



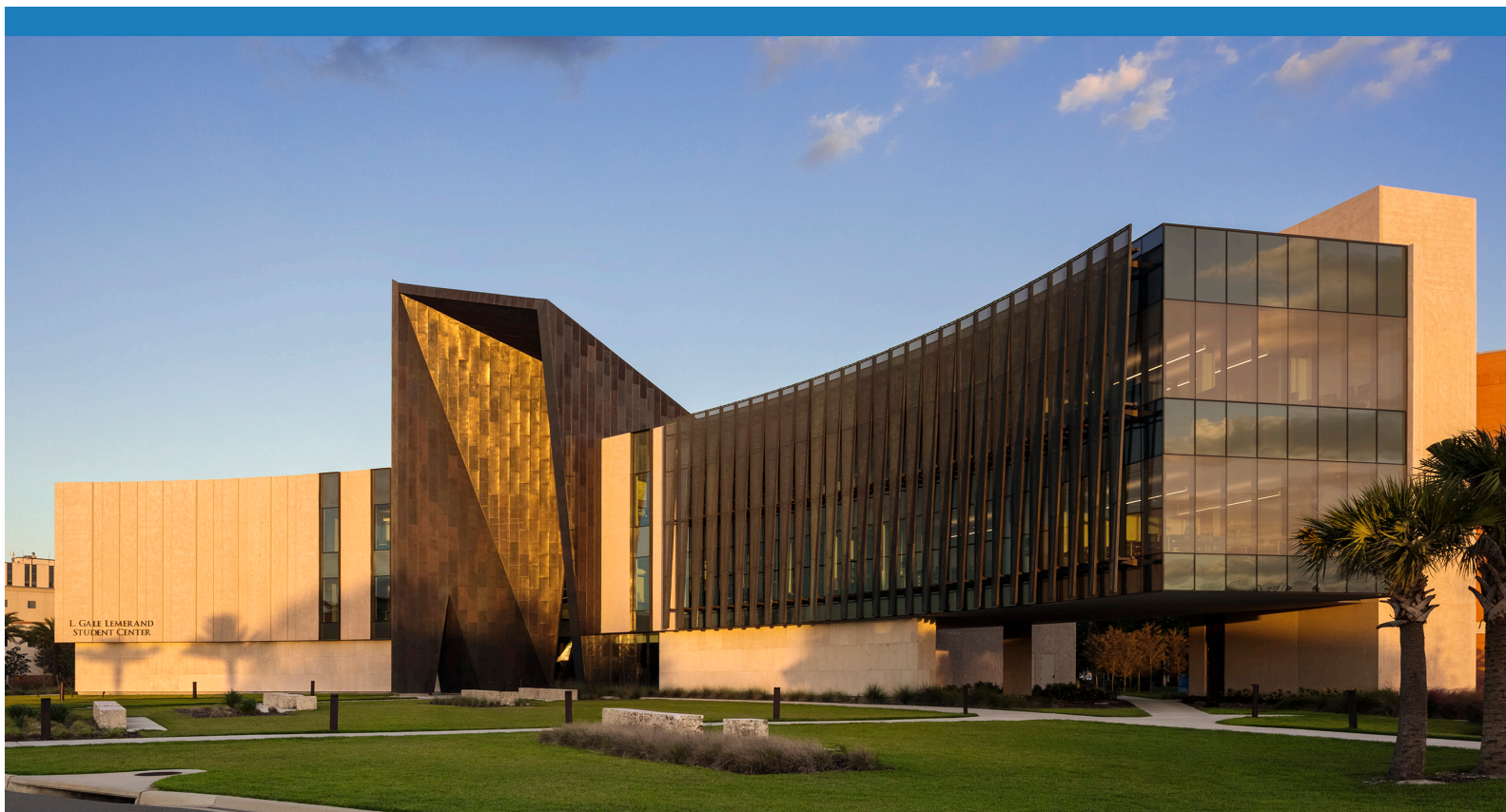
DAYTONA STATE COLLEGE STUDENTS 1st

Customer Service Manual

Adapted from materials developed by the faculty of the
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Introduction to Customer Service

What Is Customer Service?

