



**DETROIT EXTRAVAGANT ACADEMY**

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# **Programs & Institutional Outcomes**

## **Follow-Up Plan**

This plan ensures that the institution is evaluating program outcomes systematically with the purpose of assessing program efficiency, effectiveness, and relevancy by achieving specified quantitative requirements for the following: completion, placement, and licensure data. This plan also has a follow-up and retention plan implemented that identifies the responsibilities for coordination, survey completion, retention, and employers to assess the level of satisfaction, methods of data collection for completion, placements, and licensures, data collected from completers and employers, and student retention that focuses on program effectiveness and the evaluation of this plan.

## **Follow-up Surveys**

Follow-up surveys are conducted for students, graduates, and employers that hire DEA graduates. The surveys are used to collect data for program effectiveness, various modes of delivery, relevance to job requirements, and completion and licensure exam data. All follow-up data is made available to instructional personnel and administrative staff during our end-of-the-year mandatory meeting. Various media resources, equipment, training methods, CPL data, and strategic plan are reviewed and/or altered if a need is presented.

## **Placement and Follow-up Data**

Placement and follow-up data are used to evaluate and improve the quality of program outcomes as well as the success of the institution in achieving its mission and are reviewed by staff, instructional personnel, administration, Director of Operations, and Institutional/Occupational Advisory Committees. The workforce and career recruiter tracks data for all completion, placements, licensures, and testing data through DEA's Completion, Placement, Licensure, and Testing Dates Trackers.

All institutional employees are encouraged to make a recommendation upon the adjournment of our Employee Meeting after all data has been reviewed, distributed, and discussed. All reviews take place prior to the upcoming new year. The end-of-the-year meeting is mandatory for all institutional instructional, administrative, and supervisory staff.

## **Collection of Data on Completion, Placement, Follow-up, and Licensure Exams and Pass Rates**

DEA is a smaller organization, so data collection is a combination of effort from all staff. Whether it's an instructional, administrative, or supervisory staff member, all are a part of the gathering of follow-up data and the processes.

All Student files are kept on the main campus, which includes: the period of enrollment, financials, academic, and current educational progress records. The files are kept on campus for a period of no less than 5-7 years from the date of enrollment.

The instructors are responsible for making sure all students fill out an exit survey form upon final interview with the Director of Operations and completion of the student's respective program. All data from the survey is then entered into a software program for data organization, which will make information retrievable upon job placement and licensure notifications.

The Director of Operations verifies with instructors that they have collected exit surveys for all students. Once collected, the Director of Operations will review the exit surveys and exit students from the program.

During this process, the Workforce and Career Recruiter is setting up job placements and interviews for the students, and the business center is preparing students to receive licensure exam dates through the State of Michigan (LARA).

After all data has been collected, the records clerk will enter all data into the student digital and hard-copy file and into the completion and placement tracker.

Further data on student placements and licensure exams are collected by the workforce development and career recruiter, instructors, and the admissions coordinator. Once the student has completed the program, the student will complete the licensure and placement survey, which allows DEA to track student licensure exam pass rates accurately after the student has graduated.

The means of collecting placement data is in the form of the employer affiliate with students sending an employment offer through email, exit surveys from the students, social media, via telephone, or web retrieval. Verifiable collection of state exams and licensure data is by means of the State of Michigan.

## **Exit Surveys and Evaluation from the Program Completers, and Employers of Completers for Determination of Program Effectiveness**

DEA believes in delivering top-notch education, and to do so, we must provide track data and metrics so we can measure the success of our programs and the impact we make on those we can train.

Program effectiveness is evaluated by distributing survey feedback forms to our completers and employers of completers. The questions on the survey ask specific quality questions to determine if we are meeting our mission statement in providing quality training programs.

Getting "real-time" feedback from the employers and graduates of our program helps us to grow and strengthen areas of weakness or that are underdeveloped.

Upon annual review of the survey feedback forms at our mandatory end-of-the-year employee meetings, we ask for feedback, suggestions, or comments on areas of development.

We measure our outcomes by our licensure/placement rates and retention of students that graduate and complete their program. Exit surveys that are completed help us to recognize what our graduates and employers see as our strengths and weaknesses for our program method of delivery.

Upon request by students, transcripts will be provided that will include the following: program of study, course or units of study completed with corresponding grades, date of enrollment, attendance, and graduation date.

