Licensure Pass Rate Improvement Plan Updates

Doctor of Pharmacy (PharmD) Program
Bachelor of Nursing (BSN) Program
Doctor of Physical Therapy (DPT) Program
Focus of Monthly Meetings

Focus
- Updates on Progress to Achieve and Sustain Academic Excellence in FAMU’s Health Professions Programs
- Timely Updates (Licensure Exam Scores, Accreditation Actions, etc.)

Monthly Meetings
- March: Enrollment Management
- April: Faculty Excellence
- May: Recap (held during June 2 ASA committee meeting)
- June: No meeting
- July: Resources
- August: Student Success & Specialized Accreditation
Resources

Overview of the Resources Needed to Operate World-Class Health Professions Programs

Discussion Topics:
- Updates on Key Performance Indicators
- Organizational Structure and Staffing
- Infrastructure and Facilities
Update on Key Performance Indicators
Enrollment & Degree Production Trends

**PharmD Enrollment**
- 2016: 941
- 2017: 873
- 2018: 818
- 2019: 653
- 2020: 533

**PharmD Degrees Awarded**
- 2015-16: 155
- 2016-17: 172
- 2017-18: 169
- 2018-19: 144
- 2019-20: 110

**BSN Enrollment**
- 2016: 207
- 2017: 259
- 2018: 191
- 2019: 152
- 2020: 157

**BSN Degrees Awarded**
- 2015-16: 79
- 2016-17: 72
- 2017-18: 84
- 2018-19: 96
- 2019-20: 81

**DPT Enrollment**
- 2016: 74
- 2017: 75
- 2018: 74
- 2019: 75
- 2020: 73

**DPT Degrees Awarded**
- 2015-16: 36
- 2016-17: 27
- 2017-18: 23
- 2018-19: 25
- 2019-20: 24

**PharmD**
- Enrollment declines due to increased competition
- Goal: 115 degrees per year

**BSN**
- Enrollment trends dictated by student/faculty ratios
- Goal: 100 degrees per year

**DPT**
- Cohort size capped at 25 per year
- Goal: 25 degrees per year
## Student Success Outcomes - Pharmacy

<table>
<thead>
<tr>
<th>Metric</th>
<th>Rationale for Use</th>
<th>Current Data</th>
<th>Goal</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAPLEX Readiness and Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostics</td>
<td>The program administers the Pharmacy Curriculum Outcomes Assessment (PCOA) in the P3 year to assess the effectiveness of the didactic curriculum with respect to preparing learners for the NAPLEX.</td>
<td>FAMU</td>
<td>National</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2021: 306</td>
<td>2021: TBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2020: 321</td>
<td>2020: 344</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2019: 308</td>
<td>2019: 348</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2018: 295</td>
<td>2018: 353</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Achieve the national average</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Progress in 2020</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Step back in 2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Continual monitoring and improvement</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>The program administers the Comprehensive Exam to learners during their final semester (P4). A minimum score of 75% is required to pass; they are given five opportunities.</td>
<td>Percent of Cohort Passing on First Two Attempts</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2021: 82%</td>
<td></td>
<td>&gt;70% cohort pass rate after two attempts.</td>
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<tr>
<td></td>
<td></td>
<td>Spring 2020: 26%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2019: 43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Great success in 2021 after a difficult 2020</td>
</tr>
<tr>
<td>NAPLEX Scores</td>
<td>Candidates are allowed a maximum of five attempts on the North American Pharmacist Licensure Examination (NAPLEX).</td>
<td>FAMU</td>
<td>National</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2020: 83%</td>
<td>2020: 88%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019: 83%</td>
<td>2019: 88%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2018: 75%</td>
<td>2018: 89%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017: 74%</td>
<td>2017: 88%</td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>2020: 85%</td>
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<td></td>
<td>2021: 85%</td>
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<td></td>
<td></td>
<td>2022: 85%</td>
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<td></td>
<td></td>
<td>Incremental improvement each year</td>
</tr>
</tbody>
</table>
# Student Success Outcomes - Nursing

