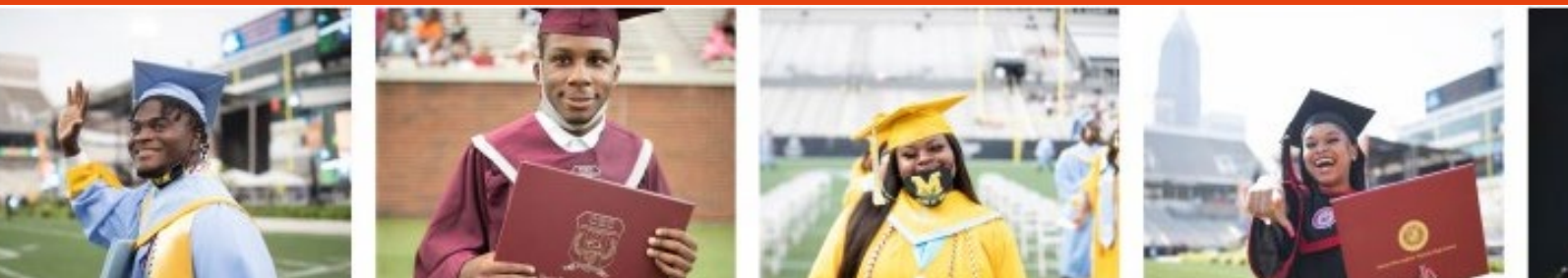# Developing Systems to Improve Advising for Postsecondary Success

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

Believe. Expect. Achieve.
achieveatlanta.org

ACHIEVE
A T L A N T A

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
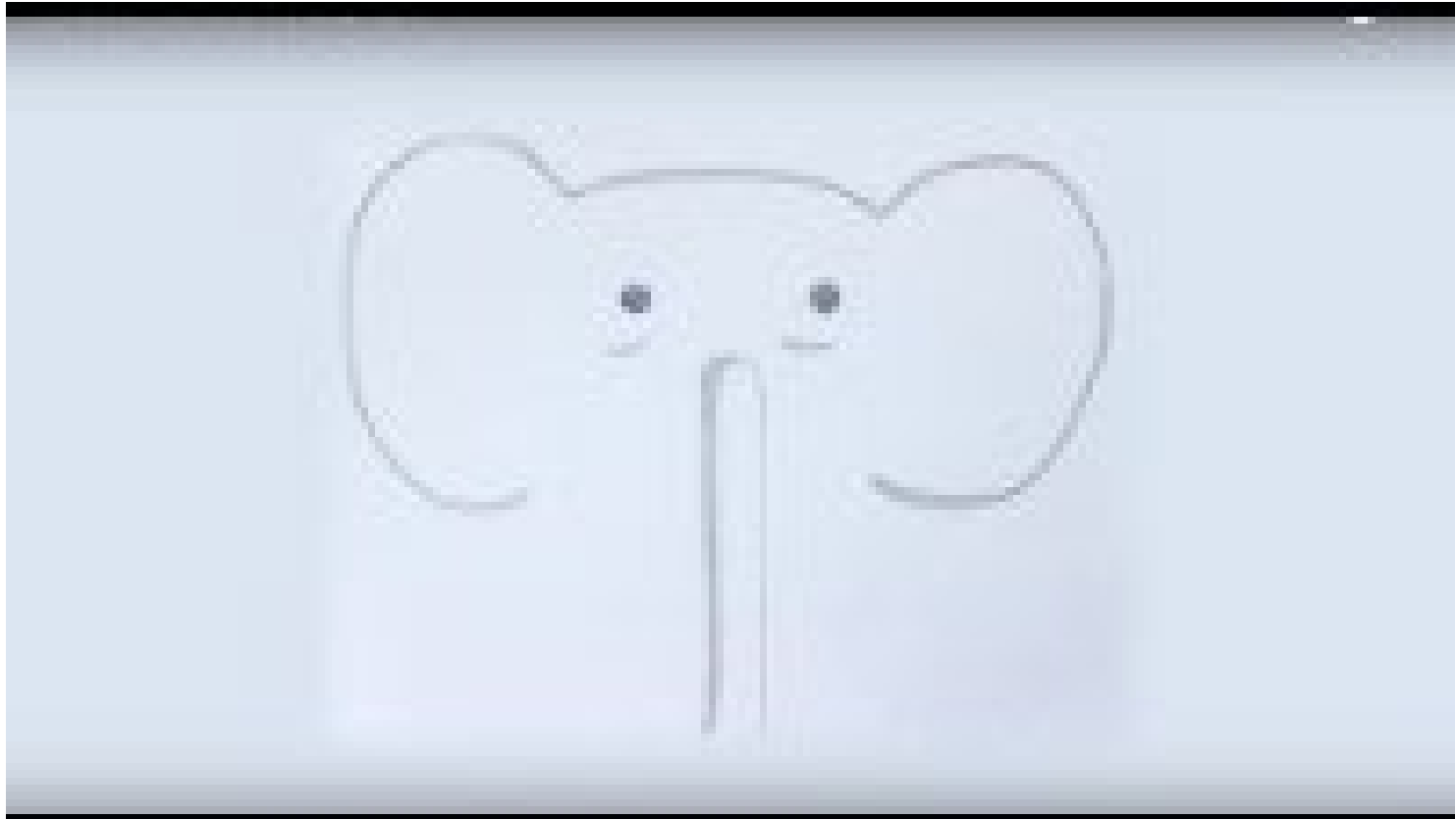
Who We Are

