



**MIACADA**

Michigan Academic Advising Association

# Annual Conference 2014

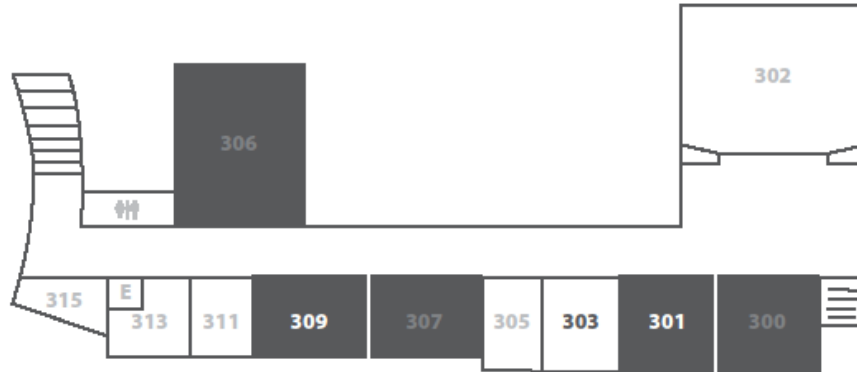
Friday, May 30, 2014  
Central Michigan University

**S**tudent **O**utreach **S**trategies:  
*Lighting the Way to Success*

# Maps

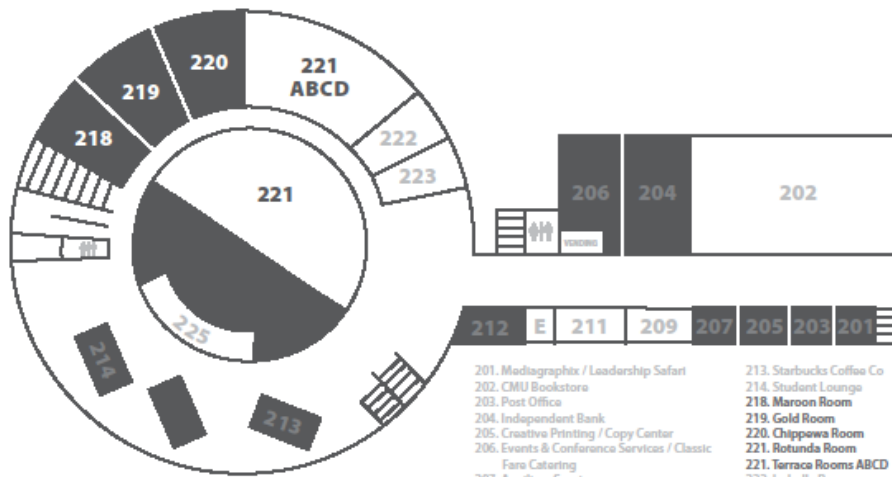


## UPPER LEVEL



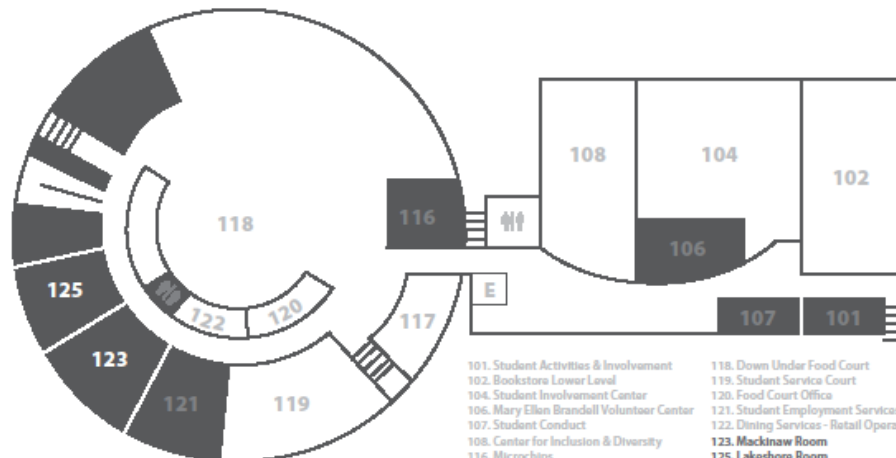
- |  |                          |
|--|--------------------------|
| 300. President's Conference Room           | 307. Lake Huron Room     |
| 301. Lake Superior Room                    | 309. Lake St. Clair Room |
| 302. Auditorium                            | 311. Lake Ontario Room   |
| 303. Lake Michigan Room                    | 313. Guest Room          |
| 305. Lake Erie                             | 315. Guest Room          |
| 306. Civil Rights and Institutional Equity |                          |

## MAIN LEVEL



- |   |                              |
|---|------------------------------|
| 201. Mediatography / Leadership Safari                    | 213. Starbucks Coffee Co     |
| 202. CMU Bookstore  | 214. Student Lounge          |
| 203. Post Office  | 218. Maroon Room             |
| 204. Independent Bank                                     | 219. Gold Room               |
| 205. Creative Printing / Copy Center                      | 220. Chippewa Room           |
| 206. Events & Conference Services / Classic Fare Catering | 221. Rotunda Rooms ABCD      |
| 207. Auxiliary Services                                   | 222. Isabella Room           |
| 209. Central Card Office                                  | 223. Mt. Pleasant Room       |
| 211. UC Management / Camps & Conferences                  | 225. Quiznos / Goodies to Go |
| 212. Information Desk                                     |                              |

