Policy Manual

Updated October 2024

Contents

About *Academic Success*

Mission
The mission of the office of Academic Success is to empower LSUS students to cultivate the personal and academic skills necessary to be independent, lifelong learners and engaged members of the global community.

Vision
The vision of the office of Academic Success is to develop a culture of excellence through personal growth and academic independence where every student can succeed.

Values
- **Independence:** We empower students to take charge of their academic journey by providing tools, strategies, and support that help students develop personal responsibility and the confidence and skills to achieve their goals autonomously.
- **Interdependence:** We promote student growth and achievement by nurturing a supportive community and encouraging students to develop and engage with a network of support, including peers, mentors, and professionals, that is essential for academic success.
- **Engagement:** We support students' active engagement in their own learning by offering programs that stimulate intellectual curiosity, motivation, and ownership of the learning process.
- **Excellence:** We strive to help students reach their highest potential by modeling and teaching effective academic habits and strategies. Additionally, we believe in providing student-centered services that are responsive to campus needs, offer exceptional levels of service and support, and meet rigorous standards through continuous improvement.

Accreditations and Certifications

Accreditation or Certification	Date Certification Began	Latest Renewal	Notes
College Reading and Learning Association (CRLA)	N/A	N/A	All tutors are trained through Knack's CRLA accredited training program.
NASPA, Student Affairs Administrators in Higher Education – Certified Peer Educators	2022	Training and Certification Required upon Hire	All student employees in Academic Success are Certified Peer Educators

Staff

Director

The Director of Academic Success serves a key role on the Student Development team, overseeing daily operations and management of academic support services in the Office of Academic Success at LSU Shreveport. The director is responsible for the development, implementation, and assessment of learning support opportunities that contribute to student academic success and retention and ensures that all students have access to available services.

Assistant Director, Academic Support

The Assistant Director of Academic Success works in the Student Success Center, serving an integral role joining the broader Student Development team as part of a web of supportive relationships surrounding each student at LSUS. Primary responsibilities will be assisting implementation of programs and services designed to support students and contribute to their academic success, including serving on the Academic Intervention Team (AIT) and coordinating interventions for students referred for academic concerns.

Assistant Director, Athletic Success

The Assistant Director of Student Athlete Success works to support LSUS student-athletes by providing guidance and resources to help them succeed academically, athletically, and personally. Serving as a bridge between student-athletes, coaches, and faculty, this role ensures that athletes have the support they need to excel in both the classroom and on the field. The assistant director supports athletes by providing academic advising, helping them develop time management strategies, and prepare for future careers.

Operations Coordinator

The Operations Coordinator plays a pivotal role in ensuring the efficient and effective functioning of the center's daily operations by providing direct support through a variety of tasks related to organization and communication. This position coordinates administrative support by implementing administrative systems, procedures, and policies, and monitoring administrative projects. The Operations Coordinator handles special projects, a diverse group of important external stakeholders and visitors, as well as internal contacts from all areas of the campus community.

Hours
8:00am-4:30pm Monday-Friday

Hours of operation are posted on the departmental website, the front window of the center, and included in the building hours flyer that is circulated by the library each semester.

Services in *Academic Success*

Services in the office of Academic Success include coordinated, scheduled support programs and one-on-one services for individuals. Generally, services are offered during the 16-week fall and spring semesters, with limited services during summer terms. All services in *Academic Success* are available free of charge to currently-enrolled LSUS students.

Coordinated Support Programs

Guided Study Groups (Supplemental Instruction)

Guided Study Groups (GSG) at LSUS utilize the Supplemental Instruction model of academic support. This is a non-remedial approach to learning that supports student academic success by integrating "what to learn" with "how to learn." GSG consist of regularly scheduled, voluntary, out-of-class group study sessions driven by student needs. Sessions are facilitated by trained peer leaders who use collaborative learning techniques and active learning strategies to ensure high levels of student engagement with course materials and learning strategies.

Guided Study Groups are implemented in high-risk, historically difficult courses. Guidance, support and regular evaluations are provided to peer leaders by a trained supervisor.

*See our Guided Study Group policy for additional information about our program's scope.

Peer Mentors

The Peer Mentor program at LSUS provides students with peer leaders who act as leaders, model students, and in-class academic supports to students at LSUS. Peer Mentors are often embedded into introductory courses such as FS103, MATH 121L, and ENGL 105L to develop relationships with students, assist them during the college transition, model positive student engagement in class and on campus, and provide an additional pathway to connection with campus services as needed.

Guidance, support and regular evaluations are provided to peer mentors by a trained supervisor.

*See our peer mentor policy for additional information about our program's scope.

