Lobo Guide Program Manual
Sul Ross State University
Title V El Camino Del Lobo Al Exito
Table of Contents

General
Introduction
SRSU Mission Statement
ECPMP Mission Statement
Mentor Program
Program Goals and Objectives
Program Learning Outcomes
Program Participants
Mentor/Mentee Initial Contact
Incentives and Rewards
Accomplishments

Lobo Pack Mentees
Role of a Mentee
You and Your Mentor
How the Program Works

Lobo Guides
Role of a Peer Mentor
You and Your Mentee
How the Program Works
Lobo Guide Job Description
Lobo Guide Contract
Do’s and Don’ts
Guide Communications
Icebreakers

Campus Resources
Campus Directory

Appendices
Appendix A
Activity Summary Sheet
Appendix B
Perfect Attendance Form
Welcome Lobo Guide!

From all of us at Sul Ross, we are so excited that you have joined the Lobo Guide Peer Mentor Program! This program is designed to give SRSU students a connection and foundation to integrate them into the university. You, as the Peer Mentor (Lobo Guide), are this connection and foundation! You are the go-to for questions, issues, concerns, as well as the freshman student’s first upper classman friend. In this leadership position you have the power and potential to help students feel a part of our community as well as grow these students into the next generation of leaders!

College is a HUGE and let us face it, oftentimes-scary first step. You as the Lobo Guide get to lessen that stress and anxiety of this new chapter in our incoming student’s lives. You are there to help guide each mentee through their college career, preparing them academically and socially for the challenges they face in the coming years of college.

We offer a variety of events and workshops designed to promote and strengthen the relationship between the mentor and mentee. We know that the role of the Lobo Guide is vital in student success and is a very important resource for the mentee. Your experiences can help the future generation of Lobos to take the best paths to complete their degree successfully.

Guides and mentees will meet at the Lobo Guide Program mixer and begin the semester of building that open-communication relationship. During your mentor experience, we hope that you walk away with pride in what you have accomplished for the students at SRSU as well as key tools as you move forward in life as a leader in your community. Thank you for your hard work and dedication to this program. You are much appreciated!

Cheers and Howls,

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Introduction

The purpose of the Lobo Guide Program Manual is to describe the related activities and services offered by Sul Ross State University to students who participate in the El Camino Lobo Guide Program. Those who wish to participate are advised to contact the Program Director of Title V El Camino Grant who is located in the Bryan Wildenthal Library, Office 124.

Sul Ross State University Mission Statement

Rooted in the distinctive surroundings and history of the Big Bend and the US-Mexico border regions of Texas, Sul Ross State University provides accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service.

Lobo Guide Peer Mentor Program Mission Statement

In order to create and foster a culture of inclusivity for the undergraduates at Sul Ross State University, a Hispanic serving institute, the Lobo Guide Program provides a link between students and the campus community as well as outreach within the Alpine community. Lobo Guides act as a peer mentor and a communicator as they create relationships with undergraduates to garner the future leaders and mentors of SRSU.
Lobo Guide Program

Peer Mentor Program Goals

To create and help foster a culture of inclusivity for all students to Sul Ross State University, and act as open line of communication for new incoming lobos.

Benefits to Guides

• Share knowledge and experiences
• Enhance self-esteem
• Develop a new generation of successful advocates
• Gain recognition for service to the University
• Experience in a leadership role
• Resume builder

Benefits to Mentees

• Learn about the University and community
• Build self-esteem
• Enhance self-motivation, self-discipline, and goal setting
• Have a connection to the University
• Be more successful in academic career
• Enhance learning and career aspirations

Learning Outcomes for Lobo Guide Program

1. Undergraduates will develop an affiliation to and for Sul Ross State University.
2. Undergraduates will have a “go-to” peer to communicate concerns, hesitations, and questions.
3. Undergraduates will be able to develop an affiliation to the Alpine community.
4. Undergraduates will develop relationships with other students.
5. Peer Mentor will act as an “Early Alert” system to alert appropriate staff and faculty to potential issues with first year freshmen.
Lobo Guide Program Participants

Who can be a Guide?
A mentor is an experienced student who has applied and been accepted into the Title V El Camino Peer Mentor Program. Any sophomore, junior, or senior student with a GPA over 2.0.

