



Florida Department of Education Updates

Baccalaureate Liaisons – Wednesday, June 10, 2020



Agenda

- Baccalaureate Proposal Update
- Baccalaureate Accountability Report Update
- Baccalaureate CIP Code Updates
- Next Steps for Baccalaureate CIP Updates



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Proposal Form Updates

Form No. BAAC-02

Form Updates - Goals

- Only request information that is needed and do not request the same information in more than one place.
- Provide clearer instructions about what is expected under each category, especially for areas where there is very little guidance.
- Modify the Word template to make it easier to complete.
- Remove tables where calculations are needed in the Word template and move to an Excel template that uses formulas.
- Align the annual baccalaureate accountability process with the annual review of CTE programs (CTE audit).

Similarities and Differences

What's the Same	What's Changed
<p>Content (for the most part):</p> <ul style="list-style-type: none"> • Demand/supply • Pathways to admission • Estimated enrollments • Overview of curriculum • Career and employment information • Salary • Cost of degree and credit hours • Admission requirements 	<p>Format/layout/additional info:</p> <ul style="list-style-type: none"> • Document is more functional <ul style="list-style-type: none"> • -Fillable fields • -Hyperlinked instructions • Reordered some sections • New section with definitions • Level of detail in questions • Technical edits • Updated more concise revenues and expenditures section

Current Form

BACCALAUREATE PROPOSAL APPLICATION Form No. BAAC-02

Section 1007.33(5)(d), Florida Statutes, and Rule 6A-14.095, F.A.C., outline the requirements for a Florida College System baccalaureate program proposal. The completed Proposal form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org. In addition, a printed version shall be mailed to the Division of Florida Colleges at 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399-0400.

The proposal requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Enrollment projections and funding requirements
- Student costs: tuition and fees
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Appendix tables
- Supplemental materials

Florida College System Institution Name: _____

Florida College System Institution President: _____

Proposed Change

BACCALAUREATE PROPOSAL APPLICATION Form No. BAAC-02

Section 1007.33(5)(d), Florida Statutes (F.S.), and Rule 6A-14.095, Florida Administrative Code (F.A.C.), outline the requirements for a Florida College System baccalaureate program proposal. The completed proposal form, incorporated in Rule 6A-14.095, F.A.C., Site Determined Baccalaureate Access, shall be submitted by the college president to the chancellor of the Florida College System at ChancellorFCS@fldoe.org.

CHECKLIST

The proposal requires completion of the following components:

- Institution Information
- Program summary
- Program description
- Workforce demand and unmet need
- Student costs: tuition and fees
- Enrollment projections and funding requirements
- Planning process
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Supplemental materials
- Definitions (for review if needed)

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name:

Institution President:

Current Form

PROGRAM SUMMARY

- 1.1 Program Name: _____
- 1.2 Degree type: Bachelor of Science Bachelor of Applied Science
- 1.3 How will the program be delivered (check all that apply): Face-to- Hybrid Online
- 1.4 List the counties in the college's service district: _____
- 1.5 Degree CIP code (6 digit): _____
- 1.6 Anticipated program implementation date: _____
- 1.7 What is the primary associate degree pathway for admission to the program? _____
- 1.8 Is the degree a STEM focus area? Yes No
- 1.9 List program concentration(s) (if applicable): _____
- 1.10 Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and _____

Proposed Change

PROGRAM SUMMARY

1.1	Program name:	Click or tap here to enter text.
1.2	Degree type:	<input type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply):	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit):	Click or tap here to enter text.
1.5	Anticipated program implementation date:	Click or tap here to enter text.
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input type="checkbox"/> Associate in Arts (AA) <input type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: Click or tap here to enter text.
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable):	Click or tap here to enter text.

Current Form

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1.1 and A.1.1.2: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program's CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college's service district for each SOC code associated with the proposed program's CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52. Complete table A.1.1.2 in the same manner as A.1.1 for any additional sources of employment projections. Duplicate Table A.1.1.2 for additional sources as needed.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS

A.1.1	Occupation			Number of Jobs			Salary		Education Level	
	Name/Title	SOC Code	County/Region	Base Year	Projected Year	Level Change	Total Job Openings (divided by 8)	Avg. Hourly Wage		Annualized Salary
							Total			

Proposed Change

3.1 Demand. The Excel spreadsheet below is set up with predefined formulas. To activate the Excel spreadsheet, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

[CLICK HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS

Occupation		Number of Jobs				Salary		Education Level			
Name/Title	SOC Code	County/Region	*Base Year	*Projected Year	**Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS	
Computer and Information Systems Manager	21-1099	21	316	401	26.90	640	\$ 60.25	\$ 125,320		B	
Science Teacher Education	13-1316	21	436	551	26.38	312	\$ 39.90	\$ 82,992		B	
						Total	119	\$ 50.08	\$ 104,156		

*Please replace the "Base Year" and "Projected Year" headers with the years reflected in the projections portal (e.g., Base Year is 2019, Projected Year is 2027).