Peer Academic Coaching and Engagement (PACE)

The Peer Academic Coaching and Engagement (PACE) program at LSUS provides students with peer leaders who act as model students, and mentors to students at LSUS. PACE Leaders at LSUS are typically graduate students. Often, PACE Leaders are embedded into high-risk, historically difficult courses to develop relationships with students, assist them during the college transition, model positive academic engagement in class and out of class, lead study groups, and provide an additional pathway to connection with campus services. PACE Leaders also act as academic coaches to individual students through the SOAR Academic Recovery program and through academic coaching appointments.

Guidance, support and regular evaluations are provided to PACE Leaders by a trained supervisor.

*See our PACE Leader policy for additional information about our program's scope.

Rising Pilots

Rising Pilots is LSUS's Transition Support Program. Open only by invitation, *Rising Pilots* serves students who may face challenges transitioning to and navigating college life by equipping them with a support network,

resources, and guidance from peer mentors. Additionally, students fully participating in *Rising Pilots* are eligible for additional financial support for their studies.

*See our Rising Pilots policy for additional information about our program's scope.

SOAR (Academic Recovery)

SOAR is LSUS's academic recovery program. Open only by referral to students on or at risk of academic probation or students demonstrating evidence of significant academic challenges, SOAR connects students to PACE Leaders who work with students one-on-one at key points in the semester to help develop the skills, dispositions, and habits for immediate and long-term academic success. Furthermore, students participating in SOAR are connected to additional campus resources as appropriate to further support their long-term success.

*See our SOAR policy for additional information about our program's scope.

US@LSUS

The office of *Academic Success* takes a leading role in planning and coordinating *Us@LSUS,* the university's comprehensive onboarding for incoming first-time, full-time first-year students. The goals of this event include:

- introducing students to campus support services and key support personnel
- helping students navigate the LSUS campus
- building the foundations of an interconnected cohort of students
- alleviating first-day anxieties related to campus resources, financial aid, learning platforms, and major choices

One-on-One Services

Academic Coaching

Academic Coaching is provided by trained student leaders to students one-on-one by appointment or as a drop-in service when a peer leader is available. Academic coaches provide support and training for time management, procrastination, study skills, learning strategies, academic reading, and other foundational success skills using a consultation model to empower the student for success with skills and strategies to build academic independence. Academic coaching is available in-person and online.

*See our Academic Coaching policy for additional information about our program's scope.

Tutoring

Tutoring services at LSUS are coordinated through an online platform that connects students and tutors. While peer tutoring is the primary model of academic support at LSUS, our tutoring platform will connect students to professional tutors when a peer tutor is unavailable.

Tutoring on this platform is available for select, high-demand courses. These courses are selected using a data-driven process and demand is regularly monitored to make sure that students in the highest-demand courses are receiving adequate support. Therefore, course offerings may evolve as demand for tutoring shifts.

Additional support resources are curated and made available to students upon request for courses not currently supported by traditional tutoring services.

*See our Tutoring policy for additional information about our program's scope.

Writing Consultations

Writing consultations are provided by trained student writing consultants on an individual basis by appointment or as a drop-in service. Writing consultations are available to students to assist with academic

writing assignments in all courses and disciplines. Each writing consultation focuses on one area of the writing process: identifying assignment requirements, planning and enacting the writing process, or improving organization and argument. Writing consultations employ a consultation model to empower the student for success with skills and strategies to build independence and confidence in academic writing.

*See our Writing Consultation policy for additional information about our program's scope.

Policies

Student Client Agreement and Expectations

By using any Student Success Center Service or Support, you agree to comply with the terms of service as outlined in the policy governing that service or support. Please read them carefully before booking or participating in any service.

Services are provided "as is," without warranties of any kind, either express or implied. LSU Shreveport and its affiliates are not liable for any direct, indirect, incidental, or consequential damages arising from the use of their services.

The LSUS Student Success Center reserves the right to update or modify these Terms at any time without prior notice. Users are encouraged to review the Terms regularly. Continued use of the Service after any changes signifies acceptance of the revised Terms.

For questions or concerns regarding these Terms, please contact us at 318-795-2486.

Code of Conduct

The Student Success Center strives to provide a workplace and student space with a culture of safety and respect. Employees, students, and visitors are expected to uphold these values and abide by all LSUS policies regarding behavior.

To these ends, the Student Success Center respects the privacy of those who work, study and visit in the center. Personal information such as personal schedules and contact information, services received, and the content of consultations or coaching meetings will not be disclosed to third parties unless required by law or institutional policy.

Violations of the codes of conduct, such as any form of harassment or inappropriate behavior, will result in being asked to leave the Student Success Center and may lead to further disciplinary action by LSU Shreveport. Repeated violations of codes of conduct may result in restrictions on future access to SSC services.

