

**FREQUENTLY ASKED QUESTIONS
2021 BACCALAUREATE ACCOUNTABILITY REPORTS**

For questions regarding the template, data or submission process through Microsoft Teams, please contact FCSBacc_report@fldoe.org or 850-245-0407.

Last updated: March 31, 2021

- 1. Question: Who has access to view my college’s Teams site?**
Answer: The default users for each college’s Teams site are the college chief academic officers (CAO) and baccalaureate liaisons. CAOs and baccalaureate liaisons may designate additional users by emailing FCSBacc_report@fldoe.org.
- 2. Question: What do I do if the baccalaureate programs listed in the Teams site do not match my college’s offerings?**
If a college finds discrepancies between its active programs and the number of forms, users should notify Division staff immediately, either through “Posts” on Teams or via email at FCSBacc_report@fldoe.org.
- 3. Question: Am I able to edit my attachments once they are uploaded?**
Answer: Yes. Colleges can make any changes to submissions up until the deadline of May 14, 2021, at 11:59 p.m. EST. After that time, the “Upload Submission” folder will be locked for college editing.
- 4. Question: Do I have to upload all submissions at once?**
Answer: No. Colleges may upload forms on a rolling basis, and they can make any changes to submissions up until the deadline.
- 5. Question: Do I have to save working documents in Teams?**
Answer: No. The Division anticipates that most users will download the forms and work on drafts outside the FLDOE Teams environment (e.g., through college shared drives). If colleges wish to use the FLDOE Teams environment for working drafts, we recommend adding a folder to that effect. The “Upload Submissions” folder is for completed final submissions.
- 6. Question: What is the next step after I upload all my college submissions?**
Answer: Division staff will review the uploaded materials and provide feedback in writing on each program based on the review of the accountability report. For programs with deficiencies on market demand, program resources, or student success indicators, the Division will outline findings and recommendations designed to improve performance. Colleges will be notified once this review is complete and findings are available for download.

7. Question: My baccalaureate program is new. What information am I expected to provide?

Answer: For new programs, the Division will be looking to ensure market demand is met. New programs are not expected to have historical trend data. You are only expected to submit form 4 to indicate the primary contact for the program (under "Institutional Information") so we have a contact for our records. If you wish to change the primary SOC code, you will complete section I. part C, as well. It is acceptable to leave the remaining sections blank, as we know the program start date.

8. Question: What if I disagree with data presented on my program form?

Answer: First, we ask that you review the raw data provided in your college's Teams channel followed by a close review the data and methodology in the General Teams channel. Look to see if the methodology we used is the same methodology you used.

Apples-to-Apples

If you are using the **same methodology** as us and arrive at different figures, please notify us as soon as possible. *For example: We report your headcount enrollment in 2019-20 as 125 using the state reporting year, which includes summer 2019, fall 2019, and spring 2020. Using those exact same specifications, you arrive at a headcount of 111. We want to look into the discrepancy to see if this was an error since the methodology was apples-to-apples.*

Apples-to-Oranges

If you are using a **different methodology** than ours and arrive at different figures, we would not consider the data to be incorrect. *For example: We report your headcount enrollment in 2019-20 as 125 using the state reporting year, which includes summer 2019, fall 2019, and spring 2020. You tell us your 2019-20 headcount was 143 using fall 2019, spring 2020, and summer 2020 data. In this example, because the methodologies are not apples-to-apples (the summer terms vary), we would not consider our figures to be incorrect.*

If you wish to provide your own data to supplement what was provided to you using your methodology, you may do so in the narrative portion of Form 4 and/or by uploading any supporting material in the appropriate "Upload Submissions" folder.

9. Question: Do you expect us to use a specific methodology for arriving at the FTE figures in the "Maintaining Qualified Faculty" table on Form 4?

Answer: Each institution has discretion to identify how faculty FTE calculations are determined (i.e., there are no statewide expectations around how many courses constitute load). Institutions should indicate their methodology in the narrative portion.

10. Question: How do you define "terminal" faculty in the "Maintaining Qualified Faculty" table on Form 4? Do you expect us to use a specific methodology for calculating those figures?

Answer: We generally defer to SACSCOC related to faculty credentialing expectations. That said, we also recognize that institutions are best positioned to determine appropriate credentials and alternative credentials. Institutions can indicate their credentialing

requirements in the narrative.

As it relates to the terminal degree rows, below is an example of the methodology colleges could use.

Denominator: Number of upper-division course sections taught by FT Faculty in given year

Numerator: Number of upper-division course sections taught by FT Faculty who had terminal degree

Figure reported in table II. B: Percent of sections taught by FT Faculty who had terminal degree (Course sections taught by FT Faculty who had terminal degree/All upper-division course sections taught by FT Faculty)

Alternative methodologies are acceptable as long as they are detailed in the narrative.

11. Question: For Form 3, Questions 10-11, how do I know if my college submitted its Annual Financial Report and Cost Analysis Report?

Answer: For 2019-20, all FCS institutions submitted their [Annual Financial Reports](#) and [Cost Analysis Reports](#).

12. Question: Enrollment in my program is on the decline across the state/nation. How will this be handled in the review?

Answer: If there are steep declines in enrollments or multiple years with low/no enrollment, we encourage colleges to explain those in the narrative, as well as any efforts underway to increase or keep enrollment steady.

13. Question: What are reviewers looking for in college submissions?

Answer: In short: improvement or excellence. Below are the types of questions reviewers may have.

- Has the program's performance changed over time or remained consistent?
- Are data "trending" in the right direction?
- If the performance has declined over time, does the narrative adequately explain the decrease?
- Did the college provide any additional evidence to speak to the success of the program?
 - Results from institutional program reviews.
 - Data measuring performance, with clear descriptions of methodology.
 - Other evidence.
- How does the program perform compared to statewide averages?

• Statewide Averages - Retention and Completion

	Retention			Completion		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Median	75.0%	75.6%	75.0%	64.9%	66.7%	61.2%
Mean	74.5%	74.6%	74.6%	64.8%	64.7%	60.6%

• Statewide Averages - Average Salary and Continuing Education/Placement

	Ave. Salary			Cont Ed / Placement		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Median	\$48,748	\$50,664	\$51,912	88%	88%	88%
Mean	\$51,927	\$53,186	\$54,020	88%	87%	88%

Note: This information has been uploaded to the General Teams site under "Files."

14. Question: What are some examples of supportive documentation/evidence?

Answer: Below are some examples of supportive documentation:

- Survey responses from program graduates or employers in the college's service area
- Letter of support from a business in the college's service area
- Institutional program review that provides clear findings and modifications to increase retention/graduation rates and/or employment rates

Here are some examples of unsupportive documentation.

- Meeting minutes that do not provide substantive information about the program's quality indicators, plans to increase these rates or modifying program to enhance opportunities for students' educational and/or professional growth
- Documents that just state the learning outcomes for program courses
- Charts on retention/graduation rates without any accompanying information