Great customer service starts with understanding what students need. At Daytona State, our goal is simple: every student should feel valued. In every interaction, focus on four things; students should feel welcome, comfortable, understood and important. In short, that they belong here.

Daytona State College's foundation for successful customer service relies on five quality values:

1. **Competence** – demonstrating proficiency in all areas of responsibility
2. **Consistency** – delivering a standardized level of service
3. **Compassion** – providing empathetic, personalized service
4. **Coordination** – collaborating with others on concerted efforts to enhance service
5. **Communication** – maintaining an open, honest, and helpful dialog with students

This policy of collegewide customer service at Daytona State is effective through a culture of empowerment and accomplishment among students, faculty, and staff.





Understanding Students' Needs

Great service starts with meeting students' basic needs. At Daytona State, we want every student to feel valued. In every interaction, focus on helping them feel welcome, comfortable, understood and important.

Students need to feel that they belong.

Help create that sense of belonging by making students feel welcome and appreciated. A smile or a quick hello in passing goes a long way. When a student comes to you with a question or concern, be patient, open, and honest in your response.

Students need to feel comfortable approaching us.

Make it easy for students to reach out. Show that you're willing to help, even if you can't solve the problem yourself. Take time to listen, then connect them with the right person or resource.

Students need to feel understood.

Listen closely and respond with empathy. Don't assume you know what a student is asking. If something isn't clear, ask questions to make sure you understand before you answer.

Students need to feel important.

Every student matters at Daytona State. Treat them with respect, never dismissing or ignoring their concerns. Dignity and courtesy in every interaction remind students that they are the reason we're here.



Professionalism

As a representative of Daytona State, every faculty and staff member is expected to show professionalism when working with students, prospective students, colleagues and the public. This applies on campus and in the community. Professionalism shows up in how we look, how we act and how we treat others. The next section highlights Daytona State's standards for appearance, conduct and etiquette. DSC's dress code is business casual.

Professional Appearance and Dress

The way you present yourself shapes how students see you. A professional appearance earns respect, but it's just as important to remain approachable and friendly. Here's how to strike the right balance:

Appearance/Presence

- How you carry yourself matters as much as what you wear.
- Stand tall, use good posture and make eye contact when speaking with students.
- Move with purpose - not rushed or sluggish - to show confidence and attentiveness.
- Keep your tone calm, confident and welcoming so students feel at ease.

Dress Code

- Wear clean, professional attire and maintain good personal hygiene.
- Choose attire that fits the workplace setting and looks coordinated.
- Tank tops, spaghetti straps, and clothing that exposes midriffs are not appropriate for work.
- Dresses and skirts should be no shorter than just above the knee.
- Jeans and shorts are generally not acceptable.
- Footwear should be clean, professional, and work appropriate – no flip-flops, sneakers or casual beach styles. Sneakers may be allowed in designated departments, based on VP approval.
- Always wear your Daytona State nametag so students can identify you.

Guidelines for dress may be varied with approval from the appropriate associate vice president or vice president.

Professional Conduct

At Daytona State, faculty and staff are expected to practice business etiquette in every interaction with students, colleagues and the public. That means being courteous and respectful, staying approachable and attentive, and handling conflicts in a professional way.

Courtesy

The Golden Rule of Service

Treat students the way you'd want to be treated if you were in their place. Every interaction should reflect patience, respect and a willingness to help.

