Student Achievement Data
Fall 2023

Lincoln Memorial University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God. While being primarily committed to teaching, the University supports research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

The following list of student achievement goals and results conveys LMU's commitment to our vision and mission. It clearly communicates how LMU serves students and prioritizes the values of invested stakeholders. Finally, it is meant to be a statement of progress and of LMU's desire to continue to pursue excellence in services, programs, and beyond.

Student Achievement Goal 1- Fifty-five percent of LMU first-time, full-time, degree-seeking undergraduate students will graduate within six years (150% of normal enrollment length).

Results
LMU uses the Integrated Post-Secondary Education Data System (IPEDS), six-year (150% of normal enrollment length) graduation rate as its Key Student Completion Indicator (KSCI). For the past four years (2014, 2015, 2016, and 2017 cohorts), LMU's six-year graduation rate has fallen below the threshold of acceptability of 55% and is at 54% for the 2017 cohort. This is an improvement from the 51% rate for the 2016 cohort.

IPEDS Six-Year Undergraduate Graduation Rates				
	2020 (Fall 2014 Cohort)	**2021 (Fall 2015 Cohort)**	**2022 (Fall 2016 Cohort)**	**2023 (Fall 2017 Cohort)**
Lincoln Memorial University	53%	53%	51%	54%

LMU desires all students to succeed, regardless of demographics. Therefore, the institution disaggregates graduation rates by race/ethnicity and by gender to examine LMU's effectiveness of serving all students. Additionally, serving and supporting Appalachian and first-generation students are critical to LMU's mission, and beginning with the 2017 cohort, LMU examines graduation rates by Appalachian and first-generation status.

Six-Year Graduation Rate	**2020 (Fall 2014 Cohort)**		**2021 (Fall 2015 Cohort)**		**2022 (Fall 2016 Cohort)**		**2023 (Fall 2017 Cohort)**	
Disaggregated by Race/ Ethnicity	**# Students**	**Graduation Rate**	**# Students**	**Graduation Rate**	**# Students**	**Graduation Rate**	**# Students**	**Graduation Rate**
American Indian and Alaska Native	3	67%	1	100	4	25%	0	N/A
Asian	1	100%	0	N/A	5	60%	3	67%
Black or African American	20	35%	15	53%	23	30%	19	11%
Hispanic/ Latino	0	N/A	1	100	11	45%	11	45%
Native Hawaiian and Other Pacific Islander	0	N/A	1	100%	0	N/A	3	100%
Other	5	47%	33	55%	18	44%	33	55%
White	215	54%	199	52%	234	54%	237	57%

Note: Students self-report race/ethnicity.

Examining LMU's cohort graduation rates by race/ethnicity show fluctuations in the rates for students who self-identify as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander. These fluctuations are due to the low number of students from these groups in each cohort. Only Asian students at 67% (cohort of three), White students at 57% (cohort of 237), and students who reported "Other" race/ethnicity at 55% (cohort of 33) met or exceeded the target of 55%. The graduation rates for African American students in the 2017 cohort was 11% (cohort of 19). In the 2016 cohort, the graduation rate for African American students was 30%. The Office for Student Diversity and Belonging supports a variety of student affinity organizations as well as a Student Diversity Leadership Council, which supports students from underrepresented groups. The University also offers diversity grants for underrepresented undergraduate students who live on-campus to help make Lincoln Memorial University a more diverse student body.

Six-Year Graduation Rate	2020 (Fall 2014 Cohort)		2021 (Fall 2015 Cohort)		2022 (Fall 2016 Cohort)		2023 (Fall 2017 Cohort)	
Disaggregated by Gender	# Students	Graduation Rate	# Students	Graduation Rate	# Students	Graduation Rate	# Students	Graduation Rate
Male	102	47%	87	51%	123	41%	108	47%
Female	152	57%	162	54%	172	58%	198	58%
Other	0	N/A	0	N/A	0	N/A	0	N/A

The graduation rates for females were higher than males for the 2014, 2015, 2016, and 2017 cohorts, which fits the national trend for graduation by gender. For the 2017 cohort, the male graduation rate was 47%, and the female graduation rate was 58%. The gap between male and female graduation rates decreased to 11% from 17% for the 2016 cohort.

Six-Year Graduation Rate	2023 (Fall 2017 Cohort)		2024 (Fall 2018 Cohort)	
	# Students	Graduation Rate	# Students	Graduation Rate
Appalachian Students	220	58%		

Note: Appalachian students were identified using the Appalachian Regional Commission definition of Appalachian states and counties.

With the 2017 cohort, LMU was able to report the graduation rate for Appalachian students for the first time. Appalachian students accounted for approximately 72% of the 2017 cohort, and the graduation rate for Appalachian students was 58%.

Six-Year Graduation Rate	2023 (Fall 2017 Cohort)		2024 (Fall 2018 Cohort)	
	# Students	Graduation Rate	# Students	Graduation Rate
First-Generation Students	167	47%		

Note: Students self-report first-generation status.

With the 2017 cohort, LMU was able to report the graduation rate for first-generation students for the first time. First-generation students accounted for nearly 55% of the 2017 cohort, and the graduation rate for first-generation students was 47%.

Student Achievement Goal 2- Fall-to-fall retention rates for first-time, full-time, bachelor's degree-seeking students at LMU will exceed 75%.

Results

LMU actively tracks and reports student retention rates through the Integrated Post-Secondary Education Data System (IPEDS). LMU did not achieve its goal by retaining 69% of first-time, full-time, bachelor's degree-seeking students in Fall 2023, after increasing to 77% for Fall 2022. Nationally, retention rates dipped in 2020 and 2021 due to the pandemic and shift to online learning. The LMU first-time retention rates for the past four years are presented in the tables below.

Fall-to-Fall First-time Cohort Retention Rates				
	2020	**2021**	**2022**	**2023**
Lincoln Memorial University	76%	70%	77%	69%

Fall-to-Fall Retention Rates	2020 (Fall 2019 Cohort)		2021 (Fall 2020 Cohort)		2022 (Fall 2021 Cohort)		2023 (Fall 2022 Cohort)	
Disaggregated by Race/ Ethnicity	**# Students**	**Retention Rate**	**# Students**	**Retention Rate**	**# Students**	**Retention Rate**	**# Students**	**Retention Rate**
American Indian and Alaska Native	4	75%	4	75%	1	0%	2	0%
Asian	1	0%	3	67%	4	100%	7	100%
Black or African American	19	90%	10	50%	12	67%	12	33%
Hispanic/ Latino	0	N/A	1	100%	17	65%	13	62%
Native Hawaiian and Other Pacific Islander	0	N/A	0	N/A	0	N/A	0	N/A
Other	8	88%	19	53%	38	89%	39	67%
White	199	75%	157	73%	185	77%	214	72%

Note: Students self-report race/ethnicity.

