

# **LINDSEY HOPKINS TECHNICAL COLLEGE**



*Step up to Success*

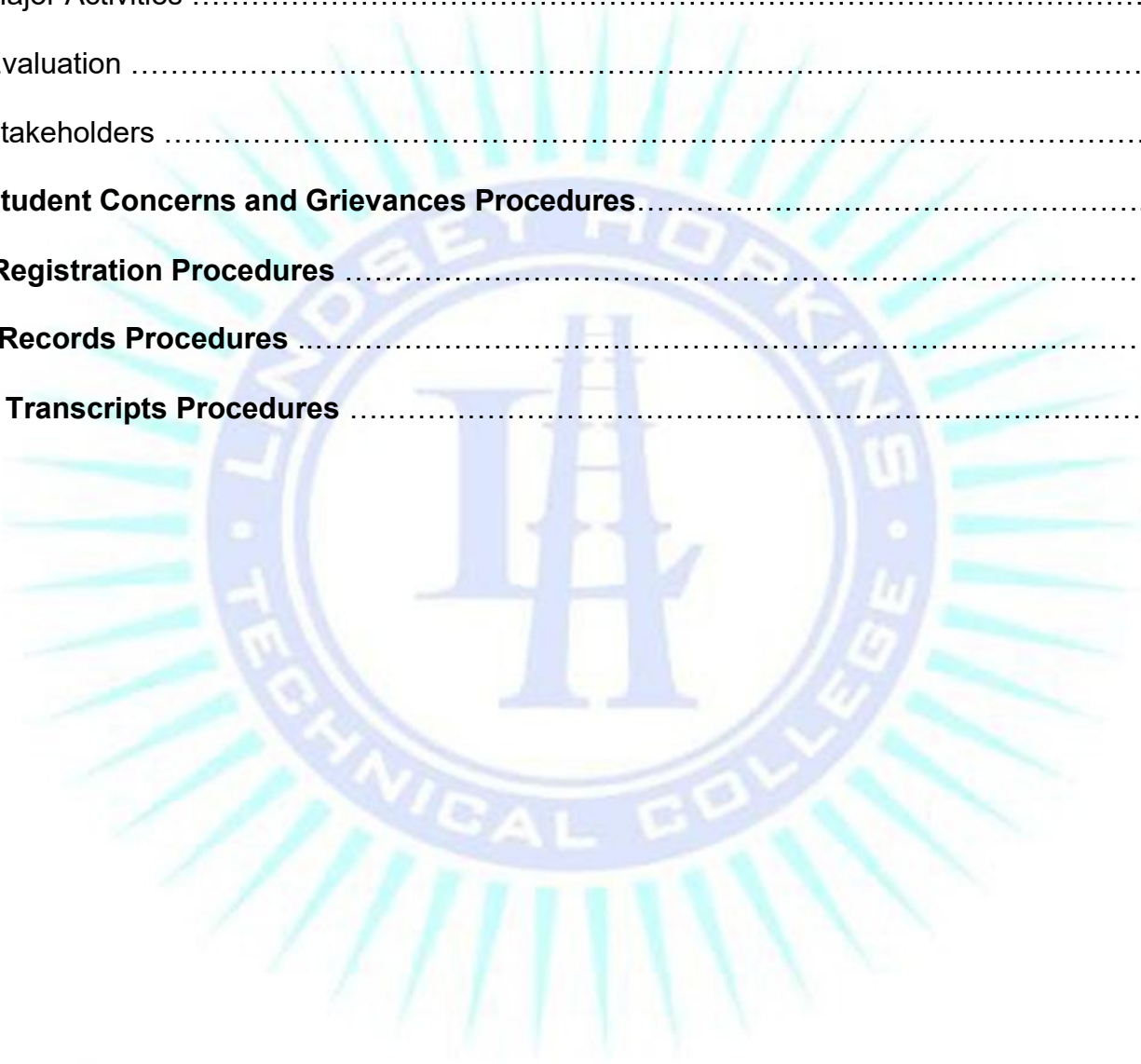
## **Student Services Department Plans and Procedures 2025–2026**

Revised 2/23/2026

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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) is committed to providing students with high quality support services that promote the successful completion of market-driven career and technical education programs. The Student Services Department collaborates closely with department chairpersons and instructional staff to support student achievement, retention, and overall program success.

