



2023

Complete Issue

Christopher W. Tremblay
University of Michigan, cwtrem@umich.edu

Patrick J. O'Connor PhD
Oakland Community College, collegeisyours@comcast.net

Laura Owen
San Diego State University, lowen@sdsu.edu

Diana Camilo
California State University, San Bernardino, diana.camilo@csusb.edu

Moya Malcolm
American University, mmalcolm@american.edu

Follow this and additional works at: <https://scholarworks.wmich.edu/jca>

 Part of the Higher Education Commons

Recommended Citation

Tremblay, Christopher W.; O'Connor, Patrick J. PhD; Owen, Laura; Camilo, Diana; and Malcolm, Moya (2023) "Complete Issue," *Journal of College Access*: Vol. 8: Iss. 1, Article 1.

Available at: <https://scholarworks.wmich.edu/jca/vol8/iss1/1>

This Complete Issue is brought to you for free and open access by the Western Michigan University at ScholarWorks at WMU. It has been accepted for inclusion in *Journal of College Access* by an authorized editor of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



Journal of College Access



scholarworks.wmich.edu/jca



December 2023 | Volume 8 | Issue 1

Table of Contents



About the Journal.....	3
Affiliations.....	4
JCA Editorial Board.....	5
From the Editors.....	6
Well-Being Consciousness and College Access Borderlands: Staff Perspectives on Supporting Students' Well-Being Paris D. Wicker (University at Buffalo-SUNY)	7-27
Characteristics of Effective Postsecondary Advising: How Often to Meet and What to Focus On Grace Pai (Queens College, City University of New York (CUNY)), Melissa De Feo (New York City Department of Education)	28-45
Addressing Social Determinants of Mental Health to Improve College Access, Retention, and Completion..... Rumbidzai Mushunje (<i>The Ohio State University</i>), Natese Dockery (<i>The Ohio State University</i>), Mickey Lin (<i>The Ohio State University</i>), Kaprea Johnson (<i>The Ohio State University</i>), Kristen Toole (<i>The Ohio State University</i>), Sarah Henry (<i>The Ohio State University</i>), Alexandra Gantt-Howrey (<i>Idaho State University</i>)	46-88
Book Review: <i>Early Rethinking College Admissions: Research-Based Practice and Policy</i> Christopher W. Tremblay (<i>University of Michigan</i>)	89-92
Book Review: <i>Punished for Dreaming</i> Lorene DeAtley (<i>California State University, San Bernardino</i>)	93-94
Book Review: <i>Pre-College Programming in Higher Education Case Studies</i> Kim Callahan Lijana (<i>University of Michigan</i>)	95-97



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.

scholarworks.wmich.edu/jca



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



Editors in Chief

Diana Camilo, Ed.D.
Assistant Professor
College of Education Counseling Program
California State University, San Bernardino

Moya Malcolm, Ph.D.
Postdoctoral Fellow for Student Success
School of Education
American University

Patrick O'Connor, Ph.D.
Chief Strategist and CEO
College is Yours

Laura Owen, Ph.D.
Executive Director
Center for Equity and Postsecondary Attainment
Department of Counseling and School Psychology
College of Education
San Diego State University

Christopher Tremblay, Ed.D.
Executive Director of Enrollment Management and
Student Affairs
Taubman College of Architecture & Urban Planning
University of Michigan

Associate Editors

Dana Brookover, Ph.D.
Assistant Professor
Department of Education and Counseling
Villanova University

Nancy Chae, Ph.D., LCPC, NCC, NCSC, ACS
Assistant Professor
Department of Counseling and Marital and Family Therapy
University of San Diego

David D. Christian, Ph.D.
Associate Professor
Counselor Education Program
College of Education and Health Professions
University of Arkansas

Kim Cook
Executive Director
National College Attainment Network

Beth Gilfillan, Ph.D.
Assistant Professor
Counselor Education
Northeastern Illinois University

Erik M. Hines, Ph.D.
Professor
Counseling Program
Division of Child, Family, and Community Engagement
College of Education and Human Development
George Mason University

Ian Levy, Ed.D.
Assistant Professor
Counseling and Therapy
Manhattan College

Caroline Lopez-Perry, Ph.D.
Associate Professor
School Counseling
Co-Director of the CSU Center to Close the Opportunity Gap
California State University, Long Beach

Robert R. Martinez, Ph.D.
Assistant Professor
School Counseling
University of North Carolina at Chapel Hill

Timothy Poynton, Ed.D.
Associate Professor of Counseling Psychology
Department of Counseling & School Psychology
College of Education and Human Development
University of Massachusetts Boston



From the Editors



Diana Camilo
Moya Malcolm
Patrick O'Connor
Laura Owen
Christopher W. Tremblay




The lone edition of the *Journal of College Access* for 2023 is finally here, and readers will discover it has well been worth the wait.

Our opening article, by Paris Wicker, takes a look at the work done by college access organizations to support student's well-being – their social and emotional health. In our second article, Pai and DeFeo study the specific activities and help students receive in the college access process to determine which activities increase the likelihood of college enrollment. The theme of well-being is picked up in the article by Mushunje et al, where they analyze what environmental factors are studied to determine student well-being.

This edition of the Journal includes reviews of three thought-provoking books sure to jump start new thinking about college access in the coming year. These books address the crucial topics of rethinking college admissions, the ways our current education system disenfranchises black students, and case

studies of pre-college programming in higher education.

The ever-evolving field of college access provides ample opportunities for practitioners to consider how to advance efforts to prepare students for the college selection process, and how to make sure that access is meaningful as students achieve their college goals. The Journal welcomes your contributions to this discussion by submitting your research, or ideas for book reviews. You can find submission information and ways to contact us at scholarworks.wmich.edu/jca/.

Warm wishes for a strong and enlightening 2024! 



Well-Being Consciousness and College Access Borderlands: Staff Perspectives on Supporting Students' Well-Being



Authored by
Paris D. Wicker (*University at Buffalo-SUNY*)

ABSTRACT

There are more than 2,500 pre-college preparation and college access programs in the United States designed to increase postsecondary enrollment and degree obtainment rates for historically underrepresented college students, including low-income and Students of Color. Less known is how these programs address the social, emotional, and well-being needs of Black and Indigenous college-going students, who often enroll at Predominantly White Institutions (PWIs). Guided by Gloria Anzaldúa's Borderlands theory, this study analyzed interviews from five current and former college access program staff to uncover if and how college access programs define and implement well-being into college-going initiatives. Findings revealed varied racialized and gendered conceptions and expectations of well-being as well as competing outcome-based threats to developing a well-being consciousness. This study contributes new scholarship on the cultivation of well-being in college access spaces from the perspective of college access staff.

Keywords: well-being, college access, college-going, social-emotional, support

Support for this project is provided by the Graduate School, part of the Office of Vice Chancellor for Research and Graduate Education at the University of Wisconsin-Madison, with funding from the Wisconsin Alumni Research Foundation and UW-Madison. Project support was also provided by the Wisconsin Center for Education Research (WCER) and the Department of Educational Leadership and Policy Analysis.

Although Black¹ women enroll in colleges at high rates by race and gender, they lag other groups in college completion (National Center of Education Statistics, 2020). Additionally, due to low numbers, Indigenous² students are often left out of national statistics and data sets (De Bray et al., 2019; Keene, 2016; Waterman et al., 2018). However, there is evidence that Native American women also enroll and graduate from higher education at higher rates than men, yet within and between group disparities still exist in high school graduation and college-going rates (DeVoe & Darling-Churchill, 2008; McKillip & Mackey, 2013). To address postsecondary enrollment disparities, college access programs were created to increase postsecondary enrollment and degree attainment for historically

1
Black is a racial categorization of people based on broad phenotype characteristics and African ancestral origins. I primarily use Black in this paper but may also use African American when the literature is ethnic-specific to those born in the United States and descended from African ancestors who were taken and enslaved in the United States.

2
I mainly use Indigenous in this paper but will also include Native American and American Indian to include many diverse populations Indigenous to the Americas. Whenever possible, I utilize the name of the tribal affiliation or the preferred terminology of the community I work with, acknowledging nation sovereignty and the diversity of culture, language, and histories within Indigenous populations.



Well-Being Consciousness and College Access Borderlands

underrepresented college students, including low-income and students of color (Domina, 2009). However, less is known about how these programs support other notions of postsecondary success, including well-being. While college-bound Black and Indigenous students face different cultural and ethnic challenges, their navigation of higher education intersects in significant ways, with interlinked and complex historical and traumatic legacies of antiblackness and settler colonialism (Mays, 2021; Ototivo, 2017; Pyawasay, 2017; Smith et al., 2019). Additionally, research suggests gender differences in well-being experiences (Brocato et al., 2021; Gallup, 2015, 2019), which warrants additional exploration of Black and Indigenous educational experiences.

In this study, I explore how college access staff members support and prepare college-going Black and Indigenous young women to be well in college. Guided by Gloria Anzaldúa's Borderlands theory (1987), this research asks: how and to what extent college access program staff conceptualize and use well-being consciousness to prepare Black and Indigenous students for higher education? Analyzing interview data from five college access staff, I found that staff noticed an increased need for social and emotional support for students, but faced several challenges in addressing these needs, including lack of training, time, capacity, and competing with evaluative and external pressures. I argue that college-access spaces resemble a "cultural Borderland" between the

organization, the students, and the partnering colleges and universities. This study offers several important contributions to the college access literature. First, it expands knowledge of pre-collegiate preparation, emphasizing well-being cultivation among college access staff at federal, state, and private programs and organizations. Second, this study utilizes qualitative analysis that considers race and gender when framing well-being within college access spaces. Third, this study highlights the perspectives and experiences of program staff.

Literature Review

More than 2,550 pre-college preparation and college access programs exist in the United States (National Association for College Admissions Counseling, 2022; U.S. Department of Education, n.d.), and a growing body of mostly quantitative studies evaluate how college access programs shape college enrollment outcomes (Domina, 2009; Greenberg, 2003; Gullatt & Jan, 2003; Knaggs et al., 2015; Perna, 2015). However, college access literature lacks consistent empirical evidence on program effectiveness, and few use well-being assessment as an indicator of college success. With some notable exceptions (see Keene, 2016; Muñiz, 2019; Waterman et al., 2018), empirical qualitative research scarcely includes culturally-relevant well-being within college access literature. Additionally, not much literature considers the process of well-being and social and emotional development from the perspective

Well-Being Consciousness and College Access Borderlands

of program staff, who are often tasked with implementing organizational goals and initiatives (Swail & Perna, 2002).

College Access Program Effectiveness

Disparities around college enrollment and retention of Black and Indigenous students persist, and college access initiatives typically focus on the college's academic, financial, and social aspects (Gullatt & Jan, 2003; Perna, 2015). Designed to increase social capital, college enrollment, and completion rates, college access programs believe that direct student intervention can provide support and access to the "hidden curriculum," or the unwritten rules, beliefs, and behaviors that lead to student success (Gullatt & Jan, 2003). Federally funded college access programs such as TRIO (e.g., Talent Search and Upward Bound) and Gaining Early Awareness and Readiness for Undergraduate Programs (commonly known as GEAR UP) prepare low-income and minoritized students for college success and implement individual and school-based interventions through a social capital, theoretical orientation. (Gullatt & Jan, 2003). These initiatives attempt to tackle the "social construction of the education system" (Walsh, 2011, p. 371), which are heavily associated with inequity by race, ethnicity, and socioeconomic status (Bankston & Zhou; 2002; Walsh, 2011).

The research regarding the effectiveness of college access programs indicates mixed and sometimes contradictory results (Domina, 2009; Gullatt & Jan, 2003; Walsh, 2011). For

example, several studies reveal no significant differences in outcomes between program participants and non-participants (Domina, 2009; Walsh, 2011). Other studies suggest that college programs such as GEAR UP and TRIO can increase college enrollment, attendance, and persistence (Knaggs et al., 2015; Perna, 2015), particularly for those who start with lower academic expectations (Perna, 2015; Gullatt & Jan, 2003). Additional work by Walsh (2011) finds that program participation in Upward Bound and Talent Search minimally, but not statistically significantly, benefits low socio-economic and impoverished Black and Hispanic students. However, there is growing qualitative scholarship on how successful college access spaces adopt or develop culturally relevant values to support the unique populations they serve (Waterman et al., 2018; Welton & Martinez, 2014; Youngbull, 2018). Most importantly, research does not often include or measure well-being as a necessary component within college access spaces, especially within quantitative survey or evaluation research.

Behavioral and Psychosocial Skill Development

College access services that help students acquire behavioral and psychosocial skills to successfully integrate into college campus life are relatively common, with reported programming focusing on social skills and leadership development (Swail & Perna, 2002). Social and emotional learning (SEL) is a dominant psychosocial skill development framework in education, and there is

Well-Being Consciousness and College Access Borderlands

extensive and ever-growing research that addresses in-school SEL interventions at the K-12 level (Durlak et al., 2011; Elias et al., 1997; Greenberg et al., 2003; Jones & Kahn, 2017). The main goal of SEL is to manage interpersonal situations, make responsible decisions, manage emotions, appreciate the perspectives of others, and have positive relationships (CASEL, 2017; Elias et al., 1997). Research suggests that interventions that target SEL skills can positively impact academic, social, and health outcomes (Beyer, 2017; Greenberg et al., 2003; Muñiz, 2019). However, original conceptions of SEL have been critiqued for their lack of addressing systemic inequities that threaten social and emotional health, such as race-evasive perspectives that do not consider racism and race-related stress (Beyer, 2017; Gregory & Fergus, 2017; Rogers et al., 2022). Others critique SEL as a classroom management tool to minimize disruption and increase compliance and control (Greenberg et al., 2003; Jones & Bouffard, 2012; Kaler-Jones, 2020; Simmons, 2021).

In response to critiques, there have been recent calls to the field to seek equity-elaborated, anti-racist, and culturally specific SEL frameworks (Griffin et al., 2020; Jagers et al., 2019; Jones et al., 2020; Lesnick & Leahy, 2021). There is also evidence of college access programs utilizing SEL policy frameworks to advance social justice (Muñiz, 2019). While SEL contains components of greater well-being, college students tasked with learning and discovery, civic purpose, and meaningful living in the world also require additional

well-being considerations such as happiness, preferences, health, virtue, meaning, and purpose (Harward, 2016). While there is some college access research on the short and long-term impact of SEL initiatives (see Millett & Kevelson, 2020; Muñiz, 2019), the extent to which college access programs prioritize SEL as a component of greater well-being and the role and experience of staff remains understudied.

Overall, there is a scarcity of research on well-being and college access programs, which is problematic because stress and distress toward well-being are highest for college students during their first semester (Bewick et al., 2010). Therefore, addressing well-being needs during college access and transition remains critical. Additionally, much college access research focuses on the quantitative assessment of how federal programs increase college enrollment (Domina, 2009; Perna, 2015), which potentially misses important qualitative insights from private, state-funded, and community based organizations. Finally, there is a dearth of literature that highlights the perspectives of program staff, which potentially overlooks the crucial role that student-staff relationships play in sustaining the well-being of college-bound students.

Theoretical Framework

Gloria Anzaldúa's³ (1987) work, *Borderlands = La Frontera: A New Mestiza*, is a foundational exploration into the processes, causes, and conditions of humans

Well-Being Consciousness and College Access Borderlands

encountering unnatural divisions, such as geopolitical and cultural. Using semi-autobiography poetry and prose, Anzaldúa highlights how Borderlands are “unnatural boundaries” (p.3) that cause its inhabitants physical, psychological, sexual, and spiritual challenges. As a result, some may encounter violence navigating multiple cultural identities and realities. Anzaldúa posits that a new consciousness is required (*La conciencia de la mestiza*) to achieve full emancipation and collective consciousness. This new way of living (*el camino de la mestiza*) often requires addressing painful and challenging experiences (*la coatlicue state*).

Borderlands theory is ideal for studying college access programs for several reasons. First, it embodies a collective approach to social interaction, embracing the inclusion of multiple social (and often conflicting) identities. Secondly, college access programs exist primarily due to an ongoing struggle to educate all students equitably (Coleman, 2011; Reardon, 2016). Given that Anzaldúa’s perspective is from the oppressed, the marginalized, the immigrant, and the outsider, Borderlands theory and college access programs address similar populations. Third, college access programs are designed to prepare students to enter a new post-

secondary educational space and culture, historically created for wealthy, White men and often abide by middle-class values and assumptions regarding student success (Green, 2003). Underrepresented students learn to navigate new cultural, academic, and sometimes geographic territories, not necessarily designed with them in mind (Patton et al., 2016). Borderlands theory provides a lens to understand the Borderland transition from high school to college.

Methodology

I employed narrative inquiry to examine college access staff experiences on supporting Black and Indigenous young women’s well-being. Narrative inquiry is a methodology and a method of data collection and analysis to understand lived experiences (Clandinin & Caine, 2008; Esposito & Evans-Winter, 2022). Within a narrative approach, each story told is situated with a larger cultural and social context, emphasizing the relationship between the research and participants (Clandinin & Connelly, 2000, p. 43). Narrative analysis sample sizes can range from one to twenty-four in education studies (Debrah, 2021). Therefore, it is not necessary to have a large sample size for narrative studies to focus on the in-depth analysis of their stories or narratives (Wells, 2011); instead, it is most important to select participants that provide detailed and rich information on the issue being addressed (Debrah, 2021).

To frame the scope of this study, I utilize the definition of well-being as the balance point

3

Anzaldúa writes with a lowercase “b” in borderlands to signify geographical borders, while a capital “B” signifies ideological Borderlands (Orozco-Mendoza, 2008). The same writing style is adopted here.

Well-Being Consciousness and College Access Borderlands

between a resource pool and the challenges faced (Dodge et al., 2012). This definition of well-being aligns with Indigenous conceptions of well-being that follow the traditional medicine wheel and seek balance among spiritual, physical, mental, and contextual factors (Constantine et al., 2004; Rountree & Smith, 2016). Within Borderlands theory, *la mestiza* consciousness is a form of consciousness for those in Borderland spaces who push back on oppressive systems to reclaim Indigenous and feminist ways of knowing and being (Anzaldúa, 1987). A well-being consciousness is an expansion of the *la mestiza* consciousness that highlights how individuals embody a pluralist, inclusive way of life that may include contradictions and ambiguity on the path to liberation and well-being.

Participant Selection

This study utilized purposeful and snowball sampling. The main criteria for study participation were staff members with previous (within the past two years) or current employment with a college access organization and direct Black and Indigenous student interaction in their respective roles. I was particularly interested in how staff supported young women's well-being due to research indicating gendered differences in college, as well as research suggesting that the more marginalized identities that a student has, the lower their well-being tends to be (Brocato et al., 2021). Initial participant recruitment started with emailing local pre-college preparation/college access programs in several Midwestern United States with an

initial description of the study and interview solicitation. I also contacted professionals who disclosed current or previous employment within a college access program or organization.

The five participants (all names are chosen pseudonyms) represent various college access organizational types, including community-based non-profits, multi-city nonprofits, federally funded programs, private/corporate foundations, and college/university-specific programs (see Table 1 on next page). Four of the five participants worked at more than one college access organization over their professional lifetime; thus, their perspectives include multiple organizational experiences. These participants were selected as they represent different college access programs and experiences at different roles and levels of influence. Four of the five participants also identify as Black or Native American.

Data Collection and Analysis

I conducted one semi-structured interview with each staff member, lasting about 60-90 minutes. To allow the participant to uncover personal stories, experiences, and knowledge related to the changing needs of students' well-being, I asked questions such as "describe a student with a strong sense of well-being?", "how have you seen students helping one another to be well?" and "describe an activity that you found to address the well-being needs of students?" I also asked additional questions regarding institutional responses, personal challenges, and experiences supporting Black and

Well-Being Consciousness and College Access Borderlands

Table 1.
Sociodemographic Characteristics of Participants.

Pseudonym	Age	Race/ Ethnicity	Gender	Position/Role	Organizational Type
Marie	50's	White	Woman	Admin	Field Specific (Edu)
Nife	30's	Black	Woman	Student Support	National Multi-City/ college specific
Omari	30's	Black	Man	Programming	National Multi-City
Jaime	20's	Native/ Menominee	Woman	Student Support	Federal Program
Jon	50's	Native/ Ho-Chunk	Man	Director	State Program

Indigenous young adult women's well-being in preparation for college.

For the first round of analysis, I followed a preliminary reconstructive analysis approach (Carspecken, 1996) with multiple rounds of coding. After reading each interview transcript, I first created short three-to-five-word sentences using the words of the participants. Then guided by Anzaldúa's *la coatlicue* state concept, I selected data sections that addressed well-being challenges.

I determined all possible meanings for the selected data (meaning fields, Carspecken, 1996). The secondary analysis was a stratified analysis describing norms, power, actions, and values to understand meaningful acts in social communication and action. I then made higher-level inferences for each participant and their truth claims (assertions about what is right/wrong, good/bad, Carspecken, 1996). The final layer was to triangulate the primary and secondary higher-level codes for areas of convergence and divergence. Over the course of six months, I transcribed and coded data

while interviewing additional participants until repetitive data emerged, as form of assumed saturation in the data (Creswell, 2018; Morse, 2007). I selected the final themes based on saturation that included each participant's data. For the final analysis, I searched for and re-analyzed data that opposed emergent findings.

Trustworthiness

To enhance credibility, I engaged in peer debriefing to by sharing preliminary data findings with two other college access researchers (Creswell & Miller, 2007). I also utilized member-checking techniques by sharing transcripts with participants to allow for clarifications or further expansion of their narrative (Merriam & Tisdale. 2016). While this study is not designed to generalize to all college access programs nationwide, it is intended to stir methodological and conceptual understandings of well-being and how it is situated in college-going spaces to inform future research and practice.

Well-Being Consciousness and College Access Borderlands

Positionality

As a first-generation, liberal arts college-educated Black woman, racism and racialized stress have undoubtedly shaped my personal experiences as a student and scholar and influenced my career in higher education. My interest in studying well-being as a component of college access spaces largely stems from my experience working with college access programs as a former college admissions professional and as a former Associate Dean of Students. In these roles, I worked with many first-generation, Black and Indigenous college students navigating spaces not necessarily created for them. When students pulled away from student life as a form of self-care, the university administration at times viewed this disengagement negatively. While some accept a world where education and social emotional trauma are normal companions for minoritized students, I engage in research and practice with the assumption that education and well-being does not have to be negatively correlated. There is a path toward equitable well-being for all.

To that end, I embrace the motto of “nothing about us without us,” Charlton (2000) within my research process. This commitment to well-being for all and to do no harm, especially for Indigenous communities, has manifested in research that centers Indigenous knowledge and experiences, and incorporates participatory action research elements into my research design. This includes consultation and collaboration with Indigenous scholars, youth, and community

leaders to guide the research process, always moving at the speed of trust (brown, 2017). As the researcher, I am responsible for accurately synthesizing the thoughts and experiences of the participants by choosing and utilizing the appropriate methodological and theoretical tools. My professional experiences provided me the language and discourse to signal my familiarity with that world, which aided in establishing trust with my participants and yet created an ideal level of professional distance between myself and the participants. While a constructivist research philosophy assumes that total control and elimination of bias in research is impossible (Crotty, 1998; Ortlipp, 2008), I used reflexive journaling throughout the research process to keep me aware of presuppositions and experiences that influence my research.

Findings

The overall findings from the study suggest that pre-college preparation and college access staff were navigating multiple and sometimes conflicting or ambiguous well-being Borderlands between the college access program, student spaces, and partnering colleges and universities. In these Border spaces, staff noticed an increased need for student social and emotional support. However, they often faced several challenges in addressing these needs, including lack of training, time, capacity, or evaluative pressures. Conceptions and definitions of well-being expectantly varied amongst staff. However, they also revealed commonalities that centered awareness, the ability to reach

Well-Being Consciousness and College Access Borderlands

out or within, and helping others. There were also racialized and gendered expectations around well-being and what students should be able to do when well. The study findings are presented through the following themes: (1) Racialized and gendered well-being Borderlands, and (2) Threats and triumphs of well-being consciousness.

Racialized and Gendered Well-Being Borderlands

When asked to describe a student with a strong sense of well-being, Omari, a Black man who has worked as student support for multiple college access programs, responded on how he understood Black women's well-being as tied to her ability to be of service to others. He explains:

I think Black women's well-being, I've experienced it to always be in relation to other people's outcomes. So, like we want Black women to be well so they can show up for a Black man. We want Black women to be well so they can be strong and pillars of our community. Not we want Black women to be well for their own lives. I can't help but think about the many ways in which [it] is contingent.

In this passage, Omari articulated cultural expectations that he perceives are often placed upon Black women who tie their well-being to others, acknowledging the social influence of race and gender identity. Omari's lived experience of well-being speaks to how in some college access spaces, well-being may not be considered the only goal in educational spaces but also a means to other outcomes,

such as learning or providing care and support to others.

Nife, a Black woman who has worked at several college-access programs, expressed well-being for college women as tied to safety from physical, sexual, and verbal gendered violence. She explains:

I think a big part of wellness, while I was in college was maintaining safety and as a woman, so much of that is, is related to gender-based violence, including rape, including domestic violence, including...social violence that's like gender-based, and that could be like men consistently talking over you in class. ...maybe not even in class but like in workplaces. So those sorts of like social violence where because of your gender, you're discounted.

Nife describes well-being as a state of awareness of the higher education social world and context in which college women experience gendered social violence. When asked if college access programs addressed this directly, Nife responded, "neither of them did a super stellar job of proactively addressing things", which suggests that some staff have racialized and gendered understandings of what it means for college women to be well, and due partly to their own experiences.

Unfortunately, several staff indicated that college access programs failed to proactively address the racial and gendered implications of well-being (see Table 2 on next page for additional examples of participants'

Well-Being Consciousness and College Access Borderlands

statements). However, there were multiple instances in which racist campus and community events propelled organizations into a reactive response.

For example, participants Marie, Omari, and Jon all described experiences where current college students would return to their home college-access programs and share troublesome campus experiences, looking for support and guidance. Omari described such an experience:

We started getting a lot of feedback from students like, "There's a lot of racism on this campus... I don't know how to navigate a racially toxic schooling climate." All these things started coming up...so after a lot of reflection, the organization realized, okay, well, we need to actually start talking to students about things like racial battle fatigue and racial identity.

Despite the reactive nature of the responses, staff shared that students found these initiatives to be helpful. For example, Omari's organization created a handbook to discuss and explain concepts such as racial battle fatigue and suggest how students could work through such challenges. Likewise, Jon, a 50-something Native man who has worked in college access spaces for 20 years, shared how his program carved out space for students to process racialized experiences on campus and in the broader community:

So, we take time because we meet so many times with our students throughout the school year, we're able to take time to process through that

with them. This recent homecoming controversy... and [young Black teen] ...so he was shot by the police on [named] street here towards the neighborhood...and so our students had to stew all day... They stewed all day, and that was the major topic of conversation for the community... yeah, so we shifted our plan to do that so that we could, if we must, we can ditch whatever was planned for the day and do x.

Each staff member shared stories of where former students returned to share racist incidents on their respective college campuses and communities, indicating the potential ongoing organizational influence that college access programs have in students' lives through high school, college, and beyond. Similar to Anzaldúa's coatlicue state or painful experience to force introspection and transformation, these incidents often catalyzed college-access programs to respond and facilitate opportunities to process how these experiences negatively influence college students. This passage also highlights how former students initiated the coatlicue state within college access Borderlands by returning to their home pre-college access programs to share these experiences and seek support.

