April 28, 2020
BOT Special Committee on the College of Law

Update from Provost Edington on Strategies and Next Steps

Licensure Pass Rate Task Force (see attached outline):
- **April & May**: Complete initial review of College of Law
- **June**: Present results and recommendations for review to BOT

Dean Keller:
- **April - June**: Review data, reports and recommendations; engage in planning activities with College and University stakeholders
- **May/June**: Finalize Action Plan (30-day; 60-day; 90-day)
- **June**: Relocate to Orlando
- **July 1**: Begin tenure as new dean

Licensure Pass Rate Task Force – Overview

Purpose:
- Established by Provost Edington in Fall 2019 to conduct an in-depth evaluation of each program and generate actionable recommendations to increase performance of first-time takers on licensure exams
- Provide ongoing monitoring and evaluation of program outcomes and achievement of goals

Areas of Initial Focus:
- Law
- Physical Therapy
- Nursing
- Pharmacy

Critical Factors for Student Success
- Foundational Skills
- Faculty Pedagogy
- Academic Support
- Curricula
- Clinical Experiences
- Culture
- Program Leadership
- Professional Development
  - Faculty
  - Staff
  - Students

Components of Phase I Evaluation:
- Review and evaluate:
  - Admissions criteria
  - Program and course curricula
  - Academic support services
  - Organizational structures and staffing levels
  - Pedagogy
  - Professional development approaches
  - Historical data and student success outcomes
  - Feedback from stakeholders
  - Policies, procedures and practices

- Use external consultants to evaluate programs and provide recommendations for improvement

- Identify best practices and effective strategies in place at model programs across the state and nation

Members of Licensure Pass Rate Task Force:
- Maurice Edington (Chair)
- Carl Goodman (Co-chair)
- Nicky Boothe (Law)
- Reginald Mitchell (Law)
- Cynthia Hughes Harris (Allied Health Sciences/Physical Therapy)
- Dawn Brown-Cross (Physical Therapy)
- Mary Graham (Nursing)
- Sevilla Bronson (Nursing)
- Johnnie Early (Pharmacy)
- Jocelyn Spates (Pharmacy)
- Sundra Kincey (Academic Affairs)
- Beverly Barrington (Strategic Planning, Analysis and IE)
- Melanie Wicinski (Assessment)
- Lewis Johnson (Academic Affairs)
- Kelley Bailey (Faculty Representative)
- Naquita Manning (Faculty Representative)

Frequency of Meetings:
- Weekly

Licensure Pass Rate Goals:
- Achieve and sustain first-time licensure pass rates that meet or exceed state/national benchmarks

Licensure Pass Rate Task Force – Overview

Examples of Critical Questions/Information
- Admissions criteria
  - How do current criteria benchmark against other programs within Florida?
  - What are your admissions criteria?
- Program and course curricula
  - What methods do you use to prepare your students for the licensure examination?
  - Do you provide post-graduate preparation/assistance?
  - Are there bottleneck and/or gatekeeper courses in the curriculum?
  - Are course and program curricula current and best suited to foster success on licensure exams?
- Academic support services
  - What key test preparation and other support services are in place?
  - What additional resources are needed?
- Organizational structures and staffing levels
  - What is the current organizational structure in the unit?
  - Are there gaps or inefficiencies with respect to the current structure?
  - How many faculty & staff are employed?
  - What is the student/faculty ratio?
- Professional development approaches
  - What is the unit's current approach to ensuring that faculty pedagogy is current and appropriate for today's leaners?
  - What additional resources and strategies are needed?
- Historical data and student success outcomes
  - Data on profiles of three most recent cohorts
  - Data on high-failure rate courses
  - Data on course GPAs
  - Leading indicators of success on licensure exams
    - What are key factors in your program that predict student success?
    - What are key elements in your program that predict student success?
    - What role does your academic progression policy play in student success?
  - Correlation of admissions data (e.g. LSAT, GPAs, etc.) with cohort performance on licensure exams and other key leading indicators
- Feedback from stakeholders
  - Students
  - Employees
  - Alumni
  - Feeder programs (e.g. FAMU's undergraduate programs)
  - Employers
  - Community partners
- External Consultants
  - Identify three potential external consultants for each program
- Best Practices
  - Identify at least three model programs (at least two from FL SUS)
  - Identify at least five key strategies/best practices in use at the model programs that are suitable for implementation (or enhancement) at FAMU