

LMU

Lincoln Memorial University

HARROGATE, TENNESSEE

Student Achievement Data Fall 2025



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Overview

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 table 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.

Table 1

Student Achievement Goals

Student Achievement Goals	
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 2	Fall-to-fall retention rates for first-time, full-time, bachelor's degree-seeking students at LMU will exceed 75%.
Goal 3	The University will meet or exceed national/state pass rates for programs leading to licensure or certification.

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 Postsecondary Education Data System \(IPEDS\)](#), six-year (150% standard time) graduation rate as its Key Student Completion Indicator (KSCI). For the past three years (2017 through 2019 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%, and the graduation rate for the Fall 2019 cohort fell further to 48%. Because this goal was not met, LMU is working to improve graduation rates. (Please see pages 12-15 of this document to review services and initiatives implemented to improve graduation rates.)

Table 2

Six-Year Undergraduate Graduation Rates

2023 (Fall 2017 Cohort)	2024 (Fall 2018 Cohort)	2025 (Fall 2019 Cohort)
54%	50%	48%

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 in serving all students. Additionally, serving and supporting Appalachian and first-generation students are critical to LMU's mission; in consequence, LMU examines graduation rates by Appalachian (students whose primary addresses are located in the Appalachian region) and first-generation (students who are first in their immediate families to attend college) statuses.

Table 3*Six-Year Graduation Rate by Race/Ethnicity*

	2023 (Fall 2017 Cohort)		2024 (Fall 2018 Cohort)		2025 (Fall 2019 Cohort)	
	Students	Graduation Rate	Students	Graduation Rate	Students	Graduation Rate
American Indian or Alaska Native	0	N/A	8	13%	5	60%
Asian	3	67%	3	33%	1	0%
Black or African American	19	11%	18	22%	16	31%
Hispanic/Latino	11	45%	9	33%	16	44%
Native Hawaiian or Other Pacific Islander	3	100%	2	50%	0	N/A
U.S. Nonresident	8	50%	18	56%	15	20%
White	237	57%	229	53%	209	53%
Unknown	17	59%	3	67%	5	20%

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

Only American Indian or Alaska Native students at 60% (cohort of five) exceeded the target of 55%. White students graduated at 53% (cohort of 209). The graduation rate for Black or African American students in the 2019 cohort was 31% (cohort of 16), which was an increase from the 2018 rate of 22%.

Table 4*Six-Year Graduation Rate by Gender*

	2023 (Fall 2017 Cohort)		2024 (Fall 2018 Cohort)		2025 (Fall 2019 Cohort)	
	Students	Graduation Rate	Students	Graduation Rate	Students	Graduation Rate
Male	108	47%	95	39%	109	38%
Female	198	58%	195	55%	152	55%

The graduation rates for females in the 2019 cohort met the 55% benchmark, while male students graduated at 38%. Female students have graduated at a higher rate than male students for the past three cohorts (2017-2019), which is consistent with the national trend for graduation rates by gender. The gap between male and female graduation rates increased to 17% (for the 2019 cohort) from 16% (for the 2018 cohort).

Table 5
Six-Year Graduation Rate by Appalachian Status

	2023 (Fall 2017 Cohort)		2024 (Fall 2018 Cohort)		2025 (Fall 2019 Cohort)	
	Students	Graduation Rate	Students	Graduation Rate	Students	Graduation Rate
Appalachian Students	220	58%	175	53%	172	52%

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

Appalachian students accounted for approximately 72% of the 2017 cohort, and the graduation rate for Appalachian students was 58%. Appalachian students accounted for 60% of the 2018 cohort and the graduation rate was 53%. For the 2019 cohort, Appalachian students accounted for slightly over 65% of the total cohort and graduated at 52%, which is better than LMU's overall Fall 2019 cohort rate (48%).

Table 6
IPEDS Six-Year Graduation Rate for First-Generation Students

	2023 (Fall 2017 Cohort)		2024 (Fall 2018 Cohort)		2025 (Fall 2019 Cohort)	
	Students	Graduation Rate	Students	Graduation Rate	Students	Graduation Rate
First-Generation Students	167	47%	241	51%	151	37%

Note: Students self-report first-generation status.

First-generation students accounted for nearly 55% of the 2017 cohort and had a graduation rate of 47%. First-generation students accounted for over 80% of the 2018 cohort, and the graduation rate for first-generation students was 51%. In 2019, first-generation students represented over 57% of the cohort and graduated at 37%, which is a significant decline from the first-generation graduation rate for the 2018 cohort.

As mentioned earlier, please see pages 12-15 of this document to review services and initiatives implemented to improve graduation rates.

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 Postsecondary Education Data System \(IPEDS\)](#). For the past three years (2022 through 2024 cohorts), LMU’s retention rate has fallen below the threshold of acceptability of 75%. LMU only retained 68% of first-time, full-time, bachelor’s degree-seeking students in Fall 2025 (Fall 2024 cohort). Because this goal was not met, LMU is working to improve retention rates. (Please see pages 12-15 of this document to review services and initiatives implemented to improve retention rates.)

Table 7
Fall-to-Fall First-Time, Full-Time, Bachelor’s Degree-Seeking Retention Rates

2023 (Fall 2022 Cohort)	2024 (Fall 2023 Cohort)	2025 (Fall 2024 Cohort)
69%	72%	68%

As previously stated, LMU desires all students to succeed, regardless of demographics. Therefore, the institution disaggregates retention rates by race/ethnicity and by gender to examine LMU’s effectiveness in serving all students. Additionally, serving and supporting Appalachian and first-generation students are critical to LMU’s mission. In consequence, LMU examines retention rates by Appalachian (students whose primary addresses are located in the Appalachian region) and first-generation (students who are first in their immediate families to attend college) statuses.

Table 8*Fall-to-Fall First-Time, Full-Time Bachelor's Degree-Seeking Retention Rates by Race/Ethnicity*

	2023 (Fall 2022 Cohort)		2024 (Fall 2023 Cohort)		2025 (Fall 2024 Cohort)	
	Students	Retention Rate	Students	Retention Rate	Students	Retention Rate
American Indian and Alaska Native	2	0%	4	100%	4	25%
Asian	7	100%	5	60%	3	67%
Black or African American	12	33%	15	60%	18	50%
Hispanic/Latino	13	62%	17	82%	24	67%
Native Hawaiian and Other Pacific Islander	0	N/A	1	0%	1	0%
U.S. Nonresident	32	63%	18	61%	32	69%
White	214	72%	251	73%	253	70%
Unknown	7	86%	8	75%	10	70%

Note: Students self-report race/ethnicity.

Examining LMU's retention rates by race/ethnicity in the table above showed all categories except students who selected the Asian or U.S. Nonresident categories, as decreasing for Fall 2025. The retention rate of students who selected the U.S. Nonresident category rose to 69% in Fall 2025 from 61% in Fall 2024. Similarly, the retention rate of students who selected the Asian category increased to 67% in Fall 2025 from 60% in Fall 2024. White students (cohort of 253) were at a 70% retention rate. The retention rate for Black or African American students decreased to 50% for Fall 2025 (cohort of 18) from 60% in Fall 2024. The small numbers of students in many of these categories can lead to significant fluctuations in retention rates.

Table 9*Fall-to-Fall First-Time, Full-Time Bachelor's Degree-Seeking Retention Rates by Gender*

	2023 (Fall 2022 Cohort)		2024 (Fall 2023 Cohort)		2025 (Fall 2024 Cohort)	
	Students	Retention Rate	Students	Retention Rate	Students	Retention Rate
Male	128	69%	113	61%	130	70%
Female	159	70%	205	79%	215	66%

The retention rates for male students increased to 70% in Fall 2025 from 61% in Fall 2024. The retention rates for female students decreased to 66% in Fall 2025 from 79% in Fall 2024.