Threats and Triumphs to Well-Being Consciousness

During the interviews, staff were asked to define their conceptions of well-being. Marie identifies as a white woman in her 50s and works as a student social support programming coordinator. She

Well-Being Consciousness and College Access Borderlands

Table 2.
Additional Participant Quotes by Theme.

	Racialize & Gendered Well-Being	Threats & Triumphs of Well-Being Consciousness
Marie	“My son, a middle, you know, middle income white boy... came to this campus, and also struggled, you go to a high school and it's diverse... And you come to this campus, and it's not so diverse.”	“The freshmen at [institution] come and talk to the high school students...a big part of the conversation was them talking about, resources for mental health. That was eye-opening for me.”
Nife	“[there] were sort of the extreme examples of violence against women...the organization did not handle well at all...I would say that the organization handled it poorly.”	“There was a profile of folks who would consistently target and harass [students]... for the organization to not explicitly require us to prepare students with color to walk into that environment was extremely problematic.”
Omari	“I would take my time to really socialize black students to the notion of wellness...and then rebuilding from that point, centering wellness in your life, and understanding the precarity of how race and class, all that, impacts it.”	“So, we didn't go after the structural or policy changes, or critique structures and policies at the organizations that we sent our students because to do so would probably put at risk our ability to send students to those places.”
Jaime	“Native students particularly in higher education is understanding what their well-being is in the context of higher ed versus at home.”	“Some of these- particularly these student organizations, man, they're powerful things...finding the space to be vulnerable to say, "yeah, this is hard for me too." but we're gonna get through this together.”
Jon	“And she still has a social justice orientation. So, she can deal with tough issues that are important but have a positive growth-oriented perspective within that.”	“Have you been to a football game yet? Bloody Mary bars and alcohol right across the plaza...we have to police this area... make sure that we don't have nonsense going on.”

conceptualized well-being for students as partly an exercise in reaching out to ask for help. She recalled:

I have a couple of students that really have struggled... we got to talking, and I said... find out what your options are. And it was just a matter of, like, talking it out... you just need to reach out and know where your resources are.

Marie believed that students are well if they know how and when to ask for help and where resources are available. She frames well-being as reaching out to the right resources to get what you need to succeed.

Jon and Nife also expressed that well-being includes knowing your resources to get you what you need and reaching out (see Table 2). Alternatively, Omari and Jaime viewed well-being as a combination of reaching out for help but mostly reaching in to identify personal needs, inner joys, and strength from within. For example, Omari sees well-being as a socialization process that includes internal reflection:

How do I hope Black students identify post-secondary pathways that will bring them the most joy? I would take my time to really socialize black students to the notion of wellness, how to define it

Well-Being Consciousness and College Access Borderlands

for themselves, and then how to create a college-going path that centers wellness in your life and understanding the precarity of how race and class impact it. Let's then create individual and collective journeys to identifying and pursuing a college path such that you at least know what wellness means to you, and then you can make decisions based from that.

Omari views internal reflection and awareness as a crucial component of well-being and that college access programs can play a role in facilitating such opportunities for greater awareness. Except for Marie, who focused more on reaching out, this pattern of reaching inward was mentioned by all other staff, who identified as either Black or Indigenous, hinting at how staff's racial identity may shape whether and how they assist students in navigating well-being. The concept of reaching within especially expressed by Jon and Jaime, aligned with an Anzaldúan concept of consciousness, which involves inner reflection to undue internalized oppressive traditions while also externally working toward collective liberation. For example, Jon described what he believes is an exemplar of a young Indigenous woman with high well-being:

She's the kind of person that everybody wants to be around. And she's got poise... got self-confidence. I think she has an expectation of success. She wants to bring others along with her on the journey of success, not tear others down to go forward, so she has a sense of community... And she still has a social justice orientation. So, she can deal with tough issues that are important but have a positive growth-oriented perspective.

In addition to the individual attributes of confidence and high expectations, Jon also sees collective support, community, and social justice as components of what it means for students to be well, indicating that students may be perceived to be well when they help others do the same. This suggests that some staff members have expectations of well-being that include what students should do and how they should perform well-being within a particular space.

A significant threat to well-being consciousness that arose through the narratives was competing with administrative and philanthropic demands to meet postsecondary enrollment numbers. Specifically, the myopic focus on college enrollment created tensions for staff who desired to address other concerns but had neither the institutional resources nor the structural support to follow through. Marie and Omari shared such tensions:

Marie:

I still have to give reports to the Dean, and she would say, you know, 'This kid doesn't even have a 2.0. What are they doing in this program?' 'There's no way they're gonna get into [selective public university], much less anywhere else.'

Omari:

So, we didn't go after the structural or policy changes, or critique structures and policies at the organizations that we sent our students because to do so would probably put at risk our ability to send students to those places. I don't think as an organization we wanted to ruffle feathers... and

Well-Being Consciousness and College Access Borderlands

the consequences of doing so, at least at the time, didn't appear to be worth losing benefits. Like we got checks to make sure we got students into high-quality university seats, period... These funders did not give a [expletive] about how our students felt at [these] institutions.

While program staff desired to prioritize the well-being and health of the students, they perceived that well-being support could not come at the expense of ensuring college enrollment goals. These findings suggest that program staff had to reconcile their desires to support students with the expectation of outcome-based productivity in college-going spaces.

Unfortunately, even when students embraced a culturally responsive well-being consciousness, their efforts were not always legitimized by the higher education institution, as indicated by participant Jaime, who identified as Native American/Menominee, and worked at several college access programs to support Indigenous students. She shared a time when a student tried to implement a culturally responsive intervention for her well-being:

I had a student who was struggling because she wasn't feeling well, and she went home and, talked to her spiritual advisor, and, really was guided in a particular way... so when she went back to an institution, they asked her for a doctor's note. And they wouldn't take that spiritual advisor's word because it wasn't a quote-on-quote, credentialed doctor.

This example highlights how the perceived cultural capital of Indigenous well-being practice (i.e., whether the healer has “credentials”) shapes the university’s response. Thus, even when students tried to implement culturally responsive efforts, their efforts were not always accepted by their institutions. This narrative also reveals that students are again returning to college access programs for help post-college enrollment and highlights the ongoing need for persistence support even after formally leaving their college access programs. Finally, while staff struggled at times to prioritize or advocate for student well-being, especially to partner colleges and universities, there were times that staff bore witness to culturally affirming student-led practices that improved the well-being of one another. Nife spoke of experiencing students reaching out for support and resources on behalf of other students. Nife explains:

So that could be that there was student A who would say to a staff member, 'Hey, student B has this and that going on and you know, I don't think things are going well, like you should talk to that student about it.' I really noticed that student B was super homesick...and part of the homesickness was that student B missed, missed their mom's Mac and cheese. And so, we found a soul food place and got some Mac and cheese ... there were times where students took those things into their own hands and either made staff aware of it or, kind of did what they thought was right to do in terms of directing the other student to a resource that they think might have been helpful.

Well-Being Consciousness and College Access Borderlands

In this experience, students engaged in caregiving and proxying care work on behalf of other current and former program students. As a staff member, Nife shifted the traditional power hierarchy between staff and students. Instead, she served as secondary support to honor students' leadership on how to care for themselves and others. Omari also shared the experience of watching students step up to encourage one another when faced with deficit-based and anti-black language from other educators. Omari shares one instance of working in a high school with a school counselor:

I would be in a financial aid session with students and, like a guidance counselor, would come in and say, "You all are in this class because you didn't do what you were supposed to do when you came here as freshmen, so this is your last chance to get your lives together." And I'd be like, "Wow." But I would then hear students say, once that guidance counselor would leave ... I'll never forget this one student. She was like, "We're good. We're trying our best. Um, everybody's gonna succeed." And like I remember her saying this out loud in the class to like her fellow students once the guidance counselor left.

These narratives illuminate how threats to a well-being consciousness came from both high school and college environments. In the face of deficit frameworks or lack of an organizational response, students occasionally took matters into their own hands, while college access staff bore witness.

Discussion

This study explored the well-being preparation environment of college access programs from the perspectives of program staff. Previous college access evaluations stressed that program staff have a shared commitment with program directors to support students (Swail & Perna, 2002). One main finding from this study suggests that program staff see the need to support and foster student well-being. However, conceptions of and implementation of well-being initiatives vary by program. This aligns with recent research on the ambiguities around defining well-being in educational spaces (Schmidt & Hansson, 2018; Travia et al., 2020) and thus stresses the need for college access programs to collectively define well-being goals from a culturally sustaining philosophy that embeds student culture into the process (D'Andrea Martínez, 2021; Waterman et al., 2018; Wicker, 2022). Additionally, Anzaldúa's Borderlands theory is a powerful framework for seeing cultural contradictions and ambiguities between the high school, college access, and college campus environments.

Furthermore, staff in this study acknowledged that their organizations often failed to address well-being concerns proactively. For example, Nife shared that her organizations did not address gendered violence until after an incident. Marie, Omari, and Jon also shared how their organizations reacted to racialized campus and community

Well-Being Consciousness and College Access Borderlands

incidents. This aligns with current literature that argues that few programs explicitly address educational, psychological, and social needs, especially for Black women (Jones, 2021). However, as students seemed surprised by their experiences on campus, providing proactive programming that acknowledges the connection between identity and well-being and the process of striving for well-being in a potentially oppressive environment could improve well-being consciousness in college access spaces.

These narratives illuminate how processing and protecting students from painful racialized experiences and gendered violence often catalyzed program staff and students to address well-being concerns. Similar to Anzaldúa's concept of *la Coatlicue State*, or painful experiences that increase consciousness, this study reveals how students continue to need well-being support both pre- and post-matriculation due to college campus climate and racialized events. Students, too, were engaged in collective well-being support for one another, supporting previous research on the vital role of peers for social and emotional support (Mishra, 2020), yet offering new contributions on the role and integration of staff within student-led initiatives. Program staff were navigating multiple college-access Borderlands between the organization, the students, and the partnering colleges, trying to bridge organizational efforts with students' desire to proxy care work for themselves and process racialized events on college campuses and in the broader community. College access

program staff used their agency and tools to support students by sharing personal knowledge and wisdom, abnegating power, and bearing witness to the culturally responsive proxy care work led by students.

Finally, the lack of proactive well-being support also appears to result from other competing priorities, such as college enrollment goals. Given that federal college access programs were designed to increase college enrollment for underrepresented student groups (Domina, 2009), it is not surprising that high school completion and post-secondary enrollment rates remain the primary measures of success for these programs and organizations. However, other research highlights the detrimental role of outcome and productivity-led programming in community and youth spaces (Baldrige, 2014). Findings from this study highlight the day-to-day tensions and perceived consequences that college access program staff have in advocating for students, especially to the partnering colleges and universities.

Implications

This study highlights several areas for future research. The first is that more qualitative studies are needed to provide insight into college access staff perspectives on the journey to well-being and collegiate preparation. Second, longitudinal datasets should consider including indices of well-being in their data collection and measurement to be tracked by organizations

Well-Being Consciousness and College Access Borderlands

over time. Third, as Black girls have unique educational experiences (Blackmon & Coyle, 2017; Byrd, 2021; Patton et al., 2016), qualitative and quantitative studies should consider intersecting identities, particularly race and gender, in shaping well-being pedagogy and practice.

Likewise, this study underscores three opportunities for staff and administrators.

The first is that college access programs should consider including

well-being to indicate student success in their agreements with their respective higher education partners. This can further ensure that organizations will proactively address greater well-being as an outcome for all college-bound students, especially Black and Indigenous women attending predominantly White institutions (PWIs).

Secondly, college access programs should consider building proactive student programming designed toward well-being discovery and preparation for potential threats to well-being (i.e., racist treatment), assuming that students of color are likely to experience racialized stress on college campuses with known racial hostility incidents (Beyer, 2017; Davis et al., 2004; Nghe & Mahalik, 2001). Third, consider incorporating organizational responses and

advocacy for student well-being on college campuses, including embedding and centering Indigenous, informal, and culturally responsive well-being practices.

Conclusion

With many college access programs dedicated to supporting first-generation, low-income, underrepresented, and otherwise minoritized student populations, this study


provides critical knowledge and accountability to those who profess to support our most vulnerable student populations. As college access programs have the potential to shape college enrollment trends around persistence and retention, this study contributes asset-based and relational well-being research that moves away from deficit models that place the responsibility of

well-being solely on the students to include organizations as integral to fostering well-being. Additionally, Black women and girls represent only one percent of educational scholarship (Byrd, 2021; Young et al., 2021), and Indigenous students are often made invisible by the lack of representation in educational research (Shotton et al., 2013). This study contributes vital data within a research drought. Much is at stake, and educational vigilance and culturally relevant



“These narratives illuminate how processing and protecting students from painful racialized experiences and gendered violence often catalyzed program staff and students to address well-being concerns.”

Well-Being Consciousness and College Access Borderlands

practice to promote authentic opportunities for Black and Indigenous college-going women to flourish in educational spaces remain imperative. 

REFERENCES

- Anzaldúa, G. (1987). *Borderlands = la frontera: the new mestiza*. Spinsters/Aunt Lute.
- Baldrige, B. (2019). *Reclaiming community: Race and the uncertain future of youth work*. Stanford University Press.
- Bankston, C., & Zhou, M. (2002). Social capital as process: The meanings and problems of a theoretical metaphor. *Sociological Inquiry*, 72, 285–317. <https://doi.org/10.1111/1475-682X.00017>
- Beyer, L. N. (2017). Social and emotional learning and traditionally underserved populations. *American Youth Policy Forum*. https://www.aypf.org/wp-content/uploads/2017/10/SEL-Special-Populations_Final.pdf
- Bewick, B., Koutsopoulou, G., Miles, J., Slaa, E., & Barkham, M. (2010). Changes in undergraduate students' psychological well-being as they progress through university. *Studies in Higher Education*, 35(6), 633–645. <https://doi.org/10.1080/03075070903216643>
- Blackmon, S. M., & Coyle, L. D. (2017). Investigating historically Black college women's patterns of racial-ethnic socialization and positive mental health. In L. D. Patton & N.N Croon (Eds), *Critical perspectives on Black women and college success*. Routledge.
- Brocato, N., Luebber, F., Taylor, M., Gonzalez, Á. D. J., Chessman, H. M., & Zhao, Y. (2021). Well-being for students with minoritized identities. *American Council on Education*. <https://www.acenet.edu/Documents/Well-Being-Minoritized-Identities.pdf>.
- brown, a.m. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press.
- Byrd, J. A. (2021). Black women's perceptions of K-12 experiences that influenced their preparation for college. *Journal of College Access*, 6 (3), 59–82. <https://scholarworks.wmich.edu/jca/vol6/iss3/6>
- Carspecken, P.F. (1996). *Critical ethnography in educational research*. New Routledge.
- Charlton, J. I. (2000). *Nothing about us without us: Disability oppression and empowerment*. University of California Press.
- Clandinin, D., & Caine, V. (2008). Narrative Inquiry. In L. M. Given (Ed.), *The Sage Encyclopedia of Qualitative Research Methods*. (pp. 542-545). SAGE Publications, Inc. <http://dx.doi.org/10.4135/9781412963909.n275>
- Clandinin, D.J., & Connelly, F.M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Jossey-Bass.
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). What is the CASEL framework? <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- Coleman, J., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfeld, F., & York, R. (2011). The Coleman Report. In Richard Arum and Irene Beattie (Eds.), *The structure of schooling: Readings in the sociology of education*. Sage.
- Constantine, M. G., Myers, L. J., Kindaichi, M., & Moore, J. L. (2004). Exploring Indigenous mental health practices: The roles of healers and helpers in promoting well-being in people of color. *Counseling and Values*, 48(2), 110–125. <https://doi.org/10.1002/j.2161-007X.2004.tb00238.x>
- Creswell, J.W., Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed method approach (5th ed)*. SAGE Publication Inc.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124–130. https://doi.org/10.1207/s15430421tip3903_2
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage.
- Debrah, T. (2021). Qualitative research designs, sample size and saturation: Is it always enough? *Journal of Advocacy, Research and Education*, 8(3), 60–65. DOI: 10.13187/jare.2021.3.60
- De Brey, C., Musu, L., McFarland, J., Wilkinson-Flicker, S., Diliberti, M., Zhang, A., Branstetter, C., & Wang, X. (2019). *Status and trends in the education of racial and ethnic groups 2018*. National Center for Education Statistics, U.S. Department of Education.

Well-Being Consciousness and College Access Borderlands

- DeVoe, J. F., & Darling-Churchill, K. E. (2008). Status and trends in the education of American Indians and Alaska Natives (NCES No. 2008084). Washington, DC: National Center for Education Statistics, Institute of Education Sciences.
- D'Andrea Martinez, P. (2021). Culturally responsive sustaining education. NYU Steinhardt Metropolitan Center for Research on Equity and the Transformation of Schools. <https://steinhardt.nyu.edu/metrocenter/ejroc/culturallyresponsive-sustaining-education>
- Diamond, J. (2016). Race and white supremacy in the sociology of education: Shifting with intellectual gaze. In Mehta, J. & Davies, S. (Eds.). *Education in the New Society: Renewing the Sociology of Education* (pp.345-362). The University of Chicago Press.
- Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), Article 3. <https://www.internationaljournalofwellbeing.org/index.php/ijow/article/view/89>
- Domina, T. (2009). What works in college outreach: Assessing targeted and schoolwide interventions for disadvantaged students. *Educational Evaluation and Policy Analysis*, 31(2), 127–152. <https://doi.org/10.3102/0162373709333887>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., Kessler, R., Schwab-Stone, M. E., & Shriver, T. P. (1997). Promoting social and emotional learning: Guidelines for educators. Association for Supervision and Curriculum Development. <https://earlylearningfocus.org/wp-content/uploads/2019/12/promoting-social-and-emotional-learning-1.pdf>
- Espósito, J., & Evans-Winters V. (2021). Introduction to intersectional qualitative research. Sage.
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.
- Gallup, Inc. (2019). Alumni of tribal colleges and universities better their communities. <https://www.gallup.com/education/265871/tribal-college-university-alumni-outcomes.aspx>
- Gallup, Inc. (2015). USA funds minority college graduates report. https://www.gallup.com/file/services/186359/USA_Funds_Minority_Report_GALLUP.pdf
- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58(6–7), 466–474. <http://dx.doi.org.ezproxy.library.wisc.edu/10.1037/0003-066X.58.6-7.466>
- Gregory, A., & Fergus, E. (2017). Social and emotional learning and equity in school discipline. *The Future of Children*, 27(1), 117–136. <https://www.jstor.org/stable/44219024>
- Griffin, C. B., Gray, D., Hope, E., Metzger, I. W., & Henderson, D. X. (2022). Do coping responses and racial identity promote school adjustment among Black youth? Applying an equity-elaborated social-emotional learning lens. *Urban Education*, 57(2), 198–223. <https://doi.org/10.1177/0042085920933346>
- Gullatt, Y & Jan, W. (2003). How do pre-collegiate academic outreach programs impact college-going among underrepresented students? The University of California.
- Harward, D. (Ed). (2016). *Well-Being and higher education: A strategy for change and the realization of education's greater purposes. Bringing Theory to Practice.*
- Jagers, R. J., Rivas-Drake, D., & Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. *Educational Psychologist*, 54(3), 162–184. <https://doi.org/10.1080/00461520.2019.1623032>
- Jones, S. M. (2021). Not by Magic: Perspectives on creating and facilitating outreach programs for Black girls and women. *Journal of African American Women and Girls in Education*, 1(1), Article 1. <https://doi.org/10.21423/jaawge-v1i1a25>
- Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. *Social Policy Report. Society for Research in Child Development*, 26 (4). <http://eric.ed.gov/?id=ED540203>

Well-Being Consciousness and College Access Borderlands

- Jones S. M., Kahn J. (2017). The evidence base for how we learn: Supporting students' social, emotional, and academic development. National Commission on Social, Emotional, and Academic Development, The Aspen Institute. <https://files-eric-ed.gov.ezproxy.library.wisc.edu/fulltext/ED577039.pdf>
- Jones, T. M., Fleming, C., & Williford, A. (2020). Racial equity in academic success: The role of school climate and social emotional learning. *Children and Youth Services Review*, 119, 105623. <https://doi.org/10.1016/j.childyouth.2020.105623>
- Kaler-Jones, C. (2020). When SEL is used as another form of policing. Medium. <https://medium.com/@justschools/when-sel-is-used-as-another-form-of-policing-fa53cf85dce4>
- Keene, A.J. (2016). College pride, native ride: A portrait of a culturally grounded precollege access program for American Indian, Alaska Native, and Native Hawaiian Students. *Harvard Educational Review*, Vol.86(1), 72–97. DOI: 10.1177/0017-8055.86.1.72
- Knaggs, C. M., Sondergeld, T. A., & Schardt, B. (2015). Overcoming barriers to college enrollment, persistence, and perceptions for urban high school students in a college preparatory program. *Journal of Mixed Methods Research*, 9(1), 7–30. <https://doi.org/10.1177/1558689813497260>
- Lesnick, E. S., & Leahy, J. (2021). Developing an anti-racist SEL framework: Some questions for consideration. The Institute for Anti-Racist Education. <https://www.antiracist.org/blog/antiracistSEL>
- Mays, K.T. (2021). *An Afro-Indigenous history of the united states*. Beacon Press.
- Mahfouz, J., & Anthony-Stevens, V. (2020). Why trouble SEL? The need for cultural relevance in SEL. *Occasional Paper Series*, 2020 (43). <https://educate.bankstreet.edu/occasional-paperseries/vol2020/iss43/6>
- Merriam S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- McKillip, M. E. M., Mackey, P. E. (2013). College access and success among high school graduates taking the SAT: Native American students. Research Note. The College Board. <https://files.eric.ed.gov/fulltext/ED562645.pdf>
- Millett, C. M., & Kevelson, M. J. C. (2020). Integrating social emotional skill development throughout college access program activities: A profile of the Princeton University preparatory program". *Journal of College Access*, 5(1), 32–53. <https://scholarworks.wmich.edu/jca/vol5/iss1/5>
- Mishra, S. (2020). Social networks, social capital, social support, and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. *Educational Research Review*, 29, 100307. <https://doi.org/10.1016/j.edurev.2019.100307>
- Morse, J.M. (2007). Quantitative influences on the presentation of qualitative articles. *Qualitative Health Research*. 17, 147–148. <https://doi.org/10.1177/1049732306297321>
- Muñiz, R. (2019). Rethinking social justice: Promoting SEL opportunities to achieve a more just society. *Journal of Educational Leadership and Policy Studies*, Special Issue #3 on Educational Leadership and Social Justice, 3(3). <https://files-eric-ed.gov/fulltext/EJ1252028.pdf>.
- National Association for College Admissions Counseling (2023). *Directory of College Access and Readiness Programs*. <https://casp.nacacnet.org/>
- National Center for Education Statistics. (2020). *Fast facts: Degrees conferred by race/ethnicity and sex*. <https://nces.ed.gov/fastfacts/display.asp?id=72>.
- Orozco-Mendoza, E. F. (2008). *Borderlands theory: Producing border epistemologies with Gloria Anzaldúa*. [Master's Thesis, Virginia Tech]. <https://vtechworks.lib.vt.edu/handle/10919/32268>
- Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The Qualitative Report*, 12 (4), 695–705. <http://www.nova.edu/ssss/QR/QR13-4/ortlipp.pdf>
- Ototivo, B. (2017). *Being Native American in a higher education setting*. [Doctoral Dissertation, University of Oklahoma]. <https://shareok.org/handle/11244/50895>
- Patton, L. D., Crenshaw, K., Haynes, C., & Watson, T. N. (2016). Why we can't wait: (Re)examining the opportunities and challenges for Black women and girls in education (Guest Editorial). *The Journal of Negro Education*, 85(3), 194–198. <https://doi.org/10.7709/jnegroeducation.85.3.0194>
- Patton L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. *Student development in college: Theory, research, and practice*. Jossey-Bass.

Well-Being Consciousness and College Access Borderlands

- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work*, 1(3), 261–283. <https://doi.org/10.1177/1473325002001003636>
- Perna, L. W. (2015). Improving college access and completion for low-income and first-generation students: The role of college access and success programs. http://repository.upenn.edu/gse_pubs/301
- Pyawasay, S. M. (2017). Modern day boarding schools. ProQuest Dissertation Publishing, 1063705. University of Minnesota. <https://www.proquest.com/docview/1968608862/abstract/6B2F9C5EE6948CDPQ/1>
- Reardon, S. F. (2016). School segregation and racial academic achievement gaps. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 2(5), 34–57. <https://doi.org/10.7758/RSF.2016.2.5.03>
- Rogers, L.O., Griffin, C., & Warren, C.A. (2022). Race and social emotional learning for Black students in urban schooling context. *Urban Education*, 57(2), 187–190. <https://doi.org/10.1177/004208592093333>
- Rountree, J., & Smith, A. (2016). Strength-based well-being indicators for Indigenous children and families: A literature review of Indigenous communities' identified well-being indicators. *American Indian & Alaska Native Mental Health Research: The Journal of the National Center*, 23(3), 206–220. <https://doi.org/10.5820/aian.2303.2016.206>
- Schmidt, M., & Hansson, E. (2018). Doctoral students' well-being: A literature review. *International Journal of Qualitative Studies on Health and Well-Being*, 13(1), 1508171. <https://doi.org/10.1080/17482631.2018.1508171>
- Simmons, D. (2021). Why SEL alone isn't enough. *The Association for Supervision and Curriculum Development*, 78(6). <https://www.ascd.org/el/articles/why-sel-alone-isnt-enough>
- Shotton, J. H., Lowe, S. C., & Waterman, S. J. (2013). Beyond the asterisk: Understanding Native students in higher education. Stylus.
- Smith, L. T., Tuck, E., & Yang, K. W. (2019). *Indigenous and decolonizing studies in education: Mapping the long view*. Routledge.
- Smith, R. A., Brown, M. G., Grady, K. A., Sowl, S., & Schulz, J. M. (2022). Patterns of undergraduate student interpersonal interaction network change during the COVID-pandemic. *AERA Open*, 8, 23328584211073160. <https://doi.org/10.1177/23328584211073160>
- Swail, W.S., & Perna, L.W. (2002). Pre-college outreach programs: A national perspective. In W.G. Tierney & L.S. Hagedorn (Eds.) *Increasing access to college: Extending possibilities for all students*. SUNY Press.
- Travia, R. M., Larcus, J. G., Andes, S., & Gomes, P. G. (2020). Framing well-being in a college campus setting. *Journal of American College Health*, 0(0), 1–15. <https://doi.org/10.1080/07448481.2020.1763369>
- U.S. Department of Education. (n.d.). Federal TRIO programs - Home Page. Office of Postsecondary Education. www2.ed.gov/about/offices/list/ope/trio/index.html#programs
- Walsh, R. (2011). Helping or Hurting: Are Adolescent Intervention Programs Minimizing Racial Inequality? *Education and Urban Society*, 43(3), 370–395. <https://doi.org/10.1177/0013124510380419>
- Waterman, S. J., Lowe, S. C., & Shotton, H. J. (Eds.). (2018). *Beyond access: Indigenizing programs for Native American student success*. Stylus.
- Wells, K. (2011). *Narrative inquiry*. Oxford University Press
- Welton, A. D., & Martinez, M. A. (2014). Coloring the College Pathway: A More Culturally Responsive Approach to College Readiness and Access for Students of Color in Secondary Schools. *The Urban Review*, 46(2), 197–223. <https://doi.org/10.1007/s11256-013-0252-7>
- Wicker, P. (2022). A critical policy of well-being and equity polity at historically Black, Tribal, and predominantly White colleges and universities. *National Resource Center for the First-Year Experience and Students in Transition*. https://sc.edu/nrc/system/pub_files/1650047445_0.pdf
- Winkle-Wagner, R. (2015). Having Their Lives Narrowed Down? The State of Black Women's College Success. *Review of Educational Research*, 85(2), 171–204.
- Winkle-Wagner, R., & Locks, A.M. (2021). *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students (2nd Ed)*. Routledge.

