LMU

Lincoln Memorial University

HARROGATE, TENNESSEE

Student Achievement Data
Fall 2026



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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 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 value 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 (2018 through 2020 cohorts), LMU's six-year graduation rate has fallen below the threshold of acceptability of 55%. The graduation rate for the Fall 2018 cohort fell to 50% (from 54% for the Fall 2017 cohort). Additionally, the graduation rate for the Fall 2019 cohort fell to 48%, and the graduation rate for the Fall 2020 cohort rose slightly to 49%. Because this goal was not met, LMU is working to improve graduation rates. (Please see pages 12-16 of this document to review services and initiatives implemented to improve graduation rates.)

Table 2

Six-Year Undergraduate Graduation Rates

2024 (Fall 2018 Cohort)	2025 (Fall 2019 Cohort)	2026 (Fall 2020 Cohort)
50%	48%	49%

LMU desires all students to succeed, regardless of demographics. Therefore, the institution disaggregates graduation rates by race/ethnicity (using IPEDS methodology) 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 whose natural or adoptive parents did not receive a bachelor's degrees) statuses.

Table 3

Six-Year Graduation Rate by Race/Ethnicity

	2024 (Fall 2018 Cohort)		2025 (Fall 2019 Cohort)		2026 (Fall 2020 Cohort)	
	Students	**Graduation Rate**	**Students**	**Graduation Rate**	**Students**	**Graduation Rate**
American Indian or Alaska Native	8	13%	5	60%	3	33%
Asian	3	33%	1	0%	4	50%
Black or African American	18	22%	16	31%	12	25%
Hispanic/ Latino	9	33%	16	44%	14	21%
Native Hawaiian or Other Pacific Islander	2	50%	0	NA	1	100%
U.S. Nonresident	18	56%	15	20%	18	44%
White	229	53%	209	53%	174	53%
Unknown	3	67%	5	20%	0	NA

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, Hispanic/Latino, 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 U.S. nonresident students in each cohort are larger but still show year-to-year fluctuations. The largest population, white students, has remained steady at just under the target of 55%. For the Fall 2020 cohort, only Native Hawaiian or other Pacific Islander students graduated at rates above 55%, but that population contained only one student.

Table 4

Six-Year Graduation Rate by Gender

	2024 (Fall 2018 Cohort)		2025 (Fall 2019 Cohort)		2026 (Fall 2020 Cohort)	
	Students	**Graduation Rate**	**Students**	**Graduation Rate**	**Students**	**Graduation Rate**
Male	95	39%	109	38%	89	43%
Female	195	55%	152	55%	137	53%

**Note: Students self-report gender, and reporting is optional. Students who did not select a gender do not appear in this table.*

For the 2020 cohort, the graduation rates for females (53%) and males (43%) fell below the 55% threshold. Female students have graduated at a higher rate than male students for the past three

cohorts (2018-2020), which is consistent with the national trend for graduation rates by gender. The gap between male and female graduation rates decreased to 10% (for the 2020 cohort) from 17% (for the 2019 cohort).

Table 5

Six-Year Graduation Rate by Appalachian Status

	2024 (Fall 2018 Cohort)		2025 (Fall 2019 Cohort)		2026 (Fall 2020 Cohort)	
	Students	**Graduation Rate**	**Students**	**Graduation Rate**	**Students**	**Graduation Rate**
Appalachian Students	175	53%	172	52%	145	57%

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

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%. For the 2020 cohort, Appalachian students accounted for 64% of the population and graduated at a rate of 57%, which is better than LMU's overall Fall 2020 cohort rate (49%).

Table 6

Six-Year Graduation Rate for First-Generation Students

	2024 (Fall 2018 Cohort)		2025 (Fall 2019 Cohort)		2026 (Fall 2020 Cohort)	
	Students	**Graduation Rate**	**Students**	**Graduation Rate**	**Students**	**Graduation Rate**
First-Generation Students	241	51%	151	37%	120	44%

Note: Students self-report first-generation status.

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%. For the 2020 cohort, first-generation students accounted for 53% of the population, and graduated at 44%. Despite the increase in first-generation graduation rates, LMU failed to graduate first-generation students at the benchmark of 55%.