- **Students come first.** Even if you're in the middle of another task, make them your priority.
- **Acknowledge everyone.** If you're on the phone or helping another student, take a moment to greet the one who just arrived and let them know you'll be with them shortly.
- **Be patient.** You may answer the same question many times a day, but remember it's likely the first time that student is hearing it. Don't talk down to students if they don't understand our policies or procedures.
- **Use clear language.** Avoid acronyms, jargon or internal terms students may not know.
- **Take time to teach.** Show students how to use the portal or find information so they feel confident doing it themselves next time.
- **Go the extra step.** Make sure students leave with all the information they need, even answers to questions they may not have thought to ask yet.
- **Say what you *can* do.** Instead of a flat "no," focus on solutions and what support you can provide.
- **If the answer must be "no,"** explain why and, whenever possible, suggest an alternative solution.
- **If the student isn't satisfied,** connect them with your supervisor so they can explore other options.
- **Protect student privacy.** Keep personal information and concerns confidential; avoid situations where others nearby can overhear.
- **Help with next steps.** Walk students to the right office or call ahead to make sure someone is available to assist.
- **Give clear directions.** Use referral forms or a campus map when sending students to another building.
- **Be flexible after hours.** If a student knocks just after closing, see if you can quickly help.
 - If it's a simple question, answer it on the spot.
 - If not, kindly explain the office is closed, take their information, and follow up once the office reopens.
- **Document the visit** with advising notes so students do not have to ask the same questions multiple times.



Respect

- Speak to students and colleagues in a professional, respectful way. Sarcasm, impatience or condescension don't belong in the office.
- Give students your full attention. Don't talk or text on your phone while helping them, even if they're filling out paperwork. Using your phone for personal use is generally not permitted during work hours.
- Avoid eating in front of students or keeping food at your desk - meals and snacks should be kept in designated break areas.
- Never complain about students or discuss their personal matters where others can overhear.
- If a student received wrong information or forms from another employee, don't criticize that person in front of the student. Stay calm, resolve the issue and then raise the concern privately with your supervisor at a later more appropriate time.

Demeanor

Your demeanor shapes how students see you, your department and the College. Always aim to be friendly, approachable and helpful.

- Put personal conversations on hold when students are present, even if a colleague is assisting them or on the phone. Students should always feel like the priority — never like they're interrupting.
- Remember that your personality and attitude set the tone for every interaction.
- Stay positive and calm, even when a student is upset, angry or anxious. Show empathy and understanding so students know the College truly cares about them and their concerns.

Disagreements or conflicts may arise at times — between staff, management, or students. What matters most is how we handle them. Aim to resolve conflicts quickly, respectfully, and constructively.

The guidelines below offer best practices for addressing conflicts with students:

Responding to Conflicts

- Listen patiently and give the student space to explain their concern.
- Show empathy so they feel heard and understood.
- Stay calm and avoid arguing.
- Don't get defensive or place blame, no matter what is said.
- Be courteous and reassure the student that you will work to address their concern.
- Only make promises you are certain you can keep.
- If a student asks to speak with a supervisor, don't take it personally — it's natural for them to want additional support.
- Always let your supervisor know about difficult situations or upset students, even if you feel you handled it well. This helps the team learn and prepares leadership in case the issue escalates.

Resolving Conflicts

- Keep the focus on solutions. Even if the outcome isn't exactly what the student wanted, they should feel you took their concerns seriously and made a real effort to help.
- A positive attitude and encouraging language go a long way toward easing tension.
- If another staff member made a mistake, don't point it out - just resolve the issue. Students want results, not excuses.





Professional Etiquette: Face-to-Face, Phone, Voicemail, and Email Interactions

Professional etiquette refers to how we carry ourselves in the workplace and how we follow policies and procedures. At Daytona State, it means always putting students first and treating them with courtesy and respect in every interaction — whether in person, on the phone or by email.

Face-to-Face Etiquette

When working with students in person, focus on making a good impression from start to finish - greeting them warmly, offering clear assistance and preparing them for any next steps.

Greeting:

Greet students right away when they enter - don't wait for them to approach you.

If a student is waiting near the entrance, walk over to them instead of calling out from across the room.

Assistance:

When helping students with questions about their program resources, financial aid or other needs, always start by asking for their name and ID. This ensures you can give accurate information specific to them, rather than general advice.

If a process can be completed online, offer to walk the student through it as well as mentioning the online option. Some students may not know it exists, may not be sure how to access it, or may simply prefer in-person help.

