



## **Student Achievement Data**

### **Fall 2022**

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

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

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

### **Results**

LMU uses the [Integrated Post-Secondary Education Data System \(IPEDS\)](#), six year (150% of normal enrollment length) graduation rate as its Key Student Completion Indicator (KSCI). For the past two years (2014 and 2015 cohorts), LMU's six-year graduation rate has fallen below the target of 55% and remained at 53%. LMU has also been tracking students who transfer and graduate from another institution through the National Student Clearinghouse (NSC) to determine if the IPEDS and NSC combined measure would provide a more accurate measure of our students' achievement. However, four of the past five cohorts did not include any LMU transfer students who graduated from another institution within six years, as reported by NSC.

IPEDS Six-Year Undergraduate Graduation Rates				
	2018 (Fall 2012 Cohort)	2019 (Fall 2013 Cohort)	2020 (Fall 2014 Cohort)	2021 (Fall 2015 Cohort)
<b>Lincoln Memorial University</b>	57%	55%	53%	53%

Six-Year Graduation Rate	2018 (Fall 2012 Cohort)		2019 (Fall 2013 Cohort)		2020 (Fall 2014 Cohort)		2021 (Fall 2015 Cohort)	
Disaggregated by Ethnicity	# Students	Graduation Rate	# Students	Graduation Rate	# Students	Graduation Rate	# Students	Graduation Rate
<b>Hispanic</b>	4	50%	1	0%	5	40%	1	100%
<b>Non-Hispanic</b>	201	56%	112	57%	219	54%	248	53%
<b>Unknown</b>	40	63%	8	75%	30	47%	0	N/A

Note: Students self-report ethnicity.

Six-Year Graduation Rate	2018 (Fall 2012 Cohort)		2019 (Fall 2013 Cohort)		2020 (Fall 2014 Cohort)		2021 (Fall 2015 Cohort)	
Disaggregated by Race	# Students	Graduation Rate	# Students	Graduation Rate	# Students	Graduation Rate	# Students	Graduation Rate
<b>American Indian and Alaska Native</b>	2	50%	3	33%	3	67%	1	100
<b>Asian</b>	2	50%	1	100%	1	100%	0	N/A
<b>Black or African American</b>	11	64%	14	21%	20	35%	15	53%
<b>Hispanic/Latino</b>	4	50%	1	0%	0	N/A	1	100
<b>Native Hawaiian and Other Pacific Islander</b>	0	N/A	0	N/A	0	N/A	1	100%
<b>Other</b>	22	54%	8	75%	5	47%	33	55%
<b>White</b>	204	57%	94	63%	215	54%	199	52%

Note: Students self-report race.

Six-Year Graduation Rate	2018 (Fall 2012 Cohort)		2019 (Fall 2013 Cohort)		2020 (Fall 2014 Cohort)		2020 (Fall 2015 Cohort)	
Disaggregated by Gender	# Students	Graduation Rate	# Students	Graduation Rate	# Students	Graduation Rate	# Students	Graduation Rate
<b>Male</b>	78	68%	38	61%	102	47%	87	51%
<b>Female</b>	167	52%	83	57%	152	57%	162	54%
<b>Other</b>	0	N/A	0	N/A	0	N/A	0	N/A

LMU's 53% six-year graduation rate for the Fall 2015 cohort did not meet the institutional student achievement goal of a 55% 6-year graduation rate. In response, the Vice President for Academic Affairs required all undergraduate academic programs and all academic and student support services units to have a program outcome in support of student success. The program outcomes should be included in their annual Outcomes Assessment Report (OAR) beginning in 2020-2021 and contribute to improving student retention rates, graduation rates and/or post-graduate success. Activities to improve student retention rates will also contribute to improvements in graduation rates over time.

Examining LMU's cohort graduation rates by race show fluctuations in the rates for students who self-identify as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander. These fluctuations are due to the low number of students from these groups in each cohort. While the graduation rates for African American students were consistently 10% or more below the overall rates for all cohorts except for the 2012 cohort, the 2015 cohort matched the overall rate of 53%. The Office of Inclusion and Diversity Engagement supports a variety of student affinity organizations as well as a Student Diversity Leadership Council, which support students from under-represented groups. The University also offers Diversity grants for undergraduate students who live on-campus to help make Lincoln Memorial University a more diverse student body.

The graduation rate for females was higher than males for 2014 and 2015 cohorts, which fits the national trend for graduation by gender. For the previous three years, the 6-year graduation rates for males were 4-8% higher than females.

Note: Serving and supporting Appalachian and First-Generation students are critical elements in LMU's mission, and beginning with the 2017 cohort, LMU plans to report graduation rates by Appalachian and First-Generation status.

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

### **Results**

LMU actively tracks and reports student retention rates through the [Integrated Post-Secondary Education Data System \(IPEDS\)](#). LMU achieved its goal by retaining 76% of first-time, bachelor's degree-seeking students in Fall 2019 and Fall 2020. However, in Fall 2021 LMU experienced a decline in its first-time retention rate to 70%. The LMU first-time retention rates for the past four years are presented in the table below.

Fall-to-Fall First-time Cohort Retention Rates				
	2018	2019	2020	2021
Lincoln Memorial University	75%	77%	76%	70%

<b>Fall-to-Fall Retention Rates</b>	<b>2018 (Fall 2017 Cohort)</b>		<b>2019 (Fall 2018 Cohort)</b>		<b>2020 (Fall 2019 Cohort)</b>		<b>2021 (Fall 2020 Cohort)</b>	
<b>Disaggregated by Ethnicity</b>	<b># Students</b>	<b>Retention Rate</b>	<b># Students</b>	<b>Retention Rate</b>	<b># Students</b>	<b>Retention Rate</b>	<b># Students</b>	<b>Retention Rate</b>
<b>Hispanic</b>	12	75%	7	86%	14	86%	15	47%
<b>Non-Hispanic</b>	268	75%	237	77%	202	76%	171	73%
<b>Unknown</b>	66	65%	18	78%	15	67%	18	61%

Note: Students self-report ethnicity.