## LOWER LEVEL



- |   |  |
|---|--|
| 101. Student Activities & Involvement     | 118. Down Under Food Court               |
| 102. Bookstore Lower Level                | 119. Student Service Court               |
| 104. Student Involvement Center           | 120. Food Court Office                   |
| 106. Mary Ellen Brandall Volunteer Center | 121. Student Employment Services         |
| 107. Student Conduct                      | 122. Dining Services - Retail Operations |
| 108. Center for Inclusion & Diversity     | 123. Mackinaw Room                       |
| 116. Microchips                           | 125. Lakeshore Room                      |
| 117. First Impressions                    |  |

# Table of Contents



Maps.....	3
President’s Welcome .....	5
Keynote Speaker.....	6
Officers and Committee Members .....	7
Conference Agenda.....	8
Business Meeting Agenda.....	9
Concurrent Sessions - At a Glance .....	10-11
Concurrent Sessions - Descriptions.....	11-22
About MIACADA .....	23
About NACADA.....	24
Wireless Instructions .....	26
Looking Ahead.....	Back Cover



# President's Welcome



Hello MIACADA Members,

I want to take this opportunity to welcome you to the 2014 MIACADA state conference on behalf of the 2013-2014 MIACADA Executive Board and the Conference Planning Committee. In addition, I would like to extend MIACADA's gratitude to Central Michigan University for hosting the 2014 state conference.

This year our conference theme is "Student Outreach Strategies: Lighting the Way to Success." The Conference Committee has selected a variety of different concurrent sessions intended to highlight best practices from institutions across the state. Remember to vote for the "Best in Conference" session – the winner will receive up to \$500 towards conference expenses to present at the 2015 NACADA Region V Conference.

In addition to the sessions provided today, MIACADA will recognize outstanding Academic Advisors, Advising Administrators and Graduate Students that have contributed to the success of their students and the profession as a whole within Michigan. The recipient of the prestigious Pacesetter Award will also be announced and recognized for their contribution to Academic Advising from an Executive Leadership prospective.

Again, we hope that you enjoy the conference today and have the opportunity to network with your colleagues, develop Student Outreach Strategies and increase your overall professional knowledge. I look forward to interacting with you throughout the day.

Respectfully,

Paul Beasley  
2013-14 MIACADA President



## Keynote Speaker



### **Mark Jackson, Director of Upward Bound, Eastern Michigan University**

I have over 30 years experience serving with programs that work to enhance student opportunities. I have earned a Bachelor's Degree in Psychology, a Master's Degree in Clinical Psychology and a Doctorate degree in Psychology with an emphasis in Educational Systems Analysis, all from Western Michigan University. I have devoted my career to designing and implementing quality programs that enhance the professional development, character, and academic performance of high school and college students. I have also helped create a variety of mentoring programs that assist youth in self-improvement. Currently, I serve as Director of the Upward Bound Program at Eastern Michigan University. Serving in this arena has taught me many times over that there is much unrealized potential among those seeking higher education and I love to help others reach their potential.

I chose to work in student support programs because when I arrived as a freshman college student, the people who supported me made an enormous difference in my life by encouraging me to work hard and take full advantage of available opportunities. My greatest satisfaction has come from working with dedicated coworkers for the purpose of enhancing students' educational abilities and opportunities. I consider it a privilege and a blessing to help others face the many challenges that life brings. Many people made a difference in my life; therefore, I believe it is my duty to do the same for others.



# Officers and Committee Members



## MIACADA 2013-2014 Board of Directors

Past President .....	Molly Duggan-Weir
President .....	Paul Beasley
President-Elect .....	Heidi Purdy
Secretary .....	Martha Reck
Treasurer .....	Christopher Strychalski
Member-at-Large 2012-2014 .....	Roberta Rea
Member-at-Large 2013-2015 .....	Kate Bernas
Member-at-Large 2013-2015 .....	Leah Tennant

## 2013-2014 Advisory Board

Membership .....	Christen Lesko
Communications .....	Jonelle Golding
MIACADA Conference Co-Chair .....	Kim Barnes
MIACADA Conference Co-Chair .....	Lynne L'Hommedieu
NACADA State Liaison .....	Thomas Owens
Webmaster .....	Joseph Murray

## 2014 Conference Planning Committee

Kim Barnes .....	Mid Michigan Community College
Paul Beasley .....	Davenport University
Theresa Borawski .....	Mid Michigan Community College
Tricia Ferrell .....	Mid Michigan Community College
Rachel Hahn .....	Davenport University
Teri Hect .....	Mid Michigan Community College
Linda Jensen .....	Mid Michigan Community College
Lynne L'Hommedieu .....	Central Michigan University
Wiona Porath .....	Siena Heights University
Martha Reck .....	University of Michigan
Alyse Redman .....	Mid Michigan Community College
Molly Thornbadh .....	Eastern Michigan University