Before asking students to log into their student portal, check if they know how. If not, guide them through the process step by step.

If you can't fulfill a request, offer alternatives. For example, if a class is full, suggest checking again during drop/add or registering for B-term.

If you aren't able to solve the issue yourself, see if a quick phone call can help before sending the student elsewhere.

If you must refer a student to another office, use a referral form. Include clear details about the task and your name and contact information, so they know who to follow up with if needed.

Additional Guidance:

If students need to take another step, ask them to repeat it back so you know they understand the instructions.

Before they leave, always check if there's anything else you can help with: "Do you have any other questions or concerns?"





Telephone Etiquette

Good phone etiquette covers every part of a call — from answering and placing calls to handling difficult callers, putting someone on hold, transferring, taking messages and ending the conversation politely. Also, remember to add good advising notes to document the call for future interactions.

Answering Calls:

- Aim to pick up within three rings.
- Greet callers in a friendly, helpful tone - and keep that tone throughout the call.
- Smile first. Even if they can't see it, a smile helps set a positive, welcoming tone.
- Speak clearly, at a moderate pace, using proper grammar. Avoid acronyms or jargon students may not understand.
- Begin by identifying yourself, your department and the college. Example: "This is Jane Doe in Financial Aid at Daytona State College. How may I assist you today?"
- If the caller doesn't identify themselves, ask for their name and student ID number so you can confirm their information.
- Use the ID number to look up details and give accurate answers.
- Ask verification questions to confirm their identity.
- Practice active listening: restate what the student has asked and ask clarifying questions if needed.
- Give the caller your full attention - don't multitask while on the phone.
- If you receive a call but it's not your area of expertise or service, take down their information

and contact info, and then contact the appropriate department rather than transferring people's calls.

- Before ending the call, confirm whether their needs were met.
 - If yes: thank the student and end the call politely.
 - If not: explain the next steps. If you must transfer them, say who you're connecting them to and provide a direct number. If more research is needed, schedule a follow-up call.

Making Calls:

- Plan ahead. Know what you want to say before you dial.
- Introduce yourself right away. State your name, department, and the reason for your call.
- Confirm who you're speaking with. Ask: "Am I speaking with...?" If not, politely request the person by name.
- Use formal address at first. Don't switch to first names unless the student invites you to. Speak clearly. Keep your tone even, your pace moderate, and your message concise.
- Watch your tone. Stay calm and respectful, especially if the person is upset.
- Give your full attention. Don't multitask, eat or drink while on a call.
- Practice active listening. Restate the student's comments and ask questions to be sure you understand their needs.





Handling Rude or Impatient Callers:

- Every caller and situation is different. What works with one student may not work with another, so stay flexible and focus on finding a solution that feels fair to everyone.
- Stay calm and respectful. Keep your tone even, your pace steady, and your message clear.
- Use active listening. Repeat back what the caller has said and ask clarifying questions to show you understand.
- Apologize when appropriate. A simple, sincere apology for the frustration or confusion - even if you're not at fault - can go a long way toward easing tension.
- Know when to escalate. If a caller insists on speaking with someone in authority, or if the issue is beyond your ability to resolve, connect them with a supervisor.
- Protect your energy. After a tough call, take a moment to reset - step away for a short break, grab some water or chat briefly with a colleague. This helps you stay positive for your next interaction.

Placing a Caller on Hold:

- Sometimes you'll need extra time to look up information or check details. When that happens, always give the student a choice: would they prefer to hold, or receive a call back? Apologize for the delay either way.
- If the caller chooses to hold:
 - Explain why you're placing them on hold and give an estimated wait time.
 - If the wait is longer than expected, pick up the line, give a quick update, and ask if they'd like to keep holding or get a call back.

- If they choose to stay on hold, thank them for their patience and reassure them you'll be back as soon as possible.
- If the caller prefers a call back:
 - Agree on a specific time and date, then record it and follow through.
 - If you're waiting on another department, keep track so you don't miss the promised callback.

