Dear Community Leader:

Over the past year, I have met many people and organizations that support Daytona State College. The college has overcome many obstacles in recent years. It is poised to move forward into an exciting future.

Daytona State College is a sophisticated institution with an excellent reputation. In addition to offering the basic adult education programs, the college provides postsecondary education through non-credit and credit certificates, associate degree programs, workforce baccalaureate degree programs, industry certification and continuing education for licensed professionals.

DSC is a partner with our local public school systems in aligning high school curriculum and readiness for college. The college is a partner with its regional public and private colleges and universities in collaborating on the best possible baccalaureate opportunities for the area’s citizenry. Local business and industry, both private and public, depend on the college for a prepared workforce.

After a tremendous surge in enrollment over the past five years, the college is beginning to see some temporary leveling off. However, as technology changes, new discoveries are made, and new challenges occur daily, more people will continue to seek degrees, to expand skills and adjust. We must be acutely aware of our community and its needs. So, even as we experience a temporary slowdown in new enrollment, it is evident that the demand for education and training will continue to be strong way into the future.

As Florida’s governor and legislative leadership tout jobs for citizens as the most pressing need in the state, Florida’s colleges must be considered a major resource in helping to accomplish this goal and assisting to revitalize the economy. The creation of new jobs is a necessary and laudable goal. Additionally, we cannot overlook current jobs requiring skilled employees and the necessity of adaptability. Community and state colleges must focus on the current skills gap that hinders economic growth here and in the rest of the nation.

I am honored to have the opportunity to serve the citizens of Volusia and Flagler counties. I hope that you will join our District Board of Trustees and me in supporting and advocating for adequate operational funding, needed facilities and sound higher education policy.

Sincerely,

Dr. Carol W. Eaton, President

In 1957, the Florida Legislature authorized Daytona Beach Junior College. The College merged with Volusia Community College, also founded in 1957. In 1966, DBJC and VCC merged into one college. Eventually, the name was changed to Daytona State College to reflect the addition of baccalaureate programs to offerings for the community.
As Florida continues a slow economic recovery and demands on the state budget continue to increase, state funds will continue to be stressed. The Florida College System (FCS) institutions, including Daytona State College, experienced phenomenal growth between 2006 and 2010. The colleges are grateful for the Legislature’s support to try to accommodate and provide for this accumulated growth.

As universal emphasis moves toward funding “outcomes” rather than seat time, the FCS is well-poised to engage in appropriate performance-based funding. The FCS participated in a performance funding model for several years, but the funding was eventually cut from the budgets. FCS institutions were very successful in increasing performance during those years.

The FCS Council of Presidents (COP) is proposing a bold plan for Florida by creating a multi-year effort to raise Florida’s performance in postsecondary education to “first” in the nation. Specifically, the goals include elevating Florida to first place in:

- **FIRST IN PREPARATION FOR CAREERS**
  
  **The Goal:** The FCS will increase the percentage of college graduates employed in Florida within one year of completion.

- **FIRST IN SUCCESS & COMPLETION**
  
  **The Goal:** The FCS will increase the number of degrees and certificates awarded.

- **FIRST IN ACCESS & AFFORDABILITY**
  
  **The Goal:** The FCS will increase the number of Floridians enrolling in Florida colleges and state universities; improve the affordability of higher education by limiting college system tuition increases; and grow the most robust dual enrollment pathways with public school and university partners.

- **FIRST IN ACCOUNTABILITY**

  **The Goal:** The FCS will lead the country in embracing an aggressive performance-based model of fiscal support, with at least 10 percent of state appropriations based on clear performance metrics, and with full, public transparency on institutional and system performance.

  To support that commitment, the FCS is requesting $42.5 million in new operational funding. Daytona State College’s allocation would be approximately $1.4 million. Added to that would be $171,552 to cover operating costs of new facilities.

  As stated in the *New York Times*, August 15, 2012 edition, individuals who are less educated are having a more difficult time finding jobs. The article states: “From late 2007, when the recession began, to early 2012, the number of people with jobs in the least-educated group fell by more than 5.8 million, or 10 percent. In the middle group, recession losses were not as steep and were almost completely reversed by earlier this year. And in the best educated group, in which there was no net loss during the recession, the number of people with jobs climbed by 2.2 million, or 5 percent.”

  Clearly this shows the value of the Legislature’s investment in higher education.

