



# Lincoln Memorial University

## HARROGATE, TENNESSEE

### **Student Achievement Data** **Fall 2024**

#### **Mission**

Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The 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.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. 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.

#### **Student Achievement**

The following list of student achievement goals and results conveys LMU’s commitment to its 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).

**Goal 1 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 three years (2016 through 2018 cohorts), LMU’s six-year graduation rate has fallen below the threshold of acceptability of 55%. The graduation rate for the Fall 2017 cohort rose to 54% (from 51% for the Fall 2016 cohort). However, the graduation rate for the Fall 2018 cohort fell to 50%.

<b>IPEDS Six-Year Undergraduate Graduation Rates</b>			
	<b>2022 (Fall 2016 Cohort)</b>	<b>2023 (Fall 2017 Cohort)</b>	<b>2024 (Fall 2018 Cohort)</b>
<b>Lincoln Memorial University</b>	51%	54%	50%

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 (students whose primary address is located in the Appalachian region) and first-generation (students who are first in their immediate family to attend college) status.

<b>Six-Year Graduation Rate</b>	<b>2022 (Fall 2016 Cohort)</b>		<b>2023 (Fall 2017 Cohort)</b>		<b>2024 (Fall 2018 Cohort)</b>	
	<b># Students</b>	<b>Graduation Rate</b>	<b># Students</b>	<b>Graduation Rate</b>	<b># Students</b>	<b>Graduation Rate</b>
<b>Disaggregated by Race/Ethnicity</b>						
<b>American Indian and Alaska Native</b>	4	25%	0	N/A	8	12.5%
<b>Asian</b>	5	60%	3	67%	3	33%
<b>Black or African American</b>	23	30%	19	11%	18	22%
<b>Hispanic/Latino</b>	11	45%	11	45%	9	33%
<b>Native Hawaiian and Other Pacific Islander</b>	0	N/A	3	100%	2	50%
<b>Other</b>	18	44%	33	55%	21	57%
<b>White</b>	234	54%	237	57%	229	53%

*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, and Native Hawaiian/Other Pacific Islander. Each of these cohorts are typically in single digits, which can exacerbate fluctuations in graduation rates. The numbers of Black/African American and Hispanic/Latino students in each cohort are a bit larger, but still show dramatic year-to-year fluctuations.

Only students who reported “Other” race/ethnicity at 57% (cohort of twenty-one) exceeded the target of 55%. White students graduated at 53% (cohort of 229), and Native Hawaiian/Other Pacific Islander students graduated at 50% with a cohort of two. The graduation rates for African American students in the 2018 cohort was 22% (cohort of eighteen), which doubled the 2017 rate, and Asian students (cohort of three) graduated at 33%. The Office for Student Diversity and Belonging supports students of all identities and provides educational programming focused on inclusion and belonging. The Council for Inclusive Excellence (CIE) was launched in Spring 2024 as an effort to increase the success rates of students from minority racial and/or ethnic backgrounds. The CIE includes representatives from various functional areas and programs within the University community. (More information on the CIE is included on page seven of this document under the “Retention Initiative” heading.) The University also offers grants/financial assistance to help foster a diverse student body.

Six-Year Graduation Rate	2022 (Fall 2016 Cohort)		2023 (Fall 2017 Cohort)		2024 (Fall 2018 Cohort)	
	# Students	Graduation Rate	# Students	Graduation Rate	# Students	Graduation Rate
Disaggregated by Gender						
Male	123	41%	108	47%	95	39%
Female	172	58%	198	58%	195	55%
Other	0	N/A	0	N/A	0	N/A

The graduation rates for females in the 2018 cohort met the 55% benchmark, while male students graduated at 39%. Female students have graduated at a higher rate than male students for the past three cohorts (2016-2018), which fits the national trend for graduation by gender. The gap between male and female graduation rates increased to 16% (for the 2018 cohort) from 11% (for the 2017 cohort).

Six-Year Graduation Rate	2023 (Fall 2017 Cohort)		2024 (Fall 2018 Cohort)	
	# Students	Graduation Rate	# Students	Graduation Rate
Appalachian Students	220	58%	175	53%

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

With the 2017 cohort, LMU reported 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%. For the 2018 cohort, Appalachian students

accounted for slightly over 60% of the total cohort and graduated at 53%, which is better than LMU’s overall Fall 2018 cohort rate (50%).

Six-Year Graduation Rate	2023 (Fall 2017 Cohort)		2024 (Fall 2018 Cohort)	
	# Students	Graduation Rate	# Students	Graduation Rate
<b>First-Generation Students</b>	167	47%	241	51%

*Note: Students self-report first-generation status.*

With the 2017 cohort, LMU reported 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%. In 2018, first-generation students represented over 83% of the cohort and graduated at 51%, which is an improvement from the first-generation graduation rate in 2017.

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

**Goal 2 Results**

LMU actively tracks and reports student retention rates through the [Integrated Post-Secondary Education Data System \(IPEDS\)](#). LMU did not achieve its goal but did retain 72% of first-time, full-time, bachelor’s degree-seeking students in Fall 2024, which is an improvement from the 69% retention rate for Fall 2023. The LMU first-time retention rates for the past three years are presented in the tables below.

Fall-to-Fall First-time Cohort Retention Rates			
	2022	2023	2024
<b>Lincoln Memorial University</b>	77%	69%	72%

Fall-to-Fall Retention Rates	2022 (Fall 2021 Cohort)		2023 (Fall 2022 Cohort)		2024 (Fall 2023 Cohort)	
	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate
<b>Disaggregated by Race/Ethnicity</b>						
<b>American Indian and Alaska Native</b>	1	0%	2	0%	3	100%
<b>Asian</b>	4	100%	7	100%	4	75%
<b>Black or African American</b>	12	67%	12	33%	12	58%
<b>Hispanic/Latino</b>	17	65%	13	62%	16	81%
<b>Native Hawaiian and Other Pacific Islander</b>	0	N/A	0	N/A	1	0%
<b>Other</b>	38	89%	39	67%	25	64%
<b>White</b>	185	77%	214	72%	239	72%

*Note: Students self-report race/ethnicity.*

Examining LMU’s retention rates by race and ethnicity in the table above showed American Indian and Alaska Native (cohort of three), Asian (cohort of four) and Hispanic/Latino (cohort of 16) were at or above the 75% target during Fall 2024. White students (cohort of 239) were at a 72% retention rate. The retention rate for African American students increased to 58% for 2024 (cohort of 12) from 33% in Fall 2023. The small numbers of students in many of these categories can lead to significant swings in retention rates.

Fall-to-Fall Retention Rates	2022 (Fall 2021 Cohort)		2023 (Fall 2022 Cohort)		2024 (Fall 2023 Cohort)	
	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate
Disaggregated by Gender						
Male	95	73%	128	69%	108	61%
Female	162	80%	159	70%	191	78%
Other	N/A	N/A	N/A	N/A	1	0%

The retention rates for male students decreased to 61% in 2024 after achieving 73% in 2022 and 69% in 2023. The retention rates for female students rebounded to 78% in 2024 from 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 2024, Appalachian students were retained at a 72% rate.