To ensure consistency and effectiveness, the College has developed a comprehensive Student Services Plan and Procedures manual. This framework outlines the full scope of services provided, including staff availability, student support resources, and structured process for evaluating student retention across programs. Additionally, the plan details procedures for delivering placement services and conducting follow-up with program completers and their employers to assess outcomes and continuously improve the effectiveness of student services.

## I. Effectiveness of Student Services Plan

**A. Scope of Services:** The Student Services Department at Lindsey Hopkins Technical College provides comprehensive, coordinated, and student-centered services designed to support academic achievement, workforce readiness, and successful program completion. Services are delivered with a focus on meeting the diverse needs of the student population while promoting equitable access, informed decision-making, and lifelong learning.

The department offers a full range of support services, including academic and career counseling, accommodations, testing services, financial aid guidance, career planning, referrals to community resources, and job placement assistance. These services are aligned with institutional goals to strengthen student retention, completion, and employment outcomes while ensuring all students are treated with respect and professionalism.

Operations within the Student Services Department are structured to ensure efficiency, accountability, and compliance with institutional policies and accreditation standards. The Assistant Director provides overall leadership and oversight to ensure alignment with the Board of Miami-Dade County Public Schools and Council on Occupational Education (COE) requirements and institutional priorities. Counselors deliver advising and student support services; the Testing Chairperson oversees the administration and integrity of all testing processes; the Financial Aid Officer manages financial aid programs in accordance with federal and state regulations; the Job Placement Specialist coordinates employment follow-up and placement activities; and the Registrar maintains the integrity of student records and oversees registration procedures.

Through this coordinated approach, the Student Services Department ensures the delivery of high-quality services that support student success from enrollment through program completion and entry into the workforce.

**B. Budgetary Resources:** The Effectiveness of Student Services Plan at Lindsey Hopkins Technical College is supported through the institutional operating budget and district resources. Funding supports personnel, counseling services, job placement activities,

retention initiatives, and survey systems. Resources including student information systems such as FOCUS, standardized assessment tools including TABE and CASAS are maintained to ensure the effective delivery of student services. Budget allocations are reviewed annually by administration to ensure adequate resources are available to support the effectiveness of student services.

### **C. 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 endurance, 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:** Provides financial aid counseling and financial assistance for enrollment. Ensures compliance with federal, state, and institutional regulations. Supports student access and retention by providing accurate guidance on financial aid opportunities, application procedures, and eligibility requirements.
- **CTE Instructors:** Educate and inspire learners in programs. Track student progression, withdrawals, and Occupational Completion Points (OCPs); contact students to determine reasons for withdrawal and support retention efforts.

- **Job Placement Specialist:** 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. Collaborative efforts in supporting employability through resume preparation, interview coaching, career advising, and employer engagement.
- **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.
- **Student Services Administrator:** Provides oversight of Student Services Department and ensures coordinated follow-up and reporting for the Effectiveness of Student Services.
- **CTE Administrator:** Provides oversight of the CTE Department and ensures coordinated follow-up and reporting for the effectiveness of the CTE programs.

**D. Counseling:** Counselors monitor students' academic progress, provide guidance on appropriate program and course placement, and serve as liaisons between students and instructors to ensure students receive the support necessary for program completion and successful transition into employment. Student orientation is offered at the beginning of each trimester for both day and evening sessions to ensure students are familiar with academic pathways, job placement services, institutional policies and functions of LHTC, and the resources available to them. Counseling staff also monitor student attendance as part of ongoing efforts to promote retention and student success. Counselors maintain documentation of all student interaction in FOCUS to ensure accurate recordkeeping and to support data-informed decision-making.