As mentioned earlier, please see pages 12-16 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 (2023 through 2025 cohorts), LMU's retention rate has fallen below the threshold of acceptability of 75%. LMU only retained 62% of first-time, full-time, bachelor's degree-seeking students in Fall 2026 (Fall 2025 cohort). Because this goal was not met, LMU is working to improve retention rates. (Please see pages 12-16 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

2024 (Fall 2023 Cohort)	2025 (Fall 2024 Cohort)	2026 (Fall 2025 Cohort)
72%	68%	62%

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 whose natural or adoptive parents did not receive a bachelor's degrees) statuses.

Table 8

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

	2024 (Fall 2023 Cohort)		2025 (Fall 2024 Cohort)		2026 (Fall 2025 Cohort)	
Race/Ethnicity	**Students**	**Retention Rate**	**Students**	**Retention Rate**	**Students**	**Retention Rate**
American Indian and Alaska Native	4	100%	4	25%	2	100%
Asian	5	60%	3	67%	4	50%
Black or African American	15	60%	18	50%	10	80%
Hispanic/ Latino	17	82%	24	67%	20	45%
Native Hawaiian and Other Pacific Islander	1	0%	1	0%	0	NA
U.S. Nonresident	18	61%	32	69%	36	53%
White	251	73%	253	70%	249	63%
Two or More Races	*	*	*	*	12	83%
Unknown	8	75%	10	70%	10	70%

Note: Students self-report race/ethnicity. LMU began allowing students to declare two or more races beginning Fall 2025.

Examining LMU's retention rates by race/ethnicity in the table above showed all categories demonstrated both increases and decreases in retention rates across different racial/ethnic groups. The small numbers of students in many of these categories can lead to significant fluctuations in retention rates. The largest racial/ethnic groups (white, U.S. nonresident, and Hispanic/Latino) all decreased similar to the overall cohort decrease.

Table 9

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

	2024 (Fall 2023 Cohort)		2025 (Fall 2024 Cohort)		2026 (Fall 2025 Cohort)	
Gender	**Students**	**Retention Rate**	**Students**	**Retention Rate**	**Students**	**Retention Rate**
Male	113	61%	130	70%	141	60%
Female	205	79%	215	66%	202	64%

**Note: Students self-report gender, and reporting is optional. Students who did not select a gender do not appear in this table.*

The retention rates for 2025 cohort male students decreased from 70% to 60% relative to the

previous cohort. The retention rates for 2025 cohort female students decreased from 66% to 64% relative to the previous cohort.

Table 10

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

2024 (Fall 2023 Cohort)		2025 (Fall 2024 Cohort)		2026 (Fall 2025 Cohort)	
Students	**Retention Rate**	**Students**	**Retention Rate**	**Students**	**Retention Rate**
222	73%	201	69%	221	64%

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 2026 (Fall 2025 cohort), Appalachian students were retained at a 64% rate.

Table 11

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

2024 (Fall 2023 Cohort)		2025 (Fall 2024 Cohort)		2026 (Fall 2025 Cohort)	
Students	**Retention Rate**	**Students**	**Retention Rate**	**Students**	**Retention Rate**
184	71%	197	64%	197	60%

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 2026 (Fall 2025 cohort) decreased to 60% from 64% in Fall 2025 (Fall 2024 cohort).

As mentioned earlier, please see pages 12-16 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

Student Success Scores

Professional staff continue to utilize Student Success Scores through the TargetX Retention Suite to identify students who may be at risk of academic difficulty or departure from the institution. The scoring system provides a consolidated measure of student risk, allowing professional advisors and designated student support personnel to prioritize outreach, monitor student progress, and coordinate individualized interventions.

Professional Centralized Advising

Following the implementation of the professional, centralized advising model in Fall 2025, the office has continued to strengthen the coordination, consistency, and effectiveness of academic advising services. Each undergraduate student is assigned a dedicated professional advisor who serves as a primary point of contact for academic planning, registration, institutional navigation, and referrals to appropriate student support services. The model provides continuity throughout the student's academic experience while maintaining collaboration with instructional faculty and academic departments. Professional advisors engage in proactive advising as they monitor academic progress, review success scores, identify students experiencing academic difficulty, and coordinate proactive interventions at critical points throughout the year.