Who can be a Mentee?
Any underclassman

Guide Initial Contact with Lobo Mentee Pack

1. Contact and identify each other
2. Discuss mentees needs and expectations
3. Discuss goal setting activities to assist in achievement of mentees educational objectives
4. Share resource information beneficial to mentees
5. Provide mentee with information on vital support services essential for college or university survival.
6. Establish a schedule for future meetings.

INCENTIVES AND REWARDS

Study Buff Award – Mentees who have at least 20-recorded hours with the TLC (Tutoring and Learning Center) the Library will receive the Study Buff Award.

El Camino Award—The mentor and mentee who attend the most academic program events and other campus activities together throughout the semester will receive this award. Every activity must be recorded on the “Activity Summary Sheet” (Appendix C) and signed by both mentor and mentee. A “Sign-In” sheet will be available at every success session to verify attendance.

Perfect Attendance Award—Each mentee who successfully completes the semester without missing any classes will receive this award. Certificates are awarded to mentees for perfect attendance in any one class. Additional acknowledgement is awarded to the mentee for perfect attendance in all classes. To verify that requirements for this award have been met, each instructor will sign the “Perfect Attendance Form” (Appendix D) at the end of the semester.

Scholar Award—The mentee(s) who have demonstrated high academic achievement will receive the Scholar award. The mentee must have attended at least three academic program activities while earning a GPA above 3.25 and completing 12 semester hours at the end of the semester.
Accomplishments
Throughout the year to enhance the mentees’ academic goal attainment, workshops, special presentations, small groups, and one-on-one sessions are coordinated to help participants achieve their goals.

Subjects Accomplished Through Lobo Guide:
- Activities Listening
- Social and Cultural Activities
- Sensitivity Awareness
- Self-Esteem
- Goal Setting
- Communication Techniques
- College Survival Tips
- Personal Adjustment
- Self-Recognition

Subjects Accomplished With SRSU Campus Resources:
- Career Assessment and Planning
- Academic Program Planning
- Academic Progress
- Monitoring Financial Aid
- Tutorial Services
- Personal Counseling
- Residential Life
- Study Skills
- Test-Taking Skills
- Time Management
- Learning Styles Writing and Spelling Skills
- Stress Management
Lobo Mentee Pack
New students will be informed of the program and will have the opportunity to sign up during Summer Orientation and Registration periods and by appointment with the Program Director. First Year Seminar classes will be paired with a Lobo Guide during the piloting phase. Once they are registered as a mentee, they will receive correspondence to get them excited about participating in the Mentor Program.

What Will Lobo Guides Do?
1. Set good examples with their behavior
2. Teach mentees what they know
3. Give spontaneous feedback
4. Encourage mentees to take charge of their life
5. Be a resource for academic and personal referrals
6. Encourage mentees to pursue their academic goals
7. Offer challenging ideas
8. Help build self-confidence
9. Encourage professional behavior
10. Offer friendship
11. Listen to personal problems
12. Provide growth experiences
13. Explain how the University operates
14. Coach their mentees
15. Encourage a winning behavior
16. Inspire their mentees
17. Share critical knowledge

What Will We Do As A Team?
1. Attend academic related functions
2. Build a positive relationship
3. Study together
4. Look, Listen, and Learn
5. Attend academic workshops
6. Interact with other student mentees
7. Attend cultural events
8. Participate in academic and social activities with mentee(s) to share resources & experiences
Lobo Guide Job Description

**Primary Responsibilities**

The primary responsibility of the Lobo Guide is to lead and mentor underclassmen. This includes introducing and cultivating these new students into the culture of SRSU in Alpine, Texas. Lobo Guides are assigned a group of underclassmen and will be the first “go-to” person for their Peer Pack to reach out to with questions and concerns regarding being a student at SRSU. The objective of the Lobo Guide Program is to create and help foster a culture of inclusivity for underclassmen. Guides will receive a $1000 stipend per semester.

1. Lobo Guides will collaborate with a group of underclassmen (primarily the FYS classes) to lead, mentor, and connect students to support programs and schools on and off campus.

2. Lobo Guides will utilize SAGE, SRSU’s Early Alert System to foster healthy communications between faculty and students.

3. Lobo Guides will have designated times that they will be available and stationed in the Tutoring and Learning Center that do not interfere with each mentor’s academic schedule.

4. Lobo Guides will introduce students to their potential departments and familiarize each student with faculty and staff, as well as resources on campus to facilitate in their success as a new college student.

