Concurrent Session 3
Thursday April 7, 1:45 pm – 2:45 pm

C15. “What's Wrong With YOU?” - Using Behavioral Style Techniques to Move from Judgement to Understanding
MIACADA Best of Conference
Lynda Cribari – Davenport University

You strive to deliver great customer service with your students, but have you ever caught yourself thinking . . .

"How many times do I have to explain this to him?" "She just doesn't get it." "There is just something about him that rubs me the wrong way.”

If the approaches you have been using aren't getting the results you want, increasing your awareness of behavioral style may help! You will learn about the four behavioral styles and different methods to work effectively with others based on their style. Leave this session with techniques you can apply to positively impact results and relationships with students and colleagues.

Michael "Brody" Broshears - University of Southern Indiana

This interactive session will provide a conceptual and practical justification for why institutions should look to connect the concepts of academic and career advising. Conceptual assumptions related to academic and career advising that highlight reasons why integration would be beneficial along with the many practical realities that has led to the formal integration of these services on many of our campuses within the region will be examined.

Participants will have a chance to highlight their own challenges and successes with regards to connecting academic and career advising on their respective campuses. Specific strategies for moving forward on this issue will also be shared.

C17. Like Mother, Like Daughter
Karen Case, Julie Hook - Indiana University-Purdue University Fort Wayne

You should always listen to your mother . . . or should you? This mother/daughter duo are both academic advisors in different departments at Indiana University-Purdue University Fort Wayne (IPFW). One has over 35 years of advising experience and is now a department chair, while the other one is new to the field of academic advising. This discussion will cross the generations from a seasoned baby boomer to a new millennial. Many topics will be discussed in relationship to students, co-workers, and the institution. Come listen, learn, and share a few laughs as this mother and daughter give each other advice from their own generational perspectives. We encourage audience participation by both new and seasoned advisors as you share your questions and experiences.
C18. Reaching Beyond Our Walls: Breaking Down Barriers to Engaging Non-Traditional Students
Dee Dee Bowers, Jason Howard - Franklin University

Faced with the challenges of supporting a diverse, non-traditional population, Franklin University staff developed the Student Engagement Lifecycle as a way of engaging their student body. With support of Customer Service Relationship technology, the Student Engagement Lifecycle offers support to students through structured proactive outreach in three defined phases of their education – Strong Start, Maintain & Sustain, and Next Step Prep. Presenters will share how they leveraged technology to develop a proactive communication plan to address common pitfalls to student success and support them through their most vulnerable times. Retention and assessment of the first year of the Student Engagement Lifecycle will be reviewed.

C19. Crossing the Border from Academic Advising to Internships
Susan Carfolo, Christina Costello, Mary Coller - Youngstown State University

With the job market becoming so competitive for college graduates it is important for students to learn early in their academic career the importance of utilizing their college experience to ready themselves for the professional world. This program will discuss a collaborative approach used in academic advising that incorporates discussion about professional growth with emphasis on internships. We will introduce resources and programs which encourage students to ready them for the job market and how to incorporate the subject into academic advising meetings. The session will conclude with an activity for audience members to brainstorm ideas to take back to their department or campus.

C20. Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
Shannon Burton - Michigan State University

There are many opportunities to write for NACADA. Last year 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field’s literature base.

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.
C21. Predictive Modelling and Intrusive Advising: Preliminary Findings from a Study at Mohawk College

Tim Fricker – Mohawk College

This is an innovative research project utilizing an experimental design to test new academic advising interventions for students before their first semester in college and the effect on student retention. The goal is to share a rare study on a Canadian college campus, and to demystify the research process. Discussion topics will include: research ethics; advisor training; student outreach, group advising practice, and preliminary findings. The approach will be a combination of lecture, individual reflection activities and group discussion. Participants will come away with an understanding of the study, the foundational literature used, and some resources to take back to their campus. This study is supported by HEQCO and the Access and Retention Consortium.