Program Scope and Terms of Services

- Generally, services are offered during the 16-week fall and spring semesters, with limited services during summer terms.
- All services in *Academic Success* are available free-of- charge to currently-enrolled LSUS students.
    - Some services may be limited to students currently enrolled in specific courses or course sections as outlined in the sections below.

Student shall refer to the student receiving services.

Guided Study Groups (Supplemental Instruction)

Guided Study Groups (GSG) at LSUS utilize a non-remedial approach to learning that supports student academic success by helping students develop strategies and skills for learning course materials.

- Guided Study Groups are implemented in high-risk, historically difficult courses with the consent and cooperation of the course instructor. A list of currently supported courses is available in the SSC.
- GSGs are not intended to replace regular class attendance, studying, or seeking clarification and support from instructors.
- GSG leaders will not lead or assist students with homework or other graded work. The Student Success Center supports academic integrity and does not condone plagiarism or any other form of academic dishonesty.

- GSG are voluntary, 50-minute out-of-class group study sessions driven by student needs. They are typically scheduled twice a week for each course (or course section) supported.
- Sessions are facilitated by trained peer leaders who use collaborative learning techniques and active learning strategies to ensure high levels of student engagement with course materials and learning strategies.
- To qualify as a GSG Leader:
  - Undergraduate Leaders must have earned a B or higher in the course supported OR maintain a 3.0 or higher in all advanced course work in the discipline or related courses.
  - Graduate Leaders must have earned an undergraduate GPA of 3.0 or Higher and Maintained Graduate GPA of 3.0 or Higher. Graduate leaders will be paired with courses related to their undergraduate and graduate coursework when possible.
- While students who regularly attend GSGs typically earn higher course grades, neither the SSC nor the GSG leader make any guarantees about any student's grades or outcomes. The responsibility for the final content and quality of academic work remains with the student.
- Guidance, support and regular evaluations are provided to peer leaders by a trained supervisor.
- Students who attend GSGs must abide by SSC and LSUS codes of conduct. Violations of the codes of conduct, such as any form of harassment or inappropriate behavior, will result in the termination of the session and may lead to further disciplinary action by LSU Shreveport. Repeated violations of expectations for conduct may result in restrictions on future access to this or other SSC services.
- GSG leaders should attend class sessions for the course to which they are assigned. They may participate as a model student in class activities; however they may not lead any part of the class or teach or lead a lesson during a regularly scheduled class period.
- Student anonymity in GSG participation will be safeguarded and attendance of individual students will not be reported or shared with any third party (including instructors or advisors) unless required by law. Any data reporting (such as number of attendees or student achievement data) will be aggregated to protect student anonymity.

Peer Mentors

The Peer Mentor program at LSUS provides students with peer leaders who act as model students, mentors, and supports to students at LSUS.

- Peer Mentors primary responsibilities are to
  - develop relationships with students,
  - assist students during the college transition,
  - model positive student engagement in class and on campus,
  - provide an additional pathway to connection with campus activities, resources, and services as needed,
- Peer Mentors are often embedded into introductory courses to facilitate these responsibilities and foster relationships with incoming students.
  - Peer Mentors should attend class sessions for the course to which they are assigned.
  - Peer Mentors
  - Peer Mentors may participate in class activities as a model student, assist the course instructor with planning activities, and lead **parts** of in-class activities under the supervision of the course instructor.
  - The responsibilities of a Peer Leader will differ from those of a teaching assistant. Peer Leader cannot grade student work nor do they lead students in completing graded work (i.e. homework) outside of class. They may assist with homework or other graded work in class if approved and directed by the instructor.

- o The Peer Mentor and faculty member meet on a regular basis (at least 4 times per semester) during the faculty member's office hours, by appointment, or at another mutually agreeable time to plan class activities, review upcoming concepts, provide guidance on assisting students or discuss other class-related business.
  - o However, they may not teach or lead an entire lesson during a regularly scheduled class period and may not serve as a substitute in the absence of the instructor.
- Guidance, support and regular evaluations are provided to peer leaders by a trained supervisor.
- Peer Mentors will
  - o have at least 1 year of full-time enrollment at LSUS and have earned 24 or more credit hours.
  - o Earned a B or higher in FS 103 AND the course they are assigned to support.
  - o Maintain a GPA of 2.75 or higher
  - o Participate in regular professional development through the SSC, including training in leadership, peer education, and tutoring.

Peer Academic Coaching and Engagement (PACE)

The Peer Academic Coaching and Engagement (PACE) program at LSUS provides students with student leaders who act model students and academic coaches to students at LSUS.