# Conference Agenda



<b>8:00–9:00 AM</b>	<b>Check-in and Morning Refreshments</b> Rotunda, Bovee University Center
<b>9:00–10:00 AM</b>	<b>Opening and Keynote Address</b> Dr. Mark Jackson, Director of Upward Bound Eastern Michigan University
10:00–10:15 AM	Break
<b>10:15–11:15 AM</b>	<b>Concurrent Sessions I</b>
11:15–11:30 AM	Break
<b>11:30 AM–12:30 PM</b>	<b>Concurrent Sessions II</b>
12:30–1:30 PM	Lunch and Awards Presentations
1:30–1:45 PM	Break
<b>1:45–2:45 PM</b>	<b>Concurrent Sessions III</b>
2:45–3:00 PM	Break
<b>3:00–4:00 PM</b>	<b>Concurrent Sessions IV</b>
<b>4:00–4:30 PM</b>	<b>Business Meeting</b> Rotunda, Bovee University Center

# Business Meeting Agenda



- **Call to Order**
- **Acceptance of Agenda**
- **Approval of Minutes – February 11, 2014**
- **Board Reports**
  - President – Paul Beasley
  - President-Elect – Heidi Purdy
  - Past-President – Molly Duggan-Weir
  - Secretary – Martha Reck
  - Treasurer – Christopher Strychalski
  - Members-at-Large – Roberta Rea; Kate Bernas; Leah Tennant
- **Advisory Council Reports**
  - Membership – Christen Lesko
  - Communications – Jonelle Golding
  - Web Site – Joseph Murray
  - 2014 Conference Co-Chairs – Lynne L'Hommedieu and Kim Barnes
  - NACADA Liaison – Thomas Owens
- **Old Business**
- **New Business**
- **Adjournment**

## CONGRATULATIONS 2014 MIACADA Advising Award Recipients

### **Primary Award**

Amy Tratt

Michigan State University

### **Pacesetter**

Dr. Scott Crabill

Oakland University

### **Graduate Student Award**

Leah Kicinski

Grand Valley State University



# Concurrent Sessions - At A Glance



## Concurrent Sessions I — 10:15–11:15 AM

C1.	Takin' It to the Streets: Doobie Brothers Advising	Lake Superior
C2.	Using Peer Support Groups as an Outreach Strategy for Military Students	Lake Michigan
C3.	Students Reaching Out to Students: Shining a Light on Your Peer Mentor Program	Lake St. Clair
C4.	We're All In the Same Boat: Working with Faculty Mentors to Enhance Student Success	Maroon
C5.	Celebrate Learning: An Adventure in Advising and Learning	Gold
C6.	Building a Community: Working Together to Engage Students Academically and Socially	Chippewa
C7.	Possibilitarians: Seeking Solutions for Academic Probation Students	Mackinaw
C8.	Using Proactive Advising to Improve Student Success and Retention for At-Risk Students	Lakeshore

## Concurrent Sessions II — 11:30 AM–12:30 PM

C9.	Don't Sink! Charting Your Course for Advancement!	Lake Superior
C10.	Advising for High-Impact Practices	Lake Michigan
C11.	Military Student Success: Understanding, Educating, and Supporting	Lake St. Clair
C12.	Student to Student: Utilizing Student Ambassadors for Recruitment and Retention	Maroon
C13.	Speaking from Experience: Improving Student Recruitment, Retention, and Time to Degree Through Models for Experiential Learning	Gold
C14.	Enhancing Student Connectedness to Light the Way to Success	Chippewa
C15.	The Phoenix Program: An Intrusive Retention Initiative for Measureable Success with Academically At-Risk Students	Mackinaw
C16.	Troubled Waters: Academic Integrity and Academic Advising	Lakeshore

## Concurrent Sessions III — 1:45–2:45 PM

C17.	The Emerging Field of Parent and Family Services	Lake Superior
C18.	What's Your Story? Qualitative Assessment in Academic Advising	Lake Michigan
C19.	Lighting the Way to Success: Optimizing Interactions Between Faculty and Advisers	Lake St. Clair
C20.	VetPAC – The Bridge Back Program: A Personalized Action Contract for At-Risk Populations	Maroon
C21.	Finding Our Way in the Future: Advising with Mobile Technology	Gold
C22.	Academic Advising: The Many Hats We Wear	Chippewa
C23.	When Recruitment Is Not Enough: Strategies to Retain Underserved College Students	Mackinaw
C24.	Utilizing an At Risk Survey During Orientation to Identify At Risk First Year Students	Lakeshore

## Concurrent Sessions - At A Glance



### Concurrent Sessions IV — 3:00–4:00 PM

- |      |  |                |
|------|--|----------------|
| C25. | The Medium Is the Message: The Impact of How, Not What, Advisors Communicate on Advising Culture           | Lake Michigan  |
| C26. | Reaching for the Stars: Career Counseling for Non-Traditional Adult Transfer Students                      | Lake St. Clair |
| C27. | Inspiring Students to Succeed  | Maroon         |
| C28. | Business Externship Program: Lighting the Way to Student Success   | Gold           |
| C29. | Bringing Our Students in to Port, Safely: How Individualized Orientation Benefits the College and Students | Chippewa       |
| C30. | "Lighting the Way to Success" by Way of Early-Alert Systems: Identification and Intervention               | Mackinaw       |
| C31. | A Beacon of Light in the Sea of MTA Information  | Lakeshore      |

