

STUDENT PLACEMENT AND FOLLOW-UP PLAN

Tom P. Haney Technical College



GOALS & OBJECTIVES

The objectives and goals are to obtain employment and placement information from all students who leave Tom P. Haney Technical College (TPHTC) Career Technical Education (CTE) programs. Information from employers of former TPHTC CTE students also will be gathered and analyzed to recognize successes, improve curricula, update policies & procedures, and determine equipment and/or program needs.

This plan is written to ensure that follow-up is systematic and continuous, and adheres to standards set forth by its accreditation agency, including the Council on Occupational Education (COE) and any state or federal agency as applicable by law or administrative rules for reporting and/or disclosure requirements. The follow-up data is collected, entered into the student information system (FOCUS) and then evaluated to determine what, if any, changes are needed in the specific program. These changes are then implemented.

RESPONSIBILITY FOR COORDINATION OF SERVICES:

Completion, Placement & Licensure (CPL) Committee:

Administration, the Data Specialist, School Counselor, Career Specialist, COE Chair, and instructors work together to track data (completion, placement, and licensure) for students who withdraw from the school and coordinate efforts to manage this plan.

COMMUNICATIONS NETWORK:

Staff listed above meet as needed and review student withdrawal data to determine which students have incomplete information. Follow up with staff, students, and employers occurs to gather the information, post it in FOCUS (student database) and monitor this data for trends and accuracy.

Employers with job openings contact the program instructor and/or the Career Specialist so that students with the proper qualifications can be notified. Occupational advisory committees

are very active with each program. Committees meet at least twice annually and topics include employment opportunities and feedback regarding student completers/employees and their skill levels. Occupational Advisory members who are in a position to hire complete the Employer Program Verification Forms. Additionally, Student Surveys and Stakeholder Surveys provide information and feedback from completers and employers of completers regarding program effectiveness, quality of instruction, relevance to job requirements, and student readiness for the workforce.

File/Listing of Employers and Employment Opportunities:

The Career Specialist and program instructors are the point of contact for employment opportunities. The Career Specialist maintains a digital list of all employment opportunities received. A continuous slideshow of these job opportunities plays on two large digital monitors in the Building 1 Atrium.

Counseling of Students:

The Career Specialist and School Counselor have an open-door policy and are available Monday through Friday. Students who are interested in enrolling at the school are offered a tour of the school and are also provided information about the various programs in order to make the best enrollment match for ability and interest. The Career Specialist aids with job placement and offers Resume Workshops for any current or former students. Students who need assistance with basic skills such as reading, language, or math can seek assistance with the instructors in the Success Academy.

MAINTENANCE OF PLACEMENT INFORMATION:

Administration, the Data Specialist, School Counselor, Career Specialist, COE Chair, and all CTE instructors coordinate efforts for the action steps of this plan.

Contact Information: Each student completes an Admission Application for enrollment at the college that includes general demographic information that may be helpful for the follow-up process when that student leaves, either as a graduate or via withdrawal prior to program completion. This information includes telephone numbers, mailing address, and e-mail addresses. Student Services employees are responsible for entering this information into FOCUS. Relevant staff members have access to this information for updating and reporting purposes.

Credentials: As credentials (Occupational Completion Points or OCP's) are earned, students meet with the School Counselor or Career Specialist to complete and sign an OCP Certification

Form which updates demographic information and placement data. Information is then entered into FOCUS by the School Counselor or Career Specialist.

Withdrawals: All CTE instructors are responsible for communicating any known placement information for students who leave their respective programs. This is done by submitting a Tom P. Haney Technical College Withdrawal Form to Student Services. Completed Withdrawal Forms are due for each non-licensure program once the withdrawing student's status becomes known.

The Data Specialist, Career Specialist, and School Counselor are responsible for insuring follow-up placement and licensure information is entered into FOCUS. This is a coordinated effort among all staff listed above. The Data Specialist frequently analyzes and communicates to faculty and staff the data for missing or incomplete student placement and licensure information.

Follow-Up: As CTE students graduate, the Records Clerk oversees submission of a final diploma package as students complete their respective CTE programs. The package includes a Congratulatory Follow-Up letter and a request to provide placement and licensure status via an OCP Certification/Diploma Form.

During the annual student survey, current and former students are contacted to complete the survey and asked to notify the school of employment information.

DATA ENTRY

Placement Information: Placement is tracked continuously as students earn credentials and/or exit the college. It is entered in Focus under the COE tab by the Data Specialist, School Counselor, or Career Specialist. This information is accessible to administration and instructors.

REVIEW/EVALUATION/REVISION

After the information is received, the data is analyzed and presented by the Data Specialist to administration, CTE teachers, and the School/Institutional Advisory Committee at least annually. Based on the data, decisions are made to review program needs and suggest changes to improve the quality of program outcomes.

Strategies are incorporated based on deficiencies. Additional tracking and follow-up take place for completion, placement or licensure rates that do not meet minimum COE requirements. If

required, a program improvement plan is written for programs that do not meet minimum COE benchmarks.

This plan is reviewed by administration and staff annually via email. Revisions are made as needed based on COE criteria changes or procedural changes at the school.