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Serving a large at-risk population

- Academic actions (AcAc) reviewed at the end of every fall and spring semesters
  - ~850 students

- Mandated interventions for academically at-risk students which include those on:
  - Early warning (fall and spring)
  - Probation (fall and spring)
  - Suspension (fall only)
  - Dismissal (fall only)
The creation of SOAR

- Created by AcAc chairs
- Launched at the end of the fall 2013 semester
  - Joint efforts of CAH, CLLL, & CNS
- Fulfills UHM mandate for at-risk interventions while providing:
  - Structured information
  - Opportunity for reflection
  - Connections to advising and other campus resources
The SOAR Program

- Email Notification
- Mandatory Advising
- Survey
- Resource Packet
- Holds (if necessary)
SOAR Advising Curriculum

Prescriptive
- Structured information

Collaborative
- Plan development
- Stress management

Developmental
- Tough questions
- Self-reflection
Please complete the survey here.

Please evaluate the following statements based on your SOAR advising appointment.

For those topics not discussed in your appointment, please select "No Opinion".

As a result of my advising appointment regarding my academic performance...

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No opinion</th>
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<tbody>
<tr>
<td>I have a better understanding of academic policy and requirements to be in good academic standing</td>
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<td>I am now more aware of UHM resources that can help me improve academically</td>
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<td>I am now more aware that poor academic performance (GPA) may affect financial aid/scholarships, student housing, student employment, etc.</td>
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<td>I feel being able to speak with an advisor about my academic performance was helpful</td>
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</table>

Thank you for participating in SOAR advising. Please complete the following survey:

www.advising.hawaii.edu/artis/soar/

If this survey is not completed by Monday, July 14th, a hold will be placed on your academic record.
Students’ voices

- I could study everyday, but that isn’t the person I am. It is not something I like to do, but have to do
- It is hard to find college enjoyable
- I took on too much
- I can’t find motivation
- I am holding myself back
- I know I can do better
- I need to align my interests with my major and course selection
- I know I tried my best
- If only I could clearly communicate the thoughts in my head
161 Total SOAR Students

- Did not participate
- Participated in SOAR
Academic Standing

- SOAR
- No SOAR

Improved Academic Standing
AcAc Taken on Record
Cumulative GPA Improvement

SOAR

Improved: 60%
Worsened: 40%

No SOAR

Improved: 40%
Worsened: 60%

Improved
Worsened
Fall 2013 and Spring 2014 GPAs

![Bar chart showing GPAs for SOAR and No SOAR students for Fall 2013 (F13 Sem.), Fall 2013 Cumulative (F13 Cum.), Spring 2014 (Sp14 Sem.), and Spring 2014 Cumulative (Sp14 Cum.).]
As a result of SOAR advising...

- **96% Agree**
  - I have a better understanding of academic policy and requirements to be in good academic standing

- **90% Agree**
  - I am now more aware of UHM resources that can help me improve academically

- **93% Agree**
  - I am now more aware that poor academic performance (GPA) may affect financial aid/scholarships, student housing, student employment, etc.
SOAR Feedback

- Advisors were rated:
  - Helpful and very knowledgeable
  - Understanding and not judgmental
  - Enthusiastic

- Discussions with an advisor:
  - Boosted confidence and motivation
  - Sparked awareness towards GPA
  - Demonstrated there are people willing to help
  - Prompted better understanding what needs to be done
What we learned as advisors...

- “I had to keep flexible because the student reasons for poor academic performance were so varied.”

- “I was constantly reminded of how hard our students have it these days. These meetings have made me more empathetic.”

- “Sometimes it’s easy to forget that these are not ‘usual’ students in the sense that what might come naturally (like time management, having study partners, reflection and self-assessment) for others can be a bigger struggle for SOAR students. Having a curriculum is a reminder of this.”
How SOAR impacted our advising

- The complexity of at-risk cases
- The connection between self-worth and academics
- Counter intuitive advising
  - Postponing progress to make progress
  - Balancing university goals with student realities
- Importance of training in learning styles and tactics
Special Thank You...

- Susan Ma
- Kay Hamada, Acting Chair when SOAR was launched
- CASSAS colleagues
Questions?