Fall-to-Fall Retention Rates	2022 (Fall 2021 Cohort)		2023 (Fall 2022 Cohort)		2024 (Fall 2023 Cohort)	
	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate
<b>Appalachian Students</b>	165	76%	190	72%	208	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 2024 increased to 70% from 65% in 2023.

Fall-to-Fall Retention Rates	2022 (Fall 2021 Cohort)		2023 (Fall 2022 Cohort)		2024 (Fall 2023 Cohort)	
	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate
<b>First-Generation Students</b>	153	75%	194	65%	175	70%

*Note: Students self-report first-generation status.*

### **Programs and Initiatives for Improving Retention and Graduation Rates**

LMU, through the Office for Academic Support and the Student Affairs Office, administers the following programs and initiatives to support and improve retention and graduation rates.

- **Retention Initiative:** The University has engaged in the beginning phases of a multi-faceted retention initiative. This initiative is specifically being implemented in an effort to improve retention rates (and eventually graduation rates) in the undergraduate population.
  - Retention Suite: This initiative includes a Fall 2024 adoption of a Retention Suite software package within the already existing TargetX system (used by Admissions to recruit students) that is designed to track an array of student data points and formulate a Student Success Score. This score is a singular distilled metric that provides a quick glimpse at student status and provides the opportunity to monitor at-risk students and provide early interventions as it relates to students’ academic, mental health, and overall success.
  - Professional Centralized Advising: A second component to the newly adopted retention initiative is the University-wide shift to a professional, centralized advising model. As of Fall 2024, pilot testing is currently underway which includes a subset of students across various programs. Students are paired with a professional advisor who provides a holistic advising approach in which the student-advisor relationship becomes the mechanism to provide consistent and regular monitoring, counseling, and guidance throughout the student life cycle. This advising model will be utilized by all undergraduate students beginning in Spring 2025. LMU previously used a faculty advising model; however, the professional, centralized advising model should provide more support for students. Additionally, on the Fall 2023 Student Opinion Survey, only 53% of undergraduate students were either “satisfied” or “very satisfied” with the faculty advising model. The new model should increase student satisfaction (and hopefully retention and graduation rates) because it is a more holistic approach.
  - Council for Inclusive Excellence (CIE): The CIE was launched in Spring 2024 to bring together representatives from various functional areas and programs within the University community. This council aims to celebrate and promote inclusivity in its broadest sense within the academic community while incorporating best practices in fostering inclusive excellence throughout its initiatives. The CIE provides resources, support, and opportunities for dialogue and education to empower community members to actively contribute to a more inclusive campus culture for students, faculty, and staff. The CIE meets quarterly (at a minimum) to discuss research-based best practices, programming, event calendars, and student supports. The University hopes this effort will contribute to improved retention and graduation rates for students from all demographic backgrounds.
- **The Office for Academic Support:** The Office for Academic Support and its respective units offer the following academic support initiatives and programs that promote retention, progression, and graduation:
  - The Tagge Center for Academic Support:
    - In an effort to improve retention and graduation rates beginning with the Fall 2024 term, the Tagge Center began pursuing College Reading and Language Association Certification to ensure tutors and peer-educators are trained in best practices related to tutoring supports.

- Beginning in Spring 2025, the Tagge Center plans to implement a Supplemental Instruction program. Tutors will collaborate with faculty members to offer additional student support in specific general education courses commonly noted as areas of greater academic need (based on average course grades or number of students seeking/needing tutoring). Tutors will attend lectures/labs with enrolled students and provide additional support as needed (separate from lectures/labs). This will allow for a type of group tutoring to make efficient use of the tutors' time.
  - Beginning in Fall 2024, the Tagge Center also offers:
    - Increased promotion and delivery of peer-tutoring across undergraduate academic programs.
    - Continuation of LMU-101 series to address various academic/life needs of college students.
    - A more structured "Writing Center" approach for writing support initiatives, in collaboration with and based on feedback from instructional faculty to ensure support is aligned with instructional needs and objectives.
    - Weekly collaboration with the public relations department to promote programming and support components.
- 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.
- Student Support Services (SSS) Trio Program: This program is grant funded by the U.S. Department of Education and serves eligible students who 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), and/or have an academic need for support generally. Two-thirds of the program's participants must be both first-generation and low-income. The program provides support in academic advising, tutoring, career planning, financial advisement, graduate school advisement, cultural activities, and first-year peer mentoring. All students are provided with an SSS advisor who will assist the student during their undergraduate career at LMU.
  - 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 general success during their time at LMU.

- Welfare & Early Alert System: In partnership with the Students of Concern Committee and Academic Affairs, the Office of Academic Support receives and processes any submissions completed by faculty or staff labeled as “Academic Performance Concern.” These reports are individually reviewed by the Executive Director of Academic Success to determine the needed level of support and intervention options. Student welfare is discussed within larger weekly committee meetings to ascertain possible scope of need that may exist beyond academic concern, thus eliciting a broad response based on discussion.
- Grade Check System: The Office of Academic Support is responsible for generating and disseminating grades at the end of the first Four-Week grading period and again after midterm grades are submitted. The Executive Director for Academic Success, in partnership with the Division of Academic Affairs, communicates with instructional faculty and professional academic support staff to relay grade reports in a timely manner and analyzes these data to identify the need for and plan student interventions.
- **The Mental Health Counseling Office**: The Mental Health Counseling Office offers free, confidential, short-term 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. Additionally, this office targets specific populations with focused support such as collaborating with the Student Support Services (TRIO) program to address social, emotional, and mental health barriers for the population serviced by the grant. The office strives to increase frequency of high-traffic live promotional engagements, in addition to maintaining a presence within applicable sections of UACT-100 Strategies for College Success.
- **Students of Concern Committees (SOCs), CARE Committee, & TAT**: The Student Affairs 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). A SOC now exists for the undergraduate populations, headed by LMU’s Dean of Students, and several SOCs exist at the graduate/professional level. 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, 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 SOC is adopting the use of the NABITA Risk Rubric to assess each student referral.

- **The Student Affairs Office:** 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.
  - Welcome Weekend programming that takes place Thursday-Sunday prior to the start of each fall semester to provide incoming students opportunities to acclimate to campus and engage with peers, Lincoln Ambassadors, and faculty/staff hosted by the Office of Orientation and Transition Programs.
  - 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 for Student Activities and Engagement, the Office of Recreation and Wellness, and the Office for International Student Engagement.
  - Service-learning opportunities that support the mission and vision of the University and connect students to the local community provided by the Office of the Assistant Dean of Students.

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 and submits anonymous responses to LMU administration to guide improvement efforts:

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 associate and baccalaureate graduates will exceed the National Association of Colleges and Employers (NACE) national associate and baccalaureate rates.