Questions asked on the survey allow us to see the satisfaction with our school and the quality of candidates sent to our hiring partner affiliates.

Items on the exit surveys ask questions such as the level of rating on topics as follows, but not limited to: Modes of training delivery, facility and equipment, curriculum, instructor review.

## **Plan for Retention and Student Services**

To promote student success and higher retention rates which can be sustained through graduation, DEA strives to focus on improving the classrooms and clinical floor organization and management.

DEA believes that if students fail in the classroom and on the clinical floor work-based training, one course at a time, they fail in job placement. Consequently, improving classroom/clinical practices in these ways: expectations, support, assessment, feedback, involvement, communication skills, time management, academic/social integration, and employer involvement.

First, clearly defined expectations in the classroom can help students to develop realistic expectations and begin to plan their time according to competing demands in the discipline area. All faculty members should provide clear information about course requirements, assignments, examinations, and projects. Furthermore, faculty should retain high expectations of students.

Academic support is vital to students as they strive to meet high expectations. For underrepresented and underserved students joining our community, academic support can make or break their initial experience. DEA sets forth internal support when external challenges for students directly impact their ability to participate in daily learning. Student mentors and faculty advisors can serve to provide a social and academic support network to struggling students.

Frequent assessments, feedback, communication, time management, and academic/social integration can keep students informed of their progress, allow them the opportunity for correction, and give students the opportunities not only to create an environment that promotes self-reflection on progress but also to encourage students to think about what they are learning as they are learning.

DEA has a firm commitment to ensure that all students receive a quality education and experience. All efforts for retention are based on ethical conduct and clear academic goals. It is imperative that students, staff, and administrators are responsible for upholding the school's mission. DEA is prepared to serve its students and offer the most comprehensive support services to retain its students and increase its population.

## **Evaluation and Review**

DEA believes that an evaluation of all program and institutional outcomes should be reviewed on an annual basis with all staff, including Administrative, Instructional and Supervisory, and no less than an annual basis with Institutional and Occupational Committee members.

The addition, deletion, and revision of the plan is on an as-needed basis but will take place no less than on an annual basis unless the need arises.

The distribution and review of the plan and all collected data for follow-up, placement, and institutional outcomes data helps us to continue to strive to meet excellence in our overall efforts for successful outcomes.

# Procedures

## Data Collection upon Enrollment

1. Immediate meeting or interview with Admissions Coordinator or Workforce Development and Career recruiter.
2. Students will be notified of their needed efforts to report licensure and job placement data with the use of the student licensure and placement survey feedback forms upon completion and the assistance of the State of Michigan website that allows DDBS to verify exams and licensure data.
3. All data for placement and licensure are collected from Instructors, the Admissions Coordinator, Workforce and Career Recruiter, and all other administrative staff members in the form of exit surveys, licensure and placement surveys, social media, online platform retrieval, State of Michigan licensure follow-ups, testing centers, and employer partners that have hired our graduates. Contact can be made via telephone, email, text messages, social media, and our school's communication app called Remind.
4. The Workforce Development Recruiter, Admissions Coordinator, Director of Operations, and Records Clerk are responsible for housing collected data in the Student Information File System digital/hard copy format, which is in the locked fireproof safe cabinet and located on the company's computers, and is also backed up all data collected by a third-party IT Company. All hard-copy and digital copies of files are only accessible through the file clerk or designated administrative staff.
5. Collected data is gathered, evaluated, and analyzed on an annual basis at staff meetings and Institutional/Occupational Committee Members meetings.
6. All instructional staff are to report all student evaluations, SAP's, academic counseling forms, and daily minimum practical application forms signed by students and instructors to assist in tracking student retention and follow-up.

Revision to the plan is done on an "as needed basis", but no less than annually.

## Placement Services

DEA has a Workforce and Career Placement department that focuses on job placement services to assist graduates and non-graduates. Within the curriculum, students are assisted with their resume, interview skills, personal presentation for employment, and portfolio for placement opportunities.

The Workforce and Career Recruiter is responsible for maintaining and sharing students' portfolios and resumes with employers seeking graduates and is available to employers for review and/or sent via email, letter, or in-person by the career recruiter.

With the student's verbal permission, the career recruiter will act on behalf of the student for employer verification.

## Student Follow-up

Student records that do not show exemption from follow-up, placement, or follow-up information are considered unverifiable.