<b>Fall-to-Fall Retention Rates</b>	<b>2018 (Fall 2017 Cohort)</b>		<b>2019 (Fall 2018 Cohort)</b>		<b>2020 (Fall 2019 Cohort)</b>		<b>2021 (Fall 2020 Cohort)</b>	
<b>Disaggregated by Race</b>	<b># Students</b>	<b>Retention Rate</b>	<b># Students</b>	<b>Retention Rate</b>	<b># Students</b>	<b>Retention Rate</b>	<b># Students</b>	<b>Retention Rate</b>
<b>American Indian and Alaska Native</b>	2	100%	9	56%	4	75%	4	75%
<b>Asian</b>	4	50%	3	100%	1	0%	3	67%
<b>Black or African American</b>	20	70%	18	67%	19	90%	10	50%
<b>Hispanic/Latino</b>	3	100%	1	100%	0	N/A	1	100%
<b>Native Hawaiian and Other Pacific Islander</b>	0	N/A	0	N/A	0	N/A	0	N/A
<b>Other</b>	38	68%	22	64%	8	88%	19	53%
<b>White</b>	279	74%	209	78%	199	75%	157	73%

Note: Students self-report race.

<b>Fall-to-Fall Retention Rates</b>	<b>2018 (Fall 2017 Cohort)</b>		<b>2019 (Fall 2018 Cohort)</b>		<b>2020 (Fall 2019 Cohort)</b>		<b>2021 (Fall 2020 Cohort)</b>	
<b>Disaggregated by Gender</b>	<b># Students</b>	<b>Retention Rate</b>	<b># Students</b>	<b>Retention Rate</b>	<b># Students</b>	<b>Retention Rate</b>	<b># Students</b>	<b>Retention Rate</b>
<b>Male</b>	114	68%	91	77%	106	73%	85	68%
<b>Female</b>	232	76%	171	77%	125	79%	119	71%
<b>Other</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Examining LMU's retention rates by race and ethnicity in the tables above showed only American Indian and Alaska Native students (cohort of 4) and Hispanic (cohort of 1) at or above the 75% target for the Fall 2020 cohort. Asian students reported a retention rate of 67% (cohort of 3), and the rate for African American students declined to 50% (cohort of 10). The small numbers of students in these categories can lead to significant swings in retention rates. The retention rates

for males continued to show a decline over the past 2 years and was 68% in 2021. The retention rates for female students declined from 79% in 2020 to 71% in 2021.

Fall-to-Fall Retention Rates	2018 (Fall 2017 Cohort)		2019 (Fall 2018 Cohort)		2020 (Fall 2019 Cohort)		2021 (Fall 2020 Cohort)	
	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate
<b>Appalachian Students</b>	182	99%	177	78%	148	76%	125	77%

*\* Appalachian students were defined using the Appalachian Regional Commission definition of Appalachian states and counties*

Because Appalachian students are critical to LMU's mission, the Office of Institutional Effectiveness (IE) provided the retention rates for first-time, bachelor's degree-seeking Appalachian students, using the Appalachian Regional Commission's definition of Appalachian counties. Appalachian students were retained at a higher rate than the overall population of first-time, bachelor's degree-seeking students for three of the past four years. Appalachian students were retained at a rate of 77% for the Fall 2020 cohort.

Fall-to-Fall Retention Rates	2018 (Fall 2017 Cohort)		2019 (Fall 2018 Cohort)		2020 (Fall 2019 Cohort)		2021 (Fall 2020 Cohort)	
	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate	# Students	Retention Rate
<b>First-Generation Students</b>	144	72%	220	76%	126	72%	101	65%

Because First-Generation students are also critical to LMU's mission, the Office of Institutional Effectiveness (IE) provided the retention rates for first-time, bachelor's degree-seeking First-Generation students. After peaking at 76% with the Fall 2018 cohort, the retention rate for First-Generation students has declined over the past two years to 65% for the Fall 2020 cohort.

LMU, through the Academic and Student Support Services and other divisions, also administers and/or plans to implement and enhance the following programs and initiatives to support and improve retention, persistence, and graduation rates:

- **The Adoption of the EAB Navigate Retention Software:** LMU has purchased and will integrate the EAB Navigate Retention software in the 2022-2023 academic year. Chief among LMU's enhanced retention-focused efforts, this software will be utilized by Academic Affairs, Student Services, Academic Support, and other campus partners to promote information sharing and enhance efforts to retain, progress, and graduate students.
- **The Students of Concern Committee (SOC):** The Office of the Dean of Students chairs

and facilitates SOC, which triages and addresses early alerts and welfare alerts submitted by faculty and staff via the MyLMU portal. The Committee manages a database of these concerns, refers students to appropriate resources, and may elevate student concerns to LMU's CARE Committee if a concern presents an acute and/or elevated threat to a student's wellbeing and success at LMU.

