



# Student Success Center Handbook



## Student Success Center

Langdale Residence Hall  
1500 North Patterson Street  
Valdosta, GA 31698

Phone No. (229) 333-7570 / Fax No. (229) 333- 7579  
ssc@valdosta.edu - <http://www.valdosta.edu/ssc/>

# Table of Contents

## Welcome

Getting Started.....	1
Disclaimer.....	2
Mission Statement .....	3
Operating Hours .....	4
Student Success Center Staff .....	4
Colleges & Divisions.....	5
Departments .....	6-7
Programs.....	8
Campus Services.....	9-10
Seminars and Workshops.....	11
<b>Policies &amp; Procedures</b>	
Student Success Center Policies and Procedures.....	12
Tutor Policies & Procedures .....	13
Compensation .....	14-15
<b>Academic Advising</b>	
Student Success Center Advising.....	16
Academic Advising.....	17
<b>Tutors</b>	
Job Description.....	18
Responsibilities.....	18
Requirements.....	19
Training.....	20-21
Setting Up Your Schedule.....	22
Accessing the SSC Scheduler.....	22
Scheduling Guidelines.....	22
Scheduling Student Appointments.....	23
Tutor Rights.....	24
Purpose of Tutoring.....	24
What to Expect From a Tutoring Session .....	24-25
Session Completion Paperwork.....	25

# Table of Contents

12 Steps of Tutoring.....	26
Effective Ways to Work With Students.....	27
AskOnline.....	28
Self Assessment.....	29

## Supplemental Instruction Leader

Definition, Purpose, and Participants.....	30
How SI Works.....	30-31
Job Description.....	31
Responsibilities.....	31
Requirements.....	33
Sections.....	33

## Front Desk (Office Assistant)

Summary.....	33
Function.....	33
Minimum Qualifications.....	33
Requisite Skills.....	33

## Additional Information

Frequently Asked Questions.....	34-36
Useful Resources.....	37-38
Tutor Info Sheet.....	39
Student Success Center Handbook Agreement.....	40



Welcome



# Getting Started

## Payroll Packet

If You have not worked on campus before, the first step to employment at the Student Success Center is to complete the payroll packet which will be given to you upon hiring. If you have previously worked an on-campus job, it will only be necessary to fill out the yellow form in the packet.

- ◇ The Security Questionnaire page has two places that need to be notarized. This can be done in the English Department.
- ◇ Once the Right to Know Training ([www.usg.edu/ehs/training](http://www.usg.edu/ehs/training)) has been completed online, a certificate will be available to be printed. Attach this certificate to the remainder of the packet before returning it to the Student Success Center.
- ◇ In addition to the completion of the packet, you will also be required to submit two copies of your I.D. Acceptable forms of identification can be found on the back of the Employment Eligibility Verification page in your payroll packet.
- ◇ A voided check must be attached to the packet in order to receive direct deposit.



# Disclaimer

The Student Success Center acknowledges the fact that this handbook may not address every question or circumstance. As The Student Success Center continues to develop, it may be necessary to make adjustments to policies and procedures. At The Student Success Center's sole and absolute discretion, it reserves the right to revise, expand, and/or retract any policies and procedures of this handbook deemed appropriate. The Student Success Center will notify staff, tutors, supplemental instructors, graduate assistants, and student employment of any changes as they transpire.

This handbook supersedes all previous handbooks.



# Mission Statement

The Student Success Center acts as a compass to help students navigate their college careers and get a bearing on success through tutoring, advising, and on-campus job opportunities.

Our mission is to increase student retention by supporting students at any level and ability in their course work, job experience, and major and career planning, thereby fostering in them the determination and drive to graduate on time and lead fulfilling lives.



# Operating Hours & SSC Staff

## Fall & Spring

Monday – Thursday 9:00 a.m. - 8:00 p.m.

Friday 9:00 a.m. – 3:00 p.m.

Sunday 4:00 p.m. -8: 00 p.m.

## Summer

Monday – Thursday 9:00 a.m. - 5:30 p.m.

Friday 9:00 a.m. – 3:00 p.m.

Sunday 4:00 p.m. -8: 00 p.m.

## Student Success Center Staff

Director: Dr. Chere Peguesse

Academic Advisor & Tutor Coordinator: Mr. Terence Sullivan

Academic Advisor & FLC Coordinator: Ms. Ashley Myers

Student Employment Manager: Ms. Sherri Dawn Adams

Administrative Secretary: Ms. Susan Jones



# Colleges & Divisions

## College of Arts and Sciences

1036 Hugh C. Bailey

Science Center

Valdosta, GA 31698

Phone: 229-333-5699

Fax: 229-333-7389

Email: memears@valdosta.edu

Phone: 229-333-5925

Fax: 229-333-7167

## College of Nursing

S. Walter Martin Hall

1300 N. Patterson St.

Valdosta, GA 31698

Phone: 229-333-5959

Fax: 229-333-7300

## College of the Arts

Dean's Office

Valdosta State University

Valdosta, GA 31698

Phone: 229-333-5832

Fax: 229-245-3799

## Division of Aerospace Programs

Barrow Hall

1500 N Patterson St.

Valdosta, GA 31698

Phone: 229-333-5954

Fax: 229-333-5467

Email: afrocaadmin@valdosta.edu

## Langdale College of Business

### Administration

Langdale College of Business

Valdosta State University

Valdosta, GA 31698

Phone: 229-333-5991

## Division of Social Work

(Pine Hall)

1500 N Patterson St

Valdosta, GA 31698

Phone: 229-249-4864

## James L. and Dorothy H. Dewar

### College of Education

1500 North Patterson St.

Valdosta, GA 31698

Admissions: 229-219-1392

Fax: 229-245-4341

Email: socialwork@valdosta.edu

# Departments

## **Accounting & Finance**

Department Head: Dr. Len Weld  
Phone: 229-333-5967  
Fax: 229-249-2706  
Email: lweld@valdosta.edu

## **Adult & Career Education**

Dewar College of Education  
Rm 2020  
1500 N Patterson Street  
Valdosta, GA 31698  
Phone: 229-333-5928

## **African American Studies**

Nevins Hall Rm 1107  
Phone: 229-249-4843  
Fax: 229-259-5042

## **Art**

Fine Arts Building Rm 107  
1500 Patterson St  
Valdosta, GA 31698  
Phone: 229-33-5835  
Fax: 229-259-5121

## **Department of Biology**

Rm 2035  
1500 N Patterson St  
Valdosta, GA 31698  
Phone: 229-333-5759  
Fax: 229-245-6585