Examining LMU's retention rates by race and ethnicity in the table above showed only Asian students (cohort of seven) were above the 75% target during Fall 2023. White students (cohort of 214) were close to the 75% target with a 72% retention rate. From 2021 to 2022, the retention rate for African American students increased from 50% (cohort of 10) to 67% (cohort of 12). However, the retention rate for African American students decreased to 33% (cohort of 12) in 2023. The small numbers of students in many of these categories can lead to significant swings in retention rates.

Fall-to-Fall Retention Rates	2020 (Fall 2019 Cohort)		2021 (Fall 2020 Cohort)		2022 (Fall 2021 Cohort)		2023 (Fall 2022 Cohort)	
Disaggregated by Gender	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate
Male	106	73%	85	68%	95	73%	128	69%
Female	125	79%	119	71%	162	80%	159	70%
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

The retention rates for male students decreased to 69% in 2022 after achieving 73% in 2022. The retention rates for female students decreased from 80% in 2022 to 70% in 2023.

Because serving Appalachian students is critical to LMU's mission, the Office of Institutional Effectiveness (IE) provided the retention rates for first-time, full-time, bachelor's degree-seeking Appalachian students below, using the Appalachian Regional Commission's definition of Appalachian counties. In 2023, Appalachian students were retained at a higher rate than the overall population of first-time, full-time, bachelor's degree-seeking students with a rate of 72%. Appalachian students were retained at a rate of 76% for 2022. During the past four years of tracking retention rates for Appalachian students, the rate has been at (2020) or above the overall rate (2021 and 2023), except for 2022 when it was only 1% below the overall rate.

Fall-to-Fall Retention Rates	2020 (Fall 2019 Cohort)		2021 (Fall 2020 Cohort)		2022 (Fall 2021 Cohort)		2023 (Fall 2022 Cohort	
	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate
Appalachian Students	148	76%	125	77%	165	76%	190	72%

Note: Appalachian students were identified using the Appalachian Regional Commission definition of Appalachian states and counties.

Because first-generation students are also critical to LMU's mission, the Office of Institutional Effectiveness (IE) provided the retention rates for first-time, full-time, bachelor's degree-seeking first-generation students below. The retention rate for first-generation students in 2023 decreased to 65% after increasing to 75% in 2022.

Fall-to-Fall Retention Rates	2020 (Fall 2019 Cohort)		2021 (Fall 2020 Cohort)		2022 (Fall 2021 Cohort)		2023 (Fall 2022 Cohort)	
	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate
First-Generation Students	126	72%	101	65%	153	75%	194	65%

Note: Students self-report first-generation status.

<u>Recommendations for Improving Retention and Graduation Rates</u>
LMU, through the Academic and Student Support Services and other divisions, also administers and/or plans to implement and enhance the following programs and initiatives to support and improve retention, persistence, and graduation rates.

- **Reformed Students of Concern Committees (SOCs), CARE Committee, & TAT:** The Academic and Student Support Services Division oversaw a reforming of LMU's student welfare reporting and case management system to ensure a more streamlined and responsive process was established. To promote retention, progression, and graduation—by identifying and addressing concerns on a student-by-student basis across all academic schools and colleges—LMU established several Students of Concern Committees, a centralized, Institutional CARE Committee, an Institutional Threat Assessment Team (TAT), and is forming a new Institutional Critical Incident Response Team (CIRT). An SOC now exists for the undergraduate populations, headed by LMU's Dean of Students, and an SOC for every graduate and professional program. Each SOC is chaired by a University official who can refer elevated concerns (concerns of threats to self by students) to the Institutional CARE Committee. The Institutional CARE Committee can issue Behavioral Action plans, mobilize University resources, and ensure every student has access to all University services. The TAT can convene to address elevated threats to others or campuses, while the CIRT can respond to such threats after they materialize. This tiered and well-structured system ensures no student concern is missed and that every concern is responded to in some manner.
- **The Mental Health Counseling Office:** The Mental Health Counseling Office offers unlimited counseling services to LMU students and provides 24/7 access to mental health services via the *Empathia* software. This office works to support student wellbeing and promote retention, progression, and graduation of students by addressing mental health needs.
- **The Student Services Offices:** Under the Dean of Students, LMU provides student affairs initiatives and programs that promote retention, progression, and graduation including but not limited to the following:
  - Strategies for College Success (UACT 100) course
  - Student leadership opportunities through the Lincoln Ambassadors student leader program and RAILS tour guide program (Office for Orientation and Transition Programs), the Resident Assistants program (Office for Residential Housing), the Lincoln Activities Board program (Office for Student Activities and Engagement), the undergraduate Student Government Association (Office of the Dean of Students), and other opportunities.
  - Career aptitude assessments and career-placement support through the Office of Career Services.
  - Diversity and Belonging initiatives through the Office of Student Diversity and Belonging—such as BeReal conversations, cultural heritage programming, and diversity-focused affinity and belonging student organizations.
  - Recreational and co-curricular engagement opportunities (e.g., Greek Life, seasonal festivals, weekly activities, intramural sports, etc.) through the Office of the Associate Dean of Students and the Office for Student Activities and

Engagement.

- **The Office for Academic Support:** The Tagge Center for Academic Support offers the following academic support initiatives and programs that promote retention, progression, and graduation:
  - Peer-tutoring across undergraduate academic programs.
  - The Cornerstone program: This program is a retention initiative at Lincoln Memorial University for first-time college students who, because of GPA, ACT/SAT scores, or high school academic performance, may need to receive additional academic support services. Each Cornerstone student is provided an academic advisor from the Office of Academic Support who will mentor and assist them during their first two years at LMU. The Cornerstone program facilitates the adjustment to college, allowing students the chance to successfully matriculate and succeed academically while moving toward graduation. The program also introduces students to available academic and University resources that are needed to enhance their success and enrich their college experience. Cornerstone students are encouraged to develop interdependent relationships with appropriate campus resources, while the Office of Academic Support provides direction and guidance.
  - The Student Support Services (SSS) Trio program: This program serves students who are eligible for the program if they are: a first-generation student (neither parent graduated from a four-year institution) and/or are financially eligible (must meet the federal guidelines), disabled (physical or learning), low-income, and/or have an academic need for support generally. Two-thirds of the program's participants must be both first-generation and low-income.
  - SSS Sections of UACT 100: These Strategies for College Success sections are crafted to specifically enroll SSS-eligible students in the UACT 100 course and support their success at LMU generally.
  - The Tagge Center tentatively plans to, or already has, implement[ed] the following programs in the 2023-2024 academic years to further promote retention, progression, and graduation: supplemental instruction, a writing support office, and a student concern case manager office. These plans are subject to revision.
  1. **Reformed Welfare & Early Alert System:** In partnership with the Division of Academic Affairs, welfare and early alerts were reformed to be more effective in addressing students' needs and retaining students. Alerts were changed by dividing reporting of early alerts, students of concern, and violations of academic integrity into two separate processes. Previously, all three reports were submitted using the same form. As it exists now, faculty and staff may submit either a Student of Concern/Academic Performance Concern Report or an Academic Integrity Violation Report using the links found in the "QuickLinks" tab of myLMU. The Student of Concern/Academic Performance Concern Report is a Formstack form where each response is routed to the appropriate department. The Academic Integrity Violation Report is a Maxient report that is routed directly to Academic Affairs for investigation and adjudication.
  2. **Four-week Grade Check System:** In partnership with the Division of Academic Affairs, LMU has transitioned from a three-week grade check system to a four-week grade check system with the goal of providing students and faculty more time to administer and take assessments, allowing students to earn more grades to help

generate more meaningful data on student performance early in the semester, and allow faculty more time to assess students and enter grades by the early-semester grade check point.