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.
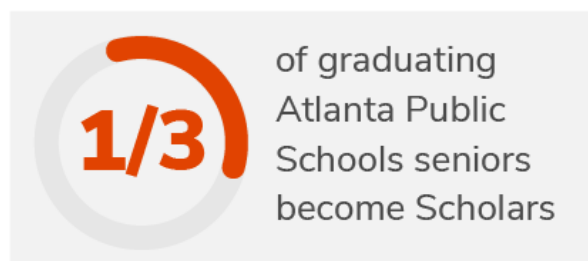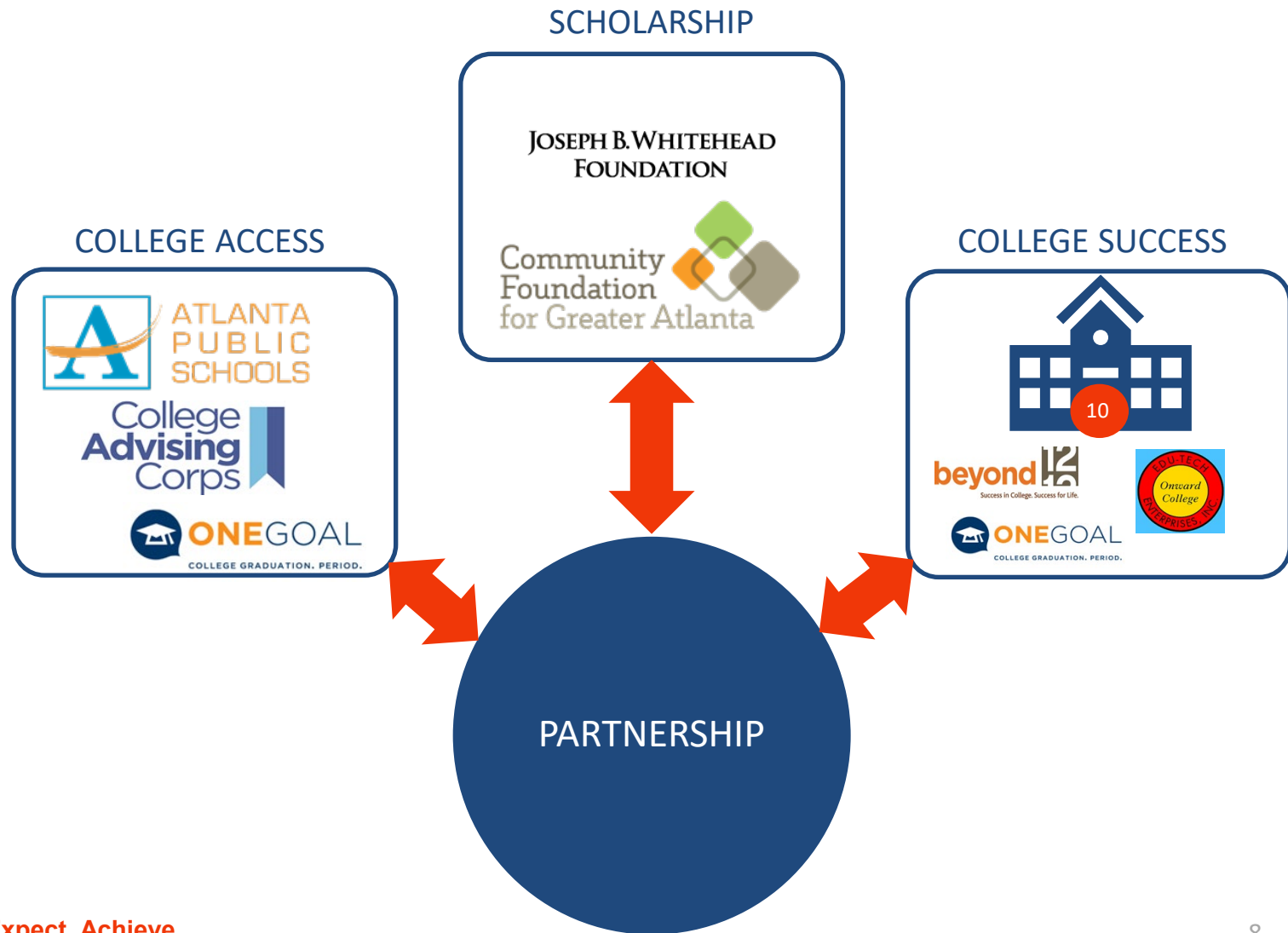
Believe. Expect. Achieve.
achieveatlanta.org

