

# D. A. Dorsey Technical College



Student Services Plan<sub>(10)</sub>

Follow-Up Plan<sub>(3)</sub>

Student Retention Plan<sub>(10)</sub>

2024-2025

## Mission

Our mission is to positively impact the residents of this community through educational and economic empowerment by providing sound academic programs spanning literacy through vocational certification.

## Vision

The vision for D. A. Dorsey Technical College is to be the cornerstone of the Liberty City community and surrounding areas of Miami-Dade County while connecting students to their maximum earning potential. All D. A. Dorsey Technical College graduates will be highly trained and ready for the workforce.

## Core Values

**Excellence:** We pursue the highest standards in academic achievement and organizational performance.

**Integrity:** We build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of our students, families, and staff.

**Equity:** We foster an environment that serves all students and aspires to eliminate the achievement gap.

**Citizenship:** We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## Hours of Operation

The campus has classes in session Monday through Friday between 8:00 a.m. and 1:45 p.m. Evening classes are offered Monday through Thursday between 3:55 p.m. and 8:00 p.m. to serve the needs of post-secondary and adult general education students.

## **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. A Guidance Counselor is available from 8:00 a.m. to 8:00 p.m. Monday to Thursday, and 8:00 a.m. to 4:00 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 progress.

### **Counseling Services**

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. The counselor monitors the students' progress, guides them with proper class/program placement, and serves as a liaison between the students and the teachers to provide students the appropriate support until they graduate and are placed from the program.

### **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, registration, and financial aid services. Additionally, we also implement a Student Survey of the Classroom Instruction. Whenever the students complete an OCP or a CTE program, they fill out a survey to evaluate their experience with the student services staff: guidance counselors, financial aid officers, and office/registration services. The results of the surveys are reviewed in the Leadership Team and the Student Services meetings to discuss the feedback and make the necessary adjustments.

### **Follow Up:**

Follow-up is a planned process of securing information from former students and their employers for informational and evaluation purposes.

The follow-up procedures consist of two (2) components: Student Follow-up and Employer Follow-up. Information received from both students and employers provide an accurate evaluation of the success of the school's programs. Follow-up information is also useful in the evaluation of school operations and program content.

College staff realizes that the collection of follow-up data is contingent, in part, upon the degree of emphasis placed on follow-up and recognize follow-up as an important component in the evaluation of the effectiveness of programs and their success in preparing graduates for employment. Instructional, administrative, and counseling support staff work cooperatively to obtain information from graduates and employers. The Student Services Coordinator has the primary responsibility for all follow-up activities.

Students are informed of follow-up procedures and requirements during their orientation. Throughout the students' training, the instructional staff continues to stress the significance of student responses to follow-up. The importance of follow-up data is again emphasized during the exit interview. Follow-up is also discussed in the student handbook.

### **FOLLOW-UP OF COMPLETERS**

Data is collected through our program clearance package and turned into the Student Services Department for processing. Document records of completion, and the local data placement data are recorded via the district form - FM-5948. Additionally, should the student pass their industry certification, a copy is attached to this document. A survey is also included to ascertain the student's observation of the student's rating of the program's instruction and effectiveness as well as the satisfaction of the student services personnel.

### **FOLLOW-UP OF NON-COMPLETERS**

Follow-up is conducted with non-completers or non-graduates in order to determine their reasons for leaving the school before program completion. This information is obtained when the non-completer completes the Exit Interview Form at the time of his/her termination.

### **EMPLOYER FOLLOW-UP**

The follow-up of employers seeks to obtain information about the effectiveness and relevance of the school's programs. The information obtained from the employers of student graduates is vital to the successful operation of the school.

To ensure the validity of response from employers, follow-up is conducted after the student graduate has been employed for a sufficient period of time for an accurate assessment of his/her performance on the job.

The Employer Survey Form is mailed to all employers identified on the student's local data placement form - FM-5948. However, only those surveys which indicate that the student is employed in a field related to his/her training will be used in the analysis of responses for evaluation purposes.

A cover letter signed by the school Principal accompanies the form. The mail out will be prepared and mailed by the office staff. If the employer questionnaire is not returned within two weeks, a second request is mailed to non-respondents.

A list of employers who have not responded to the questionnaire is submitted to the instructors by the office staff. The instructor and/or Student Services Coordinator will make a personal contact with the employer to encourage the employer to provide the information.

**Retention:**

Retention data is reviewed with each teacher with a reflective look at the current trimester in comparison to the prior trimester to execute the re-registration process. A student that has withdrawn is contacted by the teacher to ascertain reasons why they withdrew, and measures are taken to facilitate their return to the program. Data is reviewed and discussed with the faculty/staff and changes are made if necessary.

**Evaluation:**

The plans are shared at the opening of school faculty/staff meeting or the EESAC meeting to review, discuss and evaluate its effectiveness and is used for improvement should there be any necessary changes.