## Concurrent Sessions - Descriptions

### Concurrent Sessions I — 10:15–11:15 AM

#### C1. **Takin' It to the Streets: Doobie Brothers Advising** **Lake Superior Room**

Adam McChesney

*Oakland University*

Need a break from your office? Frustrated with not being able to reach more students with your message? Well, go back to the 70s, listen to the Doobie Brothers, and start Taking it to the Streets! That's what the Oakland University School of Business Advising office did. This last year has seen the development of several initiatives to start advising in new settings. This session will describe the different programs we set up to reach multiple students at once including cafeteria advising, seminars for transfer students, facebook/email campaigns, and other ways to take the message out to the students. This session won't be all sunshine and smiles though; we'll also discuss our pitfalls and mistakes so hopefully your office will be able to avoid them, such as overloading students with information or not using the right meme in your presentation. We will also brainstorm ideas to take back to your office to hopefully start taking advising to the streets of your campus.

# Concurrent Sessions - Descriptions



## **C2. Using Peer Support Groups as an Outreach Strategy for Military Students**

### **Lake Michigan Room**

John Johnson

*Madonna University*

Military students face many challenges in their transition from soldier to students. Emotional wounds, connecting with other students, and adjusting to civilian life are just some of the issues that affect the college experience of military students. In addition, many military students often feel a sense of isolation being on a campus populated by traditional age students. Peer support groups are a unique way to engage and provide outreach to veterans. Military students are given opportunities to discuss personal issues brought on by service in the military, connect with their peers in a meaningful way and open up about their challenges in a safe and confidential environment. In this session participants will learn the steps taken to develop a peer support group and provide outreach to veterans!

## **C3. Students Reaching Out to Students: Shining a Light on Your Peer Mentor Program**

### **Lake St. Clair**

Jeni Olney

*University of Michigan*

This presentation will assist those interested in creating new, or reviewing current mentorship programs by sharing the anatomy of a large Peer Mentor Program at the University of Michigan (that has undergone several revisions of its own). The presenter will discuss supervision and implementation of both student and staff-led administration, training, and programming and will elicit best practices to be shared among the group.

## **C4. We're All in the Same Boat: Working with Faculty Mentors to Enhance Student Success**

### **Maroon Room**

Hillary Phillips, Alyse Redman

*Mid Michigan Community College*

In academia, there is a common separation of faculty members and student services. Operating in separate silos we often know little about each others' duties and responsibilities to students, yet our goals are identical: student success. With NACADA's "Advising as Teaching" model in mind, this session will show how the partnership between faculty and academic advisors worked together to approach our students' success holistically. Methods include: shadowing each others' environment, opening lines of communication and sharing advising and teaching practices.

# Concurrent Sessions - Descriptions



## **C5. Celebrate Learning: An Adventure in Advising and Learning**

### **Gold Room**

Juanita Pipkin, Gari Viney

*Wayne State University*

The Celebrate Learning event at Wayne State University is a university-wide event in which students, advisors and faculty showcase the many ways students learn and the subjects they enjoy. It has been said that teaching is the highest form of learning; therefore the students become teachers and share their knowledge with other students in a fun fair-like environment. The origin of this event evolved from conversations with students. Many haven't connected learning with celebrating. From their perspective, the educational process is more of a "have to" and "get it over with" series of experiences. They celebrate canceled classes, breaks and snow days, not the realization that their learning is what will decide their future. During this session participants will learn about the Celebrate Learning event and experience some of the activities that have been presented to encourage students to participate in the learning and experience new ways of learning or exchanging ideas. This is an interactive session which will require participant involvement in a variety of learning activities.

## **C6. Building a Community: Working Together to Engage Students Academically and Socially**

### **Chippewa Room**

Alissa Talley-Pixley, Veronica Falandino

*University of Michigan School of Information*

This session will examine how a professional graduate program in a large research institution builds community prior to student's arrival on campus, which contributes to active and engaged graduate students. To accomplish this the Office of Student Affairs works as a team across academic advising, career development, and student life to ensure that students arrive prepared to be engaged with their community.

## **C7. Possibilitarians: Seeking Solutions for Academic Probation Students**

### **Mackinaw Room**

Krista Malley, April Thomas-Powell

*Oakland University*

Creating solutions and utilizing campus resources to assist students on academic probation is the reason the "Possibilitarian" team was formed. This team is a group of academic advisers from eight different advising units, at an institution with a decentralized advising model. This team has met on a regular basis discussing collaborations and possibilities. Possibilities which have resulted are an Academic Success Workshop series, an online tutorial on probation specific to each advising area, and future ideas on ways to decrease students on probation and increase the number of students getting back into good academic standing.

# Concurrent Sessions - Descriptions



## **C8. Using Proactive Advising to Improve Student Success and Retention for At-Risk Students**

### **Lakeshore Room**

Jamie Storey, Al Zainea

*Central Michigan University*

How much of an impact can advising have on student success and retention rates for at-risk students? Presenters will assess what characteristics place a student in an “at-risk” student category as well as data on retention rates for these specific students. Presenters will share their experience developing and implementing a decentralized advising model for at-risk students which includes a team-based approach to advising, information regarding “success marker” courses, and the academic success resources provided to students.