During the summer of 2026, the Office of Student Success developed a structured student engagement strategy emphasizing continued communication with both incoming and returning students. This strategy established a framework for regular advisor contact with additional targeted outreach for first-generation students, academically at-risk returning students, and students with unresolved enrollment or registration requirements. These efforts seek to strengthen student-advisor relationships, identify potential barriers to persistence, and support successful transitions between academic terms.

First-Generation Student Engagement

In summer of 2026, professional advisors incorporated targeted outreach to incoming first-generation students as part of the institution's broader student engagement strategy. This outreach supplemented general advising communications and emphasized establishing personal connections, introducing available support resources, identifying questions or concerns, and encouraging students to engage with their advisors before the beginning of the academic year. These efforts are intended to strengthen students' sense of connection to the institution while promoting early identification of academic, financial, personal, or procedural barriers that may affect enrollment or persistence.

Proactive Registration and Enrollment Continuation

The Office of Student Success continues to emphasize proactive registration monitoring. Students are monitored according to established advising and registration status categories,

including those who have completed registration, those who have been advised but have not registered, and those who have not yet completed the advising process. This classification allows professional advisors to prioritize outreach based on status and utilize email, telephone, and text messaging to connect with students to encourage completion of next steps.

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. Starting Fall 2026, the Tagge Center implemented an initial Supplemental Instruction program where selected tutors will collaborate with faculty members to offer additional student support in specific general education courses commonly noted as areas of greater academic need (based on average course grades or number of students seeking/needing tutoring). 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.

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 with 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, are financially eligible (must meet the federal guidelines), disabled (physical or learning), and/or have an academic need for support generally. Two-thirds of the program's participants must be both first-generation and low-income. The program provides support in

academic advising, academic coaching, tutoring, career planning, financial literacy, graduate school assistance, cultural activities, first-year peer mentoring, access to laptops or iPads, and scholarship assistance. 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 level of support and intervention options needed. The Early Alert System has been redesigned for the Fall 2026 semester. Faculty and staff will have access to an updated form in which they can select from a range of reasons for alert/referral submissions, in addition to selecting an option for perceived urgency that would potentially prompt an immediate response if needed. All referrals are routed to the broader Students of Concern Committee with some submissions (depending on reason for referral) being routed additionally to the student's professional advisor for response. 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 classified as 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
LMU maintains a coordinated system of student welfare, behavioral intervention, and institutional response through its Students of Concern (SOC) Committee; Concern, Assessment, Response and Evaluation (CARE) Committee; Threat Assessment Team (TAT); and Critical Incident Response Team (CIRT). Together, these groups provide a structured mechanism for

identifying student concerns, assessing institutional risk, coordinating appropriate interventions, and supporting student well-being and continued enrollment.

The Undergraduate Students of Concern Committee operates within the institution's Student Success structure and convenes weekly. Committee participation includes representatives from student support areas such as academic success, student affairs, professional advising, mental health counseling, campus police and security, accessible education services, and Title IX and institutional compliance. The committee reviews referrals involving academic challenges, student welfare, behavioral concerns, and other circumstances that may interfere with student success. Recent efforts have focused on strengthening the referral process, clarifying communication and follow-up responsibilities, and improving coordination among academic, behavioral, and student welfare support functions. Based on the nature of concerns and identified responses to intervention, student cases may be elevated to the CARE Committee or other designated response teams according to the severity of the concern.

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:

- An open-door policy for any student that may have comments, questions, or concerns of any nature.
- Lunch with the Deans Initiative keeps an open avenue of communication for students with the opportunity to engage with the Dean of Students and Assistant Dean of Students openly once a month during lunch on the main campus. Students can learn about programming scheduled, address comments or concerns, or express desire for change on campus if applicable.
- Student leadership opportunities through the Lincoln Activities Board student leader program, the Resident Assistants program, the undergraduate Student Government Association, and other opportunities.
- Welcome Weekend, which offers programming that takes place the Thursday to 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 Dean of Students Office with collaboration involving Student Support Services (SSS).
- Recreational and co-curricular engagement opportunities (e.g., Greek Life, seasonal festivals, weekly activities, intramural sports, etc.) through the Office of Recreation and Wellness and the Dean of Students Office.
- Service-learning opportunities that support the mission and vision of the University and connect students to the local community provided by the Dean of Students Office.
- Programming efforts for commuter students 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 provides results to LMU administration to guide improvement efforts:

- LMU Student Opinion Survey (every Fall),
- LMU Graduating Student Survey (Graduate and Undergraduate, every semester), and
- LMU First-Year Student Survey (every Fall, incoming freshman).