## **Chemistry**

Hugh C. Bailey Science Center  
Rm 3025  
1500 N Patterson St  
Valdosta, GA 31698  
Phone: 229-333-5798  
Fax: 229-245-2458

## **Communication Arts**

Nevins Hall  
1500 N. Patterson Street  
Valdosta, GA 31698  
Phone: 229-333-5820  
Fax: 229-293-6182

## **Communication Disorders**

1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-219-1327  
Fax: 229-219-1335

## **Curriculum & Instructional Technology**

1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5633  
Fax: 229-259-5094

## **Early Childhood & Special Education**

1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5929  
Fax: 229-219-1225

## **Educational Leadership**

1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5633  
Fax: 229-259-5094

## **English**

West Hall Rm 207  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5946  
Fax: 229-259-5529

## **History**

Ashley Hall Rm 113  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5947  
Fax: 229-249-4865

## **Kinesiology & Physical Education**

P.E. Complex Rm 170  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-7161  
Fax: 229-245-3863

## **Mass Media**

Mass Media Building  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5820  
Fax: 229-293-6182

# Departments

## Management

Department Head  
Dr. Phyllis Holland  
Pound Hall Rm 206  
Phone: 229-245-2233  
Fax: 229-249-2795  
Email: pholland@valdosta.edu

## Marketing & Economics

Department Head: Dr. Wayne Plumly  
Pound Hall Rm 222  
Phone: 229-245-3825  
Email: lwplumly@valdosta.edu

## Mathematics & Computer Science

2072 Nevins Hall  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5778  
Fax: 229-219-1257  
Email: mathcs@valdosta.edu

## Middle Grades & Secondary Education

1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5611  
Fax: 229-333-7167  
Email: cabeaver@valdosta.edu

## Modern & Classical Languages

West Hall Rm 128  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5948  
Fax: 229-333-7416

## Music

1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5804  
Fax: 229-259-5578

## Philosophy

Ashley Hall Rm 109  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5949  
Fax: 229-259-5011

## Physics, Astronomy, & Geosciences

Nevins Hall Rm 2006  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5752  
Fax: 229-219-1201

## Political Science

West Hall Rm 238  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5771  
Fax: 229-259-5910

## Psychology & Counseling

1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5930  
Fax: 229-259-5576  
Email: PsycCoun@valdosta.edu

## Sociology, Anthropology, & Criminal Justice

University Center Rm 1120  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5943  
Fax: 229-259-5492

## Special Education

1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5929  
Fax: 229-219-1225

## Women's Studies

Valdosta State University  
1526 North Oak Street  
Valdosta, GA 31698  
Phone: 229-249-4842  
Fax: 229-293-6300

# Programs

## Freshman Year Experience (FYE)

University Center III4

1500 N Patterson St.

Valdosta, GA 31698

Phone: 229-245-4378

Fax: 229-259-5073

Email: oasis@valdosta.edu

## Center for International Programs

1500 N Patterson St.

Valdosta, GA 31698

Phone: 229-333-7410

Fax: 229-245-3849

## General Studies

University Center III4

1500 N Patterson St.

Valdosta, GA 31698

Phone: 229-245-4378

Fax: 229-259-5073

## Honors Program

1500 N Patterson St.

Valdosta, GA 31698

Phone: 229-249-4894

Fax: 229-219-1396



# Campus Services

## Access Office for Students with Disabilities

Nevins Hall 1115  
1500 N. Patterson Street  
Valdosta, GA 31698  
Phone: 229-245-2498  
Fax: 229-245-3788  
[www.valdosta.edu/access](http://www.valdosta.edu/access)

## Alcohol and Other Drug Education

Powell Hall  
1500 N Patterson St.  
Valdosta, GA 31698  
Phone: 229-259-5111  
Fax: 229-259-5113



## Financial Services

University Center  
Entrance 5  
1205 N. Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5725  
Fax: 229-259-2051

## Help Desk

Odum Library (Next to Circulation)  
Phone: 229-245-4357  
Fax: 229-245-4349

## VSU Web Services

Information Technology  
Valdosta, GA 31698  
[webservices@valdosta.edu](mailto:webservices@valdosta.edu)  
Department: 229-333-5974  
Desk: 229-333-7315  
Fax: 229-245-4349



## Counseling Center

Powell Hall East, 2nd floor  
1500 N. Patterson St.  
Valdosta, GA 31698  
Contact  
Phone: 229-333-5940  
Fax: 229-333-7169  
[www.valdosta.edu/counseling](http://www.valdosta.edu/counseling)

## Career Services

Powell Hall West, 2nd Floor  
1500 N. Patterson St.  
Valdosta, GA 31698  
Phone: 229-333-5942  
Fax: 229-259-5515  
[www.valdosta.edu/careers](http://www.valdosta.edu/careers)



# Campus Services

## Farber Student Health Center

Student Health Services

200 Georgia Ave.

Valdosta, GA 31698

Phone: 229-333-5886

Fax: 229-249-2791

Appointments: 229-219-3200

## Student Recreation Center

1300 Sustella Ave.

Valdosta, GA 31698

Phone: 229-333-5898

Fax: 229-259-5088

Bookings: 229-245-4306

After Hours: 229-245-4306

## Housing and Residence Life

Hopper Hall

1500 N Patterson St

Valdosta, GA 31698

Phone: 229-333-5920

Fax: 229-333-7159

## Odum Library

1500 N. Patterson St.

Valdosta, GA 31698

Phone: 229-333-5869

Public Fax: 229-219-1362

MLIS Fax: 229-259-5055

## Office of Social Equity

1208 N. Patterson St.

Valdosta, GA 31698

Phone: 229-333-5463

Fax: 229-249-2687

## Health Promotions

Powell Hall East

1500 N Patterson St

Valdosta, GA 31698

Phone: 229-245-3896

Fax: 229-259-5113

## Parking & Transportation

Sustella Deck 1st Level

1500 N. Patterson Street

Valdosta, GA 31698

Phone: 229-293-7275

Fax: 229-245-4343

[services.valdosta.edu/parking/](http://services.valdosta.edu/parking/)

## Financial Aid

University Center Rm 4121

1500 N. Patterson St.

Valdosta, GA 31698

Phone: 229-333-5935

Fax: 229-333-5430

## Volunteer Services

Student Union

3rd Floor

1500 N. Patterson St.

Valdosta, GA 31698

Phone: 229-333-5941

## Registrar

1500 N Patterson St.

Valdosta, GA 31698

Phone: 229-333-5727

Fax: 229-333-5475

# Seminars & Workshops

## Student Success Center Seminars FALL 2011

*LOCATION: Student Success Center, Langdale Hall (unless noted).*

*Contact Counseling Center for dates & times*

*CALL: 229-333-7570 at least 24 hours in advance to register for a seminar.*

*(sessions last 1 hour unless noted otherwise)*

### Time Management

Learn how to make the most of the time you have every week to study and prepare for classes while still having time for fun.