Transferring Calls:

When transferring a call, make the process smooth and reassuring for the student.

- **Explain the reason.** Let the caller know why the transfer is needed (wrong number, specialized question, etc.) and apologize for the inconvenience.
- **Give details.** Share the name of the person or department you're transferring them to and provide the direct number in case the call drops.
- **Check in first.** Ask if the caller has any other questions you can answer, then request permission to transfer. This helps them feel in control.
- **Show care.** Thank the student before transferring, and share your name and extension in case they get disconnected. This shows you're personally invested in their issue.
- **Stay and introduce the caller to the team member** when transferring.



Taking Messages:

When taking a message, accuracy and clarity matter. Make sure the recipient has all the details they need to follow up quickly and correctly.

- Use a phone message pad or paper with enough space to capture the full message.
- Keep a working pen handy (and a backup) so you're not scrambling mid-call.
- Record the caller's name and phone number, including the area code. Confirm the spelling of the name to avoid errors.
- Note the date and time of the call for context.
- Mark the priority of the message and include any commitments made. If the caller says it's urgent, clearly write that down.
- Before ending the call, read the message back to the caller to confirm accuracy.
- Initial or sign the message so the recipient knows who took it.
- Deliver the message promptly and place it somewhere the recipient will see right away - such as on their desk, keyboard or computer screen.

Ending Conversations:

- Before ending or transferring a call, ask the student to repeat their next steps so you know they're clear.
- Check if they need anything else: "Do you have any other questions or concerns?"
- If needed, review the student's record for holds and let them know which department to contact.
- When multiple steps are involved, list them in order to make the process easier.
- If additional help is required, connect the student to the right department.

- Thank the student, restate your name and contact information, and invite them to reach out again if needed.
- Close every call with: "Thank you for choosing Daytona State College."

Voicemail Etiquette

Voicemail is a helpful way to stay connected when you can't reach students directly. Handle it promptly and professionally so students feel valued.

Greeting:

- Record your greeting in a pleasant, welcoming tone.
- Include your name and department in the message.
- If you'll be out, update your voicemail with an alternate contact for immediate assistance.

Checking & Returning Calls:

- Check messages often and return calls as quickly as possible.
- Always respond within one business day.
- If you're out sick or away from campus, arrange for a colleague to follow up.

Leaving Messages:

- Speak clearly, keep your message brief, and explain the purpose of your call.
- Tell the student what action (if any) they need to take.
- Avoid long or complicated messages.
- State your name, department, and phone number at both the beginning and end of the message so it's easy to write down.



Email Etiquette

General Guidelines

- Use your Daytona State email for professional purposes only. Avoid jokes, chain letters, or personal messages.
- Respond to student emails within one business day. If more time is needed, send an update with a timeframe for follow-up.
- Set an out-of-office reply when you're away, and include alternate contact information.
- Treat student emails with the same respect you would give a message to a supervisor. Every student is important.
- Use black text and standard fonts. Write in full sentences, avoid acronyms, jargon or text slang.
- For complex issues, pick up the phone instead of writing long emails.
- Invite students to reach out if they have questions or need clarification.
- Use "Reply All" only when necessary; copy only those who truly need the information.
- If forwarding a message, CC the student so they know who now has their request. Include the student's full name and ID number to help colleagues locate their record.
- Refer to students by name, not just as "student."
- Remember that your emails and Teams chats are subject to Florida's public records laws, so be aware of gifs, emoji, etc. as well as your message.

Subject Line:

- **New messages:** Use a short subject line that clearly states the topic. Proofread for typos. Avoid all caps or all lowercase.
- **Replies/forwards:** Trim cluttered subject lines with too many "Re:" or "Fwd:" tags so the topic stays visible.
- **Changing topics or signaling action:** Update the subject line (e.g., "Please Review:" or "Approval Needed:") so recipients know what's required.