- **The CARE Committee (CARE):** The Office of the Dean of Students chairs and facilitates CARE, which addresses elevated student concerns that present an acute and/or elevated threat to a student's wellbeing and success at LMU. This Committee—comprised of the Assistant Vice President for Academic and Student Support Services, the Dean of Students, General Counsel, the Director for Mental Health Counseling, and Campus Police and Safety—assesses student concerns and issues behavioral action plans to support students and progress them toward graduation at LMU.
- **The Mental Health Counseling Office:** The Mental Health Counseling Office offers counseling services to LMU students and provides 24/7 access to mental health services via the WellConnect software. This office works to support student wellbeing and promote retention, progression, and graduation of students by addressing mental health needs.
- **The Student Services Offices:** Under the Dean of Students, LMU provides student affairs initiatives and programs that promote retention, progression, and graduation including but not limited to the following:
  - Strategies for College Success (UACT 100) Course
  - Student leadership opportunities through the Lincoln Ambassadors student leader program and RAILS tour guide program (Office for Orientation and Transition Programs), the Resident Assistants program (Office for Residential Housing), the Lincoln Activities Board program (Office for Student Activities and Engagement), the undergraduate Student Government Association (Office of the Dean of Students), and other opportunities.
  - Career aptitude assessments and career-placement support through the Office for Career Services.
  - Recreational and co-curricular engagement opportunities (i.e., Greek Life, seasonal festivals, weekly activities, intramural sports, etc.) through the Office of the Associate Dean of Students and the Office for Student Activities and Engagement.
- **The Office for Academic Support:** The Tagge Center for Academic Support offers the following academic support initiatives and programs that promote retention, progression, and graduation:
  - Peer-tutoring across undergraduate academic programs.
  - The Cornerstone Program 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 will also introduce students to available academic and University resources that are needed to enhance their success and enrich their college experience. Cornerstone students are encouraged to develop interdependent relationships with appropriate campus resources, while the Office

- of Academic Support provides direction and guidance.
- The Student Support Services (SSS) Trio Program: This program serves students who are eligible for the program if they are: a first-generation student (neither parent graduated from a 4-year institution) and/or are financially eligible (must meet the federal guidelines), disabled (physical or learning), low-income, and/or have an academic need for support generally. Two-thirds of the program's participants must be both first-generation and low-income.
  - SSS Sections of UACT 100: These Strategies for College Success sections are crafted to specifically enroll and support SSS-eligible students in the UACT 100 course and in their success at LMU generally.
  - The Tagge Center tentatively plans to implement the following programs in the 2022-2023 and 2023-2024 academic years to further promote retention, progression, and graduation: supplemental instruction, a writing support office, a student concern case manager office, expanded standardized testing support, and a summer bridge program. These plans are subject to revision.
  - **Reformed Academic Warning, Probation, and Suspension System:** The Academic Affairs division and the Academic and Student Support Services division are partnering to reform the academic warning, probation, and suspension system to be more high-touch and personal as both divisions seek to promote retention, progression, and graduation for academically at-risk students. LMU has also purchased and will implement a new retention software—*EAB Navigate*—to streamline and generate cross-campus communication regarding at-risk students and the institution's supportive responses to those 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:

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

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

### **Results**

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

The most current NACE report shows the national average overall career outcome rate for bachelor's degree graduates as 82% and for master's degree graduates at 86%. LMU has regularly exceeded the NACE national rates, remaining over 90% for the past 4 years.

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

*\*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.*

Additionally, some of LMU’s professional schools track career outcome and placement rates. The table below shows the most recent rates for the LMU Debusk College of Osteopathic Medicine, the LMU Duncan School of Law, and the LMU College of Veterinary Medicine.

Professional Program	2017	2018	2019	2020	2021	2022
LMU Debusk College of Osteopathic Medicine (Placement)	99.5%	99.5%	99.1%	98%	99.5%	96.5%**
LMU Duncan School of Law (Full- Time Employment)	76%	85%	78%	77%	79%	
LMU College of Veterinary Medicine* (Accepted Employment)	NA	84.6%	85.0%	82.2%	82.9%	88.2%
AVMA Nat’l Veterinary Job Placement (Accepted Employment)	NA	87.7%	88.6%	87.3%	91.7%	92.3%

*\*The LMU College of Veterinary Medicine did not have data collected on its first graduation class until December 2018. Data represented by the AVMA Graduating Student Survey.*

*\*\* Some graduates will reenter the residency match in 2023 and likely find placement. While the annual match rate has fallen it remains above the national level.*

The LMU Debusk College of Osteopathic Medicine has placed 98% (or higher) of its graduates



annually. While the LMU Debusk College of Osteopathic Medicine reported 96.5% placement for 2022, some of those students will re-enter match in 2023 and find placements. Full-time employment by graduates of the LMU Duncan School of law has declined from a high of 85% for graduates in 2018 to 79% in 2021. First year employment by graduates of the LMU College of Veterinary Medicine has rebounded to over 88% for 2022, although it still lags behind the national employment rate reported by the AVMA.

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

### **Results**

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

Bachelor's Students	Fall 2020			Spring 2021			Fall 2021			Spring 2022		
Proficiency Profile	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean
<b>Total Score</b>	448.1	153	441.0	444.2	164	439.5	446.7	95	438.9	446.8	154	439.4
<b>Critical Thinking</b>	111.9	153	110.6	111.3	164	110.3	111.6	95	110.2	112.3	154	110.5
<b>Reading</b>	119.9	153	116.8	118.0	164	116.5	119.0	95	116.2	118.5	154	116.5
<b>Writing</b>	115.4	153	113.6	114.8	164	113.2	114.7	95	113.0	114.5	154	113.2
<b>Mathematics</b>	114.3	153	112.9	113.4	164	112.5	115.0	95	112.4	115.0	154	112.3
<b>Humanities</b>	117	153	113.6	115.5	164	113.4	115.7	95	113.6	115.5	154	114.1
<b>Social Sciences</b>	114.5	153	112.2	113.2	164	112.0	114.6	95	112.0	114.4	154	112.2
<b>Natural Sciences</b>	116.3	153	114.5	116.0	164	114.2	116.0	95	114.0	116.7	154	114.2
<b>Essay</b>	4.0	152		4.2	184		4.4	91		4.1	157	

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

The ETS Proficiency Profile provides national means for comparison. For the bachelor's scores, LMU used a comparison with juniors (since LMU students take the Proficiency Profile in Civics 300). For Spring 2022, LMU students average score (446.8) was above the national score mean (439.4) and above the means for each of the sub-scores on the Proficiency Profile.

