

## GEAR UP FIRST-YEAR SERVICES MENTOR – DAILY ROUTINE

### 1) MONGOOSE CADENCE (USED DAILY)

#### a) **Compose and send group messages to students according to colleges assigned**

##### i) Inform/remind students about:

- (1) Registration deadlines
- (2) Add/drop classes deadlines
- (3) Tuition deadlines
- (4) Withdraw classes options
  - (a) In case a student is having a hard time with a course
- (5) Upcoming holidays
- (6) GEAR UP or college events
- (7) Final exams - start/end
- (8) Leave of Absence/Deferrals
  - (a) If student decides to skip semester
- (9) College resources
  - (a) Math lab
  - (b) Writing center
  - (c) Clubs, etc.

##### ii) Help student with:

- (1) Registration
- (2) FAFSA renewal
  - (a) Verifications
    - (i) Guiding students with what information is needed to complete application
- (3) Application for Scholarships
  - (a) Search for new scholarships and sent them to students via email or as requested
- (4) Limited tutoring
  - (a) Example:
    - (i) Math tutoring
    - (ii) Writing tutoring
    - (iii) Spanish tutoring
- (5) Alternatives for students to improve grades and avoid failing classes
  - (a) Example:
    - (i) Request to the professor exceptions during the semester
    - (ii) Request to the professor an Incomplete Course
- (6) College transfer
  - (a) Example:
    - (i) Some students may not like their current college and want to be transferred
- (7) Transcripts requests from High School or College
  - (a) Example:

- (i) Some students need assistance with the process to request a transcript from their schools/college
    - b) Compose messages and send to specific students by adding students' names**
      - i) Write messages and add the names of specific students
        - (1) Example
          - (a) Ask and send scholarship links for those students who don't qualify for FAFSA
          - (b) Send messages for those students who are struggling with classes
    - c) Compose and send personalized messages**
      - i) Create connection with students by:
        - (1) Replying their messages
        - (2) Listening their challenges and concerns (academic and life)
        - (3) Advising, if applicable
        - (4) Offering snacks and water on face to face student-mentor meetings at our GU office
      - ii) Follow up with students by:
        - (1) Reading old (saved) messages of students in Cadence
        - (2) Asking students of past comments or life events shared to the mentor to "break the ice"
        - (3) Sending information that can be appealing to the students need.
          - (a) Links of new scholarships those who do not qualify for FAFSA
    - d) Schedule messages for the week and/or month**
      - i) Advantage to write more than one message and schedule for the messages to be delivered at certain day and time.
    - e) Reply to messages**
      - i) Some students reply mentors' messages or initiate a new conversation by asking questions. It is important to reply and answer message in timely manner
    - f) Find out why some students can't receive messages**
      - i) Technical issues may happen
        - (1) Example:
          - (a) All T-Mobile services can't receive messages
      - ii) Data is incorrect
        - (1) Example:
          - (a) Phone number is incorrect
      - iii) Student blocked the GEAR UP number to avoid messages. (☹️)
    - g) Set an automatic message "Out of Office" after leaving work**
- 2) CANVA (USED WHEN NEEDED)**
  - a) Create flyers for:**
    - i) Main events
      - (1) Example
        - (a) Priority course registration
        - (b) Holidays
        - (c) Spring break

(d) GEAR UP event

**3) BOX FILE (USED DAILY)**

**a) Open the assigned college's File and update information**

- i) Click on:
  - (1) Box login
  - (2) First Year Services
  - (3) College tracking Sheets and Information
  - (4) 2021-2022 Tracking Sheet
- ii) Ask students for additional information to fill out the respective Excel book.
- iii) Update "Notes" after contacted with student
- iv) Under "Contact," YELLOW color means students were not contacted in the last three months
- v) Under "GPA", RED color means students might be in probation due to the grades below 2 points or at risk of not being qualified for FAFSA for the following year.

**4) COMPASS/COBRO (USED WHEN NEEDED)**

**a) Use it to find additional High School graduates' information**

- i) Example
  - (1) Verify student if names are spelled correctly
  - (2) Verify if they are/were registered in concurrent enrollment program

**5) TIME & EFFORT (USED DAILY)**

**a) Report every two weeks (1<sup>st</sup> and the 15<sup>th</sup>) To Sherene and Kim**

- i) Description of activities that compensate the total hours worked
- ii) On Excel sheet, under "Total," add the total hours (in parenthesis) of the day – information extracted from T.I.M.S.

**6) CONTACT LOG (USED DAILY OR WHEN PROVIDED SERVICE)**

**a) Report every two weeks to Barbara**

- i) Fill out the form with the service provided to the student
  - (1) One Form for each college
  - (2) Services that we report on the Form
    - (a) Example:
      - (i) Helped with FAFSA renewal
      - (ii) Helped with Fall registration
      - (iii) Tutored Math, English, etc.
      - (iv) Helped with scholarship application and/or information
      - (v) Provided contact information of any college departments
      - (vi) Provided tips/techniques to prepare for exams, etc.

**7) FYS MEETINGS (SCHEDULED WEEKLY)**

- a) Attend one-hour meeting

**8) STATEWIDE MEETINGS (SCHEDULED MONTHLY)**

- a) Attend one-hour meeting

**9) VISIT HIGH SCHOOLS (USUALLY IN APRIL AND MAY)**

- a) FYS Counselor and mentors visit high schools upon request by high school counselors.

**10) PERSONAL MENTOR TRAINING & DEVELOPMENT**  
**(DAILY/MONTHLY/YEARLY)**

- a) Get familiar with the colleges/universities assigned
  - i) Example:
    - (1) Visit UVU and SUU websites
      - (a) Be familiar with resources that can benefit the students
      - (b) Search for new opportunities to participate in UVU trainings (needs authorization)
        - (i) The purpose is to know better the schools and their programs
- b) Participate in Annual Conferences (needs authorization)
- c) Watch videos on how to be an effective mentor
- d) Spend time learning more about FAFSA process and different cases