



FAMU Licensure Pass Rate Workgroup
Updates on the 5 Key Strategies and the Top 3 Key Performance Indicators (KPIs)
Board of Trustees Meeting
September 26, 2024

College of Law

Approved COL Licensure Program Goal: Consistently maintain an 80% pass rate from 2024 to 2028.

Table 1 - College of Law Accountability Plan Data

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	57%	58%	59%	53%	41%	--	--	--	--	--
BENCHMARK	74%	71%	71%	65%	70%	--	--	--	--	--
APPROVED GOALS	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
PROPOSED GOALS	--	--	--	--	--	80%	80%	80%	80%	80%

5 Key Strategies and Top 3 KPIs related to student preparation and success

Key Strategies

1. Bar Preparation
2. Admissions
3. Faculty Recruitment and Retention
4. Marketing & Communications
5. Campus Climate

Top 3 KPIs

1. LSAT Scores
2. Academic Progress (Increased GPA)
3. Semester Grades (Foundational Courses)

Implementation progress of each of the 5 Key Strategies

1. Bar Preparation

- Throughout the bar preparation season (May to July), the COL's R.I.S.E. program facilitated essay writing and exam strategy workshops and administered four simulated exams, including a full-day MBE simulation that closely resembles the second day of the bar exam. Each simulated exam emphasized issue spotting and essay writing under timed conditions, and reinforced multiple choice question strategies, with one exam incorporating both essay and multiple-choice question items.

- Simulated exams were followed with individualized corrective feedback on students' essays, and referrals for tutoring on substantive areas of law. The COL secured tutoring hours from each of the three major commercial bar preparation companies and offered the services to students at no cost.
- The Academic Success & Bar Preparation / R.I.S.E. faculty hosted daily office hours to provide students with individualized assistance as needed, including feedback on practice assignments, guidance in time management, mastery of exam-taking strategies, emotional support, and more.
- The COL's new mental health counselor engaged with students at the start of each simulated exam to direct them through mindfulness exercises and the implementation of techniques to reduce test-taking anxiety.
- The COL and several donors provided meals for students on the days of each simulated exam, with the aim of using a more comprehensive approach to bar preparation that created multiple opportunities for on-campus collaboration among students.

2. Admissions

- Academic Profile – Strategy has focused on seating a class of 150 students with median LSAT of 152 and GPA of 3.6
- Personal contact beyond admissions - Phone Calls and Visits to Admits, Admitted Students Day, and Admitted Students Dinners
- Enhanced Attendance at Recruitment Conferences and universities
- Initiate Official FAMU Pipeline Program, as well as pipeline with small HBCUs
- Enhanced Academic and Retention Scholarships

3. Recruitment & Retention

- Hired three (3) Academic Success Instructors
- Hired two (2) Legal Research & Writing Instructors
- Advertising for five (5) substantive law professors
- Advertising for Librarian and Assistant Librarian
- Hired Writing Center Director

4. Marketing & Communications

- Considering EAB Marketing Proposal
- Concluded COL Marketing Plan
- Hired social media promotion director

5. Climate

- Continue subject specific dialoguing sessions
- Continue strong emphasis on student evaluations

- Campus Climate Survey planned for Spring 2025, with Implementation Committee to be appointed to consider implementing significant recommendations from the survey.

Adjustments or enhancements to the 5 Key Strategies

The release date of the July 2024 Florida Bar Exam results is September 23, 2024. Based upon the results, appropriate adjustments will be made to the 5 key strategies.

