

From the Editors

It is our pleasure to present Volume 3, Issue 3 of the *Enrollment Management Journal*. The contents of this issue illustrate the breadth of the topics and issues related to enrollment management.

Scholarship and Research

In this section, we highlight empirical and conceptual submissions that have completed a blind, refereed appraisal. Grade inflation issues are related to enrollment management from two perspectives. Students face pressures to earn high grades in order to gain admission and to secure financial aid. Faculty members face pressures as students must maintain a sufficient GPA in order to maintain scholarships. Charles Mathies and Karen Webber examine these issues in a case study that attempts to determine whether grade inflation has occurred at a flagship university. With the changing demographics of K–12 schools, colleges and universities are striving to develop preparation programs to provide a more diverse representation of classroom teachers. A team contribution to the journal (Shroyer, Yahnke, Morales, Dunn, Lohfink, and Espinosa) informs us about a successful 2+2 teacher preparation program to meet this challenge in a rural area that has experienced significant growth of minority residents. As online courses and programs increase in number, low rates of student retention in online education have become a growing concern. Christy Hawkins examines possible reasons to explain attrition and provides suggestions to improve retention from the perspective of advisors, administrators, and faculty at a community college. The campus tour has been identified as an important part of the college selection process. Jennifer Jonas examines student ambassador programs to identify how a sample of public, four-year institutions organize and conduct this essential component of their recruitment programs.

From the Field

The From the Field section focuses on activities and programs that reflect and inform practice in enrollment management. The growing number of adjunct faculty at community colleges is often cited as a barrier to student retention and success. A professional development program for adjunct faculty at San

Juan College provides a framework that could be utilized by other community colleges. As the authors of this piece conclude, the most important step is to begin. College costs, student loan programs, and the ability to pay for higher education are now common topics in popular media. The second From the Field piece focuses on an effort to improve communication and collaboration between student loan providers and servicers and the institutions they serve, thus helping users understand and navigate what has become an increasingly complex system.

Legislative Update

In this issue the legislative update includes two components. First, an overview of the Texas Legislative session is presented. While not all of our readers are from Texas, this overview illustrates that although student financial aid appropriations include record increases, there are wide variances in allocations, ranging from substantial reductions to substantial increases. The second portion focuses on a congressional update. The initial public hearings of the House Education and Labor Committee were convened as this issue was being prepared for printing. The update is helpful to anyone interested in the federal budgeting process, most especially to policymakers and practitioners who have interests in the administration's proposals to make the Pell Grant an entitlement and to end the Family Federal Education Loan Program.

Grade inflation, facilitating student success by providing role models representative of the student population, addressing attrition in online programs, developing a greater understanding of the campus tour and its relation to matriculation rates, providing professional development for adjunct faculty, working collaboratively to facilitate student and parent understanding of the student loan process—we believe this issue has plenty for researchers, practitioners, and policymakers to consider. It is our hope that readers find a similar value to this issue of the *Enrollment Management Journal*. As always, we extend our deepest appreciation to the contributors who enable us to continue a dialogue that emphasizes the real reason our higher education institutions exist—to enable all to participate and be successful in the pursuit of their educational goals.