

GEORGE



TECHNICAL COLLEGE

**BOOK OF
PLANS**

2026-2027

MASTER TABLE OF CONTENTS

2026-2027

No.	Institutional Plan	Page #
1	Work-Based Activities/Instructional Plan	1
2	Program Outcomes Follow-Up Plan	5
3	Plan for Operation and Maintenance of Physical Facilities	9
4	Health and Safety of Employees, Students, and Guests Plan	13
5	Technical Infrastructure Plan	17
6	Student Retention Plan	21
7	Placement Services Plan	24
8	Plan for the Effectiveness of Student Services	36



WORK-BASED ACTIVITIES/ INSTRUCTIONAL PLAN

COE INSTITUTIONAL PLAN

2026-2027

Structured Work-Based Learning | Program Competencies | Employer Engagement

2400 Longleaf Drive • Pensacola, Florida 32526 • 850-941-6200
www.georgestonecollege.edu

Contents

Purpose

Personnel Responsible

Objectives

Forms of Work-Based Activities

Paid Cooperative Education - Roles and Responsibilities

Evaluation and Continuous Improvement

This plan establishes GSTC's framework for structured, supervised work-based activities and the responsibilities of participating students, instructors, employers, and institutional personnel.

Purpose

The purpose of this plan is to ensure George Stone Technical College (GSTC) offers structured, purposeful, and supervised work-based learning opportunities aligned with instructional programs. These activities are designed to enhance student employability, reinforce instructional competencies, and engage industry partners in program relevance and effectiveness.

Personnel Responsible

- Instructors
- Co-op/Placement Coordinator
- Employers
- Students

Objectives

1. Apply classroom competencies in a real-world work environment.
2. Develop and demonstrate employability, communication, and interpersonal skills.
3. Receive objective feedback from employers for continuous program improvement.
4. Enhance connections between students, instructors, and industry partners.

Forms of Work-Based Activities

Unpaid in-School Shop/Lab Activities

Customer service experiences under the direction of the program instructor. Customer service, which is incorporated in Cosmetology, Professional Culinary Arts & Hospitality, Baking & Pastry Arts, Marine Service Technologies, Automotive Collision Technology Technician, Master Automotive Service Technology, and other programs, involves the public and is an important component of each program. Students work with clients to complete a consultation, while all services are performed on campus under the supervision of the program faculty member. Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program.

Unpaid Job Shadowing

In-school or off-campus employer-based experiences under the supervision of a qualified employer representative who is working closely with the program faculty member. Job shadowing is a short-term learning experience for student observation of program-related activities at an off-campus business or in an on-campus office. Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program and/or could be an enhancement to the program based on the opportunity available to the student.

Unpaid Practicum (internship/externship/clinical) Experiences

These experiences are an integral part of most health care programs. Students are required to participate in administering direct patient care under the guidance of a faculty member and/or preceptor, as well as some observational experiences. Students are assessed in their knowledge, skills, and professional skills while participating in these work-based learning experiences. Clinical and practicum sites are pre-arranged by the faculty member or program coordinator and are established by a contract with the facility. Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program and/or could be an enhancement to the program based on the opportunity available to the student.

Paid Cooperative Education

Students are eligible for cooperative education (co-op) placement upon successful completion of at least 50% of their program hours. Experiences are paid and conducted on-site at the employer's location under

the supervision of a qualified representative. Each placement includes a training plan aligned with program competencies and employability skills.

Paid Cooperative Education - Roles and Responsibilities

1. Instructor

- Confirm student eligibility for work-based learning.
- Evaluate employer suitability and alignment with program competencies.
- Sign and review training plans and agreements.
- Maintain ongoing communication with the employer.
- Conduct at least one site visit per quarter and complete site visit documentation.
- Monitor and assess student progress in collaboration with the employer.

2. Student

- Secure employment related to their training area.
- Complete and submit co-op application.
- Comply with business rules, maintain professionalism, and attend scheduled work shifts.
- Submit monthly time sheets and end-of-experience reflections.
- Communicate with instructor and coordinator about any concerns or changes.

3. Co-op/Placement Coordinator

- Verify student eligibility and coordinate application process.
- Develop training plans and agreements.
- Facilitate meetings between student, instructor, and employer.
- Process schedule changes and ensure accurate attendance documentation in Focus.
- Monitor time sheet submissions and compliance with deadlines.
- Maintain documentation and reports for institutional accountability.

4. Employer

- Provide work aligned with program competencies.
- Assign a qualified supervisor to oversee student learning.
- Review and sign training agreements.
- Communicate with instructors and coordinator regarding progress or concerns.
- Submit formal evaluations at least once per quarter.
- Ensure the student is covered under appropriate insurance or worker's compensation.