Additionally, counseling services available to students include conflict resolution, test taking skills development, social skills enhancement, self-esteem building, tolerance, and

acceptance. When students' needs extend beyond the scope of the school's services, referrals are made to outside agencies for assistance such as financial aid, social services, or therapeutic support. 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.

**E. *Major Activities:*** The effectiveness of the Student Services Plan is demonstrated through coordinated, student-centered activities that support enrollment, retention, and workforce readiness. The department provides structured intake, orientation, and registration services, along with individualized academic and career advising. Student progress is monitored through attendance, performance, and withdrawal data, with targeted interventions implemented for at-risk students. Equitable access is ensured through the coordination of accommodations as disclosed by the students.

Student Services also administers required assessments such as TABE and CASAS using results to inform placement, provides financial aid guidance in compliance with regulations, and supports career readiness through job placement services and employer connections. Accurate records management ensures data integrity, while customer service standards, student feedback, and regular staff collaboration promote continuous improvement. Ongoing analysis of enrollment, retention, completion, and placement data guides decision-making and strengthens overall service effectiveness.

**F. *Evaluation:*** The Effectiveness of Student Services Plan is reviewed annually by administration, faculty, and staff during the Opening of Schools meetings, using a survey 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. Additionally, the Effectiveness of the Student Services Plan is evaluated through an ongoing Customer Service Survey process. Survey results are reviewed during monthly Student Services Department meetings, where feedback is analyzed and used to make data-informed decisions to enhance service delivery and support student success.

**G. Stakeholders:** The Effectiveness of Student Services Plan is communicated to all stakeholders, including students, faculty, staff, administration, and community partners, to ensure awareness and shared responsibility for student success. The plan is readily accessible in the Media Center, the Student Services Department, and on the Lindsey Hopkins Technical College website, promoting transparency and consistent implementation across the institution.

## II. Student Retention Plan

**A. Scope of Services:** The purpose of the Student Retention Plan is to establish a systematic, data-driven approach to improve student completion, placement, and licensure outcomes. The plan ensures that all students, regardless of programs, receive equitable access to academic, social, and support services that promote retention and program completion. Core retention services include:

- *Academic Advising and Support Services*
- *Attendance Monitoring and Intervention*
- *Job Placement Services*

**B. Budgetary Resources:** The Retention Plan at Lindsey Hopkins Technical College is supported through the institutional operating budget and district resources. Funding supports personnel, counseling services, job placement activities, retention initiatives, and survey systems. Resources including student information systems such as FOCUS, standardized assessment tools including TABE and CASAS are maintained to ensure the effective delivery of student services. Budget allocations are reviewed annually by administration to ensure adequate resources are available to support student retention, completion, and placement outcomes.

**C. Major Activities:** Lindsey Hopkins Technical College implements a comprehensive, data-driven retention process to support student completion and placement. The administrative team routinely reviews retention data to identify trends in withdrawals, non-completion, and Occupational Completion Point (OCP) attainment, using findings to guide targeted improvement strategies.

Instructors monitor student progress through the FOCUS student information system to ensure students remain on track to achieve Occupational Completion Points (OCPs). Upon attainment of an OCP, instructors complete the required documentation to facilitate the awarding of OCP certificates and program completions. Throughout each trimester, the Registrar processes student progressions and posts data electronically. FOCUS track OCP attainment and program completers, allowing for the calculation of retention rates. Comprehensive records of withdrawals, completions, placement, and licensure outcomes are maintained in both the Registrar's Office and the CTE Administrator's Office to support data analysis and measure institutional effectiveness.

The Registrar collaborates with instructors and Guidance Counselors to monitor withdrawals, document causes through direct student follow-up, and maintain accurate records that inform continuous program improvement. When needed, timely interventions are initiated to address identified barriers.

