

THURMAN GROUP GLOBAL | COLLEGE EDGE | EARLY COLLEGE

# THE EARLY COLLEGE TRANSITION GUIDE

Equipping early college students and the educators who serve them with the emotional infrastructure that academic acceleration alone cannot provide.

## THERE IS GREATNESS INSIDE

### EARLY COLLEGE COUNSELOR AND STUDENT GUIDE

Early college is academic acceleration. It is not emotional acceleration. A 16-year-old sitting in a college course has the cognitive capacity to handle the material. What they often lack is the self-awareness, stress tolerance, and interpersonal range to navigate the social and identity demands of a college environment three years ahead of their peers. The students who thrive in early college are not always the smartest. They are the most emotionally equipped.

<p><b>40%</b> OF EARLY COLLEGE STUDENTS REPORT IDENTITY STRAIN</p>	<p><b>Wk 1-12</b> HIGHEST RISK WINDOW IN EARLY COLLEGE</p>	<p><b>15</b> COACHABLE EQ COMPETENCIES</p>	<p><b>4</b> DISC STYLES IN EVERY COHORT</p>
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## WHY EARLY COLLEGE DEMANDS STRONGER EQ

<p><b>Academic Readiness Is Not Emotional Readiness</b></p> <p>A student can earn an A in a college course and still struggle to ask for help, manage a syllabus, or recover from a single bad grade. Cognitive ability and emotional capacity develop on different timelines.</p>	<p><b>Identity Forms Earlier Than Peers Realize</b></p> <p>Early college students are forming their adult identity in a college setting while their high school peers are still in homeroom. That gap creates pressure, isolation, and identity confusion that EQ language helps name and navigate.</p>	<p><b>Recovery Skills Matter More Than First-Try Success</b></p> <p>The early college students who finish are not the ones who never struggle. They are the ones who recover quickly from struggle. Stress tolerance, flexibility, and self-regard are the recovery muscles.</p>
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## | INTEGRATION POINTS FOR EARLY COLLEGE PROGRAMS

### 01 Assess EQ-i 2.0 and DISC at Program Entry

Establish a baseline before the first college course begins. The data identifies students who need front-loaded support and gives the cohort shared language for the journey ahead.

### 02 Build a 12-Week Onboarding Curriculum

The first semester is the highest-risk window. A structured weekly EQ-skills curriculum running parallel to the academic load equips students with the recovery tools before they need them.

### 03 Train Counselors and Faculty in DISC Communication

Early college students often interact with college faculty who have no training in adolescent development. Equipping your counselors and embedded faculty with DISC and EQ language closes that gap.

### 04 Pair Each Student With a Cohort-Internal Accountability Partner

Match students by complementary DISC profiles, not by friendship. The pairings create built-in support systems that catch struggling students before counselors do.

### 05 Create a Mid-Semester EQ Recheck Protocol

Schedule a structured 30-minute EQ-grounded check-in at week six of every semester. The recheck surfaces stress, identity strain, and engagement drift before they become withdrawals.

## | DISC PROFILE EARLY COLLEGE STUDENT ARCHETYPES

**D D - THE ACCELERATOR**  
**DRIVEN BY ACHIEVEMENT**

D-style early college students are often the program's top performers and its highest burnout risk. Their drive needs structure and a long-horizon vision, or they will hit the wall by year two.

**I I - THE CONNECTOR**  
**ENERGIZED BY PEOPLE**

I-style early college students struggle most with isolation. Their high school peers feel left behind and college peers feel out of reach. Build intentional cohort community to keep them grounded.

**S S - THE STEADY BUILDER**  
**CONSISTENT AND LOYAL**

S-style early college students are the quiet finishers. They rarely cause problems and are easily overlooked. Build proactive check-in rhythms because they will not raise their hand when they are struggling.

**C C - THE ANALYST**  
**PRECISION AND MASTERY**

C-style early college students thrive on the academic rigor and struggle with the social ambiguity. Give them clear expectations, structured feedback, and permission to be imperfect socially while they are excellent academically.

**THE EQ-I 2.0 COMPOSITES**

**Self-Regard**

The identity anchor. Strong self-regard keeps an early college student grounded when peers, family, and culture send conflicting messages about who they should be at this age.

**Stress Tolerance**

Coping under pressure across academic, social, and developmental demands simultaneously. The single most predictive competency for early college persistence.

**Flexibility**

Adapting to college rhythms, faculty styles, and identity shifts without losing direction. The recovery muscle of the early college years.

**Independence**

Self-directed learning and decision-making. Early college rewards the students who can drive their own development without constant external scaffolding.

**Interpersonal**

Building trust across age gaps with faculty, peers, and adult mentors. The relational range that turns access into actual belonging.

"You will never change your life until you change something you do daily."

JOHN C. MAXWELL

SHARE WITH YOUR STUDENTS:  
Send your students their own student-facing guide.

[thurmangroupglobal.com/guide/students](http://thurmangroupglobal.com/guide/students)

# Equip Early College Students to Finish What They Started

TGG offers early college program partnerships built on EQ-i 2.0 and Maxwell DISC. Bring College Edge into your cohort onboarding, counselor training, and student development arc.

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