Evaluation and Continuous Improvement

- Employer evaluations are submitted each quarter.
- Instructors perform site visits and complete visit documentation.
- Final grades are based on evaluations, time sheet accuracy, and demonstrated skill development.
- The Co-op Coordinator and administration review this plan annually.
- Stakeholder input and follow-up data are used to improve the plan and expand employer engagement.



PROGRAM OUTCOMES FOLLOW-UP PLAN

COE INSTITUTIONAL PLAN

2026-2027

Completion | Placement | Licensure and Certification

2400 Longleaf Drive • Pensacola, Florida 32526 • 850-941-6200
www.georgestonecollege.edu

Contents

Purpose

Personnel Responsible

Scope

Follow-Up

Communication and Collaboration

Co-op/Placement Coordinator Responsibilities

Instructor Responsibilities

School Counselor Responsibilities

Administration Responsibilities

Evaluation and Continuous Improvement

This plan establishes GSTC's process for collecting, reviewing, reporting, and using program-outcome data to support institutional effectiveness and continuous improvement.

Purpose

The purpose of this plan is to ensure George Stone Technical College (GSTC) systematically monitors and evaluates program outcomes, including student completion, licensure/certification attainment, and job placement. This plan promotes data-informed decision-making and continuous improvement of program quality and institutional effectiveness.

Personnel Responsible

- Co-op/Placement Coordinator
- Instructors
- School Counselors
- School Administration (Principal, Assistant Principal)

Scope

1. Follow-Up

Follow-up is a systematic process whereby statistical data is collected which documents student outcomes.

2. Communication and Collaboration

Clear communication is essential between students, instructors, the Co-op/Placement Coordinator, and school counselors. Roles and responsibilities are defined to ensure accountability and consistent support throughout the follow-up process.

3. Co-op/Placement Coordinator Responsibilities

- Coordinates all follow-up activities.
- Develops and distributes the follow-up timeline.
- Assists in locating and contacting former students for follow-up data.
- Provides follow-up surveys to students and employers.
- Compiles and analyzes survey results.
- Records graduate outcomes and updates student records in Focus.
- Reports program-level completion and placement data.
- Reviews follow-up data with instructors and administrators to identify areas for improvement.

4. Instructor Responsibilities

- Introduce follow-up processes to students prior to program completion.
- Record and maintain graduate employment information in Focus.
- Collaborate with the Co-op/Placement Coordinator to collect and update placement data.
- Analyze follow-up results to guide curriculum improvements.
- Utilize advisory committee input to strengthen placement outcomes.

5. School Counselor Responsibilities

- Use follow-up data to support new student advising and placement.
- Provide students with current program completion and placement data.
- Support evaluation of institutional mission success based on graduate outcomes.

6. Administration Responsibilities

- Ensure all follow-up activities are conducted in accordance with plan guidelines.
- Review annual Completion, Placement, and Licensure (CPL) data.
- Schedule data review and planning sessions.

- Set improvement goals based on follow-up trends and outcomes.
- Include results in strategic planning and annual reporting.

Evaluation and Continuous Improvement

Follow-up data is shared with a multitude of stakeholders. The annual report for CPL data is shared with instructional staff, presented at advisory meetings, and is published on the school's website. Survey results are also shared with instructional staff through the sharing of spreadsheets via email and/or individual meetings with administration. The Program Outcomes Follow-Up Plan is evaluated annually by the Co-op/Placement Coordinator, school counselors, instructors, and administrators. The evaluation process includes:

- Reviewing survey tools and timeline for effectiveness.
- Analyzing graduate and employer feedback.
- Discussing proposed updates based on trends and feedback.
- Completing a follow-up checklist to verify plan compliance.

Updates to the plan are documented and shared with all stakeholders. Revisions are used to support ongoing improvement and institutional effectiveness.



OPERATION AND MAINTENANCE OF PHYSICAL FACILITIES PLAN

COE INSTITUTIONAL PLAN

2026-2027

Safety | Maintenance | Accessibility | Infrastructure

2400 Longleaf Drive • Pensacola, Florida 32526 • 850-941-6200
www.georgestonecollege.edu

Contents

- Purpose
- Personnel Responsible
- Procedures
- Maintenance and Repairs
- Cleaning and Sanitation
- Facility Improvements and Renovations
- Equipment and Supplies Management
- Technology Infrastructure
- Preventive Maintenance Plan
- Budget for Facility Maintenance and Improvement
- Safety and Compliance
- Local and State Requirements
- Federal Compliance
- Evaluation and Continuous Improvement

This plan establishes GSTC's framework for maintaining safe, functional, accessible, and instructionally supportive facilities in coordination with Escambia County Public Schools.

