

# **Bridging the Gap Consortium Grant Beacon Student Success Model**

## **Peer Coach Training**

Presentation Order

- I. Pre-Training Activity
  - Distribute candy for Sweet Introductions
  - Three Things I Do Well (write on an index card)
  
- II. Beacon Student Success Model
  - Icebreaker Activity
    - Fantasy Career (15 second interview)
  - Beacon Guiding Principle
  - Definition of Student Success
  - Overview of Beacon Project
  - Beacon Navigational Guides and Navigational Tools
  - Student Success Team
  - Roles and Responsibilities
  - Program Success
  - Sweet Introductions Activity and discuss the Three Things I Do Well
  
- III. Peer Coach Specific Training
  - Communication
    - Silent Movie Interactive Activity
    - Handout Discussions (Bad Habits, Communication Shutdowns, Interactive Listening Tips)
  - Team Building
    - Construction Activity
    - In-the-Box/Out-of-the-Box Activity
  - Professionalism
    - ETHICS Activity
    - Discussion of Workplace Challenges
    - Workplace Challenges Activity
  - Recruitment and Retention
    - Discussion of Expectations and Roles with Recruitment
  - Peer Coach Situational Activities
    - When to Answer/When to Make a Referral
    - Scenario Activity and Discussion
    - Three Things I Learned Today
  
- IV. Questions/Discussion

**PEER COACH PRESENTATION  
ACTIVITIES AND HANDOUTS**

## **Sweet Introductions**

Description: Prior to beginning PowerPoint, pass around a bag of candy and ask the participants to take as many as they would like. State that you want to provide them with a snack for training.

Directions:

For each piece of candy the participant has (this also includes any wrappers from candy they have already eaten) the participant must state something about themselves.

## **Fantasy Career Activity (15 Second Interview)**

Description: Participants are asked to conduct an interview to determine their teammate's fantasy career. They are asked to incorporate the reporting questions of who, what, when, why and how into their interview. When time is called the participants are to introduce their teammate to the group.

Purpose: To serve as an icebreaker activity and provide an opportunity for participants to share information about themselves to one another.

### **Nonverbal Activity 4: Silent Movie**

Divide students into two or more groups. For the first half of class, some students will be screenwriters and other students will be actors. Roles will switch for the second half.

#### **Paper Cut**

This is a 5 to 10-minute, highly effective activity on importance of perception and asking questions in communication process. The exercise illustrates the importance of giving meaningful instructions to others and expecting feedback for correct execution of those instructions. It is fun and quickly makes a point.

**Materials needed:** one sheet of A4 or 8.5×11 paper for each participant; scissors are optional

**Instructions:** Explain to delegates that you are about to give them instructions and they must follow these instructions as given to them. They must follow these quietly and are not allowed to ask any questions. They should not get help from others around them or even look at other people's work.

If anyone asked questions, simply tell them to follow the instructions as they see fit. Present these instructions:

- Hold up the papers please.
- Fold the paper in half.
- Tear off the top right corner of the folded paper.
- Fold in half again.
- Tear off the top left corner of the paper.
- Fold in half again.
- Tear off the bottom right corner of the paper.
- Fold in half.
- Tear off the bottom left corner of the paper.
- Unfold the paper.

Ask delegates to show off their unfolded papers to each other and examine similarities or differences.

#### **Debrief**

Simply ask: Did you end up with similar patterns or everyone's pattern was different? Why is that? Were the instructions clear enough? What was missing? Why feedback is so critical in communication? What happens if feedback is missing? What lessons do we take from this?

## Interactive Listening Tips<sup>1</sup>

Description: These are five interactive listening tips to help you learn to become better listeners.

### Tips:

1. **Paraphrase** a message to the speaker in order to confirm your understanding.  
  
Put the message into your own words. When you do that you concentrate more on what is being said which makes you a better listener.
2. **Repeat** the message to help you remember what was said.  
  
Doing this demonstrates you have heard the message correctly; you ensure that you not only are listening but you also really understand what was said.
3. **Probe** for missing information.  
  
When you request or ask questions you find out any information that was not said and is needed to assist or make an informed decision.
4. **Clarify** any points that you might not completely understand.  
  
This also ensures that you have heard exactly what the other person intended to communicate.
5. **Remember** the important points of the message for future application.  
  
This helps you to retain the most important points of the communication.

### Questions:

1. Have you used this tips in your communication with others?
2. How often?
3. Do you use these tips on a regular basis?
4. How could you use them more often?
5. What effect could using these tips have on your listening skills?

