



8-8-2021

Introductory Pages

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Recommended Citation

Tremblay, Christopher W.; Owen, Laura; and O'Connor, Patrick J. PhD (2021) "Introductory Pages," *Journal of College Access*: Vol. 6 : Iss. 1 , Article 2.

Available at: <https://scholarworks.wmich.edu/jca/vol6/iss1/2>

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Journal of College Access

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August 2021 | Volume 6 | Issue 1

Table of Contents



About the Journal.....	3
Affiliations.....	4
JCA Editorial Board.....	5
Coming Soon: Special Issues.....	6
From the Editors.....	7
Guest Perspective: Angel B. Pérez.....	8-11
Chief Executive Officer, National Association for College Admission Counseling	
Promoting Success for First-Generation Students of Color: The Importance of Academic, Transitional Adjustment, and Mental Health Supports.....	12-25
Sophie W. Schuyler (<i>University of Massachusetts Boston</i>), Jonique R. Childs (<i>University of Massachusetts Amherst</i>), Timothy A. Poynton (<i>University of Massachusetts Boston</i>)	
Student Readiness of Colleges: A Qualitative Study	26-42
Karen Widger Caldwell (<i>University of Michigan-Dearborn</i>), Cala Millis (<i>University of Michigan-Dearborn</i>), Timothy N. Constant (<i>University of Michigan-Dearborn</i>), Patrick Borg (<i>University of Michigan-Dearborn</i>), Katherine Threatt-Morgan (<i>University of Michigan-Dearborn</i>), Christopher J. F. Burke (<i>University of Michigan-Dearborn</i>)	
College Access for Prospective First-generation High School Students: Parent Perceptions.....	43-60
Christopher Brown (<i>Southern Illinois University Edwardsville</i>), Alison Reeves (<i>Southern Illinois University Edwardsville</i>), Laurel Puchner (<i>Southern Illinois University Edwardsville</i>)	



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 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.



CALL FOR SUBMISSIONS

We accept submissions year round.

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Affiliations



The *Journal of College Access* is affiliated with the Michigan College Access Network, the Center for Postsecondary Readiness and Success (CPRS) and the Center for Equity and Postsecondary Attainment (CEPA).



MICHIGAN COLLEGE ACCESS NETWORK

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.

micollegeaccess.org



**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.

american.edu/centers/cprs



**SAN DIEGO STATE
UNIVERSITY**

Center for Equity and
Postsecondary Attainment

The Center for Equity and Postsecondary Attainment (CEPA) focuses on promoting equitable access to viable postsecondary pathways and opportunities. Guided by diverse student and parent perspectives, CEPA aims to create college and career counseling and advising practices that reconnect with and elevate the voices of those who have been historically marginalized and excluded. All students deserve access to high quality guidance that supports both individual and collective needs, challenges inequitable and racist school-based systems and policies, and promotes postsecondary opportunities.

education.sdsu.edu/cepa



JCA Editorial Board



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Education Faculty Director
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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



This edition of the Journal takes a look at three important areas of research that often get overlooked in considering a student's successful transition to college.

While college access is often seen as the process of applying to college, Schuyler et al. take a look at three key elements of college access that play pivotal roles in a successful transition to college once the application process is over – academic supports, transitional adjustment supports, and mental health supports. Their conclusions offer tangible directions colleges can take in assessing these supports, and determining their success with the students they serve.

Ample literature exists when considering the topic of student readiness, but most of these studies focus on the student, not the college. Caldwell et al. look at these same construct from the eyes of one college – specifically, what does one college do to support student efforts to be college ready, and how do the members of the college community feel about those efforts?

This edition closes with a look at a key support group for students who will be the first in their family to go to college. Many high schools recognize the vital role served by the parents of these students – but are the high schools getting through? Brown et al. take an in- depth look at this question through research that is highlighted by asking the parents of first gen students if their college readiness needs are being met.

We are grateful to publish a perspective piece about higher education advocacy from NACAC President Angel B. Pérez.

This is the first of several volumes JCA is publishing this year. Come back for our special editions, the first of which is due out in less than two months! 

