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Introductory Pages

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About the Journal



An Overview

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

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

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



CALL FOR SUBMISSIONS

We accept submissions year round.

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Affiliations



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



MICHIGAN COLLEGE ACCESS NETWORK

MCAN is a statewide non-profit organization with a mission to increase college readiness, participation, and completion in Michigan, particularly among low-income students, first-generation college going students, and students of color.

micollegeaccess.org

The goal of the Center for Postsecondary



**The Center for
Postsecondary
Readiness and Success**

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

american.edu/centers/cprs



College of Education
**Center for
Equity and
Postsecondary
Attainment**

The Center for Equity and Postsecondary Attainment (CEPA) focuses on promoting equitable access to viable postsecondary pathways and opportunities. Guided by diverse student and parent perspectives, CEPA aims to

create college and career counseling and advising practices that reconnect with and elevate the voices of those who have been historically marginalized and excluded. All students deserve access to high quality guidance that supports both individual and collective needs, challenges inequitable and racist school-based systems and policies, and promotes postsecondary opportunities.

education.sdsu.edu/cepa



JCA Editorial Board



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Coming Soon: 3 Special Issues



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

Career Pathways and Social Capital

Expected May 2025

This special issue aims to bring together interdisciplinary perspectives to examine how social capital influences career trajectories. Of particular interest are manuscripts that employ an equity lens, delving into the multifaceted realms of diversity and inclusion within the context of career exploration and pathways

Guest Editors:

Claudia Martinez, San Diego State University

Lorenzo Sianez, San Diego State University

Democratizing Early College and Accelerated Learning for Students of Color

This special issue is focused on broadening access to Gifted and Talented education programs, IB programs, Career Academies, Honors courses, dual enrollment, and early college K-12 schools.

Guest Editors:

Donna Ford, The Ohio State University

James L. Moore III, The Ohio State University

Erik Hines, George Mason University

Student Voices

Artivism for Access - Disrupting the Educational Status Quo

Art is a powerful tool to catalyze social change. As historically marginalized populations have fought for access to higher education, they have also changed the culture and dismantled many educational institutional barriers. To mark the 10 year anniversary of the Journal of College Access, the editors invite students to share their thoughts, experiences, and visions related to overcoming obstacles in the pursuit of education through creative expression. This issue will uplift the voices that have been historically silenced such as, but not limited to, BIPOC, first generation, low-income, LGBTQIA+, etc.

Guest Editors:

Mercedes Albarran, San Diego State University

Rocio Zamora, San Diego State University



From the Editors



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



This edition of the Journal explores special topics designed to get readers to widen their view of college access.

Havlik et. al. begin this edition with a look at how school counselors help homeless students prepare for the college transition. This is followed by a rare look into the noncognitive factors used in graduate school admissions, where Gooch et al look at an area of admissions that is widely reviewed at the undergraduate level, but less so with graduate programs.

Stephany Cuevas presents a four-part model of communications with under-represented families heading for college that provides a strong framework for admissions offices to consider when reviewing their efforts to recruit nontraditional students. This piece folds nicely into a guest piece by Lewis and Hernandez that takes readers past the traditional college access narrative for many students.

Buckley concludes this issue with a look at the process of helping summer program participants make a successful transition into full-time enrollment.

As the Journal approaches its tenth year of publication, the world of college access continues to offer new challenges and opportunities for advocacy and support. Your observations on this ever-shifting landscape are always welcome. 