- The COL's Dean, Associate Dean for Academic Affairs and the Director of Academic Success & Bar Preparation will meet with our counterparts at Florida International University on October 1, 2024, to brainstorm more effective strategies for improving bar exam passage rates. The team is currently planning at least one additional visit to an SUS peer law school to occur prior to the start of the February 2025 bar exam preparation cycle.
- Considering the Florida Board of Bar Examiners' recent announcement of its intention to adopt the NextGen bar exam in 2026, the COL has already begun efforts to enhance its current extended bar review curriculum to align better with future bar exam structure and content.
- With the adoption of the NextGen bar exam which will focus more closely on critical thinking, reading, and writing, the COL is building a more robust 2L targeted intervention program that will include a comprehensive skills-based diagnostic exam to identify and strengthen areas of underperformance.
- The COL will examine the impact of students' participation in the R.I.S.E. program, their level of engagement and performances on simulated exams administered during the official post-graduation bar preparation period and ultimate bar outcomes. The COL will further evaluate whether the students' performances on the simulated exams are true indicators of likelihood of success on the bar exam.

Assessment of Top 3 KPIs

Documented research indicates that enhanced LSAT scores and grade point averages, coupled with higher first year grades predict higher probability of first-time bar passage. As such, the COL has applied resources for students not maintaining high first year grades as documented earlier.

Challenges or barriers to implementing key strategies

- Funding sources
- Stakeholder mindsets

Additional measures implemented beyond initial 5 Key Strategies

Alumni support in various forums such as Zoom, dinners in different cities, mixers at law school, mentorship support such as Moot Court

College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health - PharmD

Approved CoPPS PharmD Program Proposed Goal: Achieve a 94% pass rate in 2024 and 2025, and increase to 95% by 2026, with a target of 96% by 2028.

Table 2 – PharmD Accountability Plan Data

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	83%	83%	90%	85%	70%	--	--	--	--	--
BENCHMARK	88%	88%	84%	80%	79%	--	--	--	--	--
APPROVED GOALS	85%	85%	88%	90%	92%	94%	94%	95%	95%	--
PROPOSED GOALS	--	--	--	--	--	94%	94%	95%	95%	96%
COMPARISON OF SUS PROGRAMS	88% (UF), 91% (USF)	89% (UF), 87% (USF)	83% (UF), 86% (USF)	80% (UF), 84% (USF)	86% (UF), 81% (USF)	92% (UF), 91% (USF)	92% (UF), 91% (USF)	92% (UF), 91% (USF)	92% (UF), 91% (USF)	92% (UF), 91% (USF)

5 Key Strategies and Top 3 KPIs related to student preparation and success

Key Strategies

1. Curriculum Enhancements
2. Practice Exam and Simulations
3. Support and Tutoring
4. Early Intervention and Feedback
5. Test-taking Strategies

Top 3 KPIs

1. Admissions Data
2. Comprehensive Exam Performance
3. Licensure Exam Pass Rates

Implementation progress of each of the 5 Key Strategies

1. Curriculum Enhancement

- In the summer, the college hosted a 2-day retreat where faculty mapped courses to the 2021 licensure examination blueprint and 2024 curriculum outcomes of the pharmacy academy, identifying gaps and addressing them.
- Based on the performance on the most recent licensure examination, the college is evaluating the need for two semesters of calculations as opposed to one.
- The pharmacy law series was increased from one semester to two to help prepare for the Multistate Pharmacy Jurisprudence Examination.

- A pre-comprehensive exam for P4s helped guide course adjustments in the seminar series. We also introduced a post-curricular program to boost performance on comprehensive exams and NAPLEX.

2. Practice Exams and Simulation

- Learners in seminar series have practice examinations that mimic questions on the licensure examination.
- A proposal to retrofit two computer spaces to simulate the NAPLEX testing environment is pending.
- Learners also participate in Objective Structured Clinical Examinations (OSCEs) as part of the Pre-APPE course, which they must pass before beginning their final year of experiential training.

3. Support and Tutoring

- PharmD tutors are available in the CARE center, along with faculty-led exam review sessions.
- Faculty also provide sessions on test-taking strategies and stress management.

4. Early Intervention

- Using Enflux, course coordinators analyze performance when a learner scores below 70%.
- Learners receive supplemental instruction and action plans are recorded in Enflux for learners who score below 70%.
- Progress is reassessed after the next exam, with referrals to the CARE center as needed.