**Please note that the "Level Change" column in Table 1 corresponds to the "Percent Growth" employment projections data produced by the DEO.

Example of Hyperlinked Instructions

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION:

Step 1

- a. Visit the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES) [website](#) to access the CIP to Standard Occupational Classification (SOC) crosswalk.
- b. Download the most recent year CIP to SOC Crosswalk. Open the file and make sure to open the “CIP-SOC” tab.
- c. Identify and take note of the SOC code(s) for occupations associated with the proposed program’s CIP code.

Step 2

- a. Visit the Florida Department of Economic Opportunity’s (DEO) [website](#) to access the employment projections data on the State Colleges Projections Portal.
- b. Select the proposing institution from the drop-down list, download and open the file, and make sure to be on the “[Occs](#)” tab.
- c. Pursuant to Section 445.07, F.S., for each previously identified SOC code(s) from “Step 1 c” associated with the proposed program’s CIP code, fill in the table using the employment projections data produced by the DEO.
- d. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates.

Current Revenues and Expenditures Table

INSTRUCTIONS FOR COMPLETING THE REVENUES AND EXPENDITURES SECTION OF APPENDIX TABLE A.2: To complete the following table, enter the projected program expenditures and revenue sources for the first four years of program implementation.

REVENUES AND EXPENDITURES				
I. PROJECTED PROGRAM EXPENDITURES	Year 1	Year 2	Year 3	Year 4
INSTRUCTIONAL				
1. Faculty Full-Time FTE	0.0	0.0	0.0	0.0
2. Faculty Part-Time FTE	0.0	0.0	0.0	0.0
1. Faculty Full-Time Salaries/Benefits	0	0	0	0
2. Faculty Part-Time Salaries/Benefits	0	0	0	0
3. Faculty Support: Lab Assistants	0	0	0	0
OPERATING EXPENSES				
1. Academic Administration	0	0	0	0
2. Materials/Supplies	0	0	0	0
3. Travel	0	0	0	0
4. Communication/Technology	0	0	0	0
5. Library Support	0	0	0	0
6. Student Services Support	0	0	0	0
7. Professional Services	0	0	0	0
8. Accreditation	0	0	0	0
9. Support Services	0	0	0	0

Current Revenues and Expenditures Table cont.

CAPITAL OUTLAY				
1. Library Resources	0	0	0	0
2. Information Technology Equipment	0	0	0	0
3. Other Equipment	0	0	0	0
4. Facilities/Renovation	0	0	0	0
TOTAL PROJECTED PROGRAM EXPENDITURES	\$0	\$0	\$0	\$0
II. NATURE OF EXPENDITURES				
1. Recurring	0	0	0	0
2. Nonrecurring	0	0	0	0
TOTAL	\$0	\$0	\$0	\$0
III. SOURCES OF FUNDS				
A. REVENUE				
1. Special State Nonrecurring	0	0	0	0
2. Upper Level - Resident Student Tuition Only	0	0	0	0
Upper Level - Nonresident Student Fees Only	0	0	0	0
Upper Level - Other Student Fees	0	0	0	0
3. Contributions or Matching Grants	0	0	0	0
4. Other Grants or Revenues	0	0	0	0
5. Florida College System Program Funds	0	0	0	0
6. Unrestricted Fund Balance	0	0	0	0
7. Interest Earnings	0	0	0	0
8. Auxiliary Services	0	0	0	0
9. Federal Funds – Other	0	0	0	0
B. CARRY FORWARD	0	0	0	0
TOTAL FUNDS AVAILABLE	\$0	\$0	\$0	\$0
TOTAL UNEXPENDED FUNDS (CARRY FORWARD)	\$0	\$0	\$0	\$0