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<sup>1</sup> Reproduced from *50 Communications, Activities, and Icebreakers*, by Peter R. Garber. Amherst, MA, HRD Press, 2008.

## **In-the-Box/Out-of-the-Box Activity**

Description: Participants must find a way to occupy a space that continues to shrink over time.

Activity Set-up:

1. Form boundaries for the boxes using masking tape. Create 3 separate boxes, each subsequent box decreasing in size. Instruct the participants that no part of them, including hair, elbows or other body parts, parts of shoes, or clothing can be outside of the box.
  - The first box is very large. It should be designed to leave a large area of available space after the participants are all in the box.
  - The second box should be a little smaller, leaving just enough room for the participants to get in the box. They should be packed closer to one another in the box.
  - The third and final box should be much smaller. In order to get into the box the participants are going to be packed in, shoulders touching and in some cases they may even have to support a teammate by holding them.

At the beginning of the activity, the participants should again be told what it takes to be an effective team. They have to support one another, trust one another, communicate effectively, and find a way to work together as a team. Then tell them 'Get in the Box.'

Each time they are asked to change boxes reinforce what it takes to be an effective team.

As they change boxes, comment about there will be days when everything will be very simple and they will be able to maintain their own personal space. They must still work as a team, they rely on each other, but the tasks at hand are not so great or so stressful that their individual space is invaded.

### Box 1

- Once they are in each box ask the participants how does it feel to be in the box? What did they have to do to ensure they all were in the box?

### Box 2

- Next, tell the group that there will be days in which the tasks will be strenuous, time-consuming and stressful, and require them to work closer as a team. They will have to rely on and trust one another even more. They will also have to find a way to communicate and find a way to work as a team.
- Again, as how does it feel to be in the box? Did they have to do anything differently to make sure everyone was in the box?

### Box 3

- Finally, there are days when as a team the activities can appear to be very tedious, strenuous and may require other individuals within different departments to join their team. When those days occur, they must still find a way to be a cohesive team, supporting one another while including others. They must ensure that everyone fits into the box.
- Again, as how does it feel to be in the box? Did they have to do anything differently to make sure everyone was in the box?

At the end of the activity, discuss how they problem-solved to make sure everyone was in the box. Discuss how they got into the box:

- Did they think about themselves first?
- Did they discuss and develop a plan?
- How could they have completed the activity differently?



## **If You Build It...**

Description: Participants are divided into groups (4-5 is a good number). They are instructed they have one minute to determine what they will build as a team. After time is called, they are to build their project without talking.

Materials Needed: Anything. Pipe cleaners, wooden sticks, marshmallows, jelly beans, toothpicks, clothespins, cotton balls, etc. Items should be placed in a plastic bag.

Give each team their bag of materials.

After project is complete, have the team designate a spokesperson. The spokesperson must present the project to the entire group. They should address the following:

1. How they decided on the final project? Was it a consensus, if so, how did they obtain the consensus?
2. Did everyone participate?
3. Were assignments given regarding who would complete which task? Or, did they just pitch in and help where needed?
4. Did they believe their plan was effective? Is there anything they would have done differently?

## **Workplace Challenges**

### **Scenario 1:**

You just finished meeting with a student. As you were meeting the student began discussing some of the challenges they are facing (i.e. spouse is not working, has two small children and having difficulty finding childcare, only source of income is monthly state checks and they do receive food stamps). During the course of your meeting you assisted the student with completing their FAFSA. Therefore, you know what their income level is and that the family is struggling with making ends meet. At the end of your meeting, the student asks you "Can I borrow \$20 to catch the bus home and to pick up dinner for the night." They promise to pay you back next week.

How would you handle this scenario?

What issues are involved in this scenario?

### **Scenario 2:**

As you get on the elevator your co-worker sees you and runs to get on the elevator as well. There are 2 other people on the elevator. Your co-worker immediately starts talking about a student and says "Can you believe Jasmine has another baby? She is having difficulty taking care of the one she already has."

How would you handle this scenario?

What issues are involved in this scenario?

**Scenario 3:**

You have been encouraged to tell your "student success story" to other students in order to build rapport and gain their trust. During a 'help session' in the Beacon room a student is discussing their story with peer coaches. During the conversation, some peer coaches provide affirmation to the student's story by discussing the obstacles they have encountered. Unfortunately, one of your co-workers talks for too long. Suddenly the focus of the conversation is no longer on the student's success but more about the success of your co-worker. The student tries to leave but your co-worker just keeps talking.