5. Lobo Guides will lead in communication initiatives in the First Year Seminar classes, with their Peer Packs outside of the FYS class periods, as well as one on one with each student assigned in their Peer Pack.

6. Lobo Guides will orchestrate icebreakers and other group activities to assist in creating community among Peer Packs.

7. Lobo Guides will act as an ongoing guide for new students to answer questions and concerns within the realm of first year college experiences with guidance from the Program Director.

8. Lobo Guides will help answer questions and concerns ensuring students feel more comfortable communicating with faculty, staff, and other mentors that will assist in the student’s college journey.

**Secondary Responsibilities**

1. Lobo Guides may be asked to assist in other projects affiliated with the El Camino Title V Grant and Tutoring and Learning Center.
Lobo Guide Contract

Congratulations on accepting the challenge of being a Lobo Guide. The following is a list of responsibilities that you are agreeing to take on. Please take time to read these and sign at the bottom of the page.

Your Responsibilities:

1) Attend training sessions before the fall semester begins before you serve as a Lobo Guide (these sessions will incorporate training in dialogue facilitation, communication, leadership, and mentoring).
2) Maintain a professional demeanor, optimistic attitude and be a positive role model, which includes, but not limited to, being on time and prepared for all Lobo Guide commitments; personal/professional time: using appropriate language and humor; and checking email at least once a day.
3) Maintain confidentiality when in communication with students. Information will only be shared with the appropriate individuals in your group/team.
4) Know and utilize the university’s Early Alert System. You will be the first line of help with your Mentees.
5) Maintain a 2.00 cumulative GPA and be a full-time student over the course of my employment.
6) Abide by all SRSU policies and procedures.
7) Understand that this position is not an automatic rehire for Spring/Fall. Reapplication is necessary for each subsequent term of employment. Employment for each year is contingent on the approval of the Title V Program Director.
8) Be fully available for fall training and throughout the Fall/Spring Semester(s).
9) Complete evaluations at end of each semester.
10) I will not use being a Lobo Guide as an excuse for missing class, being late to class, or not doing my own schoolwork. I realize and accept that “skipping” my classes is unacceptable and will result in my dismissal from the program.
11) Failure to meet the responsibilities and duties at training, will lead to not getting paid and automatic termination.

I, ________________________________, have read the above information, and I agree to take on these responsibilities to the best of my ability at all times. If at any time I cannot handle these responsibilities, I will notify my employer as soon as possible so that my mentees will not suffer as a result. I will notify my employer of any problems I have along the way. I promise to be the best mentor I can be!

___________________________________________
Signature of Lobo Guide
How the Lobo Guide Program Works

Currently enrolled undergraduate students are eligible to serve as mentors for the Lobo Guide Program. Potential mentors must apply on the Employment Opportunities page of the Sul Ross State University website and complete the hiring process. Once hired, guides will complete several components of training before the semester begins.

- First Year Seminar classes will be paired with a Lobo Guide. Guides will receive the name and contact information of their pack.
- Guides will assist mentees in goal setting initiatives and in academic planning by participating in on and off campus programs and activities.
- Guides will review the CSI results of their Pack and potentially all students in the FYS classes. Guides will meet one on one with each student to review the results. Mentors will log student into TutorTrac and make notes on the discussion. Peer Mentors will utilize the Early Alert System to contact necessary parties for students that discuss matters that require intervention or additional outreach.
- Guides will facilitate the campus’ Early Alert System (SAGE). Mentors will go through ongoing trainings to utilize the system properly.
- Guides will complete End of Semester surveys to give feedback on the program.
Do’s and Don’ts

Do’s
- Get help when you need it
- Communicate!!! With the Program Director AND your Pack
- Interact with students
- Plan fun activities
- Be non-preferential
- Be friendly
- Be timely with paperwork
- Keep the Program Director informed
- Have an activity at least once a week
- Be outgoing
- Use other Lobo Guides as resources
- Attend all mandatory events
- Show care and concern for others

Don’ts
- Don’t date your Pack
- Don’t drink/party with your Pack
- Don’t do illegal drugs... ever.
- Don’t break laws
- Don’t counsel
- Don’t allow yourself to get overloaded
- Don’t pick favorites
- Don’t ignore messages from your Pack
- Don’t hesitate to inform the director if your group isn’t meeting.
- Don’t be afraid to ask questions
- Don’t share anything that others tell you in confidence
- Don’t be late for program events

Lobo Guide Communications Guidelines

There is no discussion that should not be had. There are, however proper ways to conduct a hard conversation. Remember that what you say to your Pack has much weight behind it in the role you are in. You are a Guide, and mentor, and a friend. How you answer questions and concerns of your mentees can be very beneficial or extremely detrimental to that student. Choose your words and your advice wisely.

