

NEWSLETTER

Office of First Generation & Peer Mentoring Programs

Dear Community,

You may recall having seen our, "Tips For Working With First Gen Students" in one of our last newsletters. For the rest of the semester, we will focus on some of the tips and provide you with examples of how that tip is applied by First Gen staff.

Today, we'll focus on Being Intrusive: Find ways to encourage students to engage in programming and experiences. Embed requirements into your already existing programs, (when appropriate). Be an active participant in student success by calling, emailing, or texting when necessary (i.e.: when a student is at risk or is close to it, reach out!). I hope we can use this as a reminder to continue to be intentional and persistent with our students.

Can we take a moment to reflect and ask ourselves, "might one of my students benefit from an individual email? When was the last time I asked a student how they are doing, or encouraged them to attend a program?"

Below, Cassie and Tiffany share their input on "Being Intrusive":

In Community,

- Aracely Torres

Director; Title III Grant and First Generation & Peer Mentoring Programs

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We have roughly 100 students in our program, and we don't always hear from all 100. Reaching out to our less active members, and checking in on their wellbeing is a way I include intrusive practices in my work -- showing care to those who may need it most.

- Cassie Godinez, STEM Pathway Peer Mentoring Coordinator

A 1:1 check in has been what I have found to be the most successful. It gives me an opportunity to ask open-ended questions that allows me to get to know the student better and see how we can best support them. In my experience, it has also been the most successful way to create trust and rapport with a student. I have especially found this helpful when working with our students who are struggling academically, those not engaging in our programs, etc. After this initial 1:1, students feel much more comfortable reaching out to me again since a connection has been established. Students have told me that it's because me going out of my way to check in on them lets them know that we care and that the door is open for continued support.

-Tiffany De Leon, Program Coordinator, Title III GPSS

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Faculty Spotlight

Eugene Shang

WHAT SCHOOLS DID YOU ATTEND?

California State University, Northridge



WHAT DEPARTMENT DO YOU WORK IN?

Housing and Residential Life - Director, Residence Life and Student Conduct

WHAT DO YOU LIKE TO DO FOR FUN?

Spend time with family (and our 4 dogs), reading, listening to music, watching documentaries (my kids tell me I'm a nerd), and travel (when I can)

FAVORITE SONG:

Fantasy (Earth, Wind, and Fire), In the Mood (Glen Miller Orchestra), Piano Concerto #5 (Ludwig van Beethoven), Fight the Power (Public Enemy), Enter Sandman (Metallica), Birdland (Weather Report & The Manhattan Transfer)

RANDOM FACT?

I used to play Rugby.

HOW HAVE YOU PRACTICED THE TIP OF "BE INTRUSIVE" IN YOUR OWN CAREER?

In mentoring first gen students, I believe that engaging with them and interacting with them is important. I try to be accessible. I like to schedule regular check-ins and meetings. This keeps me up to date as to their progress and possible struggles. It also allows time to work through any upcoming processes (like registration, FAFSA), have conversations about campus engagement, discuss any issues that may be impacting them (like coaching in conflict resolution, finding opportunities, or referring them to resources), or have conversations about job searching or grad school (including reviewing resumes, cover letters, personal statements, etc.)

ARE YOU FIRST GEN? IF YES, WHAT ADVICE WOULD YOU GIVE FIRST GEN STUDENTS?

No, I'm not. But, if I may, what I would like to share with them is to explore ways to be involved on campus, it could be joining a student club/organization or finding a job on campus, but don't over-commit yourself. Also, mentors are here to support you in any way we can or are able to.

Student Spotlight

Marisela Gutierrez

WHAT MAJOR AND YEAR ARE YOU?