Purpose

The purpose of this plan is to ensure that the facilities of George Stone Technical College (GSTC) support the institution's mission, vision, and strategic goals by maintaining safe, adequate, and accessible learning and working environments. This plan encompasses preventive maintenance, repairs, capital improvements, safety compliance, accessibility, and technology infrastructure to enhance the student learning experience and operational efficiency.

Personnel Responsible

- School Administration (Principal, Assistant Principal)
- School-based IT Technician
- Custodial Staff
- Support Staff
- Escambia County School District (ECSD) Facilities, Maintenance, Protection Services and IT Departments

Procedures

1. Maintenance and Repairs

All maintenance requests are submitted to the ECSD Maintenance Department via telephone by authorized personnel. Work orders are reviewed daily and prioritized by urgency and instructional impact. The ECSD Maintenance Department coordinates maintenance and repair activities.

2. Cleaning and Sanitation

Custodial staff are responsible for daily cleaning, trash removal, sanitation of restrooms, and disinfecting high-touch surfaces. Periodic deep-cleaning is scheduled during non-instructional days or school breaks.

3. Facility Improvements and Renovations

Facility improvements are identified through campus walkthroughs, stakeholder input, and annual facility assessments. School Administration proposes projects to the Facilities Department. Facilities reviews and approves such requests, based on the department's capabilities and workload. For a project outside the scope of Facilities, they will coordinate with third-party contractors and vendors, approved by ECSD and who meet the applicable code and insurance requirements, to complete the project.

4. Equipment and Supplies Management

Administration and instructors collaborate on annual needs assessments to identify outdated or non-functional instructional equipment. Inventory records are maintained and updated annually. Obsolete or damaged items are submitted to the ECSD surplus system for proper disposal.

5. Technology Infrastructure

The school-based IT Technician oversees all IT infrastructure and equipment. Repairs and upgrades are processed through ECSD's IT Department with oversight from the IT Technician. An annual technology review is conducted to assess current resources, life cycle status, and future needs.

Preventive Maintenance Plan

GSTC, in partnership with ECSD, conducts an annual Comprehensive Fire Safety, Casualty Safety and Sanitation Inspection. Violations are corrected by either the institution or the Maintenance Department. The Florida Department of Health also routinely inspects the facilities for sanitary violations. In addition, the ECSD Maintenance Department routinely inspects buildings and equipment, including HVAC units, safety

and emergency systems (alarms, sprinklers, fire extinguishers), and building envelope (roof, windows, doors).

Budget for Facility Maintenance and Improvement

The ECSD provides institutional support in terms of facility maintenance, primarily through the Facilities and Maintenance departments. As their budget allows, continuous improvements are made to the facilities. In addition, a small percentage of the institution's tuition is earmarked for capital improvements.

Safety and Compliance

Local and State Requirements

Compliance with Florida Statutes including:

- 1013.37 – State Uniform Building Code for Public Educational Facilities
- 553 – Building codes
- 633.208 – Fire prevention and safety

Annual fire, health, and safety inspections are conducted in collaboration with ECSD. AEDs are placed throughout campus; first aid kits with trauma supplies are present in each classroom.

Federal Compliance

GSTC adheres to OSHA regulations. The campus is ADA-compliant and accessible to individuals with disabilities. Reasonable accommodations are provided in accordance with the Americans with Disabilities Act. Emergency evacuation routes and safety signage are posted and maintained.

Evaluation and Continuous Improvement

The Operation and Maintenance Plan is reviewed annually by GSTC administration. Feedback is gathered from faculty, staff, students, and community stakeholders. Findings from inspections, assessments, and surveys are used to update this plan. The current version is made available on the school's website and upon request.



HEALTH AND SAFETY OF EMPLOYEES, STUDENTS, AND GUESTS PLAN

COE INSTITUTIONAL PLAN

2026-2027

Prevention | Preparedness | Response | Continuous Improvement

2400 Longleaf Drive • Pensacola, Florida 32526 • 850-941-6200
www.georgestonecollege.edu

Contents

Purpose

Personnel Responsible

Procedures

Training and Communication

Related Institutional Disclosures

Evaluation and Continuous Improvement

This plan establishes GSTC's framework for maintaining a safe, prepared, and responsive environment for employees, students, and guests.

Purpose

The purpose of this plan is to ensure that George Stone Technical College (GSTC) provides a safe, healthy, and secure environment for all students, faculty, staff, and campus visitors. This plan aligns with the institution's mission and the Council on Occupational Education (COE) Standard 6 to maintain readiness and ensure physical safety on campus.