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
2025-2026	100%	Not available as of Nov. 2026
2024-2025	100%	94%
2023-2024	100%	95%

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	2023-2024	2024-2025	2025-2026
Subtest 5002 Reading	Entire Program	Total Completers	8	6	7
		First-Time Pass Rates	75%	67%	86%
		Overall Pass Rates	100%	100%	100%

	In Person	Total Completers	5	6	7
		First-Time Pass Rates	80%	67%	86%
		Overall Pass Rates	100%	100%	100%
	Hybrid	Total Completers	3	0	0
		First-Time Pass Rates	100%		
		Overall Pass Rates	100%		
Subtest 5003 Math	Entire Program	Total Completers	8	6	7
		First-Time Pass Rates	50%	33%	71%
		Overall Pass Rates	100%	100%	100%
	In Person	Total Completers	5	6	7
		First-Time Pass Rates	20%	33%	71%
		Overall Pass Rates	100%	100%	100%
	Hybrid	Total Completers	3	0	0
		First-Time Pass Rates	100%		
		Overall Pass Rates	100%		
Subtest 5004 Social Studies	Entire Program	Total Completers	8	6	7
		First-Time Pass Rates	62%	33%	86%
		Overall Pass Rates	100%	100%	100%
	In Person	Total Completers	5	6	7
		First-Time Pass Rates	40%	33%	86%
		Overall Pass Rates	100%	100%	100%
	Hybrid	Total Completers	3	0	0
		First-Time Pass Rates	100%		
		Overall Pass Rates	100%		
Subtest 5005 Science	Entire Program	Total Completers	8	6	7

		First-Time Pass Rates	62%	50%	86%
		Overall Pass Rates	100%	100%	100%
	In Person	Total Completers	5	6	7
		First-Time Pass Rates	40%	50%	86%
		Overall Pass Rates	100%	100%	100%
	Hybrid	Total Completers	3	0	0
		First-Time Pass Rates	100%		
		Overall Pass Rates	100%		
5205 Teaching Reading for Elementary	Entire Program	Total Completers	8	6	7
		First-Time Pass Rates	88%	83%	86%
		Overall Pass Rates	100%	100%	100%
	In Person	Total Completers	5	6	7
		First-Time Pass Rates	80%	83%	86%
		Overall Pass Rates	100%	100%	100%
	Hybrid	Total Completers	3	0	0
		First-Time Pass Rates	100%		
		Overall Pass Rates	100%		
Special Education Comprehensive	Entire Program	Total Completers			2
		First-Time Pass Rates			100%
		Overall Pass Rates			100%
	In Person	Total Completers			2
		First-Time Pass Rates			100%
		Overall Pass Rates			100%
	Hybrid	Total Completers			0
		First-Time Pass Rates			

		Overall Pass Rates			
Special Education Interventionist	Entire Program	Total Completers	3	1	0
		First-Time Pass Rates	100%	100%	
		Overall Pass Rates	100%	100%	
	In Person	Total Completers	0	1	0
		First-Time Pass Rates		100%	
		Overall Pass Rates		100%	
	Hybrid	Total Completers	3	0	0
		First-Time Pass Rates	100%		
		Overall Pass Rates	100%		
ESL	Total	Total Completers			0
		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	2023-2024	2024-2025	2025-2026
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		Exam no longer required	Exam no longer required
		Overall Pass Rates		Exam no longer required	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%		