**Goal 3 Results**

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

The 2023 NACE report indicated the national average overall career outcome rate for associate degree graduates was 95.2%. The 2023 LMU associate degree rate (91.4%) was below the NACE rate. The 2023 NACE national career success rate for baccalaureate degree graduates was 84.7%. The 2023 LMU baccalaureate degree rate was 93.5%. LMU has consistently been above the national rate for bachelor’s degree graduates, but below the national rate for associate degree graduates for the past two years.

Graduating Term	Career Outcome Rate (Success Rate)	Percent Employed Full or Part-time	Percent Continuing Education	Unemployed Not Seeking	Overall Knowledge Rate* (Response Rate)	National Overall Career Outcome Rate
2021 Associate's Degree	94.7%	84.1%	10.6%	5.3%	73.9%	89.8%
2021 Bachelor's Degree	90.7%	57.6%	33.1%	9.3%	83.1%	84.1%
2022 Associate's Degree	86.6%	83.0%	3.6%	13.4%	83.0%	92.2%
2022 Bachelor's Degree	96.4%	60.9%	35.5%	3.6%	74.5%	85.7%
2023 Associate's Degree	91.4%	89.7%	1.7%	8.6%	71.6%	95.2%
2023 Bachelor's Degree	93.5%	55.4%	38.1%	6.5%	54.5%	84.7%

*\*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.*

The Career Services Office at Lincoln Memorial University provides the following initiatives to support students’ career outcomes success:

- Tailored career coaching and counseling with individual students by using Focus2 to explore different career pathways that match a student’s interests, skills, and values, and assisting students in setting short and long-term career goals;
- Graduate transition support by assisting students with resume reviews, mock interviews and interview preparation;
- Enhance employer partnerships and job placements by developing relationships with companies and organizations, organizing career fairs and employer info sessions, and

partnering with employers to create internship programs that have the potential to transition into full-time job offers;

- Expand graduate school pathways by providing support for students considering further education, and arranging meetings between students and representatives from LMU master's programs to explore available opportunities;
- Career readiness and soft skills development by offering workshops focused on critical job search skills (resume writing, cover letter creation, interview preparation, etc.), and providing training in soft skills (communication, leadership, time management, etc.);
- Utilize technology to support career development by providing an online platform where students can access job postings, career resources, and register for events and workshops, and guiding students to platforms such as Handshake for job and internship applications;
- Provide post-graduation support by offering continued job search support after graduation; and
- Data collection and continuous improvement by collecting data on graduates' employment and further education, and collecting data on job market trends and salary benchmarks to present to students at career café events.

Unfortunately, only 71.6% of LMU's associate degree graduates in 2023 responded to the NACE First-Destination Survey. Responses to this survey inform the LMU Career Services Office of graduates' employment/continuing education status. Because a large majority of associate degree graduates were from the Associate of Science in Nursing (ASN) program, LMU knows that these students have high job placement rates, as required by their programmatic accreditor, the Accreditation Commission for Education in Nursing, Inc. (ACEN). Therefore, a key initiative for the Career Services Office is to work closely with the LMU Caylor School of Nursing, as well as the LMU College of Dental Medicine and LMU College of Veterinary Medicine to boost associate degree graduates' response rates to the First-Destination Survey. Better response rates will reflect the actual career success rates of these students.

**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.

**Goal 4 Results**

LMU utilizes the 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 table contains the results of the latest implementation of the Proficiency Profile Exam for all undergraduate students.

*ETS & Territorium Proficiency Profile*

All Students	Fall 2022			Spring 2023			Fall 2023			Spring 2024		
	Scaled Score	N=111	National Mean	Scaled Score	N=146	National Mean	Scaled Score	N=112*	National Mean	Scaled Score	N= 136	National Mean
<b>Total Score</b>	446.39	155	438.4	441.30	227	438.6	451.11	112	436.8	440.84	210	436.1
<b>Critical Thinking</b>	112.40	155	110.2	110.89	227	110.3	113.46	112	110.0	110.85	210	109.8
<b>Reading</b>	119.16	155	116.1	117.11	227	116.3	119.38	112	115.4	115.67	210	115.1
<b>Writing</b>	114.28	155	112.9	113.82	227	113.0	115.30	112	112.6	113.59	210	112.4
<b>Mathematics</b>	113.66	155	112.3	113.05	227	112.1	115.90	112	111.9	113.21	210	111.8
<b>Humanities</b>	116.71	155	113.6	114.69	227	113.9	115.70	112	114.0	114.74	210	113.8
<b>Social Sciences</b>	114.18	155	112.0	112.81	227	112.1	114.71	112	112.0	113.21	210	111.8
<b>Natural Sciences</b>	115.48	155	114.0	115.39	227	114.1	116.71	112	113.5	114.60	210	113.4

\* No associate degree test-takers.

In December of 2022, ETS announced that it was selling the Proficiency Profile Exam (PPE) to Territorium effective in Summer 2023. ETS promised there would be limited changes to the exam, its format, and reporting. However, the essay portion of the PPE would no longer be provided as part of the exam. Territorium announced that the Heighten writing assessment could be used as a substitute for the essay portion of the PPE. After doing some research, LMU decided to stick with the PPE but did not replace the essay with the Heighten writing assessment due to implementation and cost issues. The Fall 2023 and Spring 2024 administrations of the Proficiency Profile were conducted through Territorium.

The ETS and Territorium Proficiency Profile provide national means for comparison. The national means are derived from five-year running scores. For Spring 2024, LMU students’ average scaled score (440.84) was above the national score mean for all students (436.1) and above the means for each of the sub-scores on the Proficiency Profile. Overall, LMU performed above the national means for each of the four semesters shown in the table above.

***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 with a goal to meet or exceed national/state pass rates. 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 three years, 100% of LMU education program completers have passed the PRAXIS PLT, which is above the pass rates for all Tennessee program completers.

<b>All Program Completers</b>	<i>LMU Institutional Pass Rate</i>	<i>TN Statewide Pass Rate</i>
<b>All Program Completers, 2020-2021</b>	100%	92%
<b>All Program Completers, 2019-2020</b>	100%	93%
<b>All Program Completers 2018-2019</b>	100%	98%

The table below shows the pass rates for PRAXIS Specialty Tests for the past three years. These tests have changed (due to Tennessee state education initiatives) and continue to change, which makes comparisons challenging.