Personnel Responsible

- School Administration (Principal and Assistant Principal)
- GSTC Internal Safety Committee
- Campus Security Team
- Faculty and Staff
- ECSD Risk Management and Protection Services

Procedures

1. Reporting and Investigating Accidents

All accidents involving students, staff, or visitors must be reported immediately. Staff must complete the appropriate accident report form and submit it electronically through the Focus SIS or ECSD's designated systems. Serious injuries require immediate notification to school administration and emergency responders if needed.

2. Student Accidents

Faculty report accidents via the Student Accident Report form in Focus SIS. Reports are reviewed by the Principal and forwarded to ECSD Risk Management.

3. Visitor Accidents

Staff report visitor injuries using the ECSD Visitor Accident Report found on the District website under Risk Management & Benefits>Online Claim Reporting. After administrative review, it is submitted to Risk Management.

4. Staff Accidents

Employees complete an Employee Accident Report found on the District website under Risk Management & Benefits>Online Claim Reporting and notify administration. Reports are reviewed and forwarded for appropriate action.

5. Safety Oversight

Faculty and staff are expected to promptly report hazards or unsafe conditions to school administration, the GSTC Internal Safety Committee, or the Campus Security Team.

GSTC maintains an internal Safety Committee that meets quarterly to inspect the campus, review reported concerns, identify needed corrective actions, and report its findings and recommendations to school administration. The Campus Security Team supports ongoing monitoring and response, and the Student Advisory Council provides student feedback on safety-related matters.

6. Emergency Procedures

GSTC distributes the ECSD Incident Response Guide to all faculty and classrooms. It outlines emergency protocols for lockdowns, severe weather, fire, intruders, and hazardous materials. AEDs are stationed across campus and CPR training is available.

Training and Communication

- Safety policies are reviewed annually with employees through handbooks and ECSD training modules on SafeSchools.
- Students receive safety and conduct policies via the catalog, student handbook, and the Annual Security Report.
- Safety drills (fire, lockdown, severe weather) are conducted regularly and routes are posted in classrooms.

Related Institutional Disclosures

Drug and Alcohol Abuse Prevention Program

GSTC's Drug and Alcohol Abuse Prevention Program (DAAPP) is distributed annually and made available to students and employees. It addresses drug- and alcohol-related standards of conduct, sanctions, health risks, prevention resources, and available assistance. Because substance misuse can affect individual well-being and campus safety, the DAAPP complements this plan and should be consulted for the institution's detailed prevention and compliance information.

Annual Security Report

GSTC's Annual Security Report (ASR) provides the institution's detailed disclosures and procedures related to campus security, crime reporting, emergency notification and evacuation, security awareness, interpersonal violence response, and other applicable Clery Act requirements. The ASR is distributed and made available to students and employees. It complements this plan by documenting security-specific policies and procedures without duplicating them here.

Evaluation and Continuous Improvement

The plan is reviewed annually by school administration with input from the GSTC Internal Safety Committee, Campus Security Team, and Student Advisory Council. Committee inspection findings, reported concerns, incident trends, drill outcomes, and regulatory or district guidance are considered when identifying revisions and corrective actions. Updates are made as needed to maintain alignment with COE standards and Escambia County Public Schools policies.



TECHNICAL INFRASTRUCTURE PLAN

COE INSTITUTIONAL PLAN

2026-2027

Access | Reliability | Security | Institutional Support

2400 Longleaf Drive • Pensacola, Florida 32526 • 850-941-6200
www.georgestonecollege.edu

Contents

Purpose

Technical Infrastructure Overview

Access, Availability, and Support

Data Privacy, Safety, and Security

Alignment with Institutional Mission

Planning and Budgeting

Evaluation and Continuous Improvement

This plan establishes GSTC's framework for providing secure, reliable, accessible, and mission-aligned technology systems and support.

Purpose

George Stone Technical College (GSTC) is committed to providing a secure, reliable, and mission-aligned technical infrastructure that supports teaching, learning, assessment, student services, administrative operations, and institutional effectiveness. This plan ensures compliance with applicable laws and regulations, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Driver's Privacy Protection Act of 1994, and Florida K-20 Education Code, as well as the policies of the Escambia County School District (ECSD).

Technical Infrastructure Overview

GSTC maintains a robust and scalable technical infrastructure that includes:

- A secure, high-speed internal network monitored by ECSD
- Cloud-based systems for student information, learning management, and administrative tasks.
- Redundant data backups and firewall protection.
- A dedicated school-based IT Technician to support daily operations, system reliability, and problem resolution.

All network components are regularly reviewed and updated to meet the demands of educational and administrative users.