Table 10

Fall-to-Fall First-Time, Full-Time Bachelor's Degree-Seeking Retention Rates by Appalachian Status

2023 (Fall 2022 Cohort)		2024 (Fall 2023 Cohort)		2025 (Fall 2024 Cohort)	
Students	Retention Rate	Students	Retention Rate	Students	Retention Rate
190	72%	222	73%	201	69%

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

Because serving Appalachian students is critical to LMU's mission, the Office of Institutional Effectiveness (IE) examined the retention rates for first-time, full-time, bachelor's degree-seeking Appalachian students, using the Appalachian Regional Commission's definition of Appalachian counties. In Fall 2025, Appalachian students were retained at a 69% rate.

Table 11

Fall-to-Fall First-Time, Full-Time Bachelor's Degree-Seeking Retention Rates by First-Generation Status

2023 (Fall 2022 Cohort)		2024 (Fall 2023 Cohort)		2025 (Fall 2024 Cohort)	
Students	Retention Rate	Students	Retention Rate	Students	Retention Rate
194	65%	184	71%	197	64%

Note: Students self-report first-generation status.

Because first-generation students are also critical to LMU's mission, the Office of Institutional Effectiveness (IE) examined the retention rates for first-time, full-time, bachelor's degree-seeking first-generation students. The retention rate for first-generation students in Fall 2025 decreased to 64% from 71% in Fall 2024.

As mentioned earlier, please see pages 12-15 of this document to review services and initiatives implemented to improve retention rates.

Services and Initiatives for Improving Retention and Graduation Rates

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

Retention Initiative

The University has engaged in the beginning phases of a new retention initiative. This initiative is specifically being implemented in an effort to improve retention rates (and eventually graduation rates) for the undergraduate population.

Retention Suite

This initiative includes the 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 of students' statuses and provides the opportunity to monitor at-risk students, enabling the ability to provide early interventions to support students' academic work, their mental health, and their overall successes. The scoring criteria will be assessed to determine its efficacy in producing more actionable data to ensure student success. Additionally, multiple Student Success Cohort scores will be created for programs with specific retention criteria.

Professional Centralized Advising

The Fall 2025 semester was the first in which students were served through a professional, centralized advising model. As of the Fall 2025 semester, each student is assigned a dedicated professional advisor who serves as the central point of contact for students' academic and professional concerns as well as guides them through the process of earning a credential. This advisor assists students in course planning and registration and monitors student success metrics to provide early intervention to at-risk students at critical points throughout the semester. LMU previously used a faculty advising model; however, the professional, centralized advising model provides more dedicated support for students. Additionally, on the Fall 2023 Student Opinion Survey, only 53% of undergraduate students were either "satisfied" or "very satisfied" with the quality of academic advising (under the faculty advising model). In Fall 2025, 71% of undergraduate students were either "satisfied" or "very satisfied" with the quality of academic advising (under the new professional, centralized advising model). The new model should continue to increase student satisfaction (and subsequently retention and graduation rates) because having advisors dedicated solely to student success allows them to provide more, and more expansive, support.

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

The Tagge Center supports retention efforts by providing one-on-one tutoring, group review sessions, special topic sessions, and writing support to all undergraduate students enrolled at LMU. Courses with high tutoring demand benefit from regularly scheduled group review and exam preparation sessions that help maximize the number of students a tutor can assist at one

time. Throughout the semester, tutors lead special-topic sessions focused on specifically identified current academic needs of LMU students. Tutors collaborate with faculty to provide additional study materials and exam preparation tailored to each semester's courses. Through the coordination efforts of a full-time staff member and several faculty-recommended peer tutors, writing support is offered for all undergraduate students to assist with their effective communication skills. Each semester concludes with nightly review sessions for the most frequently tutored courses during that specific semester as well as two weeks of drop-in paper reviews in which students can request quick feedback on final papers before submission. Ongoing training sessions for peer tutors are offered to better enable them to relate to and assist in meeting the academic needs of undergraduate students.

In Spring 2025, the Tagge Center planned to implement a Supplemental Instruction program. Tutors would 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 would attend lectures/labs with enrolled students and provide additional support as needed. This service would allow for a type of group tutoring to make efficient use of the tutors' time. Due to the institution-wide focus needed in deploying the professional advising shift, the launch of any Supplemental Instruction efforts was delayed and planned for future integration (tentatively for Spring or Fall 2026).

Cornerstone Program

This program is a part of 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. All Cornerstone students are provided an academic coach from the Office for Academic Support who mentors and assists 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 for 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 students who are first-generation (the first in their immediate family to attend college), are financially eligible (must meet the federal guidelines), disabled (physical or learning), 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 assists students during their undergraduate careers at LMU. In addition, LMU offers SSS Sections of the University Activities (UACT) 100: Strategies for College Success course. These sections enroll only SSS-eligible students, and the course focuses especially on the unique needs of these students.

Welfare & Early Alert System

In partnership with the Students of Concern Committee and Academic Affairs, the Office for

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 for Academic Success to determine the needed level of support and intervention options. Student welfare is discussed within larger weekly committee meetings to ascertain the possible scope of need that may exist beyond academic concern, thus eliciting a broad response based on discussion.

Grade Check System

The Office for 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 (including professional advisors) to relay grade reports in a timely manner and analyzes these data to identify the need for and plan student interventions. Additionally, students who are determined to be at-risk with grades of C or below receive an automated email alerting them of their status as well as outreach from their professional advisor.

The Mental Health Counseling Office

The Mental Health Counseling Office offers free, confidential, short-term counseling services to LMU students as well as 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 served 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 the UACT-100: Strategies for College Success course.

Students of Concern Committees (SOCs), CARE Committee, TAT, and CIRT

To promote retention, progression, and graduation—by identifying and addressing concerns on a student-by-student basis across all academic schools and colleges—LMU relies on several Students of Concern (SOC) Committees, a centralized Institutional Concern, Assessment, Response, and Evaluation (CARE) Committee, an Institutional Threat Assessment Team (TAT), and a Critical Incident Response Team (CIRT). LMU’s Dean of Students heads an SOC committee focused on undergraduate students, and several SOC committees exist at the graduate/professional levels. The Undergraduate SOC Committee convenes weekly while Fall and Spring term classes are in session and on an as needed basis during the summer. The SOC uses the National Association for Behavioral Intervention and Threat Assessment (NABITA) Risk Rubric to assess each student referral, and each SOC committee is chaired by a University official who can elevate 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 convenes to address elevated threats to others, while the CIRT responds to threats after they materialize to ensure student safety and their sense of security. This tiered system ensures no student concern is missed and that every concern is addressed.

The Student Affairs Office

Through the office of 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 (Office for Orientation and Transition Programs), the Resident Assistants program (Office of Residence Life), 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, which offers programming that takes place Thursday-Sunday prior to the start of each Fall semester to provide incoming students with 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.
- 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.
- Programming efforts for commuter students, which have increased over the last year in effort to engage and build connections among commuters and with members of the campus community.

Satisfaction Surveys

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:

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

Student Achievement Goal 3

The University will meet or exceed national/state pass rates for programs leading to licensure or certification.

Goal 3 Results

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

LMU offers programs leading to elementary and secondary teacher licensure. These programs require students to pass the PRAXIS and Specialty Tests in their disciplines.

The next table shows the pass rates for PRAXIS for all program completers for the past three years compared to Tennessee statewide rates. For the past three years, 100% of LMU education program completers have passed the PRAXIS Specialty Tests, which is above the pass rates for all Tennessee program completers.

Table 12

Praxis Specialty Tests, All Program Completers

	LMU Institutional Pass Rate	TN Statewide Pass Rate
2022-2023	100%	88%
2021-2022	100%	96%
2020-2021	100%	92%

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.