Daytona State College ranked nationally (among more than 4,600 institutions) for the number of associate degrees awarded in the following:

- 6th for Communications Technologies, Technicians & Support Services
- 14th for Associate degrees - Total non-minority
- 15th for Liberal Arts & Sciences, General Studies & Humanities
- 29th for Associate degrees - All disciplines
- 45th for Registered Nursing, Nursing Administration, Nursing Research & Clinical Nursing
- 58th for One-Year Certificates
- 61st for Associate degrees awarded to African-Americans - All disciplines
- 75th for Associate degrees - Total minority group - All disciplines
RENOVATIONS/REMODELING

Daytona State College is more than 55 years old and has several aging facilities, as well as an infrastructure in need of renovations and remodeling. Every college is required to list this category as its first priority annually.

DSC Renovations/Remodeling Request – $2,100,000

FLAGLER/PALM COAST CAMPUS
CLASSROOM BUILDING

This 23,436-square-foot building will double the capacity of the college’s northernmost campus so that Flagler residents can access more education and training opportunities without having to travel to the Daytona Beach Campus. The completion of this facility should provide adequate space for up to 10 years of projected population growth. Over the last 10 years, the F/PC Campus averaged more than 2,300 students. This funding will complete and equip the F/PC Classroom Building project and will replace modular classroom space.

DSC Construction Funds Request – $532,678

DAYTONA BEACH CAMPUS CLASSROOM/
STUDENT SERVICES BUILDING

The one-story Student Activities Center and the nearby Theater Center are each more than 46 years old. Daytona State College proposes to knock down the Theater Center leaving one wall from which to build a larger multi-story classroom/student center building on that footprint. The college received $2.4 million in planning funds in the 2012 legislative session and is requesting the major portion of construction in the 2013 legislative session. Completion funding for this project will be requested for 2014-15 in the amount of $3.9 million.

DSC Construction Funds Request – $24,008,017

Thanks to Daytona State College’s commitment to build a Thermal Storage System, the college will receive a $1.1 million rebate, the largest ever given, from Florida Power & Light.

In the 2010-11 system-wide rankings of the greatest number of students completing their degree programs, Daytona State College ranked seventh out of 28.
As national and state education policy experts discuss the cost and time to degree for developmental education students, the Florida College System seeks to be proactive. As open-door postsecondary institutions, we see developmental education as critical to the Florida College System mission.

As discussed in recent practitioner workshops around the state, many factors contribute to the need for developmental education. An individual student's needs depend on the student's background including, but not limited to: educational preparation, type of high school diploma earned, economic background, first generation in college, or length of time out of a classroom environment. While Florida has made great strides in improving the preparation of high school graduates in recent years, we will still need to provide developmental education for some recent high school graduates and for older, returning students who have been out of the learning environment for more than a couple of years.

The Florida College System has encouraged its member institutions to develop innovative approaches to better serve these students. Recently, innovative practices have been put into place for a few institutions taking part in a pilot project. Other institutions have successfully allowed students to take an immersion course in developmental education (4 or 8 weeks) and then to complete an accelerated college credit course for the remainder of the same semester.

Developmental educators in the 28 institutions of the FCS have more innovative ideas and should be allowed and encouraged to develop them. However, the current Florida statutes restrict our delivery options. We need greater flexibility.

As stated above, students who only require minimal or area-specific developmental education may not need to spend an entire semester in a developmental education course before they are permitted to enroll in a college credit course. Students are easily discouraged when required to take an entire semester or more of developmental coursework before they can enroll in college-level classes. These students may be more successful if permitted to take a college-level course with an embedded and required developmental education component, to take additional, shortened labs or to participate in some other more flexible course and support delivery method. Others may need only to focus on a specific area of a subject. Another major concept that is gaining popularity is the consensus that developmental education should be more contextualized so that the student sees the relevancy to the degree goal. Students would likely be encouraged and move through the system faster.

Many practitioners believe that multiple assessments should be used to place students more effectively rather than relying on any single placement cut score. Every effort must be made to assure that we place students as accurately and appropriately as possible.

It behooves the state to provide effective developmental education so that the future workforce will be prepared to participate and assist in a revitalized Florida economy.

Request: Support statutory flexibility to allow institutions to provide more innovative, creative and effective developmental education delivery and allow for multiple assessments for placement of students.

The Daytona State College Center for Women & Men has been providing services to displaced homemakers in Volusia and Flagler counties for 35 years. Last year, the program provided workforce readiness training to 154 eligible students, with 140 completions and 45 job placements. Twelve students transitioned into DSC for certificate training or college degree programs.