How would you handle this scenario?

What issues are involved in this scenario?

**Scenario 4:**

When you arrive at work your co-worker tells you that the student you have been working with stopped by and left something for you on your desk. When you get to your desk you see that the student left you a present and a note saying how appreciative they are for your assistance.

How would you handle this scenario?

What issues are involved in this scenario?



# Starting a New Job: 101

Tips you won't find in the employee manual.

## Is that "policy"—or "practice"?

A new job presents plenty of challenges, especially if you're stepping directly from college to career. There's navigating a new environment, adjusting to new routines, and learning unfamiliar policies and procedures. Plus, how well you're perceived and fit in often depends on how well you handle issues NOT outlined in the employee handbook, *e.g.*, office politics; communication; organizational skills; time management; attitude. Don't let ignorance hold you back. Here are some unwritten "rules."

## Welcome to the real world: It's not about you

**Behave like a guest.** You may be an employee, but it's by invitation. Fresh out of school, full of ideas, you may feel ready to change the world. However, remember you're joining an established entity with its own conventions and protocol. Contribute and be visible, but don't move in too fast or overdo it; some co-workers may even feel threatened by your presence. Be modest, polite, and friendly; don't feed into the stereotype of the new-hire show-off.

**Employ soft skills.** Good communication and listening skills, a strong work ethic, flexibility, and sense of teamwork will enable you to navigate company culture, pick up important information, and build professional relationships. Organizational and time management skills, including punctuality and meeting deadlines, help establish credibility and demonstrate reliability. Be open to criticism, learn from mistakes, and accept responsibility. Remember names, exhibit a can-do attitude, and don't complain or criticize. Also, follow up promptly on calls and emails; that's standard in business.

**Score high on Emotional Intelligence.** Emotional intelligence (EQ) involves identifying, assessing, and managing emotions for appropriate behavior. Observe and emulate how others communicate and conduct themselves. EQ can mean realizing your supervisor expects you to show up to minutes before a meeting and *not* "just in time." EQ can help you process and understand a situation before reacting; perhaps a co-worker is unhappy with events at home—not with you; you can then be supportive rather than stress out.

**Speak the language.** Literally. Communicate in full sentences when speaking or writing; don't use text speak and avoid fillers like "ya know," and "um." Public speaking and face-to-face conversations are the norm in the workplace; don't expect to hide behind the anonymity of texting when dealing with issues. Also, watch your tone of voice, don't swear, tell off-color jokes, or gossip; it's unprofessional.

## A cubicle is not a cocoon

Unless you work in isolation, interact and use the workplace to hone your communication and interpersonal skills. LISTEN, THINK before you speak, and always communicate with respect. Never underestimate contacts you make and relationships you build; creating good impressions can go a long way in the form of references and recommendations for future career success.

**Have clear goals.** Get to know the go-to people who have answers and can help foster your growth. Support key players, accept and offer help, and be a team member. Job shadow or find a mentor to help you learn the ropes more quickly. You can even reverse mentor older workers who may not be as tech savvy with software and current trends.

**Manage your manager.** Being in sync with your boss or supervisor—knowing what makes them tick—will help you better understand priorities, meet their expectations, and enhance your job performance. Politely ask for feedback and prove that you can be counted on to deliver. Their recommendations can be key to you moving up the food chain.

As a new hire, make it easier for others to adjust to you. Pay attention, use good sense, stay calm, and prove that you're part of the team. Don't muddy the workplace waters with personal issues, and practice *real-life* face time!



## i n a nutshell:

The first 90 days are critical. Navigate them successfully and there'll be more:

- **Have a positive attitude; put in the extra effort; reply promptly**
- **Interact with co-workers and develop connections; don't be a cubicle cog**
- **Be proactive, ask questions; don't expect to be pampered**
- **Get in sync with your boss to better meet expectations; earn their trust; deliver results**
- **Work hard on your soft skills;**
- **Bring new perspectives and offer solutions; back up ideas with substance**

At a new job, there's often more than what "meets the eye." So bring your effort, enthusiasm, and EQ—you'll get off to a good start.



# Your First Day On the Job

Get off the starting block without stumbling.

## On your mark...

Starting a new job is like moving to a new school. If it's your first real job, expect plenty of excitement and nerves: Will people like me? Will I look good? Will I do okay? Will I fit in? What if I mess up? With new things to learn and responsibilities to take on, you'll be scrutinized and expected to deliver on your résumé qualifications. So, consider these basics as you transition from classroom to cubicle, or whatever your new job environment may be.

