

## **From the Editor**

Last academic year I had the privilege of serving as an American Council on Education Emerging Leader Fellow and spent the year at Armstrong State University in Savannah, Georgia. Among other things, this experience gave me a new appreciation for what we do at SECRA and for the case studies we print in our journal. If you've taught for more than a few years, you've noticed the demographic shifts. In the last 40 years, the percentage of women has doubled and women are now the majority. Non-white students have nearly tripled in that same time frame (roughly 40% now) and some of us – including my school – are now in the “minority majority” category.

But a lot of the changes are not so visible. Our traditional students – full time, living on campus, under the age of 24 and considered dependent on their family – have slipped from 80% to about 18%. Less than 50% of the incoming class is considered college-ready, with 40% needing at least one remedial class. While we're doing a better job making education accessible to lower income, this is not without problems. 60% of our students are considered food insecure with 25% skip meals often or very often due to financial constraints. As many as 10% are housing insecure.

All this is happening when headline screams about mounting student debt, completion rates, and the ability for students to find employment upon graduation. While case studies won't solve all these problems, we do know that it's one of the best ways to give our students the “real world” skills they need, something that will increase their likelihood of success. It engages them in the classroom and they can start to see the practical application of their studies right away.

I would also be remiss for not offering my apologies for editorial delays and the problems associated with coping with three different e-mail addresses and four different computers during this year, two states and nearly three months of training all over the country. Thank-you for your patience.

Susan Peters  
[speters@fmarion.edu](mailto:speters@fmarion.edu)

NOTE: these data came from National Clearinghouse of Educational Statistics and from the American Council on Education.