Daytona State College developmental students' success rate was ranked in the state as follows:

<table>
<thead>
<tr>
<th></th>
<th>DAYTONA STATE COLLEGE</th>
<th>FLORIDA COLLEGE SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.8%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>73.2%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Math</td>
<td>84.9%</td>
<td>55.9%</td>
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</tbody>
</table>
Dual Enrollment provides qualified and prepared students an opportunity to accelerate in higher education by allowing them to enroll in post-secondary courses while still in high school. No tuition is charged for dual enrollment courses. Many students can complete up to two years of their college education free of charge.

Florida requires that all dual enrollment faculty, whether employees of the school district or the college, meet Southern Association of Colleges and Schools college faculty requirements – at least a master’s degree plus 18 graduate credit hours in subject field. The college credits earned by dual enrolled students are transferable to any public postsecondary institution in Florida via the Statewide Course Numbering System.

High School students participating in college-level dual enrollment must have an un-weighted 3.0 GPA. These students also must pass the appropriate sections of the Postsecondary Education Readiness Test (PERT). Additional requirements may be specified in the agreement between the district and the local community college.

For non-credit, career technical education coursework, the high school student must have a 2.0 GPA.

There has been historical debate about whether "Dual Enrollment" or "Advanced Placement" is more beneficial for high school students attempting to bank college credit applicable to their postsecondary degrees. The general consensus is that both programs are valuable, as are Advanced International Certificate of Education (AICE) and International Baccalaureate (IB) programs.

Regarding cost efficiency, an Office of Program, Policy Analysis and Government Accountability (OPPAGA) report in 2006 concluded that: “The incentive funding paid for each credit hour earned by passing an AP exam costs nearly twice what it would have cost for students to earn the same credits by passing the course at a Florida community college or university” (OPPAGA 2006a, p.4).

There is a misconception that dual enrollment is “double funded,” since both the high schools and the colleges receive an amount of funds for these students. In fact, both systems incur costs in providing dual enrollment opportunities for high school students. Just as in the case where an individual has two homes, overhead costs are accumulated in both places.

Request: Support access to dual enrollment opportunities through adequate funding to make up for the loss in tuition and fee revenue.
There is ongoing discussion in the Legislature about the creation of an online university. Speaker Designate Weatherford has discussed this as a priority for the 2013 session. In addition, the 2012 Legislature appropriated $300,000 to the Board of Governors to study the creation of an online university. In addition, the 2012 Legislature merged the FCS and SUS library automation systems, the Florida Distance Learning Consortium and FACTS.org into the Florida Virtual Campus. The Florida Virtual Campus became operational on July 1.

There are those outside of academia who believe that unlimited numbers of students can be provided a college education via the Internet. Distance learning, or online coursework, is a wonderful supplement for today's students at every level. There are a minority of students who for a variety of reasons find that a full-online distance learning experience meets their needs. The reality is that most postsecondary students tend to take a mix of traditional seat time classes/labs and supplement them with distance learning courses. Many students, however, desire and need face-to-face interaction with other students and faculty.

Online courses costs are comparable when one considers broadband, media servers, licenses, software for identity verification, plagiarism detection, assessment and content creation. Video production, faculty training, helpdesk costs/extended hours and integration with college databases add to the cost. Links must be kept updated and adherence to intellectual property/copyright laws must occur. Attention must be given to rapidly changing technology.

Large classes can be a quality control problem when it comes to instructor interaction with individual students and assessments of student performance.

As we move toward Student Learning Outcomes (SLO) and output funding models, the responsibility for meeting outcomes may be more difficult to track and use to provide accountability if we move to a centralized online environment. This could have accreditation implications as well as divisive funding consequences for individual institutions during these times of fiscal challenges.

As reported in the Wall Street Journal, July 18, 2012, Shanna Smith Jaggars, who studies online higher education as part of the Community College Research Center at Columbia University's Teachers College, said, "Students who take courses online do no better than traditional students, and at the community college level, online students are more inclined to drop out of classes."

In 2011-12, nearly 13,759 DSC students took a form of distance education.