### Study & Test Taking Skills

Learn your preferred studying style in order to improve your study skills, & how to successfully take exams.

Work smarter, not harder!

### Effective Reading

Learn strategies to improve your reading of text material, to speed up your reading and still retain what you read.

### Research Writing

Learn techniques to improve your ability to write great papers and tips for formatting.

### Navigating College

Learn how to use the VSU catalog effectively and what resources are available to assist you on campus.

### Critical Thinking

Learn why you think the way you think and to question your assumptions.

Test Anxiety Management (at Counseling Center, Powell Hall East Conference Room) - call 229-333-5940 to reserve

Learn how to cope with anxiety before tests, lower stress levels, and earn higher grades.



# Policies & Procedures





# SSC Policies & Guidelines

1. Only two appointments a week per subject area will be allowed. For example, you could make two appointments for English and two for Math in one week, if you choose.
2. Please come in with an assignment to work on or a specific problem area.
3. You are welcome to study here. You are welcome to ask tutors brief questions as you study if they are not helping someone else.
4. Turn off cell phones inside the SSC. Feel free to use your phones outside.
5. Understand that the SSC is not a computer lab. The computers are primarily for tutoring use; however, you may work on an assignment if the tutor isn't using the computer, or if you need to print something. If you are playing games or visiting inappropriate websites, or if it appears that you are doing something non-academic, you will be asked to give up the computer so another student can work on academics.
6. Understand that the tutors are not your teachers; they are sounding boards for your ideas, experienced students who can help with assignments, and as peers who can help you find information you need. Always check with your instructors about course expectations.
7. Understand that there are a variety of tutor "flavors:" tutors have different styles of helping just like students have different styles of learning. If a tutor judges that a session isn't helpful, s/he may suggest that you work with another tutor.
8. A tutor may refuse to help you if you are rude, disruptive, or you make him/her uncomfortable in any way.
9. A student may be asked to leave the SSC if you are rude, disruptive, and/or refuse to follow SSC guidelines.
10. There are to be no students behind the desk that are not SSC staff.
11. You have the right to make an appointment with the Director, Dr. Chere Peguesse, about any problems with the SSC you might have.

# Tutor Policies & Guidelines

1. Be on time. Your student clients are depending on you. You are modeling a work ethic and professionalism as a part of the SSC and VSU's "culture of excellence."
2. If you are sick, please call as early as possible so we can find other tutors for your student clients.
3. In case of an emergency, please call us as soon as possible.
4. Turn off cell phones inside the SSC. Feel free to use your phones outside.
5. Do not tutor outside of your expertise area—the tendency is to do the work for the student.
6. Plan ahead at least two weeks before you need to rearrange your work hours to study for a test, or for whatever reason you might need some hours off.
7. If, for example, you have a test the next day, you cannot take off from your tutoring work at the last minute to study. You need to plan ahead.
8. You cannot refuse to see a student during work hours to complete your own homework assignments.
9. If you need assistance with time management, one of the Academic Advisors would be happy to help you.
10. The tutors get first priority on the computers if it directly helps their work with a student. If a student needs a computer and a tutor is playing Solitaire, for example, the tutor should allow the student to use it for academic purposes.
11. It's not a good idea to give out personal information—phone numbers, addresses, etc.—to student clients.
12. Check VSU email and listerv DAILY, and respond when information is requested.
13. Check the communication board for messages and important information.

# Compensation

You will be paid on a bi-weekly basis. In order for this to occur, you must complete and turn in to the front desk a time detail report (TDR) by 5:00 p.m. on the Thursday before the pay period end date. TDR are approved on the pay period end date by 3:00 p.m. If your payroll approver has not received your TDR by this time, you will be paid two weeks after the current pay period. It is your responsibility to submit your TDR by the deadline. *TDR due dates and pay period dates may change due to holidays, final exams, dead day, and semester end dates.*

## Automatic Data Processing (ADP) & eTime

ADP is the payroll system you will use to keep track of your timecard. This is where you will access and print your time detail report (TDR).

- ◇ It is important to make sure all information in ADP is correct so you can receive your pay in a timely manner.
- ◇ It is your responsibility to add eTime to your ADP account and make sure all punches on your timecard are correct on a daily basis.
- ◇ If you work in another department on campus, you must make sure you have the correct primary listed and your payroll approvers in both departments can see your timecard.

Effective July 1, 2010, Valdosta State University will routinely audit the IP addresses of the ADP punch card system; these audits will show time and place of time punch. Falsification of timecards is subject to dismissal. For this reason, make sure to punch in on the designated computer in the Student Success Center.

## Time Detail Reports (TDR)

Time Detail Reports are a printout of your timecard.

Timecards contain two weeks of time worked.

You must print a TDR by logging into ADP and eTime.

If you are having difficulty with ADP, you can turn in a handwritten or typed sheet with the times that you have worked.

You must have the following items listed on your TDR:

- ◇ Projections (expected work times) for Thursday afternoon and all day Friday.
- ◇ Missed punches (forgot to Clock-in / out)
- ◇ Note additional 15 minute increments with a noted reason (tutee was late, helping someone, etc)

Your signature which is an agreement that you are submitting the correct times on your TDR.

You will be paid the week after TDR's are submitted and approved. For example, you submit your TDR on Thursday, September 15. Your payday will be on Friday, September 23.

## CRLA Certification

Pay will vary based on your certification level. Each level of certification achieved has a pay increase.

# Compensation Pay Period Calendar

<b>Pay Period Start</b>	<b>Pay Period End</b>	<b>Projections Required</b>	<b>Timecards Due</b>	<b>Payday</b>
1/7/2012	1/20/2012	1/19/2012	1/20/2012	1/27/2012
1/21/2012	2/3/2012	2/2/2012	2/3/2012	2/10/2012
2/4/2012	2/17/2012	2/16/2012	2/17/2012	2/24/2012
2/18/2012	3/2/2012	3/1/2012	3/2/2012	3/9/2012
3/3/2012	3/16/2012	3/15/2012	3/16/2012	3/23/2012
3/17/2012	3/30/2012	3/29/2012	3/30/2012	4/6/2012
3/31/2012	4/13/2012	4/12/2012	4/13/2012	4/20/2012
4/14/2012	4/27/2012	4/26/2012	4/27/2012	5/4/2012
4/28/2012	5/11/2012	5/10/2012	5/11/2012	5/18/2012
5/12/2012	5/25/2012	5/24/2012	5/25/2012	6/1/2012
5/26/2012	6/8/2012	6/7/2012	6/8/2012	6/15/2012
6/9/2012	6/22/2012	6/21/2012	6/22/2012	6/29/2012
6/23/2012	7/6/2012	7/5/2012	7/6/2012	7/13/2012



# Advising



# Student Success Center

## Advising

Assesses the student's stage of development (academic, career, and personal) and promotes student growth by determining suitable developmental tasks; assists student in establishing realistic and attainable academic and career goals.