Well-Being Consciousness and College Access Borderlands

Winkle-Wagner, R. (2009). The perpetual homelessness of college experiences: tensions between home and campus for African American women. *The Review of Higher Education*, 33(1), 1–36. <https://doi.org/10.1353/rhe.0.0116>

Young, J., Butler, B., King, N., & Wandix-White, D. (2021). The time is now: (Re)visioning, (re)assessing, and (re)storing the state of educational research for African American women and girls. *Journal of African American Women and Girls in Education*, 1(1), Article 1. <https://doi.org/10.21423/jaawge-v1i1a83>

Characteristics of Effective Postsecondary Advising: How Often to Meet and What to Focus On



Authored by
Grace Pai (*Queens College, City University of New York (CUNY)*)
Melissa De Feo (*New York City Department of Education*)

ABSTRACT

Using data from a large-scale senior exit survey administered at public high schools in New York City, this study aims to parse out what quantitative and qualitative characteristics of postsecondary advising are most influential in predicting students' likelihood to attend college. We apply a broader conceptual framework for postsecondary advisement that includes school-based college advising as well as parental advisement on college and career planning. Results from logistic regression analyses show receiving help in completing college applications, along with talking to a counselor and parents/guardians at least three times in their senior year, to be salient predictors of college-going.

Keywords: college and career readiness, postsecondary plan, college counseling

ACKNOWLEDGEMENTS

We thank the Research and Policy Support Group (RPSG) and the College and Career Planning Team at the New York City Department of Education for their support of this study and the senior survey initiative.

DECLARATION OF CONFLICTING INTERESTS:

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

FUNDING:

The authors received no financial support for the research, authorship, and/or publication of this article.

There is widespread consensus that high school students' entry into college largely hinges on their knowledge of and ability to successfully navigate a long and complex process that includes understanding what it takes to get into college, conducting a college search, submitting college and financial aid applications, completing college admissions requirements such as an entrance exam, and ultimately matriculating (Holzman et al., 2020; La Rosa et al., 2006; Poynton & Lapan, 2017; Roderick et al., 2011). Many students from low-income backgrounds, first-generation students, students of color, and English language learners often face additional difficulties throughout this process, such as understanding college admissions materials and financial aid jargon (Taylor, 2020; Taylor & Bicak, 2020) and being selected for financial aid verification (Lee et al., 2021). These major and minor tasks become a systemic series of informational and procedural barriers that cannot be addressed in isolation (Arnold et al., 2020; Bryan et al., 2011; McDonough, 1997; Page & Scott-Clayton, 2016; Roderick et al., 2008; Schuyler et al., 2021; Tevis et al., 2021).



Characteristics of Effective Postsecondary Advising

Literature on school and college counseling has identified the major role that school counselors, school-based college advisors, and college coaches play in developing students' college readiness (Bryan et al., 2011, 2017; Engbert & Gilbert, 2014; Lapan et al., 2017; McDonough, 2005; Poynton & Lapan, 2017; Stephan & Rosenbaum, 2013; Villares & Brigman, 2019). For students with limited resources and social capital needed to succeed in getting to and through college (Glass, 2022), counselors can provide students with essential college knowledge, support on application completion and enrollment, and financial aid advisement (Bryan et al., 2011; Stephan, 2013; Villares & Brigman, 2019). Yet, the national counselor caseload average is about 400 students per counselor (ASCA, 2021; Shen-Berro, 2023), and the number of matriculation milestone activities that a college counselor or advisor must guide a single student through is numerous. In developing the College and Career Readiness Support Scale for example, Lapan et al. (2017) initially generated a list of 54 postsecondary planning activities that a counselor would ideally assist every student with. Considering this workload, it is not surprising that there might be college advisement or opportunity gaps by factors like race, gender, socioeconomic status, English proficiency, and homelessness status (Boykin & Noguera, 2011; Havlik et al., 2018; Hill & Mirakhur, 2018; Holcomb-McCoy, 2010).

Against this backdrop, this article uses data from a high school senior exit survey to delve

more deeply into what “high-quality” college counseling entails. By examining the quantitative and qualitative characteristics of postsecondary advising – including that from parents/guardians – we aim to gain a more nuanced understanding of the support that high school students need to achieve all the milestones on the path to college. Specifically, our study asks:

To what extent do the following postsecondary advisement characteristics predict students' likelihood to attend college: advisement focused on college admissions, match, and application support; frequency of school-based college and career advising in early (i.e., 9-11th grade) years; and frequency of school-based as well as parental/guardian college and career advising in 12th grade?

Literature Review

Research identifies student interactions with a school counselor as a significant predictor of aspiring to attend college, applying to college, and ultimately enrolling in college (Bryan et al., 2011; Bryan et al., 2017; Engbert & Gilbert, 2014; McDonough, 2005; S'aenz et al., 2018). Seeing a counselor early and consistently also plays an important role in predicting college application submissions, especially in schools with moderate college-going cultures (Robinson & Roksa, 2016). Certain student subgroups benefit even more from college counseling. For instance, students from lower-income backgrounds who meet with college advisors in their senior year to develop lists

Characteristics of Effective Postsecondary Advising

and apply to well-matched colleges are more likely to enroll in a four-year college and persist through the first two years (Castleman & Goodman, 2018). Counselors also play an important role in the college aspirations of first-generation students (Martinez et al., 2019), who often possess less college knowledge than continuing-generation students and who rate their school counselor as the most helpful and preferred source of college information (Owen et al., 2020; Poynton et al., 2021; Um, 2021).

In terms of how counseling is empirically examined, many studies measure the impact of counseling by the presence or frequency of counselor-student contacts (Bryan et al., 2011; Bryan et al., 2017; Engberg & Gilbert, 2014). Besides the quantity of advisement, the role that the quality of advisement plays in influencing students' college enrollment decisions also needs to be considered (McDonough, 2005; Perna et al., 2008). While many have called for "high-quality" college and career counseling (Lapan et al., 2017; Poynton & Lapan, 2017), precisely what "high-quality" counseling entails is difficult to capture amidst the shifting roles that counselors have had to play over the last few decades. With more students expecting to go to college, counselors are increasingly tasked with providing tailored supports to help students make individually meaningful decisions (Ballysingh, 2016; Smith, 2011). Considering the high-stakes decisions that students and their families make at this critical life junction, there is surprisingly little

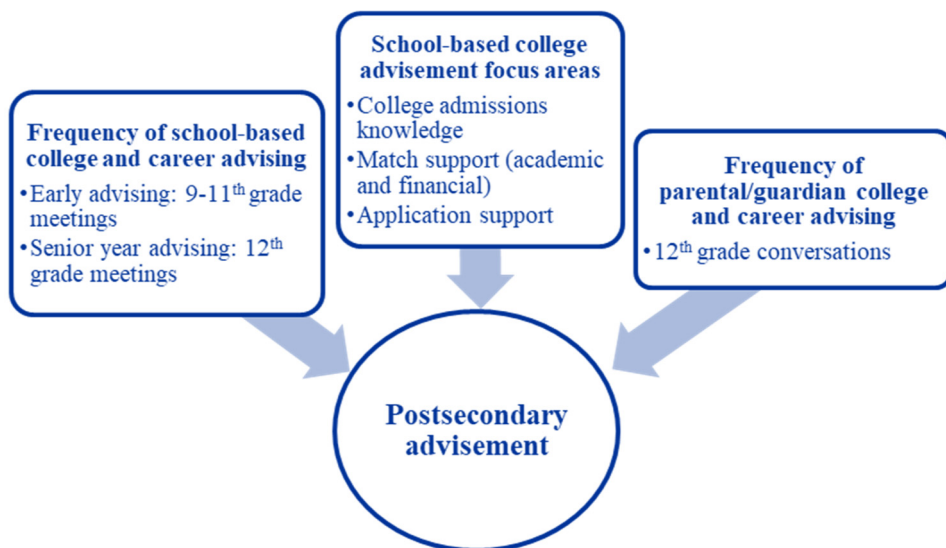
understanding of the relative importance of specific counseling supports in helping students attend college.

Driven by this existing gap in knowledge, we use data from a survey of high school seniors in New York City to operationalize and explore what characteristics of college counseling may be most effective in influencing students' likelihood of planning to attend college. We intentionally elect to use the more inclusive term of postsecondary rather than college advising because such counseling sessions could be used to discuss college and/or career plans. We also apply a broader framework for postsecondary advisement that includes school-based college counseling (recognizing that that may not always be delivered solely by a school counselor), as well as parental/guardian advising (see Figure 1 on next page).

Central to our conceptual framework of postsecondary advisement is the domain of school-based college advisement focus areas. Specifically, we draw on literature that demonstrates the importance of students: developing college admission knowledge (Poynton et al., 2019), receiving guidance on well-matched colleges that offer good academic and financial fit (Dillon & Smith, 2017; Roderick et al., 2011), and receiving support in completing college applications and personal essays (Avery & Kane, 2004). A second domain is the frequency of advising sessions based on the previously mentioned literature that has shown the number of

Characteristics of Effective Postsecondary Advising

Figure 1.
Conceptual framework for postsecondary advisement.



counselor contacts to be a significant predictor of college-going. We thus hypothesize that the number of meetings with school-based staff matters. In accordance with literature on the importance of receiving early counseling (Bryan et al., 2022; Robinson & Roksa, 2016), our framework for the quantity of advisement first includes whether students received postsecondary guidance in 9-11th grades. Because there are so many tasks that a high school senior has to complete to successfully matriculate, we believe that the frequency of students' interactions in their senior year with a counselor about their postsecondary plans is a separate, significant predictor of going to college.

Finally, we include the frequency of parental/guardian advising in our model since research has also highlighted the important role that parents play in college access (Brown et al., 2021; Bryan et al., 2011; Owen et al., 2020; Perna & Titus, 2005). In contrast with Bryan et al.'s (2011) study that defines parental involvement using broader factors like participating in parent-teacher organizations, as well as their more recent study where parental involvement is measured by parents' engagement with the counselor (Bryan et al., 2022), we focus

on the direct postsecondary planning conversations that students themselves are having with their parents/guardians in their senior year. This inclusion is further corroborated by evidence of students in general rating their parents as among the most helpful sources of college information (Owen et al., 2020). We return to this framework in the next section when we describe the survey items used to measure each domain.

Methods

Data source

This study draws on data from the New York City Department of Education (NYCDOE) 2018 Senior Exit Survey. The NYCDOE Senior Exit Survey was founded as part of the College Access for All-High School (CA4A) initiative that was launched by the NYCDOE in 2016 in schools with a relatively large gap between high school graduation rates and postsecondary enrollment rates. The survey was designed to serve as an important tool for informing Central Office policies and school-based supports by gathering information directly from

Characteristics of Effective Postsecondary Advising

students as they finalize their postsecondary plans in their senior year. It also serves as a resource for schools in that aggregate school-level results can inform schools' program planning, particularly for their rising senior cohorts.

The 2018 Senior Exit Survey was administered to all high school seniors in 267 schools that participated in CA4A in 2017-18. To provide actionable data, the survey was created in collaboration between Central staff and practitioners. We began by creating a large survey item bank of potential questions from the College and Career Readiness Counseling Support (CCRCS) scale (Lapan et al., 2017), advising activities from the NYC-based organization College Access: Research and Action (CARA), and questions from the publicly available Chicago and Milwaukee Public Schools' Senior Exit Surveys. Together with our team of Central staff and practitioners, we adapted questions and narrowed the bank to a small core set of survey items aligned to the three advisement focus areas in our conceptual framework (described later in the measures section). Rather than being evaluative of schools, individual staff, or counselors, we opted to make the survey scales behaviorally based by asking students how much help they received from their school in each of the advisement focus areas as opposed to rating how helpful a counselor was. Practitioners also noted that matriculation milestone support, such as writing a personal statement or understanding what it takes to get into

college, is often delivered by an array of school-based staff such as near-peer coaches, advisors, or teachers during advisory periods throughout high school. This informed specificities such as the development of the survey question about frequency of meetings in 9-11th grade to be inclusive of teachers and advisors, as compared to a distinct question asking the number of times a student met specifically with their counselor in 12th grade since it is standard for school counselors to provide college counseling to students in their senior year. Notably, the survey development process also included conducting cognitive interviews with school counselors and, most importantly, students with a range of academic performance and future plans. Students provided feedback on potential survey fatigue or confusion and helped us adopt more "student-friendly" language, such as using response choices like "some" and "a lot" over "a moderate amount."

The 2018 Senior Exit Survey, which was also translated into Spanish, launched on May 1, 2018 to coincide with Decision Day when most seniors' college or postsecondary plans were being decided. The survey remained open for eight weeks until the last day of the academic year. Students could complete the survey using their phone, computer, or tablet. Schools were asked to provide all seniors the opportunity to complete the survey – no matter their postsecondary plans – and were instructed that it was voluntary to complete.

Characteristics of Effective Postsecondary Advising

Measures

Independent variables

Similar to Lapan et al.'s (2017) CCRCS scale which measures the frequency and helpfulness of counseling services, we first measure the advisement focus areas domain through a survey question with seven sub-items asking students to rate how much their school has helped with:

- understanding what is needed to be ready for college,
- understanding what colleges one can get into,
- understanding different ways to pay for college,
- completing college applications,
- understanding the difference between for-profit versus not-for-profit colleges¹,
- applying to opportunity programs (which are New York programs that offer students from low-income backgrounds academic and financial supports to attend college), and
- writing personal statements and/or supplemental essays.

All items were measured on a three-point Likert scale (1=Did not help at all, 2=Helped some, 3=Helped a lot) and had a Cronbach's α of 0.88. We expected some students to be uncertain about items such as opportunity

programs and accordingly provided an "I'm not sure" response option; this also falls in line with research recommendations on including an I don't know or N/A option to prevent a midpoint on a Likert scale from becoming a "dumping ground" (Chyung et al., 2017).

Frequency of early postsecondary advising received is measured through responses to a binary survey question with three sub-items asking students (yes/no) if they had a meeting to discuss college or career plans with a counselor, teacher, or advisor in: 9th, 10th, and 11th grade. Frequency of 12th grade advising received is then measured separately through a survey item asking students how often they met with their counselor in their senior year about their college or career plans. Response options included: Never, 1-2 times, 3-4 times, and 5 or more times. Similarly, students were asked in an additional question how often they talked with their parents/guardians about their college or career plans in their senior year, with the same aforementioned response options.

To control for differences across demographic groups, we also added the following covariates in all our models: gender (male, female), race (Asian, Black, Hispanic, White), poverty status (defined as students who are eligible for free or reduced-price lunch or receiving public assistance), disability status, English language learner status, and first-generation status (defined as students who self-reported not having at least one parent/

¹ Staff and practitioners advocated for the inclusion of a question on for-profit schools based on concerns with the predatory behavior and low completion rates of for-profit institutions (NYC Department of Consumer Affairs, 2018), as well as a question about opportunity programs.

Characteristics of Effective Postsecondary Advising

guardian complete “some college”).

Dependent variable

The outcome variable of interest is a categorical survey item that uses students’ self-reported college plan as a proxy for college-going. Specifically, students were asked in the survey about their primary postsecondary plans for the fall, in which students could select the response of “attend a college full-time.” It is important to emphasize that the exit survey was administered by high schools on or after May 1st, College Decision Day, to gather information on the college to which the student is enrolling. This timing of the survey administration was critical in ensuring that this measure extends beyond simply capturing a student’s aspirational plans, to capturing their actual college commitment. The survey item was dichotomously re-coded with those who reported attending a college full-time as their primary plan coded as 1. The focus on full-time status stems from research on the significant increase in efficiency and likelihood for students to earn a college degree when enrolled full-time (Black & Coca, 2017). Data from the U.S. Department of Education shows that fewer than 1 in 5 students who enroll part-time from the start at a two- or four-year college have earned a degree eight years later (National Center for Education Statistics, 2018). Furthermore, we chose not to conflate part-time and full-time attendance because most financial aid programs only give grants to full-time students. Those who reported other plans (e.g., attending college part-time, attending a vocational/technical school, working, joining

the military, going into public service) were coded as 0.

Sample

There were 14,769 students from 234 high schools (out of 28,964 students from 267 schools) who responded to the survey, resulting in a 51% student response rate and an 88% school response rate. While students were instructed that individual survey responses would be kept confidential, identifiers like name, school, and date of birth were asked to match students to administrative records. Of those who completed the survey, 92% of the responses (13,610 students) were matched to administrative records containing demographic data.

Complete case analysis—where “I’m not sure” responses to survey items were also coded as missing values—led to further data attrition resulting in a final analytical subsample consisting of 7,897 students with 53% being male, 14% being Asian, 32% Black, 43% Hispanic, 10% White, 11% being students with a disability (SWD), and 7% English language learners (ELL). Both the subsample and matched survey full sample generally mirrors citywide demographic trends (see Table 1).

Analytical strategy

Since the dependent variable is dichotomous, we conducted logistic regression analysis

Characteristics of Effective Postsecondary Advising

Table 1.

2017-18 student demographics: 12th grade citywide, Survey full sample, Survey sub-sample

	12 th grade citywide		Survey full sample		Survey sub-sample	
	n	%	n	%	n	%
Total	80,124		13,610		7,897	
Race						
Asian	13,338	16.8	1,813	13.3	1,073	13.6
Black	23,186	29.2	4,297	31.6	2,503	31.7
Hispanic	31,009	39.0	5,971	43.9	3,356	42.5
White	10,667	13.4	1,178	8.7	747	9.5
Gender						
Male	41,281	51.5	6,505	47.8	4,206	53.3
Female	38,843	48.5	7,105	52.2	3,691	46.7
Disability Status						
Student with disability	14,479	18.1	1,714	12.6	873	11.1
Student without disability	65,645	81.9	11,896	87.4	7,024	89.0
Language						
English language learner	6,650	8.3	927	6.8	444	5.6
Non-English language learner	73,474	91.7	12,683	93.2	7,453	94.4
Poverty						
Student in poverty	60,613	75.6	10,520	77.3	6,092	77.1
Student not in poverty	19,511	24.4	3,090	22.7	1,805	22.9
First-Generation						
First-generation	-	-	6,925	52.2	3,940	49.9
Not first-generation	-	-	6,332	47.8	3,957	50.1

Note: “-” indicates data not available. Demographic data are available on the matched sample students that could be matched to administrative records. The matched sample represents 92% of all Senior Exit Survey respondents. Citywide demographic statistics are aggregated from student-level records of biographical information for all 12th grade students enrolled in a NYCDOE school at any point between October 31st and June 30th during 2017-18. Due to missing demographic information, demographic categories do not always add up to citywide totals. Percentages in bold represent significant differences at the .01 level between the full sample and sub-sample based on Chi-square tests.

Characteristics of Effective Postsecondary Advising

where the log odds of the “successful” outcome of attending college was modeled as a function of our conceptual framework variables and demographic covariates.² Similar to Brookover & Johnson (2022), we conducted sequential logistic regression specifying an order for how our predictor variables would be entered into the model (Tabachnick & Fidell, 2013). This order was aligned to the domains of our postsecondary advisement conceptual framework.

First, a base model included our college advisement focus area indicators as a block, along with all of the demographic covariates listed above. Models with interactions between race and gender were tested, but Likelihood Ratio Tests failed to show better model fit. To test whether there are differential associations between 9-11th grade advising and college-going compared to 12th grade advising, we separate the frequency of school-based college and career advising domain into two models. Model 2 included the block of variables capturing whether or not students received early postsecondary advising at school in 9-11th grade. The third

model included how often they met with their counselor in their senior year about their college or career plans. The final full model included frequency of parental/guardian postsecondary advising in 12th grade. Interpretation of results focused on indicators with a significance level of $\alpha = .01$.

Results

Controlling for differences in gender, race, poverty, disability, English language learner, and first-generation status, logistic regression analyses showed the following college advisement focus areas to be the most salient predictors (significant at the $.01$ level) of planning to attend college full-time in the fall: receiving “some” to “a lot” of help in completing college applications; receiving “a lot” of help in understanding the difference between for-profit and not-for-profit colleges (though in reverse direction); and receiving “a lot” of help in writing personal statements and/or supplemental essays (see Model 1 in Table 2). This first block comprised of demographic variables and advisement focus areas was significant and explained 6.5% of the variation in postsecondary plans (Wald $\chi^2(23) = 518.99, p < .001, R^2 = .0654$).

The addition of indicators for early advisement in 9-11th grade only explained an additional 0.24% of variation in postsecondary plans (see Model 2; Wald $\chi^2(26) = 537.22, p < .001, R^2 = .0678$). Early advisement in 9th and 10th grade were not statistically significant at the $.01$ level (although 9th grade advisement was significant at the $.05$ level);

² We also estimated multilevel logistic regression models with random school intercepts that allow for the mean college attendance rate to be systematically higher or lower among schools. However, results showed only a small school effect. The estimated random intercept variance was small (e.g., 0.3 for the full model with all predictors), and the intraclass correlation coefficient revealed that only 8.7% of the variance in college attendance was explained by schools. Furthermore, results from these models yielded little substantive differences in findings, where the statistical significance and coefficient direction of all predictors remained the same. We thus elected to present results from regular logistic regression models that are more intuitive and easier to interpret.

Characteristics of Effective Postsecondary Advising

Table 2.

Odds ratios of likelihood of planning to attend college full-time (n=7,897).

	(1)	(2)	(3)	(4)
Variables	Base model	Early advising	Senior advising	Parental/guardian advising
College applications –	1.662***	1.680***	1.573***	1.593***
Helped some	(0.248)	(0.254)	(0.240)	(0.244)
College applications –	2.236***	2.258***	1.981***	2.003***
Helped a lot	(0.353)	(0.360)	(0.318)	(0.323)
Understand for-profits –	0.856	0.858	0.859	0.877
Helped some	(0.0850)	(0.0855)	(0.0867)	(0.0886)
Understand for-profits –	0.670***	0.684***	0.682***	0.698***
Helped a lot	(0.0754)	(0.0775)	(0.0782)	(0.0800)
Write personal statements –	1.143	1.128	1.097	1.093
Helped some	(0.125)	(0.124)	(0.123)	(0.123)
Write personal statements –	1.384***	1.379***	1.289**	1.281**
Helped a lot	(0.157)	(0.158)	(0.149)	(0.149)
Met 9 th grade		0.833**	0.833**	0.848**
		(0.0661)	(0.0663)	(0.0676)
Met 10 th grade		0.915	0.882	0.872
		(0.0758)	(0.0734)	(0.0727)
Met 11 th grade		1.293***	1.133	1.144
		(0.104)	(0.0947)	(0.0959)
Met 12 th grade –			1.172	1.154
1-2 times			(0.122)	(0.124)
Met 12 th grade –			1.632***	1.467***
3-4 times			(0.185)	(0.172)
Met 12 th grade –			2.400***	2.016***
5+ times			(0.276)	(0.240)
Talked to parent/guardian–				1.031
1-2 times				(0.129)
Talked to parent/guardian–				1.421***
3-4 times				(0.181)
Talked to parent/guardian –				1.620***
5+ times				(0.200)
Constant	4.409***	4.167***	4.008***	3.049***
	(0.828)	(0.787)	(0.767)	(0.618)
Pseudo R^2	0.0654	0.0678	0.0803	0.0852
Wald	χ^2 (23) =518.99	χ^2 (26)=537.22	χ^2 (29)=616.01	χ^2 (32)=646.88

Note: Robust standard errors in parentheses. ** p<0.05 *** p<0.01. Odds ratios calculated from logistic regression models are reported. For quality of counseling, only indicators with a significance level of p<.01 are included in the table. All models include covariates for gender, race, poverty, disability, English language learner, and first-generation status, which are suppressed from the table. N=7,897 in all models. Reference group for quality of advisement items is “Did not help at all,” and for quantity of advisement items is “No” or “Never.”

Characteristics of Effective Postsecondary Advising

meeting with a counselor, teacher, or advisor in 11th grade was significant.

However, this significance in 11th grade disappeared once quantity indicators for postsecondary advising in senior year were included in the model (see Model 3). The odds of going to college was 63% higher for students who met 3-4 times with a counselor in their senior year than the odds for students who never met with a counselor (OR=1.632). Furthermore, the odds of committing to a college for students who reported meeting with a counselor at least 5 times were 140% more than the odds for those who did not meet with a counselor in their senior year (OR=2.400). It is also notable that this third block or model with the addition of quantity indicators for senior year advising explained an additional 1.25% of the variability in college-going (Wald $\chi^2(29)=616.01$, $p<.001$, $R^2 = .00803$)

While still significant, the addition of parental/guardian advisement indicators on top of school-based college advising slightly muted the effects of meeting with a school counselor in 12th grade, as guidance from parents/guardians gained significance, strength, and explanatory power (see Model 4; Wald $\chi^2(32)=646.88$, $p<.001$, $R^2 = .0852$).

Compared to those who reported never having talked to their parents/guardians, the odds of having a full-time college commitment were 42% higher for students who reported having talked to their parents/guardians about their college or career plans 3-4 times in 12th grade (OR=1.421); this difference in odds increased to 62% for those who have talked to their parents/guardians at least 5 times (OR=1.620).



“The odds of going to college was 63% higher for students who met 3-4 times with a counselor in their senior year than the odds for students who never met with a counselor...”

Finally, the full model singled out the consistent importance of obtaining help in completing college applications, where those who reported receiving “a lot” of help with their college application had doubled the odds of having a full-time college commitment, compared to those who reported their schools “did not

help at all” with college applications (OR=2.003).

Discussion

This study aimed to parse out what characteristics of postsecondary advising are most influential in predicting college-going. Whereas much of the literature on college counseling uses frequency of meetings as a proxy for college advising, we sought to take a more granular approach in identifying specific college counseling activities or focus

Characteristics of Effective Postsecondary Advising

areas that are most salient in predicting the outcome of going to college. Overall, our results highlight the importance of receiving “a lot” of help specifically in completing college applications. This is in line with prior research on the daunting nature of college applications, especially for students of color or those from low-income backgrounds (Avery & Kane, 2004; Bloom, 2007; Pascarella et al., 2004; Schuyler et al., 2021). It corroborates other evidence of spending time on college applications contributing to enrolling and persisting in better fit colleges (Lapan & Poynton, 2019; Rangel & Ballysingh, 2020).