3. **Railsplitter Roadmap Initiative (pending):** In 2022-2023, the Academic and Student Support Services Division created a Student Life Council comprised of the division's four leaders and the Assistant Vice President. This Council has begun work on operating Student Services and Academic Success with a retention focus. The Council is drafting a *Railsplitter Roadmap*—a visual guidance tool that will benchmark when and what services and opportunities students should engage in to maximize retention and progression. The *Roadmap* will also double as an internal metric for measuring the likelihood of student retention, a guide to advising and serving students in a retention-promoting manner, and comprise the bulk of a codified retention plan for the student services divisions.

In addition to the activities mentioned above, the University regularly assesses student satisfaction through surveys. The Office of Institutional Effectiveness regularly administers the following surveys:

1. LMU Student Opinion Survey (every Fall)
2. LMU Graduating Student Survey (Graduate & Undergraduate-every semester)
3. National Survey of Student Engagement (NSSE) (odd Springs)
4. Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) (even Springs)

Student Achievement Goal 3- Overall career outcome rates for baccalaureate graduates will exceed the National Association of Colleges and Employers (NACE) national rate.

Results

LMU tracks the career outcome status of its graduates as a measure of student achievement and program success. Graduates are contacted six months post-graduation to determine their employment or graduate school status.

The most current NACE report shows the national average overall career outcome rate for bachelor's degree graduates as 82% and for master's degree graduates at 86%. LMU has regularly exceeded the NACE national rates for the past five years.

Graduating Term	Overall Career Outcome Rate	Percent Employed Full-Time	Percent Graduate School Placement Rate	Overall Knowledge Rate*
December 2016	95%	81%	14%	96%
May 2017	96%	68%	28%	93%
December 2017	94%	82%	12%	91%
May 2018	97%	60%	37%	88%
December 2018	91%	76%	14%	91%
May 2019	93%	68%	25%	95%
December 2019	90%	69%	21%	87%
May 2020	93%	60%	33%	95%
December 2020	94%	81%	13%	70%
May 2021	95%	59%	35%	76%
December 2021	86%	76%	10%	90%
May 2022	93%	62%	31%	84%

Knowledge rate is a term used by NACE in lieu of "survey response rate" to reflect the approach of going beyond simply relying on a survey for obtaining outcomes information.

Professional Program	2018	2019	2020	2021	2022	2023
LMU DeBusk College of Osteopathic Medicine (Placement)	99.5%	99.1%	98%	99.5%	99.1%	99.5%*
LMU Duncan School of Law (Full-Time Employment)	85%	78%	77%	79%	82%	**
LMU College of Veterinary Medicine (Accepted Employment)	84.6%	85.0%	82.2%	82.9%	88.2%	82.2%
AVMA National Veterinary Job Placement (Accepted Employment)	87.7%	88.6%	87.3%	91.7%	92.3%	***

Some graduates will re-enter the residency match in 2024 and likely find placement. While the annual match rate has fallen, it remains above the national level.
*** Available April 2024.*
****AVMA data available later in Fall 2023*

Additionally, some of LMU's professional schools track career outcome and placement rates. The table above shows the most recent rates for the LMU DeBusk College of Osteopathic Medicine, the LMU Duncan School of Law, and the LMU College of Veterinary Medicine (CVM).

The LMU DeBusk College of Osteopathic Medicine has placed an average of 99.5% of its graduates over the past four years. Some of those graduates from 2023 will re-enter match 2024. Full-time employment for graduates of the LMU Duncan School of Law declined from a high of 85% for graduates in 2018 to 79% in 2021. Employment by graduates of the Duncan School of Law rebounded to 82% in 2022. First-year employment by graduates of the LMU CVM has rebounded to over 88% for 2022, although it still lagged behind the national employment rate reported by the AVMA. The number of CVM graduates who have accepted an offer declined for 2023 to 82%. Of the graduates who had not accepted an offer, 1.7% had not started their job search and 16.1% were still seeking a position.

Student Achievement Goal 4- The University will meet or exceed national/state pass rates for general education competencies and programs leading to licensure or certification.

Results
LMU utilizes the ETS Proficiency Profile Exam to measure student learning in general education courses. Use of a standardized instrument to measure student knowledge upon completion of general education coursework helps ensure the quality of general education curricula by making comparisons to national norms. The following tables contain the results of the latest implementation of the Proficiency Profile Exam for both baccalaureate and associate-level students.

ETS Proficiency Profile

Bachelor's Students	Fall 2021			Spring 2022			Fall 2022			Spring 2023		
Proficiency Profile	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean
Total Score	446.7	95	438.9	446.8	154	439.4	451.1	111	438.4	448.45	146	438.6
Critical Thinking	111.6	95	110.2	112.3	154	110.5	113.3	111	110.2	112.58	146	110.3
Reading	119.0	95	116.2	118.5	154	116.5	120.3	111	116.1	119.21	146	116.3
Writing	114.7	95	113.0	114.5	154	113.2	115.1	111	112.9	115.01	146	113.0
Mathematics	115.0	95	112.4	115.0	154	112.3	115.2	111	112.3	115.18	146	112.1
Humanities	115.7	95	113.6	115.5	154	114.1	117.5	111	113.6	116.28	146	113.9
Social Sciences	114.6	95	112.0	114.4	154	112.2	115.4	111	112.0	114.36	146	112.1
Natural Sciences	116.0	95	114.0	116.7	154	114.2	117.4	111	114.0	116.92	146	114.1
Essay	4.4	91		4.1	157		4.3	112		4.0	138	

Note: Student essays that were blank, too brief to evaluate, not relevant to the topic, or not written in English were not included in score report calculations.

The ETS Proficiency Profile provides national means for comparison. The national means are derived from five-year running scores. For the bachelor's scores, LMU used a comparison with juniors (because LMU students take the Proficiency Profile in Civics 300). For Spring 2023, LMU students' average score (448.45) was above the national score mean (438.6) and above the means for each of the sub-scores on the Proficiency Profile.