Advises students on academic, career and personal issues; identifies the educational and career options appropriate for each student and assists with the analysis of each option, including possible outcomes and their implications; if needed, refers student to counseling services; sets up an action plan for the student to explore alternative careers and related majors.

Identifies options for student to satisfy degree requirements; evaluates and makes recommendations on petitions and amendments to student's program of study; assists students in completion.

Monitors academic progress of students; determines eligibility and satisfactory progress toward degree; identifies current and potential needs or problem areas (e.g., study skills, tutoring) and refers student to appropriate campus resources for assistance; communicates findings to coaches and administrators when necessary.

Maintains student files and records; documents all pertinent student information; updates computerized information system regarding changes to student status (i.e., lifting registration flags).

Interprets and explains Student Success Center and university policies and procedures; participates in preparation and presentation of orientations and presents academic information to new students during orientation.

Identifies options for student to satisfy specific degree requirements; evaluates and makes recommendations on petitions and/or adjustments to student's program of study.

Evaluate transfer transcripts from other academic institutions for equivalencies and application to degree program - only after accepted to university and after transcript evaluation by registrars office.

Gathers and/or calculates necessary information such as GPA's or enrollment statistics; prepares various reports as requested.

Assists students with admission and registration/provides guidance in course selection in keeping with the student's interests, values and abilities.

# Academic Advising

## Mission Statement

At Valdosta State University, advising is a mandatory, collaborative process designed to help students succeed academically, develop an appropriate educational plan leading to graduation, focus on their life beyond the university, and play a responsible and proactive role in their own education.

Advisors will assist students in decision-making by providing timely and accurate information, making appropriate referrals to campus resources, and encouraging students to use available technology.

## Academic Advising Information

Advising is an important and integral component of a student's academic success in college. At Valdosta State University, all undergraduate and graduate students must meet with their advisor each semester before being allowed to access the registration system and register for classes. While advising is mandatory for all students, the process of advising differs from college to college and department to department.

Students with a declared major should contact the Department Head in the appropriate department or discipline for advising. Students who have not chosen a major are classified as Liberal Arts Students (LAS) and are advised through the OASIS Center for Advising. Freshmen and sophomores in the Langdale College of Business Administration are advised through the COBA Student Advising Center (SAC). Students with 30 credits or less in the Dewar College of Education are advised through the College of Education's Advising Center. For more information, review the current VSU undergraduate catalog.

The Student Success Center (SSC) offers general academic advising to all students in order to enable them to make well informed decisions regarding their education. The SSC assists students in understanding University policies which directly affect their academic success. Students can make an appointment from any computer (on campus or off campus) or stop by during office hours.



# Tutors





# Tutors

## Job Description

Tutors provide individual and small group tutoring sessions in subjects in which the tutor has attained a grade of B+ or better. The tutor facilitates learning as a guide and coach to assist the student to become a successful, independent learner. The purpose of tutoring is to increase and enhance mastery of concepts or applications of a specific course of study. Tutors integrate effective study and learning strategies to maximize the tutee's potential for academic progress. As a member of the Student Success Center team, tutors are expected to contact instructors and maintain ongoing communication with the Director of the Student Success Center. Tutors are also expected to refer students to other appropriate college resources as needed. Tutoring is a supplement to teaching.

## Responsibilities

1. Tutor students in specific course material and integrate study and learning strategies to promote independent learning. This can be done on a one-to-one or small-group basis.
2. Maintain a consistent weekly schedule of work hours in the Student Success Center for appointments and walk-ins. These hours must be entered into the online scheduler.
3. Meet with the instructor (s) of the course (s) you are tutoring and discuss your role as a tutor and obtain any information that will assist you to effectively tutor. Visit class (es) in your subject area to let students know of your availability.
4. Complete the required ten-hour tutor training seminar at the start of the semester as required by the Student Success Center Director.
5. Attend workshops in order to obtain College Reading & Learning Association (CRLA) certification.
6. Keep regular and accurate records of tutoring sessions using the appropriate forms kept at the secretary's desk.
7. Make appropriate referrals to other campus resources and inform the Student Success Center Director of any referral.
8. When not tutoring, develop handouts and other instructional materials, work on projects assigned by the Director, and help to keep the center running smoothly and efficiently.
9. Complete bi-weekly timesheets accurately and turn them in to the secretary on a timely basis.

# Tutors

## Job Requirements

- ◇ Demonstrate an ability to quickly establish rapport and communicate well with students.
- ◇ Complete the course (s) in which he/she wishes to tutor earning a B+ or better. A grade of A is preferred.
- ◇ Complete recommendation forms from two different professors from the appropriate Department.
- ◇ Exhibit excellent interpersonal communication skills and ease in relating to people from varying educational, cultural, and social backgrounds.
- ◇ Exhibit excellent level of responsibility, reliability, and punctuality.
- ◇ Exhibit appropriate and professional behavior at all times.
- ◇ Current enrollment as a VSU student, taking 6 credits or more.
- ◇ Complete both VSU student assistant and Student Success Center application forms.
- ◇ Interview with the Tutor Coordinator and/or the Director of the Student Success Center.



# Tutors

## Training

You will be required to participate in a mandatory 10 hour training program each semester for the first three semesters of employment. This training is necessary for the Student Success center and its tutors to earn certification from the College of Reading and Learning Association (CRLA).

Training consists of:

- ◇ 6 hours of in-person training
- ◇ 4 hours of supplemental training
- ◇ 25 hours of tutoring experience

There are three levels of CRLA certification. Each CRLA training Level achieved includes a pay increase.

