



1-2015

Introductory Pages

Christopher W. Tremblay, Ed.D
Western Michigan University, ctrembla@uwsuper.edu

Brandy Johnson
Michigan College Access Network, brandy@micollegeaccess.org

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

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

Recommended Citation

Tremblay, Ed.D, Christopher W.; Johnson, Brandy; and O'Connor, Patrick J. PhD (2015) "Introductory Pages," *Journal of College Access*: Vol. 1 : Iss. 1 , Article 2.
Available at: <http://scholarworks.wmich.edu/jca/vol1/iss1/2>

This Introduction 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 maira.bundza@wmich.edu.



About the Journal



An Overview

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

The Journal was co-founded by Dr. Patrick O'Connor and Dr. Christopher Tremblay. O'Connor is Associate Dean for College Counseling at Kingswood Cranbrook School in Bloomfield Hills, Michigan and is a board member for the Michigan College Access Network (MCAN). Tremblay is Associate Provost for Enrollment Management at Western Michigan University in Kalamazoo, Michigan and is an active member of the College and Career Action Network in Kalamazoo and MCAN.



JCA is affiliated with the Michigan College Access Network, 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.

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

Associate Editors

Kim Cook
Executive Director
National College Access Network

Keren Zuniga McDowell, Ph.D.
Director of College Success
Denver Scholarship Foundation

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

Patricia M. McDonough, Ph.D.
Professor, Higher Education & Organizational Change
Associate Dean for Academic Affairs
Graduate School of Education & Information Studies
University of California-Los Angeles

Co-Editors

Patrick O'Connor, Ph.D.
Christopher W. Tremblay, Ed.D.



CALL FOR SUBMISSIONS

We accept submissions year round.

scholarworks.wmich.edu/jca



Table of Contents

The Inaugural Issue



Introduction by the Editors.....4

Foreword by Brandy Johnson.....5

Advisor and Student Experiences of Summer Support for College-Intending,
Low-income High School Graduates6-28

Karen D. Arnold (Boston College), Alexandra Chewning (uAspire), Benjamin Castleman (University of Virginia),
Lindsay C. Page (University of Pittsburgh)

The Importance and Implementation of Eight Components of College and
Career Readiness Counseling in School Counselor Education Programs.....29-41

Rachelle Pérusse (University of Connecticut), Timothy A. Poynton (University of Massachusetts Boston), Jennifer L. Parzych
(Mercy College), Gary E. Goodnough (Plymouth State University)

Increasing Access to Postsecondary Education for Students with Intellectual Disabilities.....42-55

Amy L. Cook (University of Massachusetts Boston), Laura A. Hayden (University of Massachusetts Boston),
Felicia Wilczenski (University of Massachusetts Boston), Timothy A. Poynton (University of Massachusetts Boston)

Guest Perspective by Mandy Savitz-Romer, Ph.D.....56-59

Guest Perspective by Jamie P. Merisotis.....60-61



Introduction by the Co-Editors



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



Launching a new academic journal, especially one focused on college access, is a dream come true! This inaugural issue

features three different scholarly pieces – one on college and career readiness counseling training, one on students with intellectual disabilities, and one on summer support – all critical topics in the field of college access. We are also excited to provide some guest perspectives from the President and CEO of the Lumina Foundation and showcase the voice of expert Mandy Savitz-Romer, Ph.D. of Harvard University.

FEATURED ARTICLES

Advisor and Student Experiences of Summer Support for College-Intending, Low-Income High School Graduates

This piece provides important insights into “summer melt,” the phenomenon that occurs when college-bound high school graduates do not follow through on the summer activities needed to attend college in the fall. New programs suggest there are ways to reduce summer melt; this article offers excellent insights into their efficacy.

The Importance and Implementation of Eight Components of College and Career Readiness Counseling in School Counselor Education Programs

Many advocates of college access work with the eight-part framework established by the National Office for School Counselor Advocacy (NOSCA), but are counselor educators familiar with it – and how much value do they place on each component? This study begins to address this important question, and the implications for pre-service counselor training.

Increasing Access to Postsecondary Education for Students with Intellectual Disabilities

College access is often limited to the construct of expanding opportunities to low-income students and students of color. This article identifies efforts to broaden college access to students who were once considered beyond the reach of college opportunities based on intellectual disability, a vital dimension of the college access movement that is often overlooked.

We acknowledge the support of the Brandy Johnson at the Michigan College Access Network, bepress, and Maira Bundza of Western Michigan University in helping us launch the journal and this first issue!

In addition, special thanks to Fared Shalhout and Alex Susienka who proofread the final version before we published.



Foreword



Authored by
Brandy Johnson, Executive Director of the
Michigan College Access Network

Welcome to the inaugural issue of the *Journal of College Access*. I am thrilled to see this publication take off, and know great things are in store for its future.

The Michigan College Access Network (MCAN) is an organization that strives to increase the college readiness, participation and completion rates in our state. College access is one of the most important issues that faces our state today, as college truly is no longer a luxury but indeed a necessity. Our knowledge-based economy requires more from our students than just a high school diploma. Leaders from across all sectors and from communities all across the country must commit to work to make sure that all students – regardless of their race, background, or socio-economic status – have access to postsecondary education.

This journal spearheads a multifaceted approach to foster a college-going culture. As the college access movement continues to build, we will look to the new ideas, prominent research and scholarship provided by the *Journal of College Access* for guidance. Articles and columns written by some of the most prominent academics in the field of postsecondary access can help to disseminate vital information and influence policymakers at the local, state and national levels. Their messages help educate policymakers and

practitioners about the critical role we must play to support students in their pursuit of higher education.



We look forward to the questions posed, theses formed and discussions generated by this publication as we increase momentum and work in tandem with this exciting and innovative research initiative.

MCAN's goal is to increase the percentage of Michigan residents with high-quality degrees or credentials to 60 percent by the year 2025. We believe academic publications like this are a step in the right direction to making that goal a reality.

