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

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 learners?
  - 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