Results also highlight the importance of concentrated postsecondary advising particularly in a student’s senior year. Our findings show a significant positive association between college-going and students discussing their college or career plans with a counselor in 12th grade at least 3 times, and preferably 5 or more times. This suggests that a series of meetings is needed to complete all the activities necessary to effectively support students throughout their senior year. In general, these results build on Kim et al.’s (2020) call for school leaders to make postsecondary counseling a primary goal of school counselors.

In contrast to the existence of literature showing the prevalence of parents believing high schools will help their children with college access (Brown et al., 2021), having students talk with their parents/guardians at

least 3 times in their senior year stands out as another statistically significant predictor. The odds of having a college commitment is over 40% more for those who talked with their parents/guardians at least 3 times in their senior year than those who reported not discussing college and career plans at all. This finding is consistent with the growing body of evidence since Perna and Titus’ (2005) early study demonstrating the importance of involving parents and families in the college process.

Implications for practice

Findings from this study carry many practical implications for administrators and practitioners. First, our findings highlight the importance of prioritizing and providing college application support to 12th graders throughout their senior year. Besides one-on-one individual assistance, schools can consider hosting college application workshops where support can be provided to seniors and their families in groups. Administrators can also leverage existing structures, such as embedding application support into an advisory curriculum or dedicating a week to in-class application completion for all students during a flex period.

Second, prior research has shown how connecting families in the college admissions process can help foster college-going as a cultural norm (Rangel & Ballysingh, 2020) and increase students’ use of educational

Characteristics of Effective Postsecondary Advising

resources (Robinson et al., 2022). Providing families with specific supports like FAFSA completion events can further influence students' college attendance (Owen & Westlund, 2016). But besides direct communication between counselors and families and inviting parents/guardians to events like workshops or school-sponsored campus visits, our findings further support school initiatives to design communications or activities that encourage, initiate, and sustain postsecondary conversations between 12th graders and their parents or family members.

Third, results from this study also suggest the need for schools and districts to provide at least three meetings with students throughout their senior year of high school. This expansion of postsecondary advisement can be accomplished in multiple ways that do not simply rely on increasing counselors' workloads. In accordance with research that has shown the positive effects that lower student-to-school counselor ratios can have on college enrollment rates through helping students navigate the "high school-to-college pipeline" (Hurwitz & Howell, 2013; Kearney et al., 2021), districts can continue to strive to meet the American School Counselor Association's (ASCA) recommendation of a 250-to-1 student-to-counselor ratio (ASCA, 2021) by hiring more counselors. Progress has been made in places like New York City, which reduced its ratio by about 7.5%, or 28 students, from 2015 to 2018 (Vega et al., 2018). Most recent data show that in 2022, the

average was 202-to-1 at schools with high school grades (NYCDOE, 2022). While this is below ASCA's recommended ratio, this average also masks the variation that exists across the district, as well as the fact that the ratio should be lower for districts with lower socioeconomic status and fewer available community resources (ASCA, 2019). Where it not possible to hire more counselors, it may be possible to create public-private partnerships with nationwide or location-specific counseling programs such as TRIO or College Advising Corps (Avery et al., 2014), which has the added benefit of promoting equity in access to college advisement within schools, particularly in high schools with lower-than-average college enrollment rates (Danos, 2017).

In addition, advisement does not have to be limited to the college or guidance offices. With ongoing professional development on the ever-changing landscape of college admission and financial aid policies, teachers and staff can support a college-going culture by engaging in college talk, encouraging family engagement, and providing tangible support with the college process like helping with components of the college and financial aid applications. Considering how many support areas there are throughout the college-going process, this type of coordinated, divide-and-conquer approach across a school can further reduce the burden on counselors who often serve multiple functions (Dunlop Velez, 2016), so that they can focus on prioritizing several individualized sessions to all 12th graders throughout their senior year.

Characteristics of Effective Postsecondary Advising

Limitations

First and foremost, this study is correlational in nature, and results should not be interpreted causally. Second, analysis of missing data showed that the vast majority of cases that were dropped were due to “I’m not sure” responses, as opposed to actually being missing. This could be a result of several factors: students may have had trouble recalling this information, been unfamiliar with the terminology, and/or had difficulty extrapolating their experience to a summative evaluation of the postsecondary advising support they received.

About two percent of the survey full sample answered “I’m not sure” on the quality of counseling survey items, with the exception of 5% of the full sample responding “I’m not sure” to the questions about receiving support in applying to opportunity programs and writing their personal statements/essays, and 11% responding “I’m not sure” to understanding the difference between for-profit and not-for-profit colleges. This suggests that those who were retained in the analysis might represent students who possess relatively more college knowledge on areas such as knowing what a personal statement or opportunity program is.

To examine this attrition bias and gain a better understanding of who might be left out, we compared the full and sub-sample along demographic indicators (see columns 2 and 3 in Table 1). Results showed those who were

dropped were significantly more likely to be male, ELL, SWD, and first-generation status. We then further investigated the impact of missing data on the outcomes and found that those who were dropped were more likely to have talked to a counselor and parents/guardians only 1-2 times and significantly less likely to plan to attend college full-time. Generalizing these results outside of New York City and to students who for various reasons are less inclined to go to college should thus be approached with caution. Another limitation of the study is the use of students’ self-reported postsecondary plans at the end of their 12th grade academic year as the main outcome variable. Although we attempted to increase reliability by collecting this data at the end of the school year when most students have already committed to a college, we recognize that there are several tasks students still need to complete before successfully enrolling in college – such as placement testing, submitting deposits, attending mandatory orientations, and registering for classes – all of which could lead to “summer melt” (Roderick et al., 2011). The “summer melt” in matriculation is estimated to affect between 10% to 40% of college-intending students, with some students (e.g., students from low-income backgrounds, those enrolling in community colleges) more susceptible to melt than others (Castleman et al., 2013). We would be remiss if we did not acknowledge that these results do not necessarily reflect students’ ultimate enrollment in college. However, a recent study by Christian et al. (2020) shows that


Characteristics of Effective Postsecondary Advising

student self-report is generally still a good indicator of fall college enrollment.

Finally, since our study only captures the frequency of postsecondary conversations with parents in their senior year, future studies could further break down and identify qualitative aspects of the support that students receive from their families.

Conclusion

Through quantitatively examining various counseling features that have been shown to matter, this study aimed to gain more clarity on what specific characteristics of college counseling can best predict college-going. Overall, findings from this study suggest that providing postsecondary advisement throughout high school, particularly in 12th grade, is key to students going to college. This study lends strength to the importance of counselors and families discussing a student's college and career plans particularly at the critical juncture of their senior year in high school. That said, our results also suggest that having at least one meeting each year in 9-11th grade dedicated to postsecondary planning can be impactful, especially in 11th grade. Two recommendations for administrators, counselors, and practitioners is to: 1) ensure that there is a focus on college application support, and 2) prioritize providing at least three meetings with students throughout their senior year. This, however, must not come at the expense of increasing existing counselors' workload.

Instead, other ways of expanding postsecondary advisement should be considered, which could extend beyond hiring more counselors to include alternative strategies like developing partnerships with community-based organizations and developing teachers and school staff members to provide college advisement support. 

REFERENCES

- American School Counselor Association (ASCA). (2019). Measuring the impact of school counselor ratios on student outcomes. Retrieved from <https://www.schoolcounselor.org/getmedia/5157ef82-d2e8-4b4d-8659-a957f14b7875/Ratios-Student-Outcomes-Research-Report.pdf>
- American School Counselor Association (ASCA). (2021). School counselor roles & ratios. Retrieved from <https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>
- Arnold, K. D., Israni, V., & Rohn, K. C. (2020). The student experience of two-way text-message college advising: A first glimpse. *Journal of College Access*, 5(2), 81-111.
- Avery, C., Howell, J. S., & Page, L. (2014). A review of the role of college counseling, coaching, and mentoring on students' postsecondary outcomes. Research Brief. College Board. Retrieved from <https://files.eric.ed.gov/fulltext/ED556468.pdf>
- Avery, C., & Kane, T. J. (2004). Student perceptions of college opportunities. The Boston COACH program. In *College choices: The economics of where to go, when to go, and how to pay for it* (pp. 355-394). University of Chicago Press.
- Ballysingh, T. A. (2016). Caballeros making capital gains in college: The role of social capital in first-year persistence at a predominantly White 4-year institution. In V. B. S'aenz, L. Ponju'an, & J. L. Figueroa (Eds.), *Ensuring the success of Latino males in higher education: A national imperative* (pp. 152-173). Stylus.

Characteristics of Effective Postsecondary Advising

- Black, K., & Coca, V. (2017). New York City goes to college: New findings and framework for examining college access and success. Report. Research Alliance for New York City Schools.
- Bloom, J. L. (2007). (Mis)reading social class in the journey towards college: Youth development in urban America. *Teachers College Record*, 109, 343–368.
- Brookover, D. L., & Johnson, K. (2022). A national investigation on the effect of college readiness counseling on postsecondary outcomes. *Journal of College Access*, 7(2), 5.
- Brown, C. W., Reeves, A., & Puchner, L. (2021). College access for prospective first-generation high school students: Parent perceptions. *Journal of College Access*, 6(1), 43-60.
- Boykin, A. W., & Noguera, P. (2011). Creating the opportunity to learn: Moving from research to practice to close the achievement gap. Alexandria, VA: ASCD.
- Bryan, J., Farmer-Hinton, R., Rawls, A., & Woods, C. S. (2017). Social capital and college-going culture in high schools: The effects of college expectations and college talk on students' postsecondary attendance. *Professional School Counseling*, 21(1), 1096-2409.
- Bryan, J., Kim, J., & Liu, C. (2022). School counseling college-going culture: Counselors' influence on students' college-going decisions. *Journal of Counseling & Development*, 100(1), 39-55.
- Bryan, J., Moore-Thomas, C., Day-Vines, N. L., & Holcomb-McCoy, C. (2011). School counselors as social capital: The effects of high school college counseling on college application rates. *Journal of Counseling & Development*, 89(2), 190-199.
- Castleman, B., & Goodman, J. (2018). Intensive college counseling and the enrollment and persistence of low-income students. *Education Finance and Policy*, 13(1), 19-41.
- Castleman, B. L., Page, L. C., & Snowdon, A. L. (2013). SDP summer melt handbook: A guide to investigating and responding to summer melt. Retrieved from <https://sdp.cepr.harvard.edu/files/cepr-sdp/files/sdp-summer-melt-handbook.pdf>
- Christian, D. D., Stuckey, A. G., Boykin, A. A., & Adams, J. J. (2020). Predicting college enrollment of graduating high school seniors: How accurate is self-report? *Professional School Counseling*, 23(1), 1-10.
- Chyung, S. Y., Roberts, K., Swanson, I., & Hankinson, A. (2017). Evidence-based survey design: The use of a midpoint on the Likert scale. *Performance Improvement*, 56(10), 15-23.
- Danos, T. (2017). Delaware's advocates: Providing equitable access to quality college counseling and increasing college attendance rates for high school students in the state of Delaware. *New Visions for Public Affairs*, 9, 25-51.
- Dillon, E. W., & Smith, J. A. (2017). Determinants of the match between student ability and college quality. *Journal of Labor Economics*, 35(1), 45-66.
- Dunlop Velez, E. (2016). How can high school counseling shape students' postsecondary attendance? Alexandria, VA: National Association for College Admission Counseling.
- Engberg, M. E., & Gilbert, A. J. (2014). The counseling opportunity structure: Examining correlates of four-year college-going rates. *Research in Higher Education*, 55(3), 219-244.
- Glass, L. E. (2022). Social capital and first-generation college students: Examining the relationship between mentoring and college enrollment. *Education and Urban Society*, <https://doi.org/10.1177/0013124522107609>.
- Havlik, S. A., Sanders, C., & Wilson, E. (2018). Preparing students experiencing homelessness for college: Considerations for counselors and other supportive personnel. *Journal of College Access*, 4(1), 5-19.
- Hill, K., & Mirakhor, Z. (2018). Persisting students: Exploring the pathways and outcomes of students who don't graduate in four years, but remain enrolled in NYC high schools. Research Alliance for New York City Schools. Retrieved from https://steinhardt.nyu.edu/sites/default/files/2021-03/Research_Alliance_Persisting_Students_Brief.pdf.
- Holcomb-McCoy, C. (2010). Involving low-income parents and parents of color in college readiness activities: An exploratory study. *Professional School Counseling*, 14(1), 115-124.
- Holzman, B., Klasik, D., & Baker, R. (2020). Gaps in the college application gauntlet. *Research in Higher Education*, 61(7), 795-822.

Characteristics of Effective Postsecondary Advising

- Hurwitz, M., & Howell, J. (2013). Measuring the impact of high school counselors on college enrollment. Research Brief. College Board.
- Kearney, C., Akos, P., Domina, T., & Young, Z. (2021). Student-to-school counselor ratios: A meta-analytic review of the evidence. *Journal of Counseling & Development*, 99(4), 418-428.
- Kim, J., Geesa, R. L., & McDonald, K. (2020). School principals' and counselors' focus on college-going: The impact of school leader expectations and primary counseling goals on postsecondary education. *Journal of College Access*, 5(2), 32-51.
- Lapan, R. T., Poynton, T., Marcotte, A., Marland, J., & Milam, C. M. (2017). College and career readiness counseling support scales. *Journal of Counseling & Development*, 95(1), 77-86.
- La Rosa, D., Luna, M., & Tierney, W. G. (2006). Breaking through the barriers to college: Empowering low-income communities, schools, and families for college opportunity and student financial aid. Center for Higher Education Policy Analysis, University of Southern California. Retrieved from https://pullias.usc.edu/wp-content/uploads/2014/06/Breaking_through_Barriers_final.pdf
- Martinez, M., Brekken, K., & Bernick, E. L. (2019). Who influences urban students' college aspirations? Evidence from the fifth largest school district in the United States. *Professional School Counseling*, 23(1), 1-11.
- McDonough, P. M. (1997). Choosing colleges: How social class and schools structure opportunity. SUNY Press.
- McDonough, P. M. (2005). Counseling and college counseling in America's high schools. In D. A. Hawkins & J. Lantz (Eds.), *State of college admission* (pp. 107-121). Washington, DC: National Association for College Admission Counseling.
- National Center for Education Statistics. (2018). Number of degree/certificate-seeking undergraduate students entering a postsecondary institution and percentage of students 4, 6, and 8 years after entry. Table 326.27. Washington, DC: U.S. Department of Education. Retrieved from https://nces.ed.gov/programs/digest/d18/tables/dt18_326.27.asp?current=yes.
- New York City Department of Consumer Affairs. (2018). Student loan debt distress across NYC neighborhoods. Retrieved from <https://www1.nyc.gov/assets/dca/downloads/pdf/partners/Research-StudentLoanDebtDistressAcrossNYCNeighborhoods.pdf>
- New York City Department of Education (NYCDOE). (2022). Report on guidance counselors. Retrieved from <https://infohub.nyced.org/reports/government-reports/guidance-counselor-reporting>.
- Owen, L., Poynton, T. A., & Moore, R. (2020). Student preferences for college and career information. *Journal of College Access*, 5(1), 68-100.
- Owen, L., & Westlund, E. (2016). Increasing college opportunity: School counselors and FAFSA completion. *Journal of College Access*, 2(1), 3.
- Page, L. C., & Scott-Clayton, J. (2016). Improving college access in the United States: Barriers and policy responses. *Economics of Education Review*, 51, 4-22.
- Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *Journal of Higher Education*, 75, 249-284.
- Perna, L. W., Rowan-Kenyon, H. T., Thomas, S. L., Bell, A., Anderson, R., & Li, C. (2008). The role of college counseling in shaping college opportunity: Variations across high schools. *The Review of Higher Education*, 31(2), 131-159.
- Perna, L. W., & Titus, M. A. (2005). The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences. *The Journal of Higher Education*, 76(5), 485-518.
- Poynton, T. A., & Lapan, R. T. (2017). Aspirations, achievement, and school counselors' impact on the college transition. *Journal of Counseling & Development*, 95(4), 369-377.
- Poynton, T. A., Lapan, R. T., & Schuyler, S. W. (2021). Reducing inequality in high school students' college knowledge: The role of school counselors. *Professional School Counseling*, 24(1b), 1-9.
- Poynton, T. A., Ruiz, B., & Lapan, R. T. (2019). Development and validation of the college admissions knowledge evaluation. *Professional School Counseling*, 22(1b).

Characteristics of Effective Postsecondary Advising

- Rangel, V. S., & Ballysingh, T. A. (2020). Counseling opportunity structures: Explaining college-going using a typology of school-level opportunity structures. *Professional School Counseling, 23*(1), 1-12.
- Robinson, C. D., Bisht, B., & Loeb, S. (2022). The inequity of opt-in educational resources and an intervention to increase equitable access (No. 22-654). Ed Working Paper.
- Robinson, K. J., & Roksa, J. (2016). Counselors, information, and high school college-going culture: Inequalities in the college application process. *Research in Higher Education, 57*(7), 845-868.
- Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. (2008). From high school to the future: Potholes on the road to college. Report. Consortium on Chicago School Research. Retrieved from https://consortium.uchicago.edu/sites/default/files/2018-10/9641ccsr_potholes_casestudies.pdf
- Roderick, M., Coca, V., & Nagaoka, J. (2011). Potholes on the road to college: High school effects in shaping urban students' participation in college application, four-year college enrollment, and college match. *Sociology of Education, 84*(3), 178-211.
- S'aenz, V. B., Drake, A. P., Garcia-Louis, C., Ryu, W. J., & Ponjuan, L. (2018). Conceptualizing Latina/o college-going behavior in high school. *Journal of College Access, 4*(1).
- Schuyler, S. W., Childs, J. R., & Poynton, T. A. (2021). Promoting success for first-generation students of color: The importance of academic, transitional adjustment, and mental health supports. *Journal of College Access, 6*(1), 12-25.
- Shen-Berro, J. (2023). New data shows fewer students per counselor at nation's schools, but caseloads remain high. Chalkbeat. Retrieved January 13, 2023, from <https://www.chalkbeat.org/2023/1/9/23543064/counselors-students-ratio-schools-caseload-asca-enrollment>.
- Smith, V. (2011). Mediators of opportunity: High school counselors in the 21st century. *Sociology Compass, 5*(9), 792-806.
- Stephan, J. L. (2013). Social capital and the college enrollment process: How can a school program make a difference? *Teachers College Record, 115*(4), 1-39.
- Stephan, J. L., & Rosenbaum, J. E. (2013). Can high schools reduce college enrollment gaps with a new counseling model? *Educational Evaluation and Policy Analysis, 35*(2), 200-219.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.) Pearson.
- Taylor, Z. W. (2020). College admissions for L2 students: Comparing L1 and L2 readability of admissions materials for US higher education. *Journal of College Access, 5*(1), 6.
- Taylor, Z. W., & Bicak, I. (2020). First-generation college student financial aid: Results from a national financial aid jargon survey. *College Student Affairs Journal, 38*(1), 91-109.
- Tevis, T. L., Davis, T. J., Perez-Gill, S. R., & Amason, T. (2021). Advising Black students and anti-oppressive frameworks: A systematic review of college access and college counseling literature. *Journal of College Access, 6*(3), 15-30.
- Um, B. (2021). Characteristics and counseling needs of prospective first-generation college students: Implications for school counseling. *Professional School Counseling, 25*(1), 2156759X211050411.
- Vega, C., Zimmerman, A., & Amin, R. (2018). "You try to triage": NYC is spending big on counseling, but staff on the front lines say needs are going unmet. Chalkbeat. Retrieved from <https://ny.chalkbeat.org/2018/10/16/21105947/you-try-to-triage-nyc-is-spending-big-on-counseling-but-staff-on-the-front-lines-say-needs-are-going>.
- Villares, E., & Brigman, G. (2019). College/career success skills: Helping students experience postsecondary success. *Professional School Counseling, 22*(1b), 1-8.

Addressing Social Determinants of Mental Health to Improve College Access, Retention, and Completion



Authored by
Rumbidzai Mushunje (*The Ohio State University*)
Natese Dockery (*The Ohio State University*)
Mickey Lin (*The Ohio State University*)
Kaprea Johnson (*The Ohio State University*)
Kristen Toole (*The Ohio State University*)
Sarah Henry (*The Ohio State University*)
Alexandra Gantt-Howrey (*Idaho State University*)

ABSTRACT

Addressing non-medical factors that adversely impact mental health, wellness, and academic persistence is important to increasing access to college for vulnerable college students. This systematic review synthesized 63 articles on interventions to address college student SDOMH (social determinants of mental health) challenges. Researchers found that SDOMH themes were addressed in intervention studies at different rates, specifically, healthcare access and quality (n = 27; 42.3%), education access and quality (n = 24; 37.5%), social and community context (n = 11; 17.4%), economic stability (n = 3; 4.7%), and neighborhood and built environment (n = 1; 1.6%). Implications for higher education stakeholders conclude the article.

Keywords: Social determinants of mental health (SDOMH), college access, college persistence, college students, systematic review

According to the U.S. Department of Health and Human Services (2020), social determinants of health (SDOH) are the external factors in individuals' lives that impact quality of life, functioning, and overall well-being. Social determinants of mental health (SDOMH) expands on this idea by addressing factors which have an impact on individuals' mental health functioning and related outcomes (Fink-Samnack, 2021). College students are particularly impacted by SDOMH, given the cost associated with

college attendance, housing, and transportation, among other challenges. SDOMH challenges can adversely impact college access, persistence, and college student mental health (Baugus, 2020; Martinez et. al, 2021; Waters-Bailey et. al, 2019). The purpose of this systematic review is to identify and summarize interventions implemented by higher education institutions intended to address college student SDOMH challenges.

Social Determinants of Mental Health and College Students

The social determinants of mental health (SDOMH) are the non-medical factors that inequitably impact quality of life across the lifespan. The five SDOMH domains include: (1) economic stability, (2) education access and quality, (3) health care access and quality, (4) neighborhood and built environment, and (5) social and community context (U.S. Department of Health and Human Services [USDHHS], 2020). College students are a very vulnerable population that can be adversely impacted by SDOMH (Fink-Samnack, 2021).



Addressing SDOMH to Improve College Access

Figure 1.
Social Determinants of Mental Health.

Economic Stability
Education Access and Quality
Health Care Access and Quality
Neighborhood and Built Environment
Social and Community Context

U.S. Department of Health & Human Services

The domain of economic stability is related to how individuals' incomes can impact their ability to meet both their basic needs and health needs (USDHHS, 2020). An example of this domain is college affordability, which can represent a significant barrier to college access and persistence (Blagg & Blom, 2018; Dwyer et. al, 2013; Letkiewicz et. al, 2014). The education access and quality domain is defined as individuals being afforded the opportunity to receive quality K-12 and higher education, which is linked to healthier lives and overall better health outcomes (USDHHS, 2020). Research suggests that higher educational attainment results in improved health outcomes, life expectancy, and overall satisfaction with life (Kaplan et al., 2014; Zajacova & Lawrence, 2018).

The domain of health care access and quality is defined as individuals' access to adequate healthcare (USDHHS, 2020). For college students, access to physical and mental health care has a direct impact on the ability to persist in school (Choi et al., 2010). A goal of "Healthy People 2030" regarding the

neighborhood and built environment domain is to create neighborhoods and environments that promote health and safety (U.S. Department of Health and Human Services [USDHHS], 2020). For college students, campus safety is a determinant of students' mental and physical health (Maffini & Dillard, 2022; Nijs et. al 2014; Shalka & Leal, 2022). Finally, the social and community context domain relates to social and community support. Students with healthy relationships with their professors, classmates, and other college personnel tend to have better academic outcomes (Xerri et. al, 2017). In sum, SDOMH domains impact all aspects of students' lives, academic success, and overall well-being; unaddressed SDOMH challenges pose a substantial hurdle for college student access and persistence, and yield impacts beyond the students' immediate college experience.

Impact of Unaddressed SDOMH Challenges to College Students

Unaddressed SDOMH can adversely impact college access, persistence, and student mental health outcomes (Allensworth, 2011; Backhaus et al., 2020; Johnson et al., 2021; Olfert et al., 2021). Regarding access, a study with unhoused community college students found that college was inaccessible due to cost and documentation needed to prove homelessness to complete the financial aid verification process (Crutchfield et al., 2016). Another study of undocumented and formerly undocumented Latinx college students found that students had to

Addressing SDOMH to Improve College Access

rely solely on their own financial resources to attend college, as they did not qualify for scholarships, loans, and federal and state aid (Diaz-Strong et al., 2011).

Another area impacted by unmet SDOMH needs includes college persistence, often characterized by a student's sense of belonging and commitment to the institution (Robb et al., 2011). In a study on college students' debt accumulation and persistence, researchers found that 54% of undergraduate students who had loans in their names were more likely to drop out for financial reasons (Robb et al., 2011). There are disparities in postsecondary persistence between first-generation college students and their peers. Researchers found that first generation college students who tend to come from lower socioeconomic backgrounds attribute their reason for dropping out of college to the inability to afford tuition (McCallen & Johnson, 2020). Persistence in college may also be thwarted by healthcare crises worsened by insufficient healthcare coverage (Stegenga et al., 2021), which is directly connected to the healthcare access and quality SDOMH domain.

In terms of mental health, unaddressed SDOMH issues (i.e., food insecurity, housing instability, etc.) led to increased anxiety (Johnson, 2020) and depression symptomatology (Johnson et al., 2021) in a USA southeastern public university undergraduate student population. A study of international college students found that

the lack of a financial safety net to meet basic needs increased stress and mental health challenges amongst the students (Martinez et al., 2021). In another study of college students, researchers found that food insecurity and the lack of food was associated with malnutrition (Adamovic et al., 2021). Physical consequences of food insecurity, such as fatigue and illness, can affect students' academic success by affecting their concentration in classes (Martinez et al., 2021). Moreover, the relationships and meaningful interactions college students engage in throughout their studies are essential to mental well-being and the progression toward degree completion (White, 2018). White (2018) argued that psychological support for a student promotes academic competence and school adjustment. For example, instructor-student relationships may help reduce anxiety related to academic performance. Students who have stronger relationships within the university are more likely to succeed, and this is directly connected to the social and community context SDOMH domain.

In sum, unaddressed SDOMH challenges in all five domains can severely disrupt college access, persistence, and college student mental health (Allensworth, 2011; Backhaus et al., 2020; Johnson et al., 2021; Olfert et al., 2021). Addressing SDOMH challenges is an important equity issue for college administrators and stakeholders to address through policy and intervention.

Addressing SDOMH to Improve College Access

Addressing SDOMH in College Settings

Colleges have had an awakening as it relates to the diverse needs of their student body, including the SDOMH needs. One of the first publicly made cases about SDOMH and college students was written in a book titled, “Homeless to Harvard,” in which a student details their persistence in college despite challenges in several SDOMH domains (Murray, 2015). Other research studies have found that college students are struggling with food insecurity, housing insecurity, healthcare access, and transportation which contribute to issues surrounding retention and mental health (Baugus, 2020; Waters-Bailey et al., 2019). Colleges have responded by increasing funding for social services on campus (Waters-Bailey et al., 2019).