## Get set...

First, realize that you're no longer in school; your lifestyle is going to change. You can't sleep in and show up late for work. Your employer won't care if your car ran out of gas on the drive in. Working alongside others means your actions—or lack of—will have consequences that affect others, including your boss, co-workers, and clients, even the bottom line. The first few months are critical. In fact, a third or more new employees often leave before the first year.

Still, remember that you were hired because you bring value and were considered the best fit for the company. So, start fitting in!

## GO!

**Don't be late.** Plan your commute and show up early; have time to settle in before the work day and introductions begin. Being late can cost you your job and brand you as unprofessional, unreliable, and a poor hire.

**Suit up.** If you don't already have a clear grasp of the dress code—suit, dress casual, jeans, company uniform—wear your interview attire; it's better to be over- rather than under-dressed. As the new person, you're going to stand out anyway, so you might as well look professional. After the first day, you'll have a better idea of what to wear.

**Employ your interview skills.** As you're introduced to other members of the company, smile, be pleasant, make eye contact, and have a firm handshake. It's the first impression you're going to give your co-workers, so make it a positive one.

**Remember names.** It's the quickest way to connect and start building relationships. If you're asked to call someone by their first name, do so. You're considered a professional now and are expected to follow instructions.

**Ask questions.** You're new and not expected to know everything. When in doubt, ask; it's generally the fastest way to get an answer. Plus, it shows interest and engages others. Then, learn and remember. Don't assume others will naturally come to your aid; people are busy and have their own duties to perform. It's *your* responsibility to get answers to your questions.

**Navigate company culture.** What are the principles, philosophy, and goals of the company? What's the atmosphere? Is there a procedure for completing projects? Who are the key go-to people? How do workers view and interact with the boss? Is working late the norm? The answers to career success can't always be Googled. Plus, what held true at a previous job may differ here. So observe, use common sense, learn, and apply.

**Don't criticize or critique.** Keep your opinions to yourself. You're joining an established organization with its own ways of conducting business. Don't try to stand out and impress; others may feel threatened or brand you a know-it-all. You'll have time to shine and share ideas later.

**Takes notes.** Keep track of instructions, procedures, and other guidelines; a journal will help you track your progress.

**Congratulate yourself.** A new job can mean uncharted waters and plenty of challenges. However, remember that you were selected from among numerous candidates, and that your employer had enough faith in your abilities to pick you for his/her team. So, set your sights high. Pay attention, stay focused, and be enthusiastic. You'll be off to a great start right out of the gate!



## i n a nutshell:

Use your interview skills to help you through your first day:

- Arrive early with time to settle in before the work day begins
- Treat introductions like interviews; create a good first impression
- Listen and remember names
- Ask questions, observe and learn the company culture
- Don't try to stand out or try to impress; keep your opinions and criticisms to yourself
- Keep a journal

You may be new and inexperienced, but you were hired. Give yourself credit and time, and the confidence will come.

<b>When To Answer or When To Make a Referral</b>	
<b>When at a recruitment event:</b>	
<b>Situations I can answer as a Peer Coach</b>	<b>Situations when I need to make a referral</b>
<ul style="list-style-type: none"> <li>• The different programs offered</li> <li>• Campus Activities</li> <li>• Cost of Attendance</li> <li>• Campus Amenities (parking, café, etc.)</li> <li>• Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specific course information, including courses to take or courses that can be transferred in.</b></li> </ul> <p>Make the referral to a counselor or faculty advisor</p>
<b>When speaking with a transfer student:</b>	
<b>Situations I can answer as a Peer Coach</b>	<b>Situations when I need to make a referral</b>
<ul style="list-style-type: none"> <li>• How to submit official transcript</li> <li>• How to pay the articulation fee</li> <li>• Add college code to FAFSA</li> <li>• Attend orientation</li> <li>• Review Enrollment Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specific course information, including courses to take or courses that can be transferred in.</b></li> </ul> <p>Make the referral to a counselor or faculty advisor</p>
<b>When discussing placement testing:</b>	
<b>Situations I can answer as a Peer Coach</b>	<b>Situations when I need to make a referral</b>
<ul style="list-style-type: none"> <li>• Dates, times and schedule for testing</li> <li>• The importance of testing</li> <li>• Give options to increase scores</li> </ul>	<ul style="list-style-type: none"> <li>• <b>When student asks about course placement and/or meaning of test scores.</b></li> </ul> <p>Make the referral to a counselor or faculty advisor</p>
<b>When discussing registration:</b>	
<b>Situations I can answer as a Peer Coach</b>	<b>Situations when I need to make a referral</b>
<ul style="list-style-type: none"> <li>• Registration deadlines</li> <li>• Who they need to see to register for courses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specific course information, including courses to take or courses that can be transferred in.</b></li> </ul> <p>Make the referral to a counselor or faculty advisor</p>
<b>When asked about EDGE credit:</b>	
<b>Situations I can answer as a Peer Coach</b>	<b>Situations when I need to make a referral</b>
<ul style="list-style-type: none"> <li>• We do accept EDGE credit</li> <li>• Refer back to high school counselor</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specific courses or EDGE credit accepted.</b></li> </ul> <p>Make the referral to a counselor or faculty advisor</p>
<b>When discussing Orientation:</b>	
<b>Situations I can answer as a Peer Coach</b>	<b>Situations when I need to make a referral</b>
<ul style="list-style-type: none"> <li>• Dates and times of orientation</li> <li>• What is involved (activities)</li> <li>• Any general question</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specific questions</b></li> </ul> <p>Make the referral to a Recruitment/Retention coordinators (Director of Recruitment or Supervisor of Peer Coaches)</p>
<b>Questions regarding financial aid:</b>	
<b>Situations I can answer as a Peer Coach</b>	<b>Situations when I need to make a referral</b>
<ul style="list-style-type: none"> <li>• How to or assistance with completion of FAFSA</li> <li>• When to apply</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specific awards, missing documents, etc.</b></li> </ul> <p>Make the referral to a counselor or faculty advisor</p>