Body of Message:

- Begin with a greeting that includes the student's name (e.g., "Hello, Michelle").
- If it's your first email to the student, briefly introduce yourself.
- For common questions (like logins, reinstatements, or the transient process), use pre-written scripts to keep responses consistent.
- Keep messages clear and to the point, but make sure you answer every question in the student's email.
- Write professionally: use correct grammar and spelling, avoid slang or abbreviations and always proofread before sending.
- Skip one-word replies. Instead, write a sentence or two to show appreciation, confirm understanding or outline next steps.
- When sending attachments, make sure file names are clear and descriptive. Rename files if needed before sending.
- End your email with a courteous sign-off such as "Thank you," "Best regards," or "Sincerely."

Signature:

- Your DSC signature block reflects the College's standard branding guidelines and presents a professional and knowledgeable appearance to students and the community.
- Your signature block will include your name, title, department, phone number, building name, room number (and fax number if applicable). Set it up to appear automatically in every email.
- Add the College's mailing address and website for the convenience of off-campus contacts.
- Refrain from using quotes and/or images on your signature block, except for the DSC logo.
- Sample DSC signature block:
David Bowman
Recruiter, Office of Admissions
(386) 506-5555
Wetherell Center (Bldg. 100), Room 118B
1200 W. International Speedway Blvd.
Daytona Beach, FL 32114
DaytonaState.edu
- For Microsoft Teams, Outlook, M365, etc., you may upload your portrait photo or use the default setting that displays your initials. No other image, cartoon or graphic should be used. If you need a professional headshot, please submit a Creative Services Portrait/Headshot request in the DSC Service Portal.



Service Quality and Customer Satisfaction

As a representative of Daytona State, you are expected to provide quality service to every student, every time. How you interact with students reflects on you, your department and the College as a whole. Students should always feel valued and our goal is to deliver the highest standard of service to earn their trust and loyalty. Service quality is often measured by five core principles: responsiveness, assurance, tangibles, empathy and reliability. The next section explains how you can put each of these into practice.

Responsiveness

- Be willing to help and provide service promptly.
- Tackle issues quickly — problems only grow if left unresolved.
- Take time to understand and support each student's needs and goals.
- Offer convenient hours, personalized service, and attention to detail.
- Keep the student's whole experience with the College in mind, not just their interaction with your office.
- Before saying "no," check with a supervisor or colleague to be sure all options have been considered - always emphasize what you can do.
- Know your department's services well and handle your duties with confidence to earn students' trust.
- Build at least a basic understanding of the resources offered by other Daytona State departments.
- Keep frequently used resources handy and be ready to share phone numbers or additional information when students ask.

Tangibles

Every physical and visible aspect of Daytona State should leave students with a positive impression.

- Keep facilities and equipment clean, orderly and well maintained. Report or address repairs quickly.
- Present yourself with professionalism - through appearance, attitude, and a welcoming demeanor.
- Ensure brochures, handouts and other materials are accurate, useful and visually appealing.





Empathy

- Students need to know they are heard and cared for. Show understanding and compassion in every interaction.
- Listen to students' perspectives and respond with genuine concern.
- Use a calm, supportive tone to help put them at ease.
- Be honest about their status or situation, even if the message is difficult.
- Offer encouragement and guidance, but avoid making promises you can't guarantee.
- If something went wrong, explain clearly, apologize sincerely, and focus on solutions – not blame.
- When you can't meet a request, suggest alternative options or next steps.
- Walk students through processes step by step so they know what to expect.
 - Example: If a student submits an appeal, remind them to keep checking FalconMail for updates.
- Treat each case individually; even if issues look alike, every student's situation deserves personal attention.

Reliability

Students need to know they can count on you. Build trust by being dependable in every interaction - whether in person, by phone, or over email.

- Always follow through on what you say you'll do. If you promise a call back, make it promptly.
- If you can't resolve an issue yourself, connect the student with the right office or resource – and follow up to be sure it's handled.
- Be consistent and fair in your actions.



Service Failures and Recovery

At Daytona State, we all share responsibility for providing students with consistently excellent service. However, there will be times when things don't go as planned. When service falls short, the priority is to recognize the problem quickly, address it promptly and learn from it so similar issues don't happen again.