- PACE Leaders primary responsibilities are to
  - o develop relationships with students,
  - o assist students during the college transition,
  - o model positive student engagement in class and on campus,
  - o provide an additional pathway to connection with campus activities, resources, and services as needed,
  - o lead guided study groups
  - o and act as academic coaches to individual students through the SOAR program and through academic coaching appointments.
- PACE Leaders are often embedded into historically-challenging courses to facilitate these responsibilities and foster relationships with students.
  - o PACE leaders should attend class sessions for the course to which they are assigned.
  - o PACE Leaders may participate in class activities as a model student, assist the course instructor with planning activities, and lead **parts** of in-class activities under the supervision of the course instructor. However, they may not teach or lead an entire lesson during a regularly scheduled class period and may not serve as a substitute in the absence of the instructor.
- Guidance, support and regular evaluations are provided to peer leaders by a trained supervisor.

SOAR (Academic Recovery)

SOAR is LSUS's academic recovery program.

- Students may enroll in SOAR if they are referred to the program (typically by their Dean or the Dean of Students after being placed on academic probation)
- Students are notified that they are eligible to participate in SOAR and are invited to participate in the program by the end of the first week of classes.
- Students enrolled in SOAR meet one-on-one with an assigned academic coach a minimum of 3 times each semester they are enrolled in the SOAR program to discuss challenges and collaborate on planning and implementing effective strategies for student success. Topics of discussion are customized to the needs of each student.

- Participation in academic coaching sessions is usually voluntary, although program directors, chairs, deans or other appropriate administrators may require participation in the program.
- Coaching is provided by trained peer leaders. Peer leaders are trained on an annual basis and must maintain good academic standing with the university.
- Academic coaching has shown to positively impact student success; however, the SSC and the academic coach do not make any guarantees about any student's grades, academic progress, or other outcomes. The responsibility for the final content and quality of academic work remains with the student.
- Guidance, support and regular evaluations are provided to peer leaders by a trained supervisor.
- Students who attend coaching meetings must abide by SSC and LSUS codes of conduct. Violations of the codes of conduct, such as any form of harassment or inappropriate behavior, will result in the termination of the session and may lead to further disciplinary action by LSU Shreveport. Repeated violations of expectations for conduct may result in restrictions on future access to this or other SSC services.
- The privacy of students enrolled in the SOAR program will be safeguarded by all SSC employees. Participation of individual students will not be reported or shared with anyone beyond what is in the student's best academic interest (i.e. the student's Dean, Program Director, Advisor, or another university official with a substantial interest in the student's academic success) and/or required by law or institutional policy. Any data reporting (such as number of attendees or student achievement data) will be aggregated to protect student anonymity.

Rising Pilots (College Transition)

Rising Pilots in LSUS's Academic Transition Support program.

- Students may enroll in Rising Pilots if they are invited to the program. Invitations are offered to first-time first-year students who meet one or more of the following criteria:
  - 1st generation college students,
  - Students with a high-school GPA below 3.0,
  - Students who graduated from an underperforming High School,
  - Pell Grant Recipients/Low-Income Students,
  - Students requiring co-requisite support in Math or English
- Students are notified that they are eligible to participate in Rising Pilots and are invited to participate in the program by the end of the first week of classes.
- Participation Requirements to remain enrolled in Rising Pilots include:
  - Meeting one-on-one with an assigned academic coach a minimum of 6 times each semester they are enrolled in the Rising Pilots program to discuss challenges and collaborate on planning and implementing effective strategies for student success. Topics of discussion are customized to the needs of each student.
  - Maintaining Good Academic standing with the University.
- Students meeting participation requirements are eligible to receive stipends to support their studies. These stipends include funding to purchase textbooks, paid at the beginning of the semester, and "Pilot Dining Dollars," paid in installments over the semester. Verification of full participation is required to continue to receive funding throughout the semester.
- Participation in Rising Pilots sessions is voluntary.
- Coaching in the Rising Pilots program is provided by trained peer leaders. Peer leaders are trained on an annual basis and must maintain good academic standing with the university.
- Academic coaching and Peer Mentorship has shown to positively impact student success; however, the SSC and the academic coach do not make any guarantees about any student's grades, academic progress, or other outcomes. The responsibility for the final content and quality of academic work remains with the student.

- Guidance, support and regular evaluations are provided to peer leaders by a trained supervisor.
- Students who attend coaching meetings must abide by SSC and LSUS codes of conduct. Violations of the codes of conduct, such as any form of harassment or inappropriate behavior, will result in the termination of the session and may lead to further disciplinary action by LSU Shreveport. Repeated violations of expectations for conduct may result in restrictions on future access to this or other SSC services.
- The privacy of students enrolled in the Rising Pilots program will be safeguarded by all SSC employees. Participation of individual students will not be reported or shared with anyone beyond what is required by law or institutional policy. Any data reporting (such as number of attendees or student achievement data) will be aggregated to protect student anonymity.

