1-2020

Introductory Pages

Christopher W. Tremblay
Michigan College Access Network, christopher.tremblay@wmich.edu

Laura Owen
American University, owen@american.edu

Patrick O’Connor
Cranbrook Kingswood High School, poconnor@cranbrook.edu

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

Part of the Higher Education Commons, and the Student Counseling and Personnel Services Commons

Recommended Citation
Tremblay, Christopher W.; Owen, Laura; and O’Connor, Patrick (2020) "Introductory Pages," Journal of College Access: Vol. 5 : Iss. 1 , Article 2.
Available at: https://scholarworks.wmich.edu/jca/vol5/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 wmu-scholarworks@wmich.edu.
# Table of Contents

About the Journal.........................................................................................................................3

JCA Editorial Board.....................................................................................................................4

From the Editors..........................................................................................................................5

Guest Perspective .........................................................................................................................6-13
Gen. Mark Brown (Federal Student Aid)

Will I Get In? Using Predictive Analytics to Develop Student-Facing Tools to Estimate University Admissions Decisions.........................................................................................14-31
Matt S. Giani (University of Texas at Austin) and David Walling (University of Texas at Austin)

Integrating Social Emotional Skill Development throughout College Access Program Activities: A Profile of the Princeton University Preparatory Program ..................................................32-53
Catherine M. Millet (Educational Testing Service) and Marisol J. C. Kevelson (Educational Testing Service)

College Admissions for L2 Students: Comparing L1 and L2 Readability of Admissions Materials for U.S. Higher Education.................54-67
Zachary Taylor (University of Texas at Austin)

Student Preferences for College and Career Information..................................................................................68-100
Laura Owen (American University), Timothy Poynton (University of Massachusetts-Boston), and Raeal Moore (ACT)

Report Critique: How is technology addressing the college access challenge? A review of the landscape, opportunities, and gaps ................................................................................................................101-103
Reviewed by Alexis Arocho (Western Michigan University graduate student)

Reviewed by Diana Camilo (University of Mississippi)

Reviewed by Alice Anne Bailey (Southern Regional Education Board)

Reviewed by Jennifer Spirer (Carnegie Mellon University)

Book Review: Fulfilling the Promise: Reimagining School Counseling to Advance Student Success...117-119
Reviewed by Tony Parsons (Youth Villages)
About the Journal

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 chairperson of the Board of Directors for the Michigan College Access Network (MCAN). Tremblay the Director of Strategic Engagement at MCAN.

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

**Affiliations**

JCA is affiliated with the Michigan College Access Network and the Center for Postsecondary Readiness and Success (CPRS).

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.

The goal of the Center for Postsecondary Readiness and Success is to increase equitable and accessible pathways to postsecondary success for all people. Located at American University in Washington, D.C., the Center will create an aligned system, 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.

**CALL FOR SUBMISSIONS**

We accept submissions year round.

scholarworks.wmich.edu/jca
JCA Editorial Board

Editors in Chief
Patrick O’Connor, Ph.D.
Associate Dean for College Counseling
Kingswood Cranbrook School

Laura Owen, Ph.D.
Inaugural Director
Center for Postsecondary Readiness and Success
American University

Christopher Tremblay, Ed.D.
Director of Strategic Engagement
Michigan College Access Network

Associate Editors
Mary L. Anderson, Ph.D.
Associate Professor and
Coordinator of School Counseling
Department of Counselor Education and
Counseling Psychology
College of Education and Human Development
Western Michigan University

Meredith B.L. Anderson, Ph.D.
Senior Research Associate
United Negro College Fund, Inc.

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

Kim Cook
Executive Director
National College Access Network

Beth Gilfillan, Ph.D.
Assistant Professor
School of Counseling and Special Education
Bowling Green State University

Keren Zuniga McDowell, Ph.D.
Director
District Performance Office
School District of Philadelphia

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

Mandy Savitz-Romer, Ph.D.
Nancy Pforzheimer Aronson Senior Lecturer in
Human Development and
Education Faculty Director
Prevention Science and Practice
Graduate School of Education
Harvard University
Welcome to the start of our sixth year and our fifth issue, the largest issue to date and the first one to share more than 100 pages of research!

Since launching, our articles have been downloaded nearly 12,000 times.

This edition of the Journal of College Access begins with a close-up look at some of the essential elements of the college selection process.

General Mark Brown begins this discussion with a look at the future of financial aid, an essential element of the college access discussion.

Matt Giani and David Walling then discuss another issue closely related to low-income students, when they study the role a student-facing tool can use to reduce undermatching in college application decisions.

Social-emotional factors are an often-undervalued element of the college admissions decision. Catherine Millett and Marisol Kevelson remind us of the importance of this practice, by taking us through a look at its key role in the college selection process.

Zachary Taylor takes us into the world of English Language Learners with a study analyzing college access for students based on English as their primary or secondary language.

Laura Owen, Timothy Poynton, and Raeal Moore present findings on how and from whom high school seniors prefer to receive their college and career information.

Alexis Arocho offers a review of a different kind of language issue, as she studies the relationship between the world of technology and college access, a challenge that must be overcome by students and advisers on a daily basis.

This edition of the Journal ends with several book reviews designed to guide readers to a wide array of topics. From the role racism plays in college admission, to a paradigm of college decision-making that has a lifelong purpose, to a review of pre-college programming, to a rethinking of the role of the school counselors, these reviews offer a glimpse into vital elements of the college access construct.

We hope you enjoy this edition of JCA!