Associate's Students	Fall 2021			Spring 2022			Fall 2022			Spring 2023		
Proficiency Profile	Scaled Score	N=	National Mean*	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean
Total Score	425.7	19**		431.5	113	436.7	432.2	28**	436.3	428.40	72	436.2
Critical Thinking				109.0	113	109.8				107.90	72	109.7
Reading				114.1	113	115.6				113.29	72	115.4
Writing				111.6	113	112.5				111.83	72	112.4
Mathematics				110.3	113	111.8				109.01	72	111.8
Humanities				113.0	113	113.3				112.01	72	113.2
Social Sciences				110.9	113	111.6				109.86	72	111.5
Natural Sciences				112.8	113	113.5				112.64	72	113.4

National Means not available.
*** Insufficient number of students for sub-scores and comparative analysis.*

For the associate degree scores, LMU used a comparison with sophomores. For Spring 2023, LMU associate degree students' average (428.4) was below the national mean for total score (436.2) and below the means for each of the sub-scores on the Proficiency Profile, although close on a number of the sub-scores. Because the associate degree students taking the ETS Proficiency Profile did not meet the target, the General Education Committee has been reviewing the data and will make recommendations for improvement in the coming year.

Licensure/Certification Examinations

Many professions require graduates to take and pass licensure certification examinations to practice in the profession. LMU programs that lead to licensure/certification use appropriate standardized assessments to evaluate student achievement. The following sections demonstrate student achievement by program and specialty.

Education Programs
LMU offers programs leading to elementary and secondary teacher licensure. These programs require students to pass the PRAXIS Principles of Teaching and Learning Test (PLT) and PRAXIS Specialty Tests in their teaching discipline.

The next table shows the pass rates for PRAXIS Principles of Teaching and Learning Test (PLT) for all program completers for the past three years compared to Tennessee statewide rates. In the past four years, 100% of LMU education program completers have passed the PRAXIS PLT, which is above the pass rates for all Tennessee program completers.

All Program Completers	LMU Institutional Pass Rate	TN Statewide Pass Rate
All Program Completers, 2021-2022	100%	96%
All Program Completers, 2020-2021	100%	92%
All Program Completers, 2019-2020	100%	93%
All Program Completers 2018-2019	100%	98%

The table below shows the pass rates for PRAXIS Specialty Tests for the past four years. These tests have changed and continue to change, which makes comparisons a challenge.

Elementary	2019-2020	2020-2021	2021-2022	2022-2023
Content Knowledge (5018 - retired exam)				
Total Completers	12			
First Time Pass Rate	50%			
Overall Pass Rate	100%			
Content Knowledge 5001				
Subtest 5002 Reading				
Total Completers		11	3	2
First Time Pass Rate		64%	100%	100%
Overall Pass Rate		91%	100%	100%
Subtest 5003 Math				
Total Completers		11	3	2
First Time Pass Rate		45%	33%	50%
Overall Pass Rate		91%	100%	100%
Subtest 5004 Social Studies				
Total Completers		11	3	5
First Time Pass Rate		45%	33%	60%
Overall Pass Rate		91%	100%	100%

Elementary	2019-2020	2020-2021	2021-2022	2022-2023
Subtest 5005 Science				
Total Completers		11	3	3
First Time Pass Rate		45%	33%	33%
Overall Pass Rate		91%	100%	33%*
Curriculum Instruction & Assessment (5017 - retired exam)				
Total Completers	5			
First Time Pass Rate	80%			
Overall Pass Rate	100%			
Teaching Reading for Elementary (5203 Retired Exam)				
Total Completers	16	12		
First Time Pass Rate	94%	83%		
Overall Pass Rate	100%	100%		
Teaching Reading for Elementary (5205)				
Total Completers		1	8	2
First Time Pass Rate		100%	62%	100%
Overall Pass Rate		100%	100%	100%
Special Education Comprehensive				
Total Completers	0	2	8	0
First Time Pass Rate	0%	100%	62%	
Overall Pass Rate	0%	100%	100%	
Special Education Interventionist				
Total Completers	4	0	1	0
First Time Pass Rate	100%	0%	100%	
Overall Pass Rate	100%	0%	100%	
Special Education Comprehensive				
Total Completers	1	0	2	0
First Time Pass Rate	100%	0%	100%	
Overall Pass Rate	100%	0%	100%	
Special Education Interventionist				
Total Completers	2	4	0	0
First Time Pass Rate	50%	100%	0%	
Overall Pass Rate	100%	100%	0%	
English as a Second				

Elementary	2019-2020	2020-2021	2021-2022	2022-2023
Language (ESL)				
Total Completers			2	0
First Time Pass Rate			100%	
Overall Pass Rate			100%	
Biology				
Total Completers	0	0	1	0
First Time Pass Rate			0	
Overall Pass Rate			100%	
Business				
Total Completers	0	1	0	0
First Time Pass Rate		100%		
Overall Pass Rate		100%		
Chemistry				
Total Completers	0	0	1	0
First Time Pass Rate			100%	
Overall Pass Rate			100%	
English				
Total Completers	6	2	5	0
First Time Pass Rate	50%	50%	80%	
Overall Pass Rate	100%	100%	100%	
History				
Total Completers	1	0	0	2
First Time Pass Rate	0%			50%
Overall Pass Rate	100%			100%
Math				
Total Completers	0	0	1	0
First Time Pass Rate			0%	
Overall Pass Rate			100%	
Music				
Total Completers	0	0	0	0
First Time Pass Rate				
Overall Pass Rate				
PE				
Total Completers	0	0	1	0
First Time Pass Rate			100%	
Overall Pass Rate			100%	
Visual Arts				
Total Completers	0	0	0	0
First Time Pass Rate				
Overall Pass Rate				

* 2 of 3 students retesting for Subtest 5005 Science

LMU Graduate MEDITL				
LMU Graduate MEDITL	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
Elementary				
Content Knowledge (5018)				
Total Completers	15	1		
First Time Pass Rate	60%	100%		
Overall Pass Rate	100%	100%		
Content Knowledge 5001				
Subtest 5002 Reading				
Total Completers		8	5	13
First Time Pass Rate		100%	80%	76%
Overall Pass Rate		100%	100%	100
Subtest 5003 Math				
Total Completers		8	5	14
First Time Pass Rate		100%	20%	64%
Overall Pass Rate		100%	100%	100%
Subtest 5004 Social Studies				
Total Completers		8	5	12
First Time Pass Rate		75%	60%	75%
Overall Pass Rate		100%	100%	100%
Subtest 5005 Science				
Total Completers		8	5	14
First Time Pass Rate		75%	60%	64%
Overall Pass Rate		100%	100%	100%
Curriculum Instruction & Assessment (5017) No longer required				
Total Completers	8			
First Time Pass Rate	100%			
Overall Pass Rate	100%			
Teaching Reading for Elementary (5203 Retired exam)				
Total Completers	15	9		
First Time Pass Rate	87%	89%		
Overall Pass Rate	100%	100%		
Teaching Reading for Elementary (5205)				
Total Completers			10	32
First Time Pass Rate			60%	62%
Overall Pass Rate			100%	100%
Special Education Comprehensive				
Total Completers			0	6

