

# Lewis & Clark Community College Navigator Program Plan

## Tentative Operation - Fall 2014

*(August 2014- December 2014)*

The Adult Education Department at Lewis & Clark Community College has reviewed CUNY’s (City University of New York) ASAP program. The Adult Education Department will incorporate transition procedures and techniques provided from both CUNY’s ASAP program, as well as, the Navigator II course. This proposed Navigator Program Plan (NPP) will utilize research from both methodologies to best serve students.

The proposed NPP will operate intrusively for the duration of one semester (16 weeks). Selection for the AO students will begin during the previous semester. Orientations are scheduled the week prior to the beginning of the semester. Execution of the NPP will begin during orientation.

Primarily, this program identifies tasks the Transition Coordinators and Transition Counselors will be responsible for. However, in its final form, it will utilize instructors to encourage student participation.

Week #	Type of Activity	Topic	Others Involved	Materials	Desired Outcomes
Two weeks prior to the semester	Public Awareness & Recruitment	Program Awareness & Information	Adult Education Team, Media Technology Staff, Academic Enrollment Advisor	Promotional materials including flyers. LCCC Facebook status updates, Community Collaboration meeting announcement, WBGZ radio advertisement. Article in local newspaper.	Increase public awareness of programs offered within the Adult Education Department at LCCC.
One week prior to the semester	Program Orientations, Student Selection/Assessments	Academic TABE assessments (Reading & Math) Campus/Department Orientation	Adult Education Team: Transition Coordinator/Counselor, Student Services Coordinators, Instructors, Academic Enrollment	TABE assessment materials. Orientation materials.	Enroll students into their desired programs. Welding- 6 Students Auto- 6 Students EMT - 6 Students Media Technologies- 8 Students

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			Advisor, Program CTE Instructors		C.N.A- 5-10 Students Bridge to Health Sciences 1- 8-10 Students Bridge to Health Sciences 2- 8-10 Students Bridge to Technical Fields- 8-10 Students
Week 1	Group Meeting: Ice Breaker & Introductions, Campus Tour Obtain Student IDs	Introduce Student Supports (Transition Coordinators/Counselors). Review LCCC Student Code of Conduct, Program Expectations, Student Contract  <i>NOTE: This meeting will focus on establishing the student's academic foundation.</i>	Transition Coordinators/Counselors, Instructors, Enrollment Advisor	Student Schedules Campus Maps Student Contracts	Students will begin to develop a learning community/cohort. Students will begin feeling comfortable with the campus and the location of their classes. Students will sign the contract and commit to their declared program. Students will obtain their LCCC student ID
Week 2	Individual Meeting: Academic Status/Concerns	Discuss student's current academic status. Discuss obtaining the GED. Discuss Project READ if the student needs a tutor in reading or math.  <i>NOTE: This meeting will focus on personally supporting the student academically.</i>	Transition Coordinators/Counselors, Instructors, Project READ Coordinator	Student TABE scores and writing sample Project READ information	Student and Transition Coordinator/Counselor will begin to build rapport. Student will also begin to feel safe and supported. Internally, they will begin developing self-efficacy. Students will be provided a tutor if they need the additional academic assistance.
Week 3	Individual Meeting: Personal Finances & Benefits Assessment	Discuss the student's living situation. Family structure/life. Try to identify family supports. Conduct a benefits assessment. ( <i>Income vs. Cost of living</i> ) Discuss financial issues/concerns. Discuss possible GED stipends.	Transition Coordinators/Counselors	Benefits Assessment Madison County GED stipend application  <i>NOTE: If the student does not live in Madison County, utilize the Vickie Newton GED scholarship application.</i>	The student will begin the process of applying for GED financial assistance.

Week #	Type of Activity	Topic	Others Involved	Materials	Desired Outcomes
Week 4	Group Assignment: Goal Setting	Discuss the difference between long term and short term goals. Discuss S.M.A.R.T goals. Discuss the importance of achieving goals.	Transition Coordinators/Counselors, Instructors	Goal Setting materials including : S.M.A.R.T goals	Encourage the students to generate an “obtainable” long term and short term goal.
Week 5	Group Assignment: Time management skills Procrastination	Discuss the importance of time management. Discuss procrastination. Review time management skills.	Transition Coordinators/Counselors, Instructors	Academic Planner Time Management Hourly Grid Procrastination Checklist	Students will be encouraged to evaluate their time management skills, and determine their level of procrastination. Students will generate a mock schedule incorporating home and academic life.
Week 6	Group Activity: Financial Aid	Discuss types of financial aid including: LCCC Foundation Scholarships, Pell Grant, Map Grant, Perkins, and Student Loans.	Transition Coordinators/Counselors, Financial Aid Advisor, Instructors, Patricia Webb- EOC Alton Office.	Financial Aid Brochure including contact information FASFA Information handouts FASFA worksheets	Students will be educated on the wide variety of financial resources available. Additionally, students will be provided support and encouragement throughout the application process.
Week 7	Individual Meeting: Financial Aid	Discuss types of financial aid the student may qualify/apply for. This may include: LCCC Foundation Scholarships, Pell Grant, Map Grant, Perkins, and Student Loans.	Transition Coordinators/Counselors, Financial Aid Advisor Instructors, Patricia Webb- EOC Alton Office.	FASFA worksheets, Personal financial information tax information.  <i>NOTE: Students will need a computer to complete their FASFA.</i>	All students will complete their FASFA.  <i>NOTE: Once students complete their GED, they will be able to accept their awarded financial aid.</i>
<b>MIDTERMS</b>					
Week 8	Individual Meeting: Student Check	“Check in” with the student. This will include academically and personally. Discuss stress and testing anxiety. Provide the student with praise for successfully completing 50% of the program.	Transition Coordinator/Counselor, Instructors	Current academic standing from instructors.	Students will feel supported to successfully complete the program. Through praise, students will continue developing self-efficacy.