<b>Elementary</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Content Knowledge 5001			
Subtest 5002 Reading			
Total Completers	3	2	8
First Time Pass Rate	100%	100%	75%
Overall Pass Rate	100%	100%	100%
<b>In person</b>			5
First Time Pass Rate			80%
Overall Pass Rate			100%
<b>Hybrid</b>			3
First Time Pass Rate			100%
Overall Pass Rate			100%
<b>Subtest 5003 Math</b>			
<b>Total Completers</b>	3	2	8
First Time Pass Rate	33%	50%	50%
Overall Pass Rate	100%	100%	100%
<b>In person</b>			5

<b>Elementary</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
First Time Pass Rate			25%
Overall Pass Rate			100%
<b>Hybrid</b>			3
First Time Pass Rate			100%
Overall Pass Rate			100%
<b>Subtest 5004 Social Studies</b>			
<b>Total Completers</b>	3	5	8
First Time Pass Rate	33%	60%	62%
Overall Pass Rate	100%	100%	100%
<b>In person</b>			5
First Time Pass Rate			40%
Overall Pass Rate			100%
<b>Hybrid</b>			3
First Time Pass Rate			100%
Overall Pass Rate			100%
<b>Subtest 5005 Science</b>			
<b>Total Completers</b>	3	3	8
First Time Pass Rate	33%	33%	62%
Overall Pass Rate	100%	33%*	100%
<b>In person</b>			5
First Time Pass Rate			40%
Overall Pass Rate			100%
<b>Hybrid</b>			3
First Time Pass Rate			100%
Overall Pass Rate			100%
Teaching Reading for Elementary (5203 Retired Exam)			
<b>Total Completers</b>			
<b>First Time Pass Rate</b>			
<b>Overall Pass Rate</b>			
Teaching Reading for Elementary (5205)			
<b>Total Completers</b>	8	2	8
First Time Pass Rate	62%	100%	88%
Overall Pass Rate	100%	100%	100%
<b>In person</b>			5
First Time Pass Rate			80%
Overall Pass Rate			100%
<b>Hybrid</b>			3
First Time Pass Rate			100%
Overall Pass Rate			100%
<b>Special Education Comprehensive</b>			

Elementary	2021-2022	2022-2023	2023-2024
Total Completers	8	0	0
First Time Pass Rate	62%		
Overall Pass Rate	100%		
<b>In person</b>			0
First Time Pass Rate			
Overall Pass Rate			
<b>Hybrid</b>			0
First Time Pass Rate			
Overall Pass Rate			
<b>Special Education Interventionist</b>			
Total Completers	1	0	3
First Time Pass Rate	100%		100%
Overall Pass Rate	100%		100%
<b>In person</b>			0
First Time Pass Rate			
Overall Pass Rate			
<b>Hybrid</b>			3
First Time Pass Rate			100%
Overall Pass Rate			100%
English as a Second Language (ESL)			
Total Completers	2	0	0
First Time Pass Rate	100%		
Overall Pass Rate	100%		
Biology			
Total Completers	1	0	0
First Time Pass Rate	0%		
Overall Pass Rate	100%		
Business			
Total Completers	0	0	0
First Time Pass Rate			
Overall Pass Rate			
Chemistry			
Total Completers	1	0	0
First Time Pass Rate	100%		
Overall Pass Rate	100%		
English			
Total Completers	5	0	Exam no longer required
First Time Pass Rate	80%		
Overall Pass Rate	100%		



Elementary	2021-2022	2022-2023	2023-2024
History			
Total Completers	0	2	0
First Time Pass Rate		50%	
Overall Pass Rate		100%	
Math			
Total Completers	1	0	0
First Time Pass Rate	0%		
Overall Pass Rate	100%		
Music			
Total Completers	0	0	0
First Time Pass Rate			
Overall Pass Rate			
PE			
Total Completers	1	0	0
First Time Pass Rate	100%		
Overall Pass Rate	100%		
Visual Arts			
Total Completers	0	0	1 (in person)
First Time Pass Rate			50%
Overall Pass Rate			100%

\* 2 of 3 students retesting for Subtest 5005 Science

LMU MED in Initial Teacher Licensure (ITL)			
LMU MED ITL	2021-2022	2022-2023	2023-2024
Elementary			
Content Knowledge 5001			
<b>Subtest 5002 Reading</b>			
<b>HYBRID</b> Total Completers	5	13	14
First Time Pass Rate	80%	76%	86%
Overall Pass Rate	100%	100	100%
Subtest 5003 Math			
<b>HYBRID</b> Total Completers	5	14	14
First Time Pass Rate	20%	64%	58%
Overall Pass Rate	100%	100%	100%
Subtest 5004 Social Studies			
<b>HYBRID</b> Total Completers	5	12	14
First Time Pass Rate	60%	75%	86%
Overall Pass Rate	100%	100%	100%
Subtest 5005 Science			
<b>HYBRID</b> Total Completers	5	14	14
First Time Pass Rate	60%	64%	79%
Overall Pass Rate	100%	100%	100%

<b>LMU MEd in Initial Teacher Licensure (ITL)</b>			
<b>LMU MEd ITL</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Teaching Reading for Elementary (5205)			
<b>HYBRID</b> Total Completers	10	32	20
First Time Pass Rate	60%	62%	90%
Overall Pass Rate	100%	100%	100%
Special Education Comprehensive			
<b>HYBRID</b> Total Completers	0	6	5
First Time Pass Rate		100%	100%
Overall Pass Rate		100%	100%
Special Education Interventionist			
<b>HYBRID</b> Total Completers	1	7	15
First Time Pass Rate	100%	100%	100%
Overall Pass Rate	100%	100%	100%
Biology			
Total Completers	0	1	1
First Time Pass Rate		100%	100%
Overall Pass Rate		100%	100%
Business			
Total Completers	0	3	1
First Time Pass Rate		100 %	100%
Overall Pass Rate		100 %	100%
Chemistry			
Total Completers	0	0	0
First Time Pass Rate			
Overall Pass Rate			
English			
<b>HYBRID</b> Total Completers	0	3	1
First Time Pass Rate		100%	100%
Overall Pass Rate		100%	100%
History			
<b>HYBRID</b> Total Completers	1	0	1
First Time Pass Rate	100%		100%
Overall Pass Rate	100%		100%
Math			
Total Completers	0	0	0
First Time Pass Rate			
Overall Pass Rate			
Music			
Total Completers	0	0	0
First Time Pass Rate			

<b>LMU MEd in Initial Teacher Licensure (ITL)</b>			
<b>LMU MEd ITL</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Overall Pass Rate			
<b>PE</b>			
<b>HYBRID</b> Total Completers	0	6	1
First Time Pass Rate		66%	50%
Overall Pass Rate		66%	100%
<b>Visual Arts</b>			
Total Completers	0	5	1
First Time Pass Rate		80%	50%
Overall Pass Rate		100%	100%

<b>LMU Counseling</b>			
<b>Professional Counselor</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Total Completers	4	4	3
First Time Pass Rate	100%	100%	77%
Overall Pass Rate	100%	100%	100%

<b>Instructional Leadership</b>			
<b>School Leaders Licensure Assessment (6011)</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>MEd</b>			
<b>ONLINE</b> Total Completers	17	4	4
First Time Pass Rate	100%	75%	75%
Overall Pass Rate	100%	75%	100%
<b>EdS</b>			
Total Completers	55	43	54
First Time Pass Rate	96%	93%	100%
Overall Pass Rate	98%	93%	100%
<b>HYBRID</b> Total Completers			7
First Time Pass Rate			100%
Overall Pass Rate			100
<b>ONLINE</b> Total Completers			47
First Time Pass Rate			100%
Overall Pass Rate			100%
<b>Licensure Add-On</b>			
<b>HYBRID</b> Total Completers	12	11	13
First Time Pass Rate	100%	100%	100%
Overall Pass Rate	100%	100%	100%

## Nursing

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 in employer surveys). The table below displays NCLEX-RN pass rate data for ASN students at each LMU instructional site. The 2023 first-time national pass rate for the NCLEX-RN exam for associate degree candidates was 87.75%.

