MIACADA Concurrent Sessions: At a Glance

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Concurrent Session 1: 10:15-11:05am

Session # 1   **Room: 102**

How Can We Advise What We Don't Know? A model for improving advisor accuracy

Dr. Mari Straith Yancho, Mott Community College

Academic advising is one of the most rewarding and important professions in post-secondary education...and one of the most maligned. We've all heard the horror stories of bad advising and its results. Some of the stories are fiction, but unfortunately, too often they hold at least some truth. So, how do we improve our advising skills and accuracy in order to better serve our students? This session presents a method that will help your advising program to identify and correct areas of weakness, and build a stronger, more effective advising staff.

Session # 2   **Room: 113**

MIACADA Leadership - How to Get Involved

Rachel Pawlowski, Wayne State University

MIACADA Board Members

Have you ever wondered how to get involved in leadership positions on your campus, in professional organizations, or in general? Have you ever thought that you would like to run for office within an organization but were not sure if you were ready? Members of the MIACADA Board of Directors will discuss in a panel presentation ways that they have gotten involved in leadership positions, what they have gained professionally from being in those positions, and suggestions and tips for how to get involved. Members of the panel will include Chris Strychalski – current MIACADA President, Anne London - current MIACADA President Elect, Roberta Rea - current MIACADA Past-President, Moira Fracassa - current MIACADA Secretary, Christen Lesko-Brown – current MIACADA Treasurer, Rachel Pawlowski – current MIACADA Member-At-Large, and Jonelle Golding – current MIACADA Communications Chair.

Session # 3   **Room: 020**

The Multicultural Business Success Academy

Dr. Darrell King, Michigan State University

Sherri Henry, Michigan State University

This presentation highlights a successful partnership between Multicultural Business Programs and Undergraduate Academic Services to address transitional issues for multicultural students. The Multicultural Business Success Academy (MBSA) was created and designed to address some of the most difficult barriers to student success, academic and professional identity. As a way to expand the impact of the Summer Business Institute, in 2011 an additional component was added to SBI. That component was the Multicultural Business Success academy. This program is the brainchild of Dr. Darrell King, Sr. Associate Director for Multicultural Business Programs and Ms. Sherri Henry, Associate Director of Undergraduate Academic Services in the Broad College. This program sought to increase the number of SBI students who were being admitted to the upper school of the college of Business and thus graduating from the college of business.

Concurrent Session 1: 10:15-11:05am

Session # 4   **Room: 021**

Capital Gain: Why Academic Advising Matters

Ranae Hamama, Wayne State University

Stacie Moser, Wayne State University

Dennis Ross, Douglas Peacock, Wayne State University

This presentation will discuss some of the investments that Wayne State University has made over the past five years to their advising program as part of a vital initiative to support student success. Since its implementation, 45 advisors have been hired in various colleges/academic departments across campus. General education advising has now moved into departments and exploratory students are able to receive specialized advising at the University Advising Center. New programs such as Wayne Advantage-Macomb have been implemented to allow students to enroll in courses at community colleges while maintaining student status at Wayne State. WSU has also made significant gains as far as the technology that is being utilized on campus to support the advising initiative including Change of Major Program (CHOMPS) Degree Works, and Advising Works.

Session # 5   **Room: 022**

Better, Faster, Stronger: The Evolution of Technology in Advisor Communication

Saroya Cicero, University of Michigan

Kaydee Fry, University of Michigan

Bri Peikert, University of Michigan

How has our communication with students evolved and where is it heading in the future? Advisors from a large department within a research institution will examine how technological advancements have greatly aided various communication-based processes, from declaring student majors to graduation and beyond. This department once led in-person orientation sessions 4x/semester and used carbon-copy declaration forms; today, orientation is done online, where students are given a "virtual tour" of the department resources and fill out their declaration forms online. C-Tools used to be the primary way to communicate important announcements – now, we have a text-messaging system, use MailChimp newsletters, and social media platforms to engage our students. Recent alumni outreach efforts, including a student-produced "Alumni Spotlight" video series, will be covered. This presentation will also explain our rationale for the methods of communication used, including students' feedback, rooted in data from surveys collected in 2014 and 2017.

Session # 6   **Room: 023**

Capitalizing on Self-Care to Minimize Adviser Burnout

Meaghan Cole, Oakland University

Love being an adviser? Whether you have served as a professional adviser for less than a year or 20+ years, even the most amazing adviser can become, well, burned out. This "taboo" topic will be shared openly and supporting literature will be interwoven throughout this discussion-based session. Practical self-care strategies will be highlighted. This session will serve as a "check-in" on your daily advising journey- to ensure you have self-care tools to prevent personal career burn out.

