your sample of students.

October 25 - November 12, 1999

Administer the SSI to a representative sample of students on your campus and include an insert page containing the six additional CCCU-specific questions. If you elected to administer the Institutional Priorities Survey to your faculty, staff, and/or administrators, plan to do so at about the same time you are administering the SSI. Don't forget to mail or fax a copy of your insert page to Laurie Schreiner!

November 1, 1999

Send your retention and graduation statistics to Laurie Schreiner, along with the enrollment status of each student who completed the SSI in the fall of 1998.

November 15, 1999

All completed SSIs are due to be returned to USA Group/Noel-Levitz for scoring by this date. If Noel-Levitz has not received your SSIs by then, you cannot be included in the norms group — although you will still receive your analysis.

January - February, 2000

Watch for your executive summary of the SSI results. If you'd like additional data analysis, let us know.

February 18-22, 2000

Plan to attend the First-Year Experience Conference at the University of South Carolina in Columbia, S.C. A special "National Forum on Affirming Students' Strengths in the Critical Years" will be held

on Friday, February 18th, sponsored by the CCCU Quality/Retention Project. This is our big conference for the year, so you don't want to miss it!

March 2000

Plan to conduct several student focus groups on your campus to clarify and expand upon your SSI data, as you have done each year of the project.

STEERING COMMITTEE FOR THE QUALITY/RETENTION PROJECT TO MEET IN SAN DIEGO

In the last newsletter we asked for help in forming a steering committee to oversee the Quality/Retention Project in the next two years. This committee will be meeting before the CCCU's National Assessment Conference at Point Loma Nazarene University October 14, 1999. If you are interested in serving on the committee but did not fax us your information earlier, please contact Becca Shopp at the CCCU (202-546-8713 or becca@cccu.org). We will meet for lunch at noon, October 14, 1999 in the restaurant of the conference hotel.

ARE YOU READY FOR GENERATION Y?

As we think about the incoming students this fall and as we focus on freshmen and sophomores in this third year of the project, we thought it might be fun to learn something about the upcoming generation.

The Coca-Cola Company has released the results of their Teen Planet Survey — a study of 27,000 12-to-19-year-olds from around the world. Here are eight trends which Coca-Cola identified in the responses of these students:

1. *Self-reliance*. Today's kids have grown up feeling "it's up to me." They are not inclined to look to others — including parents, teachers, or the government — for help. Their number one concern is finding a good job. We are seeing confirmation of this in the results of the *College Student Inventory* (CSI) on many of our campuses — students' receptivity to institutional help is at an all-time low. This means we have to be more creative in getting our students to seek out and ac-

cept the help they may need to succeed. Handing them a student handbook and phone directory isn't enough to ensure that they will get the help they need.

2. *Love of family.* Today's kids have a much greater desire to be with their family and to please them. In many ways they view their family as their sanctuary against the world. This is much different than was seen in the data even two years ago. It should be noted, however, that they do not necessarily define the family in the traditional two-parent way. We are seeing confirmation of this commitment to family in higher scores on the family emotional support scale of the CSI. The implications for our institutions are that while family support is high, students may be reluctant to loosen their ties to family. Homesickness and going home at every opportunity may be some of the outward signs of this reluctance.



“The thing is to understand myself, to see what God really wants me to do; the thing is to find a truth which is true for me, to find the idea for which I can live and die.”

— Soren Kierkegaard,
Journals



3. *Consumerism.* Brand name recognition is at an all-time high, but today's teens are savvy shoppers who respond more positively to individual appeals than they do to large-scale ad campaigns. Our admissions counselors are already discovering the importance of tailoring the recruiting approach to individual students' needs. But students may view the entire educational experience from a consumer perspective, as well. Levine and Cureton, in their book *When Hope and Fear Collide*, note that college students may approach their education the same way they view an ATM machine — wanting a parking place right in front, no waiting in line, fast cash, accurate results, and no frills. This may mean we have our work cut out for us in helping students understand the meaning and value of a Christian liberal arts education.

4. *Americentric.* Today's teenagers from around the world have a heightened interest in all things American. Most of the messages they listen to come out of this country. In this sense, while their world is truly global, America controls the image. What are the implications of this? For our international students, we may be surprised at their level of sophistication, and may find it difficult to convince them to return in order to have an impact on their home country rather than to stay and prosper in the United States. For our American students, we may be surprised at their level of technological savvy and experiences e-mailing persons around the world, but may be alarmed at their ignorance of any culture outside the U.S. — and even more alarmed at their lack of desire to learn about those cultures.

5. *Itchy feet.* Today's youth are on the move. They do not expect to stay in one place all their lives, and do not give much weight to national barriers. They are considering jobs in Hong Kong and London just as readily as they do New York and Chicago. The internet has played a big part in promoting this. The implication for us as institutions is that these students may also “vote with their feet” — that is, if they do not find their college experience to be rewarding, they may move on very quickly.

6. *Mediavores.* Today's kids consume media at an accelerated pace. It is not uncommon for them to have the TV and radio on while talking on the phone, doing their homework, and e-mailing their friends. There is some evidence that they may have developed the cognitive ability to process multiple streams of information at the same time. Implications for us? The challenge of engaging students in the learning process is even greater.

7. *Unabashed fun seeking.* Despite their worries, today's kids are seldom bored. They just want to have fun. On our campuses, we may see increased involvement in campus activities along with high expectations for us to deliver quality weekend activities.

8. *Hope.* The most surprising discovery, and the major difference between these

kids and those immediately preceding them, is that today's teens are not pessimistic or cynical, nor do they feel alienated. They are quite optimistic and expect to be happy adults. Good news for us — since optimism correlates with better health and fewer problems in life. But the downside may be that students have higher — and even more unrealistic — expectations of the college experience and what it should provide.

Are you ready for Generation Y?

(Information adapted from the Ivy Jungle College Ministry Conference at Trinity International University)

MAKE NOTE OF ADDRESS CHANGES

Please note that Laurie Schreiner, Project Director, can now be reached at (610) 341-5868, with a new e-mail address of lschrein@eastern.edu. The fax number is still (302) 376-1044 until mid-December. Mailing address is now Department of Psychology, Eastern College, 1300 Eagle Road, St. Davids, PA 19087.

As of November 1, the CCCU office address will change. The new mailing address will be 321 Eighth St. NE, Washington, DC 20002. The phone and fax numbers will not change.

For More Information on the Quality/Retention Project contact:

Laurie A. Schreiner
Project Director
Phone: (610) 341-5868
Fax: (610) 341-1460
E-mail: lschrein@eastern.edu

Becca Shopp
Program Associate, CCCU
Phone: (202) 546-8713
Fax: (202) 546-8913
E-mail: becca@cccu.org
www.cccu.org



Council for Christian
Colleges & Universities