Specifically, Watkins et. al (2012) found that college counseling centers increased their funding to bring on graduate students who were in internship to provide services. Colleges have also begun implementing programming to address the issues that students may face by starting food pantries on campus, and providing students with meal vouchers and emergency funds (El Zein et al., 2018; Freudenberg et al., 2019). Waters-Bailey et al. (2019) provided strategies colleges can use to help address barriers that students may experience such as food insecurity, housing insecurity, transportation as well as mental health care. College campuses have also made policy changes to address these nonacademic barriers (Congressional Research Service, 2021; Ngo & Hinojosa, 2021). Critical to

addressing college students’ SDOMH is an understanding of the SDOMH domains, SDOMH domains typically addressed, the types of interventions developed and executed, and intervention outcomes. Understanding of these areas can inform changes in university initiatives, policies, funding decisions, and overall culture concerning SDOMH.

Theoretical Framework

Ecological Systems Theory (EST) posits that development is affected by interactions between an individual and different levels of their environment which increase in scope (Bronfenbrenner, 1979). For example, the microsystem refers to one’s immediate childhood context (e.g., classrooms), while the mesosystem is defined as “the interrelations among two or more settings in which the developing person actively participates” (p. 25). For college students, such systems may include their friends and religious community. The exosystem refers to events external to the individual, such as the actions of a college dean, while the macrosystem concerns wider cultural beliefs, ideologies, and the like, such as the general culture on a college campus (Bronfenbrenner, 1979). SDOMH are included in each environmental level. A college student’s microsystem may include SDOMH such as their access to a local grocery store. A general cultural attitude in one’s geographic area, a part of the macrosystem, such as racism, influences health and wellbeing, leading to discrimination, a SDOMH, and lack of

Addressing SDOMH to Improve College Access

opportunity. Given that college students are affected by various systems within and beyond the college setting, we chose to conceptualize this systematic review through the lens of EST. Institutions of higher education are conceivably invested in student outcomes like retention, academic achievement, and career attainment, and are well-situated to address SDOMH which influence these outcomes at their various environmental levels, according to EST. Thus, we conceptualized whether and how institutions of higher education assess for and address students' SDOMH needs considering the systems and environmental levels described in EST.

Purpose

The purpose of this systematic review was to identify and summarize interventions implemented by higher education institutions intended to address college students' SDOMH challenges. Interventions were defined as efforts that addressed one of the five SDOMH domains. We are interested in practice and policy recommendations that can be drawn from the synthesis of the available research. Current research on this topic suggests that universities are addressing SDOMH through policy, programming, and community engagement, with a range of different intended outcomes (i.e., alleviating burden, mental health, academic persistence, etc.); however limited information is known about SDOMH challenges targeted. Through this systematic review we intended to

identify, evaluate, and integrate findings from studies conducted in the United States that address the following research questions:

- (1) For each identified SDOMH intervention, what was the type of intervention, targeted population, domain addressed, and outcome?;
- (2) What are the demographics of the colleges and universities implementing SDOMH interventions?; and
- (3) What was the rigor and the quality of SDOMH intervention studies reviewed?

Methodology

A systematic review is a tool researchers can use to summarize empirical evidence to answer a research question and draw empirically based conclusions (Munn et al., 2018). The Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) framework was utilized to provide structure and reporting guidance to authors. We utilized the PRISMA checklist to (a) assess eligibility, (b) identify sources of information, (c) conduct a screening process to select included articles, (d) chart data items, (e) conduct a critical appraisal of included articles, and (f) synthesize results. We utilized the systematic review checklist to assess: study purpose, research question(s), author(s), year, method, theoretical framework, sample size, and relevant study characteristics (See Table 2 – Appendix: pages 71-87). The research team included five doctoral student researchers and two professors.

Addressing SDOH to Improve College Access

Inclusion and Exclusion Criteria

In generating a usable and relevant dataset of research studies, four databases were searched: PsychINFO, Ebscohost, Web of Science, and Google Scholar. These databases are comprehensive in nature and cover topics in higher education, health, and social sciences. In addition, ten interdisciplinary peer reviewed journals were searched: *Journal of American College Health*, *American Journal of Health Promotion*, *American Journal of Preventive Medicine*, *New Directions for Community College*, *Journal of College Access*, *Journal of College Counseling*, *Journal of College Student Development*, *Journal of Counseling & Development*, *Innovative Higher Education*, *Journal of Higher Education Research*, and *Community College Journal of Research and Practice*. Studies were included if they: (a) were published in English on a U.S. population, (b) reported on a college student SDOH intervention, and (c) were published between 2000-2022 in one of the selected databases or journals. The review period was deemed as an adequate time frame to capture research guided by similar principles and understanding of SDOH which has changed over time.

Search Procedures

In conducting the searches, the following key terms were used for each database: social determinants of mental health intervention (OR) social determinants of health intervention (AND) college students, community college students, university students (AND) college access, persistence, retention, thriving, and mental health.

In order to widen the search, additional search terms were used in conjunction with the key terms: food insecurity, transportation, housing insecurity, financial instability, economic stress, financial stress, healthcare access and quality, social support, college community or campus community, safety, neighborhood and built environment, and educational access. The keywords were selected for use based on the research topic and keywords in prominent articles on addressing SDOH needs of college students.

Data Selection, Extraction, and Coding

The selection and review processes were conducted in accordance with the PRISMA framework outlined by Moher et al. (2009). Three doctoral student researchers utilized the search procedures and the exclusion/inclusion criteria to select and review relevant studies independently. The selection process took approximately 35 days and a total 139 articles were initially selected for further review. The list of selected articles was placed on a spreadsheet in a shared drive and shared with the research team who assisted in the review process. The first review was conducted to remove duplicate articles (n = 1). In the next review, we focused on establishing article relevance and adherence to the inclusion criteria. Research team members were assigned articles and instructed to review title, abstract, keywords and additional information as needed, to determine if the article was aligned with the inclusion criteria. Each article was reviewed by at least two research team members for

Addressing SDOMH to Improve College Access

inter-rater reliability purposes. This review resulted in the removal of 75 articles (see Figure 2 on page 53).

The coding method for this report included five trained reviewers who read and coded 63 articles using a standard coding protocol (Saldaña, 2009). The first cycle of coding was done to extract initial information as guided by the PRISMA checklist and the second cycle produced the final codes. The following information was extracted: purpose, research questions, study design, sampling, sample characteristics, setting, theory, intervention, methods, analytic strategy, results, practical implications, limitations, and additional comments. To ensure coding consistency, approximately 75% of all articles were double-coded by a reviewer and doctoral-level coder. The research team met to discuss emerging codes and resolve any issues associated with coding.

Results

We identified 139 articles for review through the search process. A total of 63 articles met the criteria for inclusion in the systematic review. Many of the articles that did not meet criteria for inclusion did not report on a college student SDOMH intervention or were published outside of the US population. We sought to answer the following research questions:

(1) For each identified SDOMH intervention, what was the type of intervention, targeted population, domain addressed,

and outcome?;

- (2) What are the demographics of the colleges and universities implementing SDOMH interventions?; and
- (3) What was the rigor and the quality of SDOMH intervention studies reviewed?

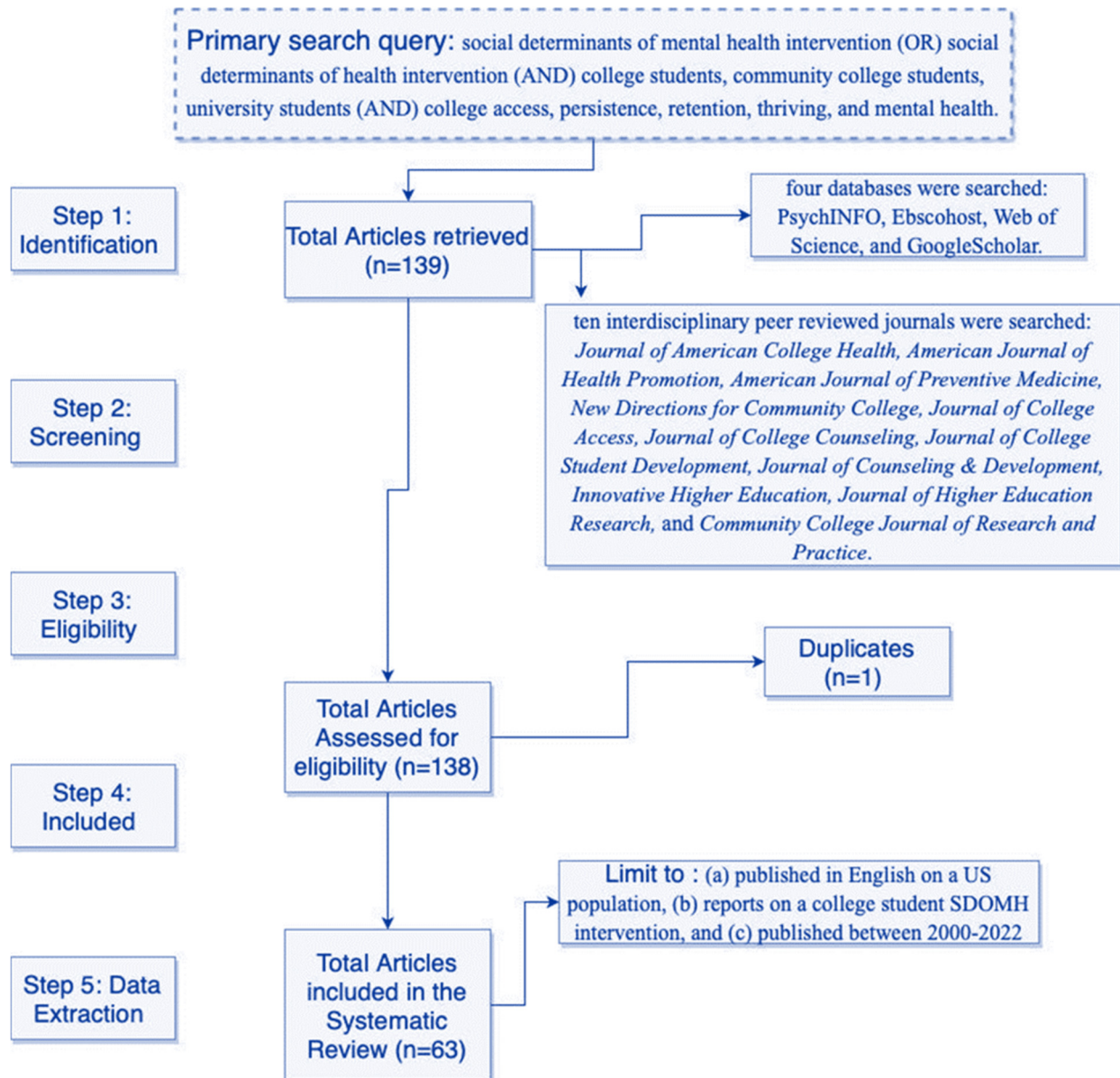
Overview of Included Articles

The majority of articles reviewed focused on SDOMH interventions targeting undergraduate students at four-year colleges and universities ($n = 54$; 85.71%). The remaining studies were conducted at a two-year college ($n = 6$, 9.52%), utilized a two-year college campus ($n = 1$, 1.59%), or did not specify the type of institution ($n = 2$, 3.17%). For the type of college setting, the majority of articles did not specify what type of college campus ($n = 49$; 77.78%).

However, five studies were conducted at research-intensive universities (7.94%), three were at a Minority Serving Institutions (MSI; 4.76%), two were on an urban campus (3.17%), two at a Primarily White Institutions (PWI; 3.17%), one at a Hispanic Serving Institution (HSI; 1.59%), and one at a Historically Black College (HBCU; 1.59%). Finally, the majority of included studies focused on undergraduate students ($n = 59$; 93.65%). Two focused on undergraduate and graduate students (3.17%), one focused on medical students (1.59%), one focused on transfer students (1.59%), and one focused on the clinician's perspective of an intervention (1.59%).

Addressing SDOMH to Improve College Access

Figure 2.
Data Selection, Extraction, and Coding.



Addressing SDOMH to Improve College Access

Within these student types, some articles focused on specific descriptors including race-ethnicity specific students (n = 5; 7.84%), sex/gender specific students (n = 2; 3.17%), and first-generation college students (n = 5; 7.94%). Given ETS' emphasis on environmental factors, the SDOMH needs for college students can vary depending on the type of college setting such as urban versus rural or PWI versus HBCU.

In terms of methodology, the studies included in the systematic review were mostly quantitative and more than half of the studies used a quasi-experimental design. Lastly, post-intervention data, such as monthly drinking diaries, performance prompts, test anxiety inventories, satisfaction questionnaires, follow up telephone interviews, self-reported psychosocial adjustment to college, and daily experience surveys were collected in 13 of the articles (20%) and 21 articles included data beyond self-report (33%), such as grade point averages, retention rates, exam test scores, residency programs quality measures, class performances, field notes, and feedback reports. See Table 1 on next page for details.

Social Determinants of Mental Health Domains Addressed

In terms of SDOMH domains addressed, we sorted the domains based on the aforementioned World Health Organization's five domains (2022). The domains and the percentage of studies addressing those domains include: Economic stability (n = 3; 4.7%), Education access and quality (n = 24;

37.5%), Healthcare access and quality (n = 27, 42.3%), Neighborhood and built environment (n = 1; 1.6%), and Social and community context (n = 11; 17.4%). In terms of the names of the different interventions, Table 2 (in the Appendix starting on page 71) details the name, description, characteristics, SDOMH domains, and the outcomes of the interventions deployed.

Social Determinants of Mental Health Addressed in Multiple Domains

Three articles (Hu & Ma, 2010; Hill & Woodward, 2013; Evans et al., 2020) were coded under multiple domains. Hu and Ma (2010) aimed to evaluate student engagement and persistence in college and the outcomes from the study showed that mentorship was positively associated with student persistence in college. Thus, this article was coded in the education access and quality and social and community context domain. Hill and Woodward (2013) aimed to examine the impact of learning communities on students' retention and the outcomes from the study showed that involvement in a learning community improved students' retention. Thus, this article was coded in the education access and quality and social and community context domain. Evans et al. (2020) aimed to evaluate community college completion rates of low income students through a "stay the course intervention" and the outcomes from the study showed that the intervention significantly increased persistence and degree completion for women. Thus, this article was coded in the economic stability and education access and quality domain.

Addressing SDOMH to Improve College Access

Table 1.
Study Research Design and Rigor.

Study Descriptors	n	%
Quantitative research	48	76%
Qualitative research	8	13%
Mixed methods research	7	11%
Pilot study	6	10%
Randomized controlled trial	21	33%
Quasi-experimental design	34	54%
Control or comparison group	42	67%
Repeated measures	20	32%
Post-intervention data	13	20%
Assessment beyond self-report	21	33%
Sample size over 100	42	67%
Sample size over 1000	7	11%
Report effect size	41	65%
Standardize Curriculum	2	3%

Note: Total number of articles = 63

Addressing SDOMH to Improve College Access

Study Outcomes by Social Determinant of Mental Health Domain

The results of the systematic review are organized by the five SDOMH domains. Each article is organized in a domain according to the focus of the intervention.

Economic Stability

The SDOMH domain of economic stability is defined by a person's ability to meet their financial responsibilities as well as have savings for emergencies (U.S. Department of Health and Human Services [USDHHS], 2020). A total of three articles addressed the economic stability domain, which focused on interventions to address Latino/a career development (Berríos-Allison, 2011), providing financial and financial stress counseling (Britt et al., 2015), and supporting low-income students through case management (Evans et al., 2020). These studies utilized randomized control trials, mixed methods, and pre/post surveys to evaluate the effects of voluntary group counseling and voluntary individual advising. Outcomes often looked at student retention, college persistence, college graduation rates, financial literacy, and levels of financial stress management.

Education Access and Quality

The domain of education access and quality, is defined as efforts to make education affordable, expand access to educational resources, addressing systemic barriers that

limit access for some groups, and support to improve education quality at the K-16 level (U.S. Department of Health and Human Services [USDHHS], 2020). A total of 21 articles addressed the education access and quality domain with interventions focused on the major themes of academic outcomes and achievement, student persistence and retention or resilience, student engagement, career choice or aspirations, political empowerment, satisfaction, and metacognitive awareness. Nine articles addressed academic outcomes and achievement with interventions that focused on test taking strategies (Holzer et al., 2009); student counseling services (Lee et al., 2009); mentoring and coaching programs (Brown-DuPaul et al., 2013; Morales et al., 2016; Capstick et al., 2019); a success course (Coleman et al., 2018); early interventions (Gordanier et al., 2019); student empowerment (Griffin, 2019); and learning communities (Markle & Stelzriede, 2020). Five studies addressed student persistence and retention or resilience and interventions focused on educational opportunities (Claus-Ehlers & Wibrowski, 2007); learning communities (Hill & Woodward, 2013); case management (Evans et al., 2020); academic coaching (Simmons & Smith, 2020); and coursework (Yadusky et al., 2020). Three articles addressed student engagement with interventions that focused on scholarship programs (Hu & Ma, 2010; Collier et al., 2019) and educational activities (Stephens et al., 2014). Two studies addressed career choice or aspirations and interventions focused on

Addressing SDOMH to Improve College Access

academic advising (Sweeney & Villarejo, 2013) and outreach programs (Kitchen et al., 2018).

Three final articles addressed political empowerment through behavior modification interventions (Angelique et al., 2002), student satisfaction through a modification in the grading scale (Bloodgood et al., 2009), and metacognitive awareness through academic coaching (Howlett et al., 2021) respectively. These studies often used randomized control trials, pre-tests and post-tests, interviews, surveys, multiple baseline design, retrospective cohort study and quasi-experimental designs. Outcomes of these studies sought to improve students' academic achievement, participation and engagement, resilience and persistence and support their learning and future goals.

Healthcare Access and Quality

Healthcare access and quality include college student's access to physical and mental health care (U.S. Department of Health and Human Services [USDHHS], 2020). A total of 27 articles addressed the healthcare access and quality domain. There were three themes identified within this domain: physical health and overall wellbeing, mental health, and substance use reduction. Nine articles addressed physical health and overall wellbeing: one intervention study to improve physical activity (Mailey et al., 2010); three mindfulness meditation intervention studies (Nguyen-Feng et al., 2017; Canby et al., 2015; Seppälä et al., 2020); one health seeking

intervention study (Demyan & Anderson, 2012); one gratitude practice intervention study (Geier and Morris, 2022); two intervention studies on resilience and coping (Houston et al., 2016; Ray et al., 2019); and one intervention study on protective behavioral strategies training (LaBrie et al., 2015). Eight articles addressed mental health: two interventions focused on reducing symptoms of depression and anxiety (Fitzpatrick et al., 2017; Paul & Eubanks Flemming, 2019); two sexual assault intervention studies (Feldwisch et al., 2020; Foubert & Newberry, 2006); one social support intervention study for survivors of partner abuse and sexual aggression (Edwards et al., 2018); one online psychotherapy intervention (Benton et al., 2016); one online educational intervention to reduce stigmatizing attitudes toward help seeking (Kirschner et al., 2020) and one emotional disorders prevention study (Bentley et al., 2017). Lastly there were ten substance use reduction studies: Amaro et al., 2010; Denering & Spear, 2012; Borsari & Carey, 2000; Martens et al., 2007; Kenney et al., 2014; Wagstaff & Welfare, 2021; LaBrie et al., 2006; DeJong et al., 2009; Wood et al., 2009; Ulupinar & Kim, 2021. Outcomes of these studies sought to increase physical activity, coping, and decrease distressing symptoms and substance use.

Neighborhood and Built Environment

The neighborhood and built environment domain of SDOMH is related to the quality of housing, safety, crime and violence, and environmental conditions (U.S. Department of

Addressing SDOMH to Improve College Access

Health and Human Services [USDHHS], 2020). The single article that addressed this domain utilized a cross-sectional study design that examined the impact of a new recreation center for students (Zizzi et al., 2004). The implications for this study were related to ways to creatively increase engagement with recreational centers/activities. The outcomes for this study looked at creative ways to improve physical activity rates and overall student wellness. This single article addressing neighborhood and built environment underlines the need for an ETS framework and systematic approach as neighborhood can directly shape a student's wellbeing and development.

Social and Community Context

The social and community context domain of SDOMH relates to social and community support, which for a college student can include healthy relationships with their professors, classmates and other college personnel to increase academic outcomes (U.S. Department of Health and Human Services [USDHHS], 2020). This domain resembles the mesosystem within the ETS framework. A total of 11 articles aligned with this domain.

Interventions in this domain focused on networking opportunities (Hill & Woodward, 2013; Larracey et al., 2022; Mattanah et al.,

2012), self-esteem and self- authorship (Jehangir et al., 2012), campus belonging, engagement, and social connection (Baleria, 2019; Evans et al., 2012; Murphy et al., 2020; Strayhorn, 2021;), faculty and professional mentorship (Crowe, 2021; Hu & Ma, 2010) and peer coaching and training (Chiu et al., 2017). These studies tended to use quantitative survey methods with control or comparison groups, although five were qualitative and three used mixed methods that utilized phenomenological and

longitudinal interviews. Outcomes often looked at campus belonging, college persistence, metacognitive awareness, social connection and social reactions, academic achievement, and skill building. Overall themes in these studies included mentorship and social connection.



“Over half of the interventions reviewed were in the education (37.5%) and healthcare (42.3%) access and qualities domains.”

Discussion

This systematic review synthesized intervention studies implemented in higher education settings to address SDOMH. The findings highlighted SDOMH domains most addressed in higher education settings, domains that were least addressed, and the rigor of the research. Overall, findings suggest that universities are aware of SDOMH issues that can impact their students' college access and persistence.

Addressing SDOMH to Improve College Access

Prominent SDOMH Areas of Focus

Over half of the interventions reviewed were in the education (37.5%) and healthcare (42.3%) access and qualities domains. The focus on education access and quality, aspects of the microsystem (Bronfenbrenner, 1979) is unsurprising given the nature and goals of institutions of higher education. The focus on healthcare access and quality domain is a newer finding in the literature. It is possible that a large number of interventions were included in this domain due to legislation aimed to increase healthcare access of college students such as the Affordable Care Act (ACA), which was signed into law in 2010. The ACA helped reduce the uninsured population of college students by 10% (Mitchell, 2017) and non-elderly adults by 43% (Uberoni et al., 2016), and serves as an example of exosystem influence, according to EST (Bronfenbrenner, 1979). Currently, there are three million college students through college-sponsored health insurance policies (U.S. Centers for Medicare & Medicaid Services, n.d.).

While legislation is one potential factor, it is also noted that the majority of the studies in the healthcare access domain focused on substance use reduction. Prior research indicates that substance abuse can have negative consequences for college students and the wider community, including health concerns, academic performance, safety concerns, and campus culture (Bailey et al., 2016). Therefore, it is encouraging that universities are addressing substance use

issues and our findings are inline with current needs and research trends.

Less Prominent SDOMH Areas of Focus

The least reviewed interventions were in the social and community context domain (17.4%), economic stability domain (4.7%), and neighborhood and built environment (1.6%). These least reviewed interventions are all aspects of students' mesosystems, concerning interconnected relationships among multiple settings (Bronfenbrenner, 1979). This finding may serve as evidence for increased need for colleges to consider, interact with, and seek to enhance their connections to local communities. The existence of a single article which addressed the neighborhood and built environment was unsurprising, given that the literature has highlighted the dearth of interventions in school settings focused on promoting health and safety in neighborhoods (Havlik et al., 2014, 2017).

The lack of interventions addressing economic factors for college students was surprising as research emphasizes the association between financial hardships and poor overall wellbeing for college students (Hattangadi, et al., 2019). It is imperative to develop targeted interventions, as research shows differences in financial distress between first generation college students and non-first-generation college students (House et al., 2020). Further, research highlights the need to evaluate the effects of the COVID-19 pandemic on students' financial stability to support implementation of effective

Addressing SDOMH to Improve College Access

interventions (Jones et al., 2021; Galanza, 2023; Son et al., 2020). The chronosystem is another aspect of Bronfenbrenner's (1979) ETS framework which describes the role of time in shaping an individual's development. The influence of historical events such as COVID drastically impacted college students beyond the economic factors (Jones et al., 2021; Son et al., 2020).

Lastly, social community context was amongst the least reviewed interventions, though there were several studies which addressed themes related to mentorship, school connectedness, and social engagement. The social community context themes are correlated to college student persistence and graduation (Fender & Navarro, 2021); therefore, it is important to continue this intervention and research trajectory. Addressing these contextual factors in the mesosystem level of Bronfenbrenner's ETS framework can significantly contribute to students' own development in relation to others.

Target Populations for Intervention

Through this synthesis of the SDOMH interventions, we also sought to understand if specific college student populations were identified and targeted for interventions. The results indicate that research on SDOMH interventions for college students overwhelmingly focused on undergraduate students at four-year institutions, and limited attention was given toward targeting particularly vulnerable populations of college

students (e.g., first generation, BIPOC, low-income). Researchers have highlighted the importance of targeted interventions to mitigate the impacts of inequity and to address the barriers faced by students (Blagg & Blom, 2018; Dwyer et al., 2012; Letkiewicz et al., 2014). It is imperative that more intervention studies target vulnerable populations of college students to support their college access and persistence. Moreover, as our findings highlight the need for research which addresses mesosystem interactions amongst various settings, like the university and local community, future studies in this area may yield interventions which holistically support vulnerable students through attention to the mesosystem (Bronfenbrenner, 1979).

Quality and Rigor

An examination of the incorporated interventions for rigor and characteristics considered desirable in a quality intervention identified that 54% of the studies employed a quasi-experimental design and 33% of the included studies utilized randomized control trials.

Furthermore, including a control group is a marker of quality in educational intervention research (Pressley & Harris, 1994), and of the studies examined, 67% used a control or comparison group in their design. Another marker of quality would entail using a standardized curriculum to address students' SDOMH challenges; however, only two manuscripts utilized a standardized

Addressing SDOMH to Improve College Access

curriculum. Of all the studies which included an intervention component, most of which utilized a quasi-experimental design, only about half collected post-intervention data. Most studies only collected self-report data. These findings suggest the need for both higher-quality experimental studies of SDOMH interventions in college settings, as well as the need for more in-depth exploration of student outcomes and experiences related to SDOMH needs and intervention. This aligns with the suggestion of Gopalan et al. (2020) to embrace quality descriptive and qualitative studies to counterbalance the methodological limitation of quasi-experimental designs and randomized control trials that lack the ability to explain specific pathways to the produced treatment effects.

Limitations

Although this review aimed to provide a comprehensive analysis of interventions that address college student SDOMH challenges, there are several limitations that should be considered. Only published studies were integrated into this review and the inclusion criteria of select journals could have prevented other interventions from being identified and evaluated. It is quite possible that universities are engaging in campus wide interventions. However, they are not publishing the results of the intervention; rather, the information is contained in an annual report. Studies were not included which took place outside of the United States,

nor were non-English language studies incorporated. These studies were intentionally excluded to ensure the results were sufficiently relevant and increase the applicability of the data to the population of interest. Lastly, this review was not registered on a database such as the International Prospective Register of Systematic Reviews (PROSPERO) once the population of interest was identified.

However, the research team adhered to the PRISMA guidelines diligently by following a two-step screening process, participating in conversations to reach consensus and ensure adequate blinding.

