

LINDSEY HOPKINS TECHNICAL COLLEGE



Step up to Success

Student Services/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 (LHTC) 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 Effectiveness

The Student Services Department at Lindsey Hopkins Technical College delivers coordinated, student-centered support designed to promote academic achievement and workforce readiness. Recognizing the diverse backgrounds of its student population, the department provides individualized guidance that addresses personal, academic, and career development while encouraging informed decision-making and lifelong learning.

Comprehensive services include counseling, 504 accommodations, testing, financial aid guidance, career planning, referrals, and job placement assistance. These services are aligned with institutional goals to strengthen retention, completion, and placement outcomes while ensuring equitable access and respectful treatment for all students.

Department operations are led by the Assistant Director, who ensures adherence to institutional policies and accreditation requirements. Counselors oversee advising and student support services; Testing Chairperson oversees all testing processes; Financial Aid Officer manages aid programs in compliance with federal and state regulations; Job Placement Specialist coordinates employment follow-up; and the Registrar safeguards official records and supervises registration procedures to maintain procedural integrity.

Staff Roles and Responsibilities of Student Services

- **Student Services Department:** Coordinates student services operations by overseeing enrollment processing, records management, and financial services, including managing student accounts and receipting, while ensuring accurate recordkeeping, accountability, and timely reporting.
- **Guidance Counselors:** Provide academic advising, counseling, and support; maintain documentation of student interactions in FOCUS; monitor attendance, behavior, and academic progress. Collaborate with instructional staff to strengthen retention, reinforce persistence, and maintain a safe, structured learning environment.
- **Test Chairperson:** Oversees all testing processes, maintains secure and valid assessment practices, analyzes student performance data, and supports faculty and students to improve program completion and credential attainment.
- **Financial Aid Officer:** Delivers financial aid counseling and financial opportunities to students.

- **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. Support students in developing and achieving personal, academic, and career objectives through a coordinated process of assessment, advisement, and placement that encourages program completion and workforce transition.
- **Registrar:** Maintains official student records, completion status, and placement documentation. The Registrar ensures secure storage, confidentiality, and proper retention timelines for student records, including enrollment, completion, placement, and licensure.
- **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.

Student Retention

The administrative team regularly reviews retention data to identify trends related to withdrawals, non-completers, and students not earning an Occupational Completion Point (OCP). LHTEC establishes procedures for monitoring withdrawals, documenting causes, and implementing strategies to promote persistence and completion.

The Registrar tracks withdrawals and collaborates with instructors and Guidance Counselors, who obtain documented student input through direct follow-up to identify withdrawal causes, maintain accurate records, and inform continuous program improvement. When appropriate, interventions are initiated to support student retention.

The Financial Aid Department and counselors monitor the progress of students receiving assistance, maintains case notes, and conducts outreach when absences reach three consecutive days. Students who withdraw are contacted, and findings are documented. The FOCUS student information system is used to analyze completion and withdrawal patterns to guide retention strategies.

Students who do not re-register at the start of a trimester are contacted and encouraged to return. Retention strategies may include counseling intervention, academic advising, attendance monitoring, referral to student support services, and collaboration with instructors to address academic or personal barriers impacting student persistence.

Withdrawals

CTE instructors monitor student withdrawals using the CTE withdrawal form (FM-7752). The registrar monitors withdrawals, completes the federal student aid documentation, and provides form (FM-7742) to be 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

Throughout each trimester, instructors progress students and post 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 regularly posts and updates employment opportunities and employer information related to students' fields of study in the Student Services Department and CTE building to support career

readiness and job placement. 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.

Student Success Framework:

Assessment: Personnel evaluate students' academic readiness, skills, and interests using standardized instruments such as TABE and CASAS to guide enrollment decisions and support short- and long-term career planning.

Advisement: Personnel provide individualized guidance to help students establish realistic educational and career goals aligned with their strengths and workforce objectives.

Placement: Personnel determine appropriate placement in Adult General Education and CTE programs based on assessment results to promote student success and program integrity. Upon completion, instructors and the job placement specialist assist students with employment opportunities aligned to their training.

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.

Resource Allocation and Budget Support

Student Services at Lindsey Hopkins Technical College are supported through the institutional operating budget and district resources. Funding supports personnel, student assessment tools, student information systems, counseling services, job placement activities, and outreach initiatives. Resources including student information systems such as FOCUS, standardized assessments including TABE and CASAS, testing materials, survey systems, and data management platforms are maintained to ensure the effective delivery of student services. Budget allocations are reviewed annually by the administration to ensure adequate resources are available to support student retention, completion, and placement outcomes.

Student Concerns and Grievance Procedures

Lindsey Hopkins Technical College is committed to maintaining an environment that promotes respect, fairness, and open communication. Students who have concerns regarding academic matters, student services, or institutional procedures are encouraged to first discuss the issue with the appropriate instructor or staff member. If the concern is not resolved, students may elevate the matter to the department chairperson, counselor, or administration in accordance with Miami-Dade County Public Schools policies.

Student complaints and grievances are documented and reviewed by administration to ensure that concerns are addressed in a timely and equitable manner. The process supports transparency, student advocacy, and continuous improvement of institutional practices.

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.