## **Concurrent Sessions II — 11:30 AM–12:30 PM**

## **C9. Don't Sink! Charting Your Course for Advancement!**

### **Lake Superior Room**

Molly Weir

*Eastern Michigan University*

Don't wait until it's too late to plan your next career move—chart your course today! This seasoned administrator will engage participants in an interactive dialogue regarding key components for professional advancement. This session is for any graduate student or professional that is looking to either get the first “real” job or an advisor that wants to move up into management. The presenter will speak from both research and real-life hiring experiences to help participants get the job of their dreams. This session will explore:

- Advance planning and research with experiences and skillsets to get the job of your dreams.
- Cover Letter Basics – It really is important!
- Resume tips – Theoretical vs. Reality Check.
- Electronic Image – Facebook, Linked In, Google, Twitter and more.
- Interview Questions – Be prepared to answer difficult questions regarding your professional career.
- Networking Basics – Who do you know? Who do you want to know? Networking takes time!
- Professional Organizations and Professional Development – Shows you are current with trends and current issues in your field.

# Concurrent Sessions - Descriptions



## **C10. Advising for High-Impact Practices**

### **Lake Michigan Room**

Leah Kicinski

*Grand Valley State University*

The American Association of Colleges and Universities has identified High-Impact Educational Practices as an active learning method to help students achieve academic success. These practices fall under the broader theme of the Liberal Education and Americas Promise (LEAP) goals.

These practices exist throughout our colleges and universities, but what are they, where are they on our campuses and how do we help our students access them? Participants will learn about practices such as: first-year seminars, diversity and global learning, and service-learning/community-based learning, and engage in small group discussion and receive materials regarding the current literature on high-impact practices.

## **C11. Military Student Success: Understanding, Educating, and Supporting**

### **Lake St. Clair Room**

Amy Kline

*Davenport University*

Informative and interactive presentation intended to help faculty and staff better understand the military student perspective. The presentation will educate the audience on a brief history of the military, the do's and don'ts of working with military students, and debunk a few myths. The presentation will also provide information on truths and realities about military students, tips and tricks on understanding military transcripts, correct course scheduling for GI bill users, and how to combat the common educational preparedness gaps that most military students have. A portion of the presentation will focus on situational role playing/case studies intended to prepare faculty and staff to effectively deal with common situations which could occur when interacting with a military student.

## **C12. Student to Student: Utilizing Student Ambassadors for Recruitment and Retention**

### **Maroon Room**

Kelly Driscoll

*Wayne State University*

Student to student communication is a very effective tool for advisors and recruiters. It is often the testimony and example of current students that interest new and prospective students. This discussion will touch briefly on ambassador programs at Wayne State University with a primary focus on the implementation of a new college-level program. The presentation will outline the programs goals, objectives and success measures and discuss outcomes of student outreach by students.

# Concurrent Sessions - Descriptions



## **C13. Speaking From Experience: Improving Student Recruitment, Retention, and Time to Degree Through Models for Experiential Learning**

### **Gold Room**

Jennifer Gansler, Rebecca Brewer

*Michigan State University*

Liberal Arts programs are facing increasing scrutiny, including their applicability to employment. To tackle this challenge, academic and career advisers collaborated on a guide to help students prepare for life beyond college. Along with academic requirements, students were handed a plan for experiential opportunities titled “Your Path to Professionalization.” This session will explain the process of developing the Path to Professionalization, its pilot introduction to incoming language majors, ongoing assessment, and additional rollouts to other majors in the college.

As a result of this presentation, participants will gain an understanding of this model of experiential learning, understand its application and recognize the model’s utility for recruitment, retention, time to degree and post-graduation placement.

## **C14. Enhancing Student Connectedness to Light the Way to Success**

### **Chippewa Room**

Tamra Watt

*Wayne State University*

Campus involvement and feelings of connectedness are known areas for enhancing retention and student success. Often, students are admitted to a university or specific program a year or more in advance. How can we promote involvement and enhance feelings of connectedness to the university or program for accepted students even before they start attending classes? This session will discuss the techniques implemented by the Doctor of Pharmacy program at Wayne State University to help incoming students build relationships with current students, faculty, and staff to foster a sense of support and a sense of belonging to light the way to success.

## **C15. The Phoenix Program: An Intrusive Retention Initiative for Measureable Success with Academically At-Risk Students**

### **Mackinaw Room**

Geralyn Heystek, Christine Robinson

*Western Michigan University*

Attend this session to learn how one college developed the Phoenix Program to increase retention with great results. The presenters will discuss specific strategies used to light the way to student success, including student-to-student outreach strategies, mentoring, intrusive advising techniques, and collaboration with other university resources to create study labs and career interventions. Incorporated into the presentation are videos and letters that share student stories about how they reached the light at the end of their tunnel. Methods, strategies and results will be shared with attendees.