Future Research

Most interventions reviewed in this study focused on a single SDOMH domain as the predictor variable. Including multiple domains within models could further our understanding of the potential interaction effects between domains that have the most salient impact on student's mental health, college access, and persistence. Longitudinal or historical data on changes in SDOMH could also be used to inform future policy reforms. The devastating impact of global crises such as the COVID-19 pandemic have been felt in all SDOMH domains, particularly among the most vulnerable communities (Tai et al., 2021). Distance learning and other prevention efforts on U.S. campuses drastically changed the social determinants of college students. The long-term impact of such changes remains to be studied and used

Addressing SDOMH to Improve College Access

to inform future prevention efforts. Future research on the SDOMH for college students should continue to shift the focus of interventions away from the individual to the wider structural forces impinged on students.

Implications for Higher Education Stakeholders

The results of this systematic review emphasize the need for higher education researchers and or settings to increase research and practice in the SDOMH domains of economic stability and neighborhood and built environment. Based on our findings, critical barriers, such as economic stability, are not being addressed at the same rate of other SDOMH challenges.


Economic stability is directly related to college access and persistence and universities can invest in this area by increasing financial aid and scholarships, work study programs, affordable housing, and community partnerships. In addition, the domains of education access and quality, healthcare access and quality, as well as social and community context were more commonly researched. Researchers might consider adding in elements of the least reviewed SDOMH domains to areas that are frequently researched. For example, the infrastructure and support may be available to research college student access to tutoring, adding in their access to financial support could support better understanding of a student's situation as well as add to the limited research

available on economic stability. Higher education administrators and policymakers in these studies are encouraged to do broad system-level changes, including structured and cooperative programming on campuses and online to enhance campus climate, as well as encouraging holistic approaches to prepare students for the academic, health, and social demands of college.

Conclusion

The current review of interventions that address SDOMH have revealed notable trends and provided potential signals for future research. More specifically, the findings from this systematic review highlight the need for higher education researchers and institutions to broaden their efforts by prioritizing research and implementing programs targeted to address the needs of their student body. The specific areas or domains that appear to need more attention specifically are the economic stability and neighborhood and built environment domains of SDOMH. Counselors working with college students should consider the impacts that SDOMH have on students and be prepared to address these barriers. Although enrollment in postsecondary education has declined slightly since 2010, the college experience remains an integral institution for many Americans (Bauman & Cranney, 2020). Thus, critical examination of the SDOMH for college students is crucial. Studies on specific SDOMH domains could inform education and social policies aimed to reduce mental health and education

Addressing SDOMH to Improve College Access

inequities. Using SDOMH data to frame discussions such as health and educational disparities could reinforce the systemic nature of stratification and injustices, and lead to more support to increase college student access, persistence, and retention. 

REFERENCES

*Represents articles that were included in Table 2.

Adamovic, E., Newton, P., & House, V. (2020). Food insecurity on a college campus: Prevalence, determinants, and solutions. *Journal of American College Health*, 70(1), 58-64. <https://doi.org/10.1080/07448481.2020.1725019>

Allensworth, D. D. (2011). Addressing the social determinants of health of children and youth: A role for SOPHE members. *Health Education & Behavior*, 38(4), 331-338. <https://doi.org/10.1177/1090198111417709>

American College Health Association. (2009). American College Health Association-National College Health Assessment Spring 2008 Reference Group Data Report (Abridged). *Journal of American College Health*, 57(5), 477-488. <https://doi.org/10.3200/JACH.57.5.477-488>

Amaro, H., Reed, E., Rowe, E., Picci, J., Mantella, P., & Prado, G. (2010). Brief screening and intervention for alcohol and drug use in a college student health clinic: feasibility, implementation, and outcomes. *Journal of American college health : J of ACH*, 58(4), 357-364. <https://doi.org/10.1080/07448480903501764> *

Angelique, H.L., Reischl, T.M. and Davidson, W.S., II (2002), Promoting Political Empowerment: Evaluation of an Intervention with University Students. *American Journal of Community Psychology*, 30: 815-833. <https://doi.org/10.1023/A:1020205119306> *

Backhaus, I., Varela, A. R., Khoo, S., Siefken, K., Crozier, A., Begotaraj, E., Fischer, F., Wiehn, J., Lanning, B. A., Lin, P.-H., Jang, S., Monteiro, L. Z., Al-Shamli, A., La Torre, G., & Kawachi, I. (2020). Associations between social capital and depressive symptoms among college students in 12 countries: Results of a cross-national study. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00644>

Bailey, J. A., Windle, M., & Dick, D. M. (2016). Substance use and negative outcomes among at-risk emerging adults: A systematic review of longitudinal studies. *Journal of Studies on Alcohol and Drugs*, 77(4), 571-578. doi 10.15288/jsad.2016.77.571.

Baleria, G. (2021) Counteracting Othering in the Community College Setting: Increasing Belonging and Curiosity to Improve Student Success, *Community College Journal of Research and Practice*, 45:4, 273-289, DOI: 10.1080/10668926.2019.1689207 *

Baugus, K. E. (2020) Food Insecurity, Inadequate Childcare, & Transportation Disadvantage: Student Retention and Persistence of Community College Students, *Community College Journal of Research and Practice*, 44:8, 608-622, DOI: 10.1080/10668926.2019.1627956

Bauman, K., & Cranney, S. (2020). Current population reports - census.gov. US Census Bureau. Retrieved April 21, 2023, from <https://www.census.gov/content/dam/Census/library/publications/2020/demo/p20-584.pdf>

Bentley, K. H., Boettcher, H., Bullis, J. R., Carl, J. R., Conklin, L. R., Sauer-Zavala, S., Pierre- Louis, C., Farchione, T. J., & Barlow, D. H. (2018). Development of a Single-Session, Transdiagnostic Preventive Intervention for Young Adults at Risk for Emotional Disorders. *Behavior Modification*, 42(5), 781-805. <https://doi.org/10.1177/0145445517734354> *

Benton, S. A., Heesacker, M., Snowden, S. J., & Lee, G. (2016). Therapist-assisted, online (TAO) intervention for anxiety in college students: TAO outperformed treatment as usual. *Professional Psychology: Research and Practice*, 47(5), 363-371. <https://doi.org/10.1037/pro0000097> *

Addressing SDOMH to Improve College Access

- Bergen-Cico, D., Possemato, K., & Cheon, S. (2013). Examining the efficacy of a brief mindfulness-based stress reduction (brief MBSR) program on Psychological Health. *Journal of American College Health*, 61(6), 348–360. <https://doi.org/10.1080/07448481.2013.813853> *
- Berríos-Allison, A. C. (2011). Career Support Group for Latino/a college students. *Journal of College Counseling*, 14(1), 80–95. <https://doi.org/10.1002/j.2161-1882.2011.tb00065.x> *
- Blagg, K., & Blom, E. (2018). Evaluating the Return on Investment in Higher Education: An Assessment of Individual- and State-Level Returns. Retrieved April 20, 2023, from: https://www.urban.org/sites/default/files/publication/99078/evaluating_the_return_on_investment_in_higher_education.pdf
- Bloodgood, R. A., Short, J. G., Jackson, J. M., & Martindale, J. R. (2009). A change to pass/fail grading in the first two years at one medical school results in improved psychological well-being. *Academic Medicine*, 84(5), 655–662. <https://doi.org/10.1097/acm.0b013e31819f6d78> *
- Borsari, B., & Carey, K. B. (2000). Effects of a brief motivational intervention with college student drinkers. *Journal of Consulting and Clinical Psychology*, 68(4), 728–733. <https://doi.org/10.1037/0022-006X.68.4.728> *
- Britt, S. L., Canale, A., Fernatt, F., Stutz, K., & Tibbetts, R. (2015). Financial Stress and Financial Counseling: Helping college students. *Journal of Financial Counseling and Planning*, 26(2), 172–186. <https://doi.org/10.1891/1052-3073.26.2.172> *
- Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.
- Brown-DuPaul, J., Davis, J. H., & Wursta, M. (2013). A high impact practice that works: Connecting mentors from the professional community to teacher education students. *Community College Journal of Research and Practice*, 37(11), 807–815. <https://doi.org/10.1080/10668921003744900> *
- Canby, N.K., Cameron, I.M., Calhoun, A.T. et al. A Brief Mindfulness Intervention for Healthy College Students and Its Effects on Psychological Distress, Self-Control, Meta-Mood, and Subjective Vitality. *Mindfulness* 6, 1071–1081 (2015). <https://doi.org/10.1007/s12671-014-0356-5> *
- Capstick, M.K., Harrell-Williams, L.M., Cockrum, C.D. et al. Exploring the Effectiveness of Academic Coaching for Academically At-Risk College Students. *Innov High Educ* 44, 219–231 (2019). <https://doi.org/10.1007/s10755-019-9459-1> *
- Chiu, I., & Graham, J.A. (2017). The Effect of a Peer-Based Personal Stories Intervention on Focus of Anxiety and Social Distance Towards People With Mental Illness. *Journal of College Student Development* 58(1), 101-107. doi:10.1353/csd.2017.0006. *
- Choi, K. H., Buskey, W., & Johnson, B. (2010). Evaluation of counseling outcomes at a university counseling center: the impact of clinically significant change on problem resolution and academic functioning. *Journal of counseling psychology*, 57(3), 297–303. <https://doi.org/10.1037/a0020029>
- Clauss-Ehlers, C.S., & Wibrowski, C.R. (2007). Building Educational Resilience and Social Support: The Effects of the Educational Opportunity Fund Program Among First- and Second-Generation College Students. *Journal of College Student Development* 48(5), 574-584. doi:10.1353/csd.2007.0051.
- Coleman, S. L., Skidmore, S. T., & Weller, C. T. (2018). College success courses: Success for all. *Community College Journal of Research and Practice*, 42(5), 316–329. <https://doi.org/10.1080/10668926.2017.1300110> *
- Collier, D., Parnter, C., Fitzpatrick, D. et al. Helping Students Keep the Promise: Exploring how Kalamazoo Promise Scholars' Basic Needs, Motivation, and Engagement Correlate to Performance and Persistence in a 4-Year Institution. *Innov High Educ* 44, 333–350 (2019). <https://doi.org/10.1007/s10755-019-9468-0> *
- Congressional Research Service (2021). *Food Insecurity Among College Students: Background and Policy Options*. <https://sgp.fas.org/crs/misc/R46817.pdf>

Addressing SDOMH to Improve College Access

- Crowe, J.A. Creating a Departmental Climate that Increases a Student's Sense of Belonging, Perceived Faculty Support, and Satisfaction with the Major. *Innov High Educ* 46, 95–109 (2021). <https://doi.org/10.1007/s10755-020-09530-w> *
- Crutchfield, R. M., Chambers, R. M., & Duffield, B. (2016). Jumping through the hoops to get financial aid for college students who are homeless: Policy analysis of the college cost reduction and access act of 2007. *Families in Society*, 97(3), 191–199. <https://doi.org/10.1606/1044-3894.2016.97.25>
- DeJong, W., Schneider, S. K., Towvim, L. G., Murphy, M. J., Doerr, E. E., Simonsen, N. R., Mason, K. E., & Scribner, R. A. (2009) A Multisite Randomized Trial of Social Norms Marketing Campaigns to Reduce College Student Drinking: A Replication Failure, *Substance Abuse*, 30:2, 127-140, DOI: 10.1080/08897070902802059 *
- Demyan, A. L., & Anderson, T. (2012). Effects of a brief media intervention on expectations, attitudes, and intentions of mental health help seeking. *Journal of Counseling Psychology*, 59(2), 222–229. <https://doi.org/10.1037/a0026541> *
- Denering, L. L., & Spear, S. E. (2012). Routine use of screening and brief intervention for college students in a university counseling center. *Journal of psychoactive drugs*, 44(4), 318–324. <https://doi.org/10.1080/02791072.2012.718647> *
- Diaz-Strong, D., Gómez, C., Luna-Duarte, M. E., & Meiners, E. R. (2011). Purged: Undocumented Students, Financial Aid Policies, and Access to Higher Education. *Journal of Hispanic Higher Education*, 10(2), 107–119. <https://doi.org/10.1177/1538192711401917>
- Dwyer, R. E., Hodson, R., & McCloud, L. (2013). Gender, Debt, and Dropping Out of College. *Gender & Society*, 27(1), 30–55. <https://doi.org/10.1177/0891243212464906>
- Edwards, K.M., & Ullman, S.E. (2018). Preliminary Data on an Intervention to Reduce Negative Social Reactions to Victims' Disclosures. *Journal of College Student Development* 59(1), 105-110. doi:10.1353/csd.2018.0007. *
- El Zein, A., Mathews, A. E., House, L., & Shelnutt, K. P. (2018). Why Are Hungry College Students Not Seeking Help? Predictors of and Barriers to Using an On-Campus Food Pantry. *Nutrients*, 10(9), 1163. <https://doi.org/10.3390/nu10091163>
- Evans, K.E., Hartman, C.L. & Anderson, D.M. "It's More Than a Class": Leisure Education's Influence on College Student Engagement. *Innov High Educ* 38, 45–58 (2013). <https://doi.org/10.1007/s10755-012-9223-2> *
- Evans, W. N., Kearney, M. S., Perry, B., & Sullivan, J. X. (2020). Increasing community college completion rates among low-income students: Evidence from a randomized controlled trial evaluation of a case-management intervention. *Journal of Policy Analysis and Management*, 39(4), 930–965. <https://doi.org/10.1002/pam.22256> *
- Feldwisch, R. P., Whiston, S. C., & Arackal, I. J. (2020). Safe sisters: A sorority-based bystander intervention program to prevent sexual assault. *Journal of College Counseling*, 23(3), 262–275. <https://doi.org/10.1002/jocc.12170> *
- Fender, E. M., & Navarro, R. L. (2021). Social connection and college student persistence: An integrative review. *Journal of College Student Retention: Research, Theory & Practice*, 23(1), 1-16. <https://doi.org/10.1177/1521025120967702>
- Fink-Samnick E. (2021). The Social Determinants of Mental Health: Definitions, Distinctions, and Dimensions for Professional Case Management: Part 1. *Professional case management*, 26(3), 121–137. <https://doi.org/10.1097/NCM.0000000000000497>
- Fitzpatrick, K. K., Darcy, A., & Vierhile, M. (2017). Delivering cognitive behavior therapy to young adults with symptoms of depression and anxiety using a fully automated conversational agent (Woebot): A randomized controlled trial. *JMIR Mental Health*, 4(2). <https://doi.org/10.2196/mental.7785> *
- Foubert, J., & Newberry, J.T. (2006). Effects of Two Versions of an Empathy-Based Rape Prevention Program on Fraternity Men's Survivor Empathy, Attitudes, and Behavioral Intent to Commit Rape or Sexual Assault. *Journal of College Student Development* 47(2), 133-148. doi:10.1353/csd.2006.0016. *

Addressing SDOMH to Improve College Access

- Freudenberg, N., Goldrick-Rab, S., & Poppendieck, J. (2019). College Students and SNAP: The New Face of Food Insecurity in the United States. *American journal of public health, 109*(12), 1652–1658. <https://doi.org/10.2105/AJPH.2019.305332>
- Galanza, M. A. M. C., Aruta, J. J. B. R., Mateo, N. J., Resurreccion, R. R., & Bernardo, A. B. (2023). Mental health of Filipino university students during the COVID-19 pandemic: The distinct associations of fear of COVID-19 and financial difficulties. *Educational and Developmental Psychologist, 40*(1), 125-130. <https://doi.org/10.1080/20590776.2021.1999168>
- Geier, M. T., & Morris, J. (2022). The impact of a gratitude intervention on mental well-being during COVID-19: A quasi-experimental Study of University students. *Applied Psychology: Health and Well-Being, 14*(3), 937–948. <https://doi.org/10.1111/aphw.12359> *
- Gopalan, M., Rosinger, K., & Ahn, J. B. (2020). Use of quasi-experimental research designs in education research: Growth, promise, and challenges. *Review of Research in Education, 44*(1), 218-243.
- Gordanier, J., Hauk, W., & Sankaran, C. (2019). Early intervention in college classes and improved student outcomes. *Economics of Education Review, 72*, 23–29. <https://doi.org/10.1016/j.econedurev.2019.05.003> *
- Griffin, E.K. (2020) Psychosocial Techniques Used in the Classroom to Captivate Non- Traditional Community College Students, *Community College Journal of Research and Practice, 44*:5, 329-346, DOI: 10.1080/10668926.2019.1590252 *
- Hattangadi, N., Vogel, E., Carroll, L. J., & Côté, P. (2019). “Everybody I Know Is Always Hungry... But Nobody Asks Why”: University Students, Food Insecurity and Mental Health. *Sustainability, 11*(6), 1571. <https://doi.org/10.3390/su11061571>
- Havlik, S. A., Rowley, P., Puckett, J., Wilson, G., & Neason, E. (2017). “Do whatever you can to try to support that kid”; School counselors’ experiences addressing student homelessness. *Professional School Counseling, 21*(1), Article 1096-2409-21.1.47. <https://doi.org/10.5330/1096-2409-21.1.47>
- Havlik, S. A., Brady, J., & Gavin, K. (2014). Exploring the needs of students experiencing homelessness from school counselors’ perspectives. *Journal of School Counseling, 12*(20). <https://files.eric.ed.gov/fulltext/EJ1034769.pdf>
- Hill, W., & Woodward, L.S. (2013). Examining the Impact Learning Communities Have on College of Education Students on an Urban Campus. *Journal of College Student Development 54*(6), 643-648. doi:10.1353/csd.2013.0085. *
- Holzer, M.L., Madaus, J.W., Bray, M.A. and Kehle, T.J. (2009), The Test-Taking Strategy Intervention for College Students with Learning Disabilities. *Learning Disabilities Research & Practice, 24*: 44-56. <https://doi.org/10.1111/j.1540-5826.2008.01276.x>
- House, L. A., Neal, C., & Kolb, J. (2020). Supporting the mental health needs of first generation college students. *Journal of College Student Psychotherapy, 34*(2), 157-167. <https://doi.org/10.1080/87568225.2019.1578940>
- Houston, J. B., First, J., Spialek, M. L., Sorenson, M. E., Mills-Sandoval, T., Lockett, M. K., First, N. L., Nitiéma, P., Allen, S. F., & Pfefferbaum, B. (2016). Randomized controlled trial of the resilience and coping intervention (RCI) with undergraduate university students. *Journal of American College Health, 65*(1), 1–9. <https://doi.org/10.1080/07448481.2016.1227826> *
- Howlett, M.A., McWilliams, M.A., Rademacher, K. et al. Investigating the Effects of Academic Coaching on College Students’ Metacognition. *Innov High Educ 46*, 189–204 (2021). <https://doi.org/10.1007/s10755-020-09533-7> *
- Hu, S., Ma, Y. Mentoring and Student Persistence in College: A Study of the Washington State Achievers Program. *Innov High Educ 35*, 329–341 (2010). <https://doi.org/10.1007/s10755-010-9147-7> *

Addressing SDOMH to Improve College Access

- Jehangir, R., Williams, R., & Jeske, J. (2012). The Influence of Multicultural Learning Communities on the Intrapersonal Development of First-Generation College Students. *Journal of College Student Development* 53(2), 267-284. doi:10.1353/csd.2012.0035. *
- Johnson, K. F., Brookover, D. L., & Borden, N. (2021). General health and depression outcomes related to cumulative indicators of unmet social determinant of health needs for college students. *Journal of College Student Psychotherapy*, 36(4), 370-391. <https://doi.org/10.1080/87568225.2021.1881752>
- Johnson, K. F. (2020). Symptoms of anxiety in college students and the influence of social determinants of health. *Journal of College Student Psychotherapy*, 36(4), 339-354. <https://doi-org.proxy.lib.ohio-state.edu/10.1080/87568225.2020.1827114>
- Jones, H. E., Manze, M., Ngo, V., Lamberson, P., & Freudenberg, N. (2021). The impact of the COVID-19 pandemic on college students' health and financial stability in New York City: Findings from a population-based sample of City University of New York (CUNY) students. *Journal of Urban Health*, 98, 187-196. <https://doi.org/10.1007/s11524-020-00506-x>
- Kaplan, R. M., Spittel, M. L., & Zeno, T. L. (2014). Educational Attainment and Life Expectancy. *Policy Insights from the Behavioral and Brain Sciences*, 1(1), 189–194. <https://doi.org/10.1177/2372732214549754>
- Kenney, S. R., Napper, L. E., LaBrie, J. W., & Martens, M. P. (2014). Examining the efficacy of a brief group protective behavioral strategies skills training alcohol intervention with college women. *Psychology of Addictive Behaviors*, 28(4), 1041–1051. <https://doi.org/10.1037/a0038173> *
- Kirschner, B., Goetzl, M., & Curtin, L. (2020). Mental health stigma among college students: Test of an interactive online intervention. *Journal of American College Health*, 70(6), 1831–1838. <https://doi.org/10.1080/07448481.2020.1826492> *
- Kitchen, J.A., Sadler, P., & Sonnert, G. (2018). The Impact of Summer Bridge Programs on College Students' STEM Career Aspirations. *Journal of College Student Development* 59(6), 698-715. doi:10.1353/csd.2018.0066. *
- LaBrie, J.W., Lamb, T.F., Pedersen, E.R., & Quinlan, T. (2006). A Group Motivational Interviewing Intervention Reduces Drinking and Alcohol-Related Consequences in Adjudicated College Students. *Journal of College Student Development* 47(3), 267-280. doi:10.1353/csd.2006.0031. *
- LaBrie, J.W., Napper, L.E., Grimaldi, E.M. et al. The Efficacy of a Standalone Protective Behavioral Strategies Intervention for Students Accessing Mental Health Services. *Prev Sci* 16, 663–673 (2015). <https://doi.org/10.1007/s11121-015-0549-8> *
- Larracey, C., Strobach, N., Lirot, J. et al. “A Place to Be Heard and to Hear”: the Humanities Collaboratory as a Model for Cross-College Cooperation and Relationship-Building in Undergraduate Research. *Innov High Educ* 48, 219–238 (2022). <https://doi.org/10.1007/s10755-022-09612-x> *
- Lee, D., Olson, E. A., Locke, B., Michelson, S. T., & Odes, E. (2009). The effects of college counseling services on Academic Performance and Retention. *Journal of College Student Development*, 50(3), 305–319. <https://doi.org/10.1353/csd.0.0071> *
- Letkiewicz, J., Lim, H., Heckman, S., Bartholomae, S., Fox, J. J., & Montalto, C. P. (2014). The Path to Graduation: Factors Predicting On-Time Graduation Rates. *Journal of College Student Retention: Research, Theory & Practice*, 16(3), 351–371. <https://doi.org/10.2190/CS.16.3.c>
- Maffini, C. S., & Dillard, K. C. (2022) Safe & sound? Perceptions of campus safety for Black college students, *Race Ethnicity and Education*, 25:1, 2-17, DOI: 10.1080/13613324.2021.1997972
- Mailey, E. L., Wójcicki, T. R., Motl, R. W., Hu, L., Strauser, D. R., Collins, K. D., & McAuley, E. (2010) Internet-delivered physical activity intervention for college students with mental health disorders: A randomized pilot trial, *Psychology, Health & Medicine*, 15:6, 646-659, DOI: 10.1080/13548506.2010.498894 *

Addressing SDOMH to Improve College Access

Markle, G., Stelzriede, D.D. Comparing First-Generation Students to Continuing-Generation Students and the Impact of a First-Generation Learning Community. *Innov High Educ* 45, 285–298 (2020). <https://doi.org/10.1007/s10755-020-09502-0> *

Martens, M. P., Cimini, M. D., Barr, A. R., Rivero, E. M., Vellis, P. A., Desemone, G. A., & Horner, K. J. (2007). Implementing a screening and brief intervention for high-risk drinking in university-based health and mental health care settings: Reductions in alcohol use and correlates of success. *Addictive Behaviors*, 32(11), 2563–2572. <https://doi.org/10.1016/j.addbeh.2007.05.005>

Martinez, S. M., Esaryk, E. E., Moffat, L., & Ritchie, L. (2021). Redefining basic needs for higher education: It's more than minimal food and housing according to California University students. *American Journal of Health Promotion*, 35(6), 818–834. <https://doi.org/10.1177/0890117121992295>

Mattanah, J.F., Ayers, J.F., Brand, B.L., Brooks, L.J., Quimby, J.L., & McNary, S.W. (2010). A Social Support Intervention to Ease the College Transition: Exploring Main Effects and Moderators. *Journal of College Student Development* 51(1), 93-108. doi:10.1353/csd.0.0116. *

Mattanah, J. F., Brooks, L. J., Brand, B. L., Quimby, J. L., & Ayers, J. F. (2012). A social support intervention and academic achievement in college: Does perceived loneliness mediate the relationship? *Journal of College Counseling*, 15 (1), 22–36. <https://doi.org/10.1002/j.2161-1882.2012.00003.x> *

McCallen, L. S., & Johnson, H. L. (2020). The role of institutional agents in promoting higher education success among first-generation college students at a public urban university. *Journal of Diversity in Higher Education*, 13(4), 320–332. <https://doi.org/10.1037/dhe0000143>

Mitchell, J. (2017). (Issue brief). An Eight-Year Update for the Lookout Mountain Group's Review of College Health Programs. 49.020618, 1–41.

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & PRISMA Group (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *PLoS medicine*, 6(7), e1000097. <https://doi.org/10.1371/journal.pmed.1000097>

Morales, E.E., Ambrose-Roman, S. & Perez-Maldonado, R. Transmitting Success: Comprehensive Peer Mentoring for At-Risk Students in Developmental Math. *Innov High Educ* 41, 121–135 (2016). <https://doi.org/10.1007/s10755-015-9335-6> *

Munn, Z., Stern, C., Aromataris, E., Lockwood, C., & Jordan, Z. (2018). What kind of systematic review should I conduct? A proposed typology and guidance for systematic reviewers in the medical and health sciences. *BMC medical research methodology*, 18(1), 5. <https://doi.org/10.1186/s12874-017-0468-4>

Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC medical research methodology*, 18(1), 143. <https://doi.org/10.1186/s12874-018-0611-x>

Murphy, M. C., Gopalan, M., Carter, E. R., Emerson, K. T. U., Bottoms, B. L., & Walton, G. M. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. *Science advances*, 6(29), eaba4677. <https://doi.org/10.1126/sciadv.aba4677> *

Murray, L. (2015). *Breaking night: A memoir of forgiveness, survival, and my journey from Homeless to Harvard*. Hachette Books.