<table>
<thead>
<tr>
<th>Metric</th>
<th>Rationale for Use</th>
<th>Current Data</th>
<th>Goal</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NCLEX Readiness and Outcomes</strong></td>
<td><strong>First-Semester GPA</strong>&lt;br&gt;Provides assessment of student mastery of foundational content and serves as predictor of success.</td>
<td><strong>First Semester</strong>&lt;br&gt;Spring 2021: 3.45 Fall 2020: 3.46 Fall 2019: 3.42 Fall 2018: 3.21 Fall 2017: 3.31</td>
<td>Minimum GPA of 3.40</td>
<td>Holding steady</td>
</tr>
<tr>
<td><strong>NCLEX Predictor Exam</strong></td>
<td><strong>The program administers the ATI Comprehensive Predictor Exam to students during the final semester. This exam is an accurate predictor of success on the NCLEX exam.</strong></td>
<td><strong>Graduating Cohort</strong>&lt;br&gt;Spring 2021: 96% Fall 2020: 75% Spring 2020: 76% Fall 2019: 65% Spring 2019: 69%</td>
<td>Minimum average score of 85%</td>
<td>Most recent graduating cohort exceeded target average</td>
</tr>
<tr>
<td><strong>NCLEX Scores</strong></td>
<td><strong>Results on the National Council Licensure Examination (NCLEX) Exam are reported four times per year.</strong></td>
<td><strong>FAMU</strong>&lt;br&gt;2020: 66% 2019: 63% 2018: 82% 2017: 64%</td>
<td><strong>National</strong>&lt;br&gt;2020: 91% 2019: 91% 2018: 92% 2017: 90%</td>
<td>2020: 80% 2021: 80% 2022: 85%</td>
</tr>
</tbody>
</table>
# Student Success Outcomes - DPT

## NPTE Readiness and Outcomes

<table>
<thead>
<tr>
<th>Metric</th>
<th>Rationale for Use</th>
<th>Current Data</th>
<th>Goal</th>
<th>Trend</th>
</tr>
</thead>
</table>
| **First-Semester GPA** | Analysis of historical cohort data indicates a positive correlation of licensure pass rates with first-semester (fall) GPA. | First Semester<br>  - Fall 2020: 3.49  
  - Fall 2019: 3.43  
  - Fall 2018: 3.44 | Minimum GPA of 3.40 | Trending up |
| **Diagnostic Exam**  | Beginning with the 2020-21 academic year, the program will administer comprehensive exams to each cohort during the spring semester to assess student mastery of content and readiness to progress. | Spring 2021 Results - 3rd Yr Cohort<br>  - Class average score: 77.1%  
  - Nationwide average: 68.2% | Minimum average score of 70% | Scored above national average |
| **NPTE Scores**      | The National Physical Therapy Exam (NPTE) Exam is administered four times per year (January, April, July and October). | FAMU<br>  - 2020: 87.5%  
  - 2019: 86.4%  
  - 2018: 73.9% | National<br>  - 2020: 91%  
  - 2019: 91%  
  - 2018: 91% | Minimum average score of 90% | Consistent improvement |
Organizational Structure & Staffing
## CoPSS, IPH - Snapshot

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Enrollment (Fall 2020)</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmaceutical Sciences (BS)</td>
<td>24</td>
<td>*22</td>
<td>0</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmaceutical Sciences (MS)</td>
<td>6</td>
<td>*22</td>
<td>4</td>
</tr>
<tr>
<td>Pharmaceutical Sciences (PhD)</td>
<td>41</td>
<td>*22</td>
<td>4</td>
</tr>
<tr>
<td>Master of Public Health (MPH - Traditional)</td>
<td>37</td>
<td>+14</td>
<td>#2</td>
</tr>
<tr>
<td>Master of Public Health (MPH - Online)</td>
<td>30</td>
<td>+14</td>
<td>#2</td>
</tr>
<tr>
<td>Doctor of Public Health (DrPH)</td>
<td>48</td>
<td>7</td>
<td>#2</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Pharmacy (PharmD)</td>
<td>533</td>
<td>30</td>
<td>12</td>
</tr>
</tbody>
</table>