Concurrent Session 2: 11:15am-12:05pm

Session # 7   **Room: 102**

Quality Education for Different Learning Styles and Different GPAs: A Student Perspective

Nicolas Gisholt, Michigan State University

Are students satisfied with the education they're receiving? More importantly: is their University preparing them for today's job market? Even with the most current pedagogical methods and latest technology, Academia is not meeting many students' needs – the undecided, at-risk, first generation, non -Graduate School bound. How are we helping the "Murky Middle" succeed in our institutions? Internships, service learning, practical experiences are as important as research and scientific knowledge. With an interdisciplinary curriculum and a special focus on hands-on experience, these marginalized groups will be better prepared for today's job market, thus advancing society and a more equitable playing field for a high percentage of our students, independent of the institution they attend.

Session # 8   **Room: 113**

MIACADA Book Club: Motivation: Master the Power of Motivation to Propel Yourself to Success By Ace McCloud

Molly Thornbladh, Eastern Michigan University

Please join us to for a MIACADA Book Club discussion! As a follow up to the April 6th NACADA Webinar Nudging Students to Success: The Integration of Academic Advising and Motivational Psychology, MIACADA selected the book Motivation: Master the Power of Motivation to Propel Yourself to Success by Ace McCloud. He is a full time professional author dedicated to studying and executing in peak performance strategies, with a specialty in business, health and the world's best success strategies. He was born in 1973 and graduated from Salisbury University with degrees in Business and English. Please join us as we discuss the book and how it relates to our roles as advisors.

Session # 9   **Room: 020**

DACA 101: (Deferred Action for Childhood Arrivals) Advisors and Undocumented Students Working Together Towards Success

Ana Mari Woehr, Lansing Community College

Adriana Carreon, Lansing Community College

Undocumented students are in need of advising that meets their unique circumstances and resources specifically tailored to assist in their success. Advisors are key and a valued connection with the student population as a source to disseminate information both for academic barriers as well as outside factors that may influence students' success. This presentation will offer an opportunity to improve your knowledge about undocumented students and the terminology utilized to refer to immigrants; identify DACA students and their path in education, as well as practices that are helpful to contribute to their success. There will be a brief overview of policy and general guidelines, the discussion portion will address common misconceptions, in addition highlight challenges facing advisors and students in Higher Education

Concurrent Session 2: 11:15am-12:05pm

Session # 10   **Room: 021**

Creating a supportive environment through the development of onboarding and training processes: Learn how to invest in your staff to enhance the support of students

Stacie Ballard, Western Michigan University

Andrea Bau, Western Michigan University

When a new staff member/advisor joins your team, do you have a process for onboarding that strengthens the team? Do you have training processes that encourage growth of the individual and staff across the entire first year and beyond? Are students impacted when your office experiences transition? Join our discussion about onboarding and training. We will share how we came to understand the importance of developing onboarding and training processes for new advisors, how we took our first steps to develop these processes, how we are moving forward to gain insights from colleagues across campus, and how you too can begin this process and further develop what you already use. By the end of this session, participants will be able to differentiate between onboarding and training, evaluate the systems and materials currently being practiced, and develop materials and systems to orient new advisors to the team and institution.

Session # 11   **Room: 022**

Not Just Another Box To Be Checked – Creating a Connection Between General Education and Lifelong Learning

Rachel Pawlowski, Wayne State University

James Fortune, Wayne State University

Many students today see general education courses as just another box that needs to be checked on their way to graduation. They may even see these courses as a waste of time and money. As Academic Advisors, it is our job to help students make the connection between general education courses, their majors, their career paths, and even their purpose in life. This presentation will assist Academic Advisors in learning 4 strategies and techniques to assisting students who are asking the common question, "What are general education courses for anyways?"

Session # 12   **Room: 023**

College Student Mental Health and the role of Counseling in Academic Advising

Jeff Simms, Mott Community College

Trisha Nelson, Mott Community College

Academic Advising work is demanding. Academic planning, registration, and helping students make the best informed decisions about their career. When Academic Advising goes well students are able to achieve career satisfaction and fulfillment. However, we live in a challenging world where students experience a variety of mental health issues including trauma, anxiety, depression, and suicidal ideation. This session will review the topics of college student mental health, when Academic Advisors should be concerned, how to refer to a mental health professional, and what a community college did in the past year to improve mental health awareness and reduce stigma. The session will be facilitated by Licensed Professional Counselors and National Certified Counselors.

