

LINDSEY HOPKINS TECHNICAL COLLEGE



Student Services
Placement/Retention & Follow-Up Plan
2025–2026

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Mission

The mission of Lindsey Hopkins Technical College is to empower students to achieve their career goals and to develop their ultimate potential.

Vision

Lindsey Hopkins Technical College will be a showcase institution. Our administration, faculty, and staff, united in purpose, will provide our student body with the most advanced career/technical and academic education.

Overview

Lindsey Hopkins Technical College constantly strives to provide our students with quality services to successfully complete market driven career and technical education programs. The Student Services department collaborates with department chairpersons and the teachers to achieve that goal. The school has developed a comprehensive Student Services/Placement and Follow-up plan that delineates the various types of services offered in the department, the availability of student services staff, the evaluation of student retention in the programs, procedures to provide placement services to students and to follow up with completers and completers' employers to ensure the effectiveness of services offered by the student services department.

Student Services

Responsibilities of Student Services

The mission of the student services department is to provide counseling services commensurate with each student's interests, aptitudes, and capabilities, providing each student the opportunity to grow and develop to their full potential. Guidance Counselors are available from 7:50a.m. to 9:00 p.m. Monday to Thursday, and 7:50a.m. to 3:10 p.m. on Friday. Financial Aid Officers assist students in obtaining financial assistance for their education. This is evidenced by Sign-In Sheets, Counselor/Student Interview/ Communication Logs, Counselor's notes in FOCUS, and Student Referrals for attendance, behavior, and academics. Student services department provides academic advising services to support students in effectively planning their chosen occupational education programs.

Counseling Services

The counselors monitor the students' progress, guide them with proper program course placement, and serve as liaisons between the students and the teachers to provide students with the appropriate support until they graduate and are placed from the program. The counseling staff refers students to the student orientation program offered at the beginning of each trimester for both day and evening to ensure students are acquainted with academic pathways, job placement, policies and functions of LHTC, and resources available to them.

Additionally, counseling services available to students include conflict resolution, test-taking skills, social skills, self-esteem, tolerance, and acceptance. Students are also referred to outside agencies for assistance beyond the school's scope of services such as financial assistance, social services, or therapy. Counseling sessions are offered individually, in small or large groups.

Determination of Student Services Effectiveness

The school implements a Student Survey system to assess the effectiveness of the Student Services department. The survey addresses counseling, testing, registration, and financial aid services. Whenever the students complete an Occupational Completion Point (OCP) or a Career and Technical Education (CTE) program, they fill out a survey to evaluate their experience with the student services staff: guidance counselors, financial aid officers, and office/registration personnel. The results of the surveys are reviewed in the Student Services meetings to discuss the feedback and make the necessary adjustments.

Retention

The overall retention rate is monitored by the Associate Director and CTE Assistant Director with the intent of finding out why students are not full program completers or are not earning an OCP. The retention plan was created to track students who have withdrawn before being a program completer or earning an OCP. Withdrawn students are contacted by school personnel to inquire about the reasons for their withdrawal, and attempts are made to find resolutions for their withdrawal. Their contact team, registrar, counselors, and instructors are personnel used to contact the students.

The CTE instructors monitor student withdrawals. The CTE withdrawal form and the federal student aid forms are completed and retained in the financial aid office. The instructors and counselors contact students to identify the reason for the withdrawal. Attempts are made to see if anything can be done to keep the student enrolled in the program. The reasons for withdrawals are kept and discussed during data chats every trimester held between instructors and the administrative team.

At the end of each trimester, CTE instructors complete and post on-line progression and enrollment data electronically. The electronic systems document the students' earnings of OCP's and program completers. These records facilitate a comparison between the number of students enrolled and the number of completers, leading to the determination of the student retention rate. Student placement records for OCP completers and program completers are maintained in the registration office and the office of the administrator responsible for CTE programs to measure the success of the institution in achieving our mission in regard to completion and retention.

Placement Services

Personnel Responsible/Employment Opportunities

The administrator in charge of the Career and Technical Education (CTE), the CTE teachers, the Activities Director, and the counselors work cooperatively to ensure that all students are placed upon graduation. The CTE teachers are primarily responsible for students' placement. The placement team communicates weekly through announcements to inform the faculty, staff and students of the needs and offerings of businesses and industries in the area. Job Alert, MAX Outreach Job Opening Notice, Marriott International Jobs/Careers, Jackson Health System and individual local businesses employment opportunities are sent via e-mail by the counselors, activities director, and instructors for the purpose of disseminating the information to the students. These listings are posted in visible locations throughout the school site.

Placement Process

For each student who earns an OCP the CTE instructor is expected to complete a local data placement sheet, which is included in the student certificate request packet. After the CTE instructors successfully place the students, they complete and update the local placement data

sheet, sign, and date the certificate request clearance form, which is submitted to the assistant director overseeing the CTE programs. This data is kept on file for preparation of the Council on Occupational Education (COE) annual report. The completion placement rates are reviewed at both the Educational Excellence School Advisory Council (EESAC) and leadership team meetings so that the school's stakeholders can measure the success of the institution's placement effort.

Follow-up on Placement Services

Prior to graduation, all students are required to complete a portfolio which contains a Certificate Request Clearance Form, Local Placement Data Form, Student Evaluation of Classroom Survey and Evaluation of Student Services Personnel Survey. The counselor will provide students with information regarding graduation procedures and will review the Certificate Request Clearance Form with each student. Students are responsible for completing the portfolio packet distributed by their instructor. Once completed, the instructor will verify both the accuracy of the packet and the student's job placement status. After verification, the completed packet is submitted to the Registrar. Following submission, the Job Placement Specialist will conduct follow-up with employers to confirm employment and gather any additional information needed.

The data collected from the registrar, Associate Director, and the instructors are used to generate the data for the Council on Occupational Education (COE) Annual Report. The COE Annual Report is made available yearly at the Opening of Schools meeting for all faculty and staff to review, a Leadership meeting to discuss improving gaps, at the Educational Excellence School Advisory Council (EESAC) meeting to evaluate school wide data, and individual program Occupational Advisory meetings to evaluate individual programs.

Student Services/Placement/Retention/Follow-Up Plan Evaluation

These placement data are compiled, analyzed, and reviewed at the Educational Excellence School Advisory Council (EESAC), leadership team sessions, and faculty meetings. This ongoing review process supports the continuous evaluation and enhancement of program outcomes and ensures alignment with the institution's mission and goals.

The Student Services plan, which also encompasses the student placement, retention, and follow-up plan, is reviewed annually by the administration, faculty and staff during the Opening of Schools meeting. Following this review, a staff-wide survey is conducted to gather feedback. The survey results are then presented and discussed at the subsequent faculty meeting to inform any necessary revisions or improvements.