<table>
<thead>
<tr>
<th>ADULT EDUCATION</th>
<th>COLLEGE CREDIT</th>
</tr>
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<tbody>
<tr>
<td>Hybrid*</td>
<td>Hybrid*</td>
</tr>
<tr>
<td>175</td>
<td>3,461</td>
</tr>
<tr>
<td>Online Total</td>
<td>Online Total</td>
</tr>
<tr>
<td>698</td>
<td>11,339</td>
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<tr>
<td>Total</td>
<td>Total</td>
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<tr>
<td>785</td>
<td>12,974</td>
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*Hybrid classes are a blend of face-to-face and online.
Florida College System institutions have been successful at raising private funds to help deserving students, establish programs of excellence, provide for faculty/staff development, and supplement state funds for facilities projects. For several years, the state has been unable to match funds for these programs, with the exception of the First Generation in College program. The State Board of Education (SBOE) is requesting that, as part of its Legislative Budget Request for the FCS, a portion of the accumulated unmatched funds be provided from an appropriate non-recurring source. Daytona State College has accumulated the following in the three matching fund categories:

- Facilities Enhancement Matching Fund – $3,016,731
- Dr. Philip Benjamin Matching Fund – $5,626,743
- First Generation in College Scholarship Matching Fund – $64,504

**Request:** Support the SBOE request for matching funds.

The DSC Foundation awarded $911,719 to 1,278 students in the 2011-12 school year, and $713,221 for program support, for a combined total of $1,624,940.

In 2010-11, 100 percent of the students in Dental Hygiene, Physical Therapy Assistant and Radiography passed the state licensure exam. Following closely behind were Paramedic at 99.2 percent; Practical Nursing, 98.5 percent; Cosmetology and Firefighters, 95 percent; Associate Degree Nursing, 94.7 percent; Massage Therapy, 93 percent; Occupational Therapy Assistant, 91 percent; and Corrections, 90 percent.
It is anticipated that during the 2013 legislative session, significant changes may be made to the laws governing higher education in Florida. This may require a revision of the laws relating to the Florida College System. In addition, the Higher Education Coordinating Council has recommended that the State Board of Education and the Board of Governors “jointly review the current process for the development and delivery of public baccalaureate education and recommend potential revisions, if any, that will provide Floridians with expanded access to quality baccalaureate degree programs in the most efficient and cost-effective way." In addition, the Board of Governors has established a committee to look at the issue of access. A report from this committee is not scheduled until after the 2013 legislative session.

HB 7135 passed during the 2012 legislative session left a few issues in need of clarification. One aspect of the legislation was to limit general education hours to 30, down from 36, with 15 hours to be standardized across both public systems. There may be an unintended consequence as it relates to associate of science degrees. The required pre-requisite advising component may have an impact if universities do not regularly update their websites. This complex legislation may require a “glitch” bill to correct any unintended consequences.

It is recommended that Daytona State College support maintenance and strengthening of local District Board of Trustees authority and responsibility for governance.
In 2009-10, at least 10 DSC workforce programs had average annual incomes of over $40,000.

- Associate Degree Nursing .................. $51,024
- Educator Preparation Institute ............... $40,632
- Paramedic ....................................... $42,968
- Fire Apparatus Operator ..................... $54,080
- Physical Therapy Assistant .................. $42,896
- Respiratory Care .............................. $40,056
- Criminal Justice Technology ................ $41,416
- Emergency Medical Services ................. $63,260
- Digital Media/Multimedia Production ....... $48,472
- Fire Science Technology .................... $63,536

**Top 15 Programs by Enrollment**

- Associate of Arts • BAS Supervision & Management
- Computer Science • Nursing
- Business Administration • Culinary Management
- Photographic Technology • BS Engineering Technology
- Cosmetology • Music Technology/Audio Recording
- Law Enforcement Recruit Training • Paralegal
- Accounting Terminology • BS in Education
- Human Services

**Top 15 Programs by Graduation**

- Associate of Arts • Computer Science • Nursing
- BAS Supervision & Management • EMT/Paramedic
- Law Enforcement Recruit Training • Cosmetology
- Accounting Technology
- Office Administration/Management
- Culinary Management • Photographic Technology
- Business Administration • BS in Education
- Patient Care Assistant/Nurse's Aide • Human Services

**Number of Graduates by Degree Type in 2011**

- 1,969 Associate of Arts
- 1,309 Certificates
- 557 Associate of Science
- 281 Bachelor of Applied Science
- 232 Associate of Applied Science
- 137 Applied Technical Diploma
- 74 Bachelor of Science
- 53 Apprenticeships
- 13 Educator Preparation Institute
- 1,135 GED Graduates
- 25 Adult High School Diplomas

**TOTAL ........... 4,625**