Concurrent Session 3: 1:30pm-2:20pm

Session # 13   **Room: 102**

Small Investment, Big Pay-Offs: Successful Mentoring with Limited Resources

Laura Hetzler, Wayne State University

Amanda Horwitz, Wayne State University

As academic advisors, we are all aware of how powerful a good mentoring program can be. Unfortunately, the fear of failure, time commitments and budgets often prevent us from ever taking the first step. At Wayne State University, several successful mentoring programs have been developed over the past couple of years. All of the programs are being carried out with relatively small time commitments and budgets. This presentation will explore the Nora and Crisp (2007) four factor theoretical model at the base of the WSU mentoring programs. A significant portion of the session will be used to discuss generalization and implementation at home institutions with the goal of attendees being able to use presented topics immediately.

Session # 14   **Room: 113**

Investing Early: How an Early Arrival Program Sets Students Up For Success

Gabriel Peña, Grand Valley State University

Sulari White, Grand Valley State University

Saulo Ortiz, Grand Valley State University

The Academic Success Institute (ASI) at GVSU is five a day early arrival program that takes place one week before move-in. This program allows for faculty and staff from across the university to work together to welcome, build relationships with, and accustom participants to the expectations of being a successful college student. By working in small teams, faculty, staff, and students are able to build close relationships and develop a greater understanding of each other. During the institute, students are exposed to a variety of workshops, led by faculty and staff, with topics ranging from interpreting a syllabus to how to become a more efficient writer. Following the completion of the institute, students are also enrolled in a credit bearing freshman seminar that applies the topics covered in ASI to their current experiences at the university, making sure that they are getting the most out of the program as possible.

Session # 15   **Room: 213**

MIACADA Board of Directors Meeting

Chris Strychalski, Madonna University

MIACADA Board,

The MIACADA Board of Directors and Advisory Committee meets four times annually - in May, July, October and February. All MIACADA members are invited to join us for the May meeting during the breakout sessions of the 2017 MIACADA Conference. Typical meetings include reports from each of the officers, as well as discussion related to new and old business of the association. Please join us if you have considered running for a MIACADA position or would like to learn more about our organization!

Concurrent Session 3: 1:30pm-2:20pm

Session # 16   **Room: 020**

Find your True Color: Understanding your personality style while also appreciating differences with co-workers and students.

Erin Busscher, Grand Rapids Community College

Dan Nyhof, Grand Rapids Community College

Angela Long, Grand Rapids Community College

Have you ever worked on a project with others and are left scratching your head when it comes to executing the plan? Have you worked with a co-worker or student who approaches problem solving in a completely different way than you? Our presentation will use the True colors inventory to help participants recognize their own personality styles and better understand their areas of strength. This presentation will also highlight other personality styles so we can start to appreciate the differences we have with others.

Session # 17   **Room: 021**

30 Minutes to Change the World

Adam McChesney, Oakland University

Most advisers have only 30 minutes to literally change the course of a student's life. That's a lot to accomplish in only 30 minutes or less. In order to effectively use that 30 minutes, consider having students fill out an intake form. At this session you'll learn how one advising office uses an intake form, based on Solution Focused Brief Therapy theory, to maximize the 30 minutes they have with each student. Participants will learn the essentials of Solution Focused Brief Therapy to use when working with students and how to design their own intake forms to fit the needs of their advising offices.

Session # 18   **Room: 022**

AdviseAbility: Advising Students with Disabilities

Lynne L'Hommedieu, Central Michigan University

This session will cover the difference between the federal disability law that covers K-12 and higher ed and what that means for difficulties students may face in the transition to college; common visible and invisible disabilities and academic accommodations; and ways to talk with students about their disabilities to help them navigate college life.

Session # 19   **Room: 023**

Designing and Implementing a Tutoring-Focused Peer Mentoring Program for Students in the 'Murky Middle'

Kanchan Pavangadkar, Michigan State University

Danielle Lopez, Michigan State University

On University campuses nationwide a lot of resources are devoted towards the freshmen experience to help students transition and increase student retention and graduation rates. We found a lack of programs that continue the same level of support beyond that first year. This led to the development of the 'Neuroscience Mentor Program', a tutoring-focused peer mentor program, geared towards helping students who are in the 'murky middle' GPA range beyond

their first year. During the presentation, we will give an overview of program development, implementation of the program, discuss its impact on student success, and how it served as an opportunity for professional development for the advisors involved.