For the associate degree scores, LMU used a comparison with sophomores. For Spring 2022, LMU associate degree students average (431.5) was below the national mean for total score (436.7) and below the means for each of the sub-scores on the Proficiency Profile, although close on a

number of the sub-scores. Since the associate degree students taking the ETS Proficiency Profile did not meet the target, the General Education Committee will review the data and make recommendations for improvement in the coming year.

Associate's Students	Fall 2020			Spring 2021			Fall 2021			Spring 2022		
Proficiency Profile	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean	Scaled Score	N=	National Mean
<b>Total Score</b>	432	34	441.1	429.3	138	*	425.7	19**		431.5	113	436.7
<b>Critical Thinking</b>	108.8	34	111.3	108.5	138					109.0	113	109.8
<b>Reading</b>	114.2	34	117.5	113.6	138					114.1	113	115.6
<b>Writing</b>	112.6	34	113.8	111.8	138					111.6	113	112.5
<b>Mathematics</b>	110.2	34	114.3	108.9	138					110.3	113	111.8
<b>Humanities</b>	114.4	34	114.2	112.5	138					113.0	113	113.3
<b>Social Sciences</b>	110.7	34	112.8	110.7	138					110.9	113	111.6
<b>Natural Sciences</b>	111.8	34	115.2	112.4	138					112.8	113	113.5

\* National Means not available.

\*\* Insufficient number of students for sub-scores and comparative analysis.

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

### Education Programs

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

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

All Program Completers	LMU Institutional Pass Rate	TN Statewide Pass Rate
<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%
<b>All Program Completers, 2017-2018</b>	100%	98%

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

<b>Elementary</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2020-2021</b>
Content Knowledge (5018 - retired exam)				
Total Completers	10	12		
First Time Pass Rate	100%	50%		
Overall Pass Rate	100%	100%		
Content Knowledge 5001				
Subtest 5002 Reading				
Total Completers			11	3
First Time Pass Rate			64%	100%
Overall Pass Rate			91%	100%
Subtest 5003 Math				
Total Completers			11	3
First Time Pass Rate			45%	33%
Overall Pass Rate			91%	100%
Subtest 5004 Social Studies				
Total Completers			11	3
First Time Pass Rate			45%	33%
Overall Pass Rate			91%	100%
Subtest 5005 Science				
Total Completers			11	3
First Time Pass Rate			45%	33%
Overall Pass Rate			91%	100%
Curriculum Instruction & Assessment (5017 - retired exam)				
Total Completers	10	5		
First Time Pass Rate	100%	80%		
Overall Pass Rate		100%		
Teaching Reading for Elementary (5203 Retired Exam)				
Total Completers	13	16	12	
First Time Pass Rate	85%	94%	83%	

<b>Elementary</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2020-2021</b>
Overall Pass Rate	100%	100%	100%	
Teaching Reading for Elementary (5205)				
Total Completers			1	
First Time Pass Rate			100%	
Overall Pass Rate			100%	
Special Education Comprehensive				
Total Completers	1	0	2	8
First Time Pass Rate	100%	0%	100%	62%
Overall Pass Rate	100%	0%	100%	100%
Special Education Interventionist				
Total Completers	2	4	0	1
First Time Pass Rate	50%	100%	0%	100%
Overall Pass Rate	100%	100%	0%	100%
Special Education Comprehensive				
Total Completers	1	1	0	2
First Time Pass Rate	100%	100%	0%	100%
Overall Pass Rate	100%	100%	0%	100%
Special Education Interventionist				
Total Completers	1	2	4	0
First Time Pass Rate	100%	50%	100%	0%
Overall Pass Rate	100%	100%	100%	0%
ESL English as a Second Language				
Total Completers				2
First Time Pass Rate				100%
Overall Pass Rate				100%
Biology				
Total Completers	1	0	0	1
First Time Pass Rate	100%			0
Overall Pass Rate	100%			100%
Business				
Total Completers	0	0	1	0
First Time Pass Rate			100%	
Overall Pass Rate			100%	
Chemistry				
Total Completers	0	0	0	1
First Time Pass Rate				100%
Overall Pass Rate				100%
English				
Total Completers	0	6	2	5
First Time Pass Rate		50%	50%	80%

<b>Elementary</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2020-2021</b>
Overall Pass Rate		100%	100%	100%
History				
Total Completers	0	1	0	0
First Time Pass Rate		0%		
Overall Pass Rate		100%		
Math				
Total Completers	1	0	0	1
First Time Pass Rate	100%			0%
Overall Pass Rate	100%			100%
Music				
Total Completers	2	0	0	0
First Time Pass Rate	100%			
Overall Pass Rate	100%			
PE				
Total Completers	0	0	0	1
First Time Pass Rate				100%
Overall Pass Rate				100%
Visual Arts				
Total Completers	0	0	0	0
First Time Pass Rate				
Overall Pass Rate				
PLT - Elementary				
Total Completers	13			
First Time Pass Rate	92%			
Overall Pass Rate	100%			
PLT - Secondary				
Total Completers	4			
First Time Pass Rate	100%			
Overall Pass Rate	100%			