Academic Coaching

- Academic coaching appointments are available to help students identify their own areas of weakness, learn effective strategies, and plan to implement and use effective strategies for time management, procrastination, study skills, learning strategies, academic reading, and other foundational success skills.
- Academic coaching is provided through a consultation model. Students meet one-on-one for 30 minutes with a trained peer leader to seek advice and strategies on a specific topic. Sessions are designed as one-time meetings, but students may schedule follow-up appointments as needed and desired.
- Participation in academic coaching sessions is voluntary.
- Academic coaching services are available on a first-come-first-served basis. Students may schedule appointments with an academic coach up to 24 hours in advance or may receive drop-in coaching services (including appointments booked less than 24 hours in advance) *if* an academic coach is available. As coaching schedules fill up quickly, students are encouraged to book sessions early, especially during peak times such as midterms, finals, and before the due date for class projects.
- Students are expected to come prepared with specific questions, topics, or sections of their work they wish to discuss. All work presented for consultation must be the user's original work. Students participating in academic coaching sessions will not receive assistance with homework or other graded work. The Student Success Center supports academic integrity and does not condone plagiarism or any other form of academic dishonesty.
- Academic coaching is available in-person in the SSC or online via any video conferencing platform supported by LSUS.
- Coaching is provided by trained peer leaders. Peer leaders are trained on an annual basis and must maintain good academic standing with the university.
- Academic coaching has shown to positively impact student success; however, the SSC and the academic coach do not make any guarantees about any student's grades, academic progress, or other outcomes. The responsibility for the final content and quality of academic work remains with the student.
- Guidance, support and regular evaluations are provided to peer leaders by a trained supervisor.
- Students who attend coaching meetings must abide by SSC and LSUS codes of conduct. Violations of the codes of conduct, such as any form of harassment or inappropriate behavior, will result in the termination of the session and may lead to further disciplinary action by LSU Shreveport. Repeated violations of expectations for conduct may result in restrictions on future access to this or other SSC services.
- Students may cancel or reschedule appointments up to 24 hours before the scheduled time without penalty. Cancellations made within 24 hours of the appointment time, as well as no-shows, may result in restrictions on future bookings.
- Student anonymity in coaching sessions will be safeguarded and attendance of individual students will not be reported or shared with any third party (including instructors or advisors) unless required by law or institutional policy. Any data reporting (such as number of attendees or student achievement data) will be aggregated to protect student anonymity.

Tutoring

Tutoring services at LSUS are coordinated through an online platform that connects students and tutors. While peer tutoring is the primary model of academic support at LSUS, our tutoring platform will connect students to professional tutors when a peer tutor is unavailable.

- Tutoring on this platform is available for select, high-demand courses. These courses are selected using a data-driven process and demand is regularly monitored to make sure that students in the highest-demand courses are receiving adequate support. Therefore, course offerings may evolve as demand for tutoring shifts.
- Student access to tutoring is governed by the policies of the tutoring platform.
  o Tutoring is not intended to replace regular class attendance, studying, or seeking clarification and support from instructors. Tutoring sessions are designed as one-time meetings, but students may schedule follow-up appointments as needed and desired. Therefore, access to the same tutor for each follow-up session is not guaranteed, nor is unlimited access to tutoring services, and these may be limited to encourage other positive academic behaviors.
  o Tutoring services are available on a first-come-first-served basis. Students are encouraged to book sessions in advance, especially during peak times such as midterms and finals.
  o Tutoring is available in-person and online depending on tutor availability. Mode of tutoring is negotiated between the tutor and the student and agreed upon in advance.
  o Tutoring cancellation policies are determined by the tutoring platform. However, late or last-minute cancellations, as well as no-shows, may result in restrictions on future bookings.
- Participation in tutoring sessions is voluntary.
- Students are expected to come prepared with specific questions, topics, or sections of their work they wish to discuss. All work presented for consultation must be the user's original work. Students participating in tutoring sessions will not receive assistance with homework or other graded work. The Student Success Center supports academic integrity and does not condone plagiarism or any other form of academic dishonesty.
- Tutoring is provided by trained tutors. Peer tutors are trained before they can schedule tutoring sessions. They must have earned a B or higher in the course to qualify to tutor for a particular course. Additionally, they must maintain good academic standing with the university.
- Tutoring has shown to positively impact student success; however, the SSC and the tutor do not make any guarantees about any student's grades, academic progress, or other outcomes. The responsibility for the final content and quality of academic work remains with the student.
- Tutors are employed and trained by the tutoring platform but may seek guidance from the director or assistant director of the SSC when needed.
- Students who attend tutoring sessions must abide by SSC and LSUS codes of conduct. Violations of the codes of conduct, such as any form of harassment or inappropriate behavior, will result in the termination of the session and may lead to further disciplinary action by LSU Shreveport. Repeated violations of expectations for conduct may result in restrictions on future access to this or other SSC services.
- Student anonymity in tutoring sessions will be safeguarded and attendance of individual students will not be reported or shared with any third party (including instructors or advisors) unless required by law or institutional policy. Any data reporting (such as number of attendees or student achievement data) will be aggregated to protect student anonymity.