### 5 Campus Sites (PharmD)
- Tallahassee
- Crestview
- Jacksonville
- Tampa
- Davie/Miami

### 4 Community Pharmacies
- Neighborhood Medical Center
- Richardson-Lewis Health Center
- Apalachee Center
- FAMU Student Health Services
## Academic Programs

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Enrollment (Fall 2020)</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science (BS)</td>
<td>830</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Health Care Management (BS)</td>
<td>110</td>
<td>*7</td>
<td>+1</td>
</tr>
<tr>
<td>Health Informatics &amp; Information Management (BS)</td>
<td>40</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Cardiopulmonary Science (BS)</td>
<td>43</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Management (MS)</td>
<td>32</td>
<td>*7</td>
<td>+1</td>
</tr>
<tr>
<td>(same faculty)</td>
<td></td>
<td></td>
<td>(same staff)</td>
</tr>
<tr>
<td>Occupational Therapy (MS)</td>
<td>59</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Physical Therapy (DPT)</td>
<td>73</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

- Currently advertising to fill a DPT faculty position that was recently vacated
- DPT faculty also teach undergraduates (overload) across disciplines
- Adjuncts and lab assistants are used by all divisions
## SON - Snapshot

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Enrollment (Fall 2020)</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Pre-Nursing</em></td>
<td>176</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Nursing (BSN)</td>
<td>157</td>
<td>6 + Adjuncts</td>
<td>4</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing (MSN)</td>
<td>15</td>
<td>1.5 + Adjuncts</td>
<td>0</td>
</tr>
</tbody>
</table>

*Note: Pre-nursing students receive instruction from feeder STEM departments*

### Plans for Programmatic Growth
- Accelerated RN-BSN
- Expansion of MSN Online
SON - Organizational Structure

Dean

Executive Assistant

Director of Operations

Graduate Tracks Associate Dean

- Director
- Faculty (1) + BSN Faculty & Adjuncts

Undergraduate Associate Dean

- Director
- Faculty (9)

RN-BSN

- Director
- Adjunct Faculty

Pre-nursing

- Pre-nursing Course
- LLC Liaison

Clinical Director of Experiential Learning

- Clinical Liaison
- Sim/Lab Tech
- Success Coaches
Staffing Needs

<table>
<thead>
<tr>
<th>Nursing</th>
<th>Pharmacy</th>
<th>Physical Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
<td><strong>Faculty</strong></td>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td>5 Positions (BSN &amp; RN-BSN)</td>
<td>4 Positions</td>
<td>4 Positions</td>
</tr>
<tr>
<td>2 Positions (MSN)</td>
<td><strong>Staff</strong></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>2 Curriculum Developers</td>
<td>1 Grants Management</td>
<td>2 Clinical Education Support</td>
</tr>
<tr>
<td>2 Test Proctors</td>
<td>1 Coordinator</td>
<td>1 Grants Management</td>
</tr>
<tr>
<td>2 Administrative Supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Grants Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**All Programs - Recruitment**

| Staff | 6 Positions | 6 FTE allocated to all programs in support of the *Health Professions Strategic Recruitment Initiative*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Faculty positions allocated to Nursing</td>
<td>2 Staff positions allocated to Pharmacy</td>
<td>Legislative Budget Request (LBR) submitted to address remaining unmet faculty needs</td>
</tr>
</tbody>
</table>

**Updates on Efforts to Address Critical Staffing Needs**

- 3 Faculty positions allocated to Nursing
- 2 Staff positions allocated to Pharmacy
- 6 FTE allocated to all programs in support of the *Health Professions Strategic Recruitment Initiative*
- Legislative Budget Request (LBR) submitted to address remaining unmet faculty needs
Infrastructure & Facilities
CoPPS, IPH - Facilities Overview

Pharmacy Bldg. West Wing
- Classrooms
- Office Space
- Student Services
- Computer Laboratory
- Skills Laboratory

Pharmacy Bldg. East Wing
- Office Space
- Teaching Laboratories
- Research Laboratories
- Computer Laboratory
- ~21,000 sq. ft. shell space - 2 floors