The Financial Aid Department and counselors actively monitor student progress, including compliance with Satisfactory Academic Progress (SAP) requirements to ensure students are meeting academic and completion benchmarks within established timeframes.

Counselor notes are maintained in the FOCUS system to ensure ongoing communication and consistent monitoring of student retention efforts. Proactive outreach is conducted for attendance concerns, including absences of three consecutive days or more. Students who withdraw or fail to re-register are contacted to encourage re-entry, and all interactions are documented.

The student information system, FOCUS, is used to analyze patterns in retention and completion, ensuring that strategies remain responsive and effective. Retention efforts include counseling support, academic advising, attendance monitoring, SAP tracking, referrals to student support services, and collaboration with instructors to address academic and personal challenges impacting student success.

**D. Evaluation:** The Student Retention Plan is reviewed annually by administration, faculty, and staff during the Opening of Schools meeting, where a school-wide survey is administered to assess the implementation and impact of retention strategies. Survey

results are analyzed and discussed at a subsequent faculty meeting to identify areas for improvement and inform necessary revisions, ensuring a formal and documented cycle of continuous improvement. Additionally, follow-up data including retention, completion, placement, and licensure are reviewed on an ongoing basis throughout the year. This data is analyzed at both the program and institutional levels and is used to guide data-informed decision-making, strengthen student support services, and enhance overall institutional effectiveness.

**E. Stakeholders:** The Student Retention Plan is communicated to all stakeholders, including students, faculty, staff, administration, and community partners, to ensure awareness and shared responsibility for student success. The plan is readily accessible in the Media Center, the Student Services Department, and on the Lindsey Hopkins Technical College website, promoting transparency and consistent implementation across the institution.

### III. Placement Services Plan

**A. Scope of Services:** The Placement Services Plan at Lindsey Hopkins Technical College provides comprehensive, coordinated services designed to support student transition from training to employment in their field of study. Services are delivered through a collaborative effort between the Job Placement Specialist, counselors, instructors, and administration to ensure alignment with workforce demands and institutional goals.

These services are designed to promote successful employment outcomes, strengthen employer partnerships, and ensure that graduates are equipped with the skills necessary to meet current industry standards.

**B. Budgetary Resources:** The Placement Services Plan at Lindsey Hopkins Technical College is supported through the institutional operating budget and district resources. Funding supports personnel, counseling services, job placement activities, and additional student support initiatives. Resources including student information systems such as FOCUS, standardized assessment tools including TABE and CASAS are maintained to ensure student placement. Budget allocations are reviewed annually by administration to ensure adequate resources are available to support student employability and placement outcomes.

**C. Major Activities:** Placement services include career counseling, employability skills development, resume and interview preparation, and job search assistance. The Job Placement Specialist establishes and maintains partnerships with local employers, posts employment opportunities, and facilitates student referrals for job openings aligned with program training.

Follow-up services are conducted to track graduate employment, licensure attainment, and continuing education outcomes. Data collected from employer feedback, placement rates, and student outcomes are analyzed to evaluate CTE program effectiveness and inform continuous improvement.

Placement data, including employment rates, licensure, completion, and employer feedback, are reviewed regularly to evaluate effectiveness and guide continuous improvement. Findings are used to enhance program relevance, strengthen employer partnerships, and ensure alignment with workforce demands and COE standards.

**D. Evaluation:** The Placement Services Plan is reviewed annually by administration, faculty, and staff during the Opening of Schools meeting, where a staff-wide survey is conducted to assess the implementation and impact of Placement Services Plan. Survey results are analyzed and discussed at a subsequent faculty meeting to identify areas for improvement and inform necessary revisions, ensuring a formal and documented cycle of continuous improvement. Additionally, follow-up data including placement rates, retention, completion, licensure attainment, and employer feedback are reviewed on an ongoing basis throughout the year. This data is analyzed at both the program and institutional levels to evaluate the effectiveness of placement services, strengthen employer partnerships, and enhance career readiness initiatives. Findings are used to guide data-informed decision-making, improve service delivery, and ensure alignment with workforce demands.