<b>LMU Graduate MEDITL</b>				
<b>LMU Graduate MEDITL</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Elementary				
Content Knowledge (5018)				
Total Completers	17	15	1	
First Time Pass Rate	82%	60%	100%	
Overall Pass Rate	100%	100%	100%	
Content Knowledge 5001				
Subtest 5002 Reading				
Total Completers			8	5
First Time Pass Rate			100%	80%
Overall Pass Rate			100%	100%

LMU Graduate MEDITL				
LMU Graduate MEDITL	2018-2019	2019-2020	2020-2021	2021-2022
Subtest 5003 Math				
Total Completers			8	5
First Time Pass Rate			100%	20%
Overall Pass Rate			100%	100%
Subtest 5004 Social Studies				
Total Completers			8	5
First Time Pass Rate			75%	60%
Overall Pass Rate			100%	100%
Subtest 5005 Science				
Total Completers			8	5
First Time Pass Rate			75%	60%
Overall Pass Rate			100%	100%
Curriculum Instruction & Assessment (5017) No longer required				
Total Completers	17	8		
First Time Pass Rate	94%	100%		
Overall Pass Rate	100%	100%		
Teaching Reading for Elementary (5203 Retired exam)				
Total Completers	17	15	9	
First Time Pass Rate	88%	87%	89%	
Overall Pass Rate	100%	100%	100%	
Teaching Reading for Elementary (5205)				
Total Completers				10
First Time Pass Rate				60%
Overall Pass Rate				100%
Special Education Comprehensive				
Total Completers				0
First Time Pass Rate				
Overall Pass Rate				
Special Education Interventionist				
Total Completers				1
First Time Pass Rate				100%
Overall Pass Rate				100%
Biology				
Total Completers	0	0	0	0
First Time Pass Rate				
Overall Pass Rate				

LMU Graduate MEDITL				
LMU Graduate MEDITL	2018-2019	2019-2020	2020-2021	2021-2022
Business				
Total Completers	5	2	3	0
First Time Pass Rate	100%	50%	100%	
Overall Pass Rate	100%	100%	100%	
Chemistry				
Total Completers	1	0	1	0
First Time Pass Rate	100%		100%	
Overall Pass Rate	100%		100%	
English				
Total Completers	3	2	2	0
First Time Pass Rate	100%	100%		
Overall Pass Rate	100%	100%		
History				
Total Completers	3	3	1	1
First Time Pass Rate	67%		100%	100%
Overall Pass Rate	100%		100%	100%
Math				
Total Completers	1	1	0	0
First Time Pass Rate	100%	0%		
Overall Pass Rate	100%	100%		
Music				
Total Completers	0	1	0	0
First Time Pass Rate		0%		
Overall Pass Rate		100%		
PE				
Total Completers	0	4	0	0
First Time Pass Rate		25%		
Overall Pass Rate		100%		
Visual Arts				
Total Completers	1	1	2	0
First Time Pass Rate	100%	100%	50%	
Overall Pass Rate	100%	100%	100%	

LMU Counseling				
Professional Counselor	2018-2019	2019-2020	2020-2021	2021-2022
Total Completers	13	14	8*	4
First Time Pass Rate	92%	85.71%	100%	100%
Overall Pass Rate	92%	92.86%	100%	100%

\*Three have not tested for the 20-21 academic year.

Instructional Leadership				
School Leaders Leadership Assessment (6011)	2018-2019	2019-2020	2020-2021	2021-2022
MED				
Total Completers	21	19	24	17
First Time Pass Rate	95%	100%	92%	100%
Overall Pass Rate	95%	100%	100%	100%
EdS				
Total Completers	68	52	49	55
First Time Pass Rate	99%	98%	98%*	96%**
Overall Pass Rate	99%	96%	100%	98%
Add-On				
Total Completers	10	17	12	12
First Time Pass Rate	100%	100%	100%	100%***
Overall Pass Rate	100%	100%	100%	100%

\* 2 of the 49 students have not tested yet.

\*\* 2 of 55 students have not tested yet.

\*\*\* 2 of 12 students have not tested yet.

### Nursing Programs

Students completing the Associate of Science in Nursing (ASN) degree program take the National Collegiate Licensure Examination for Registered Nurses (NCLEX-RN) for licensure purposes. LMU's nursing programs have a history of producing well-qualified nursing graduates who demonstrate excellence in employment settings (as indicated on employer surveys). The table below displays NCLEX-RN pass rate data for ASN students at each LMU instructional site. The first time [2021 national pass rate](#) for the NCLEX-RN exam for associate degree candidates is 78.78%.

Instructional Site	2016	2017	2018	2019	2020	2021
Harrogate	68.4%	88%	95.5%	83.3%	75%	60.6%
Knoxville, PRMC	94.5%	93.7%	98.3%	92.4%	95.5%	73.8%
Alcoa, TN (Blount)	94.7%	100%	97.7%	98.3%	87.8%	88.8%
Corbin, KY	95.2%	100%	97.2%	82%	71.7%	82.6%
Tampa, FL	NA	NA	NA	100%	83.3%	88.2%
<b>Total</b>				<b>92.2%</b>	<b>85.34%</b>	<b>80.4%</b>
<b>Nat'l Pass rate</b>	<b>81.68%</b>	<b>84.24%</b>	<b>85.11%</b>	<b>85.17%</b>	<b>82.8%</b>	<b>78.78%</b>

The overall pass rate for graduates from the Associate of Science in Nursing program at LMU in 2021 was 80.4%, which is above the national average of 78.78% for ASN graduates. Graduates from the Associate of Science in Nursing (ASN) degree program at the Alcoa, Corbin, and Tampa sites passed the NCLEX-RN at higher rates than the national rate. In contrast, ASN graduates



from the Harrogate and Knoxville Tower sites passed the NCLEX-RN at lower rates than the national average.