# Concurrent Sessions - Descriptions



## **C16. Troubled Waters: Academic Integrity and Academic Advising**

### **Lakeshore Room**

Shannon Lynn Burton

*Michigan State University*

Academic dishonesty has significant consequences for student success ranging from failing assignments, to failing courses, to dismissal from the college or university. Unfortunately, many students find themselves faced with these ethical dilemmas, and students venture down the wrong path both purposefully and unknowingly. As individuals partially responsible for student success and retention, what is an academic advisor's role in educating about integrity issues and guiding students when they have made a poor decision related to it? How does academic dishonesty affect student success? How do we model academic integrity in advising work? How does one use these moments for student growth and empowerment? This session aims to educate the advising community about issues and statistics surrounding academic integrity; how it impacts student success; and ways that academic advisors can positively impact a culture of integrity on their campuses.

## **Concurrent Sessions III — 1:45–2:45 PM**

## **C17. The Emerging Field of Parent and Family Services**

### **Lake Superior Room**

Betty Wagner

*Central Michigan University*

Robyn Carr

*Alma College*

An overview of the emerging field of Parent and Family Services in the state of Michigan, with new positions at WMU, WSU, and CMU, will be given including telephone referrals, publications, web sites, newsletters, and advisory committees.

## **C18. What's Your Story? Qualitative Assessment in Academic Advising**

### **Lake Michigan Room**

Shannon Lynn Burton

*Michigan State University*

On many campuses academic advising programs are facing the challenge of assessing student learning, but are unable to build a strategic plan outside of the survey dilemma. This session will discuss the methods of qualitative data and how they can be applied to advising programs, as well as provide ways to develop questions that are at the core of student learning, as well as give insight as to how to make sense of the student and advisor stories that emerge from the data collection and how to translate the rich descriptive data to stakeholders.



# Concurrent Sessions - Descriptions



## **C19. Lighting the Way to Success: Optimizing Interactions Between Faculty and Advisers** **Lake St. Clair Room**

Shannon Esselink, Krista Malley

*Oakland University*

With over seventy different majors sprawled across campus, the Oakland University College of Arts and Sciences advising office was finding it difficult to stay connected with faculty and provide accurate program knowledge for students. This session will explore how we improved our collaboration with faculty by clearly defining advising roles for each party, creating faculty liaisons within our department, holding interactive events combining faculty and advisers, and designing easy-to-use forms for information sharing. Participants will be encouraged to volunteer their institution's best practices for collaboration between faculty and advisers as well.

## **C20. VetPAC – The Bridge Back Program: A Personalized Action Contract for At-Risk Populations**

**Maroon Room**

Kenya Swanson, Kenneth Smith

*Wayne State University*

It seems that no matter how much money Congress throws at veterans, it doesn't really have much of an impact on academic success. Many have not had the time to reintegrate and have too many distractions to be successful first term.

Many will need a course designed to reintegrate them. Not because they are academically challenged but for simpler reasons consistent with being out of the traditional classroom for years. To ensure success, they should start their university education with the foundational classroom skills necessary to even attempt a university course. Others will need intense academic support to aid in removing inhibitors that detract from classroom success to ensure persistence. VetPAC is Wayne State University's solution to this additional support.

## **C21. Finding Our Way in the Future: Advising with Mobile Technology**

**Gold**

Heidi Purdy, Natalie Clark, Janae Currington, Mo Gerhardt

*Michigan State University*

From start to finish: One office's campaign to build mobile technology into everyday advising experiences, including petitioning for funding and integrating technology into advising appointments, orientation, recruiting and administrative tasks. What was the motivation? Where is the research? What did we learn? Come learn how to make the technology leap into the future in your own office.

# Concurrent Sessions - Descriptions



## **C22. Academic Advising: The Many Hats We Wear**

### **Chippewa Room**

Rachel Hermsen, Solaf Matti

*Wayne State University*

As students progress through their undergraduate education, what they need from their institution evolves. So too does the role of the academic advisor. The academic advisor must be aware of the evolution of the needs of their students and the ways that we adapt to meet those needs. In order to adapt to the ever-changing needs of their students, advisors must wear many hats, including: advocate, coach, mentor, career counselor, and information hub, to name a few. In this session, we aim to increase awareness that academic advisors play many roles on a campus and that they can shape their own roles through professional development, fostering interdepartmental relationships, and being an active participant on their campus.

## **C23. When Recruitment Is Not Enough: Strategies to Retain Underserved College Students**

### **Mackinaw Room**

Dr. Ezella McPherson

*Wayne State University*

Over the last decade, there has been a surge in enrollment of underserved groups (e.g., minorities, first-generation, adult learners) in postsecondary settings. However, some students in these populations are the most “at-risk” for college departure at research intensive universities. The purpose of this session is to use research and practical experiences to help practitioners to better understand college access and success strategies for underserved students. It will discuss college enrollment and graduation trends of underserved populations in college. Attendees of this session will also learn about high-impact practices and strategies to retain undeserved students who transition from high school/2-year/4-year colleges to 4-year research intensive universities. Administrators, academic advisors, and students are invited to attend this session.