## SITUATIONAL ACTIVITIES

### Scenarios You May Encounter as a Peer Coach

*Please form answers to all responses as if you are speaking with the student.*

Scenario #1:

I attended Huntington Jr. College, but I do not want to transfer in any of their previous courses. Can I apply as a first-time freshman?

Scenario #2:

I owe money to another institution. Is that going to keep me from receiving aid at this college?

Scenario #3:

I took some college credit courses in high school. Will those transfer?

Scenario #4:

I had an IEP in high school and was told that I would never be able to attend college. I am here just to see what my options are. Can you help me?

Scenario #5:

I took the Compass test in high school (or at another college). Do I have to take placement tests? What if I have ACT scores?

Scenario #6:

I want to transfer to Marshall University to do engineering. Will the courses I take here be accepted?

**Scenario #7:**

**I want to go into nursing. Do you offer nursing?**

**Scenario #8:**

**I am a transfer student. Why do I have to go to orientation?**

**Scenario #9:**

**Do you have any opportunities for work-study?**

**Scenario #10:**

**I don't live with my parents, so do I have to provide their tax information on my FAFSA?**

**Scenario #11:**

**I've heard textbooks are really expensive. What are my options in getting my books? Do I have to purchase them all at the same time?**

**Scenario #12:**

**I tried to get online and register for my classes, but there is some kind of hold on my account.**



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**COUNSELOR PRESENTATION  
ACTIVITIES AND HANDOUTS**

Placement Scores

	Accuplacer	ACT	SAT	Compass	
<b>Math</b>	<b>Arithmetic</b>	<b>Elem Algebra</b>		<b>Pre-Algebra</b>	<b>Algebra</b>
College Level	≥ 85	≥ 19	≥ 460	≥ 59	≥ 35
Dev (MAT 096)	36-84	23-84	12-18	290-459	
ABE	< 36	< 23	< 12		
<b>Writing</b>	<b>Sentence</b>	<b>Writeplacer</b>			
College Level	≥ 88	5-8	≥ 18	≥ 450	≥ 92
Dev (ENL 095 – 3hr)		4	≥ 14	≥ 290	≥ 45
Dev (ENL 095-5hr)		3	≥ 12	≥ 240	≥ 23
ABE		<3	<12	<23	<23
<b>Reading</b>	<b>Reading Comp</b>	<b>Reading</b>	<b>Verbal</b>	<b>Reading</b>	
College Level	≥ 79	≥ 17	≥ 420	≥ 30	
Dev (REA 098)	≥ 40	≥ 13	≥ 230	≥ 60	
ABE	<40	<13	<230	<60	

# THE BEACON PROJECT



## Mountwest Community and Technical College BEACON Academic Success Commitment Contract (LRB 6/7/12)

**Mountwest Community and Technical College has been awarded a Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant from the US Department of Labor. With these grant funds, Mountwest has established the BEACON Project. This project will enhance the academic and support resources available to students in the program, thereby increasing the likelihood of successful completion of college graduation goals. The BEACON Project is built on a mutual commitment between the Student and Mountwest to achieve academic success. This contract solidifies the commitment of both parties.**