The overall NCLEX-RN pass rate for graduates from the ASN program at LMU in 2023 was 95.9%, which is well above the national average of 88.56% for all degree programs and 87.75% for ASN graduates across the United States. ASN graduates from each of LMU's sites passed the NCLEX-RN at higher rates than both the overall national rate for all degree programs and the national rate for ASN graduates.

Faculty from the Associate of Science in Nursing program at LMU worked extremely hard with students and focused on improving RN-NCLEX pass rates. The results of their efforts are demonstrated by the excellent pass rates.

The table below displays NCLEX-RN pass rate data for ASN graduates at each LMU instructional site.

<b>Instructional Site</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Harrogate (Main Campus)</b>	60.6%	76.4%	91%
<b>LMU Tower</b>	73.8%	Dec 71.4%	Dec 96%
		May 90.5%	May 96.7%
<b>Blount County</b>	88.8%	N/A*	N/A*
<b>Tri-County Square Shopping Center (Corbin, KY)</b>	82.6%	78.8%	94.4%
<b>LMU-Tampa</b>	88.2%	100%	100%
<b>Total LMU ASN</b>	<b>80.4%</b>	<b>83.3%</b>	<b>95.9%</b>
<b>National ASN Pass Rate</b>	<b>78.78%</b>	<b>77.9%</b>	<b>87.75%</b>

\* Blount County site closed on January 1, 2022, and students moved to LMU Tower in January 2022.

The following table displays the Nursing BSN pass rates on the NCLEX-RN at each LMU instructional site. The first-time pass rate for LMU baccalaureate degree takers of the NCLEX-

RN exam was 98.6% in 2023. BSN graduates from all four sites passed the NCLEX-RN at higher rates than the national pass rate average for all degree programs, which was 88.56%. The pass rate of LMU’s 2023 cohort of BSN students at the LMU Tower was lower than the national BSN first time takers pass rate of 90.17%; however, pass rates from BSN graduates at other LMU sites exceeded this rate. At the LMU Tower, only seven students completed the NCLEX-RN (with six students passing the exam) in 2023. Due to the small cohort of graduates, one failure dramatically impacted the LMU Tower pass rate. Faculty members teaching courses at the LMU Tower have discussed the pass rate and have increased their focus on meeting with students and assisting them with study habits. In addition, as of Fall 2024, the nursing tutor now visits the LMU Tower off-campus instructional site weekly to be available in-person for students.

<b>Instructional Site</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Harrogate (Main Campus)</b>	100%	87%	100%
<b>Cedar Bluff Teaching Site</b>	97%	90.7%	100%
<b>LMU Tower</b>	N/A	N/A	86%*
<b>LMU-Tampa</b>	100%	100%	100%
<b>Total LMU BSN</b>	<b>93.8%</b>	<b>91%</b>	<b>98.6%</b>
<b>National BSN Pass Rate</b>	<b>86.06%</b>	<b>82.32%</b>	<b>90.17%</b>

\* Program began in January 2022.

The following tables display the Master of Science in Nursing (MSN) concentration pass rates for the past three years. The data demonstrate LMU MSN 2023 graduates exceed national means on their licensure exams for Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (FPMHNP). In 2023, the overall licensure pass rates for Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) were 100% and 93.3%, respectively. However, the FPMHNP first-time pass rate for students at the Cedar Bluff Teaching Site was 80% from a cohort of five graduates. The action plan for the FPMHNP concentration at the Cedar Bluff Teaching Site is to monitor scores on the comprehensive exam for the program, which is taken in the last semester. Faculty members will have additional meetings with students individually to discuss and reiterate content to prepare for the certification exam, and the faculty are discussing the option of increasing the number of exams in courses while providing additional remediation materials/questions in the last semester of the program.

<b>First-Time Pass Rates for FNP Graduates</b>			
<b>Instructional Site</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Harrogate (Main Campus)</b>	100%	85%	100%
<b>Kingsport Center for Higher Education</b>	100%	N/A*	N/A*
<b>Cedar Bluff Teaching Site</b>	100%	88%	100%
<b>Online</b>	N/A	100%	100%
<b>Total LMU FNP</b>	<b>90%</b>	<b>88%</b>	<b>100%</b>
<b>National Rate-ANCC</b>	<b>86.2%</b>	<b>85.9%</b>	<b>85%</b>
<b>National Rate-AANP</b>	<b>81.4%</b>	<b>74%</b>	<b>72%</b>

\* Kingsport site closed in June 2021.

<b>First-Time Pass Rates for FPMHNP Graduates</b>			
<b>Instructional Site</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Cedar Bluff Teaching Site</b>	100%	100%	80%
<b>Online</b>	N/A	100%	100%
<b>Total LMU FPMHNP</b>	<b>100%</b>	<b>100%</b>	<b>93.3%</b>
<b>National Rate-ANCC</b>	<b>88.5%</b>	<b>90.8%</b>	<b>90%</b>

<b>First-Time Pass Rate for Nurse Anesthesia Graduates</b>			
<b>Instructional Site</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Harrogate (Main Campus)</b>	75%	85%	58%*
<b>National Rate-NCE</b>	<b>85.2%</b>	<b>83.4%</b>	<b>83.2%</b>

\*In Fall 2019, the Council on Accreditation of Nurse Anesthesia Educational Programs (COA-NAEP) required institutions offering master's level credentialing of nurse anesthesia concentrations to transition those programs to the doctoral level. The 2023 cohort was the first cohort to complete this concentration at the doctoral level.

As mentioned, the 2023 Nurse Anesthesia graduates were graduates of the first cohort of the Doctor of Nursing Practice (DNP) program with a concentration in Nurse Anesthesia. Seven of twelve graduates passed the exam during their first attempt for a pass rate of 58%. The other five graduates all passed on the second attempt (the majority within 7 days). The faculty have revamped the review course which will be led by Mr. Raleigh Todd in December 2024 to include a three-week intensive review.

### Bachelor of Science in Medical Laboratory Science

LMU offers a Bachelor of Science in Medical Laboratory Science (MLS) 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. The two tables below display the subject area averages for LMU compared to national averages on the ASCP BOC.