Writing Consultations

- Writing consultation appointments are available to help students identify assignment requirements, plan writing projects, enact best practices in the writing process, or improve paper organization and argument. Writing consultations are available to students in all LSUS classes.

- The primary goals of writing consultations are to empower the student for success with skills and strategies to build independence and confidence in academic writing.
- Writing consultations are not intended to replace regular class attendance or seeking clarification and support from instructors.
- Writing consultations are provided to students through a consultation model. Students meet one-on-one with a trained peer leader to seek support on a specific topic. Sessions are designed as one-time meetings, but students may schedule follow-up appointments as needed and desired.
- Participation in writing consultations is voluntary.
- Writing consultation services are available on a first-come-first-served basis. Students may schedule appointments with a writing consultant up to 24 hours in advance or may receive drop-in consultation services (including appointments booked less than 24 hours in advance) *if* a writing consultant is available. As consultant schedules fill up quickly, students are encouraged to book sessions early, especially during peak times such as midterms, finals, and before the due date for class projects.
- Students are expected to come prepared with specific questions or topics they wish to discuss. Writing consultants provide guidance and assistance for academic and professional writing, including but not limited to: essays, research papers, theses, dissertations, reflective writing, and lab reports. Consultations are intended to assist with writing strategies, organization, clarity, and grammar. Writing consultants will not provide content creation, ghostwriting, proofreading or editing services that involve altering the substantive content of your work. All work presented for consultation must be the user's original work. The Student Success Center supports academic integrity and does not condone plagiarism or any other form of academic dishonesty.
- Writing consultations are available face-to-face in the SSC, online via zoom or other video conferencing platform supported by LSUS, or students may drop off a printed copy of their work in the SSC to receive feedback asynchronously. Responses to drop-off requests are based on consultant availability, consultants will notify students by e-mail when their feedback is ready to be picked up. If no consultant is available to provide feedback within 3 business days, the SSC will notify the student.
    o Feedback to drop-off requests will be provided in writing. If a student wishes to discuss the feedback with the consultant, they should schedule an appointment.
- Writing consultations are provided by trained peer leaders. Peer leaders are trained on an annual basis and must maintain good academic standing with the university.
- Writing consultations generally have a positive impact on student success; however, the SSC and the peer leader do not make any guarantees about any student's grades or outcomes. The responsibility for the final content and quality of academic work remains with the student.
- Guidance, support and regular evaluations are provided to peer leaders by a trained supervisor.
- Students may cancel or reschedule appointments up to 24 hours before the scheduled time without penalty. Cancellations made within 24 hours of the appointment time, as well as no-shows, may result in restrictions on future bookings.
- Students who attend consultations must abide by SSC and LSUS codes of conduct. Violations of the codes of conduct, such as any form of harassment or inappropriate behavior, will result in the termination of the session and may lead to further disciplinary action by LSU Shreveport. Repeated violations of expectations for conduct may result in restrictions on future access to this or other SSC services.
- Student anonymity in writing consultations will be safeguarded and attendance of individual students will not be reported or shared with any third party (including instructors or advisors) unless required by law or institutional policy. Any data reporting (such as number of attendees or student achievement data) will be aggregated to protect student anonymity.

Student Worker Expectations

Student workers are vital to the student success center. Peer leadership is a key component of our student support services and, therefore, student workers are held to high standards of professional behavior.

Student workers are expected to:

- Show up on time as scheduled. Give as much notice as possible to the SSC if you are running late or are going to be out. (See our schedule change policy for details).

- Be approachable to success center visitors and be available for walk-in appointments; greet people who come into the SSC with a friendly attitude. Don't work at the front desk with earbuds in or headphones on or make students feel like they are "interrupting."

- Focus on the work you are assigned to do.

- Do everything you can to help the student. If you can't help, don't know the answer, or they have a need beyond your skills, training, or comfort level, please refer them to a full-time employee or other campus resource.

- Keep your work area neat and tidy.