Student: \_\_\_\_\_ Student ID #: 942 \_\_\_\_\_  
Term: \_\_\_\_\_ GPA: \_\_\_\_\_ Desired Graduation Date: \_\_\_\_\_  
Educational Goal: \_\_\_\_\_  
Educational Counselor: \_\_\_\_\_ Program of study: \_\_\_\_\_  
COL101 Faculty member: \_\_\_\_\_ Peer Coach: \_\_\_\_\_  
MCTC Email Address: \_\_\_\_\_ Phone: \_\_\_\_\_

This **BEACON Academic Success Commitment Contract** is intended to assist you with your academic success while enrolled as a student at Mountwest Community and Technical College. Please remember that your continued and full participation is a requirement to receive any benefit associated with the BEACON Program and does not reduce any academic requirement of the college.

It is understood that learning is the student's responsibility; however Mountwest is offering resources to enhance the educational experience and increase the chances of success in your academic goals. Our goal is for you to graduate from Mountwest Community and Technical College. We ask for you commit to the simple, yet crucial steps we have outlined and utilize the academic success tools we make available to you. To participate in the BEACON program, you must commit to your academic success and take this opportunity seriously.

**In return for my commitment to fully participate in the BEACON program as identified below, I will receive the following items which will enhance my success at MCTC:**

1. Priority and early registration for courses in the following semester
2. Accuplacer examination fee waived.
3. Text message academic alerts
4. Priority and personalized assistance with all aspects of college including registration, academic advising, and financial aid.
5. Priority access to academic counselors and peer coaches who will help me prioritize my time schedule and enhance my college success.
6. Customized orientation specifically for BEACON students
7. Free enrollment in *MCTC Math Boot Camp* workshop which may eliminate the need for me to enroll in Developmental Math (depending on placement test scores).
8. Personalized communication with and from peer coaches regarding crucial dates and events at MCTC.
9. Access to *BEACON Junction*, a place where BEACON students can meet and connect with other MCTC BEACON students and Peer Coaches. This includes access to a printer for educational assignments and free printing up to 100 pages.
10. Waiver of student's Graduation fee after successful completion of the program each semester.
11. Priority access to academic tutoring in the Academic Skills Center.
12. Special recognition including BEACON stole at graduation.
13. Free career counseling and advising including help with resume writing, interviewing skills, and job research.
14. Free educational workshops to enhance student learning.
15. Free membership to the Marshall University Recreation Center.
16. Free Academic Success Tools which may include a Beacon backpack and notebook.

*You may receive educational benefits from the BEACON Project only through the grant period and is dependent on continued funding from the Department of Labor.*

**By signing this agreement, the Student agrees to:**

1. I will complete an educational plan containing specific educational goals with my assigned success counselor, and adhere to its contents EVERY SEMESTER.
2. I agree to meet with \_\_\_\_\_ at a minimum of twice each month during the semester (or as required by the counselor) to discuss my academic progress and any challenges I may be experiencing. I further agree that I will have open and honest communication with my counselor.
3. I will maintain good academic standing every semester (2.0 GPA minimum).
4. I will not drop or add a class without obtaining the approval of my success counselor.
5. I will attend all scheduled classes, arriving on-time with homework assignments completed.

- 6. I will enroll in at least six and no more than fourteen credits every semester.
- 7. I will complete and adhere to a time management schedule developed with my counselor which takes into consideration my schedules for school, work and personal responsibilities.
- 8. I will check my Mountwest campus email at least once every weekday.
- 9. I will have open communication with my instructors regarding questions about the materials covered in class, my performance in the course and/or if I would need to miss class for any reason or not have an assignment completed when expected.
- 10. I will acquire the textbooks required for each of my classes prior to but no later than the first week of the semester.
- 11. I will ask for help and seek assistance from the Academic Skills Center if I am struggling in a course.
- 12. I will maintain an organized and prioritized schedule of all my class assignments and study time.
- 13. I will enroll in and successfully complete COL 101.
- 14. I will respond to communications from my BEACON Support Team in a timely manner. Failure to respond to phone calls, messages, or emails can result in dismissal from the program.
- 15. I will maintain a positive attitude and seek assistance when needed.

