

# **LINDSEY HOPKINS TECHNICAL COLLEGE**



**Student Services and Activities  
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 and support services commensurate with each student's interests, aptitudes, and capabilities, giving every student the opportunity to grow and develop to their full potential.

### **Staff Roles and Responsibilities:**

- Student Services Department: Coordinates all follow-up activities and ensures alignment across counseling, retention, placement, and student support.

- Guidance Counselors: Provide academic advising, counseling, and support; maintain documentation of student interactions in FOCUS; monitor attendance, behavior, and academic progress.
- CTE Instructors: Track student progression, withdrawals, and Occupational Completion Points (OCPs); contact students to determine reasons for withdrawal and support retention efforts.
- Job Placement Specialist: Supports employability through resume preparation, interview coaching, career advising, and employer engagement.
- Registrar: Maintains official student records, completion status, and placement documentation.
- CTE Administrator: Provides oversight and ensures coordinated follow-up and reporting across programs.

**Accessibility:**

Guidance Counselors are available Monday through Thursday from 7:50 a.m. to 9:00 p.m. and Friday from 7:50 a.m. to 3:10 p.m., serving both day and evening students.

**Withdrawal and Retention:**

CTE instructors monitor student withdrawals using the CTE withdrawal form and federal student aid documentation, retained in the Financial Aid Office. Instructors and counselors attempt interventions to retain students. Reasons for withdrawals are documented and reviewed during trimester data chats between instructors and administration.

**Data Collection for Retention and Completion:**

At the end of each trimester, instructors complete and post enrollment and progression data electronically. Systems track OCP attainment, program completers, and allow calculation of retention rates. Records of withdrawals, completion, placement, and licensure outcomes are maintained in the registrar's office and the CTE administrator's office to measure institutional effectiveness.

## **Placement Services**

### **Job Placement Specialist**

The College provides job placement assistance to eligible students and graduates through the Student Services Department. Services include resume preparation, interview coaching, job search guidance, employer referrals, and career advising. The Job Placement Specialist



maintains relationships with employers in fields related to college programs and works collaboratively with faculty and administration to support student employability.

### **Program-Level Data**

Program-level data are systematically recorded and maintained, including:

- Student name and ID number
- Instructor
- Occupational Completion Points (OCPs) earned
- Program completion status and date
- Graduation date
- Withdrawals
- In-field placement
- Placement verification
- Licensure examination outcomes

Completion, placement, and licensure data are collected and reviewed four times per year to support institutional reporting requirements, including preparation of the COE Annual Report.

### **Follow-Up and Surveys**

Follow-up with program completers and employers is conducted through structured surveys that assess career outcomes, employability, and satisfaction with the education received, along with direct employer contacts and input from advisory committees to evaluate graduate preparedness, skill application, and overall program effectiveness. All follow-up activities and findings are documented in institutional data systems. The resulting data are analyzed and shared with faculty and administration during the Opening of Schools meeting, leadership team sessions, faculty meetings, Educational Excellence School Advisory Council (EESAC) meetings, and Program Occupational Advisory Committee meetings. These data are used to guide improvements in curriculum, instructional strategies, student support services, resource allocation, and overall program quality, while employer and completer feedback support continuous program improvement and alignment with the College mission.

## **Plan Evaluation**

The Student Services/Placement/Retention/Follow-Up Plan is reviewed annually by administration, faculty, and staff during the Opening of Schools meeting, with a staff-wide survey used to collect feedback on the plan's effectiveness. Survey results are reviewed and discussed at a subsequent faculty meeting to identify needed revisions or improvements, ensuring a formal and documented cycle of continuous improvement. In addition, follow-up data—including retention, completion, placement, licensure, and employer feedback, are systematically reviewed multiple times throughout the year and incorporated into both program-level and institutional decision-making, providing evidence for COE reporting and supporting the ongoing enhancement of student services and institutional effectiveness.