- Treat everyone with respect and act professionally.

- Come to work dressed appropriately and functionally. Your job may require you to bend down, reach, crouch, or perform other physical tasks, so be sure to dress in ways that are comfortable and functional for these tasks.
    - Cropped, sheer, or low-cut shirts and short skirts or shorts make these tasks difficult to do comfortably while remaining work-appropriate, so are not appropriate while you are working. Likewise, pajamas and slippers aren't appropriate to wear while at work. Clothing that has suggestive, violent, derogatory, or other inappropriate messages is also not appropriate to wear while at work.

- Wear your lanyard/name tag while working.

- Complete any assigned tasks (including procedural tasks) just as you are asked to do them, quickly, and to the best of your ability.

- Write meeting notes or reflection in the appropriate location after each meeting or consultation with students.

- Check and respond to e-mails and communications promptly.

Student workers should not:

- Let questions go unanswered (yours or someone else's). Ask for help from a full-time employee if you don't know the answer.

- Stay in uncomfortable situations alone. If you are uncomfortable or dealing with a student or other visitor, ask for help from a full-time employee or tell your supervisor.

- Give out personal information like schedules. If someone asks for an employee, please call their office to let them know they have a visitor. If they ask for a specific student worker and do not have an appointment, go to the student worker and ask if they are available for a drop-in meeting.

- Take care of personal grooming tasks in public. Step into the bathroom if something personal comes up that you need to take care of.

- Eat or take personal calls at the service desks or counters. You can step into the back hallway or an empty classroom to take personal calls if needed.

Socializing and Professionalism

The SSC is primarily a place for students to work and learn. The volume of all conversations should be kept to a reasonable level and comments and public conversation topics should remain professional. This will ensure that the SSC remains a comfortable and productive workspace for students and employees.

SSC employees (students and staff) should not publicly discuss their opinions of students, faculty, staff, student employees, and/or assignments. SSC employees should not criticize assignments, instructor responses, or grading procedures.

If the need arises for an employee to discuss a personal matter with a non-employee while they are on duty, they should make every attempt to limit the discussion to 2-3 minutes and avoid holding personal conversations in public areas. Personal matters should not be discussed at the service desk if possible. This applies to cell phone use as well as in-person conversations.

At the Front Desk

As the front desk is the first impression visitors have of the SSC and the offices inside this space, everyone at the front desk should demonstrate the utmost professionalism at all times. Front desk workers should face the entrance and be ready to greet visitors. Conversations with colleagues should remain brief and appropriate for a public space. Additionally, front desk workers should not engage friends, family, and other visitors in extended conversations at the front desk.

SSC employees should only be behind the front desk when they are scheduled to work, as anyone located behind the front desk is expected to greet and assist visitors, answer the phone, and provide other front desk services quickly and professionally.

Dealing with Complaints

If a **faculty member** expresses concerns about the Center or the work of a student employee, the center or student employee's approach to the situation should be respectfully explained. If the faculty member's concerns remain or if they are significant, they should be referred to the student employee's supervisor.

If **a student** voices a complaint or concern about a course-related matter (unfair grading, lack of communication, poor instructions, bad behavior, etc.), SSC employees will refrain from sharing their personal opinions of the situation in accordance with the *Socializing and Professionalism* policy of the department. SSC employees may offer the student productive strategies to deal with the difficulty and if the concern is of sufficient weight (e.g.: impacting student learning, grades, safety, or well-being, etc), the student should be directed to official channels of communication for filing complaints as outlined in the LSUS student handbook and LSUS policies.

Schedule Changes for Student Workers

Your supervisor will make sure you know your schedule for the semester before the first week of classes. Minor adjustments can be made at this time, but after the first week of classes please consider your schedule finalized.

Absence from Work and Tardiness

If you are sick or have an emergency and cannot come in for your scheduled shift, notify your supervisor or the SSC front desk as soon as possible before your shift.

If you are going to be late for your scheduled work time, let your supervisor or the SSC front desk know as soon as possible. Student workers are vital to the work of the SSC, so repetitive tardiness should be avoided. It can lead to termination of employment.

Planned time off should be discussed and agreed upon in advance between student and supervisor, but you should plan to be at work for your regularly scheduled shifts, excessive absences can lead to termination of employment.

Communicating Absences

- Success Coaches are responsible for communicating the need to cancel and/or reschedule their appointments to the student who booked an appointment if they are aware of the need at least 24 hours in advance.
- If an appointment is canceled, student workers should direct the student to make a new appointment with the first available coach or specialist (students may elect to reschedule with the same coach or specialist).
- If a student worker must cancel an appointment with less than 24 hours' notice, then they should communicate in writing (e.g. email or text) with the following people as soon as possible: Director of Academic Success, Assistant Director of Academic Success, Operations Coordinator, student with appointment (as possible).

