Advisement for Spring 2018 is Here!

October is prime advising time, and many areas of campus are already advising students for the spring 2018 classes. Advisement is a critical time to identify challenges students are facing, ensure that they are taking courses needed for their degree, and mentor them into opportunities such as internships, research, and graduate school. In this newsletter, you’ll find some tips and resources to make the most of your advisement time with our students.

This month, you will also find information on Career Services, teaching in an online environment, our student-athlete academic support office, and the Center for Community Engagement. Thank you for reading!

1 ADVISEMENT
Advisement is a critical part of retention - what referrals are most common?

2 CAREER READINESS
The Career Fair is October 10... What else does Career Services offer students?

3 ONLINE LEARNING
What are best practices for teaching in an online environment?

Canvas is here!
Need help?
one@usm.edu

Student Success Series workshop on Study Skills
Monday 10/23 at 3:30pm in Cook Library Art Gallery

What’s going on in your Southern Miss spot?
Share your student success events with us to help coordinate!
a.c.miller@usm.edu
ADVISEMENT

A powerful influence on student involvement, persistence, and success.

Everyone is well aware that enrollment is a critical challenge for most higher education institutions today. With declining state funding and increasing competition for fewer students, it’s never been more difficult or more important to recruit and retain good students at the institution. Despite the competitive nature of recruitment, we are making significant progress and had a huge growth in our freshmen class size this fall. Once the students come to Southern Miss, we then have a network of offices and people around campus who proactively identify students who struggle, academically or personally, and get them to the right resources and people as soon as we can.

Advisement is an absolutely critical piece of this proactive retention effort. That interaction is a time to encourage students who are excelling and redirect those who are stumbling.

A brief look at research on retention will quickly show you that advisement is at the top of the list for important practices that make a difference in student persistence. Advisement should include several key components:

1. Examination of current and upcoming student course enrollment to ensure that they are taking (and passing) the classes they need to graduate; check interim grades in SOAR and discuss course selections with students. We strongly recommend that students be directed to the semester-by-semester guide in the Bulletin and encouraged to draft their schedule prior to advisement using schedule generator and other tools. Online tutorials are available – share this FAQ with students.

2. Discussion of discipline-appropriate opportunities with advanced students and strongly performing newer students – e.g., research, community engagement, internships, graduate school. Please direct students to our QEP Pathways site.

3. Identification of any serious challenges the students are facing and referral for support:
   - Academic - see the list of tutoring and more on the Student Success Page.
   - Financial - refer to Business Services for money owed and Financial Aid or Undergraduate Scholarships if seeking money for upcoming terms.
   - Personal - refer to counseling services, Title IX or other appropriate office (see here) or complete a CARES report (see below for details).

Please note that we have compiled resources to support advisors on the Student Success website. Thank you for this important work with our students!

WHAT IS ‘CARES’ AND WHEN SHOULD IT BE USED? WHAT HAPPENS TO REPORTS?

The CARE team is a group of faculty and staff who receive and respond to CARES reports that are submitted regarding concerns about students. A CARE team leader receives the reports immediately and assigns them to the appropriate team member (e.g., Counseling, ODA). Those reports of an extremely serious nature trigger a fast-response process to resolve the situation within hours. Other reports take longer, depending on the issue and the volume coming in. When a student acts in a concerning way (e.g., a good student suddenly performs poorly and appears emotionally distraught), faculty should first do a simple email or other outreach to check on how the student is doing. If the student does not respond and/or the situation is continuing, a CARES report should be filed so that a CARE team member can try to call and talk with the student and get them the help they need.
Research on student motivations for higher education indicates that students today are more concerned about future employment options than prior generations were. The cultural message that college degrees lead to increased career opportunities and better incomes has been received, and students today arrive on campus thinking about a University education as centrally about readying them for a career. With more first-generation students coming to college and seeking upward mobility for their families, jobs are often at the forefront of their minds.

The association of coming to college with improved job prospects does not, of course, mean that students know how a degree or their University experiences as a whole will translate into those opportunities. More fundamentally, students often do not recognize broader elements of higher education’s mission as directly relevant to their future career success – e.g., ability to ask and answer good questions with research, effective written and oral communication, management and analysis of information, and appreciation of global and historical contexts.