ACHIEVE
ATLANTA

Scholar Profile

4,468 Scholars

Attending **319** different colleges

94% Scholars are Black or Hispanic

1/3 of graduating Atlanta Public Schools seniors become Scholars

96% eligible for Pell Grants

Believe. Expect. Achieve.
achieveatlanta.org

ACHIEVE ATLANTA

How We Scale

SCHOLARSHIP

COLLEGE ACCESS

COLLEGE SUCCESS

PARTNERSHIP

Believe. Expect. Achieve.
achieveatlanta.org

ACHIEVE
ATLANTA

Ongoing Scholar Data Collection

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.

Believe. Expect. Achieve.
achieveatlanta.org

ACHIEVE
ATLANTA

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."
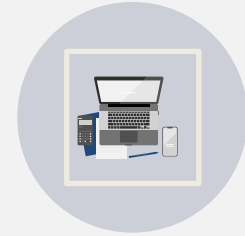
-Cohort 2020 Scholar

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."
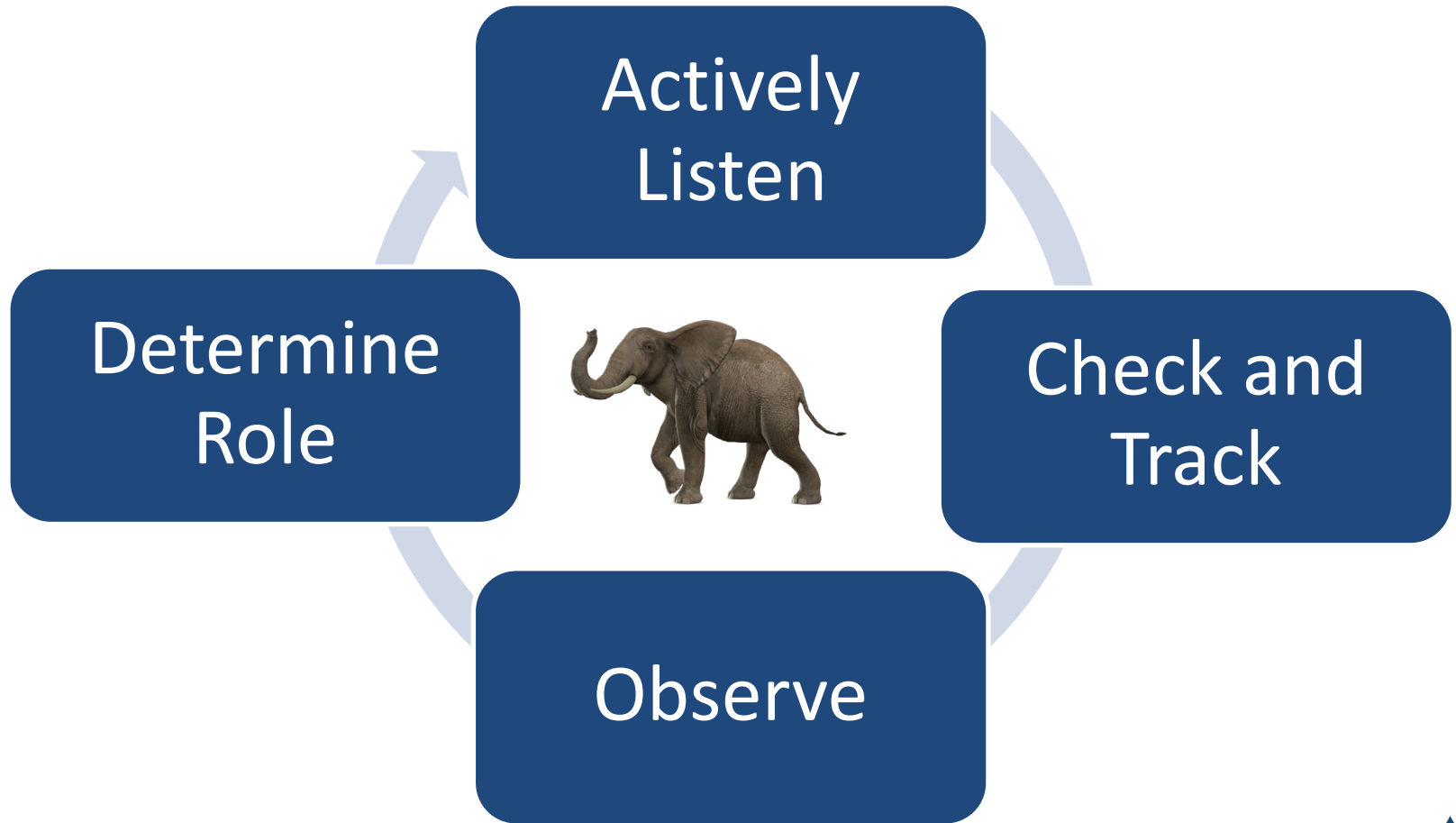
-Cohort 2020 Scholar

Not Academically Prepared

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

–Partner Coach

11

Seeing the Whole Elephant

Actively Listen

Check and Track

Observe

Determine Role

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

ACHIEVE
ATLANTA

Partnership Support Practices

What We Are Doing

https://achieveatlanta.org/pathway-to-persistence/
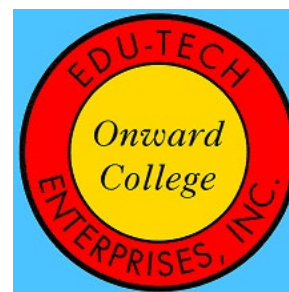
Thank you!

Susanne Diggs-Wilborn, Psy.D.
Vice President College Success
678.244.9275
sdiggswilborn@achieveatlanta.org