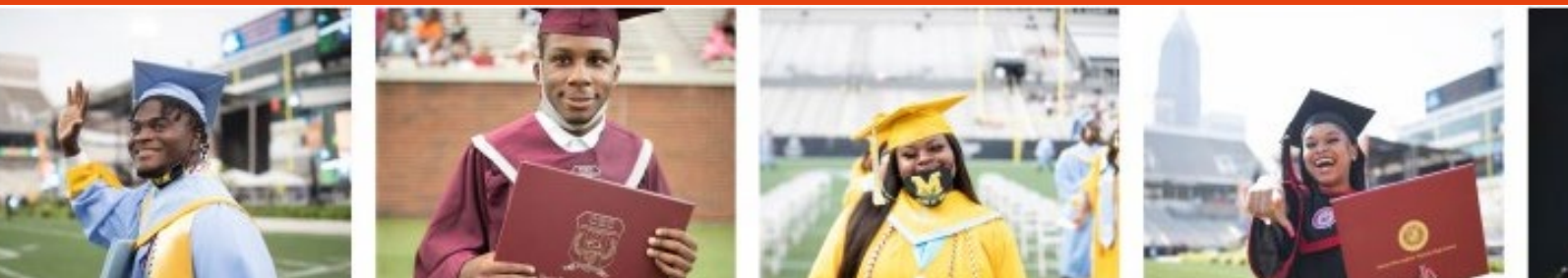




# Developing Systems to Improve Advising for Postsecondary Success

May 2022



# Begin With the End In Mind





# Similes to See

- Choose one of the several (sanitized) objects in the center of your table
- Take one minute and complete this sentence in your head:

*“My approach to advising and coaching is like this (your chosen object) because...”*

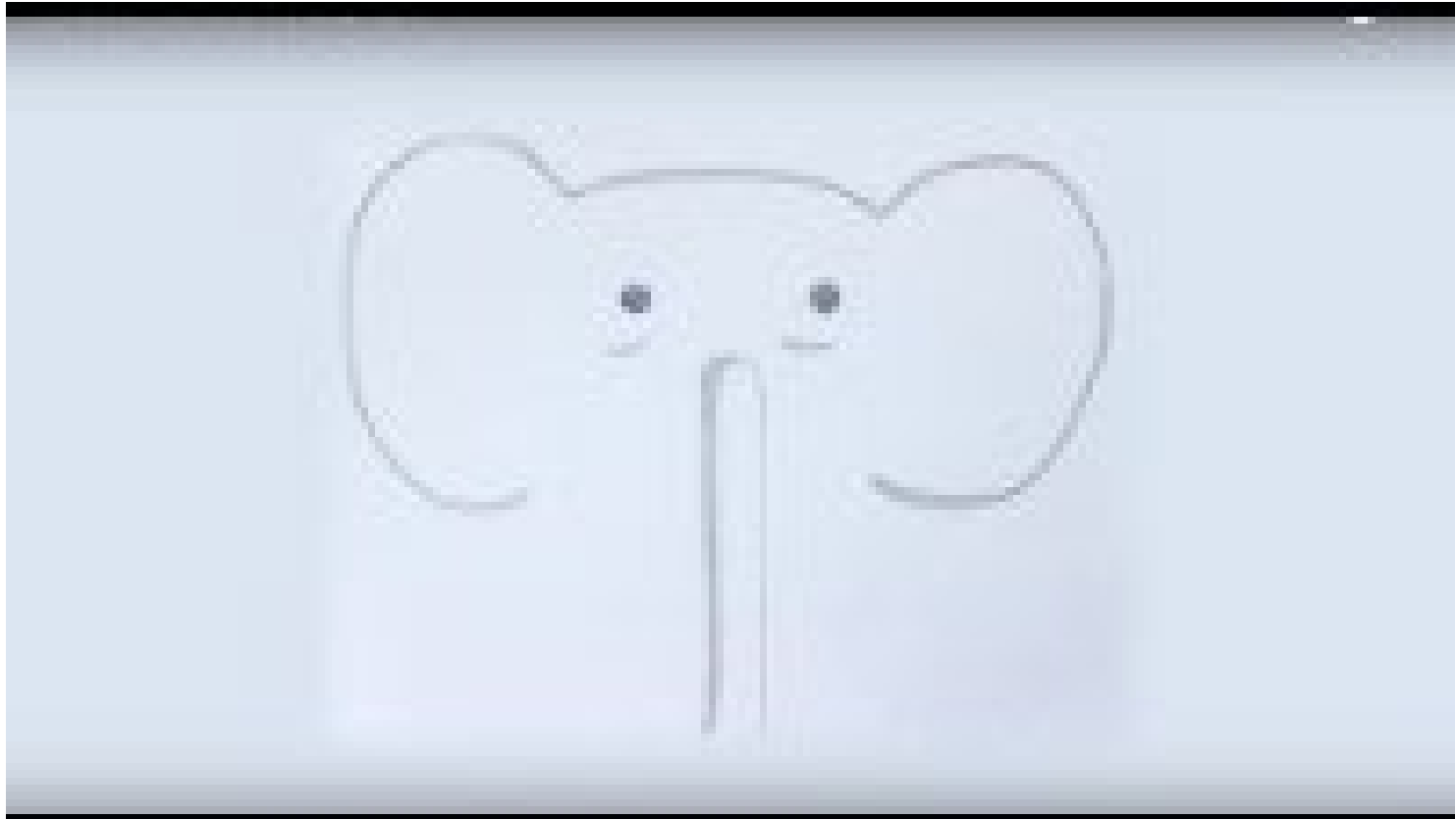
- Go around the table and each person take 15 seconds to share their object and simile

