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Introductory Pages

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Journal of College Access

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Thank You Patrick O'Connor

This issue is dedicated to
Co-Editor Dr. Patrick O'Connor,
who has dedicated
31 years to school counseling.

Patrick will return to private practice
in college access consulting.

Thousands of students have benefited
from Patrick's service as a school
counselor and we look forward to his
continued contributions to
increase access to college.



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COVER PHOTO

Student from Western Michigan University, Venezia “Nezi” Jones. Photo is courtesy of Christine Robinson. Used with permission granted by Jones and Robinson.



About the Journal



An Overview

The *Journal of College Access* (JCA) focuses on the current trends, research, practices, and development of all types of programs, policies, and activities related to the access of and success in postsecondary education. Issues of college aspiration, qualification, application, enrollment, and persistence are the primary emphases.

The Journal was co-founded by Dr. Patrick O'Connor and Dr. Christopher Tremblay. O'Connor is associate dean of college counseling at Cranbrook Schools, and Chief Strategist and CEO of College is Yours, an organization dedicated to expanding college opportunity. He is a board member and past chair of the Michigan College Access Network (MCAN). Tremblay is Director of Admissions and Recruiting for the Taubman College of Architecture and Urban Planning at the University of Michigan.

Launched in March 2014, JCA is a part of Western Michigan University's ScholarWorks, a digital showcase of research, scholarly and creative output.

Affiliations

JCA is affiliated with the Michigan College Access Network and the Center for Postsecondary Readiness and Success (CPRS). MCAN is a statewide non-profit organization with a mission to increase college readiness, participation, and completion in Michigan, particularly among low-income students, first-generation college going students, and students of color.



MICHIGAN COLLEGE ACCESS NETWORK



The Center for
**Postsecondary
Readiness and Success**

The goal of the Center for Postsecondary Readiness and Success is to increase equitable and accessible pathways to postsecondary success for all people. Located at American University in Washington, D.C., the Center creates aligned systems, driven by student outcomes to disseminate new knowledge and discovery of college and career readiness and persistence models, while simultaneously connecting this new knowledge to K-12 and higher education policy formation.



CALL FOR SUBMISSIONS

We accept submissions year round.

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JCA Editorial Board



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Human Development and
Education Faculty Director
Prevention Science and Practice
Graduate School of Education
Harvard University



Coming Soon: Special Issues



We have three special issues in progress focused on these important topics:

College Access and Success for Undocumented Students

This issue will reveal the challenges and opportunities for undocumented students in their pursuit of and completion of higher education.

Guest Editors:

Diana Camilo, University of Mississippi

Belinda Zamacona, University of California-San Diego

Access and Blackness:

Antiracist College Counseling and Advising

This issue will offer innovative perspectives or interventions in the context of college and career readiness, as it pertains to antiracist counseling and advising and postsecondary access of Black students. To combat the racist structures which pervade the career counseling and college counseling/advising fields, and disproportionately marginalize Black students, practitioners working with Black youth must be equipped with Antiracist frameworks.

Guest Editors:

Ian P. Levy, Manhattan College

Caroline Lopez-Perry, California State University

Long Beach

Equity-Based Career Development and Postsecondary Readiness

The special issue will focus on manuscripts using an equity-based career development lens to prepare at-risk, minoritized, special needs, and vulnerable populations for postsecondary opportunities. The former first lady of the United States, Michelle Obama, created two initiatives (Reach Higher Initiative and Better Make Room) aimed at exposing young people to college and career planning as well as emphasizing the need for everyone to obtain additional education and training beyond a high school diploma. This special edition will build on these two initiatives and focus on preparing students from vulnerable populations for optimal career and postsecondary outcomes.

Guest Editors:

Erik Hines, Associate Professor, Florida State University

Renae Mayes, Associate Professor, University of Arizona



From the Editors



Authored by
Dr. Patrick O'Connor
Dr. Christopher W. Tremblay
Dr. Laura Owen



Welcome to our newest issue.

One of the founding principles of JCA is the idea that research needs to expand college access, especially to populations where college advice has been in short supply. That principle is significantly advanced in this edition, where we begin with research that identifies the college access needs of foster youth, and how those needs differ from other populations.

JCA was also founded on the belief that research needs to address some of the long-standing assumptions about the keys to college access. One of those key components – the belief of counselors and principals in the importance of college access – receives a vigorous workout in this edition, as do the beliefs about the value of text messaging in college access. Each study leaves a better-defined construct, with insights that can improve the ability of advising professionals to increase college access.

Christine Robinson closes this edition with a perspective piece on College 101, a college access program for at-risk youth, and the qualities that make it different from other programs.

2021 promises to be an busy year at JCA, as no less than three special editions are in the works and expected to roll out. We look forward to a year of continued growth and success, and wish you the same. 