<b>LMU Medical Laboratory Science Graduating Cohorts Average Score Data Part 1</b>								
<b>Subject Area</b>	<b>Fall 2020</b>	<b>National Average</b>	<b>Spring 2021</b>	<b>National Average</b>	<b>Fall 2021</b>	<b>National Average</b>	<b>Spring 2022</b>	<b>National Average</b>
<b>Immunochemistry</b>	543	497	571	506	528	473	602	493
<b>Clinical Chemistry</b>	543	492	559	504	584	476	554	483
<b>Hematology</b>	544	490	641	513	563	471	481	489
<b>Immunology/ Serology</b>	510	474	528	488	572	461	578	484
<b>Clinical Microbiology</b>	555	491	540	494	491	465	513	482
<b>Urinalysis &amp; Body Fluid Analysis</b>	529	481	537	495	607	465	658	479
<b>Laboratory Operations</b>	514	494	563	492	590	476	453	483

<b>LMU Medical Laboratory Science Graduating Cohorts Average Score Data Part 2</b>								
<b>Subject Area</b>	<b>Fall 2022</b>	<b>National Average</b>	<b>Spring 2023</b>	<b>National Average</b>	<b>Fall 2023</b>	<b>National Average</b>	<b>Spring 2024</b>	<b>National Average</b>
<b>Immunochemistry</b>	591	499	617	481	652	497	574	503
<b>Clinical Chemistry</b>	606	496	604	469	528	485	547	494
<b>Hematology</b>	672	493	494	466	548	486	556	500
<b>Immunology/ Serology</b>	667	478	620	456	626	485	667	490
<b>Clinical Microbiology</b>	593	487	514	462	486	473	546	499
<b>Urinalysis &amp; Body Fluid Analysis</b>	616	508	562	465	525	489	513	510
<b>Laboratory Operations</b>	491	486	594	472	530	474	613	489

Beginning with the 2005-2006 academic year, the MLS program has achieved 19 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 exam. The table below

displays the first-attempt pass rates for LMU students compared to the national average on the ASCP BOC.

<b>ASCP Board of Certification 1<sup>st</sup> Attempt Class Pass Rates</b>		
	LMU Pass Rates	National Average
<b>Fall 2020</b>	100%	77%
<b>Spring 2021</b>	100%	85%
<b>Fall 2021</b>	100%	72%
<b>Spring 2022</b>	100%	83%
<b>Fall 2022</b>	100%	80%
<b>Spring 2023</b>	100%	74%
<b>Fall 2023</b>	100%	80%
<b>Spring 2024</b>	100%	85%

#### 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 LMU-DCOM COMLEX first-time pass rates for the past three years.

<b>LMU-DCOM COMLEX First-Time Pass Rates</b>				
Exam Cycle	COMLEX 1	COMLEX2 CE	COMLEX2 PE	COMLEX 3
<b>2021-2022 LMU Overall</b>	95.0%	91.4%	N/A*	93.7%
<b>2022-2023 Harrogate (Main Campus)</b>	88.9%	94.2%	N/A*	91.8%**
<b>2022-2023 Knoxville Site (LMU-Knoxville)</b>	87.1%	95.9%	N/A*	96.5%**
<b>2022-2023 LMU Overall</b>	88.2%	94.7%	N/A*	92.2%**
<b>2023-2024 Harrogate (Main Campus)</b>	84.5%	92.6%	N/A*	95.5%***
<b>2023-2024 Knoxville Site (LMU-Knoxville)</b>	86.7%	89.1%	N/A*	100%***
<b>2023-2024 LMU Overall</b>	85.4%	91.8%	NA*	96.5%***

\* The COMLEX Level 2-PE has been indefinitely suspended by NBOME.

\*\* LMU-DCOM COMLEX 3 data for 2023 includes 244 graduates from the Harrogate location (classes 2019-2023) and 26 graduates from the Knoxville location (class of 2023). Preliminary data for 2024 includes 111 graduates from the Harrogate location (classes 2016-2024) and 33 graduates from the Knoxville location (class of 2023).

\*\*\*COMLEX 3 data are incomplete as increasing numbers of graduates do not take the COMLEX 3 until the December cycle, and data will be updated next year.



National COMLEX First-Time Pass Rates				
Exam Cycle	COMLEX 1	COMLEX2 CE	COMLEX2 PE	COMLEX 3
2021-2022	92.2%	95.1%	N/A*	96.3%
2022-2023	90.6%	94.5%	N/A*	94.7%
2023-2024	93.1%	92.5%	N/A*	96.6%**

\* 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 2023-2024 academic year, LMU-DCOM’s overall first-time pass rate on the COMLEX Level 1 board exam (85.4%) was below the national pass rate (93.1%). In response to a lower rate than the national pass rate, LMU-DCOM has taken the following steps: 1) provided students with earlier support for board preparation during the spring semester and 2) instituted a minimum COMSAE benchmark of 460 to prevent students from taking Level 1 until they demonstrate readiness to do so. Students unable to achieve the benchmark were placed in an intensive, on-campus Board Prep Program at the end of the OMS-II year (second year). Students identified as continued high-risk of first attempt failure following the Board Prep Program were assigned to a Board Prep Elective at the beginning of the OMS-III year (third year).

LMU-DCOM’s pass rate fell below the national pass rate for the COMLEX Level 2-CE. On COMLEX 2-CE, 91.8% of LMU-DCOM students passed the first time, while 92.5% passed nationally. In response to a lower rate than national pass rate, LMU-DCOM has taken the following steps: 1) moved COMATs exam back to in-person and proctored, 2) developed a formal remediation process for any failed COMATs to decrease knowledge gaps, 3) provided students with earlier support for board preparation during the spring of OMS-III with a structured prep program designed from the COMLEX Level 2 Blueprints, 4) instituted a minimum COMSAE benchmark of 460 to prevent students from taking Level 2 until they demonstrated readiness to do so. Students unable to achieve the benchmark were then placed in an intensive, on-campus Board Prep Elective at the beginning of the OMS-IV year. Students identified as continued high-risk of first attempt failure following the Board Prep Elective were assigned to an intensive study block with an individualized plan initiated.

During the first portion of the COMLEX 3 exam cycle, 96.5% of LMU-DCOM students passed the first time, while 96.6% passed nationally. The COMLEX Level 3 exam is completed during a graduate’s residency years. The exam cycle for COMLEX Level 3 is based on the calendar year; therefore, these rates will not be complete until after December 2024. The current year data represent scores from January 1 through June 8, 2024.

#### Master of Medical Science (MMS) in Physician Assistant (PA) Studies Program

LMU tracks students' success in the MMS in PA Studies program by examining graduates’ scores on the Physician Assistant National Certifying Examination (PANCE). Faculty and administrators use exam results to make programmatic and curricular improvements yearly. 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.

The LMU MMS in PA Studies program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Additionally, LMU offers the MMS in PA Studies program at the main campus in Harrogate, Tennessee, and at the LMU-Knoxville off-campus instructional site (OCIS). The ARC-PA considers each program offering as a separate program; therefore, LMU disaggregates data by site (which is also best practice).