Table 15

Praxis Specialty Tests, MEd in Initial Teacher Licensure, Elementary

Content Area	Modality	Categories	2023-2024	2024-2025	2025-2026
Subtest 5002 Reading	Hybrid	Total Completers	14	4	6
		First-Time Pass Rates	86%	100%	100%
		Overall Pass Rates	100%	100%	100%
Subtest 503 Math	Hybrid	Total Completers	14	4	6
		First-Time Pass Rates	58%	50%	66%
		Overall Pass Rates	100%	100%	100%
Subtest 5004 Social Studies	Hybrid	Total Completers	14	4	6
		First-Time Pass Rates	86%	50%	66%
		Overall Pass Rates	100%	100%	100%
Subtest 5005 Science	Hybrid	Total Completers	14	4	6
		First-Time Pass Rates	79%	50%	83%
		Overall Pass Rates	100%	100%	100%
5205 Teaching Reading for Elementary	Hybrid	Total Completers	20	6	6
		First-Time Pass Rates	90%	50%	83%
		Overall Pass Rates	100%	100%	100%
Special Education Comprehensive	Hybrid	Total Completers	5	1	
		First-Time Pass Rates	100%	100%	
		Overall Pass Rates	100%	100%	
Special Education Interventionist	Hybrid	Total Completers	15	1	
		First-Time Pass Rates	100%	100%	
		Overall Pass	100%	100%	

		Rates			

Table 16

Praxis Specialty Tests, MEd in Initial Teacher Licensure, Secondary

Content Area	Modality	Categories	2023-2024	2024-2025	2025-2026
Biology	Hybrid	Total Completers	1		
		First-Time Pass Rates	100%		
		Overall Pass Rates	100%		
Business	Hybrid	Total Completers	1		
		First-Time Pass Rates	100%		
		Overall Pass Rates	100%		
Chemistry	Hybrid	Total Completers		1	
		First-Time Pass Rates		100%	
		Overall Pass Rates		100%	
English	Hybrid	Total Completers	1		2
		First-Time Pass Rates	100%		100%
		Overall Pass Rates	100%		100%
History	Hybrid	Total Completers	1	2	1
		First-Time Pass Rates	100%	100%	100%
		Overall Pass Rates	100%	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	1	2	

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

Table 17

Praxis Specialty Tests, Counseling

Professional Counselor	2023-2024	2024-2025	2025-2026
Total Completers	3	4	1
First-Time Pass Rate	67%	50%	100%
Overall Pass Rate	100%	100%	100%

Table 18

Praxis Specialty Tests, Instructional Leadership

Content Area	Modality	Categories	2023-2024	2024-2025	2025-2026
MEd	Online	Total Completers	4	2	6
		First-Time Pass Rates	75%	100%	100%
		Overall Pass Rates	100%	100%	100%
EdS	Total	Total Completers	54	92	42
		First-Time Pass Rates	100%	98%	93%
		Overall Pass Rates	100%	100%	100%
	Hybrid	Total Completers	7	24	8
		First-Time Pass Rates	100%	96%	100%
		Overall Pass Rates	100	100%	100%
	Online	Total Completers	47	68	34
		First-Time Pass Rates	100%	97%	88%
		Overall Pass Rates	100%	100%	100%
Licensure Add-	Total	Total	13	18	12

On		Completers			
		First-Time Pass Rates	100%	94%	100%
		Overall Pass Rates	100%	100%	100%
	Hybrid	Total Completers		1	2
		First-Time Pass Rates		100%	100%
		Overall Pass Rates		100%	100%
	Online	Total Completers		17	10
		First-Time Pass Rates		94%	100%
		Overall Pass Rates		100%	100%

Nursing

Students completing the Associate of Science in Nursing (ASN) degree program take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). 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 2025 was 94.2%, which is above the national average of 86.0% 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 NCLEX-RN 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	2023	2024	2025
Harrogate (Main Campus)	91%	86%	82%
LMU-Tower	Dec 96% May 96.7%	100%	*
LMU-Corbin	94.4%	95%	71%
LMU-Cedar Bluff			100%*
LMU-Tampa	100%	77%	88%
Total LMU ASN	**95.9%**	**92.3%**	**94.2%**
National ASN Pass Rate	**87.8%**	**90.6%**	**86.0%**

**Note: In 2025, the ASN students at the LMU-Tower moved to LMU-Cedar Bluff.*

The Corbin site had a 71% 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 NCLEX-RN pass rates. Faculty members teaching courses at this 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 82% 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.