# The Metaphor

- What did you have to do to complete this brief exercise?
- Who did you have to be in that moment?

*What you just experienced (the feelings, the state of mind, the desire to connect) is the same journey that must be made to effectively coach and advise students – especially now...*

# See the (W)hole





# Who We Are

Achieve Atlanta's mission is to **help Atlanta Public Schools (APS) students access, afford, and earn postsecondary credentials**, so that Atlanta becomes a city where race and income no longer predict postsecondary success and upward mobility.



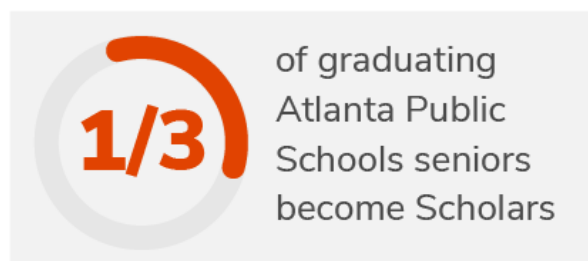
# Scholar Profile



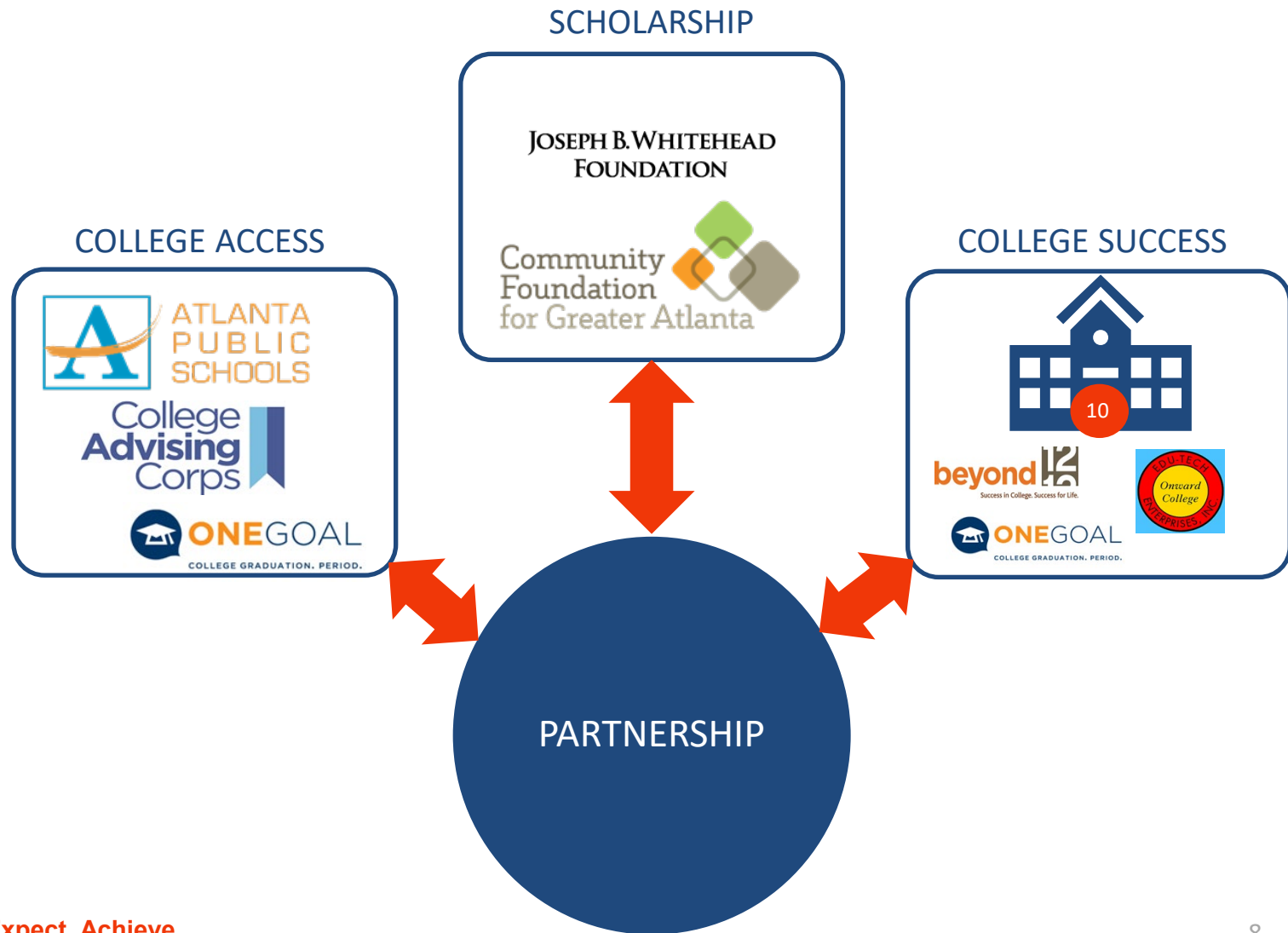
Attending  
**319**  
different colleges