The workforce development recruiter, instructors, records clerk, admissions coordinator, or the director of operations will review the Student Outcome reports to evaluate student needs and retention, with a further evaluation and follow-up with the student after review.

Student follow-up attendance and performance records are reviewed on no less than an annual basis.

All feedback is assessed and gathered; at this time, recommendations for change, adjustment, or implementation are made. All feedback from the staff and committee members is taken into consideration, and the plan is updated by the Director of Operations immediately after final review.

## **Follow-up Methods**

- Employee/student emails, or verbal communication.
- Student and Employer feedback forms for placement, exams, and licensure.
- Student Exit surveys for placement.
- Student Licensure and Placement Data Survey forms.
- Emails, text, and Remind messages from students verifying employment.
- Calling the State for licensure and exam data.
- Call testing centers for passing or failing records.
- Director of Operations and Admissions Coordinator verbal verification from student and/or employers.
- Social media and online platform retrievals.
- Open house and employer affiliate partner hiring events on campus for verification of employment.

The Admissions Coordinator, Workforce Development and Career Recruiter, and Instructors will contact the student to complete the exam, licensure, and placement data survey after the completion of the program.

All employers of graduates will be contacted to complete an employer placement data survey to provide feedback on the quality of the former student's knowledge, skills, and performance, or the Occupational Committee Members will communicate with the employer partners to gather the necessary program and institutional outcomes data.

## **Effectiveness of Student Services Plan**

### **Purpose**

The purpose of the Plan is to address student retention, responsibilities for coordination, counseling of students, evaluation of this plan, academic advisement/counseling, career guidance, reasonable accommodations for special needs students, and how evaluation results are shared with staff continuously for the effectiveness of ensuring all student services are improving.

The Director of Operations will be responsible for this plan, but it will be the duty of all who participate in the career success of our students to play a part in the facilitation of the overall procedures. This plan includes ~~input from faculty~~

## Objective

To ensure the plan meets the needs of the students, staff, and employers we serve. DEA'S main objective in achieving the purpose of the plan is to make sure that the plan is focusing the energy that is deployed in support of student retention and completion achievement.

## Personnel Responsible

The Director of Operations, faculty, instructional staff, and all personnel are responsible for implementing.

The admissions coordinator must inform the instructors that a student is disabled or needs accommodation or assistance due to a disability. After the staff has been informed, the Director of Operations will be informed to create a plan of action.

## Procedure for Student Services

DEA requires that students meet at least once with the following: their instructor or Director of Operations for academic counseling/assistance, a workforce development recruiter/career recruiter for job placement, and admissions to correspond about all services needed.

DEA will utilize the instructors, Director of Operations, and the Workforce Development Career Recruiter to aid in the assistance of the student's counseling, overall performance, participation, and educational journey from enrollment to job placement.

The Workforce Development Career Recruiter will assist in gathering all required data for job placement and the effort to increase student retention, and the data associated with retention will be the responsibility of the Director of Operations and Instructors.

The instructors will oversee making sure the clinical floor is active and that the needs of the students to perform the clinical services in the community are provided. Instructors are responsible for making sure that students have high engagement in their program, from hands-on/work-based training to lecture knowledge (theory), which will ultimately sustain higher retention rates.

The Records and Placement Department is supervised by the Director of Operations and maintained by the Records Clerk and the Workforce Development Career Recruiter.

The Records Clerk will service alumnae needs, transcript/educational record requests, and the Workforce Development Career Recruiter will assist with placement requests in a timely and efficient manner.

Confidentiality will be followed in the keeping, documenting, and sharing of files or student-sensitive data and will be managed by the Director of Operations.

Student support services and assistance with academic advisement and assistance will be the responsibility of all faculty.

All students will be given access to learning resources both digital and print and will be given the passcode to the school's internal server to access educational materials to ensure a successful program outcome and student retention.

Students will be given progress reports, program assessments, and practical skills tests to ensure they are held accountable for quantitative and qualitative performance, thus ensuring students have more personal “stake” in the game.

Students will have the opportunity to meet with potential employers and will have meaningful interaction for job opportunities upon graduation.

Students will be given their own student portal which allows them to view grades, attendance, financial status, and the ability to update their personal information.

## **Plan for Retention and Student Services**

To promote student success and higher retention rates which can be persistent through graduation, DEA strives to focus on improving the classrooms and clinical floor organization and management.