***I understand failure to maintain any of the elements of the BEACON contract or my educational plan may be grounds for dismissal from the program.***

I, \_\_\_\_\_, acknowledge that my full participation in the BEACON Project is required for me to receive any program benefits. I agree that I am committed to my academic success at Mountwest and agree to adhere to the terms outlined above. I also acknowledge that through my participation in the BEACON Project that Mountwest Community and Technical College may utilize certain student information with regards to the data collection requirements of the TAACCT grant and the Department of Labor.

Notes:

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\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Success Counselor's Signature

\_\_\_\_\_  
Date



**Mountwest Community and Technical College**  
**BEACON Agreement**

*This is a mutual agreement between the student and Mountwest Community and Technical College to enhance the educational opportunities of students and to help them reach completion of their individual goals. This is to solidify that commitment.*

Student: \_\_\_\_\_ ID number: 942- \_\_\_\_\_

Term: \_\_\_\_\_ Goal: \_\_\_\_\_

MCTC Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Counselor: \_\_\_\_\_

Faculty/Mentor/COL 101 Instructor: \_\_\_\_\_

**Student Commitment:**

1. I will meet with my assigned counselor at least 3 times during my first semester.
2. I will enroll in, and successfully complete, COL 101 my first semester.
3. I will attend all scheduled classes, be on time, and complete all assignments.
4. I will check my MCTC email twice daily, and respond to all correspondence in a timely manner.
5. I will communicate openly with instructors, counselors, and advisors, and ask for help when needed.

**MCTC Commitment:**

1. We will provide you with an identified counselor and advisor to assist you in course, career planning, and time management.
2. We will assist you in selecting and registering for the appropriate classes needed to meet your individual goal each semester.
3. We will provide you free peer tutoring in courses in which you need additional assistance.
4. We will provide free career counseling, including assistance with resume writing, interviewing skills and job research.
5. We will provide you a free membership to the Marshall University Recreation Center.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Freshman Progress Report -

Student's Name: \_\_\_\_\_ Course \_\_\_\_\_ Section \_\_\_\_\_

**Instructions:**

1. Student: Complete your portion of the form (Student Report column) and submit it to individual course instructors.
2. Faculty: Return completed form to student.
3. Student: Return completed form to COL 101 instructor.

**ATTENDANCE:**

Missed classes (number of times) \_\_\_\_\_

Did student notify instructor prior to the absence or immediately after: \_\_\_\_\_ Yes \_\_\_\_\_ No

Tardy (number of times) \_\_\_\_\_

<b>Student Report</b>	<b>ACADEMIC PROGRESS</b>	<b>Faculty Report</b>
___ Yes ___ No	Missing assignments?	___ Yes ___ No
___ Yes ___ No	Is student disruptive in class?	___ Yes ___ No
___ Yes ___ No	Does student participate in class?	___ Yes ___ No
___ Yes ___ No	Is a tutor needed?	___ Yes ___ No
___ Yes ___ No	Does student need to meet with instructor to discuss attendance and/or academic progress issues?	___ Yes ___ No

Student: _____	<b>Estimated grade to date</b>	Faculty: _____
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<b>Student's Comments:</b>	<b>Instructor's Comments:</b>

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Beacon Project Student Folders

File Type:	Smead Classification Folders, Item # 13723. A different color is used for each semester (i.e. Fall/Spring) to clearly identify the semester in which the student entered the program.
Purpose:	To maintain documentation in one centralized location for each student who participates in the Beacon Project.
Types of Documentation:	Any documentation that has a direct impact on the students' success.
Maintenance/Location of Files:	Files are maintained by the assigned counselor and are kept in the assigned counselor's office in a locked file cabinet.
Layout of Files:	The layout of the files are identical for each student. Documentation is maintained in the file in the same format and order to ensure consistency of services.
Order of Files:	<p>The files contains an index that details the types of documentation that must be kept in the files. The index and layout of the files are as follows:</p> <ul style="list-style-type: none"><li>• Front Inside Cover (left side):<ul style="list-style-type: none"><li>○ The front inside cover is left blank.</li></ul></li><li>• Inside Cover (right side):<ul style="list-style-type: none"><li>○ The index (Avery Ready Index, #600084) is numbered and contains the following headings (picture of index is attached).<ol style="list-style-type: none"><li>1. Counseling Notes</li><li>2. Printed Schedules and Academic Improvement Forms</li><li>3. Plan of Study</li><li>4. Curriculum Sheets and D/F Repeat Forms and Course Substitutions</li><li>5. Placement Scores</li><li>6. Transcripts</li><li>7. Address Changes</li><li>8. Change of Major and FERPA Forms</li></ol></li></ul></li></ul>

1	Counseling Notes
2	Printed Schedule AIP Forms
3	Plan of Study
4	Curriculum Sheet D/F Repeat Course Substitution
5	Placement Scores
6	Transcripts
7	Addresses Changes
8	Major Changes FERPA Forms

## Content of Numbered Tabs:

The content of each numbered tab is located directly behind the numbered tab.