5. Test-Taking Strategies

- Associate Dean for Academic Excellence is preparing a proposal to be implemented longitudinally for P1-P4 learners.

Adjustments or enhancements to the 5 Key Strategies

- Implemented a pre-comprehensive exam for P4s to collect data for improving the seminar series.
- Established a post-curricular program to enhance performance on both the comprehensive exams and NAPLEX. This program offers targeted support and reinforcement to ensure learners are better prepared, directly impacting student success metrics and pass rates.
- The college is still evaluating the impact on KPIs.

Assessment of the 5 Key Strategies and Top 3 KPIs

- Learners in seminar series have practice examinations that mimic questions on the licensure examination.

- Learners also participate in Objective Structured Clinical Examinations (OSCEs) as part of the Pre-APPE course, which they must pass before beginning their final year of experiential training.
- Using Enflux, course coordinators analyze performance when a learner scores below 70%.
- Learners receive supplemental instruction and action plans are recorded in Enflux for learners who score below 70%.
- Admissions Data: The academic profile for the Class of 2028 is a 3.4 cumulative average.

Challenges or barriers to implementing key strategies

- Ensuring faculty assessment questions are properly aligned with licensure examination competencies is a challenge. To address this issue, a company has been contacted to offer workshops on effective item writing to improve the quality and relevance of assessment questions.
- The PharmD program is continually seeking opportunities to provide faculty with comprehensive resources and continuous professional development, ensuring they are well-equipped to create NAPLEX-like questions.

Additional measures implemented beyond initial 5 Key Strategies

- One goal is to develop a dashboard to track progress on KPIs and enhance monitoring. We are working diligently to develop the dashboard.
- Hire a full-time assessment director to assist with overall programmatic assessment. The position will be advertised soon.

School of Allied Health Sciences Doctor of Physical Therapy

Approved DPT Program Licensure Goal: Achieve a 94% pass rate in 2024 and 2025, and increase to 95% in 2026, with a target of 96% by 2028.

Table 2 - SoAHS DPT Accountability Plan Data

	2017- 19	2018- 20	2019- 21	2020- 22	2021- 23	2022- 24	2023- 25	2024- 26	2025- 27	2026- 28
ACTUAL	69%	83%	86%	83%	79%	--	--	--	--	--
BENCHMARK	92%	91%	90%	88%	86%	--	--	--	--	--
APPROVED GOALS	--	--	--	90%	92%	94%	94%	95%	95%	--
PROPOSED GOALS	--	--	--	--	--	94%	94%	95%	95%	96%

5 Key Strategies and Top 3 KPIs related to student preparation and success

Key Strategies

1. Curriculum enhancements
2. Accreditation and Compliance
3. Student Support Services
4. Research & Scholarship
5. Community Engagement & Partnerships

Top 3 KPIs

1. Graduation Rate
2. Licensure Exam Pass Rate
3. Employment Rate

Implementation progress of each of the 5 Key Strategies

1. Graduation Rate (accreditation standard 1C1) is 92%.
2. Licensure Exam Pass Rate is 76.2%. There are graduates from the recent cohort that have not had their first attempt. However, the reported Ultimate Pass Rate (accreditation standard 1C2) is 97.9%.
3. Employment Rate is currently 97.8%.

The Program is currently assisting recent graduates with additional resources in National Physical Therapy Examination preparation. The expected outcome is an increase in the first time and ultimate pass rates for the Program.

Adjustments or enhancements to the Key Strategies

A. Curriculum Realignment: Program faculty have adjusted the curriculum to better address student weaknesses on licensure exams, incorporating more simulation-based learning to enhance clinical reasoning skills.

B. Enhanced Faculty Development: Faculty development opportunities are expanded to enhance teaching methodologies and assessment techniques, preparing students for licensure exams. This includes continuing education workshops and webinars on item-writing and NPTE content areas.