LMU Graduate MEDITL				
LMU Graduate MEDITL	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
First Time Pass Rate				100%
Overall Pass Rate				100%
Special Education Interventionist				
Total Completers			1	7
First Time Pass Rate			100%	100%
Overall Pass Rate			100%	100%
Biology				
Total Completers	0	0	0	1
First Time Pass Rate				100%
Overall Pass Rate				100%
Business				
Total Completers	2	3	0	3
First Time Pass Rate	50%	100%		100 %
Overall Pass Rate	100%	100%		100 %
Chemistry				
Total Completers	0	1	0	0
First Time Pass Rate		100%		
Overall Pass Rate		100%		
English				
Total Completers	2	2	0	3
First Time Pass Rate	100%			100%
Overall Pass Rate	100%			100%
History				
Total Completers	3	1	1	0
First Time Pass Rate		100%	100%	
Overall Pass Rate		100%	100%	
Math				
Total Completers	1	0	0	0
First Time Pass Rate	0%			
Overall Pass Rate	100%			
Music				
Total Completers	1	0	0	0
First Time Pass Rate	0%			
Overall Pass Rate	100%			
PE				
Total Completers	4	0	0	6
First Time Pass Rate	25%			66%
Overall Pass Rate	100%			66%
Visual Arts				

LMU Graduate MEDITL				
LMU Graduate MEDITL	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
Total Completers	1	2	0	5
First Time Pass Rate	100%	50%		80%
Overall Pass Rate	100%	100%		100%

LMU Counseling				
Professional Counselor	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
Total Completers	14	8	4	4
First Time Pass Rate	85.71%	100%	100%	100%
Overall Pass Rate	92.86%	100%	100%	100%

Instructional Leadership				
School Leaders Leadership Assessment (6011)	2019-2020	2020-2021	2021-2022	2022-2023
MED				
Total Completers	19	24	17	4
First Time Pass Rate	100%	92%	100%	75%
Overall Pass Rate	100%	100%	100%	75%*
EdS				
Total Completers	52	49	55	43
First Time Pass Rate	98%	98%	96%	93%
Overall Pass Rate	96%	100%	98%	93%
Add-On				
Total Completers	17	12	12	11
First Time Pass Rate	100%	100%	100%	100%
Overall Pass Rate	100%	100%	100%	100%

One student from 2022-2023 will retest.

Nursing Programs

Students completing the Associate of Science in Nursing (ASN) degree program take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for licensure purposes. LMU's nursing programs have a history of producing well-qualified nursing graduates who demonstrate excellence in employment settings (as indicated on employer surveys). The table below displays NCLEX-RN pass rate data for ASN students at each LMU instructional site. The 2022 first-time national pass rate for the NCLEX-RN exam for associate degree candidates is 77.9%.

Instructional Site	2017	2018	2019	2020	2021	2022
Harrogate	88%	95.5%	83.3%	75%	60.6%	76.4%
Knoxville, Tower	93.7%	98.3%	92.4%	95.5%	73.8%	Dec 71.4% May 90.5%
Alcoa, TN (Blount)	100%	97.7%	98.3%	87.8%	88.8%	N/A*
Corbin, KY	100%	97.2%	82%	71.7%	82.6%	78.8%
Tampa, FL	NA	NA	100%	83.3%	88.2%	100%
Total ASN			92.2%	85.34%	80.4%	83.3%
National Pass Rate	84.24%	85.11%	85.17%	82.8%	78.78%	77.9%

Alcoa site closed on January 1, 2022, and students moved to LMU Tower in January 2022.

The overall pass rate for graduates from the Associate of Science in Nursing program at LMU in 2022 was 83.3%, which is above the national average of 77.9% for ASN graduates. Graduates from the Associate of Science in Nursing (ASN) degree program at the Tower, Corbin, and Tampa sites passed the NCLEX-RN at higher rates than the national rate. In contrast, ASN graduates from the Harrogate site passed the NCLEX-RN at a slightly lower rate than the national average.

Faculty from the Associate of Science in Nursing program at LMU are investigating trends on student performance both in general education science courses and in nursing courses to identify areas for improvement. Students seeking admission to the class of 2023 were screened closely to identify students likely to succeed in the ASN program.

The following table displays the Nursing BSN pass rates on the NCLEX-RN at each LMU instructional site. The first time 2022 national pass rate for baccalaureate degree takers of the NCLEX-RN exam is 82.32%. BSN Graduates from all three sites passed the NCLEX-RN at higher rates than the national average with Tampa graduates sustaining a 100% pass rate for the past four years.

Instructional Site	2017	2018	2019	2020	2021	2022
Harrogate	100%	96.3%	100%	96%	100%	87%
Cedar Bluff	98.1%	100%	97.4%	97.1%	97%	90.7%
Tampa, FL	NA	NA	100%	100%	100%	100%
Total BSN			98.2%	97.3%	93.8%	91%
National Pass rate	90.04%	91.57%	91.22%	90.29%	86.06%	82.32%

The following table displays the Master of Science in Nursing (LMU MSN) concentration pass rates for the past six years. The data demonstrate LMU MSN graduates exceed national means on their licensure exams for Family Nurse Practitioner (FNP), Family Psychiatric Mental Health Nurse Practitioner (FPMHNP), and Nurse Anesthesia (NA) graduates for 2022.

First-Time Pass Rates for FNP Graduates						
Instructional Site	2017	2018	2019	2020	2021	2022
Harrogate	100%	100%	93%	100%	100%	85%
Kingsport	100%	100%	100%	100%	100%	NA*
Cedar Bluff	96%	100%	91%	100%	100%	88%
Online	NA	NA	NA	NA	NA	100%
Total FNP				100%	90%	88%
National Rate-ANCC				89.3%	86.2%	85.9%
National Rate-AANP				85%	81.4%	74%

Kingsport site closed in June 2021.

First-Time Pass Rates for FPMHNP Graduates						
Instructional Site	2017	2018	2019	2020	2021	2022
Cedar Bluff	100%	100%	90%	100%	100%	100%
Online	NA	NA	NA	NA	NA	100%
Total FPMHNP	100%	100%	90%	100%	100%	100%
National Rate-ANCC				80.5%	88.5%	90.8%

First-Time Pass Rate for Nurse Anesthesia Graduates						
Instructional Site	2017	2018	2019	2020	2021	2022
Harrogate	94.4%	73.6%	89.4%	100%	75%	85%
National Rate-NCE				85.2%	85.2%	83.4%

Bachelor of Science in Medical Laboratory Science
LMU offers a Bachelor of Science in Medical Laboratory Science degree program. Graduates take the American Society of Clinical Pathology Board of Certification Exam (ASCP BOC) after graduation. Performance on this national board exam is a reflection of program quality. The following table summarizes the performance of past graduating classes on this national board exam as compared to the national average of other medical laboratory programs accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). The minimum pass score on this exam is 400.

LMU Medical Laboratory Science Graduating Cohorts Average Score Data Part 1								
Subject Area	Spring 2019	National Average	Fall 2019	National Average	Spring 2020	National Average	Fall 2020	National Average
Immunohematology	538	523	507	506	526	521	543	497
Clinical Chemistry	534	527	672	509	550	511	543	492
Hematology	546	537	701	500	604	534	544	490
Immunology/ Serology	549	504	591	483	551	518	510	474
Clinical Microbiology	526	519	638	495	499	522	555	491
Urinalysis & Body Fluid Analysis	596	500	702	504	534	513	529	481
Laboratory Operations	677	519	735	502	457	510	514	494

Beginning with the 2005-2006 academic year, the MLS program has achieved 17 consecutive years of 100% first-attempt pass rates on the national board exam. Because the MLS program began graduating two classes per academic year beginning in Fall 2013, the MLS program has achieved 27 consecutive classes of 100% first-attempt pass rates on the national board.