Ngo, F., & Hinojosa, J. K. (2021). Supporting undocumented community college students. *New Directions for Community Colleges*, 2021, 57– 68. <https://doi.org/10.1002/cc.20483>

Nguyen-Feng, V. N., Greer, C. S., & Frazier, P. (2017). Using online interventions to deliver college student mental health resources: Evidence from randomized clinical trials. *Psychological Services*, 14(4), 481–489. <https://doi.org/10.1037/ser0000154> *

Addressing SDOMH to Improve College Access

- Nijs, M. M., Bun, C. J., Tempelaar, W. M., de Wit, N. J., Burger, H., Plevier, C. M., & Boks, M. P. (2014). Perceived school safety is strongly associated with adolescent mental health problems. *Community mental health journal*, 50, 127-134.
- Olfert, M. D., Hagedorn-Hatfield, R. L., Houghtaling, B., Esquivel, M. K., Hood, L. B., MacNell, L., Soldavini, J., Berner, M., Savoie Roskos, M. R., Hingle, M. D., Mann, G. R., Waity, J. F., Knol, L. L., Walsh, J., Kern-Lyons, V., Paul, C., Pearson, K., Goetz, J. R., Spence, M., ... Coleman, P. (2021). Struggling with the basics: Food and housing insecurity among college students across twenty-two colleges and universities. *Journal of American College Health*, 1-12. <https://doi.org/10.1080/07448481.2021.1978456>
- Paul, A.M., Eubanks Fleming, C.J. Anxiety Management on Campus: An Evaluation of a Mobile Health Intervention. *J. technol. behav. sci.* 4, 58–61 (2019). <https://doi.org/10.1007/s41347-018-0074-2> *
- Pressley, M., & Harris, K. R. (1994). Increasing the quality of educational intervention research. *Educational Psychology Review*, 6, 191-208. <https://doi.org/10.1007/BF02213181>
- Ray, E.C., Arpan, L., Oehme, K. et al. Testing Restorative Narratives in a College Student Resilience Project. *Innov High Educ* 44, 267–282 (2019). <https://doi.org/10.1007/s10755-019-9464-4> *
- Robb, C. A., Moody, B., & Abdel-Ghany, M. (2011). College student persistence to degree: The burden of debt. *Journal of College Student Retention: Research, Theory and Practice*, 13(4), 431–456. <https://doi-org.proxy.lib.ohio-state.edu/10.2190/CS.13.4.b>
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Sage Publications Ltd.
- Seppälä, E. M., Bradley, C., Moeller, J., Harouni, L., Nandamudi, D., & Brackett, M. A. (2020). Promoting mental health and psychological thriving in university students: A randomized controlled trial of three well-being interventions. *Frontiers in Psychiatry*, 11. <https://doi.org/10.3389/fpsy.2020.00590> *
- Shalka, T. R., & Leal, C. C. (2022). Sense of belonging for college students with PTSD: the role of safety, stigma, and campus climate. *Journal of American college health : J of ACH*, 70(3), 698–705. <https://doi.org/10.1080/07448481.2020.1762608>
- Simmons, R., Smith, K.S. Success Central: Addressing the Persistence of African-American and Latinx College Students Using a Peer Success Coaching Intervention. *Innov High Educ* 45, 419–434 (2020). <https://doi.org/10.1007/s10755-020-09516-8> *
- Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of medical internet research*, 22(9), e21279. <https://doi.org/10.2196/21279>
- Stegenga, S. M., Sinclair, J., Knowles, C., Storie, S. O., & Seeley, J. R. (2021). Lived experiences of mental health in higher education: A comparative analysis of determinants to supports and services. *American Journal of Orthopsychiatry*, 91(6), 738–750. <https://doi.org/10.1037/ort0000575.supp> (Supplemental)
- Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition. *Psychological Science*, 25(4), 943–953. <https://doi.org/10.1177/0956797613518349> *
- Strayhorn, T.L. Analyzing the Short-Term Impact of a Brief Web-Based Intervention on First-Year Students' Sense of Belonging at an HBCU: A Quasi-Experimental Study. *Innov High Educ* 48, 1–13 (2023). <https://doi.org/10.1007/s10755-021-09559-5> *
- Sweeney, J.K., & Villarejo, M. (2013). Influence of an Academic Intervention Program on Minority Student Career Choice. *Journal of College Student Development* 54(5), 534-540. doi:10.1353/csd.2013.0070. *

Addressing SDOMH to Improve College Access

Tai, D. B. G., Shah, A., Doubeni, C. A., Sia, I. G., & Wieland, M. L. (2021). The Disproportionate Impact of COVID-19 on Racial and Ethnic Minorities in the United States. *Clinical infectious diseases : an official publication of the Infectious Diseases Society of America*, 72(4), 703–706. <https://doi.org/10.1093/cid/ciaa815>

Tricia R. Shalka & Christina C. Leal (2022) Sense of belonging for college students with PTSD: the role of safety, stigma, and campus climate. *Journal of American College Health*, 70(3), 698-705, <https://doi.org/10.1080/07448481.2020.1762608>

Uberoni N, Finegold K, & Gee E. (2016). Health Insurance Coverage and the Affordable Care Act, 2010–2016. Washington D.C.: Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. https://aspe.hhs.gov/sites/default/files/migrated_legacy_files/142146/ACA2010-2016.pdf

Ulupinar, D. and Kim, S.R. (2021), AWARE: A Personalized Normative Feedback–Based Group Intervention for Mandated College Students. *Journal of College Counseling*, 24: 63-80. <https://doi.org/10.1002/jocc.12177> *

U.S. Centers for Medicare & Medicaid Services. (n.d.). Student Health Plans. U.S. Centers for Medicare & Medicaid Services. <https://www.cms.gov/CCIIO/Programs-and-Initiatives/Health-Insurance-Market-Reforms/Student-Health-Plans>

U.S. Department of Health & Human Services (2011). New Rule Ensures Students Get Health Insurance Protections of the Affordable Care Act. <https://wayback.archive-it.org/3926/20140108162258/http://www.hhs.gov/news/press/2011pres/02/20110209a.html>

U.S. Department of Health & Human Services. (2020). Social determinants of health, Healthy People 2030. Office of Disease Prevention and Health Promotion. <https://health.gov/healthypeople/objectives-and-data/social-determinants-health>

Wagstaff, J. F., & Welfare, L. E. (2021). Brief alcohol screening and intervention for college students on campus: Lessons from experienced practitioners. *Journal of College Counseling*, 24(2), 115–131. <https://doi.org/10.1002/jocc.12180> *

Waters, B. S., McGraw, M. S., & Barr, J. (2019). Serving the Whole Student: Addressing Non Academic Barriers Facing Rural Community College Students. *New Directions for Community Colleges*, 2019(187), 83–93. <https://doi.org/10.1002/cc.20372>

Watkins, D. C., Hunt, J. B., & Eisenberg, D. (2012). Increased demand for mental health services on college campuses: Perspectives from administrators. *Qualitative Social Work*, 11(3), 319–337. <https://doi.org/10.1177/1473325011401468>

White, C. C. (2018). Creating a Structured Support System for Postsecondary Success. *New Directions for Community Colleges*, 2018(181), 59–67. <https://doi.org/10.1002/cc.20292>

Wood, M. D., Dejong, W., Fairlie, A. M., Lawson, D., Lavigne, A. M., & Cohen, F. (2009). Common ground: an investigation of environmental management alcohol prevention initiatives in a college community. *Journal of studies on alcohol and drugs. Supplement*, (16), 96–105. <https://doi.org/10.15288/jsads.2009.s16.96> *

World Health Organization. (2022). Social determinants of health. <https://www.who.int/health-topics/social-determinants-of-health>

Xerri, M.J., Radford, K. & Shacklock, K. (2018) Student engagement in academic activities: a social support perspective. *High Education* 75(4), 589–605. <https://doi.org/10.1007/s10734-017-0162-9>

Yadusky, K., Kheang, S., & Hoggan, C. (2020). Helping underprepared students succeed: Minimizing threats to Identity. *Community College Journal of Research and Practice*, 45(6), 423–436. <https://doi.org/10.1080/10668926.2020.1719939> *

Addressing SDOMH to Improve College Access

Zajacova, A., & Lawrence, E. M. (2018). The Relationship Between Education and Health: Reducing Disparities Through a Contextual Approach. *Annual review of public health*, 39, 273–289. <https://doi.org/10.1146/annurev-publhealth-031816-044628>

Zizzi, S., Ayers, S., Watson, J. & Keeler, L. (2004). Assessing the Impact of New Student Campus Recreation Centers. *Journal of Student Affairs Research and Practice*, 41(4), 1156-1198. <https://doi.org/10.2202/1949-6605.1390> *

Addressing SDOMH to Improve College Access

APPENDIX

Table 2.

Social Determinants of Mental Health Interventions and Outcomes.

Citation	Name of Intervention	Description	Mode of Delivery	Dependent Variable	Domain	Outcome
2000, Borsari & Carey, Effects of a brief motivational intervention	Brief Alcohol Screening and Intervention for College Students (BASICS)*	The intervention provided students feedback on personal consumption, perceived drinking norms, alcohol-related problems, situations associated with heavy drinking, and alcohol expectancies.	in-person sessions	alcohol consumption	Healthcare Access and Quality	The brief intervention group in this study exhibited a decrease in drinking but not a concurrent reduction in drinking-related problems.
2002, Angelique et al., Promoting Political Empowerment	Two-Semester Fieldwork Course	The intervention focused on learning behavior modification skills, providing community advocacy, and understanding adolescent social problems. After the classroom training, an experiential component was the focus of the remainder of the intervention.	in-person training/ activity	political empowerment	Education Access and Quality	Individuals randomly assigned to participate in the intervention had increased levels of Political Commitment compared to those who did not.
2004, Zizzi et al., The Impact of New Student Recreation Centers	New Student Campus Recreation Centers	A Student Recreation Center opened approximately nine months before the assessment.	in-person training/activity	physical activity rates	Neighborhood and Built Environment	Women became the greater proportion of new exercisers (50.5%); those who visited the SRC more often were more physically active.

Addressing SDOMH to Improve College Access

2006, Foubert & Newberry, Two Versions of Empathy- Based Rape Prevention	The Men's Program	The module focused on consent in situations involving alcohol, including a definition of consent, the importance of verbal consent, and the importance of avoiding intimate behavior with anyone who may be too intoxicated to consent.	in-person sessions	sexual assault actions & attitudes	Healthcare Access and Quality	Participants in both program groups experienced significant within-group changes in all four dependent variables.
2006, LaBrie et al., A Group Motivational Interviewing Intervention	Adaptation of Motivational Interviewing	The group intervention consisted of a Timeline Follow back assessment of drinking, normative feedback, decisional balance assessment of changing drinking behavior, relapse prevention, expectancy challenges, and the creation of behavioral goals.	in-person sessions	alcohol consumption	Healthcare Access and Quality	Post hoc comparisons revealed significant reductions in drinking behavior across time on all drinking variables for all participants.
2007, Claus- Ehlers & Wibrowski, Building Educational Resilience and Social Support	The Educational Opportunity Fund (EOF) Program	The EOF program featured an orientation, retreat, academic coursework, and an awards ceremony. The retreat encouraged students to engage in activities where they learned to work in teams, build trust, and develop leadership skills.	in-person sessions	educational resilience	Education Access and Quality	EOF summer academic institute increased a sense of resiliency and social support from peers and supervisors among first and second-generation college students.

Addressing SDOMH to Improve College Access

2007, Martens et al., Implementing a screening and brief intervention	Screening and Brief Intervention (SBI) Programs: BASICS intervention	Clinicians deliver personalized feedback summaries in non- confrontational, empathic, and collaborative face-to-face interventions. They may also use cognitive-behavioral strategies such as challenging expectancy and teaching prevention skills.	in-person sessions	alcohol consumption	Healthcare Access and Quality	Results indicated that after receiving the intervention, students reported decreased alcohol use, more accurate perceptions of other students' drinking, and increased use of protective behavioral strategies.
2009, Bloodgood et al., A Change to Pass/Fail Grading	Pass/Fail Grading	The intervention consisted of a change in the grading system in the first two years	in-person; institutional/ classroom policy change	well-being & satisfaction	Education Access and Quality	The pass/fail class exhibited a significant increase in well-being and greater satisfaction with personal lives during the first three semesters and greater satisfaction with the quality of education during the first four semesters.
2009, DeJong et al., A Multisite Randomized Trial of Social Norms	Social Norms Marketing (SNM) Campaigns	SNM media campaigns reported normative behaviors for all undergraduates and corrected identified misperceptions. Pilot- tested and approved materials were distributed via credible, far- reaching, and cost-effective campus media venues.	media campaign	alcohol consumption	Healthcare Access and Quality	Controlling for other predictors, having an SNM campaign was not significantly associated with lower perceptions of student drinking levels or lower self-reported alcohol consumption.
2009, Holzer et al., The Test- Taking Strategy Intervention	The Test-Taking Strategy (PIRATES)	According to the manual, the test- taking strategy was taught in full, with a few modifications. The length of teaching time for the strategy was modified to be more conducive to one-on-one training and the higher learning level of college students.	in-person sessions	academic achievement	Education Access and Quality	The strategy increased performance for four students with moderate to large effect sizes and a large effect on decreasing the performance of one student in the intervention phase, with a moderate effect in the follow-up phase.

Addressing SDOMH to Improve College Access

2009, Lee et al., The Effects of College Counseling Services	College Counseling Services	Counseling Services/Counseling Centers were evaluated	in-person sessions	academic achievement & retention	Education Access and Quality	Counseling experience was found to be significantly associated with student retention measured by third-semester registration both when controlling for precollege academic performance and when entered on its own.
2009, Wood et al., Common Ground	Common Ground	A media campaign-supported prevention program featuring increased enforcement, decreased alcohol access, and other environmental management initiatives targeting college student drinking.	media campaign; telephone surveys	alcohol consumption (availability & attitudes)	Healthcare Access and Quality	There were increases in students' awareness of formal alcohol control and enforcement efforts. There were decreases in the perceived likelihood of other students' negative behavior at off-campus parties.
2010, Amaro et al., Brief Screening and Intervention	Brief Alcohol Screening and Intervention for College Students (BASICS)*	Information about the student's AOD use was gathered, and the student was given self-monitoring cards to complete with the study nurse. The student and nurse reviewed the self-monitoring cards and the personalized feedback packet together.	in-person sessions	drug & alcohol consumption	Healthcare Access and Quality	Drinking and drug use decreased between baseline and 6 months. Participants reported an increase in protective factors and in readiness to change alcohol-related behaviors, and a decrease in alcohol-related consequences and in distress symptoms.
2010, Hu & Ma, Mentoring and Student Persistence in College	Washington State Achievers Program	Data was gathered from two surveys. The baseline survey was administered to the high school class of 2005, and the follow-up survey was administered in 2007 when the students had been in college for two years.	scholarship program	student engagement & persistence	Education Access and Quality & Social and Community Context	Having a college mentor was positively related to persisting in college. Persistence was associated with mentees engagement with mentors for support and perceived importance of experiences with mentors.

Addressing SDOMH to Improve College Access

2010, Mailey et al., Internet-Delivered Physical Activity Intervention	Internet- Delivered Physical Activity Intervention	A group was given a program overview, a website introduction, and given pedometers to wear daily. They were provided the software, secure website access, and two monthly meetings with their physical activity counselors.	online/web-based	depression, anxiety, & self-efficacy	Healthcare Access and Quality	Both groups increased their physical activity levels. Increases in physical activity were associated with increased exercise self- efficacy and decreased barriers to self-efficacy and depression in the intervention condition.
2010, Mattanah et al., A Social Support Intervention	Social Support Discussion Intervention Program	During each meeting, students discussed a topic related to their college transition, with the exception of the two meetings in which students completed questionnaires and the initial group meeting when students were introduced to the intervention.	in-person support group	loneliness	Social and Community Context	This study found that the intervention reduced loneliness and raised perceptions of social support by the end of the first year of college.
2011, Berríos-Allison, Career Support Group for Latino/a Students	Career Support Group	The intervention consisted of a on-campus Latino/a support groups sponsored by Career Services Offices	in-person support group	help-seeking behaviors	Economic Stability	Groups were found to be useful for promoting overall wellness; improving academic performance, retention, and graduation rates; and enhancing successful transitioning into the job market and/or the continuation of postgraduation plans.
2012, Demyan & Anderson, Effects of a Brief Media Intervention	Brief Mass Media Intervention	Focus groups were held to identify how to develop best a positive help-seeking message that would appeal to a college-age population while targeting belief-based/expectation predictors of help-seeking.	media campaign	expectations, attitudes, and intentions surrounding help-seeking	Healthcare Access and Quality	The media intervention was not influential on expectation and belief-based barrier variables. However, the media intervention effectively increased positive attitudes toward help-seeking.

Addressing SDOMH to Improve College Access

2012, Denering & Spear, Routine Use of Screening and Brief Intervention	Alcohol, Smoking, and Substance Involvement Screening Test (ASSIST) and ASSIST Linked Brief Intervention	If a positive prescreen was indicated (based on AUDIT-C scores), the clinician then administered the ASSIST and provided personalized feedback or simple educational information based on the results.	in-person sessions	drug & alcohol consumption	Healthcare Access and Quality	Slight reductions in the rates and number of days (in the prior 30 days) of binge drinking and marijuana use were found.
2012, Evans et al., "It's More Than a Class"	Leisure Skills Classes	This study aimed to explore how for-credit leisure skills classes at a mid-sized southeastern university could build engagement.	in-person training/activity	student engagement	Social and Community Context	Results indicated that leisure education provides a unique environment for building students' sense of engagement with their institution through an enhanced sense of community, self, and active learning.
2012, Jehangir et al., Influence of Multicultural Learning Communities	TRiO	Three courses were linked together by identity, community, and social agency themes. The learning community intended to challenge the isolation and marginalization many first-generation students feel, particularly at large PWIs.	in-person training/activity	intrapersonal self- authorship for historically marginalized students	Social and Community Context	Findings indicated that intentionally drawing students' lived experiences into the learning process and providing opportunities to reflect on multiple identities positively impacts the development of the intrapersonal dimension of self-authorship.
2012, Mattanah et al., Social Support Intervention and Achievement	Social Support Group	Each group meeting included a brief check-in, a group discussion, and a wrap-up. Group members were also given information about campus resources.	in-person support group	loneliness & academic achievement	Social and Community Context	Correlations among the three variables of interest demonstrated that the social support group was associated with greater academic achievement and reduced loneliness and that loneliness was associated with worse academic achievement.

Addressing SDOMH to Improve College Access

2013, Bergen-Cico et al., Examining Mindfulness-Based Stress Reduction	Brief Mindfulness Meditation Program	During brief meetings, participants engaged in sitting meditation and breathwork, guided body scan, and moving meditation. Participants also engaged in a class discussion about the mind-body connection to physical and emotional health.	in-person training/activity	mindfulness, self-compassion, & trait anxiety	Healthcare Access and Quality	Analysis of covariance revealed significant improvements in psychological health, measured by mindfulness and self-compassion, among brief MBSR participants. Significant reductions in trait anxiety were not evident.
2013, DuPaul et al., A High Impact Practice that Works	Mentoring Program	Students participated in grant-funded mentoring programs and pre and post-assessments were completed when they entered and when they graduated from the program.	in-person support/training/activity	academic achievement & persistence	Education Access and Quality	Students who participated in the mentoring programs showed increased persistence and higher grade point average compared to the general population of similar majors.
2013, Hill & Woodward, Examining the Impact Learning Communities Have	Learning Community Membership	Peer mentors in the LCs assisted fellow students with finding academic support and developing social and cultural opportunities and were liaisons between students and coordinators/faculty members, helping transition the students to college life.	in-person support/training/activity	student retention	Education Access and Quality & Social and Community Context	Involvement in a Learning Community improved student retention, whether specifically formed to address and promote student success in a given area/major or in a more general/university-wide Learning Community.
2013, Sweeney & Villarejo, Influence of an Academic Intervention Program	Biology Enrichment Program	Mandatory meetings were held with professional advisers in the College of Biological Sciences who advised on academic matters, supported student goals, and provided a sympathetic but objective ear for student concerns.	in-person support/training/activity	minority student career choice	Education Access and Quality	A large majority (65%) of interviewees said that their advisors and/or mentors provided significant encouragement and emotional support, enabling them to continue difficult courses of study and make tough decisions about their futures.

Addressing SDOMH to Improve College Access

2014, Kenney et al., Examining the Efficacy of a Brief Group Training	Protective Behavioral Strategies Training**	Sessions followed a cognitive– behavioral skills training model and focused on PBS and the participants’ use of them. Goals included raising participants’ awareness and developing skills for using PBS to reduce risky drinking and its consequences.	in-person sessions	alcohol consumption	Healthcare Access and Quality	Participants reported greater use of PBS, lower levels of risky drinking, and fewer negative consequences post intervention. However, the intervention was more effective at reducing high-risk drinking than overall drinking levels.
2014, Stephens et al., Closing the Social- Class Achievement Gap	Difference- Education Intervention	Participants were randomly assigned to two discussion panels: a difference-education panel or a standard panel. In the difference- education condition, the panelists’ story content was linked to the panelists’ social-class backgrounds.	in-person training/activity	student engagement, achievement, & well-being	Education Access and Quality	Difference education increased first-generation students’ tendency to seek resources and improve their end-of-year grade point averages. The college transition was improved for all students on numerous psychosocial outcomes.
2015, Britt et al., Financial Stress and Financial Counseling	Financial Counseling	Students scheduled counseling sessions online and completed brief intake questionnaires indicating their “presenting issue.” Students were matched with a trained peer financial counselor who knew the presenting issue indicated.	in-person training/activity	knowledge, satisfaction, anxiety, & behaviors related to finances	Economic Stability	Regardless of changes in actual knowledge, students felt more knowledgeable and were more satisfied and felt slightly less anxious about their financial situation. The remaining statistical significance was noted in financial behavior.
2015, Canby et al., A Brief Mindfulness Intervention for Students	Shortened Mindfulness- Based intervention (adapted MBSR)***	Participants completed a Mindfulness-Based Stress Reduction class involving a mixture of meditations, discussions, lectures, and group activities. Participants were expected to practice daily exercises in conjunction with the course.	in-person training/activity	psychological well-being	Healthcare Access and Quality	The intervention significantly reduced psychological distress. It significantly increased self- reported mindful awareness, self- control, and subjective vitality. At the same time, meta-mood was unaffected.

Addressing SDOMH to Improve College Access

2015, LaBrie et al., The Efficacy of Standalone Protective Intervention	Protective Behavioral Strategies Training**	The intervention used Protective Behavioral Strategies and Skills Training with Personalized Feedback. Sessions took approximately 30 minutes and participants completed online follow-up surveys at 1 and 6 months post-intervention.	in-person sessions	alcohol consumption	Healthcare Access and Quality	Students reported significantly greater PBS use but no differences in alcohol use or consequences. Tests of mediation indicated that the intervention indirectly led to a reduction in drinking outcomes at 6 months through increased PBS use.
2016, Benton et al., Therapist- Assisted Online Intervention for Anxiety	Therapist Assisted Online (TAO) Psychotherapy	TAO Psychotherapy involved only brief psychotherapist-direct contact and used daily homework, online educational modules, outcome measures, and accountability within a therapeutic relationship.	online/web- based	anxiety, global mental health, life functioning, & sense of well- being	Healthcare Access and Quality	In research conducted at a large university counseling center, TAO clients had greater reductions in anxiety and improved global mental health, life functioning, and their sense of well-being than treatment-as-usual clients.
2016, Houston et al., Trial of Resilience and Coping Intervention	Resilience and Coping Intervention (RCI)	The intervention consisted of Resilience and Coping Intervention sessions once per week for 3 weeks	in-person sessions	hope & stress	Healthcare Access and Quality	RCI participants reported significantly more hope and less stress and depression from Week 1 to Week 3. Results for resilience also approached statistical significance. Effect sizes were small to moderate.
2016, Morales et al., Transmitting Success	Peer Mentoring Program	This study presented and assessed a developmental math-focused peer mentoring program at a public urban university.; The program aimed to increase participants' pass rates in developmental math courses.	in-person sessions	academic achievement	Education Access and Quality	The participants passed at a rate of 37% greater; approximately 80% of the students reported general feelings of increased belief in themselves and their abilities to reach their academic goals; 100% increased social integration and engagement.

Addressing SDOMH to Improve College Access

2017, Bentley et al., Development of a Single-Session	Unified Protocol for Transdiagnostic Treatment of Emotional Disorders	The workshop consisted of slides, didactic verbal material, media clips, and interactive discussion, including treatment modules distilled from the full Unified Protocol treatment.	in-person training/activity	anxiety & depression	Healthcare Access and Quality	Students rated the intervention as a "highly" acceptable mode of delivery; the modal accuracy of the content delivered was over 80%.
2017, Chiu & Graham, The Effect of a Peer- Based Stories Intervention	Peer-Based Personal Stories Intervention	Opportunities for participation included viewing an eating disorder documentary and attending an ethnically diverse panel of peers from the same college who shared their illnesses' etiology, consequences, and insights.	in-person sessions	intergroup anxiety & social distance	Social and Community Context	Students who attended the film reported wanting more social distance towards the mentally ill than students who attended the panel discussion at follow-up.
2017, Fitzpatrick et al., Delivering CBT Using Fully Automated Agent	Woebot	The bot's primary process was a decision tree with suggested responses that accepted natural language inputs with discrete embedded sections of processing Techniques at specific points to determine routing to subsequent conversational nodes.	online/web-based	anxiety, depression & mood	Healthcare Access and Quality	Woebot was associated with high levels of engagement; most individuals used the bot nearly every day. Those utilizing Woebot experienced a significant reduction in depression.
2017, Nguyen- Feng et al., Using Online Interventions to Deliver Resources	Online Present Control Intervention (PCI)	The first enhanced PCI contained more systematic and detailed present control exercises. The second added mindfulness meditation exercises based on evidence that mindfulness skills can be effectively taught online.	online/web-based	stress, anxiety, depression, & perceived stress	Healthcare Access and Quality	Participants in all groups reported significant decreases in all primary outcomes. Results suggested that Internet-based interventions lower distress among college students, and specific approaches may be practical for certain subgroups of students.

Addressing SDOMH to Improve College Access

2018, Coleman et al., College Success Courses: Success for All	College Success Course	Students participated in a College Success Course (CSC) across a Community College System. CSC outcomes were calculated both across and within the six main campuses of the Community College System concerning gender, ethnicity, and age.	in-person training/activity	academic achievement & engagement	Education Access and Quality	Women fared better than men. The youngest, then oldest, student groups passed at higher rates. Black students held the lowest passing rates and highest withdrawal rates. Hispanic students passed at higher rates than any other ethnic group.
2018, Edwards & Ullman, An Intervention to Reduce Negative Social Reaction	Supporting Survivors and Self (SSS)	The SSS intervention included several skill-building exercises, scenarios, and role-playing activities, a discussion of overcoming potential barriers to positive action to enhance self- efficacy, and behavioral contracting.	in-person training/activity	social reactions to IPV, SA, & alcohol consumption	Social and Community Context	Anticipated negative SR to SA disclosure and IPV disclosure, encouragement of IPV victims to leave, and SA victims to cope with alcohol decreased significantly. Anticipated positive SR to IPV disclosure increased significantly.
2018, Kitchen et al., The Impact of Summer Bridge Programs	Outreach Programs and Science Career Intentions (OPSCI) Study	The intervention consisted of a survey divided into five sections: a) career plan development, b) middle school science and math experiences, c) high school background, d) STEM-related interests, and e) student and family characteristics.	in-person training/activity	students' STEM career aspirations	Education Access and Quality	Program participants had twice the odds of STEM career aspirations compared to their nonparticipating peers.
2019, Baleria, Counteracting Othering in Community College	Semi-Structured Micro Interventions	Participants were matched manually and engaged in semi- structured micro-interventions on an online portal. The goal was to have people engage via video chat using a semi-structured conversation guide.	online/web-based	student engagement	Social and Community Context	The four findings that emerged were: a) preconceived notions of the other; b) building rapport across differences; c) discovering commonality; and d) comfort, connection, and respect.