**E. Stakeholders:** The Placement Services Plan is communicated to all stakeholders, including students, faculty, staff, administration, and community partners, to ensure awareness and shared responsibility for student success. The plan is readily accessible in the Media Center, the Student Services Department, and on the Lindsey Hopkins Technical

College website, promoting transparency and consistent implementation across the institution

#### **IV. Follow-Up Plan**

**A. Scope of Services:** The Follow-up Plan provides a systematic and ongoing service to track, verify, and support graduate outcomes related to completion, placement and licensure. These services are designed to evaluate program effectiveness, strengthen alignment with workforce demands, and support continuous institutional improvement.

Follow-up services is a collaboration among the student services department and faculty. Program graduates and employers are encouraged to complete a survey, assessing 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. Specific follow-up activities and findings are documented in FOCUS to ensure accuracy and accessibility.

Follow-up data is analyzed and shared with faculty and administration during the Opening of Schools meeting. The data is used to guide improvements in student support services, resource allocation, and overall program quality, while employer and completer feedback support continuous program improvement and ensure alignment with Lindsey Hopkins Technical College's mission.

**B. Budgetary Resources:** The Follow-Up Plan at Lindsey Hopkins Technical College is supported through the institutional operating budget and district resources. Funding is allocated to support key components of follow-up activities including personnel, counseling services, job placement activities, and outreach initiatives that support employment. Resources including student information systems such as FOCUS, standardized assessment tools including TABE and CASAS are maintained to collect, document, and analyze follow-up data. Budget allocations are reviewed annually by administration to ensure adequate resources are available to sustain effective follow-up processes to support continuous program improvement and enhance overall workforce readiness outcomes.

**C. Major Activities:** Graduates are contacted at designated intervals to verify employment status, placement in the field of training, licensure attainment, and postsecondary enrollment. When appropriate, employers are also contacted to validate employment and provide feedback on graduate performance and workforce readiness.

All follow-up interactions and outcomes are documented in accordance with institutional procedures and maintained for compliance and reporting purposes. Data is entered into FOCUS to ensure accuracy and accessibility.

Follow-up data, including placement rates, licensure attainment, and continuing education outcomes, are regularly reviewed and analyzed to identify trends and measure program effectiveness. Findings are shared with administration, faculty, and staff to support data-driven decision-making and continuous improvement.

Results from follow-up activities are used to strengthen employer partnerships, enhance curriculum relevance, improve student support services, and align programs with current workforce demands, ensuring compliance with the Board of Miami-Dade County Public Schools and COE standards while maximizing student success outcomes.

**D. Evaluation:** The Follow-up Plan is reviewed annually by administration, faculty, and staff during the Opening of Schools meeting, where a staff-wide survey is administered to assess the implementation and impact of Follow-up Plan. Survey results are analyzed and discussed at a subsequent faculty meeting to identify areas for improvement and inform necessary revisions, ensuring a structured and documented cycle of continuous improvement. Additionally, follow-up data including placement rates, retention, completion, licensure attainment, and employer feedback are reviewed on an ongoing basis throughout the year. This data is analyzed at both the program and institutional levels to evaluate the effectiveness of the follow-up processes, strengthen employer partnerships, and enhance career readiness initiatives. Findings are used to guide data-informed decision-making, improve service delivery, and ensure alignment with workforce demands.

**E. Stakeholders:** The Follow-up Plan is communicated to all stakeholders, including students, faculty, staff, administration, and community partners, to ensure awareness and shared responsibility for student success. The plan is readily accessible in the Media Center, the

Student Services Department, and on the Lindsey Hopkins Technical College website, promoting transparency and consistent implementation across the institution

## V. 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 appropriate administrator, and then the Director. If the student is still not satisfied, the student has the right to appeal to the next administrator at the district level in writing.