Table 13

Praxis 5001 Elementary Completion and Pass Rates

Content Area	Modality	Categories	2022-2023	2023-2024	2024-2025
Subtest 5002 Reading	Entire Program	Total Completers	2	8	6
		First-Time Pass Rates	100%	75%	67%
		Overall Pass Rates	100%	100%	100%
	In Person	Total Completers		5	6

		First-Time Pass Rates		80%	67%
		Overall Pass Rates		100%	100%
	Hybrid	Total Completers		3	
		First-Time Pass Rates		100%	
		Overall Pass Rates		100%	
Subtest 5003 Math	Entire Program	Total Completers	2	8	6
		First-Time Pass Rates	50%	50%	33%
		Overall Pass Rates	100%	100%	100%
	In Person	Total Completers		5	6
		First-Time Pass Rates		20%	33%
		Overall Pass Rates		100%	100%
	Hybrid	Total Completers		3	0
		First-Time Pass Rates		100%	
		Overall Pass Rates		100%	
Subtest 5004 Social Studies	Entire Program	Total Completers	5	8	6
		First-Time Pass Rates	60%	62%	33%
		Overall Pass Rates	100%	100%	100%
	In Person	Total Completers		5	6
		First-Time Pass Rates		40%	33%
		Overall Pass Rates		100%	100%
	Hybrid	Total Completers		3	
		First-Time Pass Rates		100%	
		Overall Pass Rates		100%	
Subtest 5005 Science	Entire Program	Total Completers	3	8	6
		First-Time Pass Rates	33%	62%	50%

		Overall Pass Rates	100%	100%	100%
	In Person	Total Completers		5	6
		First-Time Pass Rates		40%	50%
		Overall Pass Rates		100%	100%
	Hybrid	Total Completers		3	0
		First-Time Pass Rates		100%	
		Overall Pass Rates		100%	
5205 Teaching Reading for Elementary	Entire Program	Total Completers	2	8	6
		First-Time Pass Rates	100%	88%	83%
		Overall Pass Rates	100%	100%	100%
	In Person	Total Completers		5	6
		First-Time Pass Rates		80%	83%
		Overall Pass Rates		100%	100%
	Hybrid	Total Completers		3	
		First-Time Pass Rates		100%	
		Overall Pass Rates		100%	
Special Education Comprehensive	Entire Program	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
	In Person	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
	Hybrid	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			

Special Education Interventionist	Entire Program	Total Completers		3	1
		First-Time Pass Rates		100%	100%
		Overall Pass Rates		100%	100%
	In Person	Total Completers			1
		First-Time Pass Rates			100%
		Overall Pass Rates			100%
	Hybrid	Total Completers		3	
		First-Time Pass Rates		100%	
		Overall Pass Rates		100%	
ESL	Total	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
	In Person	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
	Hybrid	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			

Table 14
Praxis Secondary Completion and Pass Rates

Content Area	Modality	Categories	2022-2023	2023-2024	2024-2025
Biology	Entire Program	Total Completers			1
		First-Time Pass Rates			Exam no longer required
		Overall Pass Rates			Exam no longer required
	In Person	Total Completers			

		First-Time Pass Rates			
		Overall Pass Rates			
	Hybrid	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
Business	Entire Program	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
	In Person	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
	Hybrid	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
Chemistry	Entire Program	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
History	Entire Program	Total Completers	2		2
		First-Time Pass Rates	50%		Exam no longer required
		Overall Pass Rates	100%		Exam no longer required
Math	Entire Program	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
Visual Arts	Entire Program	Total Completers		1	
		First-Time Pass Rates		0%	

		Overall Pass Rates		100%	
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Table 15

Praxis Specialty Tests, MEd in Initial Teacher Licensure, Elementary

Content Area	Modality	Categories	2022-2023	2023-2024	2024-2025
Subtest 5002 Reading	Hybrid	Total Completers	13	14	4
		First-Time Pass Rates	76%	86%	100%
		Overall Pass Rates	100	100%	100%
Subtest 503 Math	Hybrid	Total Completers	14	14	4
		First-Time Pass Rates	64%	58%	50%
		Overall Pass Rates	100%	100%	100%
Subtest 5004 Social Studies	Hybrid	Total Completers	12	14	4
		First-Time Pass Rates	75%	86%	50%
		Overall Pass Rates	100%	100%	100%
Subtest 5005 Science	Hybrid	Total Completers	14	14	4
		First-Time Pass Rates	64%	79%	50%
		Overall Pass Rates	100%	100%	100%
5205 Teaching Reading for Elementary	Hybrid	Total Completers	32	20	6
		First-Time Pass Rates	62%	90%	50%
		Overall Pass Rates	100%	100%	100%
Special Education Comprehensive	Hybrid	Total Completers	6	5	1
		First-Time Pass Rates	100%	100%	100%
		Overall Pass Rates	100%	100%	100%
Special Education Interventionist	Hybrid	Total Completers	7	15	1
		First-Time Pass Rates	100%	100%	100%
		Overall Pass Rates	100%	100%	100%

Table 16*Praxis Specialty Tests, MEd in Initial Teacher Licensure, Secondary*

Content Area	Modality	Categories	2022-2023	2023-2024	2024-2025
Biology	Hybrid	Total Completers	1	1	
		First-Time Pass Rates	100%	100%	
		Overall Pass Rates	100%	100%	
Business	Hybrid	Total Completers	3	1	
		First-Time Pass Rates	100 %	100%	
		Overall Pass Rates	100 %	100%	
Chemistry	Hybrid	Total Completers			1
		First-Time Pass Rates			100%
		Overall Pass Rates			100%
English	Hybrid	Total Completers	3	1	
		First-Time Pass Rates	100%	100%	
		Overall Pass Rates	100%	100%	
History	Hybrid	Total Completers		1	2
		First-Time Pass Rates		100%	100%
		Overall Pass Rates		100%	100%
Math	Hybrid	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
Music	Hybrid	Total Completers			
		First-Time Pass Rates			
		Overall Pass Rates			
PE	Hybrid	Total Completers	6	1	2
		First-Time Pass Rates	66%	50%	50%

		Overall Pass Rates	100%	100%	100%
Visual Arts	Hybrid	Total Completers	5	1	
		First-Time Pass Rates	80%	50%	
		Overall Pass Rates	100%	100%	

Table 17

Praxis Specialty Tests, Counseling

Professional Counselor	2022-2023	2023-2024	2024-2025
Total Completers	4	3	4
First-Time Pass Rate	100%	67%	50%
Overall Pass Rate	100%	100%	100%

Table 18

Praxis Specialty Tests, Instructional Leadership

Content Area	Modality	Categories	2022-2023	2023-2024	2024-2025
MEd	Online	Total Completers	4	4	2
		First-Time Pass Rates	75%	75%	100%
		Overall Pass Rates	100%	100%	100%
EdS	Total	Total Completers	43	54	92
		First-Time Pass Rates	93%	100%	98%
		Overall Pass Rates	100%	100%	100%
	Hybrid	Total Completers		7	24
		First-Time Pass Rates		100%	96%
		Overall Pass Rates		100	100%
	Online	Total Completers		47	68
		First-Time Pass Rates		100%	97%
		Overall Pass Rates		100%	100%
Licensure Add-On	Total	Total Completers	11	13	18
		First-Time Pass Rates	100%	100%	94%
		Overall Pass	100%	100%	100%

		Rates			
	Hybrid	Total Completers			1
		First-Time Pass Rates			100%
		Overall Pass Rates			100%
	Online	Total Completers			17
		First-Time Pass Rates			94%
		Overall Pass Rates			100%

Nursing

Students completing the Associate of Science in Nursing (ASN) degree program take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). 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 overall NCLEX-RN first-time pass rate for graduates from the ASN program at LMU in 2024 was 92.3%, which is above the national average of 90.6% for ASN graduates across the United States. Faculty from the Associate of Science in Nursing program at LMU worked carefully and closely with students to improve RN-NCLEX pass rates. The results of their efforts are demonstrated by the increased pass rates.