If you run into issues and concerns that are life threatening, report it! If it is an immediate threat, call 911 immediately. Then call the Program Director: Micah Ferrell: 903-931-3228.

For assistance with hard issues such as substance abuse and domestic violence, please call our Counseling Services: 432-837-8203

Remember: you are their first line of help. You are in the position to help your Pack!!
Icebreaker Ideas

**Draw Your Pig**

PIG ENERGISER by Elizabeth Bailey-Smith

Here is that little PIG exercise I told you about. The only instructions you give to the people at the beginning of it is to "draw a pig." They laugh for a few minutes, and draw it and then you give them the answers. (It is also a great little party gag, if there is a LULL in the conversation.)

* If the pig is drawn on the top of the page, the person is an optimist and a very positive person.

* If the pig is drawn in the middle of the page, the person is realistic and factual.

* If the pig is drawn at the bottom of the page, the person is going through a few changes in his/her life.

* If the pig is facing left, the person is traditional, friendly and remembers birthdays and dates.

* If the pig is straight, the person is direct, likes to play devil's advocate and does not avoid issues.

* If the pig is facing right, the person is innovative, action-oriented—not date oriented.

* If the pig is very detailed, the person is analytical, cautious and suspicious.

* If the pig has little detail, the person is emotional, bored by detail and a risk taker.

* If the pig has four feet, the person is secure, stubborn and has firm beliefs.

* If the pig has less than four feet, he/she is going through major life changes.

* The larger the pigs’ ears, the better a listener the person is.

* And last but not least, the longer the pigs’ tail, the better the persons sex life.
**2 Truths and 1 Lie**

Think of 2 truths about yourself and 1 lie
(example: I met the President, I traveled through Africa, I never broke a bone in my body).
Tell the students the 3 statements and they have to guess which of the three is the lie.
Have each student write down/think 2 truths about themselves and 1 lie.
Have students come up one at a time and have the group guess the truths and lies.
Support students in being creative with their truths and lies.

**Categories**

“I’ll say a number and a category. I might say the number is, 4, and the category is, people born in the same month as you. The music will come on and you will go find 3 other people to make a group of 4 who were born in the same month as you.”

You might get people starting to talk and look around for people born in their same month. If that happens I say;

“‘I might say that- but I’m not right now, but I might. “

“So, when the music comes on you might put two fingers in the air and start yelling, ‘February!’ if you were born in February.”

Make sure you model this by holding up your birthday number on your fingers and by saying it loud.

““When you find 3 other people to make a group of 4, stand in a circle and get to know as much about the other people as you can while the music is still going. Please remember that a group of 4 is 4, not 5, not 3, but 4. “

“What questions do you have?”

How long you let them look for their groups is important. You’ll need to find the balance between too much time and too little time. You want them to be able to form some groups and get to know a little about the people in their groups. But you have to remember that some people aren’t going to be able to find people for their group so you need to end quick enough that they don’t start checking out or feeling awkward for not being in a group. This is a judgment call and you’ll just need to figure out the best timing on your own- and that timing will vary depending on the group size and participants.

When I feel the time is right, I pause the music and get their focus back (refer it “Getting the focus back” for ideas on how to do that without yelling).
“If you are in a group of exactly four let me hear from you now (If the group is not comfortable with yelling yet them I might just have them raise their hands)! If you don’t have exactly four in your group, raise your hand. Everyone else look at them and say, ‘We still love you’”

I find that most any group I work with is fine with saying “We still love you”. However, I usually only do this after the first round. I don’t acknowledge the people who didn’t get into a group after that round. It just seems to flow better.

Often times I ask questions about the category we just did to have more fun and include people in other ways. If we did a category about the same number of brothers and sisters, after everyone is in the groups, I’ll ask who has the most brothers and sisters. They yell out loud how many they have. I usually say, “Wow, you’ve got your own committee.”

If I want people to get to know others in the group I add an additional category; “People you don’t know so well “. That way they’re not always in the same group with the people they are comfortable hanging out with.