C. Increased Student Support Services: The DPT program has enhanced student support services, adding resources for stress management and test-taking strategies, including NPTE preparation focused on critical thinking and NPTE-style questions.

These changes are directly reflected in the top 3 KPIs.

1. Licensure Pass Rates: With the implementing of new and revised strategies, the DPT program faculty anticipate a measurable increase in first-time pass rates with the greatest impact resulting from curriculum enhancements and faculty development initiatives.

2. **Graduation Rates:** By providing increased support, program faculty expect to see an improvement in student retention and, consequently, graduation rates.
3. **Post-Graduation Employment:** By aligning the curriculum more closely with licensure requirements, the DPT program will prepare students to be more competitive in the job market immediately upon graduation.

The Program is also increasing efforts to assess all implemented changes accordingly, which will require more time to determine the full extent of the impact of the strategies.

Assessment of the 5 Key Strategies and Top 3 KPIs

A. Curriculum Enhancement: DPT program faculty have revised courses to include more practice exams and case-based learning aligned with licensure exam content, expecting these updates to boost pass rates by enhancing student comprehension and confidence.

B. Accreditation and Compliance: The Program is fully accredited for 2024 and has submitted its self-study, and all artifacts required and requested for review by the Commission on Accreditation for Physical Therapy Education for reaccreditation.

C. Student Support Services: We have implemented a more robust support system, including peer tutoring with Graduate Assistants, Academic Advisors, and counseling services. Students are presented with in-services during onboarding, orientation, and at the start of each academic year.

D. Research and Scholarship (faculty development): All faculty have undergone training in the latest evidence-based teaching methods at the University. Furthermore, they share techniques from continued education and research to enhance student engagement and performance in assessments.

E. Community Engagement and Partnerships: The Program collaborates with local healthcare facilities, community organizations, and educational institutions to provide service-learning opportunities. These partnerships enhance community health and offer students hands-on experiences, preparing them for future healthcare roles. FAMU's DPT program fosters collaboration and outreach, addressing diverse healthcare needs.

Tracking and Measuring Success through the Top 3 KPIs

1. **Licensure Pass Rates:** DPT faculty are carefully tracking first-time and overall licensure pass rates as our main KPI. Following the implementation of these strategies, we have observed a fluctuating but upward trend in mock exam pass rates, suggesting probable future enhancement in actual licensure outcomes. Additionally, the Program has introduced NPTE-styled exams early on, using platforms and services provided by TrueLearn, ScoreBuilders, TherapyEd, Final Frontier, and PT Hustle.
2. **Graduation Rates:** The enhanced support services and curriculum adjustments have contributed to a steady increase in graduation rates. By tracking this KPI,

students are not only prepared for the licensure exam but also successfully completing the program.

3. **Post-Graduation Employment Rates:** Aligning the curriculum with licensure and practice standards has led to a slight increase in graduates securing jobs within six months. This KPI indirectly measures our success in preparing students for exams and professional practice.

Challenges or barriers to implementing key strategies

- Integrating new curriculum elements to boost critical thinking and clinical reasoning has been challenging. Faculty addressed this by aligning components with accreditation standards, like other DPT programs at public universities.
- Maintaining uniform use of the most recent evidence-based instructional strategies among all faculty members has been difficult. To address this, faculty development is provided to standardize teaching methods and improve exam item-writing.
- Availability of high-quality clinical placements sometimes poses a challenge. Limited clinical placements are addressed by expanding partnerships via Exxat and increasing simulation lab activities.
- Increased curriculum rigor and licensure exam preparation challenges have led some students to experience more stress and decreased performance. Stress from curriculum rigor is mitigated through comprehensive advising, stress management workshops, and individualized study plans.
- The Program is sometimes challenged by time. Time is needed to effectively implement and assess these changes.