Access, Availability, and Support

- All students and staff are provided with secure login credentials for appropriate systems (e.g., Focus SIS, web-based curriculum).
- Faculty and students have access to up-to-date instructional technology, including devices, software, and multimedia tools aligned to program needs.
- Technical support is provided on-site by the school-based IT Technician and supplemented by ECSD IT services.
- Systems are available during all hours of institutional operation, with downtime scheduled during non-instructional hours when possible.

Data Privacy, Safety, and Security

GSTC ensures the protection of institutional and student data through Focus, its Student Information System (SIS), which features:

- Role-based access control
- Multi-factor authentication
- Encryption during transit and at rest
- Cloud-based automatic backups

In addition, financial aid data housed in EdConnect, EdExpress, NSLDS, and COD is accessible only to authorized personnel using unique credentials.

Each web-based instructional and testing software platform is secured by its external vendor and meets applicable FERPA and/or HIPAA compliance standards.

Staff members receive annual training through the Federal/State Compliance Packet and acknowledge applicable FERPA requirements.

Alignment with Institutional Mission

The technical infrastructure directly supports GSTC's mission of delivering quality career and technical education by ensuring:

- Equitable student access to technology across all programs.
- Sufficient digital resources for distance and hybrid learning formats.
- Secure platforms for instruction, assessment, and administrative services.

Planning and Budgeting

Technical infrastructure planning is part of the institution's strategic plan and annual budget process. Technology needs are prioritized based on program requirements, enrollment trends, and instructional delivery methods. All purchases and upgrades are coordinated with ECSD to ensure cost-effectiveness and compatibility.

Evaluation and Continuous Improvement

The Technical Infrastructure Plan is evaluated annually through administrative reviews, faculty feedback, and user surveys and is published on the institution's website. Any data irregularities or breaches are reported immediately to the IT School-based Technician and ECSD IT security team. ECSD monitors firewalls, network traffic, and IP security on an ongoing basis. Results of evaluations are used to inform future upgrades and budgeting decisions.



STUDENT RETENTION PLAN

COE INSTITUTIONAL PLAN

2026-2027

Early Intervention | Student Support | Data-Informed Improvement

2400 Longleaf Drive • Pensacola, Florida 32526 • 850-941-6200
www.georgestonecollege.edu

Contents

Purpose

Objectives

Retention Activities and Strategies

Early Alert and Referral System

Advising and Support Services

Data Monitoring and Reporting

Staff Development and Stakeholder Involvement

Evaluation and Continuous Improvement

This plan establishes GSTC's collaborative framework for identifying barriers, supporting students, and improving retention and program completion.

Purpose

George Stone Technical College (GSTC) recognizes that student retention and program completion are critical indicators of institutional effectiveness. This plan outlines a comprehensive and collaborative approach to identify, support, and retain students, with a focus on fostering academic success and removing barriers to completion. Retention efforts are coordinated across faculty, staff, counselors, and administration and are regularly assessed for continuous improvement.

Objectives

- Identify and support at-risk students early through timely intervention and faculty referrals.
- Provide equitable access to student services, advising, and support resources essential to program completion.
- Systematically collect, analyze, and disseminate retention data to inform decisions and improve student outcomes.
- Engage all stakeholders in the shared responsibility of student retention, including training and follow-up.

Retention Activities and Strategies

1. Early Alert and Referral System

Faculty receive annual training on identifying early warning signs (e.g., absenteeism, academic struggles, behavioral concerns). At-risk students are referred to school counselors via the Focus Student Information System using the Referral tab.

2. Advising and Support Services

GSTC assigns a designated school counselor to each program, providing students with a consistent, single point of contact to whom they can communicate concerns, issues, and problems. This program-based assignment strengthens relationships, improves responsiveness and customer service, and helps ensure that students receive timely support. Counselors provide individualized academic and personal counseling, including referrals to external support agencies as needed. Instructors maintain open communication with counselors and families when appropriate. Students are provided with orientation materials detailing available support services.

3. Data Monitoring and Reporting

Retention and completion data are tracked by administration and disaggregated by program, demographic, and enrollment status. Annual reports are reviewed with faculty and staff and used to refine retention strategies. The Placement Coordinator conducts follow-up surveys of non-completers to determine reasons for withdrawal.

4. Staff Development and Stakeholder Involvement

Administration provides professional development to ensure staff are informed of current best practices in student retention. Faculty and staff review and provide input on this plan annually during staff meetings or via electronic feedback tools. Changes and updates are documented and communicated campus-wide.

Evaluation and Continuous Improvement

The Student Retention Plan is evaluated annually by the administrative team, incorporating input from instructors, counselors, and student services staff. Effectiveness is measured through comparative analysis of retention and completion rates over time. Adjustments to activities and strategies are made based on data trends, survey feedback, and stakeholder recommendations. The updated plan is made available on the GSTC website and shared with staff via email.