Service recovery is different from simply handling a complaint. Complaints often call for a quick, short-term fix, while recovery takes a proactive, long-term approach. A strong recovery plan looks at what went wrong, makes improvements and puts safeguards in place to ensure better service in the future.

Service Failures

A service failure happens any time a student is dissatisfied with the service they receive from Daytona State. When this occurs, it's important to recognize it quickly and document the issue so it can be addressed and corrected.

Common Service Failures:

- Long wait times
- Insufficient staffing or resources
- Inadequate training
- Inconsistent responses or treatment
- Poor communication or misinformation
- Requiring unnecessary repeat visits
- Slow or inefficient service
- Overloading or confusing the student

Service Recovery

A service recovery plan should be put into action whenever a service failure occurs. The time and effort needed will depend on how serious the issue is and the student's relationship with the College. No matter the situation, an effective recovery should follow five key steps:

Evaluate

- Listen to the student and solicit information to determine exactly what went wrong, as well as what can be done to fix it.
- Is the student feeling frustrated, irritated, upset, or angry? How can you help them overcome these feelings?
- Do you need to diffuse the situation before attempting to resolve it?
- Are you communicating effectively?
- How severe is the failure?
- Can you conduct the service recovery on your own, or does the situation need to be transitioned to someone in a position of higher authority?





Apologize

- Offer a sincere apology and acknowledge the student's concerns.
- Take ownership of the situation, even if the issue wasn't your fault.
- Avoid blame, defensiveness, or excuses.
- Show empathy so the student feels heard and understood.

Review

- Review the service failure with the student to confirm you're both on the same page.
- Focus on how the student perceives the problem.
- Set aside your own opinions or biases – see the issue through the student's eyes.
- Include the student in deciding how the issue should be resolved.

Resolve

- Fix the issue as quickly as possible, or at least provide the student with an update within 20 minutes.
- Consult peers who may have dealt with similar situations to explore alternative solutions.
- If you cannot resolve the problem on your own, escalate it to a supervisor or another department but continue to take ownership while coordinating with the right person.
- Follow up after the issue is resolved to show ongoing concern for the student's satisfaction.
- Thank the student for their patience, for choosing Daytona State College and for their loyalty despite the service failure.

Document

- Document the failure, the solution, and the recovery steps.
- Use the record as a learning tool for others in your department.
- Tracking failures and resolutions may reveal patterns and help prevent further issues.



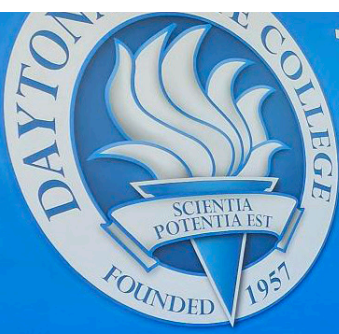
Service Failures and Recovery

We live in a time when most people must call a service center just to complete basic tasks. At Daytona State College, our role is to make all students feel welcomed into our community from the very first inquiry. Every interaction should show respect for their goals and challenges while providing the clear information they need to complete the enrollment process. Each inquiry deserves the same level of enthusiasm, even if the caller is unsure of their commitment to DSC.

Some callers may already be frustrated. They might have struggled to reach us by mail, email or phone, or found our communications difficult to understand. In these moments, it's important to convey empathy without sounding condescending. Use language that acknowledges their concerns and reinforces our willingness to help. For example: "I can understand how that may have been frustrating. I'm happy to help you find a solution," or "We appreciate your feedback and are committed to improving the new student experience." These responses communicate that we are listening, that their concerns matter, and that we are ready to help them move forward.