To be ready for their future careers, students today must pursue the broad University experience and cultivate their own professional development, both of which can contribute to student persistence to graduation.

The Career Services office works with students at all stages of their undergraduate career to develop the skills they need and to understand how their experiences can prepare them broadly for employment. Students should begin working with Career Services in their first year at the University to identify potential career paths, develop their resumes, attend professional development events, practice interviewing for internships and jobs, and more.

The Center for Pathways Experiences promotes student participation in internships, research, and fieldwork connected with students’ post-graduation goals. Students can explore opportunities through Jobs for Eagles or make an appointment for advice on pathways with director, Lisa Stevens. The Center is now taking applications for Pathway Graduation Cords. Research shows that to maximize pathway experiences, students need to reflect and analyze the experience. The Pathway Reflection and Evaluation is designed to guide students through that process. Students completing the reflection will receive a Pathway Graduation Cord to wear at commencement. Applications are due November 3, 2017.

**Refer students to the fully online 2017-18 Career Guide for tips appropriate to all students, freshmen, and more.**

**CAREER FAIR**
October 10th - Cochran Ballroom from 12-4pm. Please encourage students to attend – they should dress professionally and be prepared to introduce themselves to prospective employers. More than 75 businesses are expected to attend. Details can be found [online](#).
Designing and Teaching Fully Online Courses

Policies, Resources, and Best Practices

From fall 2016 to fall 2017, the number of students enrolled in fully online programs at Southern Miss grew by 12% to more than 1500. These students live all over the country as well as internationally, and online degree programs provide them with a unique opportunity to pursue a degree from our institution. We also have some students in “face-to-face” programs who want online classes to have more flexibility in their class scheduling. Although these populations of students can be very different, best practices for teaching online remain the same:

- Course requirements and expectations for online presence and interaction are clear from the outset. Use a readiness scale for students to assess whether an online course is a good fit for them.

- Course content includes a mixture of video and audio clips, reading assignments, hands-on exercises, faculty-led interactions, and student-to-student discussion.

- Faculty actively participate in the course 4+ times a week, and emails from students receive a response within 24 hours.

- Students who miss assignments or other requirements receive an email or other outreach.

- Use resources and support available to enhance your course (see box, right).

USM POLICIES for ONLINE LEARNING

All online teaching must occur in Canvas, and any additional materials or sites utilized should be brought into that environment. https://www.usm.edu/canvas

The most critical component of online courses is “regular and substantive interaction” (per Department of Education) between faculty members and students. This standard means that interaction must be faculty initiated, happening regularly and of an academic nature – e.g., discussion about a paper-in-progress. For example, grading and associated feedback does not in and of itself constitute “substantive interaction.”

Syllabi must include objectives, requirements, due dates, and means of assessment.

Faculty office hours should be noted on the syllabus and students should receive responses in a reasonable time frame.

Office of Online Learning
International Center Suite 301
601.266.5518

Services offered to faculty:
- Online and in-person training in use of Canvas
- Support for faculty developing and implementing fully online courses
- Communication with online students
- Help with targeted marketing of online programs
Research on student success points to service-learning and, more broadly, community engagement as high-impact practices that facilitate student learning, personal growth, and commitment to their education. At Southern Miss, we offer opportunities for faculty to learn how to integrate service-learning into classes and support their students’ involvement in hands-on learning through many community partners.

Specifically, the Center for Community Engagement (CCE) facilitates partnerships between the community and those at the University seeking to volunteer or engage in academic service-learning. The CCE offers five main programs: community service; service-learning; alternative break trips; AmeriCorps Campus Link; and the REACH program, which offers jobs to students in the community.

To learn more about how to promote your students’ success through community engagement, visit their website, contact Director Christy Arrazattee or stop by the office in the Hub 104.

CALL FOR 2018 FACULTY SERVICE-LEARNING FELLOWS!