<b>Master of Medical Science in Physician Assistant Studies Program PANCE Pass Rates</b>				
<b>Class</b>	<b>Group</b>	<b>Number of LMU PANCE Participants</b>	<b>LMU Overall Pass Rate</b>	<b>National Exam Pass Rate</b>
<b>Harrogate (Main Campus) 2021</b>	First Time Takers	93	88%	93%
	All Takers	93 (109)	85%	91%
<b>Harrogate (Main Campus) 2022</b>	First Time Takers	93	84%	92%
	All Takers	85 (106)	76%	89%
<b>Harrogate (Main Campus) 2023</b>	First Time Takers	87	85%	92%
	All Takers	87 (94)	85%	89%
<b>LMU- Knoxville OCIS 2022</b>	First Time Takers	55	85%	92%
	All Takers	55 (68)	81%	89%
<b>LMU- Knoxville OCIS 2023</b>	First Time Takers	75	88%	92%
	All Takers	75(80)	89%	89%

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

In 2022, 84% of LMU’s Harrogate-based MMS in PA Studies graduates passed the PANCE on the first try, compared to the national average of 92%. The overall pass rate among LMU’s Harrogate-based MMS in PA Studies graduates in 2022, which includes students with multiple exam attempts, was 76% compared to the national average of 89%. However, the chart lacks the percentage of candidates who ultimately passed the PANCE in 2022, which was 95%. From 2019 to 2021, the overall percentage of candidates who ultimately passed the PANCE was 100%.

These figures represent a slight decline among LMU’s Harrogate-based MMS in PA Studies graduates between 2021 and 2022, from 88% to 84% for first-time takers and 85% to 76% for all exam takers; however, in 2023, the first-time takers improved to 85% and was also 85% for all

exam takers. The data reflect a slight decline relative to the national pass rates, from 5-6% below the national average in 2021 to 8-13% below in 2022; however, in 2023, the program has also started to improve in this area as the first-time takers were 7% below the national average and only 4% below the national average for all exam takers.

In 2022, 85% of LMU's Knoxville-based MMS in PA Studies graduates passed the PANCE on the first try, compared to the national average of 92%. The overall pass rate among LMU's Knoxville-based MMS in PA Studies 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 of this program at the LMU-Knoxville OCIS. However, the percentage of candidates who ultimately passed the PANCE was 100%. In 2023, the first-time PANCE pass rate for LMU's Knoxville-based MMS in PA Studies graduates rose to 88%, compared to the national average of 92%.

The overall rate for 2022 MMS in PA Studies graduates from both sites was 85% for first-time test takers and 79% for all test takers. As mentioned, the national rates were 92% for first-time test takers and 89% for all test takers. In 2023, the overall rate of first-time test takers (for both program offerings) was 86.5% with a national average of 92%. From 2022 to 2023, LMU's PANCE rates improved at both sites.

#### MMS in PA Studies Program at Harrogate (Main Campus)

Changes LMU anticipates will help improve national board scores are focused on various processes within the MMS in PA Studies program. This will start with the admissions process. In previous years, the admissions process was accomplished in a manner by which the faculty (selection committee) were blinded to the entire application, including 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 students' past achievement in these types of courses should result in increased academic success throughout the program, which should, in turn, result in improvement in standardized testing, including the PANCE.

Program faculty members have subscribed and obtained access to Lecturio for each student. Lecturio is a video-based instructional product that also incorporates assessments. The overall goal is to transition to increased problem-based and case-based learning rather than just lecture-style presentations in an effort to reinforce long-term learning and retention. Demonstrating how this information is applied and having Lecturio access to review the material during the entirety of their academic and clinical year will help students better prepare 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 and created a Reassessment Committee to shift responsibility for remediation to faculty mentors. Faculty mentors now share the responsibility of follow-up assessment with the Reassessment 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 compared to 2022. The MMS in PA Studies program will continue to provide a board review course and seek to develop a targeted remediation program based on students' scores on End of Curriculum (EOC) exam before their board review course in preparation for the PANCE. The MMS in PA Studies program has also revised the PANCE review course. The program now contracts with Certified Medical Educators to offer the board review course. Certified Medical Educators previously conducted this course for the MMS in PA Studies offering at the main campus from 2014-2020, and this was highly successful.

The effectiveness of the clinical curriculum was also reviewed. Aggregate data on End of Rotation (EOR) exams were reviewed for all core rotations, and the performance of the 2022 cohort was compared to that of the 2019-2021 cohorts. One area identified that created challenges for EOR performance included 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 was made to apply a multiplier of 1.16 to obtain each student's final score. This policy remained in effect for the 2022 cohort. Under these policies, 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 scaled-score provided by PAEA; the scaled score is then converted to a Z-score using the national mean and standard deviation (also provided by PAEA).

The program has initiated several other measures to help students better prepare for the PANCE. The MMS in PA Studies program created a new elective clinical rotation, Family Medicine, with a PANCE prep focus. The Student Progress Committee has mandated this rotation for any student currently on academic probation and strongly encouraged for anyone considered "at-risk for PANCE failure" or who did not score above 1472 on their first attempt on their PAEA End of Curriculum exam. This rotation is open to any clinical student. The program's current policy states "if a student is on academic probation, electives may be chosen at the discretion of the SPC in consultation with the Clinical Team."

The MMS in PA Studies program also changed its testing schedule for the end-of-curriculum exam, allowing students to take the PAEA End of Curriculum (EOC) at the end of the sixth semester, one semester prior to graduation. Those who do not score above the program's cut-off of 1472 will have the opportunity to learn from their first attempt and retake the exam prior to graduation. A clinical faculty mentor or the Program Director is assigned to provide one-on-one mentoring for those students. Anyone who does not score above the program's cut-off of 1472 on their second attempt will not be allowed to graduate until they pass the program's summative examination. The PA program has also hired an experienced tutor who offers small group and one-on-one tutoring, including test-taking and PANCE prep sessions. These sessions are strongly recommended for those who did not score above 1472 on the EOC but are open to the whole class.

The Didactic faculty members have also instituted a new remediation protocol for all didactic students to help better prepare students for the clinical year. This includes updating the criteria for students to be placed on academic probation and instituting enrichment exercises for anyone scoring 75% or below on any didactic exam and oral reassessment for anyone who does not

successfully pass a didactic exam.

The MMS in PA Studies program has also instituted criteria for academic probation and at-risk for PANCE failure during the clinical year. As mentioned previously, the program has purchased Lecturio, which is an online education and assessment platform that has been used for Enrichment Exercises and Remediation during the clinical year. Lecturio offers study material and question banks to healthcare professionals, including PA students. All students who have a Z-Score  $\leq -0.5$  on a Core EOR exam ( $\leq 75\%$  on PAEA EOR exams and  $\leq 78\%$  on the Ortho EOR exam) and those scoring an average of ( $\leq 75\%$ ) on the Elective Rosh Review Assessment Exams will be given an assignment from Lecturio to be completed within ten days of the assignment. Students must pass each EOR exam to demonstrate competency in the field of study. A final Core EOR score with a Z-Score  $\leq -2.0$  ( $<70\%$  on PAEA EOR exams and the Ortho EOR exam) means the student failed the exam. Lecturio will be used to remediate the material, and the student will be required to pass the failed EOR exam successfully before they can graduate.

Rosh review questions were purchased and implemented into the clinical year curriculum as assignments given each rotation to help students better prepare for the EOR exams. Two exams are assigned for each required rotation: one timed exam and one exam in tutor mode. For electives, the program only assigns one exam in tutor mode and the students have two Rosh Exams that they are required to complete the last week of the rotation that is timed with a lockdown browser; this method is used to simulate the EOR exams for the required rotations.