MU Medical Laboratory Science Graduating Cohorts Average Score Data Part 2									
Subject Area	Spring 2021	National Average	Fall 2021	National Average	Spring 2022	National Average	Fall 2022	National Average	Spring 2023	National Average
Immunohematology	571	506	528	473	602	493	591	499	617	481
Clinical Chemistry	559	504	584	476	554	483	606	496	604	469
Hematology	641	513	563	471	481	489	672	493	494	466
Immunology /Serology	528	488	572	461	578	484	667	478	620	456
Clinical Microbiology	540	494	491	465	513	482	593	487	514	462
Urinalysis & Body Fluid Analysis	537	495	607	465	658	479	616	508	562	465
Laboratory Operations	563	492	590	476	453	483	491	486	594	472

The two tables above display the subject area averages for LMU compared to national averages on the ASCP BOC, and the third table below displays the first-attempt pass rates for LMU students compared to the national average on the ASCP BOC.

ASCP Board of Certification 1st Attempt Class Pass Rates		
	LMU Pass Rates	National Average
Fall 2016	100%	81%
Spring 2017	100%	80%
Fall 2017	100%	79%
Spring 2018	100%	80%
Fall 2018	100%	79%
Spring 2019	100%	87%
Fall 2019	100%	80%
Spring 2020	100%	88%
Fall 2020	100%	77%
Spring 2021	100%	85%
Fall 2021	100%	72%
Spring 2022	100%	83%
Fall 2022	100%	80%
Spring 2023	100%	74%

Doctor of Osteopathic Medicine

The LMU DeBusk College of Osteopathic Medicine (LMU-DCOM) uses licensure exam pass rate data to effectively evaluate success with respect to student achievement. The table below shows the COMLEX first-time pass rates for the past six years.

LMU-DCOM COMLEX First-Time Pass Rates				
Exam Cycle	**COMLEX 1**	**COMLEX2 CE**	**COMLEX2 PE**	**COMLEX 3**
2017-2018	93.7%	87.8%	85.9%	96.3%
2018-2019	89.2%	94.6%	84.7%	95.3%
2019-2020	92.1%	96.9%	90.3%	96.3%
2020-2021	88.5%	94.6%	96.8%*	95.9%
2021-2022	95.0%	91.4%	NA**	93.7%
2022-2023	88.2%	94.7%	NA**	89.3%***

This pass rate reflects the performance of LMU-DCOM students during the 2020-21 exam cycle prior to the suspension of the COMLEX Level 2-PE due to the Covid-19 pandemic.
** The COMLEX Level 2-PE has been indefinitely suspended by NBOME.
*** COMLEX 3 data are incomplete and will be updated with the next cycle.

National COMLEX First-Time Pass Rates				
Exam Cycle	**COMLEX 1**	**COMLEX2 CE**	**COMLEX2 PE**	**COMLEX 3**
2017-2018	96.0%	92.8%	93.2%	95.4%
2018-2019	93.0%	95.6%	93.2%	97.5%
2019-2020	94.3%	96.8%	92.1%	97.0%
2020-2021	93.7%	96.5%	N/A	97.1%
2021-2022	92.2%	95.1%	N/A*	96.3%
2022-2023	90.6%	94.5%	N/A*	94.7%**

* The COMLEX Level 2-PE has been indefinitely suspended by NBOME.
** COMLEX 3 data are incomplete and will be updated with the next cycle.

For the 2022-2023 academic year, the LMU-DCOM first-time pass rate on the COMLEX Level 1 board exam (88.2%) was below the national pass rate (90.6%). Of note, the COMLEX Level 1 shifted to a pass/fail examination at the beginning of the 2022-2023 examination cycle. In response to lower-than-national pass rates, LMU-DCOM has taken steps to provide students with earlier support for board preparation through monthly webinars with members of Student Services and the Assistant Dean of Basic Sciences. LMU-DCOM also hired a second Learning Specialist to provide targeted study and testing strategy support for students.

LMU-DCOM pass rates met the national pass rate for the COMLEX Level 2-CE and were below the national average for COMLEX Level 3 board exams. On COMLEX 2-CE, 94.7% of LMU-DCOM students passed the first time, while 94.5% passed nationally. LMU-DCOM initiated a COMLEX L2-CE Prep program during the Spring 2022 semester and refined the program for the Spring 2023 semester. This program is open to all students preparing for the COMLEX L2-CE but mandatory for students whose prior course and exam performance places them at higher risk for failing their first attempt on the COMLEX L2-CE.

During the first half of the COMLEX 3 exam cycle, 89.3% of LMU-DCOM students passed the first time, while 96.8% passed nationally. The COMLEX Level 3 exam is completed during a graduate's residency years. As mentioned earlier, the COMLEX Level 3 data are incomplete and will be updated with the next cycle.

Physician Assistant Program
LMU tracks the success of students graduating from the Physician Assistant (PA) program by examining graduates' scores on the Physician Assistant National Certifying Examination (PANCE). Faculty and administrators use exam results in making programmatic and curricular improvements year over year. Use of this type of data is effective in helping the institution determine whether the program is meeting students' needs and preparing students for the requirements of careers in this field. The table below demonstrates how LMU tracks student success on the PANCE.

In 2022, 84% of LMU Harrogate PA graduates passed the PANCE on the first try, compared to the national average of 92%. The overall pass rate among LMU PA graduates in 2022, which includes students with multiple exam attempts, was 79% compared to the national average of 89%.

Physician Assistant Program (Master of Medical Science) PANCE Pass Rates				
Class	**Group**	**Number of LMU PANCE Participants**	**LMU Overall Pass Rate**	**National Exam Pass Rate**
2018	All Takers	101 (108)	94%	97%
Harrogate	First Time Takers	101	95%	98%
2019	All Takers	87 (101)	86%	91%
Harrogate	First Time Takers	87	89%	93%
2020	All Takers	94 (102)	92%	93%
Harrogate	First Time Takers	94	93%	95%
2021	All Takers	93 (105)	86%	91%
Harrogate	First Time Takers	93	88%	93%
2022	All Takers	85 (101)	79%	89%
Harrogate	First Time Takers	85	84%	92%
2022	All Takers	55 (64)	81%	89%
Knoxville	First Time Takers	55	85%	92%
2022	All Takers	140 (165)	80%	89%
Total	First Time Takers	140	84%	92%

The number in parentheses reflects the total number of exam attempts by exam takers within the specified year.

These figures represent a slight decline among LMU Harrogate PA graduates between 2021 and 2022, from 88% to 84% for first-time takers and 86% to 79% for all exam takers. They also reflect a slight decline relative to the national pass rates, from 5% below the national average in 2021 to 8-10% below in 2022.