Looking for a way to innovate your teaching, or to transform your traditional classroom into an active learning experience? Community service-learning is widely regarded as a high-impact practice that promotes scholarly growth and student persistence. At USM, we have a long-standing commitment to service-learning and many faculty who incorporate community service into their course design. Interested in learning how? The Center for Community Engagement is now accepting applications for the 2018 Service-Learning Faculty Fellows Program, and full-time faculty members from all disciplines across campus at the rank of instructor and above are encouraged to apply. The fellows program includes a seminar on best practices and provides a course reassignment to participants. Details can be find here: http://bit.ly/2yNBYic

Questions? contact Linda.Allen@usm.edu. Applications are due Oct. 31.
Faculty and staff across campus regularly interact with our 350+ student-athletes and the Student Athletic Enhancement Program (SAEP) that helps support their academic success. At Southern Miss, the academic counselors and tutors who work with student-athletes are overseen by Ms. Kylie Amato (bottom right), who came to Southern Miss in 2016. She reports directly to the Office of the Provost and works alongside other campus offices to ensure that student athletes are staying on top of their classes, utilizing the resources available to them, and demonstrating academic integrity.

The staff members of SAEP:

• assist student-athletes in the development of academic schedules that keep them in practice and on track to graduation

• direct student-athletes to various campus resources that provide academic support, including career/major counseling, tutorial services, and general personal guidance

• oversee a team of trained tutors who work with the student-athletes under strict supervision

• serve as a liaison between academic departments and USM athletic areas, regularly communicating with all parties to provide multi-faceted support for their designated population of student-athletes.

• work closely with the Office of the Provost to ensure that academic standards are upheld and all policies are supported and followed

Our student-athletes have significant oversight of their academic performance, as we must track and report their grades and progress to degree to remain in compliance with the regulations from NCAA. Faculty who have student-athletes in their classes will receive communications from staff in SAEP inquiring about student attendance and performance as well as any mandatory travel for athletic events, and we appreciate any and all feedback you provide on the academic work of our student-athletes.

Please note that as part of becoming student-athletes all players sign FERPA-compliant agreements that allow the staff of SAEP to communicate with others about their academic performance and class-related behaviors.

The staff of SAEP want to connect with faculty members and ensure that student athletes are performing at their best in all classes. Faculty who have questions or concerns about any particular student-athlete should feel free to contact Kylie Amato or any of her staff members at any time.

Kylie Amato
Associate Athletic Director for Academic Support Services
kylie.Amato@usm.edu
601-266-6785 (w)
601-604-9582 (c)
Did you know?

Want to create a new class or revise a current one to incorporate active learning? Apply for a Summer Grant for the Improvement of Instruction. This grants provide a limited number of faculty with summer funding to allow them to devote time to pedagogical innovation. Details about this opportunity can be found here: [http://bit.ly/2fyle53](http://bit.ly/2fyle53)

Application Deadline: October 16.

**KEY ACADEMIC CALENDAR DATES**

- October 4: Interim grades due for all full-term classes
- October 9: Second half-term classes begin
- October 11: Grades due for 8W1 classes
- October 19-20: Fall Break
- October 27: Last day for students to request to drop with a W
- November 1: Last day to apply for May 2018 graduation without a fee
- December 11: Semester grades due

For a list of all courses, including second half-term classes, see: [https://www.usm.edu/registrar/class-schedule-guide](https://www.usm.edu/registrar/class-schedule-guide)

Want to relax, enjoy a late-night breakfast, and spend some informal time with students and your faculty and staff colleagues? Join us for “Breakfast of Champions,” a mid-semester break for us all to get together and interact in a relaxed setting in the Fresh Food Company. A partnership between New Student & Retention Programs and Aramark, this “Breakfast of Champions” will include photo ops with Seymour and plenty of pancakes for all. For more information, contact Dr. Shea Kidd Houze in NSRP at Shea.Houze@usm.edu.

Did you know?

Housing and Residence Life is seeking faculty and staff volunteers for the House Calls: Cookies & Conversation program on Tuesday, October 17th. In this fun event, volunteers receive a brief orientation then go into the residence halls to visit with students, encourage them to go to see their advisors, and talk with them about any general questions they have. The event includes:

- 6pm: Brief orientation for volunteers in the Luckyday Multipurpose Room in Luckyday Hall
- 6:30-8:00pm: Visit with students in the halls (with cookies!)


Questions? Contact Druanna Mozingo in Housing and Residence Life at druanna.mozingo@usm.edu.