To get into the next round I simply ask them to come closer to me or to come gather around. Sometimes people are hesitant to move closer so I say, “It’s okay to come closer. I showered a couple weeks ago, it should be fine.” Then I say the next number and category.

**Some examples of groups I might form…**

- Number: 5 Category; People who have the same number of brothers and sisters as you
- Number: 4 Category; People who have the same number of pets as you
- Number: 3 Category; Form yourself in the shape of the letter “H” [I usually need to repeat this two times so everyone understands]
- Number 3 Category; People whose phone number has the same last digit.
- Number: as many as you can Category; People who were born in the same month as you
Balloon Ball

Overview

This exercise is designed to get participants moving and working as a team.

Goals

1. To allow participants the chance to work as a team.
2. To get the group moving.
3. To participate in a number of decision-making processes.
4. To see how competitive most people are.

Time required: 15-30 minutes.

Size of group: Unlimited.

Material required: A packet of balloons.

Procedure

1. Tell the group that they are going to participate in a new game called 'Balloon Ball'. The object of this game is to score as many goals as possible in the time allowed. The group is divided into 2 smaller teams. The teams also have to decide what the goals are (opposite walls are fine). A goal is scored by hitting the designated wall with the balloon. They also have to inflate the balloons. More than one may be required as they tend to break easily.

2. After the group has divided into 2 smaller teams they should decide which way they each want to face. After that decision has been made the team members should position themselves in a scattered manner around the room. Once people decide on a position, they are not allowed to move from it until the end of the exercise.

3. Tell the group when to commence play. Scores are to be kept by the participants. At the conclusion of the exercise a discussion should follow.

Note: The original instruction asked the participants to score as many goals as possible. Did the teams compete with each other, or did they work together? If they worked together the score will be high as they will not have been trying to compete with each other. Most people tend to see that they are competing at everything.

Discussion points

1. Was teamwork used effectively? Why? Why not?
2. What was the final score?
3. Is this an acceptable score? (See Note in Procedure.)
Variation
1. Other types of balls may be used for different effects.
2. More than one balloon can be used at once

Cleaning up

Overview
This is a fast-moving game that will get the group laughing.

Goals
1. To build team spirit.
2. To allow participants to use problem-solving skills.
3. To get the blood circulating after a long session.

Time required 10-15 minutes.

Size of group: Up to 24.

Material required: Sufficient quantities of flipchart paper.

Procedure
1. Ask the group to break into teams of 6-8 participants. All teams
   must be the same size. If there will be participants left over, you should nominate referees
   beforehand. Ask the team members to take their shoes off for this exercise.

2. Give each team a number of sheets of flipchart paper. The number of
   sheets should be half that of the team size.

3. Mark a starting line at one end of the training room. Position a
   chair for each team at the other end of the training room.

4. Now tell the teams that they will be involved in a race. They are
   to start at the starting line by placing one sheet of flipchart paper on the floor and having one participant
   stand on it. That participant then places another sheet down in front of them and moves onto it, The
   second team member then moves onto the first sheet and so on. It will soon become apparent to the
   participants that they have to share spaces on the sheets of paper.

5. The first team to go around their chair and get back to the starting
   line will be declared the winner. If any of the team members walks on the floor and not the paper, the
   team has to go back to the beginning and start again.

Note- Participants can solve this in a number of ways (by moving the back sheet of paper, by ripping the
   paper into strips, etc.) so this can also be used as an exercise in lateral thinking.

Discussion points
1. Did the winning team perform like a team?
2. Why didn't the other teams do as well?

Variations
1. Smaller sheets of paper may be used. 2. A larger circuit may be established.

No Laughing

Overview
This exercise is designed to add a little laughter to the session.

Goal
1. To get all of the participants laughing.

Time required: 5 minutes.
Size of group: Up to 16.
Materials required: None.

Procedure
1. Get the group members to form a circle, either sitting or standing.
2. Give them the instruction that one participant will start with a word and pass it on to the participant sitting on their right.
3. When that participant receives the word they must repeat it twice to the participant on their right.
4. That participant must then pass the word on to the participant on their right saying it three times, and so on. 5. After the instructions have been given, the first participant is given the word 'HA' to start the exercise. Ask the group to treat this exercise seriously and not to laugh.

Discussion points
1. Why did everyone start laughing?
2. What would have happened had we used a more frightening word?