Office of Post-Secondary Career and Technical Education

Miami-Dade County Public Schools

1450 NE Second Avenue

Miami, Florida 33132



If the grievance is unresolved, the student has the right to appeal:

Commission of the Council on Occupational Education (COE)

7840 Roswell Road

Building 300, Suite 325

Atlanta, Georgia 30350

Phone: 770.396.3898

Fax: 770.396.3790

[www.council.org](http://www.council.org)



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.

## VI. Registration Procedures

Students seeking to enroll in the Adult Education Program must be at least 16 years of age and officially withdrawn from a K–12 school. All applicants are required to complete the Data Input Registration Form (FM-3999). While proof of residency is not required for Adult General Education (AGE) programs—including ESOL, ABE, and GED—students must present a valid form of photo identification at the time of registration. AGE students are required to pay a flat tuition rate of \$30.00 per trimester, along with an \$8.00 testing fee and a \$5.00 identification fee.

For students enrolling in Career and Technical Education (CTE) programs, tuition rates and residency requirements remain in effect. Students must provide documentation verifying Florida residency to qualify for in-state tuition. School personnel follow established procedures by verifying residency using Form FM-7425, indicating residency status on FM-3999, and entering the information into the FOCUS student information system. Additionally, students must complete and sign a residency affidavit (FM-6909 or FM-6910) to affirm eligibility for in-state tuition. These procedures also apply to AGE students who may later transition into CTE programs and wish to establish residency at the time of initial registration.

All students are required to complete applicable assessments as part of the registration process. Intake staff must adhere to strict guidelines when reviewing residency documentation, particularly for students attempting to demonstrate 12 consecutive months of Florida residency. Unacceptable documents include birth certificates, library cards, bank statements, shopping or rental club cards, hunting or fishing licenses, and concealed weapon permits.

Acceptable documentation is categorized into Group A and Group B. Students must provide at least two forms of documentation, with a minimum of one document from Group A. **Group A** documents include a Florida driver's license or ID, vehicle registration, proof of homestead exemption, a lease agreement, high school transcript, voter registration card, proof of full-time employment for the past 12 months, or a utility bill. **Group B** documents may include a certified letter from an agency, certificate of domicile, proof of enrollment in an educational institution, membership in a Florida-based organization, Florida incorporation documentation (for the past 12 months), or a professional or occupational license.

## **VII. Records Procedures**

The Registrar serves as the official Custodian of Records for the institution and is responsible for maintaining the integrity, security, and accessibility of all student records. Record request forms are utilized to formally document and process all requests for student information, ensuring an auditable record of each transaction. Student records, including high school transcripts, college transcripts, industry certifications, and licensure documents, are securely maintained in the Testing Department after being accurately recorded in the FOCUS student information system.

Students requesting records must follow established procedures. Requests are initiated through the submission of a Permission to Release Records form. For verification requests, students must complete the Permission to Release form, and an official verification letter is issued within 24 hours of receipt.

In accordance with the Family Educational Rights and Privacy Act (FERPA), students have the right to inspect and review their education records within forty-five (45) days of submitting a written request. Education records include academic, disciplinary, and financial information. The institution provides access to these records and, upon request, copies may be issued, with a reasonable fee applied for reproduction.

## **VIII. Transcripts Procedures**

The Registrar serves as the official Custodian of Records for the institution and is responsible for maintaining the integrity, security, and accessibility of all student records. Requests are initiated through the submission of a Permission to Release Records form or a Transcript/Certificate Request form. For transcripts and certificates, students are required to complete the appropriate request form and submit payment to the cashier. A copy of the request is then provided to the Registrar for logging and processing. Standard processing time for transcripts and certificates is three (3) to five (5) business days. Students may choose to either pick up their documents or have them mailed.