Updated Revenues and Expenditures Table

10.1 Revenues and Expenditures. To complete the following table, enter the projected program expenditures and revenue sources for the first four years of program implementation. The Excel spreadsheet below is set up with predefined formulas. To activate the Excel spreadsheet, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE REVENUES AND EXPENDITURE SECTION:

REVENUES AND EXPENDITURES				
	Year 1 (20XX-XX)	Year 2 (20XX-XX)	Year 3 (20XX-XX)	Year 4 (20XX-XX)
Program Expenditures:				
Instructional Expenses				
Operating Expenses				
Capital Outlay				
Revenue:				
Upper Level - Resident Student Tuition Only				
Upper Level - Nonresident Student Fees Only				
Upper Level - Other Student Fees				
Florida College System Program Funds				
Other Sources				
Carry Forward:				
Total Funds Available				
Total Unexpended Funds (carry forward)				

*Please replace the "Year 1" through "Year 4" headers with the corresponding years reported.



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Accountability Report Updates

Form No. BAAC-03

Baccalaureate Reporting Requirements

s. 1007.33(h), F.S., The Florida College System institution to **annually**, and upon request of the State Board of Education, the Commissioner of Education, the Chancellor of the Florida College System, or the Legislature, report its status using the following performance and compliance indicators:

1. Obtaining and maintaining appropriate Southern Association of Colleges and Schools accreditation;
2. Maintaining qualified faculty and institutional resources;
3. Maintaining enrollment in previously approved programs;
4. Managing fiscal resources appropriately;
5. Complying with the primary mission and responsibility requirements in subsections (2) and (3); and
6. Other indicators of success, including program completions, placements, and surveys of graduates and employers.

COLLEGE-LEVEL BACCALAUREATE COMPLIANCE REPORT
Form No. BAAC-03

College name: [Click here to enter text.](#)

1. Has the college maintained Level II Southern Association of Colleges and Schools Commission on Colleges accreditation? Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Has the college maintained as its primary mission responding to community needs for postsecondary academic education and career degree education and the provision of associate degrees that provide access to a university? Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Has the college maintained an open-door admission policy for associate-level degree programs and workforce education programs? Yes <input type="checkbox"/> No <input type="checkbox"/>
4. Has the college continued to provide outreach to underserved populations? Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Has the college continued to provide developmental education (also referred to as remedial education)? Yes <input type="checkbox"/> No <input type="checkbox"/>
6. Has the college continued to comply with all provisions of the statewide articulation agreement relating to 2- and 4-year public degree-granting institutions? Yes <input type="checkbox"/> No <input type="checkbox"/>
7. Has the college continued to not offer graduate-level credit? Yes <input type="checkbox"/> No <input type="checkbox"/>
8. Has the college continued to not participate in intercollegiate athletics beyond the two-year level? Yes <input type="checkbox"/> No <input type="checkbox"/>
9. Has the adoption of baccalaureate degrees resulted in the college terminating associate in arts and associate in science degree programs? Yes <input type="checkbox"/> No <input type="checkbox"/>
10. Has the college submitted its Annual Financial Report for the prior reporting year? Yes <input type="checkbox"/> No <input type="checkbox"/>
11. Has the college submitted its Cost Analysis Report for the prior reporting year? Yes <input type="checkbox"/> No <input type="checkbox"/>

If the response was "no" to any of the above questions, provide an explanation below:

[Click here to enter text.](#)

PROGRAM-LEVEL BACCALAUREATE ACCOUNTABILITY REPORT
Form No. BAAC-04

INSTRUCTIONS

Section 1007.33(5)(h), Florida Statutes, requires Florida College System institutions to annually report the status on specified performance and compliance indicators for approved baccalaureate programs. Colleges should complete form No. BAAC-04 once per program per college per year. The Division of Florida Colleges (DFC) will pre-populate some of the data needed to complete the report, which are denoted as: << >>. Colleges will need to complete the remaining sections. The completed Program-Level Baccalaureate Accountability Report form shall be submitted to the Division of Florida Colleges at FCSInfo@fldoe.org.

College Name	Program Name	10-Digit CIP
<< >>	<< >>	<< >>

Please indicate the status of this program.

- Active; this program is actively accepting new students. This status may be used when a program is reactivated.
- Inactive; this program is temporarily suspended (i.e., no longer accepting new students for a period of time).
- Terminated; this program is discontinued and is no longer accepting new students. The program was taught out or is undergoing the teach out process.

If inactivated or terminated, indicate the effective date and reason.