Additional measures implemented beyond initial 5 Key Strategies

Alongside our current strategies, the DPT program has introduced several new measures to evaluate its initiatives, track progress, and pinpoint areas needing improvement. These include:

1. Introduction of a comprehensive system to track student performance throughout the program. This is an expanded effort to the existing Student Progression Committee, where each student's progress is discussed in detail by all faculty.
2. Regular feedback mechanisms, including student surveys, focus groups, and exit interviews, have been established to gather additional insights on the student experience and the perceived impact of the strategies.
3. To ensure the program remains competitive and aligned with best practices, faculty are continuing to benchmark the program against peer institutions. The Program plans to implement an Advisory Board of external reviewers to provide an objective assessment of our strategies and outcomes.
4. Item analysis of licensure-like comprehensive exams have been implemented into the program to assess the alignment with the licensure requirements. This new analysis will help refine teaching methodologies and ensure that program faculty are adequately preparing students for the types of questions and content areas they will encounter on the actual licensure exam.

- In response to the evolving needs of students, we propose to implement/provide workshops focused on test-taking strategies and content review.

School of Nursing

Approved SON Program Licensure Goal: Consistently maintaining a 90% pass rate from 2024 to 2028.

Table 4 - SoN Accountability Plan Data

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	63%	67%	62%	68%	82%	--	--	--	--	--
BENCHMARK	91%	90%	86%	82%	90%	--	--	--	--	--
APPROVED GOALS	85%	80%	80%	90%	80%	90%	90%	90%	90%	
PROPOSED GOALS	--	--	--	--	--	90%	90%	90%	90%	90%

5 Key Strategies and Top 3 KPIs related to student preparation and success

Key Strategies

- Student Progression
- Success Coaching (Remediation)
- NCLEX Prep & Readiness Monitoring
- Faculty Recruitment
- Faculty & Staff Development

Top 3 KPIs

- Readiness Outcomes (NCLEX Predictor Exam/VATI Scores)
- Retention Outcomes (Program Completion Rates)
- Licensure Exam Pass Rates

Implementation progress of each of the 5 Key Strategies

A. Maintenance and Currency of Curriculum – Program faculty regularly update the curriculum to align with NCLEX and AACN standards, ensuring students are prepared for clinical practice. Students receive additional support from Assessment Technologies Institute (ATI) resources and intensive reviews before each semester.

B. Student Readiness for NCLEX – In the 4th semester, student readiness for the NCLEX is assessed using ATI and Predictor Assessments. The Nursing program also supports students by helping them navigate the registration process and alleviating financial burdens, such as the \$310 fee for the exam in Florida.

C. Student Retention – Faculty use High Risk Early Detection to support students scoring below 75% on exams or struggling with skills, referring them to academic advisors and university counseling services as needed. The SoN administrators, faculty, and staff also encourage the use of BetterMind, an online counseling service available 24/7, with information posted in all courses and reviewed during orientation.

D. NCLEX Pass Rates – Current board results for the 3rd quarter of 2024 are **92%**.

Adjustments or enhancements to the Key Strategies

The program continues to build on the existing results, and the increase in graduates' NCLEX pass rates from 82% to 92% shows its effectiveness.

Assessment of the 5 Key Strategies and Top 3 KPIs

The School of Nursing will maintain its existing strategies, which involve course evaluations, reviews by faculty and students, Intensive Review surveys, and end-of-program data to identify areas for improvement and enhance student learning outcomes.

Challenges or barriers to implementing key strategies

- Ensuring faculty stability remains crucial for the success of the nursing program. The School of Nursing is actively recruiting new faculty and supporting current members through ongoing development, enhancing instruction, maintaining expertise, and identifying research and grant opportunities.
- The program seeks to transition qualified nursing adjuncts into permanent faculty roles within the program.

Additional measures implemented beyond initial 5 Key Strategies

- Program faculty continue to maintain and review course and programs outcomes to assure measures are supporting the alignment of the nursing program.
- Faculty will continue to engage with students for feedback and provide opportunities to support the program with shared governance through student representation in SON committees, Convocation and Cohort Town meetings.