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 skill sets appropriately. The change will allow preceptors to give specific feedback. The Clinical Team also implemented a mid-rotation evaluation. This will result in timely remediation of skill deficits and learning gaps by the program.

#### MMS in PA Studies Program at LMU-Knoxville OCIS

The class of 2023 represents the second class for the MMS in PA Studies program offered at the LMU-Knoxville OCIS. 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. 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 emphasize 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 deficit areas. 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. Formulating a differential diagnosis, determining the most likely diagnosis, and developing 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. Clinical preceptors evaluate the students 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 and preceptor evaluations.

Similar to the program offering at the main campus, the LMU-Knoxville faculty members 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 skill sets 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 82.3% of 2022 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.

<b>Ultimate Bar Passage – Any Jurisdiction</b>				
<b>Calendar Year</b>	<b>Number of Graduates</b>	<b>Graduates Who Sat for Bar Exam within 2 Years of Graduation Date</b>		
		<b>Takers</b>	<b>Passers</b>	<b>%</b>
2020	74	73	62	84.9%
2021	86	83	68	81.9%
2022	82	79	65	82.3%

LMU DSOL also reports first-time bar passage rates to the ABA. The following table shows that 62.0% of 2023 graduates who sat for a bar exam for the first time in 2023 or 2024 passed the exam. December 2023 graduates who took the bar exam for the first time in February 2024 also count toward the 2023 first-time bar passage rate. The December 2023 graduates passed the February 2024 bar exam at a 100% pass rate (3 out of 3).

<b>First-Time Bar Passage – Any Jurisdiction</b>			
<b>Calendar Year</b>	<b>First-time Takers</b>	<b>Passers</b>	<b>Pass rate</b>
2021	82	45	55.6%
2022	82	51	62.1%
2023	79	49	62.0%

In Tennessee, where the majority of LMU DSOL graduates sit for the bar exam, LMU DSOL reports a first-time bar passage rate of 58.1% since July 2021. Most recently, LMU DSOL graduates earned a 48.6% overall bar passage rate on the February 2024 administration of the Tennessee bar exam, about eight percentage points better than the statewide pass rate of 40.1%. The February 2024 administration of the bar exam is also LMU DSOL’s highest-ever pass rate for repeat takers. Please see the table below for LMU DSOL’s Tennessee bar exam rates.

<b>Bar Exam Passage – Tennessee</b>									
<b>Bar Exam Administration</b>	<b>First-time Takers</b>			<b>Repeat Takers</b>			<b>Overall</b>		
	<b>Passers</b>	<b>Takers</b>	<b>%</b>	<b>Passers</b>	<b>Takers</b>	<b>%</b>	<b>Passers</b>	<b>Takers</b>	<b>%</b>
<b>July 2021</b>	34	64	53.1%	5	15	33.3%	39	79	49.4%
<b>February 2022</b>	6	9	66.7%	10	26	38.5%	16	35	45.7%
<b>July 2022</b>	39	63	61.9%	2	19	10.5%	41	82	50.0%
<b>February 2023</b>	3	5	60.0%	6	29	20.7%	9	34	26.5%
<b>July 2023</b>	40	66	60.6%	4	18	22.2%	44	84	52.4%
<b>February 2024</b>	4	10	40.0%	13	25	52.0%	17	35	48.6%
<b>3-Year Total</b>	<b>126</b>	<b>217</b>	<b>58.1%</b>	<b>40</b>	<b>132</b>	<b>30.3%</b>	<b>166</b>	<b>349</b>	<b>47.6%</b>

Doctor of Veterinary Medicine (DVM)

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 three years. The American Veterinary Medical Association Council of Education (AVMA COE) is the accrediting body for Colleges of Veterinary Medicine. The AVMA COE requires all veterinary colleges/schools to meet a student

pass rate of 80% on the NAVLE. All LMU DVM graduating classes that have taken the NAVLE have met this standard to date. Students must obtain a score of 425 to pass the NAVLE.

NAVLE Pass Rate for All LMU Takers							
	# Tested	First Time Passed	First Time Pass Rate	# Retake	Retake Passed	Retake Pass Rate	TOTAL Pass Rate
<b>2022</b>	119	84	71%	33	18	55%	86%
<b>2023</b>	117	87	74%	29	17	59%	89%
<b>2024</b>	112	91	81%	21	11	52%	91%

COMPARISONS		
	LMU Ultimate Pass Rate	National Ultimate Pass Rate
<b>2022</b>	86%	90%
<b>2023</b>	89%	86%
<b>2024</b>	91%	88%

COMPARISONS			
	LMU Average	National Average	Number of Students Above National Average
<b>2021</b>	471	504	35 (29%)
<b>2022</b>	475	495	34 (28%)
<b>2023*</b>	483	482	42(36%)

\*The 2024 average scores will be available in next year's cycle.

Overall, average NAVLE scores and pass rates continued to be lower than normal across all AVMA COE-member institutions. For the Class of 2024, 91% of LMU DVM students passed the NAVLE, which was greater than the national average for the second year in a row.

However, improvement in NAVLE pass rate is still required. The strategy initiated for the previous two cohorts will be continued and 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.

#### Associate of Science (AS) in Veterinary Medical Technology (VMT)

LMU offers an Associate of Science (AS) in Veterinary Medical Technology (VMT) 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 publish 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
2021 - 2022	16	13	81.25%	6,156	4,162	67.6%
2022 - 2023	12	8	66.67%	6,311	4175	66.15%
2023 - 2024	8	4	50.00%	6,770	4404	65.05%

Since the 2019-2020 academic year, LMU's AS in VMT program has an average pass rate of 66%, which is comparable to the national average 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 AS in VMT program was slightly above the national average first time pass rate for 2022-2023 but fell below the national average during the 2023-2024 academic year.

The VTNE review class included three full-length VTNE review tests and made increased review material available. During the Spring 2023 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 Spring 2024 semester, and additional assignments were added for any students that were struggling in a particular area. Review materials from LMU faculty members were made available during externship opportunities to allow students more opportunities for review. The AS in VMT program changed its curriculum starting in Fall 2023 to accommodate a three-credit VTNE review class starting in Spring 2025. LMU anticipates 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 Proficiency Profile Exam for general education, on the PRAXIS PLT for education students, on the NCLEX-RN for ASN and BSN students, on certifying exams for MSN students, on the ASCP BOC for BS in Medical Laboratory Science students, on COMLEX level 3 for Doctor of Osteopathic Medicine 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 required by the ABA.

On the other hand, Lincoln Memorial University has not met or exceeded state or national averages on the COMLEX Level 1 and COMLEX 2-CE for Doctor of Osteopathic Medicine (DO) students, the PANCE for MMS in PA Studies students, and the VTNE for AS in Veterinary Medical Technology students. Lincoln Memorial University continues to work toward meeting its thresholds of acceptability for student achievement. Additionally, within this document, the University has provided descriptions of efforts to improve rates that have fallen below the thresholds of acceptability.