In 2022, 85% of LMU Knoxville PA graduates passed the PANCE on the first try, compared to the national average of 92%. The overall pass rate among LMU PA graduates in 2022, which includes students with multiple exam attempts, was 81% compared to the national average of 89%. This was the first graduating class from the Knoxville PA program.

The overall rate for 2022 PA graduates from both sites was 80% for first-time test takers and 84% for all test takers. As mentioned, the national rates were 92% for first-time test takers and 89% for all test takers.

Harrogate PA Program
Changes that LMU anticipates will help to improve national board scores are focused on various processes of the PA program. This will start with the admissions process. In years past, the admissions process was accomplished in a manner by which the faculty (selection committee)

were blinded to the entire application to include personal statements, transcripts, and prior medical experience. These items were only reviewed by a non-faculty staff member and awarded a point value on a pre-determined rating scale. As such, no specific attention was given to the earnings of grades in basic science classes that had a more direct correlation to the topic and type of courses taught within the program. Unblinding the admissions process and basing selection more in the context of their past achievement of these types of courses should result in increased academic success throughout the program, which should in turn result in improvement on standardized testing including the PANCE.

PA faculty have subscribed and obtained access to Lecturio for each student. Lecturio is a video-based instructional product that also has assessments incorporated within it. The overall goal is to transition to increased problem-based and case-based learning rather than lecture-style presentation in an effort to reinforce long-term learning and retention. Demonstrating how this information is applied and having the Lecturio access to be able to review the material during the entirety of their academic and clinical year are believed to contribute to further success in preparedness for the national certification exam.

The program had defined remediation as a weakness. In 2022, the Curriculum Committee moved to eliminate the position of remediation specialist, create a Remediation Committee, and shift responsibility for remediation to faculty mentors. Faculty mentors now share the responsibility of follow-up assessment with the Remediation Committee. Appropriate remediation to close the knowledge deficit should result in improved performance on standardized testing to include the PANCE and may have contributed to improved test scores for the 2023 cohort as compared to 2022. The PA program will continue to provide a board review course and seek to develop a targeted remediation program based on students' scores on PACKRAT prior to their board review course in preparation for the NCCPA exam.

The effectiveness of the clinical curriculum was also reviewed. Aggregate data on End of Rotation (EOR) exams were reviewed for all core rotations and compared the performance of the 2022 cohort to the 2019-2021 cohorts. One area identified that created challenges for EOR performance included the process of administering EOR exams at the end of the semester rather than at the end of each four- to eight-week rotation. Because of the semesterly EOR testing, historically a decision to apply a multiplier of 1.16 to obtain each student's final score was made. This policy remained in effect for the 2022 cohort. Under these policies, the students were provided final scores that were potentially a full letter grade higher than what was actually achieved, which may have created a false sense of achievement leading to less prepared candidates for the PANCE. As a result, the program has instituted monthly EOR testing for the 2023 cohort. The program has also eliminated the modifier so that, effective July 2023, grading will be accomplished with the Z-score provided by PAEA.

Knoxville
The class of 2022 represents the inaugural class for the LMU Knoxville PA Program. With the results of the PANCE data for the cohort, the program reviewed the didactic curriculum, specifically looking at the Didactic Phase Cumulative Exam, the Clinical Phase Cumulative Exam, and the Summative Evaluation. Specifically, the PANCE task areas of Basic Science Concepts, History Taking and Physical Exam, Diagnostic Studies, Most Likely Diagnosis, Clinical Intervention, Pharmaceutical Therapeutics, and Health Maintenance were examined. The Basic

Science Concepts task area was the lowest performing task area across the assessments utilized. This task area includes content in anatomy, physiology, pathophysiology, genetic and molecular mechanisms of disease, microbiology, epidemiology, pharmacology, and pharmacotherapeutics. Content related to this task area is introduced in the PAS 506 Foundations of Clinical Medicine course in semester one and is reinforced in PAS 501-503 Clinically Oriented Anatomy and Dissection I-III and PAS 531-533 Principles of Clinical Medicine in semesters two, three, and four. As a result, the Program will place additional emphasis on this content in learning activities in the PAS 506, PAS 501-503, and PAS 531-533 courses. A more detailed review of keywording for test items in this task area and more detailed curriculum mapping will help identify more specific areas of deficit. Monitoring of the effectiveness of this improvement will be determined by student performance in this task area on multiple-choice examinations.

The program also reviewed Simulated Patient Encounters during the Didactic Phase, as well as preceptor evaluations of student performance during the clinical phase. Formulation of a differential diagnosis, determination of the most likely diagnosis, and development of appropriate management plans (including pharmacotherapeutics) are low-performing areas. These skills are introduced in the PAS 507 Introduction to Patient Evaluation and Clinical Procedures and PAS 506 Foundations of Clinical Medicine (pharmacology and pharmacotherapeutics) courses in semester one and are reinforced in PAS 511-513 Patient Assessment and Clinical Skills I-III and PAS 531-533 Principles of Clinical Medicine in semesters two, three, and four. Students apply concepts learned in these courses to novel patient cases in problem-based learning activities and simulated patient encounters during the Didactic Phase and are evaluated by clinical preceptors via the preceptor evaluations administered at the end of each rotation. To improve student performance in these areas, the Program will provide additional learning activities and both individual and class debrief sessions in the Didactic Phase to ensure important concepts are reinforced. The Program will monitor the effectiveness of these improvements by evaluating student performance in the assessment measures, as well as preceptor evaluations.

The Program also identified that preceptor evaluations of student performance did not result in timely remediation of individual course learning outcomes. As a result, the Program updated the course learning outcomes and the clinical preceptor evaluations of student performance rubrics to reflect individual skills sets more appropriately. The change will allow preceptors to give specific feedback. This will result in timely remediation of skill deficits and learning gaps by the Program.

Doctor of Jurisprudence
LMU's Duncan School of Law (LMU DSOL) offers the Doctor of Jurisprudence degree. Under American Bar Association (ABA) Standard 316 regarding bar passage outcomes, at least 75% of a law school's graduates who sit for a bar examination must pass a bar examination administered within two years of their date of graduation. Law school faculty and administrators use exam data to make programmatic and curricular improvements.

The table below shows that 81.9% of 2021 LMU DSOL graduates who sat for a bar exam within two years of graduation passed the exam. LMU DSOL graduates consistently pass the bar exam at rates above the 75% threshold required by the ABA.

Ultimate Bar Passage – Any Jurisdiction				
Calendar Year	Number of Graduates	Graduates Who Sat for Bar Exam within 2 Years of Graduation Date		
		Takers	Passers	%
2017	20	19	17	89.5%
2018	56	56	51	91.1%
2019	70	69	65	94.2%
2020	74	73	62	84.9%
2021	86	83	68	81.9%

LMU DSOL also reports first-time bar passage rates to the ABA. The following table shows that 62.1% of graduates who sat for a bar exam for the first time in 2022 passed the exam. December 2022 graduates who took the bar exam for the first time in February 2023 will count toward the 2023 first-time bar passage rate. The December 2022 graduates, however, passed the February 2023 bar exam at a 100% pass rate (3 out of 3).