Scholars are Black  
or Hispanic



# How We Scale





# Ongoing Scholar Data Collection

**Achieve Atlanta Fall 2019 New Scholars Coaching Support One-Pager**

Williams, B.  
Achieve Atlanta

House University (2019 Cohort)  
University ID: 123456789

Phone: (333) 225-6421  
Email: bobama@icloud.com

Home Status: **No**  
Has Dependents? **No**  
First Generation Status: At least one member of my immediate family (parent/guardian, brother, or sister) has a college degree.

**Persistence Ratings**

High School Adviser Rating:  Persistence Likelihood Rating: **Medium**

**Social/Emotional Ratings:**

Growth Mindset Rating: **Medium** Resilience Rating: **Medium**

Scale ranges from: **Low** **Medium** **High**

**High School Academic Data:**

Final High School GPA (100-pt scale): 87.0 Percent Absent Senior Year: 11.2%

Failed an English Language Arts Course: **No** Failed a Math Course: **No**

**Study/Work Habits:**

Expected Study Hours: **11 to 15 hours a week** Expected Work Hours: **6 to 10 hours a week**

\*Scale ranges from: **None** 1 to 5 hours 6 to 10 hours 11 to 15 hours 16 to 20 hours 21 to 25 hours More than 25 hours

**Social Supports:**

Person 1: Brother/Sister Initials: BB Person 2: Brother/Sister Initials: LM

Social Support Satisfaction: **Very Satisfied**

\*Scale ranges from: **Very Dissatisfied** **Fairly Dissatisfied** **A Little Dissatisfied** **A Little Satisfied** **Fairly Satisfied** **Very Satisfied**

**Expected Living Situation and Transportation to/from Campus:**

Expected Living: On-campus housing Expected Transportation: Ride the bus and/or train (public transportation), Ride with friends, Walk to ride my bike

# Scholar Data Findings

- For every 1-point increase in high school GPA (100-point scale), a student's likelihood of persisting to second year of college increases by 12%.
- Students who are absent more than 15% of senior year of high school are roughly a third less likely to persist than those missing fewer days.
- High school GPA continues to impact persistence to year 3 of college.
- Factors such as work hours, credits accumulated, and campus involvement start to show statistically significant impacts on persistence to years 3 and 4 of college.

Source: Internal logistic regression using APS academic data, AATL Scholar survey responses, and past college persistence outcomes.

# What Scholars are Saying...



## Lack of Sense of Belonging and Campus Support

*"(I) felt like an outsider at this private PWI and only other minorities were on football team; my grades slipped, football was challenging and I was too different from everybody else."*

*-Cohort 2017 Scholar*



## Remote Learning

*"It was a struggle. I feel like if it was in person, it would have been less challenging. When I was in high school, I had a lot more help. When it is online, you can't really get the help."*

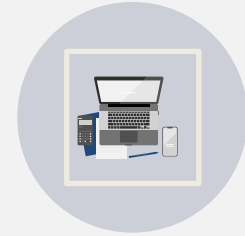
*-Cohort 2020 Scholar*



## Working to Support Families

*"My mom lost her job due to COVID so I quit school to get a job to help pay the bills."*

