

From the Editors

We are pleased to present the second issue of Volume 2 of the *Enrollment Management Journal*. With this issue, we conclude our transitional phase of the journal's development and look forward to the production of a quarterly journal beginning in the spring of 2009. We thank all of you for working with us through this transition to the traditional four-issue journal format.

Along the way, we have observed some “bumps in the road,” and we would like to smooth at least two of those bumps. The first bump stems from questions about our preferred methodology.

Methodological Suggestions

We are interested in both empirical and conceptual submissions.

We welcome investigations that analyze data for a single institution, a system or state, or from a regional or national perspective.

As *EMJ* strives to inform a broad audience, we suggest a thorough explanation of the methodology used, the reason why the approach was selected, the steps in data analyses, and a thorough description of the techniques used in data analysis.

In terms of qualitative analyses that involve interviews, we prefer that authors maintain the “voice” of individuals rather than presenting a summary in a third person format.

In terms of quantitative analyses, we accept both tables and figures and there is not an extra charge to include such information in our publication.

The second bump comes from feedback from our reviewers. The major suggestions for revision are associated with multiple writing styles. We would like to offer some writing tips that might decrease the numbers of revisions and subsequent time required to ready a manuscript for publication.

Writing Tips

Use the *Publication Manual of the American Psychological Association, Fifth Edition* to format citations, references, tables, and figures.

Keep your writing concise. Read it aloud: if you have to take a breath, your sentence is too long!

Use *active* voice; it holds the reader's interest and provides a more powerful message.

Example: "The results were reported by Cejda (2008)" is better stated:
Cejda (2008) reported the following results"

Check your sentences for agreement in number, especially with antecedents of pronouns.

Example: "Give due dates to the **student** so that they can submit their work" is better stated "Give due dates to the **students** so that they can submit their work . . .

Scan your manuscript for "page-long" paragraphs; find a logical break in your text.

In general, when relating an author's work, use the past tense.

Example: Cejda (2008) reported. . . ; LaCost (2007) stated. . .

We hope these methodological suggestions and writing tips will assist you in crafting submissions that carry important messages to our readers.

We continue to emphasize three areas in the journal: Scholarship and Research, From the Field, and Legislative Update.

Scholarship and Research

In this section, we highlight empirical and conceptual submissions that have completed a blind, refereed appraisal. John Ryan uses responses from the National Survey of Student Engagement (NSSE) at a research-intensive university to examine the relationship of student engagement to learning, student satisfaction, and the likelihood of persistence.

Tom Pilarzyk and Yan Wang tackle the issue of dropping or deregistering students for tuition nonpayment at a large two-year public institution, considering the challenges of continued student access in a time of fiscal strain. Lynn Gregory incorporates the literature from enrollment management, institutional marketing, and intercultural communication in developing an approach to successfully recruiting and retaining international students.

From the Field

The From the Field section focuses on activities and programs that reflect and inform practice in enrollment management. Two pieces in this section describe institutional programs that focus on first-year students. The Learning Communities program at the University of Minnesota Duluth supports first-semester undecided students in the College of Liberal Arts through a community approach that includes repeated contacts with the same group of students, a student leader, and a faculty member or an academic advisor. The three-year evolution of a Common Reader Program at West Texas A&M University is also designed to retain freshmen, and the description also presents some of the processes that can add to the effectiveness of a common reader program. A final entry in this section includes a listing of recently completed dissertations on topics related to enrollment management.

Legislative Update

In this issue, the legislative update incorporates a focus on the federal level as related to college costs and financial aid. The update begins with an overview of actions related to higher education taken by the 110th Congress and key issues in the Federal Family Educational Loan Program that await action by the 111th Congress. Drawing on a summary of the Reauthorization of the Higher Education Act by the American Council on Education, the update continues with highlights of key provisions in the reauthorization related to college costs and student financial aid. As we write our comments the upcoming presidential election fills the news. The update concludes with the published positions of the two major presidential candidates in relation to college costs and student financial aid. Although the election will be over before this issue is published, it will prove interesting to see whether the winner follows his campaign platform.

We look forward to receiving state of the art manuscripts about the interaction among access, success, financial aid, and enrollment in higher education. For this journal to maintain its current success and appeal to a wide range of consumers, both scholars and practitioners have to be willing to share their research and programs of practice.