Service Failures and Recovery	
DO NOT SAY	DO SAY
"No Problem"	"You're welcome, and thanks for calling."
"Please hold,"	"Do you mind if I place you on a brief hold?" And wait for their response before putting the call on hold.
"I don't know"	"I will find out the answer for you."
"Just go to our website"	"Can I email (or tell) you where that is located on our website?"
"I can't"	"I wish we could"
"You'll have to ... "	"We will need to ..."
"Here's what I'm gonna do ..."	"I would be happy to assist you..."
"Let me pull you up on my screen..."	"I am happy to take a look at your..."
"Hold on...my computer is going slow"	"While my computer is loading, let me tell you more about..."
"That is not my department"	"Please allow me to connect you to the correct person that can assist you."
"You have to" or "you should have"	"You would want to..." or "You could..."
"You've got the wrong number"	"I'm sorry, you've reached the ____ Department. I would be happy to connect you to ..."
"He/she's not here right now"	"He/she's in a meeting now and I expect her back by three. I'll see that he/she receives your message then. Or, if you prefer, I would be happy to put you through to his/her voicemail."
"He/she is very busy right now"	"He/she is not available at the moment, can I take a message and he/she will call you back as soon as possible?"
"No."	"Let's see what we can do."





DAYTONA
STATE COLLEGE



Acronyms & Glossary of Terms

AA – Associate of Arts

ABE – Adult Basic Education

ADA – Americans with Disabilities Act

AFC – Association of Florida Colleges

AI – Artificial Intelligence

AS – Associate of Science

ASC – Academic Support Center

ASE – Adult Secondary Education

ATC – Advanced Technology College

AY – Academic Year

CAPE – Career and Professional Employee Council

CASAS – Comprehensive Adult Student Assessment Systems

CIMT – Critical Incident Management Team

COA – Cost of Attendance

Commencement – Graduation Exercises held annually in May

Convocation – Awards Ceremony held annually in April

CS – Campus Solutions PeopleSoft Pillar

CTE – Career and Technical Education

D2L – Desire 2 Learn (Brightspace is our DSC LMS)

EAF – Employment Action Form



DAYTONA STATE COLLEGE
STUDENTS 1st

ED – U.S. Department of Education

DOE – FL Department of Education

ESOL – English of Speakers of Other Languages

FAFSA – Free Application for Federal Student Aid

FAR – Faculty Activity Report

FCLE – Florida Civic Literacy Exam

FCS – Florida College System

FERPA – Family Educational and Rights Privacy Act

FPC – Flagler/Palm Coast Campus

FSCM – Financial Supply Chain Management PeopleSoft Pillar

FTE – Full –Time Equivalency

FTIC – First-Time-in-College

FWS – Federal Work-Study

FY – Fiscal Year

GED – General Education Diploma

GPA – Grade Point Average

HIPAA – Health Insurance Portability and Accountability Act

HCM – Human Capital Management PeopleSoft Pillar

HLC – Higher Learning Commission

IWS – Institutional Work-Study

JA – Judicial Affairs

LMS – Learning Management Software

MCCMEA – Mike Curb College of Music, Entertainment and Art

MFA – Multi-Factor Authentication



MOU – Memorandum of Understanding

NCR – Non-Campus Restriction

NJC – News-Journal Center

OJT – On-the-Job Training

PERT – Postsecondary Education Readiness Test

PII – Personal Identifying Information

PO – Purchase Order

PSAV – Postsecondary Adult Vocational

PSV – Postsecondary Vocational

SACSCOC – Southern Association of Colleges and Schools Commission on Colleges

SALT – Senior Academic Leadership Team

SAP – Satisfactory Academic Progress

SBOE – State Board of Education

SGA – Student Government Association

SLS – School of Student Life Skills

SRR – Staffing Recruitment Request

SSO – Single Sign On

Student Accounts – Some colleges call this Bursar

Student Advocate – Some colleges call this Ombudsman

SUS – State University System

SXS – Senior Executive Staff

TABE – Test of Adult Basic Education

TEAS – Test of Essential Academic Skills

TNUR – Temporary Network User Request

UGD – Undergraduate





DAYTONA STATE COLLEGE STUDENTS 1st

Customer Service Manual

Adapted from materials developed by the faculty of the
Mori Hosseini College of Hospitality and Culinary Management.