*-Cohort 2020 Scholar*

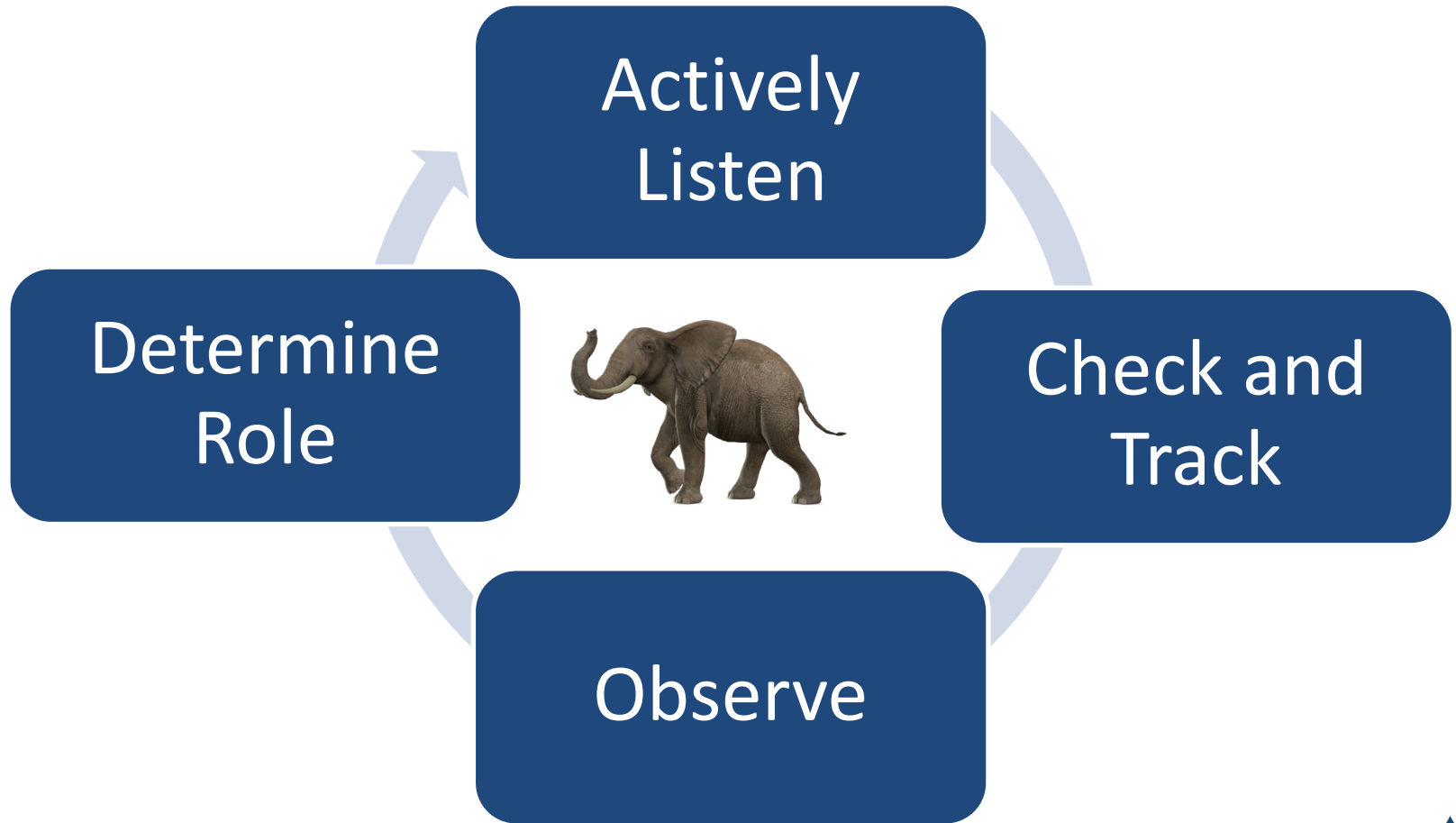


## Not Academically Prepared

*"A lot of students are not prepared for the college-level work or academic freedom that college gives you."*

*-Partner Coach*

# Seeing the Whole Elephant



# Supporting What We See

Facilitate  
early  
connections  
with peers

Human face-to-face  
interaction should be  
prioritized

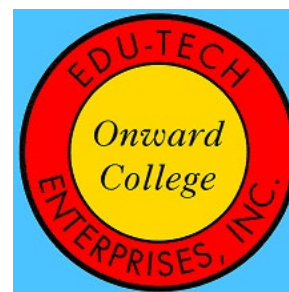
Create spaces to  
address overall  
wellness without  
stigma (e.g.,  
housing/food  
insecurity; behavioral  
health)

Professors and advisors  
need to use dedicated time  
to interact with each of us  
before considering a group  
setting

Acknowledge (not  
necessarily solve  
for) their specific  
situation and  
unique  
experiences

Tap into individual  
organizations to  
address specific  
populations who have  
vested interest in  
making sure those  
students are ok

# Partnership Support Practices





# What We Are Doing



<https://achieveatlanta.org/pathway-to-persistence/>

# Thank you!

Susanne Diggs-Wilborn, Psy.D.  
Vice President College Success

678.244.9275

[sdiggswilborn@achieveatlanta.org](mailto:sdiggswilborn@achieveatlanta.org)