Peaden Rural Pharmacy Education Bldg.
- Classrooms
- Office Space
- Student Services
- Computer Laboratory
- Skills Laboratory

Dyson (Old Pharmacy Bldg.)
- Research Laboratories

FSH Science Research Bldg.
- Research Laboratories
- Science Library
- Institute of Public Health
Pharmacy Building West Wing

Prescription Laboratory

Classroom

Pharmacy Laboratory

Pharmacy Building East Wing

Computer Laboratory

Research Laboratory

Skills Laboratory

Peaden Site

Pharmacy Laboratory
CoPPS, IPH - Facilities Needs

Critical Needs - Main Campus
- Spaces for graduate learners, research laboratories and offices
- Relocate IPH from FSH Bldg. to Pharmacy Building
- Relocate research laboratories and office spaces from Dyson & FSH Bldg. to Pharmacy Building

Strategy: Pursue funding to build out the shell (Est. Cost $20M)

Critical Needs - Off-Campus Sites
The College leases three spaces at an annual cost of $440,000
- $2M projected cost over the next five years
- Current space is inadequate

Strategy: Explore options to purchase property in South Florida, Jacksonville, and Central Florida locations

<table>
<thead>
<tr>
<th>Location</th>
<th>First Year of Lease</th>
<th>Monthly Lease Payment</th>
<th>Annual Cost</th>
<th>Amount Per Square Foot</th>
<th>Current Square Footage</th>
<th>Is the Square Footage Adequate?</th>
<th>Projected Square Feet Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davie/Miami</td>
<td>1976</td>
<td>$15,575</td>
<td>$189,898</td>
<td>$37.00</td>
<td>5,500</td>
<td>N</td>
<td>10,000</td>
</tr>
<tr>
<td>Tampa</td>
<td>1995</td>
<td>$4,331</td>
<td>$126,410</td>
<td>$25.00</td>
<td>1,999</td>
<td>N</td>
<td>7,000</td>
</tr>
<tr>
<td>Jacksonville</td>
<td>2001</td>
<td>$10,381</td>
<td>$126,410</td>
<td>$17.00</td>
<td>7,328</td>
<td>Y</td>
<td>8,000</td>
</tr>
</tbody>
</table>
SOAHS - Facilities Overview

Lewis-Beck Building
- Classrooms
- Office Spaces
- Student Services
- 1 Computer Laboratory
- Graduate Student Study Room
- DPT & MSOT Clinical Skills Laboratories
- DPT Therapeutic Modalities Laboratory
- SOAHS Simulation Lab
- MSOT Activities of Daily Living Room
- DPT & MSOT Cadaver Laboratory
- SOAHS Simulation Laboratory
- Cardio-pulmonary Sciences (CPS) Laboratory
- Health Information & Informatics Management (HIIM) Laboratory
SOAHS - Facilities Overview, cont.

Simulation Laboratory

Cadaver Laboratory

Multipurpose Room

Classroom

Classroom

Graduate Student Study Room
Critical Needs - Physical Therapy Program

Dedicated space to accommodate growth and patient volunteer access:
- A clinic and/or ADA accessible building and lab spaces
- Larger and dedicated labs and classrooms
- Expanded and secure equipment storage rooms
- A study room/lounge for DPT students
- Tele-health capabilities
- Faculty and student lounge
- Office space
- Research lab space

Strategy: Explore repurposing existing campus spaces that have been recently vacated
SON - Facilities Overview

Ware-Rhaney Building
- Classrooms
- Office Spaces
- Student Services
- Skills Laboratory
SON - Facilities Overview, cont.

SON Entrance

Faculty Spaces

Student Gathering Spaces

Shared Spaces

Skills Lab Spaces
SON - Facilities Needs

Critical Needs - Nursing Program
- Technology upgrades
- Tele-health capabilities
- Furniture for faculty and students
- Office space
- Practice space
- Building upgrades (modernize the facility)

Strategy: Prioritize allocation for facilities upgrades; Explore repurposing existing campus spaces that have been recently vacated
Questions?