Holidays and University Closures

The SSC is closed only during official University holidays (these dates can be found on the University Calendar) and remains open during some student breaks like Spring Break. Students should let their supervisor know if they do not plan to work on these breaks.

A student employee may rearrange their work schedule within 4 working days to make up for hours missed due to a holiday or university closure under the following circumstances:

- The adjusted schedule is approved by the supervisor (in advance when possible, as in the case for holidays and planned closures).
- 25% or more of a student employee's scheduled work hours fall on a Holiday or during a University Closure.

And/or

- They are an international student who is ineligible for additional work outside of the university.

Recruitment and Hiring of Student Employees

Depending on departmental need, student employees are typically recruited beginning around mid-term of the fall and spring semesters for the following 16-week semesters. Information about employment opportunities are disseminated broadly to the student body through multiple media (e.g. e-mail, flyers, and the campus-wide job board) and applications are accepted through the campus-wide job board.

Summer employment may be offered to students already employed by the SSC, depending on departmental need and in accordance with university policy.

Qualifications for employment are determined by university policy. Any additional qualifications for each student employee role in the SSC are noted in the Program Scope policy.

Evaluation and Retention of Student Employees

Student workers will be evaluated at least once per year in order to facilitate professional growth and development. Assessments may vary according to the student's role but will cover job performance in the following areas: workplace behaviors, reliability, communication, implementation of feedback and training, and effectiveness in their role.

Supervisors will work to maintain open lines of communication with student workers and a formal evaluation will be provided on an annual basis. Constructive feedback will be provided on an ongoing basis, including areas of strength and opportunities for improvement. Annual evaluations will be shared with the student worker and filed for reference.

Students who consistently do not meet expectations in workplace behaviors, reliability, communication, implementation of feedback and trainings, and effectiveness in their role will not be reappointed to their roles. In cases of excessive absences, consistent unresponsiveness to feedback, or repeated or extreme violations of conduct expectations, student employment may be terminated immediately.

Feedback on Services and Programs

Students participating in SSC services and programs are given opportunities to provide feedback on the quality of the service received. Follow-up surveys are sent to the student after one-on-one meetings and feedback is solicited from participants in group programs, such as Guided Study Groups, once each semester.

This feedback, along with other data points, is used to determine need for and effectiveness of services and programs and informs decision-making in planning and offering services.

Student Worker Trainings

Student workers in the SSC are provided professional development and training annually and on an ongoing basis throughout the semester.

All student employees are trained peer educators. This training is provided to new student employees before the first day of the semester and student workers should take and pass the certification exam by the end of the first week of classes.

Additional professional development is provided to all student employees annually before the start of the fall semester. This training includes:

- SSC Administrative Procedures and Policies and Technology
- SSC Goals and An Overview of SSC Programs and Services
- Effective Strategies for Working with Students
- Campus Resources and Referral Processes
- Professional Communication

Additionally, before the start of each fall semester each student receives in-depth training on the services they will help facilitate based on their role. Depending on their role, this training may include the following:

- For PACE Leaders
  - Academic Coaching
  - Student Mentorship
  - Academic Recovery Services
  - Leading Guided Study Groups (Supplemental Instruction)
- For Writing Consultants
  - Goals and Scope of Writing Consultations
  - Providing Quality Feedback
- For Peer Mentors
  - Peer Mentorship
  - Campus Engagement

Unclaimed Prints

Any prints made by students and left unclaimed in the Success Center will be held no longer than 24 hours or until 4:30 (closing) on Friday, whichever comes first. After the holding period all unclaimed prints will be discarded.

Space Use

All spaces in the SSC should be booked at least 24 hours in advance through the SSC front desk.

SSC spaces are available for reservation only during SSC opening hours (or when professional SSC staff are in attendance) and may only be reserved by LSUS faculty and staff for LSUS related functions.

Student Success Center programs, events, and departmental needs (Guided Study Groups, Workshops, Meetings, etc.) receive priority when using and reserving SSC spaces.

Students are welcome to use the SSC open space to meet and study as space allows. However, classrooms are reserved for LSUS programs, events, and departmental use only.

Prizes, Snacks, and Branded Items

The use of prizes, snacks, and branded items purchased by the Academic Success or the SSC is prioritized for Academic Success events and initiatives – such as Us@LSUS, workshops, table events, etc.

Requests from SSC employees to use these materials for other purposes should be made several days in advance. Approval of these requests will be determined by the appropriate professional staff in Academic Affairs after considering availability of materials, upcoming departmental needs, and impact and appropriateness of the request.