Variations
1. Substitute the word with any other humorous word.
2. You can establish a chain where the current participant says
'HA' and it must be echoed back along the line.

Source

Adapted from 'Ha', Sue Forbess-Greene, The Encyclopedia of Icebreakers, University Associates, California, 1983.

**Human Knot**

Overview

This is an exercise/icebreaker that energizes the group while building team spirit.

Goal

1. To liven up the participants after lunch.
2. To get participants moving and laughing.
3. To increase team spirit through simple problem solving.

Time required

10-15 minutes.

Size of group

Unlimited if time permits. Normally used for groups up to 24 in size.

Materials required

None. Perhaps you should warn group members to wear comfortable clothes that they can move around in.

Procedure

1. Ask the participants to stand and form a circle in the center of the training room.
2. With the participants standing in a tight circle, ask them all to raise their left hand in the air. Their right hand is now pointed to the center of the circle. When all participants have complied with these instructions tell them to lower their left hand and grab someone else's right hand. Once this contact is made they are not allowed to break it.
3. Tell the participants that they are to untangle themselves without breaking their grip on each other. When untangled, they should again form a circle. Tell them not to worry if some of the members are facing away from the center of the circle at the completion of the exercise.

Discussion points

1. Did anyone break contact with the person on either side?
2. Would it have been possible to complete the exercise faster? Why?
Should we do it again?

3. Did anyone undertake various roles within the group?

Variation1. Ask if any of the participants would like to wear a blindfold during the exercise. This will lead to other obvious points to cover in the debriefing.

**Puppets**

Overview

This exercise is a tension-relieving energizer.

Goal

1. To allow participants to unwind.

Time required

5 minutes.

Size of group

Unlimited.

Material required

None.

Procedure

1. Tell the group members that they are all going to become marionettes. The participants are to sit in their chairs and in response to your instructions perform simple movements such as crossing their legs or standing up. You should demonstrate a simple task.

2. After each participant has practiced being a marionette give their more complicated routines to perform. This can include tasks such as getting on a bike, walking around the room, dancing with each other, etc.

Discussion point

1. Is this how people feel sometimes at work?

Variations

1. Have participants act out secret routines and have the rest of the group guess.

2. Use the marionette concept with charades.

Source

Adapted from 'Pulling Strings', Nancy Loving Tubesing and Donald A. Tubesing, Structured Exercises in Stress Management, Volume 1, Whole Person Press, Duluth MN, 1983.
Activity Summary Form

This Activity Summary Sheet must be submitted after the completion of each event conducted with your mentee(s) and returned to the TLC Office (Library 135). Activities such as athletic events, academic department program events, TLC events, academic support, and social events should be included.

MENTOR NAME:__________________________________________________________

NAME OF EVENT:________________________________________________________

DATE OF EVENT:______________________ TIME OF EVENT:____________

LOCATION OF EVENT:____________________________________________________

Mentees Who Participated:

1. ___________________________________________________

2. ___________________________________________________

3. ___________________________________________________

4. ___________________________________________________

5. ___________________________________________________

6. ___________________________________________________

7. ___________________________________________________

8. ___________________________________________________

9. ___________________________________________________

10. _________________________________________________

11. _________________________________________________

12. _________________________________________________

Event Summary: Describe if the event was educational, informative, social etc. and include your opinion of your mentee(s) participation in the function. Please include other information you feel is important.

Mentor Signature: ________________________________ Date: _____________________
PERFECT ATTENDANCE FORM
Lobo Guide Program

Student Name:_____________________________________________
Course: __________________
Section:____________
Instructor:____________________

Instructor: The Lobo Guide Peer Mentor Program would like to acknowledge participating students who have had perfect attendance in each of their courses. Please sign the form below after verifying your records of his/her attendance. We strongly believe that if students make considerable effort to attend the classes, their success rate increases tremendously. With that in mind, the Peer Mentor Program will reward all participating students for their efforts.

_______ Yes, the student listed above had perfect attendance in the class listed above.
_______ No, the student listed above did not have perfect attendance in the class listed above.
_______ I do not monitor attendance but the student was very active with in-class assignments.

Instructor Signature________________________________________ Date____________________

Please complete the Perfect Attendance Form and return it to: Micah Ferrell, Library 135. If you have any questions, you may contact me at 432-837-8556.
Do not give this form back to the student!!