Faculty from the Associate of Science in Nursing program at LMU are investigating trends on student performance both in general education science courses and in nursing courses to identify areas for improvement. Students seeking admission to the class of 2022 were screened closely to identify students likely to succeed in the ASN program.

The following table displays the Nursing BSN pass rates on the NCLEX-RN at each LMU instructional site. The first time [2021 national pass rate](#) for baccalaureate degree takers of the NCLEX-RN exam is 86.06%. BSN Graduates from all three sites passed the NCLEX-RN at higher rates than the national average.

Instructional Site	2016	2017	2018	2019	2020	2021
Harrogate	86.4%	100%	96.3%	100%	96%	100%
Cedar Bluff	92.2%	98.1%	100%	97.4%	97.1%	97%
Tampa, FL	NA	NA	NA	100%	100%	100%
Nat'l Pass rate	87.80%	90.04%	91.57%	91.22%	90.29%	86.06%

The following table displays the Master of Science in Nursing concentration pass rates for the past six years. The data demonstrate LMU MSN graduates exceed national means on their licensure exams for Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (FPMHNP). Nurse Anesthesia (NA) graduates fell below the national mean in 2021. The program shifted to a DNP in Nurse Anesthesia in January 2022, which should improve student performance

First-Time Pass Rates for FNP Graduates						
Instructional Site	2016	2017	2018	2019	2020	2021
Harrogate	90.5%	100%	100%	93%	100%	100%
Kingsport	100%	100%	100%	100%	100%	100%
Cedar Bluff	95.5%	96%	100%	91%	100%	100%
National Rate-ANCC					89.3%	86.2%
National Rate-AANP					85%	81.4%
First-Time Pass Rate for Nurse Anesthesia Graduates						
Instructional Site	2016	2017	2018	2019	2020	2021
Harrogate	67%	94.4%	73.6%	89.4%	100%	75%
National Rate-NEC					85.2%	85.2%
First-Time Pass Rates for FPMHNP Graduates						
Instructional Site	2016	2017	2018	2019	2020	2021
Cedar Bluff	100%	100%	100%	90%	100%	100%
National Rate-ANCC					80.5%	88.5%

### Bachelor of Science in Medical Laboratory Science

LMU offers a Bachelor of Science in Medical Laboratory Science degree. 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. All (100%) of LMU Medical Laboratory Science graduates passed the ASCP BOC Exam in 2020.

LMU Medical Laboratory Science Graduating Cohorts Average Score Data Part 1								
Subject Area	Spring 2018	National Average	Fall 2018	National Average	Spring 2019	National Average	Fall 2019	National Average
Immunohematology	511	495	512	487	538	523	507	506
Clinical Chemistry	634	526	546	515	534	527	672	509
Hematology	511	519	598	513	546	537	701	500
Immunology/ Serology	427	472	470	482	549	504	591	483
Clinical Microbiology	603	521	565	504	526	519	638	495
Urinalysis & Body Fluid Analysis	604	510	501	511	596	500	702	504
Laboratory Operations	505	521	458	507	677	519	735	502

Beginning with the 2005-2006 academic year, the MLS program has achieved 17 consecutive years of 100 percent 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 26 consecutive classes of 100 percent first attempt pass rates on the national board.

MU Medical Laboratory Science Graduating Cohorts Average Score Data Part 2								
Subject Area	Spring 2020	National Average	Fall 2020	National Average	Spring 2021	National Average	Fall 2021	National Average
Immunohematology	526	521	543	497	571	506	528	473
Clinical Chemistry	550	511	543	492	559	504	584	476
Hematology	604	534	544	490	641	513	563	471
Immunology /Serology	551	518	510	474	528	488	572	461
Clinical Microbiology	499	522	555	491	540	494	491	465
Urinalysis & Body Fluid Analysis	534	513	529	481	537	495	607	465
Laboratory Operations	457	510	514	494	563	492	590	476

The two tables above display the subject area averages for LMU compared to national averages on the ASCP BOC, and the third table below displays the 1<sup>st</sup> 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 2015</b>	100%	78%
<b>Spring 2016</b>	100%	81%
<b>Fall 2016</b>	100%	81%
<b>Spring 2017</b>	100%	80%
<b>Fall 2017</b>	100%	79%
<b>Spring 2018</b>	100%	80%
<b>Fall 2018</b>	100%	79%
<b>Spring 2019</b>	100%	87%
<b>Fall 2019</b>	100%	80%
<b>Spring 2020</b>	100%	88%
<b>Fall 2020</b>	100%	77%
<b>Spring 2021</b>	100%	85%
<b>Fall 2021</b>	100%	72%

#### Doctor of Osteopathic Medicine

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

<b>LMU-DCOM COMLEX First-Time Pass Rates</b>				
<b>Exam Cycle</b>	<b>COMLEX 1</b>	<b>COMLEX2 CE</b>	<b>COMLEX2 PE</b>	<b>COMLEX 3</b>
<b>2016-2017</b>	92.4%	88.7%	85.9%	96.3%
<b>2017-2018</b>	93.7%	87.8%	85.9%	96.3%
<b>2018-2019</b>	89.2%	94.6%	84.7%	96.4%
<b>2019-2020</b>	92.1%	96.9%	90.3%	95.3%
<b>2020-2021</b>	88.5%	94.6%	96.8%*	95.6%
<b>2021-2022</b>	94.7%	91.4%	NA**	94.6%***

\* This pass rate reflects the performance of LMU-DCOM students during the 2020-21 exam cycle prior to the suspension of the COMLEX Level 2-PE due to the Covid-19 pandemic.