CRLA Level 1 training may cover:

- ◇ Definition of Tutoring and tutor responsibilities
- ◇ Basic tutoring guidelines/ tutoring do's and don't's
- ◇ Techniques for successfully beginning and ending a tutor session
- ◇ adult learners / learning Theory/ learning styles
- ◇ assertiveness /handling difficult students
- ◇ role modeling
- ◇ setting goals / planning
- ◇ communication skills
- ◇ active listening and paraphrasing
- ◇ referral skills
- ◇ study skills
- ◇ critical thinking skills
- ◇ compliance with the ethics and philosophy of the tutor program / sexual harassment/ plagiarism
- ◇ modeling problem solving

# Tutors

CRLA Level 2 training may cover:

- ◇ review of level 1 topics
- ◇ use of probing questions
- ◇ brain dominance learning
- ◇ cultural awareness and inter-cultural communications / diversity
- ◇ identifying and using resources
- ◇ tutoring in specific skill / subject areas
- ◇ assessing or changing study behaviors

CRLA Level 3 training may cover:

- ◇ review of level 1 and 2 topics
- ◇ self-regulated learning / brain learning / memory
- ◇ how to tutor / deal with Target populations
- ◇ the role of learning centers in higher education
- ◇ structuring the learning experience
- ◇ training and supervising other tutors (supervisory skills)
- ◇ group management skills (group interaction and group dynamics)

In the event that you cannot attend the 6 hour in-person tutor training, you can complete online training on BlazeVIEW in the Tutor Training shell. Before completing the online training contact Dr. Chere Peguesse or Terence Sullivan.

# Tutors

## Setting Up Your Schedule

It is necessary for you to set up your online schedule as soon as possible so that students can begin making tutoring appointments. Before you are able to do this, you must first speak to Terence Sullivan so that he can add you to the computer system. Once you have done this, you are ready to begin making your schedule available for tutoring sessions.

### Accessing the Student Success Center Scheduler

- ◇ From the Student Success Center Website ([www.valdosta.edu/ssc](http://www.valdosta.edu/ssc)), select "Make an Appointment" from the "Service" listed on the left side of the webpage.
- ◇ Log in using your V.S.U. I.D. and password (the ones used for your VSU email).
- ◇ From the Main Menu, select "Staff Schedule."
- ◇ From the Staff Schedule page, find and select your name under the drop-down menu that says "All Staff."
- ◇ For each day you enter, select the date from the calendar and make sure that it is highlighted in blue. Click on your start and ending times from the yellow grids on the right. Your starting time is the time you are scheduled to be at work for that day and your ending time is the time you are scheduled to leave. After doing this, click "Submit" and "Schedule Saved" should pop up on your screen.

### Scheduling Guidelines

- ◇ While it is understandable that inevitable situations may arise, it is important that you enter your schedule for the entire semester so that appointments can be made. If your schedule is not in the computer system, then we are unable to schedule any sessions for you.
- ◇ Plan ahead at least two weeks before you need to rearrange your work hours to study for a test, or for whatever reason you might need some hours off. Students who have made appointments in advance should not be penalized by lack of tutor planning.

\*If this occurs and you are unable to come into work, it is necessary to delete the day that you were previously available. In order to do this, first go back to the Main Menu screen and select "My Schedule." On this page, you should see a list of all the available days and times that you entered into the computer system. Find the day (s) that you are no longer available to work, and click "Delete" in the right column corresponding to the day.

# Tutors

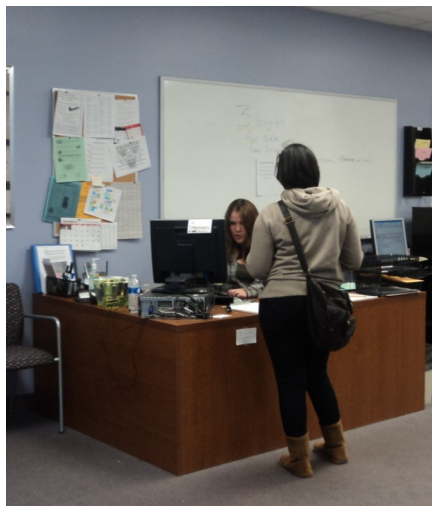
## Scheduling Student Appointments

It may be necessary for you to schedule tutoring appointments for students (if your tutee wants to make another appointment with you at the end of the current session), although this is typically done by the graduate assistants, secretary, or office assistants. If this occurs, the following steps can be taken to schedule the appointment:

- ◇ From the *Main Menu*, select *Check-In/Appointments*. From this page, select the subject that the student needs a tutor in and the date. If the student prefers to work with a specific tutor, select his or her name from the drop down menu called *All Staff*. This information will give you the available times to schedule an appointment.
- ◇ The grid on the right side of the webpage indicates the times that appointments have already been made. By comparing this to the tutor schedule on the left, available times can be determined. Once an available time has been determined, click *Check-In/Appointments* from the top of the screen.
- ◇ On this screen, type in the student's ID number and click in the box for student name, and the name should be automatically appear in this box. Select the tutor and subject from the drop down menu.
- ◇ Click the date of the appointment on the calendar, which should highlight it in blue. Click the time the session will start and finish and then click *Save*. *Appointment Saved* should appear on the screen.

### Scheduling Guidelines

- ◇ Each tutoring appointment can be made for a maximum of one hour increments.
- ◇ Tutees can only schedule appointments for the same subject twice in any given week.



# Tutors

## Rights

- ◇ You have the right to suggest that a student work with another tutor if the two of you are not communicating well. You can tell the student that perhaps another tutor with a different style might be more helpful to them.
- ◇ You have the right to refuse help to any student who is rude, disruptive, makes inappropriate comments, or otherwise makes you uncomfortable. The appropriate response to this person can be: "your comments/behavior make me uncomfortable, which makes it difficult for me to help you with your work. If you don't stop, then I won't help you." If the student persists, get up and tell them you won't work with them and that you are going to get a supervisor. Write down what happened and submit it to the Director.
- ◇ You have the right to work with a student beyond the appointment time if your next appointment hasn't yet shown up, and if you choose to. You can inform the student client that you have other business to attend to before the next appointment, or simply that you need a break.

## Purpose of Tutoring

1. To improve the educational achievement of the student.
2. To enhance student self-esteem and confidence in his/her ability to learn.
3. To introduce the student to the world outside the classroom through interaction with an experienced and concerned tutor.
4. To allow for immediate and constructive feedback.
5. To improve student motivation and performance.
6. Personal concern for your student is your greatest asset as a tutor. Keep in mind that what you do is as important as what you say. Work to build a relationship of mutual confidence with your student(s).