Week #	Type of Activity	Topic	Others Involved	Materials	Desired Outcomes
Week 9	Group Activity: Decision Making & Critically Thinking	Discuss Decision Making Discuss Critically Thinking	Transition Coordinator/ Counselor, Instructors	Decision making handouts Review critically thinking scenarios.	Students will gain knowledge regarding how and why they make decisions. They will also gain knowledge how to think critically during decisions making. Ideally, they will use these strategies both academically and professionally.  <i>Note: It will require reinforcement and time for students to fully develop critically thinking skills.</i>
Week 10	Group Assessment  <i>(Needs to be in a computer lab.)</i>	Strong Interest Inventory	Transition Coordinator/ Counselor, Instructors	Strong Interest Inventory Directions	Students will complete the Strong Interest Inventory and will begin to review/research the suggested occupations.
Week 11	Group Activity: Career Research & Exploration  <i>(Needs to be in a computer lab.)</i>	Discuss the importance of conducting career research and exploration.	Transition Coordinator/ Counselor, Instructors	Strong Interest Inventory Results. Career Research & Exploration Questions. Various internet websites to obtain information.	Students will conduct career research and exploration based on the results from their Strong Interest Inventory.
Week 12	Group Activity: Discuss Professionalism Discuss Interviewing	Discuss professionalism. Encourage students to generate a definition of professionalism. Discuss what it means “To be professional.” Discuss Interviewing Review the 10 hardest interviewing questions	Transition Coordinator/ Counselor, Instructors	10 hardest interviewing questions	Students will generate a definition of professionalism. Students will have an understanding of what it means “To be professional”. Students will have experience with the interview questions.
Week 13	Group Activity: Mock Interviews	Conduct mock interviews utilizing available campus staff.  <i>NOTE: Ideally, students will not know the campus staff participating with the mock interviews.</i>	Transition Coordinator/ Counselor, Instructors, Available campus staff	Name Tags Interview questions for the mock interviewers. Mock interview evaluation forms.	Students will experience the emotions associated with interviewing. Students will also be able to practice hearing their voices while answering interview questions. Through this experience, they will be developing confidence, self-esteem, and self- efficacy.

Week #	Type of Activity	Topic	Others Involved	Materials	Desired Outcomes
Week 14	Group Discussion: Focus Group	Student Feedback Session	Adult Education Department Director, Transition Coordinator/Counselor, Available third party  <i>Note: Instructors will not be present to ensure that student's feel comfortable to talk openly.</i>	Provide students with lunch (Usually Pizza) Drinks, Napkins, Plates	Students will be encouraged to freely discuss what they like or dislike about their specific program.
Week 15	Individual Activity: Educational & Academic Planning	Assist the student enroll in classes for the next semester.  <i>Note: If the student does not plan on attending school the next semester, assist them with their future plans.</i>	Transition Coordinator/ Counselor, Instructors, Financial Aid Advisor, Enrollment Advisor	Schedule of classes. Financial Aid Award & Allocation.	Students will enroll in classes for the next semester. (This may include GED classes or college classes.)  <i>Note: If the student does not plan on attending school the next semester, they will generate a "next steps" plan.</i>
<b>FINALS</b>					
Week 16	Individual Meeting: Continual Support	Discuss the completion of the program. Discuss final grades. Discuss where/what is the student going to transition to next?	Transition Coordinator/Counselor, Instructors, Enrollment Advisor	Student's final grades from instructors. Contact Information	The student will have developed some self-esteem and self-efficacy with the completion of their program.  Students' will transition to the next chapter of their academic or professional career.  Students and Transition Coordinator/Counselor will exchange ( <i>the most current</i> ) contact information. They will maintain regular contact to ensure the student is continually supported throughout their academic and professional career.