# Concurrent Sessions - Descriptions



## **C24. Utilizing an At Risk Survey During Orientation to Identify At Risk First Year Students Lakeshore Room**

Lisa Newhouse, Mischelay Roberts

*Western Michigan University*

Each year we are presented with an influx of new students filled with a mixture of excitement and trepidation regarding their college experience. Depending upon a variety of academic and non-academic factors, some of these students will persist in their pursuit to graduation and others will leave and never return. One of the most frequently asked questions on college campuses is how can we identify the students who are at risk of leaving and retain them through student outreach strategies (S.O.S.)? In the College of Arts and Sciences (CAS) at Western Michigan University we decided to address this question. The CAS Undergraduate Advising Office has developed an early identification risk survey for first-year students to identify risk factors that may affect student persistence, based on a model currently implemented at Temple University with great success. The risk survey is managed through the undergraduate academic advising office, with a goal of fostering a connection between our advisors and at-risk students to improve retention. During this session we will briefly review risk populations and risk factors, the academic advisors' role with high risk students, and provide a working model of the risk survey developed and implemented by CAS.

## **Concurrent Sessions IV — 3:00–4:00 PM**

## **C25. The Medium Is the Message: The Impact of How, Not What, Advisors Communicate on Advising Culture**

**Lake Michigan Room**

Jason Pennington

*Oakland University*

This session supposes that while what advisors (mediums) communicate is important, how advisors present to the institutional community provides an absolute "message." Students share this "message" with the community, which accounts for how advising is understood within the community. Appreciative advising will illustrate how advising culture is tied to the advisor as "message," and this session will provide five strategies for strengthening advising culture via how advisors communicate.

# Concurrent Sessions - Descriptions



## **C26. Reaching for the Stars: Career Counseling for Non-Traditional Adult Transfer Students**

### **Lake St. Clair Room**

Lindsay Zeig, Jennifer Root

*Oakland University*

This session will discuss non-traditional adult transfer students and how career counseling can be used to advise undecided students navigating an interdisciplinary major. We will also focus on how these techniques can also be used with traditional students and majors. With many students returning to school to complete education paths that began long ago, it's important to identify the strengths in their work and life experience, while also looking ahead at a career path.

Career counseling offers these students the opportunity to look outside of the box and see themselves in a new light. In an interactive session, participants will learn from real-life examples, obtain tools for using these ideas with their own students and ideas for outreach activities.

As non-traditional adult transfer students struggle with the balance of school-work-life, they need an adviser who will take the time to identify their strengths and help them to see what they have to offer. Join us to learn how to motivate this group of students, provide effective information, and help students to reach success.

## **C27. Inspiring Students to Succeed**

### **Maroon Room**

Roberta Rea, Paul Battle, Krista Malley

*Oakland University*

By staying inspired, advisers impact and motivate students to also be inspired. Advisers that inspire help students reach their dreams and goals. It may be difficult to stay inspired when work gets routine and redundant, administrative tasks grow, or you have a challenging student. This session focuses on helping advisers stay inspired and paying it forward to students! Using practices from Positive Psychology, Transformational Advising, and Appreciative Advising can help turn a drab day to a fab day. Participants will reconnect with their purpose and positivity and create action plans to stay at the top of their game.

## **C28. Business Externship Program: Lighting the Way to Student Success**

### **Gold Room**

Geralyn Heystek, Robert Stewart

*Western Michigan University*

The Business Externship Program (BEP), an experiential learning opportunity, is a unique approach to major and career exploration that exposes students to career pathways and networking in their first and second years. The BEP was developed to help students build on their education, explore a profession, and prepare for a future career. The program allows students to observe corporate culture and occupations that relate to their interests and abilities. Join our student externs as they discuss how the program prepared them to select academic majors, pursue internship and career pathways, and enhance commitment and progress to degree. Attendees will receive an overview of the program and have time to ask the student externs questions about their experiences.

# Concurrent Sessions - Descriptions



## **C29. Bringing Our Students in to Port, Safely: How Individualized Orientation Benefits the College and Students**

### **Chippewa Room**

Alyse Redman, Hillary Phillips

*Mid Michigan Community College*

Many community colleges do not have the capability to hold one day or weekend orientation events. Students do not have time, do not consider it a priority or are not able to devote an entire day for that purpose either. After evaluating MMCC's student orientation process, a decision was made to conduct mandatory individual orientation appointments with all first time attending students to MMCC. This process ensures that each student entering MMCC is well-acquainted with our services, programs and basic college terminology prior to their enrollment. Each student leaves with a specialized educational goal, a plan to achieve that goal and the means to make it possible.

## **C30. "Lighting the Way to Success" by Way of Early-Alert Systems: Identification and Intervention**

### **Mackinaw Room**

Kevin Madison, Amie Calhoun

*Mid Michigan Community College*

Many students fail to realize the moments during their college careers were mole hills that could potentially become mountains to overcome before experiencing college success. In this session we will present and discuss the efforts being utilized at Mid-Michigan Community College to identify, alert and intervene for these students using the college's Retention Management System (RMS). Attendees will be treated to the importance of early intervention in creating and enhancing options for students considered to be or nearing "At-Risk" for attrition. This session will briefly highlight some best practice strategies for advisors including "Intrusive," "Holistic," and "Appreciative" advising and how they can enhance outreach to students. This session will also include written testimony from students demonstrating the benefits of MMCC's RMS and Early-Alert System.