Enter text here

Section I. PROGRAM MARKET DEMAND INDICATORS

Section 1003.491(5), Florida Statutes, requires the Commissioner of Education to annually assess postsecondary program offerings to identify if they are linked to occupations that are in high demand by employers, require high-level skills, and provide middle-level and high-level wages. DFC has identified four measures of program demand on which each baccalaureate program is measured:

- 1) Indicator of whether the program trains for an occupation on the Statewide Demand Occupation List (DOL);
- 2) Indicator of whether the program trains for an occupation on the college's regional DOL;
- 3) Indicator of whether the final program SOC in the framework is linked to an occupation that is expected to grow over the next eight years; or
- 4) Indicator of whether the program trains for an occupation with middle to high wages.

A. Division of Florida Colleges' Market Demand Findings

DFC conducted an analysis of this program using Department of Economic Opportunity data. The results of this analysis are presented in the table below. Programs that received a "yes" on any one of the four market demand measures are considered to have demonstrated market demand. For these programs, no further action is required in this section; please proceed to Section II. Program Resources.

Demand Indicators	Prior Year 2 (20XX-XX)	Prior Year 1 (20XX-XX)	Reporting Year (20XX- XX)	Demand Assessment
1. Statewide DOL	<<>>	<<>>	<<>>	<<>>
2. Regional DOL	<<>>	<<>>	<<>>	
3. Growth	<<>>	<<>>	<<>>	
4. Middle-to-High Wages	<<>>	<<>>	<<>>	

Note: DFC will pre-populate fields with <<>>. Colleges will only need to complete the remaining sections.

B. Institutional Documentation of Market Demand

Programs that did not meet any of the workforce indicators – i.e., received four “no's” on Demand Indicators 1-4 – did not demonstrate market demand using statewide indicators; these programs require further review of local market demand. In the space below, please describe the evidence of market demand for this program. You may also attach supporting documentation such as letters of support (from industry, employers, community organizations, etc.), employer survey results, labor market demand data, etc.

Enter text here

Section II. PROGRAM RESOURCES

A. Maintaining Enrollment

Indicators	Prior Year 2 (20XX-XX)	Prior Year 1 (20XX-XX)	Reporting Year (20XX-XX)
Total Headcount Enrollment	<<>>	<<>>	<<>>

Provide a narrative if the trends in your program have changed or are expected to change over time (increases or decreases).

Enter text here

B. Maintaining Qualified Faculty

Indicators	Prior Year 2 (20XX-XX)	Prior Year 1 (20XX-XX)	Reporting Year (20XX- XX)
Full-Time Faculty FTE			
Full-Time Faculty with Terminal Degree			
Part-Time Faculty FTE			
Part-Time Faculty with Terminal Degree			
Faculty Support: Lab Assistants, etc.			

Provide a narrative if the trends in your program have changed or are expected to change over time (increases or decreases).

Enter text here

Note: DFC will pre-populate fields with <<>>. Colleges will only need to complete the remaining sections.

Section III. PROGRAM QUALITY INDICATORS

A. Student Outcomes

Quality Indicators	Prior Year 2 (20XX-XX)	Prior Year 1 (20XX-XX)	Reporting Year (20XX- XX)
Retention rate	<<>>	<<>>	<<>>
Completion rate	<<>>	<<>>	<<>>
Degrees awarded	<<>>	<<>>	<<>>
Number employed	<<>>	<<>>	<<>>
Average starting salary	<<>>	<<>>	<<>>
Percent continuing education or employed	<<>>	<<>>	<<>>

Provide a narrative if the trends in your program have changed or are expected to change over time (increases or decreases).

Enter text here

B. Other Indicators of Student Success

Describe any other indicators of success, such as surveys of graduates and employers.

Enter text here

Note: DFC will pre-populate fields with <<>>. Colleges will only need to complete the remaining sections.



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Baccalaureate CIP Code Updates

CIP Updates

- NCES released the 2020 Classification of Instructional Programs (CIP), which reflects the various programs of study being offered at postsecondary institutions around the country.
- On the lower division side, the Division of Career and Adult Education will engage stakeholders in conversations about updates to lower division CIPs.
- On the upper division side, the Division of Florida Colleges plans to engage the baccalaureate liaisons and upper-division faculty in a parallel conversation.
- The division is partnering with the Office of Articulation and Board of Governors on common prerequisite manual and other transfer-related implications.