PLACEMENT SERVICES PLAN

COE INSTITUTIONAL PLAN

2026-2027

Career Preparation | Employer Connections | Placement Follow-Up

2400 Longleaf Drive • Pensacola, Florida 32526 • 850-941-6200
www.georgestonecollege.edu

Contents

Purpose

Personnel Responsible

Scope

Placement Services

Communication and Collaboration

Instructor Responsibilities

Co-op/Placement Coordinator Responsibilities

School Counselor Responsibilities

Evaluation and Continuous Improvement

Appendix A: Potential Employers

This plan establishes GSTC's coordinated framework for career preparation, employer engagement, placement assistance, data collection, and continuous improvement.

Purpose

The purpose of this plan is to ensure that George Stone Technical College (GSTC) provides students and graduates with effective job placement assistance. The goal is to support students in securing employment related to their field of study upon completion of their programs.

Personnel Responsible

- Instructors
- Co-op/Placement Coordinator
- School Counselors
- School Administration (Principal, Assistant Principal)

Scope

1. Placement Services

Placement assistance is provided jointly by instructors, school counselors, and the Co-op/Placement Coordinator. Students are supported in preparing for and obtaining employment relevant to their program area through resume writing, job interview coaching, and access to job openings. The placement team collaborates with advisory committees, employers, and industry partners to support student transitions into the workforce.

2. Communication and Collaboration

Clear communication is essential between students, instructors, the Co-op/Placement Coordinator, and school counselors. Roles and responsibilities are defined to ensure accountability and consistent support throughout the placement process.

3. Instructor Responsibilities

- Assist students in identifying job opportunities related to their program of study.
- Maintain and submit student placement data.
- Collaborate with the Co-op/Placement Coordinator to complete annual placement reports.
- Engage with advisory committee members and local employers to support employment connections.

4. Co-op/Placement Coordinator Responsibilities

- Maintain employer contact lists and distribute job openings.
- Support students in developing resumes and preparing for interviews.
- Record placement data in Focus.
- Collaborate with faculty and staff to monitor placement activity.
- Manage the Career Services bulletin board and update the school website with job opportunities.

5. School Counselor Responsibilities

- Provide students with general employment guidance and career planning support.
- Conduct career advisement as part of the enrollment and orientation process.
- Serve as a liaison between students and placement personnel when appropriate.

Evaluation and Continuous Improvement

This plan is evaluated annually by the Co-op/Placement Coordinator, administrators, instructors, and school counselors. Evaluation activities include:

- Reviewing the placement plan and completing the placement plan checklist.
- Analyzing placement data for accuracy, trends, and effectiveness.

- Gathering input and recommending updates or revisions to ensure alignment with workforce needs and institutional goals.
- Disseminating findings to all stakeholders for transparency and accountability.

Updates are documented and implemented annually. The plan is made available to staff and students via the GSTC website.

Appendix A: Potential Employers

The following employer directory supports placement outreach and is reviewed and updated as employer relationships and workforce opportunities change.

Program Area	Potential Employer
Accounting	Jackson Hewitt
Accounting	State of Florida – Department of Revenue
Admin Office Spec	Advance America
Admin Office Spec	Baptist Medical Group
Admin Office Spec	Escambia County Public Schools
Admin Office Spec	Fortis Institute
Admin Office Spec	Landrum Staffing
Admin Office Spec	Navy Federal Credit Union
Admin Office Spec	Perdido Realty
Admin Office Spec	Arthur Searcy – State Farm Insurance
Auto Collision	Bayside Paint and Body (Gulf Breeze)
Auto Collision	Cook's Paint and Body
Auto Collision	Gerber Collision of Destin
Auto Collision	Hill-Kelly Dodge Collision Center
Auto Collision	Lott's Auto Care (Fairhope)
Auto Collision	Maaco
Auto Collision	Pete Moore Collision Center
Auto Collision	Gerber Collision and Glass
Auto Collision	Freeman Brothers
Auto Collision	Sandy Sansing Collision Center
Auto Collision	Velocity Restorations
Auto Collision	Pine Forest Auto Center
Auto Service	Able Auto Repair
Auto Service	Allen Turner Hyundai
Auto Service	Astro Lincoln Mercury
Auto Service	Anderson Subaru