## **C31. A Beacon of Light in the Sea of MTA Information**

### **Lakeshore Room**

David Johnson

*Central Michigan University*

Linda Jensen

*Mid Michigan Community College*

The Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Agreement will be phased out and replaced by the Michigan Transfer Agreement (MTA). The MTA has been created in an effort to increase the transferability of core college courses between community colleges and four-year colleges and universities, in addition to increasing the academic rigor of the MACRAO Agreement. This interactive session will provide participants with an overview of the development and rationale of the MTA, the difference between the MACRAO Agreement and the MTA, and information regarding the implementation phase and more.

# About MIACADA



## Mission

The Michigan Academic Advising Association (MIACADA) is an organization of professionals from colleges and universities concerned with the intellectual, personal, and career or vocational advising needs of students within the State of Michigan. MIACADA was founded to foster the personal and professional development of its members by promoting quality academic advising in the state. It is a forum for discussion, debate, and the exchange of ideas regarding academic advising and related areas of higher education.

## Goals

1. Support and provide for the professional development of the membership.
2. Establish a communication network among the members working in institutions of higher education in Michigan.
3. Raise awareness and promote academic advising in the state of Michigan.
4. Establish connections with other professional organizations and groups especially those in the state of Michigan involved in higher education.
5. Support the goals and programs of the National Academic Advising Association (NACADA)

## Definition of Academic Advising

Academic advising is an interactive process in which the advisor assists students in setting and achieving academic, social, and personal goals that are consistent with their interests, values, abilities, degree requirements, and career expectations. Advisors provide a wide range of information to students and may refer them to other appropriate campus resources. Advisors create a supportive environment in which they may challenge students to take responsibility for making appropriate academic and career decisions. Advising is personalized to consider the particular needs of each student.

## Notice of Nondiscrimination

MIACADA does not discriminate on the basis of age, race, creed, gender, sexual orientation, national origin, disability or marital status.



# About NACADA



The NATIONAL ACADEMIC ADVISING ASSOCIATION (NACADA), promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 10,000 members representing all 50 states, Puerto Rico, Canada and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA functions with volunteer leadership with support from the NACADA Executive Office. Members have full voting rights and elect the national board of directors as well as other leaders within the organization. NACADA is designated by the IRS as a 501(c)3 non-profit educational association incorporated in Kansas.

## **Vision**

NACADA is the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development.

## **Strategic Goals**

1. Address the academic advising needs of higher education globally
2. Advance the body of knowledge of academic advising
3. Champion the educational role of academic advising to enhance student learning and development in a diverse world
4. Educate university and college decision makers about the role of quality academic advising in higher education
5. Ensure the effectiveness of the NACADA organization

## **Diversity**

NACADA defines diversity from a very broad perspective, which includes diversity in regard to ethnicity, gender, gender identity, and sexual orientation as well as diversity in regard to institutional type, size, and employment position. Involvement in the association also is viewed broadly including leadership at many levels (within the division units, at the division level, at the Council level, at the Board of Directors level, and with the various work groups, ad hoc committees, Advisory Boards, and task forces), serving on the Consultants' Bureau, writing for the NACADA Journal, the NACADA Advising News, and the NACADA Clearinghouse, or presenting at state, allied member, regional, and national conferences.

## **Notice of Nondiscrimination**

NACADA does not discriminate on the basis of age, race, creed, gender, sexual orientation, national origin, disability or marital status.

# Wireless Instructions



## New, unregistered users

1. Connect to the cmich\_open wireless network.
2. Open a web browser. If the browser stalls and does not display a page, attempt to browse another site (i.e., yahoo.com, dig.com). If this is the first time connecting to the wireless network, the user will be prompted to register the machine. The user will only be prompted to register the machine one time. Enter the following username/password:

Username: *Bovee*      Password: *UConference* (case sensitive)

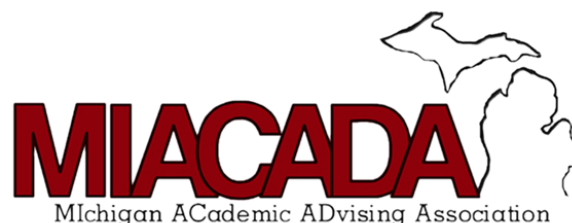
## Registered users

1. Connect to cmich\_open wireless network.
2. Open a web browser. If the browser stalls and does not display a page, attempt to browse another site (i.e., yahoo.com, dig.com). The user should be redirected to an authentication web page. Enter the following username/password

Username: *Bovee*      Password: *UConference* (case sensitive)

## Troubleshooting

1. If a user is not connected after a couple of minutes, the most common troubleshooting step is to have the user disconnect/reconnect from the cmich\_open. On a windows machine this can be accomplished through the wireless utility and disconnecting/reconnecting. On Macs, the best approach is to turn off the Airport Utility, wait 5 seconds, and then turn it back on and connect.







MIACADA is smitten with the mitten's college students. We look forward to seeing you at the 2015 Oakland University MIACADA Conference.

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Adventures in Advising: Explore, Discover, Collaborate, Transform  
NACADA's 38th Annual Conference

**October 8-11, 2014**  
**Minneapolis Convention Center**  
**Minneapolis, MN**

