

# EDITORS' NOTES

Institutions in higher education are facing significant challenges in college and university admission and financial aid. There is growing pressure to increase net tuition revenues as well as selectivity and diversity among students who choose to enroll.

For admission and financial aid administrators, the resources available at their institutions to achieve these goals are often not at the requisite level to make the goals attainable. Unfortunately, resources often determine priorities, and not all goals will be achieved.

The first goal of this volume of *New Directions for Student Services* is to outline the issues that enrollment managers face while crafting their classes, and to highlight creative approaches for generating net tuition revenue, achieving diversity, and increasing selectivity. The second goal is to outline the difficult issues that face admission and financial aid administrators and the choices they confront as they attempt to achieve institutional goals. Philip Ballinger in Chapter One focuses on the socioeconomic factors facing selective college admissions policies and processes. Issues associated with applying traditional admission selection criteria and how it may exclude students from low-socioeconomic backgrounds are reviewed. In Chapter Two, Bial and Rodriguez present the reader with several strategies for assessing the admission of unrepresented applicants who may be overlooked using traditional assessment criteria.

In Chapter Three, James Day identifies historical challenges facing colleges engaged in leveraging financial aid. He presents four adaptive strategies that institutions might employ in the future to sustain net tuition revenues.

Chapter Four examines the salient features of merit-based student financial aid. The author, Raymond Brown, reviews the role of merit aid in college admission and the diverse ways it is being used in today's competitive admission market.

Chapter Five explores the human capital economy and changing demographics in the United States. Specifically, author Thomas Mortenson examines federal, state, and institutional policy choices.

Steven Syverson, in Chapter Six, examines developments in using standardized tests in the college admission process, and the controversial nature of such testing. He goes on to outline the history of standardized testing as well as its proponents and critics.

Lloyd Thacker, from the Educational Conservancy, leaves the reader with an essay in Chapter Seven about the potential responses to challenges

faced in the admission process, in particular the commercialization of college admission and its impact on higher education.

A list of further readings is presented in Chapter Eight about issues related to admission, financial aid, and enrollment management, in an annotated bibliography.

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