DEA believes that if students fail in the classroom and on the clinical floor work-based training, one course at a time, they fail in job placement. Consequently, improving classroom/clinical practices in these ways: expectations, support, assessment, feedback, involvement, communication skills, time management, academic/social integration, and employer involvement.

First, clearly defined expectations in the classroom can help students to develop realistic expectations and begin to plan their time according to competing demands in the discipline area. All faculty members should provide clear information about course requirements, assignments, examinations, and projects. Furthermore, faculty should retain high expectations of students.

Academic support is vital to students as they strive to meet high expectations. For underrepresented and underserved students joining our community, academic support can make or break their initial experience. DEA sets forth internal support when external challenges for students directly impact their ability to participate in daily learning. Student mentors and faculty advisors can serve to provide a social and academic support network to struggling students.

Frequent assessments, feedback, communication, time management, and academic/social integration can keep students informed of their progress, allow them the opportunity for correction, and give students the opportunities not only to create an environment that promotes self-reflection on progress but also to encourage students to think about what they are learning as they are learning.

DEA has a firm commitment to ensure that all students receive a quality education and experience. All efforts for retention are based on ethical conduct and clear academic goals. It is imperative that students, staff, and administrators are responsible for upholding the school’s mission. DDBS is prepared to serve its students and offer the most comprehensive support services to retain its students and increase its population.

## **Special Needs Accommodation**

DEA has a non-discrimination policy that complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which are federal laws that prohibit discrimination based on disability.

DDBS must provide academic adjustments, auxiliary aids, and reasonable accommodations to students with disabilities that are necessary to ensure students are not denied the benefits of, or excluded from participation in, the school program.



# Evaluation

The evaluation of the plan will be a combined effort from the Director of Operations, Workforce Development Career Recruiter, Admissions Coordinator, and the instructors, who are also responsible for maintaining and gathering data.

The Records Clerk is responsible for student records and data such as clock-hours, recording student minimum practical application hours, and attendance.

The Director of Operations is ultimately responsible for the compliance of all records and student data.

The student retention and CPL data will be reviewed on no less than an annual basis by all staff, committees, and employers at the annual meetings. It will be at this time that all recommendations, suggestions, and comments on student services and student retention will be addressed. We will assess if we are hitting our completion, placement, and licensure metrics.

Student, employer, graduate, and employee surveys are reviewed to see if DDBS is meeting the needs of those that we serve.

The Director of Operations, Instructors, and all other management/administrative staff will make recommendations, suggestions, and report findings of noncompliance or potential deficiencies reported on the survey feedback forms.

The Occupational and Institutional Advisory Board Committees will have the opportunity to assess all information from survey feedback forms from the students, employers, and all staff on an annual basis and make recommendations for deletion, addition, or potential changes in the event they deem necessary findings should be addressed.

The Director of Operations, Workforce Development Career Recruiter, and Admissions Coordinator will evaluate all feedback after the annual and biannual meetings have taken place and discuss the final changes, additions, or deletions to the plan to further support the students.

All final changes will be made to the plan by the Director of Operations and will be updated and then shared with all staff, management, and committee members at the next biannual or annual meeting. Changes will be available immediately to all on the website in digital and in print format in the Director of Operations Office and throughout the institution.

The plan will also be available to all students, staff, and visitors of the facility. This plan is located on the school's website in digital format and in print inside the student handbook and operational manual located inside the media resource room and administrative offices.

An email will be sent to all staff and board members regarding the plan's changes, and the newly revised plan will be attached to the email.

The plan will be continually monitored and assessed throughout the year, and changes will be made sooner if necessary than annually if the need arises.



# Student Retention Policy

## Purpose

The purpose of this policy is to ensure that DEA measures the school's commitment to student success and completion of their academic program with strategies that include identifying at-risk students, creating interventions, and creating retention programs for the improvement of student retention.

This policy is executed by all staff, faculty, and administration.

## Policy

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## Strategies to Ensure DEA Student Retention

### Academic Counseling/Warning Notifications

DEA has implemented academic counseling throughout the course of study to identify early signs of any at-risk student. Throughout the course of the study, students will be monitored and counseled on their academic progress, and if applicable, an early intervention with a plan of action will be implemented.

### **Academic Tutoring and Academic Support Program**

DEA offers one-on-one tutoring, study groups (peer-to-peer training), and any extra academic support services for free for as long as needed.