## What to Expect From a Tutoring Session

Tutors here at the SSC are trained to be coaches, not replacements for your professors. They will ask that you do the "workout," and they will suggest ways to make your "workout" more effective, and they will encourage your efforts. They will explain concepts in different ways, they will use reference books and show you how to use them, and they will share study and learning strategies with you. They cannot make you learn; that's your responsibility. It's also your responsibility to come to a tutoring session well-prepared. So, in light of these tutors' training, expect the following:

# Tutors

- ◇ Expect to do most of the talking.
- ◇ Expect to bring your assignments, drafts, homework, and textbooks so you can fully explain to your tutor what you are trying to accomplish or don't understand.
- ◇ Expect the tutor to suggest another time to meet if you are not prepared with the above materials.
- ◇ Expect the tutor to model ways of solving math, writing, science, etc. problems. Tutors will not do your homework for you.
- ◇ Expect the tutor to be honest about how much s/he can help if you come in right before something is due.
- ◇ Expect all of your own work, and understand that ultimately your grade is your responsibility.
- ◇ Expect to come for help in plenty of time to actually improve-not hours before or even the day before a paper is due or an exam is given.
- ◇ Expect to be listened to and respected and encouraged.
- ◇ Expect tutors to stay on the task at hand.

## Session Completion Paperwork

At the completion of a tutoring session, you will need to obtain some information from the tutee before he/she leaves. This information should be recorded on the Tutoring Session Sheet, which can be obtained from the front desk on the first floor or the hanging dividers on the second floor next to the Graduate Assistant Office. It is important for Student Success Center Records that this information is documented in order to keep track of the number of students who are using our services.

- ◇ The tutee should provide you with their name, ID number, major, course, and assignment. The rest of the information should be completed by you. Please make sure that you record your first and last name on each sheet you fill out.
- ◇ If the tutee did not have an appointment, fill out the Walk-In Tutoring Session form.
- ◇ If the tutee is a No-Show fill out the NO-SHOW ONLY form.
- ◇ After completing the form, return it to the front desk.



# Tutors

## 12 Steps of Tutoring

1. Greet and set climate
2. Identify task
3. Break tasks into parts
4. Identify thought processes
5. Set an agenda
6. Address the task
7. Tutee summary of content
8. Tutee summary of underlying processes
9. Confirmation
10. What next?
11. Arrange and plan next session
12. Close and goodbye



# Tutors

## Effective Ways to Work With Students

1. Be an active listener. Let the students know that what they say is important.
2. Ask questions and restate their ideas in your own words to make sure that you understand.
3. Encourage students to do their own thinking. Be patient, i.e., give them plenty of time to answer. Silence can mean they are thinking of organizing what they want to say or write.
4. Be sensitive to the student's needs. Provide suggestions, information sources and help if your student does not know the answer.
5. If you don't know an answer or are unsure of what to do, admit it to the student(s) and work it out together.
6. Comment or apologize when you make a mistake. It is important for the student to know that no one is perfect.
7. Encourage students. Focus on and reinforce the student's successful work with positive language. Give encouragement and praise positive behavior and work attitude.
8. Students learn at their own pace. Do not feel responsible for judging a student's abilities, progress, or behavior.
9. Respect a student's privacy. If a student or a professor reveals personal information, regard it as confidential.
10. Keep your commitment. The students will respect you and look forward to your assistance. If you know you will be absent, tell them in advance. Do not make promises you cannot keep; students remember everything.
11. Be gracious and sympathetic with students' efforts.
12. Maintain a sense of humor. Enjoy yourself!

# Tutors

## AskOnline

AskOnline is Valdosta State University's online tutoring program. It is easy to use and makes tutoring convenient for tutees as well as tutors.



Tutees will need to log-in using their Blazeview username and password.

A list of subjects and associated tutors will be displayed. Select the tutor and subject for tutoring needs.

Tutors will need to refer to the scheduler to make sure they are available for appointments.



# Tutors

## Self Assessment

The self assessment is a reflection of your work throughout the semester. All tutors are required to complete a self assessment at the end of each semester. You can turn in your self assessment to Dr. Peguesse or Terence Sullivan.

## Self Assessment Directions

### Format

1. 1 single spaced page; double-spaces between paragraphs
2. Name, Student Success Center, Tutor Level, "Self-assessment 1" or "self-assessment 2" and date in the upper left-hand corner.
3. An interesting title. (hint: title your piece after you've finished it. Titles are often hidden in the body of a text).

Here are some questions you can use to compose your assessment on your development as a tutor. These are merely prompts to get you thinking.

- ◇ What was your best session with a student? Why?
- ◇ What are your tutoring strengths?
- ◇ What are some things you still struggle with?
- ◇ Who has been a model/mentor for your tutoring? How?
- ◇ Has your tutoring experience helped you in your classes? Why or Why not? If it has helped, how?
- ◇ What else would you like to know about tutoring (suggestions for training?)

There is no magic formula or model text for this self-assessment; just be able to show that you can evaluate the strengths and weaknesses of your work.



# Supplemental Instruction Leader



# Supplemental Instruction

## Leader

Supplemental Instruction Leadership (SIL) is a peer facilitated academic support program that targets historically difficult courses so as to improve student performance and retention by offering regularly scheduled, out-of-class review sessions.

### Definition, Purpose, and Participants

Definition: Supplemental Instruction Leadership (SIL) is an academic assistance program that utilizes peer-assisted study sessions. SIL sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by “SI leaders”, students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.

### Purpose

- ◇ to increase retention within targeted historically difficult courses
- ◇ to improve student grades in targeted historically difficult courses
- ◇ to increase the graduation rates of students

### Participants

SIL is a “free service” offered to all students in a targeted course. SIL is a non remedial approach to learning as the program targets high-risk courses rather than high-risk students. All students are encouraged to attend SIL sessions, as it is a voluntary program. Students with varying levels of academic preparedness and diverse backgrounds participate. There is no remedial stigma attached to SIL since the program targets high-risk courses rather than high-risk students.

### How SI Works

The SIL model involves key persons:

The SI Leader is a trained professional who is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, as well as marketing and evaluating the program on an ongoing basis.

The faculty members of the identified historically difficult courses invite and support SIL. Faculty members screen SI leaders for content competency and approve selections as well as collaborate with the SI leaders and Tutor Coordinator on a regular basis.

The SI leaders (“near peers”) are students who have been deemed exceptionally competent and have been approved by the course instructor and the Tutor Coordinator. They are trained in proactive learning and study strategies as well as facilitation skills. SI leaders attend course lectures, take notes, read all assigned materials, and conduct three out-of-class SIL sessions a

# Supplemental Instruction

The SI leader is the “model student”, a facilitator who assists students to integrate course content and learning strategies.

Students participating in the SIL sessions are the most crucial component of SIL. SIL is introduced to specific historically difficult courses. These courses frequently are introductory or “gateway courses” but may also include upper level undergraduate courses and courses in professional schools.