Program Area	Potential Employer
Auto Service	Baughn's Alignment
Auto Service	Bob Tyler Toyota
Auto Service	Butler Automotive
Auto Service	Centennial Imports
Auto Service	Firestone (Davis Hwy.)
Auto Service	First Stop Auto Center
Auto Service	Fisher Tire & Service
Auto Service	Hill-Kelly Dodge
Auto Service	Meineke (Michigan)
Auto Service	Nevel's Automotive
Auto Service	Pensacola Imports
Auto Service	Pep Boys (numerous locations)
Auto Service	Precision Tune (Navy Blvd.)
Auto Service	Prell Auto Air
Auto Service	Sam's Auto Center
Auto Service	Sandy Sansing Chevrolet
Auto Service	Sandy Sansing Nissan
Auto Service	Sandy Sansing Mazda
Auto Service	Sandy Sansing CDJR (Foley, AL)
Auto Service	Tire Kingdom (numerous locations)
Auto Service	Tires Plus
Auto Service	Universal Recycling
Auto Service	Vannoy's Tires
Auto Service	Walmart Oil and Lube
Auto Service	West Florida Motors
Auto Service	World Ford
Auto Services	American Lube Fast
Aviation	Leonardo Helicopters

Program Area	Potential Employer
Aviation	Advanced Aviation
Aviation	Sky Warrior
Aviation	Southwest Airlines
Aviation	Kaos Aeromarine
Aviation	PSA Airlines
Aviation	Vertex L-3
Aviation	STMAE Engineering
Correctional Officer	Blackwater Correctional Facility
Correctional Officer	Escambia County Jail
Correctional Officer	Florida Department of Corrections
Correctional Officer	Santa Rosa County Correctional Facility
Cosmetology	All About You Salon
Cosmetology	Elements Salon
Cosmetology	Belk Salon & Spa
Cosmetology	Ulta
Cosmetology	10th Avenue Hair Design
Cosmetology	So Pretty Salong
Cosmetology	Northside Salong
Cosmetology	Chemistry The Salong
Cosmetology	Fantastic Sam's
Cosmetology	Master Cuts
Cosmetology	Perdido Hair Salon
Cosmetology	Sports Clips
Cosmetology	Supercuts
Culinary	Cheddar's
Culinary	Chili's
Culinary	Four Seasons Catering
Culinary	Golden Corral

Program Area	Potential Employer
Culinary	Jackson's Steakhouse
Culinary	Marco's Pizza
Culinary	O'Riley's Irish Pub
Culinary	Rodizio Grill
Culinary	Taco Bell (Nine Mile Road)
Culinary	The Fish House
Culinary	The Oar House Restaurant
Culinary	The Blake
Culinary	Summer Vista
Culinary	Wesley Haven Villas
Electricity	All Pro Sound
Electricity	Armstrong Electric
Electricity	Baroco Electric
Electricity	I.C.E.
Electricity	Bill Smith Electric
Electricity	Brown Electric
Electricity	Chiv Electric
Electricity	Cotton Electric
Electricity	Ingram Signalization
Electricity	Ken's Electric
Electricity	McLemore Electric
Electricity	Parsons Electric
Electricity	Paul Patrick Electric
Electricity	Sanders Brothers Electric
Electricity	Dunaway Electric
Electricity	Security Engineering
Electricity	Triad Electric
Electricity	Richardson Electric (Milton)

Program Area	Potential Employer
Electricity	Escambia County Public Schools
Electricity	Selectricity
Electricity	Total Connect
Electricity	White Sands Electric
EMT	Escambia County Sheriff's Office
EMT	Escambia Fire & Rescue
EMT	Gulf Breeze Fire Department
EMT	Lifeguard EMS in Milton
EMT	Lifesaver
EMT	Midway EMT
EMT	Pensacola Fire Department
EMT	Sacred Heart
EMT	Sacred Heart Hospital
Fire Fighter	Midway Fire Department
Fire Fighter	Pensacola Fire Department
Fire Fighter	Walton County Fire
HVAC	Air Design
HVAC	We Care
HVAC	Boutwell Air Masters
HVAC	Commander Heating & Air
HVAC	Economy Appliance Heating & Air
HVAC	Family Heating and Air
HVAC	Freer's Heating and Air
HVAC	Hamrick Heating and Air
HVAC	HVAC Department Escambia County Public Schools
HVAC	Hugh's Air Repair
HVAC	Peaden Air Conditioning
HVAC	Perdido Heating and Air

Program Area	Potential Employer
HVAC	Walmer Air Conditioning
HVAC	Roberts Air (Foley, Alabama)
Information Technology	Accelerated Communications
Information Technology	Adcomm
Information Technology	Alorica
Information Technology	AMI Kids
Information Technology	Antler, Inc.
Information Technology	BAE Systems
Information Technology	Baskerville-Donovan
Information Technology	Data Revolutions
Information Technology	Digital Boardwalk
Information Technology	Doodlebuggers Service Network
Information Technology	Escambia County Information Technology
Information Technology	Glaze Communications
Information Technology	Hixardt Technologies
Information Technology	Hurron Group
Information Technology	Information Tech Dept. Escambia County Public Schools
Information Technology	Mediacom
Information Technology	Magellan
Information Technology	Navy Federal Credit Union
Information Technology	Networks of Florida
Information Technology	Perdido Beach Resort IT Department
Information Technology	Studer Group
Information Technology	Technologies for Tomorrow
Information Technology	TEK Systems
Law Enforcement	Department of Corrections
Law Enforcement	Escambia County Sheriff's Department
Law Enforcement	Pensacola Police Department

