

From the Co-Editors

What do 21st century students of higher education look like? What are their needs? What changes can everyone in higher education expect as a result? Two keynote speakers at the 2011 NACADA Annual Conference discussed and elaborated upon these topics, and the highlights of these presentations begin this issue of the *NACADA Journal*.

Leading off this volume, James Applegate, Vice President for Program Development at the Lumina Foundation, identifies the increase in college attainment needed between now and 2025 for the United States to remain competitive in the world market as well as meet changing economic and social challenges. Included is a description of Lumina's *Goal 2025*, which involves the provision of high quality college degrees to 60% of the U.S. working-age population as the primary requirement. He then discusses the role of college academic advisors in meeting these lofty college-completion goals.

Pamela Shockley-Zalabak, Chancellor of the University of Colorado Colorado Springs, follows with a discussion of the changes affecting U.S. higher education, offering observations on how these new dynamics affect the role of the academic advisor. She recognizes the critical functions academic advisors play, encouraging them to lead change and innovation on American college campuses.

With the projected increase in postsecondary students and their changing demographic profiles, how can advisors assure that students make the best academic and career choices? As a means of supplementing the plethora of interest and aptitude instruments used to help students with decision making, Crystal Kreidler, Donald Dansereau, Timothy Barth, Gregory Repasky, and James Miller examine the effectiveness of a new spatial-display instrument designed for college students to complete while considering alternatives and actions relative to presented dilemmas.

After choosing their academic path, students must focus on successful progress toward and completion of the degree. The next two articles concern two different and effective interventions to promote student success.

Krista Soria and Lori Mumpower examine the effect of an automated and mandatory prerequisite enforcement system on both students and academic advisors, noting a positive association with desired student outcomes as well as facilitation

of developmental advising relationships between students and academic advisors. Shelley McGrath and Gail Burd discuss a mandatory success course for first-year students on probation resulting in significant differences across all measures of persistence and graduation between the control and treatment groups.

Relative to the call for academic advisors to be change agents in the education of 21st century students, Kohle Paul, Courtney Smith, and Brendan Dochney suggest that the role of advisors as leaders is often overlooked. They examine the relationship between servant leadership and developmental advising, offering the results in light of implications for academic advising practice.

To state that any advising practice or intervention is effective, assessment and/or research must be performed. While the research-based articles in this issue are primarily quantitatively based, Robert Hurt and Eric McLaughlin provide an introduction to qualitative research in academic advising. They compare and contrast qualitative and quantitative methodologies and discuss the three well-recognized qualitative methodologies of ethnography, appreciative inquiry, and case study with specific examples of how each could be used in an advising context. They propose that many advisors are reluctant to perform research projects because of the incorrect belief that research requires advanced statistical analysis or complex research methodologies; they present this article in hopes of dispelling that misconception.

We apologize for the late delivery of the last issue, 31(2). With a new printing process, several other NACADA publications being finalized and printed, and the timing of the late fall/early winter academic calendar, the issue was not on schedule. Please be assured that this was an anomaly. We were not late for want of submitted manuscripts, nor do we have any difficulty in identifying quality articles for publication. Most importantly, due to the lateness of the process, the bibliographies authored by one of our bibliography editors, Jessie Carduner, were unintentionally absent from the issue. We want to publicly apologize to her for this oversight and assure readers that her bibliographies are included in this issue and will continue to be a part of the *NACADA Journal* for years to come.

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