Table 19

NCLEX-RN Associate of Science in Nursing First-Time Pass Rates by Site

Instructional Site	2022	2023	2024
Harrogate (Main Campus)	76.4%	91%	85.7%
LMU Tower	Dec 71.4%	Dec 96%	100%
	May 90.5%	May 96.7%	
Tri-County Square Shopping Center (Corbin, KY)	78.8%	94.4%	95%
LMU-Tampa	100%	100%	77%
Total LMU ASN	83.3%	95.9%	92.3%
National ASN Pass Rate	77.9%	87.8%	90.6%

The Tampa site had a 77% NCLEX-RN first-time pass rate. Faculty from the Associate of Science in Nursing program at this site have worked extremely hard with students and focused on improving RN-NCLEX pass rates. Faculty members teaching courses at the Tampa site have discussed the pass rate and have increased their focus on meeting with students and assisting them with study habits. In addition, faculty require students with an average below 80% in any course to meet with them and also the nursing tutor to address deficiencies.

The Harrogate NCLEX-RN pass rate was below the national ASN pass rate but still above the 80% first-time pass rate required by the Tennessee Board of Nursing. Faculty have increased their focus on meeting with students and assisting them with study habits.

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 99% in 2024. BSN graduates from all five sites passed the NCLEX-RN at higher rates than the national BSN first-time takers pass rate of 91.9%.

Table 20*NCLEX-RN Bachelor of Science in Nursing First-Time Pass Rates by Site*

Instructional Site	2022	2023	2024
Harrogate (Main Campus)	87%	100%	100%
Cedar Bluff Teaching Site	90.7%	100%	100%
LMU Tower	N/A	86%*	100%
LMU-Chattanooga	N/A	N/A	92.8%**
LMU-Tampa	100%	100%	100%
Total LMU BSN	91%	98.6%	99%
National BSN Pass Rate	82.32%	90.17%	91.9%

*Site opened in January 2022

**Site opened in August 2023

The following tables display the Master of Science in Nursing (MSN) concentration pass rates for the past three years. The data demonstrate LMU MSN 2024 graduates exceeded national means on their Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) licensure exams. In 2024, the overall licensure pass rates for Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) were 96% and 100%, respectively. Faculty members continue to meet with students individually to discuss and reiterate content to prepare for the certification exam and have increased the number of exams in courses while providing additional remediation materials/questions in the last semester of the program.

Table 21*Master of Science in Nursing First-Time Pass Rates by Site, Family Nurse Practitioner Concentration*

Instructional Site	2022	2023	2024
Harrogate (Main Campus)	85%	100%	100%
Cedar Bluff Teaching Site	88%	100%	88%
Online	100%	100%	100%
Total LMU FNP	88%	100%	96%
National Rate-ANCC	85.9%	85%	83%
National Rate-AANP	74%	72%	83%

Table 22*Master of Science in Nursing First-Time Pass Rates by Site, Family Psychiatric Mental Health Nurse Practitioner Concentration*

Instructional Site	2022	2023	2024
Cedar Bluff Teaching Site	100%	80%	100%
Online	100%	100%	100%
Total LMU FPMHNP	100%	93.3%	100%
National Rate-ANCC	90.8%	90%	83%

Table 23*NCE First-Time Pass Rates by Site, Nurse Anesthesia Concentration*

Instructional Site	2022	2023	2024
Harrogate (Main Campus)	85%	58%*	67%
National Rate-NCE	83.4%	83.2%	89.3%

**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.*

The 2024 graduates were the second cohort of DNP Nurse Anesthesia students. There were only three students in this cohort. One of the three students did not pass the exam on the first attempt. The student retook the certification exam six days later and passed. According to how COA-NAEP calculates pass rates if the student retests in 60 days, LMU has a 100% pass rate. Faculty have increased Apex testing and have spent more class time reviewing material for the boards, especially in students' final semester.

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 reflects 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.

Table 24

Bachelor of Science in Medical Laboratory Science Board Pass Rates by Subject, Fall 2021 to Spring 2023

	Fall 2021		Spring 2022		Fall 2022		Spring 2023	
Subject Area	LMU	National Average	LMU	National Average	LMU	National Average	LMU	National Average
Immunohematology	528	473	602	493	591	499	617	591
Clinical Chemistry	584	476	554	483	606	496	604	606
Hematology	563	471	481	489	672	493	494	672
Immunology/ Serology	572	461	578	484	667	478	620	667
Clinical Microbiology	491	465	513	482	593	487	514	593
Urinalysis & Body Fluid Analysis	607	465	658	479	616	508	562	616
Laboratory Operations	590	476	453	483	491	486	594	491

Table 25

Bachelor of Science in Medical Laboratory Science Board Pass Rates by Subject, Fall 2023 to Spring 2025

	Fall 2023		Spring 2024		Fall 2024		Spring 2025	
Subject Area	Fall 2023	National Average	Spring 2024	National Average	Fall 2024	National Average	Spring 2025	National Average
Immunohematology	652	497	574	503	547	508	548	499
Clinical Chemistry	528	485	547	494	561	508	530	500
Hematology	548	486	556	500	486	510	632	495
Immunology/ Serology	626	485	667	490	618	495	443	500
Clinical Microbiology	486	473	546	499	515	494	493	493
Urinalysis & Body Fluid Analysis	525	489	513	510	589	524	443	500
Laboratory Operations	530	474	613	489	439	500	401	482

While the May 2025 Medical Laboratory Science (MLS) graduates achieved a 100% first-attempt pass rate on the board exam and averaged 515 on the composite score (above the national average of 494), the class average scores on the following sections of the ASCP board exam were lower than the national averages on these sections: Urinalysis & Body Fluids, Immunology & Serology, and Laboratory Operations. The faculty met and developed activities to enhance student performance in each of the areas.

In MEDLS 400 - Urinalysis & Body Fluid Analysis, the following changes to enhance student learning have been made:

- A new PowerPoint presentation was added to the course during the study of the various body fluids, which gives a review of the dimensions of the Neubauer hemocytometer and the calculations related to these dimensions that are required for accurate cell counts.
- A review of the cell count procedure and calculations was added to the summary sheets that cover body fluids.
- A new assignment was added to the course with case studies requiring various cell count scenarios and ratio calculations.

In MEDLS 330 – Immunology & Serology, the following changes to enhance student learning have been made:

- An assignment with case studies involving different organisms and various markers was added to the unit covering infectious disease testing.
- An extra quiz was assigned (using Kahoot) covering the spirochetes and related testing.
- A lecture PowerPoint with interactive quizzing (using Kahoot) was created for reviewing infectious disease testing.

In order to improve student learning about laboratory operations, the faculty enhanced PowerPoint slides on the following topics:

- Procedure and explanation of dilutions and titers were added to the summary sheets in the MEDLS 330 – Immunology & Serology course.
- Five slides on lab safety practices and use of biological safety cabinets were added to a lecture in the MEDLS 461 – Medical Microbiology course.
- A chart outlining the procedure to follow when testing fails to meet quality control standards was added to the summary sheets in the MEDLS 400 – Urinalysis & Body Fluids course.

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 29 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.

Table 26*ASCP Board of Certification First-Time Class Pass Rates*

Term	LMU Pass Rates	National Average
Fall 2021	100%	72%
Spring 2022	100%	83%
Fall 2022	100%	80%
Spring 2023	100%	74%
Fall 2023	100%	80%
Spring 2024	100%	85%
Fall 2024	100%	85%
Spring 2025	100%	76%

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.