This may include additional workshops, time management and study skills training and development. Students have access to their instructors for additional tutoring by scheduling appointments via email, telephone, or in-person.

DEA also has a Media Resource Center on campus that provides students with room to complete assignments and additional educational resources.

### **Workforce Development and Career Recruitment**

DEA has a department that strictly focuses on career counseling and job placement that aligns with the school's mission to educate and job-place.

The curriculum requires students to build a portfolio and create a resume. DEA also has career workshops, networking events, job fairs, and a work-based plan for each program that allows students to receive experience in the field before job placement.

### **Mental Health Support**

DEA will provide students with contacts to mental health services upon request. This may include counseling, therapy, and support groups.

### **Student Engagement**

Students at DEA are involved with work-based activities, field trips, hands-on training, live demonstrations, seminars, workshops, clinical floor services, and labs.

### **Financial Aid Services**

DEA will ensure that students are aware of all financial aid options that are available to them. DEA has provided students with services for immediate assistance with the financial aid application and process, which may also include scholarships and grants.

### **Records Clerk Services**

DEA has a records department that can assist students with anything in their records, which may include signed documents, forms, grades, attendance, transcripts, etc.

### **Follow-Up**

Students who are at risk of withdrawing from DDBS will be given an academic counseling meeting, a written warning letter, and a plan of action form that must be signed and dated by both the instructor and student to help the student get back in good standing.

The forms are scanned and put in the student-secured digital file and hard file, which is stored in a secure fireproof cabinet and secure record room.

Students are monitored after this process for 30 days to ensure all issues have been resolved.

# **Student Retention Procedure**

## **Introduction**

Detroit Extravagant Academy is dedicated to offering the most up-to-date training with an innovative curriculum with the core objective of job placement, which is stated in the school's mission statement.

It is important that DEA retains its students by offering a top-notch educational experience that is also reflected in our completion, placement, and licensure rates.

## **Scope**

DEA retention procedure will ensure the safety of data collection, identifying at-risk students, staff and faculty engagement and communication, scheduled meetings with at-risk students, plan of action support, implementation of the plan of action, follow-up and ongoing communication, and evaluating and reporting.

This procedure will be reviewed and updated on a regular basis to ensure that DDBS is successfully meeting the needs of students.

Due to the importance of student retention, the procedures will be adjusted to fit the specific needs of the school and students.

## **Procedure**

### **Data Collection**

All staff, faculty, and administrators are responsible for data collection. This data collection consists of attendance, grades, academic performance, quizzes, student assessment forms, class participation, and engagement performance.

### **How We Identify At-Risk Students**

Once data has been collected to identify students who are at-risk of dropping, the assessment of low grades, poor attendance, and lack of engagement with instructors or activities is conducted.

### **Communication with Faculty and Staff**

All instructors and faculty must collect any additional information on the at-risk students. This will also include behavioral patterns in class or any concerns regarding the student's academic progress or well-being.

### **The Initial Meeting with At-Risk Students**

Initial meetings are scheduled with the identified at-risk student to assess their academic progress and/or any challenges they may be facing. The initial meeting will take place with the instructor.

## **Creation of the Support Plan**

After the initial meeting, the instructor must identify if there is a need for a plan of action.

The instructor must inform the director of operations of the Plan of Action, and both the instructor and director of operations will review the determination of the Plan of Action.

Once the review of the Plan of Action has taken place, the Director of Operations will authorize the final approval for the at-risk student.

This plan will include academic support services, career counseling, or financial aid assistance.

## **Implementation of the Support Plan**

To implement the support plan, assessments on the progress of students will be initiated throughout the program duration to make any necessary adjustments as needed.

This will include any additional meetings with instructors or supportive staff.

## **Ongoing Communication and Follow-Up**

All teachers, students, and staff must maintain ongoing communication that will ensure that the support plan is effective.

The necessary adjustments to the support plan will be accounted for during the follow-up process.

This will allow DDBS to make the necessary adjustments that will support this plan through the plan of action determination.

## **Evaluation and Reporting**

This plan will be evaluated regularly to ensure the effectiveness of the support plan and to ensure that all data regarding retention rates of students is reported as needed to the Director of Operations and all relevant parties.

This procedure will be reviewed and updated on a regular basis to ensure that it meets the needs of DEA students.

It is vital to note that the procedure is flexible, and it can be adjusted to fit the specific needs of the school and the students.