Addressing SDOMH to Improve College Access

2019, Capstick et al., Exploring the Effectiveness of Academic Coaching	Academic Coaching	Students on academic warning participated in ACE academic coaching sessions related to promoting academic success and retention.	in-person training/activity	academic achievement & retention	Education Access and Quality	Participation in academic coaching significantly predicted a student earning a 2.00 or higher in the intervention semester for both FT and PT students. Participation was a significant predictor of retention for FT students only.
2019, Collier et al., Helping Students Keep the Promise	The Kalamazoo Promise	Students received a scholarship providing tuition for post- secondary education.	scholarship program	student engagement & motivation	Education Access and Quality	Stopped-out students reported higher motivation and lower engagement than enrolled students. The findings revealed that motivation, faculty engagement, and being male negatively influenced GPA, while staff interaction positively influenced GPA.
2019, Gordanier et al., Early Intervention in College Classes	Early Academic Intervention in Principles of Economics	Students with poor performance and excessive absences early in the semester were referred to the university's Student Success Center (SSC). The SSC informed the referred students about tutoring opportunities and training on success skills.	in-person training/activity	academic achievement	Education Access and Quality	Student scores improved on the final exam by 6.5 to 7.5 percentage points for students at or near the performance threshold. The gains are particularly large for students who entered college with below- average math placement scores.
2019, Griffin, Psychosocial Techniques Used in the Classroom	Cultural Empowerment Teaching Andragogy	Cultural Empowerment Teaching Andragogy (CETA) was implemented. Techniques used included cognitive empowerment, collaborative learning exercises, and testing of the student limits to guide mastery of the material.	in-person; classroom policy change	Achievement, understanding, confidence & self-esteem	Education Access and Quality	Student accomplishments included increased assignment grades, improved classroom material articulation, confidence in independent oral responses, and increased self-esteem as a college student and developing career professional.

Addressing SDOMH to Improve College Access

2019, Paul & Eubanks Fleming, Anxiety Management on Campus	MindShift	This intervention involved using an anxiety-reducing phone application for three weeks.	online/web-based	anxiety	Healthcare Access and Quality	There was a significant reduction in physical and general anxiety symptoms over three weeks. In addition, depression symptoms significantly reduced among participants between baseline and week 3.
2019, Ray et. al, Testing Restorative Narratives	Student Resilience Project Training Program	The purpose of this study was to test restorative narratives that would be published on the website. Authors expected greater outcome expectations to lead to intent to share the content with others.	online/web-based	student engagement	Healthcare Access and Quality	Perceptions of restorative narratives can directly predict students' behavioral intentions, including their intention to seek resources and share content with other students, and indirectly influence behavior.
2020, Evans et al., Increasing Community College Completion Rates	Stay the Course (STC) intensive case-management program	A "navigator" met with students for assessment and identification of goals, barriers, strengths, and weaknesses. They developed a service plan with action steps for each goal and updated it every 90 days.	in-person sessions	student persistence, retention, & achievement	Economic Stability & Education Access and Quality	STC significantly increased persistence and degree completion for women; estimates for the full sample are imprecise. The statistically significant estimates for women imply that STC tripled associate degree receipt by 31.5 percentage points.
2020, Feldwisch et al., Safe Sisters: A Sorority-Based Intervention	Safe Sisters	Training sessions lead to membership in a group called Safe Sisters. Sorority members participating in Safe Sisters are trained to recognize the warning signs that a sexual assault may occur and learn ways to intervene safely.	in-person training/activity	sexual assault actions & attitudes	Healthcare Access and Quality	Significant differences between treatment and waitlist control groups were shown on posttest scores for action, bystander efficacy, intent to help friends, and intent to help strangers.

Addressing SDOMH to Improve College Access

2020, Kirschner et al., Mental Health Stigma Among College Students	Online Interactive Educational Program	An online gatekeeper training helped college students and student leaders identify, approach, and refer to help at-risk peers. Participants acted as friends to facilitate referrals to mental health services.	online/web-based	stigmas & attitudes toward help-seeking	Social and Community Context	Interactive programs may be an accessible and efficient means to reduce stigmatizing attitudes toward help-seeking among college students.
2020, Markle & Stelzriede, Comparing First to Continuing-Generation Students	First-Generation Learning Community	The learning community included several social and co-curricular events, readings, assignments, and community-based learning projects specifically addressing first-generation student experiences, identities, and challenges.	in-person training/activity	academic & social involvement & outcomes	Education Access and Quality	First-generation students who participated in the learning community outperformed continuing-generation students in gains in intellectual development, interpersonal development, and engagement with diverse perspectives.
2020, Murphy et al., A Belonging Intervention Improves Retention	A Customized Belonging Intervention	Students read stories highlighting common academic and social challenges to belonging that represented them as normal and temporary. They then completed writing exercises to facilitate the personalization and internalization of the message.	narrative accounts	student persistence & retention	Social and Community Context	The likelihood that racial-ethnic minority and first-generation students maintained continuous enrollment increased. Feelings of social and academic fit one-year post-intervention mediated the two-year gain in persistence.
2020, Seppälä et al., Promoting Mental Health and Psychological Thriving	SKY Campus Happiness (SKY); Foundations of Emotional Intelligence (EI); Mindfulness-Based Stress Reduction (MBSR)***	SKY, EI, and MBSR offered equal dosages of instruction and included one or more short retreats in addition to class time. Certified facilitators with seven or more years of teaching experience delivered the interventions.	in-person training/activity	anxiety, depression, gratitude & social connectedness	Healthcare Access and Quality	SKY Campus Happiness showed the greatest impact, benefiting six outcomes: depression, stress, mental health, mindfulness, positive affect, and social connectedness. EI benefited from one outcome: mindfulness. The MBSR group showed no change.

Addressing SDOMH to Improve College Access

2020, Simmons & Smith, Success Central: Addressing Persistence	Success Central	African-American and Latinx sophomore students received peer coaching from Success Central. The students were surveyed regarding their experience.	in-person support/ training/activity	student persistence, retention, & achievement	Education Access and Quality	The four-year graduation rate of the 2014–15 Success Central cohort, which consisted of only African- American and Latinx sophomore students, exceeded the average graduation rate of all sophomore students at the institution.
2020, Yadusky et al., Helping Under- prepared Students Succeed	Developmental Coursework	This research illustrated students' experiences and challenges in their pre-curriculum courses through in- depth interviews with 16 students who successfully completed or were on track to complete their developmental coursework.	survey	student persistence, retention, & achievement	Education Access and Quality	Findings showed that being labeled as “underprepared” generated feelings of isolation, stigmatization, and a lack of control, which we argue are threats to identity that led to strong emotional and behavioral reactions.
2021, Crowe, A Climate that Increases Student's Belonging	Scholarship Program	Students were involved in a three- year scholarship program that focused on providing faculty mentorship of student research, opportunities for professional development and networking.	in-person training/activity	student sense of belonging & satisfaction	Social and Community Context	Findings showed that the scholarship program had a positive impact on scholars. Scholars had a higher sense of belonging and high satisfaction levels in their majors.
2021, Howlett et al., Investigating the Effects of Academic Coaching	Academic Coaching	Academic support services and coaching were provided outside of the classroom to foster college students' development and use of metacognitive skills.	in-person training/activity	metacognitive awareness	Education Access and Quality	Students in both the in-person and online academic coaching conditions significantly increased their metacognitive skills from pre- to post-test. Positive experiences were reported with both in-person and online academic coaching.

Addressing SDOMH to Improve College Access

2021, Strayhorn, First-Year Students’ Sense of Belonging at an HBCU	Academic Intervention	This program was a web-based academic video intervention.	online/web-based	student sense of belonging	Social and Community Context	Results supported the hypothesis that participants in the experimental video condition would have higher sense of belonging scores than those in the placebo and control groups.
2021, Ulupinar & Kim, AWARE: A Personalized Normative Group Intervention	AWARE	This group intervention was based on the principles of PNF and is similar to the BASICS program. It involved an icebreaker, alcohol education, narrative activity with self-reflection, PNF, informal qualitative peer responses, PBS, and goal setting.	in-person sessions	alcohol consumption & perception of peer alcohol use		The most important finding of this study was that non-White students did not change their perception of campus drinking norms even though their alcohol use was significantly reduced.
2021, Wagstaff & Welfare, Brief Alcohol Screening and Intervention on Campus	(BASICS) - Brief Alcohol Screening and Interventions for College Students*	The overarching goal was to reveal discrepancies between students’ high-risk drinking behaviors and their values and goals. The three- tiered model targets a) individual students, b) the campus community, and c) the surrounding community.	in-person sessions	alcohol consumption	Healthcare Access and Quality	Visible differences existed with the implementation of the intervention. The BASICS manual authors conceded that the PFR generation is expensive. Therefore, counselors must remember that MI is a key component of the BASICS intervention.
2022, Geier & Morris, A Gratitude Intervention During COVID- 19	Gratitude Intervention	Participants were asked to write 10 weekly (positive) gratitude journals. A complete record consisted of a pre-intervention mental well-being assessment, 10 gratitude journals, and a post- intervention mental well-being assessment.	online/ web- based	mental wellbeing	Healthcare Access and Quality	The treatment group showed significantly higher well-being after the 10 weekly gratitude reflection journals. The impact of the gratitude intervention was significantly positive and of medium effect size.

Addressing SDOMH to Improve College Access

2022, Larracey et al., “A Place to Be Heard and to Hear”	Humanities Collaboratory (HLAB)	A summer research program emerging from a partnership with a research university that fostered impactful relationships among the area community college system and offered intensive humanities research experience.	in-person training/activity	educational inequity	Social and Community Context	Students detailed the benefits and importance of collaborative skill- building, opportunities for peer support, networking connections, and possibilities for more holistic personal growth in UR experiences.
--	---------------------------------------	--	--------------------------------	-------------------------	------------------------------------	--

* The BASICS intervention is utilized in four studies

** Protective Behavioral Strategies Training intervention is utilized in two studies

*** Mindfulness Based Stress Reduction interventions are utilized in two studies

Book Review:

Rethinking College Admissions: Research-Based Practice and Policy



Authored by
Christopher W. Tremblay (*University of Michigan*)

When this book arrived, I could not put it down. And then I started telling my admissions and enrollment colleagues all about it. Let me tell you why this is a must-read for those working in college access, admissions, or enrollment management. Yes, the title might not tell you that this is a book for college access folks, but it is. A skim of the table of contents is very revealing as you see access-related terms such as: repressive legalism, equitable practice, holistic review, potential of lotteries, direct admissions, and advancing equity.

Poon and Bastedo have assembled 22 authors to describe in three parts how to “rethink” college admissions and facilitate a conversation on research, practice, and policy. In the preface, they state the book’s goal is “to present research to generate new ideas and considerations for practice and policy in admissions...” (p. xiii).

I will use a compelling passage from each chapter to introduce you to this stellar read and to demonstrate how access is embedded in each chapter’s message.

PART I **Questioning Current Practices**

Chapter 1

“The law has direct implications for higher education’s capacity to admit and support historically marginalized students on campus” (p. 18).



Fernandez and Garces introduce the concept of “repressive legalism” and provide three bold questions for each campus to ask themselves as they consider how laws and legal actions are stifling progress on making admission to college more accessible.

Chapter 2

“Although researchers, lawmakers, and education leaders have paid significant attention to making postsecondary education and rigorous courses more accessible for historically marginalized groups, we are a long way from an equitable praxis that will actually begin to dress and ameliorate the historical barriers and resultant gaps” (p. 37-38).



Book Review: Rethinking College Admissions

There is so much embedded in that one sentence by Rodriguez, Lebioda, Skiles and Bindiganavile. This chapter chronicles inequality among Advanced Placement. The authors presented three key issues that impact equitable admission practices and then offer two primary recommendations.

Chapter 3

“Racism and other forms of oppression undoubtedly continue to undermine the ability of racially minoritized students to prepare for and actively pursue their college aspirations” (p. 49-50).

This chapter offers five recommended practices for improving the college admissions review process. Comeaux introduces the concept of “community cultural wealth framework” that I found compelling.

Chapter 4

“As we forge ahead, continued creativity, courage, and innovation are needed to redesign and reimagine admissions structures and processes to ensure that medicine attracts and retains a talented, dynamic, and diverse physician workforce” (p. 66).

Nakae’s chapter is solely focused on medical school admission. They hone in on the holistic review process for medical schools, offering a historical perspective, current setting and end with future directions about discontinuing use of the MCAT and creating more HBCU medical schools. Despite not having ever worked in medical school admission, I still

found Nakae’s work beneficial and applicable to my work in admissions and college access.

Chapter 5

“...Institutions would do well to eradicate standardized testing altogether and to take a deep look into the college application preparation industrial complex and what it does to exacerbate inequality” (p. 80).

Park provides an overview of the test prep industry, test prep in general, and advocates for a need for change. Admissions is really at a pivotal point in perceptions and realities of the role of standardized testing in decision-making. This chapter is timely and could become a book of its own.

As you have read, Part 1 really set the stage to a variety of current admission practices that are not facilitating positive change in equity nor equality for students historically underrepresented in American higher education.

Part II. Considering Different Approaches to the Work in Admissions Offices

Chapter 6

“Equity-minded change requires purpose, attention, and the courage to acknowledge and address the multiple manifestations of racism” (p. 100).

Posselt and Desir address the elephant in the room (calling it the “uncomfortable truth”) immediately with their first sentence that

Book Review: Rethinking College Admissions

describes admissions as the paradox of exclusion and access. They then discuss and define racialization and equity, which I appreciated. Their chapter concludes with a set of four thought-provoking questions for possible action at the organizational and individual level.

Chapter 7

“For the 70 percent of colleges that request criminal history information on their application forms, it is perhaps time to reconsider these practices, with particular attention to how they might conflict with other institutional goals such as diversity, equity and inclusion” (p. 112).

This chapter is another very specific topic, similar to Chapter 4. For those readers not familiar with the topic of criminal conduct questions embedded in the college admission process, Stewart takes you on a thorough and effective journey.

Chapter 8

“By adopting grittier interpretations of leadership, colleges and universities can begin to strengthen ethics in admissions and repair public confidence in higher education” (p. 132).

Harris’ chapter is all about the ethics of college admission, plain and simple. Of course, I expected a reference to the 2019 Operation Varsity Blues “scandal.” Harris does well in identifying three “ethical hazard practices” that need reform. After reading this chapter, it gave me pause on what I could do to affect that type of change.

Chapter 9

“The admissions profession employs many who believe in the power of higher education to transform lives and express deep commitments to values of diversity and equity” (p. 148).

This chapters’ five authors analyzed interviews with 50 admissions professionals to describe the two barriers to professional development that embraces equity and diversity. Their chapter concludes with offering four recommendations for improving professional development practices.

Part III.

Considering New Models for Admissions Practice and Research

Chapter 10

“Proponents of lotteries for the purposes of increasing diversity may take pause at the findings” (p. 155).

This short chapter Baker, Bastedo and Addison describes the past practices and thinking related to admission lotteries. The authors provide a historical overview, share one of the newest studies on admission lotteries and conclude with implications for policymakers and practitioners. Having not been familiar with lotteries, I found this chapter fascinating.

Chapter 11

“College access in the United States is best characterized as an ‘unequal opportunity,’ where wide gaps in college enrollment and attainment by income, race, and geography have persisted for as much of the twenty-first century” (p. 165).

Book Review: Rethinking College Admissions

Delaney and Odle's chapter is 100% about direct admissions, known as "DA." They introduce the seven core principles of DA and then highlight this work in action in Idaho, South Dakota and the Common App HBCU Pilot. The chapter is also rich in the various impacts of direct admission. I also learned much from this chapter.

Chapter 12

"The college students we are educating today are more diverse than ever before" (p. 203).

Slay and Glasener dedicate their entire chapter to examples of "institutional promise programs" with most attention to the University of Michigan's HAIL Scholars. This chapter is about a longitudinal study with focus groups that was conducted. Chapter 12 was the last chapter that introduced new content.

Chapter 13

"We have offered three ideas for building bridges and partnerships between practitioners and researchers, to bring critical and collaborative systemic analysis to bear on practice and offer new systemic innovations for equity" (p. 224).


This chapter took a unique approach by sharing excerpts of a transcript from a recorded conversation among the three authors. While some may feel this chapter was like watching a television talk show conversation, it really dives deep into the intersection among practice, research and policy. The most important part of this chapter was their three suggestions for

continuing the conversation and taking action.

Concluding Thoughts

The entire book is a shorter read than you might think. While it appears to be nearly 300 pages, 50 of those pages are the citations, which I found myself consulting frequently as I read chapter after chapter. The bios of the authors and editors were also incredibly helpful as I worked to understand the context of where this work and opinions rested for them.

My only criticism of the book does not have to do with its content, but the title. Given the equity-focus and mindset and a commitment to access among the various chapters, the title of the book should have included "equity" and "access" to further attract readers. The college admissions field cannot accomplish their recommendations and changes in practice alone – they will need the support of advocates of access and equity.

After reading this book, it gave me another reason to think critically about college admissions, specifically related to access and equity. I promise it will do the same for you. After you read this review, I know you will pick up the book, read it and then you will join me in this quest to "rethink college admissions." Let's get going! We've got work to do! 

Book Review:

Punished for Dreaming: How School Reform Harms Black Children and How We Heal



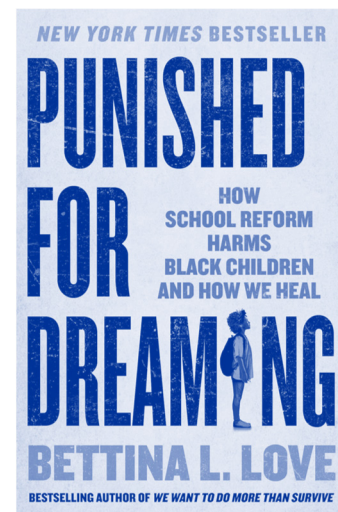
Authored by
Lorene DeAtley (California State University, San Bernardino)

Earlier this Fall, I had the pleasure of reading Dr. Bettina L. Love’s book, *Punished for Dreaming*. Before reading this book, I had believed that I held a substantial amount of knowledge regarding how systemic racism intertwined into America’s education system. However, Love’s book delves into the many intricacies of systemic racism and how the insidiousness of capitalism, bipartisan policies, and racism have all worked together to punish Black students since the landmark Supreme Court decision, *Brown vs. Board of Education* (1954). As a future school counselor and Black woman, I felt incredibly enlightened from my reading of this book.

Throughout 12 chapters, Love unveils the many ways Black students have been disenfranchised and harmed within education. Love reveals this through the use of research and personal accounts of former students and educators pre- and post-Brown. Public education as a whole has been punished, thus affecting all American students, especially those within public education. These sources, in the end, aid Love’s call to action for educational reparations. These reparations account for the trillions of dollars lost or owed to Black

students who had to endure harmful educational reforms starting from the backlash of the Brown case in 1954. *Punished for Dreaming* is a hallmark of literature that should be in any educator’s collection. This book helps to propel educators to not call for reform, but to demand and implement “radical change” (p. 235).

Love argues that reform has harmed, instead of helped, higher education. It has shown to only benefit entrepreneurs, corporations, and White Supremacy shepherded by American policymakers on both sides of the political spectrum. One example of this is the citing of the educational report, *A Nation at Risk* (1983), which, Love argues, created a fake crisis within education. This crisis steamrolled an attack on Black students by believing that the aid of marginalized groups within education has ruined public education in its entirety (p. 53-57). It propelled the criminalization of Black students and schools with the addition of metal detectors, school resource officers,




Book Review: Punished for Dreaming

and ultimately, the school to prison pipeline. Reforms were made to respond to the fake crisis made by right-wing policymakers and thinktanks. The author does an exemplary job of connecting movements like this to the rebellion of school integration from Brown in 1954. Love argues “Together, these rich White men, allied with White women, teamed up to create a radical right wing that would defund and try to eliminate public education” (p. 40).

As a Black woman, I found resonance in the personal accounts of the interviewees, as well as Dr. Love’s sentiments. *Punished for Dreaming* unearthed memories of my time in school. I thought back to the times my intelligence, grit, and character had been consistently questioned by teachers and administrators. I had left school internalizing that I had some sort of invisible deficit that I could never understand, but that many teachers and school administrators had always seen within me. I remember begging to take courses to meet my A-G requirements (coursework requirements needed to attend public universities in the state of California) and being rejected to do so. I remember my counselor telling me that I would never pass my first semester of college, although I proceeded to graduate with honors in both my undergraduate and graduate education. It brought to fruition what I and so many other Black students experience in America: the price we must pay for being Black and seeking a quality education.

Regardless of your place on the political spectrum, this is a must read. I encourage educators of all ethnic backgrounds to delve into this book and to grasp the concepts and statements portrayed by Love. If you are to work in education, as a teacher, counselor, or even an administrator, this book helps you to understand the current environment that Black students must endure in school. *Punished for Dreaming* guides the reader through these perspectives, while also connecting it to the harmful effects these reforms have on all students, even those who are non-Black. It pushes the reader to want more for education, to eliminate the current structure, and to start anew within public education.

Punished for Dreaming is an enriching and enlightening book that informs educators not only of the setbacks within American education, but also the insidiousness of capitalism and racism within the American educational system. It reveals that these two forces have crept into public education and have ultimately harmed all students, primarily Black and Brown students. It encourages educators to fight anti-racist schools, to stop dehumanizing students, and provide quality public education. It should be read with the intention to learn and understand the struggles of Black students while also unveiling the harm done by many educators, philanthropists, politicians, entrepreneurs, and corporations. *Punished for Dreaming* is one of the first steps to radical change within public education. 

Book Review:

Pre-College Programming in Higher Education: Case Studies

P*re-College Programming in Higher Education: Case Studies*, edited and with contributions from Susan L. Sheth and Christopher W.

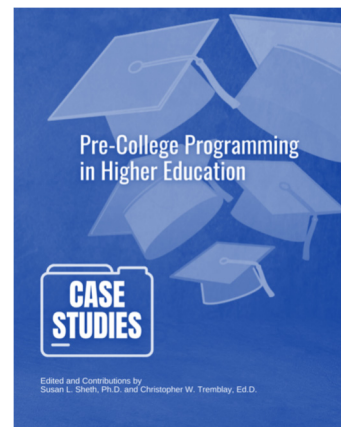
Tremblay, is an important contribution to the field of higher education. This is the third book since 2019 by these authors focused on pre-college programs, an area that is understudied and currently has a limited literature base. This ambitious volume highlights cases from seven institutions and two organizations that operate in the pre-college environment. Using a case study method with contributions from across the landscape provides an important level of depth in describing these diverse, complex and important programs. The authors set out to develop a practitioner-focused approach for anyone leading or starting a program by offering practical information, effective practices and tips to achieve their program outcome.

The primary content of the book are the nine case studies authored by pre-college program directors across the United States from the following institutions and organizations: Academically Talented Youth Program (ATYP) at Western Michigan University, Pre-College Scholars at University of California,



Authored by
Kim Callahan Lijana (*University of Michigan*)

Berkeley, Pre-College Program at Harvard University, Pre-Med Ed at Michigan State University, Summer Academy at UGA at University of Georgia, Summer College Immersion Program (SCIP) at Georgetown University, Yale Young Global Scholars (YYGs) at Yale University, CampDoc, and the Higher Education Protection Network (HEPNet).



The book starts with an introduction, a description of the case study format, and a section that defines language in the pre-college programming environment. Following each case is a table that provides a snapshot of the program including the following key information: Title of the Pre-College program, website link, history of the program, program fee, length, application required, admissions process, annual budget, modality, credit or non-credit, time of year, funding sources, average number of participants, location of the pre-college program in the university structure, program description, staff, target audience, goals, learning outcomes, university

Book Review: Pre-College Programming Case Studies

involvement, best practices, unique features, advice for other pre-college programs, and their program dream/wish. The book ends with a reprinted chapter from an earlier book sharing the 25 dimensions of Pre-College Programming and each case ends by highlighting which dimensions are most present in their case. The concluding chapter notes major and minor themes. The major themes are: academics, activities, curriculum, diversity, engagement, exposure to college, and faculty. The minor themes are: families, management, partner organizations, residential, scholarships, and STEM.

A case study methodology is the ideal approach to provide the level of depth and detail that practitioners will find helpful in learning about programs. The case study authors were asked to organize their cases in three sections: purpose, people, and pathways and then concluded with the connection to the 25 dimensions. The purpose sections ground the cases in why the programs exist and highlight that programs at different institutions and in different contexts have been created and developed for various reasons. There are programs filling gaps in local services, advancing university goals, and leveraging the unique assets and values of institutions for the broader public good and benefit of the institution. The key players identified in the people section of the cases include staff, students, faculty, among others who are teaching courses and supporting co-curricular experiences. The pathways section shows the range of experiences offered to

participants in the variety of programs included in this volume.

As the editors note, “Although this book showcases nine programs, we do understand that there are hundreds more in higher education that are amazing in their own right” (p. 153). The editors also emphasize that the research on pre-college programs predominantly focuses on the federally-funded pre-college programs which are not included in this book. A nice addition to the book or a future volume might include the quantitative research findings from the federally-funded pre-college programs and a descriptive qualitative case or two that illustrates the key components of the program and additional details practitioners would find useful. A second category of programs that is worth capturing in these cases are pre-college programs like the University of Michigan’s Wolverine Pathways or Rutgers Future Scholars, which are intended to support students from specific geographic areas to prepare and succeed as college students at their respective institutions. Given the wide range of pre-college program types, there may be others categories too that are not represented in this book. Overall, this book provides the most complex and complete picture of the pre-college program landscape to date.


The cases provide important access and insight into the inner-workings of pre-college programs across the United States. An area that was under-examined in this volume are

Book Review: Pre-College Programming Case Studies

the metrics for success and how each program is capturing and reporting on their impact. With a variety of purposes and program foci as highlighted in the purpose and pathways section, it would be helpful to practitioners to understand the range of ways programs identify success and if they are meeting their intended goals.

In the pre-college environment, practitioners and researchers are often not in dialogue. In the best case scenario, program designers and evaluators are familiar with the research and use it to inform the program design and evaluation. In this volume, only some of the case study authors cite scholars and theories that ground their program design and the program impact is not included. In a future volume, there is an opportunity to learn more about the theories that undergird the programs, the ways the program experiences and activities align with the theories, and how the impact is assessed.

Almost two decades ago, researchers noted the proliferation of college preparatory programs and the challenges in studying them that have persisted to today. However, researchers like William G. Tierney and Linda Serra Hagedorn provided a model for college preparation in their 2002 edited volume, *Increasing Access to College*. This book and future volumes would be strengthened by a brief literature review of the existing work which could be particularly useful and informative for practitioners who may or may not be familiar with what already exists in the

field to build upon. Finally, offering a theoretical grounding could bring researchers and scholars into the pre-college program arena to wrestle with the complex ways needed to examine success individually and collectively and build a literature and evidence base that programs can rely on. There is always more work to be done, but this case study book is a significant step forward in increasing the understanding of pre-college programs today that provides new and experienced practitioners important insights directly from well-respected pre-college program directors across the United States and  from a range of higher education institutions.

REFERENCE

Sheth, S.L & Tremblay, C.W. (Ed). (2023). Pre-College Programming in Higher Education: Case Studies. Kindle Direct Publishing.