Table 27

LMU COMLEX First-Time Pass Rates

Exam Cycle	COMLEX 1	COMLEX CE	COMLEX PE	COMLEX 3
2022-2023 Harrogate (Main Campus)	88.9%	94.2%	N/A*	91.8%**
2022-2023 Knoxville Site (LMU-Knoxville)	87.1%	95.9%	N/A*	96.5%**
2022-2023 LMU Overall	88.2%	94.7%	N/A*	92.2%**
2023-2024 Harrogate (Main Campus)	84.5%	92.6%	N/A*	96.5%***
2023-2024 Knoxville Site (LMU-Knoxville)	86.7%	89.1%	N/A*	98.7%***
2023-2024 LMU Overall	85.4%	91.8%	N/A*	97.1%***
2024-2025 Harrogate (Main Campus)	89.9%	94.4%	N/A*	97.7%****
2024-2025 Knoxville Site (LMU-Knoxville)	93.2%	93.2%	N/A*	97.7%****
2024-2025 LMU Overall	91.2%	93.9%	N/A*	97.7%****

*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).

***LMU-DCOM COMLEX 3 data for 2024 includes 199 graduates from the Harrogate location (classes 2016-2024) and 77 graduates from the Knoxville location (classes 2023-2024).

****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. Preliminary data for 2025 includes 85 graduates from the Harrogate location (classes 2022-2024) and 44 graduates from the Knoxville location (classes 2023-2024).

Table 28

National COMLEX First-Time Pass Rates

Exam Cycle	COMLEX 1	COMLEX2 CE	COMLEX2 PE	COMLEX 3
2022-2023	90.6%	94.5%	N/A*	94.7%
2023-2024	93.1%	92.5%	N/A*	96.8%
2024-2025	90.3%	91.3%	N/A*	97.3%**

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

** COMLEX 3 data is incomplete and will be updated with the next cycle.

LMU-DCOM took the following actions in response to lower than national pass rates during the

2023-24 exam cycle: 1) provided students with earlier support for board preparation beginning in the fall semester of their OMSII year, and 2) instituted a minimum practice exam benchmark to prevent students from taking Level 1 until they demonstrated 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 OMSII year. Students identified at continued high-risk of first attempt failure following the Board Prep Program were assigned to a Board Prep Elective at the beginning of the OMSIII year.

A difference in the Level 1 pass rate for the Harrogate and Knoxville cohorts during the 2024-25 exam cycle has led to a review of processes and prior course performance at each location. There were no statistically significant differences between the locations when second year final course grades and course exam grades were reviewed. During the Board Prep Program and the Board Prep Elective, students at both locations received the same information in the same format. Knoxville exceeded the national pass rates for the COMLEX 1, COMLEX 2 CE, and COMLEX 3 in 2024-2025. Harrogate (89.9%) was just under the national rate for COMLEX 1 (90.3%) but exceeded the national rate for COMLEX 2 CE and COMLEX 3 in 2024-2025.

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 meets students' needs and prepares 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 as a separate program; therefore, LMU disaggregates data by site (which is also best practice).

Table 29

Master of Medical Science in Physician Assistant Studies PANCE Pass Rates

Class	Group	Number of LMU PANCE Participants	LMU Overall Pass Rate	National Exam Pass Rate
Harrogate Campus				
2022	First Time Takers	85	84%	92%
	All Takers	85 (108)	76%	89%
2023	First Time Takers	87	85%	92%
	All Takers	87 (105)	81%	89%
2024	First Time Takers	87	87%	92%
	All Takers	87(99)	87%	89%
LMU-Knoxville OCIS				
2022	First Time Takers	55	85%	92%
	All Takers	55 (68)	81%	89%
2023	First Time Takers	75	88%	92%
	All Takers	75(80)	89%	89%
2024	First Time Takers	93	92%	92%
	All Takers	93 (100)	92%	89%

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

In 2023, 85% 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 2023, which includes students with multiple exam attempts, was 81% compared to the national average of 89%. However, the chart lacks the percentage of candidates who ultimately passed the PANCE in 2023, which was 98%.

In 2024, 87% 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 2024, which includes students with multiple exam attempts, was 87% compared to the national average of 89%. However, the chart lacks the

percentage of candidates who ultimately passed the PANCE in 2024, which was 95%. From 2020 to 2024, the overall percentage of candidates who ultimately passed the PANCE was 98%.

From 2023 to 2024, LMU's PANCE pass rates improved at both sites. Specifically, LMU's Harrogate-based PA program's first-time test taker pass rate improved from 85% to 87%, and the overall pass rate for all exam takers improved from 81% to 87%. In 2023, the first-time taker pass rate was 7% below the national average, which improved to only 5% below the national average in 2024. Improvements were also noted in the overall pass rate from 8% below the national average in 2023 to only 2% below the national average in 2024.

In 2023, 88% 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 2023, including students with multiple exam attempts, was 89%, equal to the national average of 89%. However, the chart lacks the percentage of candidates who ultimately passed the PANCE in 2023, which was 99%.

In 2024, 92% of LMU's Knoxville-based MMS in PA Studies graduates passed the PANCE on the first try, equal to the national average of 92%. The overall pass rate among LMU's Knoxville-based MMS in PA Studies graduates in 2024, which includes students with multiple exam attempts, was 92% compared to the national average of 89%. However, the chart lacks the percentage of candidates who ultimately passed the PANCE in 2024, which was 99%. From 2022 to 2024, the overall percentage of candidates who ultimately passed the PANCE was 99%.

As previously mentioned, from 2023 to 2024, LMU's PANCE pass rates improved at both sites. Specifically, the LMU Knoxville-based PA program's first-time test taker pass rate improved from 88% to 92%, and the overall pass rate for all exam takers improved from 89% to 92%. In 2023, the first-time taker pass rate was 4% below the national average, and no difference between the program and the national average was observed in 2024. Improvements were also noted in the overall pass rate, from being consistent with the national average in 2023 to exceeding the national average by 3% in 2024.

The overall rate for 2023 MMS in PA Studies graduates from both sites was 87% for first-time test takers and 86% for all test takers. As mentioned, the national rates were 92% for first-time test takers and 89% for all test takers.

In 2024, the overall rate of first-time test takers (for both program offerings) was 89.5% and 89.5% for all test takers, compared to a national average of 92% for first-time test takers and 89% for all test takers. From 2023 to 2024, LMU's PANCE rates improved at both sites for first-time and overall takers as noted above. This indicates that the continuous programmatic assessment is moving in the right direction, especially with the combined all test taker average exceeding the national average by 0.5%.

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. Unblinding the admissions process allowed the faculty selection committee to place greater

emphasis on students' past achievement in basic science courses, which should result in increased academic success throughout the program. This should result in improved standardized testing scores, including the PANCE.

The class of 2024 represents the 14th class for the MMS in PA Studies program offered at the LMU-Harrogate main campus. With the results of the PANCE data for the cohort, the program reviewed the didactic and clinical phases of the curriculum and performed a correlational analysis of specific benchmarks and PANCE performance. The strongest correlation between didactic phase variables and PANCE was the Didactic Cumulative Examination (DCE). The better students performed on the Didactic Cumulative Examination, the better the PANCE performance. Despite yearly changes in the Didactic Cumulative Exam, it remains a better didactic predictor of PANCE success than any standardized outside evaluation, such as PACKRAT I. The Didactic Cumulative Examination was broken down into PANCE Medical Content Categories and Task Areas for further analysis and comparison to the PANCE exam results.

For the 2023 cohort, the PANCE Professional Practice was the lowest performing area on the PANCE relative to the national average, yet this was the highest performing task area on the Didactic Cumulative Examination (DCE), which only contained five items on the topic. This was not the case in 2022, as students performed average on the Professional Practice portion of the PANCE, yet this category was highest on the DCE. In 2024, this also was not the case as LMU-Harrogate students performed the second highest in this category relative to the national mean. For the 2023 cohort, DCE vs. PANCE, performance on Applying Basic Scientific Concepts seems better aligned; Applying Basic Scientific Concepts is one of the lowest categories on both assessments. However, this category is trending upwards and shows improvement in 2024 as it was one of the better-performing task areas and close to the national average. For the 2022 cohort, the lowest-scoring task areas on the PANCE were History Taking and Performing Physical Examination, followed by Pharmaceutical Therapeutics and Applying Basic Scientific Concepts. On the DCE, History Taking and Physical Examination were ranked higher in percentage correct amongst all categories (third and fourth of nine places), whilst Pharmaceutical Therapeutics and Applying Basic Scientific Concepts were ranked very low (seventh of nine and ninth of nine, respectively).