### **TAB 1: Counseling Notes**

Counseling notes are kept behind tab 2. This is a form that is used by each counselor to document content of meetings or any activity that is performed on the student's behalf. The counseling notes that are written on the counseling form are only an overview of a meeting or activity. If detailed documentation needs to be written and placed in the file, the counselor either uses a word document (properly headed with the student's name, student ID number and the date of the meeting) or use OneNote (this is a word document that is a part of the Microsoft Office 2013 package). OneNote is directly attached to the Microsoft Outlook Calendar and once clicked/chosen, it will automatically generate the student's name, date and counselor's name. The counselor only has to type the student's ID number.

### **TAB 2: Printed Schedule and Academic Improvement Plan**

Student schedules, by semester, and the academic improvement plan (if such a plan is needed due to poor student performance) are kept behind tab 2. The schedules are always placed in the folder after the student has been registered with the most current schedule placed on top. If a student has performed poorly or if a student is repeating a class, an academic improvement plan is completed. The plan is discussed with the student and then signed by the student and counselor.

### **TAB 3: Plan of Study**

The plan of study is kept behind tab 3. This form is completed by the counselor. It details the courses the student is taking during a semester. This form can also be completed by the counselor when meeting with a student to map out the courses the student will take per semester. This can be used as a plan or guide for the student. However, the curriculum sheet details the same information and can be used as the guide and serves as the official plan of study. Therefore, it is mainly used as a form that details the courses a student took during a semester.

**TAB 4: Curriculum Sheet, D/F Repeat and Course Substitution**

The curriculum sheet (also known as the program sheet), the D/F repeat form and the course substitution forms are kept behind tab 4. As a student takes a course the counselor marks the term the course was taken and the grade received for the course. This is a good way of maintaining visual documentation of courses completed and keeping the student on track toward graduation. The D/F repeat form and the course substitution form are self-explanatory. Copies of each form are kept in the student file and are used as a guide for the counselor in keeping the student on track for graduation.

**TAB 5: Placement Scores**

Placement Scores are kept behind tab 5. Placement scores are generally the report of scores the student received on the Accuplacer test. ACT scores can also be kept in this section. The actual test score is also written on the curriculum sheet in the designated area. The test scores are used as a guide to place the student in the appropriate courses. When using ACT scores, the subset scores are used and not the composite score.

**TAB 6: Transcripts**

Academic transcripts are kept behind tab 6. These are unofficial transcripts that are printed off by the counselor. Transcripts are printed at the end of each term (Fall, Spring and Summer) with the most current transcript placed on top. The transcript reflects the final grade the student received for the term. The mid-term report is also kept under this tab.

## TAB 7: Address Changes

The address change form is kept behind tab 7. This form is used when there is a change in the student's name, address, social security number, telephone number and/or address. The original form is submitted to the Registrar's Office. A student is asked at the beginning of each term if there has been a change any of their personal information. This can also be generated if such a change is discussed during individual counseling meetings with the student.

## TAB 8: Change of Major and FERPA Forms

Change of major and FERPA forms are kept behind tab 8. These forms are self-explanatory. The original change of major form is submitted to the Registrar Office; however, a copy of the form is kept in the student's file. Majors are changed only at specific times during the academic year. Keeping a copy of the form in the student's file assists with maintaining the most current information on the student and keeping the student on track toward graduation. When a change of major form is submitted the new curriculum sheet is placed under the correct tab on top of the existing curriculum sheet. Notation of the major change is also documented on the plan of study. FERPA forms are placed behind the change of major.

### Order of Files (continued):

The inside right cover has a tab on it. That tab is labeled "miscellaneous". This label serves as the reference for the documents that are placed on the other side of the tab (turn the tab page-left side).

- Miscellaneous Documents include, but are not limited to:
  - Tutoring forms
  - Academic appeals
  - Emails (to and from the student and/or instructors)
  - Test Out documentation (students can test out of reading and some keyboarding courses)
  - Any other document that is important to keep that has a direct impact on the student's success that is not kept under the tabs described above.

- Inside back cover (right side)
  - The Beacon Contract is kept on the inside back cover. The contract must be completed in its entirety and signed by both the student and the counselor.