Senior, Kinesiology major with a concentration in Health and Human Performance

CLUB AND ORGANIZATION INVOLVEMENT:

Athletic Training Club (ATSC), Latino Student Forum (LSF), and Phi Sigma Sigma



EXTRACURRICULAR INVOLVEMENTS? Fitness Attendant for the Sports Science Pavilion, Summer Conference and Community Assistant for the Housing Department, and Front Desk Assistant for the Tutoring Center. I volunteered as a Sports Medicine Intern for El Rancho High School's football team for 2 seasons (2017, 2018), Casa Colina Hospital as a Dietary Aide (2018), Pomona Valley Hospital Medical Center in an outpatient setting (2019-2020) and Somadoc Movement Therapy as a Physical Therapy Intern (2020).

WHAT IS YOUR GOAL AFTER GRADUATION?

After graduating, I plan to take the GRE and apply to graduate programs in physical therapy. My long term goal is to provide scholarships to first gen college students.

FAVORITE THING TO DO ON CAMPUS OR FAVORITE MEMORY ON CAMPUS?

My favorite thing to do on campus was study at Cactus Coffee and see my friendly LEOs. My favorite memory was when I received the Department of Kinesiology Award in Spring 2019. I was very proud of my accomplishment and plan to continue serving the communities in every way I can.

WHAT ADVICE WOULD YOU GIVE OTHER FIRST GEN STUDENTS?

The advice I would give to first gen students is to continue to work hard towards your goals and recognize your accomplishments every step of the way! Everyone's path is different to their career goals, so don't worry what others are doing. Try to tune into yourself, and begin to experience your self-growth. Self-care is also important, whether it is finding a new hobby, podcast, or space to destress like a park or staying active, these activities can boost your mental health in a very positive way. For instance, in my junior year, I found myself burnt out from school and work. There was a point where I felt like I kept running out of time for myself to de-stress. I recognized the stress was affecting my academics and I knew I had to dedicate a non-negotiable day for self care. The outcome of this experience allowed me to know my work load boundaries and understand my hobbies, such as reading, hiking, or indoor rock climbing, were crucial to my mental health. In the first gen program, I have been an open-minded listener to others. After hearing student's goals and drives, I recognize they are all full of potential and recipes for success. My aim in the peer mentoring program is to be a student's support system and assist them on any opportunities to gain any hands-on experience in their field of study, such as internships or job opportunities. On mentee check-in meetings, I look forward to seeing these students and being the bridge of communication on campus programs, resources, and any information needed for them at the moment. Sometimes students may be busy with work and being a full-time student, so it is vital to be an active participant on other outreach methods to ensure they know you want them to succeed and ensure their well-being.

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Resource Corner

Student Outreach and Support

LOCATION

Citrus Hall, first floor towards the back, next door to Citrus Conference Room.

STAFF AND THEIR ROLES IN THE OFFICE:

Adrienne Montero-Camacho - Case Manager. Meets with students who have been referred to by staff, faculty, or have contacted her directly. In these meetings students discuss their challenges and struggles. She then connects them with resources on or off campus that can help.

Care network - volunteers who choose to be on the committees.

VIRTUAL CONNECTION

- Contact Adrienne directly at acamacho@laverne.edu
- Follow them on IG: @ulvcares (in collaboration with accessibility, Student Health Center, and CAPS)
- Find out more about their office on laverne.edu/studentoutreach (FAQs, community resources, appointments)

WHAT SERVICES DO THEY OFFER?

- Connecting students to resources on or off campus with continuous check-ins
- Support students if they are experiencing events that can affect their personal life and academics
 - homesickness, motivation, isolation, concentration, mental health, family conflict, and more

HOW CAN FIRST GEN STUDENTS UTILIZE THIS RESOURCE?

First gen students, as well as other students, may not always know about the resources available to them, and often times struggle with taking the first step to utilize available resources when they need them. For this very reason, it's important to encourage students to connect with folx like Adrienne and be familiar with the multiple ways she can support them. If we encourage students to seek out resources the higher the chances they will use them. It's about creating familiarity and comfort.

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Office of First Generation & Peer Mentoring Programs

For general questions email us at firstgen@laverne.edu
For more specific questions about our office feel free to email our staff!



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