## Job Description

Supplemental Instruction Leaders (SIL's) attend introductory classes and conduct group study sessions in subjects in which the SIL has attained a grade of B+ or better. The SIL facilitates learning as a guide and coach to assist the student to become a successful, independent learner. The purpose of supplemental instruction is to increase and enhance mastery of concepts or applications of a specific course of study. SIL's integrate effective study and learning strategies to maximize the student's potential for academic progress. As a member of the Student Success Center team, SIL's are expected to work with instructors and maintain ongoing communication with the Director of the Student Success Center and the Tutor Coordinator. SIL's are also expected to refer students to other appropriate college resources as needed. Supplemental Instruction is a supplement to teaching.

## Responsibilities

1. Attend all sessions of a 1000 or 2000 level section of a course in the SI leader's subject area of expertise. Take notes in class and complete all class reading assignments. Conduct on average, three one-hour study group sessions per week per class section.
2. Maintain a set 10 hour weekly schedule of work between attending class, conducting study groups and maintaining office hours. These hours must be entered into the online scheduler.
3. Meet with the instructor (s) of the courses for which you are providing supplemental instruction to obtain permission to attend classes, discuss your role as an SIL and obtain any information that will assist you to be an effective SIL. Visit other classes in your subject area to let students know of your availability with study groups.
4. Attend workshops in order to obtain College Reading & Learning Association (CRLA) certification.
5. Keep regular and accurate records of study group sessions using the appropriate forms kept at the secretary's desk.
6. Make appropriate referrals to other campus resources and inform the Student Success Center Director or Tutor Coordinator of any referral.
7. Complete bi-weekly timesheets accurately and turn them in to the secretary on a timely basis.

# Supplemental Instruction

## Position Requirements

1. A Supplemental Instruction Leader must demonstrate an ability to quickly establish rapport and communicate well with students.
2. A Supplemental Instruction Leader must have completed the course(s) in which they wish to tutor earning a B+ or better. A grade of A is preferred.
3. A Supplemental Instruction Leader must have 2 faculty recommendations for each subject area in which they wish to tutor (Modern and Classical languages requires passing two oral interviews). Recommendation forms are available in the SSC.
4. Excellent interpersonal communication skills and ease in relating to people from varying educational, cultural, and social backgrounds.
5. Excellent level of responsibility, reliability, and punctuality.
6. Appropriate and professional behavior at all times.
7. Current enrollment as a VSU student, taking 6 credits or more.
8. Interview with the Director of the Student Success Center or Tutor Coordinator.
9. Supplemental Instruction Leaders report to the Tutor Coordinator of the Student Success Center.

## Sections

Courses may vary from semester to semester, but may include:

ASTR 1000

CHEM 1151

FREN 1001

GEOG 1112

GEOG 1113

HIST 2112

MATH 0099

MATH 2008

PHIL 2020







# Front Desk (Office Assistant)



# Office Assistants

Supervisor: Susan L. Jones, Office Manager

## Job Summary

Position to function primarily as front line receptionist; performing clerical and administrative tasks of a somewhat difficult nature within a dynamic setting and under moderate supervision.

## Job Functions

Duties include, but are not limited to: providing superior customer service to all student clients, visitors, faculty, staff, and student employees; enforcing SSC policies and procedures; answering phone and directing/transferring calls to appropriate staff/offices; scheduling appointments for tutoring/advising; facilitating appointment check-in; monitoring computer lab; photocopying; faxing; pick up/delivery of mail; creating and maintaining documents; maintaining visitor and employee logs; submitting work orders; overseeing reference library; maintaining supply closet; maintaining student and departmental printer; maintaining cleanliness of work area; securing all materials and workspace at close of business; assisting Office Manager with administrative tasks or special projects as needed; and other duties as assigned.

## Minimum Qualifications

Current enrollment at VSU for a minimum of six credit hours.

## Requisite Skills

Ideal applicant will be conscientious, self-motivated, and possess excellent written and oral communication skills; strong customer service skills; ability to multi-task and manage time; ability to learn and use new technology; working knowledge of Microsoft Office applications; familiarity with the SSC's program, VSU campus, and student life; ability to maintain professional demeanor under stressful working conditions; ability to maintain confidentiality of clients; ability to work productively with a diverse staff and student client base.

For additional information see front desk worker training manual.



# Additional Information



# Frequently Asked Questions

## *Notes from an Old Hand – Jay Prosser*

So you're a tutor now. You work at the SSC. You know your subject and you know you can be helpful. But tutoring is its own beast, different from anything else because of the interaction between tutor and tutee. And it is going to be a learning curve, no doubt about that. Let me take this time to give you a little advice and answer a few questions that I have had and heard over my years here at the SSC.

### **What if I don't know an answer?**

That's totally ok. Remember, you're there to assist the student, not be another professor. You don't have to know everything. Just be honest with your tutee. You don't want to give them the wrong answer or some bad advice. Also, use your fellow tutors. They are wonderful resources. Use them.

### **What if I have a problem with a student?**

We never want this to happen. Maybe a student is disrespectful or makes you feel uncomfortable. Maybe they never come prepared or are always late. When this happens, go speak to the Tutor Coordinator. Terence is the place to voice these concerns. And if it is something that needs immediate attention, speak with Susan and the Front Desk Staff. Your comfort is just as necessary for the success of the tutoring session as the tutees.

### **The tutee is unprepared. What should I do?**

This varies greatly between the tutors. Personally, I send them away. The policy of the SSC is that if they are unprepared, they don't get tutoring. Simple as that.

### **My tutee is late. Again. What do I do?**

If the tutee is past 15 minutes, their appointment is classified as a No-Show. Go fill out the pink form and the Front Desk will close the appointment. Now if they show up, you have a choice: take them as a walk in or have them reschedule. Again, that is up to you. Personally, I find that on the first or second lateness, I don't mind seeing them for the shortened session. But more than that? Well...they have to learn sometime.

### **A student is blaming me for getting a bad grade. Help!**

It's not your duty to get them any kind of grade. Do we as tutors become invested in the success of some of our tutees? Absolutely. But, at the end of the day, it is *their* grade and *their* responsibility to earn the grade they want.

### **The tutee has scheduled me for 2 hours in a row. I thought that wasn't allowed?**

It isn't. Have the Front Desk call the tutee and ask which hour they would like to work. Tutees don't get

# Frequently Asked Questions

more than one hour at a time. Now, you *do* have the option of tutoring them for that time if you'd like. But you are only obligated to tutor them for that first hour.