To improve student performance related to Applying Basic Scientific Concepts, the program has implemented some key initiatives: appointing new course directors for anatomy and physiology/pathophysiology, refining assessment items through the Exam Review Committee, aligning objectives with program outcomes and the PANCE blueprint, and expanding targeted remediation and mentoring for students scoring below 75% on any course assessment. Additional measures include comprehensive curriculum reviews, integration of clinical case studies into courses focused on basic scientific concepts, and faculty development in exam design and evidence-based teaching. These efforts are monitored each semester and annually for continuous improvement. **Results show measurable impact:** the cohorts from 2021–2024 scored 1–4% below the national average on PANCE in the Applying Basic Scientific Concepts category; the 2025 cohort is currently performing **3% above the national average**. This indicates strong progress toward program goals of increasing performance related to

Applying Basic Scientific Concepts.

Regarding medical content areas, the program has experienced a disparity in student outcomes with regard to the renal system from 2022 through 2024. While this area has had one of the highest scores on the DCE, performance on PANCE has been consistently poor. The renal system is first introduced in PAS 516 Physiology/Pathophysiology II and PAS 550 Clinical Medicine I. Notably, the 2025 cohort's scores for this content area have declined by almost 10% on the DCE compared to the prior cohort. This could indicate corrective action, further aligning the DCE with PANCE outcomes. The program will continue to monitor performance on this topic relative to PANCE for the 2025 cohort pending curriculum completion.

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, including 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 the 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 program 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 supplied 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 it for anyone considered "at-risk for PANCE failure" or who did not score above 1472 on their first attempt on the 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 status for PANCE failure during the clinical year. The program has purchased Lecturio, an online education and assessment platform 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 ≤ -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 ≤ -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 graduating.

Rosh review questions were given as assignments in the clinical year during 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, which 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.

The program also reviewed the clinical phase of the curriculum. The strongest correlation between clinical phase variables and PANCE was the Clinical Phase Summative Exam and/or the PAEA End of Curriculum exam. The program switched from the home-grown summative exam to PAEA's instrument in 2023. Both assessments have been shown to have a high correlation with PANCE performance. The EOC is also broken down into PANCE Medical Content Categories and Task Areas.

Infectious diseases, as a content area, has declined since 2023 on the DCE and PANCE. The program has hired a faculty member with clinical experience in infectious disease/hematology and extensive experience in education/hematology to strengthen the hematology block in clinical medicine. A slight rebound in performance in Infectious Diseases has been observed for the 2025 cohort on the EOC. The program will reevaluate this uptick pending the 2025 cohort's PANCE results.

The dermatologic system has been trending downwards, with consistent poor performance on the DCE, EOC, and PANCE. The Curriculum Committee has already started to institute change based on this data. For example, in response to the dermatological system scoring below the benchmark, the Clinical team added an EOR call-back day guest lecturer who presented on dermatological topics, focusing 50% of the lecture on pediatric dermatology based on PANCE and EOR results. A significant uptick in the 2025 cohort's EOC performance in dermatology has been noted; however, the program remains notably below the national average. The 2025 cohort's PANCE performance will be analyzed relative to this uptick.

Pulmonology has consistently been a mediocre-scoring content area on the EOC and a low performer on PANCE. The Curriculum Committee has begun to institute change by adding an Intro to Radiography module, followed by Radiography I-IV modules for the class of 2025, housed in the new Clinical Assessment and Technical Skills (CATS) courses. Also, beginning with the class of 2024, small group sessions on lab and imaging interpretation (CBC and CXR interpretation) in Clinical Medicine I within the Pulmonology block were added.

The program has focused efforts to address these deficiencies, and data from the 2025 cohort Didactic Phase Cumulative Exam will be analyzed relative to PANCE performance. The program will continue to monitor student performance on multiple-choice and skill-based examinations.

MMS in PA Studies Program at LMU-Knoxville OCIS

The class of 2024 represents the third class for the MMS in PA Studies program offered at the LMU-Knoxville site. With the results of the PANCE data for the cohort, the program reviewed the didactic and clinical phases of the curriculum and performed a correlation analysis of specific benchmarks and PANCE performance. The strongest correlation between didactic phase variables and PANCE was the Didactic Cumulative Examination. The better students performed on the Didactic Cumulative Examination, the better the PANCE performance. The Didactic Cumulative Examination (DCE) was broken down into PANCE Medical Content Categories and Task Areas for further analysis and comparison to the PANCE exam results.

For the 2023 cohort, the Applying Basic Scientific Concepts task area was the lowest-performing

area on the PANCE and the second-lowest-performing task area on the Didactic Cumulative Examination. 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 re-evaluate and emphasize this content in learning activities in the PAS 506, PAS 501-503, and PAS 531-533 courses to make sure the content presented aligns with the PANCE blueprint and the Program's Graduate Competencies.

For the 2024 cohort, the lowest-scoring task areas on the PANCE were Clinical Intervention and Pharmaceutical Therapeutics. These areas also scored the lowest on the Didactic Phase Cumulative examination, with Clinical Intervention scoring the lowest. The program has focused efforts on addressing these deficiencies. The class of 2024 matriculated into the program in September 2022 and completed the didactic curriculum from September 2022 through November 2023. These students began their clinical rotations in December 2023 and proceeded to graduation in December 2024, ultimately completing the PANCE in early 2025. In May 2023, the class of 2024 was introduced to the program's newest faculty member, a licensed clinical pharmacist who had not previously been involved as a faculty member prior to joining the program. Because of this, nearly half of the didactic curriculum for the class of 2024 was presented by a new faculty member that had not previously taught that material. Guidance from the Program Director, Medical Director, and Didactic Director throughout the faculty member's introduction to each course in the didactic phase enabled development and growth, while also ensuring that the curriculum met the necessary breadth and depth. Furthermore, the class of 2025 was the first full didactic phase for the hired clinical pharmacist (September 2023-November 2024), and this development/counseling offered through Program Leadership and faculty showcased significant increases in the new faculty member's pedagogy regarding aspects of Clinical Intervention and Pharmaceutical Therapeutics. Additionally, the didactic cumulative exam has previously demonstrated a strong, statistically significant predictive value in determining PANCE outcomes; therefore, the program looks forward to evaluating this further when the class of 2025 takes their PANCE in early 2026. The data regarding the Didactic Cumulative examination for the class of 2026, as well as the second full didactic phase of teaching by the clinical pharmacist, will be evaluated during the program's annual faculty review in Spring 2026 to monitor trends and conduct analysis.

Regarding Medical Content areas, for 2023 and 2024, the content area of Infectious Disease consistently performed low on the PANCE and the Didactic Cumulative Exam. Most of this content is introduced in the PAS 506 course and reinforced throughout the PAS 531-533 courses. To address this, the program has decided to add more initial Infectious Disease content and time to the PAS 506 course to provide a solid foundational knowledge of mechanisms and related pharmacological treatment of infectious disease. This knowledge will be further expanded and reinforced during the PAS 531-533 courses to relate scientific concepts to patient diagnosis, treatment, and care.