Baccalaureate CIP Codes

- All baccalaureate programs start with "110" followed by the 6-digit CIP.
- The “Unique Identifier” uses numbers between zero and nine to differentiate between two CIP codes that otherwise is the same. It is also used to reflect the “track,” referring to the program track indicated in the Common Prerequisite Manual.

Cluster Values (3 Digits = 110)			Classification of Instructional Program (6 Digit CIP)						Unique Identifier (1 digit assigned by DFC)
1	2	3	4	5	6	7	8	9	10

Transition to 2020 NCES CIPs

- Two baccalaureate programs have new six-digit CIPs at the federal level:
 - Energy Systems Technology/Technician (15.0503) is moving to Energy Technology Management (15.1702).
 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant (51.0808) is moving to Veterinary Technology (01.8301).
- In addition to modifying these two CIPs, the DFC wants to review all existing 2010 CIPs to determine if those assignments are aligned appropriately.

Analysis of Baccalaureate CIP Codes

- DFC conducted an analysis of baccalaureate CIP codes. The purpose of this analysis was to determine if DFC needed to modify our business practices in assigning CIP codes.
- This analysis included a review of each baccalaureate program's CIP codes and program hours in:
 - Academic program inventory;
 - College catalogs;
 - Common prerequisite manual (CPM); and
 - Baccalaureate proposal materials.
- In analyzing the data, the division identified three areas requiring further exploration and discussion. These will be explored in concert with the conversation on the NCES modifications to 2020 CIPs.

Analysis of Baccalaureate CIP Codes

Finding 1: Discrepancies in the 10th digit aligning with the track in the CPM.

- Two baccalaureate programs are assigned CIPs that do not align with the programs' tracks in the CPM: Information Technology (1101101032) and Early Childhood Education (1101312102).
- Before re-assigning to align with the correct track, DFC wants to explore if the practice of using the 10th digit to distinguish tracks is appropriate.
- In other words, do different prerequisite requirements mean the baccalaureate programs are distinct?

Analysis of Baccalaureate CIP Codes

Finding 2: Common prerequisite program hours do not align with the program hours in college catalogs.

- Two baccalaureate programs have different catalog hours than what is included in the CPM: (Electrical and Computer Engineering Technology (1101503031) and Secondary Biology Education (1101313221)).
- DFC will work with institutions to complete technical edits to the CPM to ensure the hours in the manual match the hours in college catalogs.

Analysis of Baccalaureate CIP Codes

Finding 3: Some colleges are offering programs at different lengths than the program length in our state reporting database.

Program	CIP	CCTCMIS Hours	Catalog Hours
Cardiopulmonary Sciences	1105109081	120	128
Early Childhood Education, Birth through Age 4; non-certification	1101312102	120	123
Electrical and Computer Engineering Technology	1101503031	130	134
Elementary Education	1101312021	120	124
Exceptional Student Education	1101310011	124	120-125
Information Technology	1101101032	120	128
Nursing	1105138012	120	121-125
Secondary Chemistry Education	1101313231	127	120
Secondary Earth Science Education	1101313163	126	120
Secondary Mathematics Education	1101313111	120	123
Secondary Physics Education	1101313291	126	120

Analysis of Baccalaureate CIP Codes

Finding 3: Some colleges are offering programs at different lengths than the program length in our state reporting database.

- DFC wants to explore how different program lengths for the same program should be accounted for in state reporting.
- Do different program lengths mean the baccalaureate programs are distinct?
- We may need an additional conversation on education programs and endorsements.



CIP Transition Process

The DFC's 2020 CIP implementation plan includes a review of FCS baccalaureate degree programs as well as a reconciliation of the CPM to align with the current practices at FCS institutions

Implementation Plan

Date	Activity
Early June 2020	Introductory meeting with baccalaureate liaisons
Late June 2020	Engage key stakeholders at local colleges
July 2020	Preliminary webinar to lay out goal and plan
August 2020	Survey local colleges
September 2020	DFC internal review of survey results
October 2020	DFC presents CIP crosswalk at CIA/CSA/CWE/MISATFOR
Reporting Year 2021-22	Implementation of 2020 CIPs

Next Steps

Engage Key Stakeholders – Subject-matter experts

Preliminary Webinar – Lay out goal and action plan

Survey Local Colleges – CIP alignment to programs

- DFC Internal Review of Survey Results

Present CIP Crosswalk – CIA/CSA/CWE/MISATFOR



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Q&A

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