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Introductory Pages

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Journal of College Access



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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 Executive Director of Enrollment Management and Student Affairs 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 goal of the Center for Postsecondary



**The Center for
Postsecondary
Readiness and Success**

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



College of Education

**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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From the Editors



Diana Camilo
Patrick O'Connor
Laura Owen
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This edition of the *Journal of College Access* includes three peer-reviewed articles, a book review, and a commentary.



The first article, “The Impact of Optional: Investigating the Effects of Test-Optional Admissions Policies” (Paris, et al.), looks at the impact of test optional admissions policies on college applications, acceptances, and enrollment. Additionally, the authors investigate the racial and socioeconomic composition of campuses, post adoption of the test-optional policy.

access to college readiness counseling impacts college persistence and attainment for multiracial students and those living in low SES. The authors call for the interrogation of the school system that historically and continuously underserves these student groups.

Edwin et al. look at the impact of academic aspirations and career uncertainty on students’ college outcomes. They draw attention to a slow but concerning decline in postsecondary institutional enrollment between fall of 2009 and 2019. While there is evidence linking career certainty and academic aspirations to college outcomes, they note that no national studies have looked at the impact of career uncertainty and academic aspirations on students’ college outcomes.

Finally, JCA Co-Editor Christopher Tremblay reviews the book “Early Colleges as a Model for Schooling: New Pathways for Access to Higher Education” and JCA Co-Editor Patrick O’Connor writes about the impact of COVID on college access. 

This will be the final edition of JCA for 2022.

Using the 2009 High School Longitudinal Study, Brookover & Johnson, look at the connection between school counselor access and postsecondary outcomes. They find

Special Thanks

Special thanks to outgoing JCA Board Members Dr. Keren Zuniga McDowell and Dr. Mandy Savitz-Romer as this is their last issue. We are grateful for their contributions over the years.