The program also reviewed the clinical phase of the curriculum. The Clinical Phase Summative

Exam showed the strongest correlation between clinical phase variables and PANCE. The better students performed on the Clinical Phase Summative Examination, the better the PANCE performance. The Clinical Phase Summative Examination was also broken down into PANCE Medical Content Categories and Task Areas for further analysis and comparison to the PANCE exam results. The lowest-scoring task area on the Clinical Summative written portion of the exam was Health Maintenance for the 2023 Cohort and Applying Foundational Scientific Concepts for the 2024 Cohort. The task area of Health Maintenance remained low for the 2024 Cohort; therefore, focused efforts were implemented to review course content and reinforce these concepts throughout the PAS 511, 512, and 513 Patient Assessment and Clinical Skills course series as well as the PAS 531, 532, and 533 Principles of Clinical Medicine course series. Health maintenance and education techniques will continue to be an area of focused improvement as students perform simulated patient examinations and receive instructor feedback on performance.

Areas of needed improvement on the Clinical Phase Summative Exam Medical Content Areas across the 2023 and 2024 Cohorts include: Gastrointestinal/Nutrition, Obstetrics/Gynecology, and Pulmonology. Regarding Obstetrics/Gynecology, the program has reviewed and analyzed course examination performance and lecture content to identify areas of weakness related to this topic. Specifically, the program has decided to dedicate more time allotment to this content during the didactic phase of the curriculum and evaluate the PAS 651 Women's Health Clinical Rotation to ensure that all learning objectives are covered during this time. The program will continue to monitor this area for progress. Similar strategies related to the Gastrointestinal/Nutrition and Pulmonology content areas have been implemented.

A significant change for the 2024 Cohort was the implementation of standardized PAEA End-of-Rotation Examinations. Previously, these examinations were made in-house by the program and did not give an accurate comparison of LMU students to the national student population in the specific areas. This implementation has allowed the program to observe how the program and individual students perform relative to other PA programs across the nation. This information also helps students identify potential areas of needed improvement as they prepare for their PANCE examination. The program will continue to monitor performance on these examinations to assist in curricular improvement.

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 within two years of their date of graduation must pass. Law school faculty and administrators use bar exam passage data to make programmatic and curricular improvements.

LMU DSOL graduates consistently pass the bar exam at rates above the 75% threshold required by the ABA. The table below shows that 81.3% of 2023 LMU DSOL graduates who sat for a bar exam within two years of graduation passed the exam. Notably, the ultimate bar passage rate for 2024 graduates already sits at 81.2% (82/101), or equal to the 2023 ultimate bar passage rate, with the unsuccessful graduates still having two more administrations (opportunities) of the bar exam to pass.

Table 30

Ultimate Bar Passage Rates, Any Jurisdiction, for Graduates who sat for the Exam within Two Years of Graduation

Calendar Year	Number of Graduates	Takers	Passers	Passers %
2021	86	84	68	81.0%
2022	82	79	66	83.5%
2023	97	96	78	81.3%

LMU DSOL also reports first-time bar passage rates to the ABA. The following table shows that 70.3% of 2024 graduates who sat for a bar exam for the first time in 2024 or 2025 passed the exam. The 2024 first-time pass rate significantly rose from previous years and was the highest for LMU DSOL graduates since before the COVID-19 pandemic. December 2024 graduates who took the bar exam for the first time in February 2025 also count toward the 2024 first-time bar passage rate. The December 2024 graduates passed the February 2025 bar exam at a 91.7% pass rate (11 out of 12).

Table 31

First-Time Bar Passage Rates, Any Jurisdiction, for Graduates who sat for the Exam within Two Years of Graduation

Calendar Year	First-time Takers	Passers	Pass Rate
2022	79	49	62.0%
2023	96	57	59.4%
2024	101	71	70.3%

In Tennessee, where the majority of LMU DSOL graduates sit for the bar exam, LMU DSOL reports a first-time bar passage rate of 62.1% since July 2022. Most recently, LMU DSOL graduates earned a 54.1% overall bar passage rate on the February 2025 administration of the Tennessee bar exam, about ten percentage points better than the statewide pass rate of 44.3%.

Please see the table below for LMU DSOL's Tennessee bar exam rates.

Table 32

Tennessee Bar Passage Rates for Graduates who sat for the Exam within Two Years of Graduation

Test Date	First-time Takers			Repeat Takers			Overall		
	Passers	Takers	%	Passers	Takers	%	Passers	Takers	%
July 2022	39	63	61.9%	2	19	10.5%	41	82	50.0%
Feb. 2023	3	5	60.0%	6	29	20.7%	9	34	26.5%
July 2023	40	66	60.6%	4	18	22.2%	44	84	52.4%
Feb. 2024	4	10	40.0%	13	25	52.0%	17	35	48.6%
July 2024	43	67	64.2%	4	15	26.7%	47	82	57.3%
Feb. 2025	10	13	76.9%	10	24	41.7%	20	37	54.1%
Three-Year Total	139	224	62.1%	39	130	30.0%	178	354	50.3%

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.

Table 33

NAVLE Pass Rates

	# Tested	First Time Passed	First Time Pass Rate	# Retake	Retake Passed	Retake Pass Rate	TOTAL Pass Rate
2023	117	87	74%	29	17	59%	89%
2024	112	91	81%	21	11	52%	91%
2025	121	105	87%	16	3	19%	89%

Table 34

NAVLE Pass Rate Comparisons (National Average)

	LMU Ultimate Pass Rate	National Ultimate Pass Rate
2023	89%	86%
2024	91%	88%
2025	89%	89%

Table 35

NAVLE Score Comparisons (National Average)

	LMU Average	National Average	Number (Percent) of Students Above National Average
2023	483	482	42 (36%)
2024	484	486	53 (47%)
2025	485	490	53 (44%)

Overall, average NAVLE scores and pass rates continue to be lower than normal across all AVMA COE-member institutions. For the Class of 2025, 89% of LMU DVM students passed the NAVLE, which was equal to the national average.

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

The AVMA CVTEA has made changes in 2025 for reporting VTNE data. Rather than reporting testing cycles (July 1-June 30), calendar years are reported. This change was implemented on March 1, 2025. Along with the reporting change, there are now four testing windows in each year's testing cycle (February-April, May-July, August-October, and November-January).

According to AVMA CVTEA standards, all accredited programs must maintain a three-year rolling average first-time pass rate of at least 50% to avoid an adverse accreditation decision. Programs must also publish first-time result data for each calendar year.

Table 36

VTNE First-Time Pass Rates

Reporting Cycle Jan 1- Dec 21	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
2022	12	8	66.67%	6,338	4175	65.59%
2023	8	4	50.00%	6,770	4404	65.05%
2024	12	6	50.00%	5,489	3,556	64.78%

Lincoln Memorial University (LMU) has consistently maintained a three-year rolling average first-time pass rate of at least 50% on the Veterinary Technician National Examination (VTNE), in accordance with the standards required for continued full accreditation by the AVMA CVTEA. The AS in VMT program at LMU surpassed the national average for first-time pass rates during the 2022 calendar year. However, the program fell slightly below the national average in 2023 and 2024.

In response to these outcomes, strategic curriculum revisions have been made and will be implemented beginning in the Fall 2025 semester.

One key update involves the VTNE review course, which has transitioned from a fully virtual format to a hybrid model. Additionally, instead of utilizing three full-length practice exams from

a VTNE preparatory program, students will now complete three official practice exams from the American Association of Veterinary State Boards (AAVSB). This change is intended to provide students with a more accurate and realistic preview of the VTNE experience.

The hybrid format will also allow instructors to reinforce critical concepts in-person and provide real-time clarification, ultimately enhancing student understanding. LMU anticipates that this increased instructional support and emphasis on targeted review will contribute to improved first-time VTNE pass rates moving forward.

Doctor of Occupational Therapy

Lincoln Memorial University offers a Doctor of Occupational Therapy (OTD) degree. Students who graduate with this degree can sit for the National Board for Certification in Occupational Therapy (NBCOT). NBCOT collects student data and provides passing rates to be linked to the occupational therapy program's website. NBCOT's website reports a 100% pass rate for the LMU OTD program for 2024. As you can see below, the actual pass rate is lower at 85%. This is because NBCOT calculates when the student initially took the test versus when they passed it, regardless of the number of attempts.