Concurrent Session 4: 2:30pm-3:20pm

Session # 20　　　　　　**Room: 102**

Journey to the Other Side: Setting the Stage for Diverse Student Success

Kayla Bottrell, Central Michigan Unviersity

As academic advisors serving students at increasingly diverse institutions, it is important to remain current on the cultural norms and unique needs of diverse students. We must also be willing and able to adjust our methodologies and strategies to support the diverse students we advise (Brown & Rivas, 1993), in addition to building strong relationships that instill trust and encourage learning. This session will further highlight the responsibilities of academic advisors in the context of working with diverse students, as well as philosophies and techniques that can be employed when advising these students to increase their sense of belonging, confidence, and overall success within higher education settings. The content of this conversation will be geared toward new and intermediate-level advisors; however, more seasoned advisors are welcome, as their presence will certainly enhance the quality of the discussion.

Session # 21　　　　　　**Room: 113**

Hindsight is 2020: Evaluating a Second-Semester Group Advising Intervention for First Year Students

Corinne Forys, Wayne State University

Solaf Shallal, Wayne State University

The Department of Psychology at Wayne State University developed a group advising meeting for second-semester, first year students in order to address the following issues: proactive advising efforts tended to decrease throughout students' first year and this program provided advising contact in the second semester; advisors' time for individual appointments is limited in a large department, so a group meeting allowed advisors to extend their reach while being economical with their time; and the group setting allowed for students to communicate with one another and normalized the experience of interacting with advisors. In this session, we will share student feedback about this meeting, provide attendees with copies of all materials used in this student intervention, and facilitate discussion on how this program can be adapted for use at other institutions.

Session # 22　　　　　　**Room: 020**

Supporting Student Success: Addressing the Needs of Underrepresented Students in an Accelerated Health Care Program

Kristen Salem, Wayne State University

Christian Little, Wayne State University

As the demand for health care professionals is expected to rise, it is essential that nursing and other allied health professions aim to recruit, retain and graduate diverse students to expand the outreach of health care services and research across a growing culturally diverse population. To increase opportunities within the field of nursing, Wayne State University's College of Nursing offers the Nursing Workforce Diversity Program (NWD) and the Bachelor of Science in Nursing Pathway for Veterans. Both projects follow a similar 'rapid advisor response team' model that offers early invention and resources aimed at improving retention. This presentation will demonstrate how fellow

Wayne State University College of Nursing Academic Advisors implement best practices, including intrusive and strengths-based advising techniques, mentoring, and other academic and social initiatives. Presenters will also share perspectives on the successes and challenges in implementing grant objectives. Participant interaction will be encouraged through dialogue and group activity.

Concurrent Session 4: 2:30pm-3:20pm

Session # 23   **Room: 021**

Advising in Competitive Admit Programs: Helping students navigate alternative paths

Stephanie Brewer, Michigan State University

Megan Stevenson, Michigan State University

Competitive admission programs are common across many higher education institutions. In this session we will provide a brief overview of the competitive admission process in the Broad College of Business at Michigan State University. This will include strategies utilized by the advising team to support students who have been denied or are exploring alternative paths to business. We will also present advising strategies and best practices from current literature and offer an opportunity for small groups to share their own experiences.

Session # 24   **Room: 022**

Digging Deeper: Understanding How Internal Beliefs Create Barriers to Student Success

Tonjala Eaton, Lansing Community College

If you have ever been curious about the internal beliefs that guide your students' behavior, then this session is for you. Participants will learn how the tacit beliefs of student athletes can facilitate or prohibit academic success. Members of the Lansing Community College (LCC) Men's Basketball team participated in a research project to explore how their self-concept, career outlook and willingness to demonstrate initiative impacts their motivation and academic performance. This session will focus on understanding the relationship between internal beliefs and student success. The presentation will be followed by an interactive discussion on identifying new strategies to support student athletes.

Session # 25   **Room: 023**

Getting students on TRACK: Developing a Student Professional Development Program

Joy Gianakura, Grand Valley State University

Engaging students outside of the classroom in ways that enhance learning is valuable, and challenging. The Seidman College of Business at GVSU has developed a program that enriches students' education through four distinct TRACKS. The TRACKS program incorporates the Know, Do, Be model of education and allows students to explore the areas of Professional Communication; Strategic Career Development; Leadership, Ethics and Integrity; and Global and Diverse Perspectives. How a program like this can be developed, nurtured through faculty engagement, monitored and assessed will be discussed.