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

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

National COMLEX First-Time Pass Rates				
Exam Cycle	COMLEX 1	COMLEX2 CE	COMLEX2 PE	COMLEX 3
2016-2017	92.7%	88.2%	92.9%	96.7%
2017-2018	96.0%	92.8%	93.2%	95.4%
2018-2019	93.0%	95.6%	93.2%	97.4%
2019-2020	94.3%	96.8%	92.1%	97.5%
2020-2021	93.7%	96.5%	N/A	97.1%
2021-2022	92.2%	94.9%	N/A*	96.8%**

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

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

For the 2021-2022 academic year, LMU-DCOM first time pass rates on the COMLEX Level 1 board exam exceeded the national pass rate with 94.7% of LMU-DCOM students passed the first time while 92.2% passed nationally.

LMU-DCOM pass rates were slightly below the national pass rate for the COMLEX Level 2-CE and COMLEX Level 3 board exams. On COMLEX 2-CE, 91.4% of LMU-DCOM students passed the first time, while 94.9% passed nationally. LMU-DCOM initiated a COMLEX L2-CE Prep program during the spring semester of 2022. This program is open to all students preparing for the COMLEX L2-CE but mandatory for students whose prior course and exam performance place them at higher risk for failing their first attempt on the COMLEX L2-CE.

During the first half of the COMLEX 3 exam cycle, 94.6% of LMU-DCOM students passed the first time, while 96.8% passed nationally. The COMLEX Level 3 exam is completed during a graduate's residency years.

### Physician Assistant Program

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

In 2021, 88% of LMU PA graduates passed the PANCE on the first try, compared to the national average of 93% on the first attempt among all PA graduates. The overall pass rate among LMU PA graduates in 2021, which includes students with multiple exam attempts, was 86% compared to the national average of 91%.

These figures represent a slight decline among LMU graduates between 2020 and 2021, from 93% to 88% for first-time takers and 92% to 86% for all exam takers. They also reflect a slight decline relative to the national pass rates, from 1-2% below the national average in 2020 to 5% below in 2021.

Physician Assistant Program (Master of Science) PANCE Pass Rates				
Class	Group	# of LMU PANCE Participants	LMU Overall Pass Rate	National Exam Pass Rate
2017	All Takers	91(96)	94%	95%
	First Time Takers	91	95%	97%
2018	All Takers	101 (108)	94%	97%
	First Time Takers	101	95%	98%
2019	All Takers	87 (101)	86%	91%
	First Time Takers	87	89%	93%
2020	All Takers	94 (102)	92%	93%
	First Time Takers	94	93%	95%
2021	All Takers	93 (105)	86%	91%
	First Time Takers	93	88%	93%

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

Changes that LMU anticipates will help to improve national board scores are focused on various processes of the PA program. This will start with the admissions process. In years past, the admissions process was accomplished in a manner by which the faculty (selection committee) were blinded to the entire application to include personal statements, transcripts and prior medical experience. These items were only reviewed by a non-faculty staff member and awarded a point value on a pre-determined rating scale. As such, no specific attention was given to the earnings of grades in basic science classes that had a more direct correlation to the topic and type of courses taught within our program. Paying more attention and basing selection more in the context of their past achievement of these types of courses, should result in increased academic success throughout the program which should result in improvement on standardized testing including PANCE.

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

For the 2021-2022 clinic year, individual software licenses were obtained for PA Excell. This is a module driven educational tool that presents the material aligned with specific specialties and will lead into the annual board review course. With the class of 2022, PA faculty will determine the efficacy of this to affect PANCE board scores.

The curriculum is being reviewed to determine the appropriateness of changing from block teaching to expand the delivery of the material over the course of the semester rather than one body system at a time. This approach should allow for longer-term learning and application in preparation for standardized testing.

To ensure appropriate breadth and depth, current efforts are ongoing and have been emphasized to ensure curriculum mapping is fully encompassing of the NCCPA and PAEA blueprints. Information that was delivered in multiple lectures has been consolidated to make time for teaching and applying other learning concepts.

The PA program will continue to provide a board review course and seek to develop a targeted remediation program based on students' scores on PACKRAT subsequent to their board review course in preparation for the NCCPA exam.

### Doctor of Jurisprudence

LMU's Duncan School of Law (DSOL) offers the Doctor of Jurisprudence degree. Under recently revised American Bar Association (ABA) standards regarding bar passage outcomes, known as Standard 316, at least 75 percent 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.

Ultimate Bar Passage – Any Jurisdiction				
Calendar Year	Number of Graduates	Graduates Who Sat for Bar Exam w/in 2 Years of Graduation Date		
		Takers	Passers	%
2015	20	19	17	89.5%
2016	17	16	15	93.8%
2017	20	19	17	89.5%
2018	56	56	51	91.1%
2019	70	69	65	94.2%

The table above shows that 94.2% of 2019 law graduates who sat for a bar exam within two years of graduation passed the exam. This ultimate pass rate places DSOL in the top one-third of law schools nationally for 2019 graduates. The data for the 2019 law graduates are the most recent data required by and submitted to the ABA. LMU DSOL graduates consistently pass the bar exam at rates above the 75% threshold required by the ABA.