NBCOT also collects first-time new graduate (FTNG) pass rates. The program had an FTNG pass rate of 61% which was 7% below the national average. For this cohort, the total average score was 455, 7 points lower than the national average of 462.

The results below are for the first cohort of graduates from the OTD program.

Table 37

Ultimate NBCOT Pass Rates

Calendar Year	Number of Graduates	Takers	Passers	Pass Rate
2024	61	61	52	85%

Table 38

First-Time New Graduate NBCOT Pass Rates

Scoring Information Categories	Cohort Group Data	National Data
Total Number of FTNG Candidates Testing	61	8876
Total Number of FTNG Candidates Passing (% passing)	37 (61%)	6055 (68%)
Total Number of FTNG Candidates Failing (% failing)	24 (39%)	2821 (32%)
Total Score Average	455	462
Average Passing Score	471	Not provided
Average Failing Score	429	Not provided

Due to the program's performance falling below the national average on the NBCOT exam,

several strategic changes have been implemented to better support student success. First, the curriculum was thoroughly remapped to ensure more intentional alignment between ACOTE standards and course content. Previously, multiple standards were addressed across several courses, often focusing on meeting the standards rather than delivering the depth of content required for NBCOT success. In this same manner, the program is working on mapping the NBCOT domains to the courses to ensure NBCOT domains are addressed, as these are separate from ACOTE standards. Second, in response to feedback from the first two student cohorts, the curriculum was redesigned to allow more time for critical content areas. Third, NBCOT-style questions are now being integrated more frequently into coursework to familiarize students with the exam format and promote clinical reasoning. Finally, additional study resources and structured review materials have been incorporated to support students in preparing for the NBCOT exam. In the past, the program used a curricular course, Professional Competencies, and a vendor course, TherapyEd, to assist in exam preparation. This year, the program will purchase additional study packs for students but is still determining which option will best support students.

ACOTE requires that the average pass rate over the three most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). For the first cohort, the pass rate was 85%, which placed the program in compliance with ACOTE requirements.

Doctor of Physical Therapy

The Lincoln Memorial University (LMU) Doctor of Physical Therapy (DPT) program uses the National Physical Therapy Examination (NPTE) pass rate data to evaluate student achievement and program effectiveness. The NPTE is the required licensure examination for physical therapists to enter professional practice. The Commission on Accreditation in Physical Therapy Education (CAPTE) requires all accredited programs to maintain an ultimate licensure pass rate of at least 85% averaged over two years. CAPTE Standard 1C2 defines “ultimate pass rate” as the percentage of graduates who pass the NPTE.

The inaugural LMU DPT cohort graduated in 2024. As shown below, the Class of 2024 did not meet the 85% ultimate pass rate benchmark, which CAPTE requires programs to meet as a two-year average. Since this is the program’s first graduating class, the two-year average cannot yet be calculated, but based on this, initial data improvement strategies have been proactively implemented. While the majority of the Class of 2025 has not yet taken the NPTE, one student has taken and passed the NPTE on the first attempt.

Table 39

NPTE Pass Rates, LMU

Cohort Year	# Tested	# First Attempt	First-Time Passed	First-Time Pass Rate	Ultimate Pass Rate
2024	57	55	37	65%	77–79%
2025*	1	1	1	100%	N/A

*Only one student tested to date.

Table 40

NPTE Pass Rates Comparison (National Average)

Cohort Year	LMU First-Time Pass Rate	National First-Time Pass Rate	LMU Ultimate Pass Rate	CAPTE Benchmark Met
2024	65%	86%	77–79%	No

The Class of 2024 fell below both the national average and the CAPTE benchmark for ultimate pass rate. Several graduates who did not pass the NPTE on the first attempt opted not to retake the exam, which impacted the ultimate pass rate.

To address this, the DPT program has initiated a multifaceted improvement strategy:

1. Previously, the required NPTE preparation course integrated into the third-year curriculum utilized Final Frontier, a third-party test preparation company. Faculty guided the course, which included structured content review and NPTE-style multiple choice questions. Based on student feedback and NPTE outcomes from the Class of 2024, the program revised its approach for the Class of 2025. The course now uses Scorebuilders and includes an intensive two-day, in-person workshop at the end of the final didactic semester, with greater emphasis on test-taking strategies.

2. Faculty-led content reviews and board-style simulated exams have been added to support content mastery. Additionally, more faculty have attended NPTE item-writing workshops, and

some have volunteered with the Federation of State Boards of Physical Therapy (FSBPT) to contribute questions for use on the actual NPTE. These faculty-developed, board-style questions are now being more intentionally and regularly integrated into existing course assessments, providing students with earlier and more consistent opportunities to practice NPTE-format questions throughout the curriculum.

3. At-risk students are identified through internal assessments early and regularly to develop individualized remediation plans with faculty advisors or course coordinators (if students are having issues in a particular course). These plans could include the requirement to meet with the Student Academic Success Coordinator for further assistance.

4. Graduates are supported post-graduation through Student Academic Success Coordinator advising and additional provision of structured NPTE study tools.

These measures reflect the program's ongoing commitment to achieving licensure success for all students and meeting or exceeding the CAPTE standards for student performance.

LMU College of Dental Medicine Dental Hygiene Program

Students completing the Associate of Science in Dental Hygiene degree program take the National Board Dental Hygiene Examination for Dental Hygienists (NBDHE) for licensure purposes. LMU also hosted a clinical board required for state licensure by the Southern Regional Testing Agency/Central Regional Testing Service (SRTA/CRDTS). LMU's dental hygiene program just graduated the second cohort, producing well-qualified dental hygiene graduates who demonstrate excellence in employment settings. The table below displays NBDHE and SRTA/CRDTS pass rate data for the LMU College of Dental Medicine dental hygiene students.

The first-time NBDHE pass rate for graduates from the Dental Hygiene program at LMU in 2024 was 96%, well above the national average of 85% for dental hygiene graduates across the United States. Similarly, the first-time NBDHE pass rate for graduates from the Dental Hygiene program at LMU in 2025 was 93%, above the national average of 92% for dental hygiene graduates across the United States.

Faculty from the LMU College of Dental Medicine's Dental Hygiene program worked extremely hard with students and focused on improving NBDHE and SRTA/CRDTS pass rates. The excellent pass rates demonstrate the results of their efforts.

The overall SRTA clinical board first-time pass rate for graduates from the Dental Hygiene program at LMU in 2024 was 92%, and the second-time (retake) pass rate was 100%. To improve the clinical first-time pass rate, the dental hygiene program added the calculus detection section for every patient in 2024. In 2025, the first-time pass rate for the SRTA/CRDTS was 100%.

The table below displays NBDHE pass rate data and the SRTA/CRDTS for Dental Hygiene graduates at LMU in 2024 and 2025. The SRTA/CRDTS has only recently merged, and comparison pass rates for 2025 are not available at this time.

Table 41*Licensure Pass Rates with Comparisons (National Average), NBDHE and SRTA/CRDTS*

	2024	2025	2026
NBDHE			
LMU First-Time Pass Rate	96%	93%	
LMU Overall Retake Pass Rate	100%	No data yet	
National First-Time Pass Rate	85%	92%	
SRTA/CRDTS Clinical Boards			
LMU First-Time Pass Rate	92%	100%	
LMU Overall Retake Pass Rate	100%	No need for retakes	
National First-Time Pass Rates	SRTA only 96%	SRTA/CRDTS No data yet	

Conclusion

LMU has partially met its goal of meeting or exceeding national/state pass rates for programs leading to licensure or certification. For programs leading to licensure or certification with pass rates below the national/state rates, LMU has provided evidence of seeking improvement within this document. Additionally, LMU has provided evidence of seeking improvement for its graduation rates (Goal 1 and KSCI) and retention rates (Goal 2) within this document. LMU remains committed to continuous improvement throughout the University.