First-Time Bar Passage – Any Jurisdiction			
Calendar Year	First-time Takers	Passers	Pass rate
2018	47	35	74.5%
2019	65	45	69.2%
2020	72	55	76.4%
2021	82	45	55.6%
2022	82	51	62.1%

Bar Exam Passage – Tennessee									
Bar Exam Administration	First-time Takers			Repeat Takers			Overall		
	Passers	Takers	%	Passers	Takers	%	Passers	Takers	%
October 2020	41	54	75.9%	3	5	60.0%	44	59	74.6%
February 2021	4	8	50.0%	3	10	30.0%	7	18	38.9%
July 2021	34	64	53.1%	5	15	33.3%	39	79	49.4%
February 2022	6	9	66.7%	10	26	38.5%	16	35	45.7%
July 2022	39	63	61.9%	2	19	10.5%	41	82	50.0%
February 2023	3	5	60.0%	6	29	20.7%	9	34	26.5%
3-Year Total	127	203	62.6%	29	104	27.8%	156	307	50.8%

In Tennessee, where the majority of LMU DSOL graduates sit for the bar exam, LMU DSOL reports a first-time bar passage rate of 62.6% since October 2020. Most recently, LMU DSOL graduates earned a 60.0% first-time bar passage rate on the February 2023 Tennessee bar exam, about six percentage points better than the statewide first-time pass rate of 54.1%.

Doctor of Veterinary Medicine

The LMU College of Veterinary Medicine (CVM) uses the North American Veterinary Licensing Examination (NAVLE) pass-rate data to effectively evaluate success with respect to student achievement. This is the licensing examination that is required for veterinarians to practice. The table below shows the NAVLE pass rates for the past five years. The American Veterinary Medical Association Council of Education (AVMA COE) is the accrediting body for Colleges of Veterinary Medicine. The AVMA COE desires for all veterinary colleges/schools to meet a student pass rate of 80% on the NAVLE. All CVM classes have met this standard. Students must obtain a score of 425 to pass the NAVLE.

NAVLE Pass Rate for All Takers							
	# Tested	First Time Passed	First Time Pass Rate	# Retake	Retake Passed	Retake Pass Rate	Total Pass Rate
2019	101	85	84%	16	11	69%	95%
2020	108	95	88%	13	9	77%	97%
2021	116	91	79%	22	9	41%	87%
2022	119	84	71%	33	18	55%	86%
2023	117	87	74%	29	17	59%	89%

COMPARISONS		
	LMU Ultimate Pass Rate	National Ultimate Pass Rate
2019	95%	94%
2020	97%	95%
2021	87%	92%
2022	86%	90%
2023	89%	86%

COMPARISONS		
	LMU Average	National Average	Number of Students Above National Average
2019	487	503	34 (33%)
2020	485	498	41 (38%)
2021	471	504	35 (29%)
2022	475	495	34 (28%)
2023	483	482	42(36%)

Overall average NAVLE scores and pass rates were lower than normal across all schools. Despite a low pass rate in the Fall testing period for the Class of 2023, there was notable improvement in the retake pass rate. For the Class of 2023, 89% of LMU CVM students passed the NAVLE, which was greater than the national average and, for the first time, LMU students had higher average scores compared to the national average.

However, improvement in NAVLE pass rate is still required. Changes made for the Class of 2024 and moving forward, include: 1) taking the ICVA self-assessment twice as results from that exam are highly correlated with NAVLE results, 2) completing timed exams in test mode in a commercial NAVLE preparation program at scheduled times and of increasing length, 3) having a dedicated faculty member oversee NAVLE preparation course and activities, and 4) requiring all students to take a self-study block during the four weeks before the NAVLE testing window. At-risk students who perform poorly on the ICVA Self-Assessment exams are required to meet with the Director of Academic Success and NAVLE Preparation course director to review their progress on preparing for the NAVLE.

<u>Veterinary Medical Technology</u>

LMU offers an Associate of Science in Veterinary Medical Technology degree. Graduates of the program are eligible to take the Veterinary Technician National Examination (VTNE), which is accepted as the standard credentialing examination in jurisdictions in which credentialing is optional or mandatory. A minimum passing score on the exam is 425. The following table summarizes the performance of graduating classes on the VTNE as compared to the national average of other programs' graduates accredited by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA).

According to AVMA CVTEA standards, all accredited programs must maintain a three-year rolling average first time pass rate of at least 50% in order to avoid an adverse accreditation decision. Programs must also post first time result data of the three most recent testing cycles. There are three testing windows in each year's testing cycle (July-August, November-December, and March-April).

Test Cycle July 1 – June 30	LMU First Time Attempts	LMU First Time Pass	LMU First Time Pass Rate	National First Time Attempts	National First Time Pass	National First Time Pass Rate
2017 – 2018	11	8	72.73%	7,105	4,821	67.85%
2018 – 2019	13	9	69.23%	6,788	4,876	71.83%
2019 – 2020	11	9	81.82%	5,606	4,153	74.08%
2020 - 2021	15	7	47%	2,658	2,071	77.77%
2021 - 2022	16	13	81.25%	6,156	4,162	67.6%
2022 - 2023	12	8	66.67%	6,311	4175	66.15%

LMU's Veterinary Technology Program (LMU VMT) typically has pass rates of 70% or higher,

which is consistent with the national averages for first-time test takers. LMU has maintained a three-year rolling average first time pass rate of at least 50% on the VTNE. The LMU VMT program was well above the national average first time pass rate for 2021-2022 and was just slightly above the national average during 2022-2023.

The changes made to the VTNE review class included three full-length VTNE review tests, and making increased review material available to students appears to be effective. During the 2022 Spring semester, the VTNE review class had additional assignments added to require remediation material to be completed for each section of the test where the student struggled. These changes were continued during the 2023 Spring semester. The Vet Tech program is changing curriculum starting Fall 2023 to accommodate a three-credit VTNE review class starting in Spring 2025. We anticipate that the extra time to review and reinforce important material will also be beneficial to the VTNE pass rates.

Goal 4 Conclusion: Overall, Lincoln Memorial University met or exceeded state or national averages on the ETS Proficiency Profile Exam for baccalaureate students, on the PRAXIS PLT for education students, on the NCLEX-RN for associate and baccalaureate degree nursing students, on certifying exams for master's in nursing students, on the ASCP BOC for Medical Laboratory Sciences students, on the VTNE for Veterinary Medical Technology students, and on the NAVLE for Doctor of Veterinary Medicine students. LMU DSOL students have continued to maintain bar exam pass rates above the 75% threshold over three years.

On the other hand, Lincoln Memorial University has not met or exceeded state or national averages on the ETS Proficiency Profile Exam for associate degree students, COMLEX for Doctor of Osteopathic Medicine (DO) students, and the PANCE for Physician Assistant students. Lincoln Memorial University and the respective programs are taking action to improve student achievement and to meet these standards.