The Duncan School of Law also reports first-time bar passage rates to the ABA. The following table shows that 55.6% of graduates who sat for a bar exam for the first time in 2021 passed the exam. December 2021 graduates who took the bar exam for the first time in February 2022 will count towards the 2022 first-time bar passage rate.

First-Time Bar Passage – Any Jurisdiction			
Calendar Year	First-time Takers	Passers	Pass rate
2016	16	14	87.5%
2017	18	13	72.2%
2018	47	35	74.5%
2019	65	45	69.2%
2020	72	55	76.4%
2021	82	45	55.6%

Bar Exam Passage – Tennessee									
Bar Exam Administration	First-time Takers			Repeat Takers			Overall		
	Passers	Takers	%	Passers	Takers	%	Passers	Takers	%
February 2019	3	5	60.0%	5	12	41.7%	8	17	47.1%
July 2019	35	48	72.9%	6	9	66.7%	41	57	71.9%
February 2020	8	9	88.9%	4	10	40.0%	12	19	63.2%
October 2020	41	54	75.9%	3	5	60.0%	44	59	74.58%
February 2021	4	8	50.0%	3	10	30.0%	7	18	38.9%
July 2021	34	64	53.1%	5	15	33.3%	39	79	49.4%
February 2022	6	9	66.7%	10	26	38.5%	16	35	45.7%
3-Year Total	128	192	66.7%	31	75	41.3%	159	267	59.6%

In Tennessee, where the majority of Duncan School of Law graduates sit for the bar exam, DSOL reports a first-time bar passage rate of 66.7% since July 2019. Most recently, DSOL graduates earned a 66.7% first-time bar passage rate on the February 2022 Tennessee bar exam, which ranked the law school second among Tennessee's six law schools. They also earned 38.5% repeat pass rate, which ranked third among Tennessee law schools.

#### Doctor of Veterinary Medicine

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

For the Class of 2022, 86% of LMU CVM students passed the NAVLE.

NAVLE Pass Rate for All Takers							
	# Tested	First Time Passed	First Time Pass Rate	# Retake	Retake Passed	Retake Pass Rate	TOTAL Pass Rate
<b>2018</b>	86	63	73%	23	13	57%	87%
<b>2019</b>	101	85	84%	16	11	69%	95%
<b>2020</b>	108	95	88%	13	9	77%	97%
<b>2021</b>	116	91	79%	22	9	41%	87%
<b>2022</b>	120	85	71%	33	18	55%	86%

COMPARISONS		
	LMU Ultimate Pass Rate	National Ultimate Pass Rate
<b>2018</b>	87%	95%
<b>2019</b>	95%	94%
<b>2020</b>	97%	95%
<b>2021</b>	87%	92%
<b>2022</b>	86%	90%

COMPARISONS			
	LMU Average	National Average	Number of Students Above National Average
<b>2018</b>	464	505	19 (22%)
<b>2019</b>	487	503	34 (33%)
<b>2020</b>	485	498	41 (38%)
<b>2021*</b>	471	504	35 (29%)
<b>2022</b>	475	495	34 (28%)

Overall average NAVLE scores and pass rates were lower than normal across all schools. Despite a very low pass rate in the fall testing period for the Class of 2022, there was notable improvement in the retake pass rate.

However, improvement in NAVLE pass rate is still required. Changes made for the Class of 2022, included: 1) creation of a graded study plan, 2) taking the ICVA self-assessment twice as results from that exam are highly correlated with NAVLE results, 3) completing timed exams in test mode in a commercial NAVLE preparation program at scheduled times and of increasing length, and 4) completing a higher percentage of a commercial NAVLE preparation program that is provided by LMU-CVM. At-risk students in the Class of 2023 are also required to take a self-study block during the four weeks before the NAVLE testing window. They are also required to meet with the Director of Academic Success and select faculty to review their progress on preparing for the NAVLE. The Class of 2023 also took a new one-credit course in spring 2022 to start preparing them to take the NAVLE.



### Veterinary Medical Technology

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

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

According to AVMA CVTEA standards, all accredited programs must maintain a 3-year rolling average first time pass rate of at least 50% in order to avoid an adverse accreditation decision. Programs must also post first time result data of the three most recent years testing cycles. There are three testing windows in each year's testing cycle (July-August, November-December, and March-April).

LMU's Veterinary Technology Program typically has pass rates of 70% or higher, which is consistent with the national averages for first-time test takers. LMU has maintained a 3-year rolling average first time pass rate of at least 50% on the VTNE. The LMU VMT program was below the national average first time pass rate for 2020-2021 but improved again during the 2021-2022.

Even though the 2021 graduates experienced part of their 1<sup>st</sup> year classes online, the VMT program faculty were able to reinforce the concepts that were covered during that time since classes in 2021-2022 were in-person. The changes made to the VTNE review class included three full-length VTNE review tests and making increased review material available to students appears to be effective. During the 2022 Spring semester, the VTNE review class had additional assignments added to require remediation material to be completed for each section of the test where the student struggled. The results from the 2022 graduates will be available during the next reporting period.

**Goal 4 Conclusion:** Overall, Lincoln Memorial University met or exceeded state or national averages on the ETS Proficiency Profile Exam for baccalaureate students, on the PRAXIS PLT for education programs, on the NCLEX-RN for associate and baccalaureate degree nursing students, on certifying exams for master's in nursing students, on the ASCP BOC for Medical Laboratory Sciences students, and on the VTNE for Veterinary Medical Technology students. The

Doctor of Jurisprudence (JD) has continued to maintain pass rates on the bar above the 75% rate over three years.

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