## **A tutee keeps talking to me outside of work and asks help. How can I tell them I don't want to tutor them outside of work?**

I recommend just being up front about it. Tell them that you're off the clock. That they should make an appointment to speak with you. Or set up a private tutoring situation in which they pay you. I prefer to keep the tutees at a professional distance and don't usually take my regular SSC tutors on as private tutors. But again, this is a personal choice you have to make as a tutor.

I hope some of these questions and answers have helped answer some of the bigger questions that you'll come across in your new job here at the SSC. I hope that you'll enjoy your work here as much as I did. I'll leave you with a few pieces of advice.

Have fun. The tutee won't feel comfortable if you don't!

Be on time. No one likes tardiness, least of all your tutee.

Be honest. If you don't know or don't feel comfortable, say so. No one expects you to be perfect.

Finally, make friends with your fellow tutors. These are your peers and allies in tutoring. And they understand your need for sanity.

Good luck in your time as a tutor. And remember, like your tutees, never feel afraid to ask questions!

Jay Prosser – Former History Tutor 2008-2011.

*Courtesy: Alexander Lawhorne*

## **How many students should I expect to tutor?**

The number of tutees you should expect varies greatly. Tutors for some subjects receive more appointments than others. You should also expect a lot more tutees during the last month of the semester than during the first months.

## **Are tutees difficult to deal with?**

Not at all! It is true that certain students might not have the best attitude, but most of the students who come to the SSC do so because they really want help. They are usually very attentive and willing to listen your advice.

## **Do I have a set time that I need to tutor?**

No, you set up your schedule. However, you want to make sure you are choosing hours that will be convenient for tutees in the subjects you are tutoring.

# Frequently Asked Questions

## How can I let students know that I am available for tutoring?

Many teachers will let you tell their classes that you are tutoring in the SSC. You may also make fliers and post them in classrooms where your subject is taught.

## What do I do if the student has a teacher or textbook which I am unfamiliar with?

The SSC has a collection of textbooks and the student's may be a part of it. Also, tutees usually bring their textbook and skimming through it with your student will familiarize you and help the student to learn where material is in their textbook.

## What will I actually do during a tutoring session?

You will not be teaching; you will be guiding the tutee through the material and making sure they are on the right track. Have your tutee explain key concepts to you. Ask the tutee to find specific sections of the textbook which deal with what they are having trouble with. Gently correct them when they make mistakes, guide them in the right direction, and help them to find the answers when they have no idea.

## How do I know what to cover?

You and your tutee should set an agenda at the start of every session. Then you will work on the subject matter or assignments that you decided on until the session is over or the tutee is satisfied.

## What if a tutee needs more help?

You should ask them to make another appointment to see you or you should advise them to see another tutor; a student having trouble with a paper may need to see an english tutor, for example.

# Useful Resources

Courtesy: Alexander Lawhorne

## Study tools

<http://www.khanacademy.org/>

Khan Academy has an excellent array of educational videos covering a diverse number of subjects. These videos are occasionally entertaining and often quite helpful for visual learners.

<http://academicearth.org/>

Academic Earth has videos of college classes (usually a semester's worth of material) given at major universities. Watching videos of a class you are currently taking will help you to gain additional perspective on the material as well as allowing you to learn from a professor who might better suit your learning style. You may also find a number of classes that you want to watch in your free time.

<http://www.flashcardexchange.com/>

The Flash Card Exchange is a massive collection of flash card sets created by other students. These flash cards are available online for free and often cover textbooks used by VSU professors. You can keep track of which flashcards you are doing well with and which ones you need to study more. The site keeps detailed statistics of your success rates.

## Time Management

<http://www.toodledo.com/>

This site is a free online to-do list. You can add to-dos and reminders to several different calendars and sync them to your tablet or smartphone.

<http://lifehacker.com/>

Lifehacker offers many tools and tricks which can help you to be a more productive and more efficient student.

## LSAT Study and Law School

Many tutors or tutees may be interested in law schools; these sites can help students study for the Law School Admissions Test and can also help them choose which law schools would be their best fit.

<http://www.lsac.org/>

The Law School Admissions Council is crucial to the law school study and application process. All applicants must create an account on this website in order to register for the LSAT and apply to law schools.

<https://os.lsac.org/Release/Shop/Publications.aspx>

This portion of the LSAC website allows you to shop for LSAT study materials produced by the organization which writes the LSAT exams. You may also purchase previously administered LSAT exams; you should complete many of these in the months before your exam.

# Useful Resources

<http://www.lawschoolpredictor.com/wp-content/uploads/Law-School-Predictor-Full-Time-Programs.htm>

Law School Predictor helps you to see the rankings of all law schools and your chances of admission at law schools (if you have already taken the LSAT). If you have yet to take the LSAT you can put in your GPA and then put in different LSAT numbers until you see “Admit” at the school you wish to attend. This is a way to establish a goal for your LSAT study.

<http://www.top-law-schools.com/>

Top-Law-Schools.com features profiles of many law schools as well as a very popular forum frequented by law school applicants, students, and graduates. There are LSAT study tips, forums for those studying for LSAT, and a recommended timeline of the law school application process.

<http://lawschoolnumbers.com/>

Law School Numbers features the application results (as well as scholarship info) of many law school applicants who have chosen to share their experience. The website allows you to see charts of each law school's applicant pool, such as this one for the University of Georgia Law School: <http://georgia.lawschoolnumbers.com/stats/1011/>

## Presentation

<http://prezi.com/>

Prezi is a roaming presentation viewer. A new take on the slide show.

<http://pbworks.com/>

Group collaboration tool. Share documents, comment , and interact with your group any time of the day.



# Tutor Info Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

VSU Email: \_\_\_\_\_

VSU ID: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

*Please list the subjects and course numbers of the classes in which you plan to tutor:*

Subject

Course#

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*Please list the hours you plan to work each day:*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday

# Student Success Center

## Handbook Agreement

- Payroll Packet (Submit completed packet to Payroll Office)
  - Complete all the paperwork
  - Get the Security Questionnaire page notarized
  - Provide copy of Driver's License and Social Security Card
  - Complete online Right to Know Training
- International students obtain additional paperwork from Sherri Girard and return to payroll
- Meet with Terence to gain access to the scheduling system
- Complete the Tutor Info Sheet
- Received Tutor Job Description
- Received Student Employment Payroll Calendar
- Received and read the Student Success Center Handbook

---

I verify that I have completed all of the above tasks. I understand my rights and responsibilities as a tutor at the Student Success Center as explained to me upon hiring as well as in the Student Success Center Handbook.

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Sign Name

---

Date

---

Print Name

---

Supervisor Signature

*After completing all necessary items, please return this page as well as the Tutor Info Sheet to Mr. Terence Sulli-*