Program Area	Potential Employer
Law Enforcement	Santa Rosa County Sheriff's Department
Marine Service	ERS Marine Sales
Marine Service	George's Marine
Marine Service	Harbor View Marine
Marine Service	Key Marine
Marine Service	Legendary Marine
Marine Service	Legendary Marine of Gulf Shores
Marine Service	Lou's Marine
Marine Service	Marine Max of Gulf Shores
Marine Service	Marine Max of Pensacola
Marine Service	Paradise Marine (Gulf Shores)
Marine Service	JP Marine Service
Marine Service	Perdido Sailor
Marine Service	Scott's Marine
Marine Service	Sunrise Marine
Marine Service	Treasure Island Marina (Panama City)
Marine Service	Marine Max of Gulf Shores
Medical Admin Spec	Medical Center Clinic
Medical Admin Spec	Baptist Health Care
Medical Admin Spec	Ascension - Cardiology
Welding	Alabama Metal Fabricators
Welding	All Phase Security
Welding	Blackwater Truss
Welding	CCS
Welding	Coastal Marine
Welding	D & D Welding
Welding	Emerald Coast Fabrication
Welding	Southern Erectors

Program Area	Potential Employer
Welding	Fluid Metalworks
Welding	Hill Dock and Door
Welding	Ingalls Ship Building
Welding	Offshore Inland
Welding	Patti Marine
Welding	Performance Welding
Welding	Precision Life Industries
Welding	Sheetmetal Masters
Welding	Universal Fabrication
Welding	W. A. Arnold Welding
Welding	Offshore Inland
Welding	Patti Marine
Welding	Performance Welding
Welding	Precision Life Industries
Welding	Sheetmetal Masters
Welding	Universal Fabrication
Welding	W. A. Arnold Welding



PLAN FOR THE EFFECTIVENESS OF STUDENT SERVICES

COE INSTITUTIONAL PLAN

2026-2027

Student Support | Feedback | Continuous Improvement

2400 Longleaf Drive • Pensacola, Florida 32526 • 850-941-6200
www.georgestonecollege.edu

Contents

Purpose

Personnel Responsible

Scope

Student Support Services

Student Satisfaction Surveys

Follow-Up Surveys

Student Advisory Council

Service Improvements

Evaluation and Continuous Improvement

This plan establishes GSTC's process for assessing student support services, responding to stakeholder feedback, and improving student success, retention, completion, and workforce readiness.

Purpose

The purpose of George Stone Technical College's (GSTC) Plan for the Effectiveness of Student Services is to ensure the provision of effective, equitable, and comprehensive support services that contribute to student success and retention. This plan aligns with Council on Occupational Education (COE) Standard 10 through regular assessment of services intended to improve student achievement, completion, and workforce readiness.

Personnel Responsible

- School administration, including the principal and assistant principal
- School counselors
- Financial aid staff
- Other student services staff
- Faculty and administrative support staff

Scope

1. Student Support Services

GSTC provides academic advising, career counseling, enrollment assistance, and financial aid support. Services are accessible to all students and include orientation, program advising, and transition assistance to employment or further education.

Oversight and Accountability

The assistant principal provides oversight for student support services. School administration and the student services team review evidence, identify needs, and coordinate improvements.

2. Student Satisfaction Surveys

Annual electronic surveys assess student satisfaction with counseling, financial aid, academic advising, and job placement. School administration collects and analyzes the data and shares relevant findings with appropriate stakeholders.

3. Follow-Up Surveys

Follow-up surveys are sent to program completers and non-completers to evaluate their experiences with student services. Results are used to improve student engagement and service delivery.

4. Student Advisory Council

The Student Advisory Council meets regularly to provide the school administration with input from the student perspective. The administrative team reviews and evaluates suggestions related to student services.

5. Service Improvements

Feedback from surveys, follow-up activities, the Student Advisory Council, and other sources is reviewed continually. Findings are used to enhance procedures, update training materials, and improve communications.

Evaluation and Continuous Improvement

The administration and student services team evaluate this plan annually. Survey data, service-usage information, and stakeholder input are reviewed together to identify needs and assess effectiveness. Revisions are made as appropriate to strengthen services and improve student outcomes. The plan is reviewed each year and made available on the GSTC website.