Due to low enrollment, LMU decided to close its ASN program. SACSCOC approved the teach-out plan for this program on August 21, 2026.

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

RN exam was 98% in 2025. BSN graduates from all five sites passed the NCLEX-RN at higher rates than the national BSN first-time takers pass rate of 87.6%.

Table 20

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

Instructional Site	2023	2024	2025
Harrogate (Main Campus)	100%	100%	100%
LMU-Cedar Bluff	100%	100%	90%*
LMU-Tower	86%	100%	*
LMU-Chattanooga	N/A	92.8%	100%
LMU-Tampa	100%	100%	100%
LMU-Lexington	NA	NA	NA
Total LMU BSN	**98.6%**	**99%**	**98%**
National BSN Pass Rate	**90.17%**	**91.9%**	**87.6%**

**Note: In 2025, the BSN students at the LMU-Tower moved to LMU-Cedar Bluff.*

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 2025, the overall licensure pass rates for Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) were 100%. 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	2023	2024	2025
Harrogate (Main Campus)	100%	100%	100%
LMU-Cedar Bluff	100%	88%	100%
Online	100%	100%	100%
Total LMU FNP	**100%**	**96%**	**100%**
National Rate-ANCC	**85%**	**83%**	**81%**
National Rate-AANP	**72%**	**83%**	**81%**

Table 22

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

Instructional Site	2023	2024	2025
LMU-Cedar Bluff	80%	100%	100%
Online	100%	100%	100%
Total LMU FPMHNP	**93.3%**	**100%**	**100%**
National Rate-ANCC	**90%**	**83%**	**89%**

Table 23

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

Instructional Site	2023	2024	2025
Harrogate (Main Campus)	58%*	67% 100% Retake within 30 days	83% 92% Retake within 30 days
National Rate-NCE	**83.2%**	**89.3%**	**83%**

**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 2025 graduates were the third cohort of DNP Nurse Anesthesia students. Three students did not pass the exam on the first attempt. The students retook the certification exam within 14 days and passed. According to how COA-NAEP calculates pass rates if the student retests in 60 days, LMU has a 92% 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 and an overall composite score of 400 is considered passing. The LMU Medical Laboratory Science program has always exceeded the national average composite score for NAACLS accredited programs.

The following tables summarize the performance of the 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). These tables display the national comparison statistics for the overall composite score and the seven individual subset exam categories.

Table 24

Bachelor of Science in Medical Laboratory Science Board Pass Rates by Subject, Fall 2023 to Spring 2024

	Fall 2023				Spring 2024		
Subject Area	**Fall 2023**	**National Average**	**Passing Score**		**Spring 2024**	**National Average**	**Passing Score**
Overall Composite Score	**643**	**542**	**400**		**567**	**498**	**400**
Individual Subset Categorical Scores					**Individual Subset Categorical Scores**		
Immunohematology	617	591	400		574	503	400
Clinical Chemistry	604	606	400		547	494	400
Hematology	494	672	400		556	500	400
Immunology/ Serology	620	667	400		667	490	400
Clinical Microbiology	514	593	400		546	499	400
Urinalysis & Body Fluid Analysis	562	616	400		513	510	400
Laboratory Operations	594	491	400		613	489	400

Table 25

Bachelor of Science in Medical Laboratory Science Board Pass Rates by Subject, Fall 2024 to Spring 2025

	Fall 2024				Spring 2025		
Subject Area	**Fall 2024**	**National Average**	**Passing Score**		**Spring 2025**	**National Average**	**Passing Score**
Overall Composite Score	**539**	**505**	**400**		**515**	**494**	**400**
Individual Subset Categorical Scores					**Individual Subset Categorical Scores**		
Immunohematology	547	508	400		548	499	400
Clinical Chemistry	561	508	400		530	500	400
Hematology	486	510	400		632	495	400
Immunology/ Serology	618	495	400		443	500	400
Clinical Microbiology	515	494	400		493	493	400
Urinalysis & Body Fluid Analysis	589	524	400		443	500	400
Laboratory Operations	439	500	400		401	482	400

While the Spring 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 Fluid Analysis, 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, and 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.

Table 26

Bachelor of Science in Medical Laboratory Science Board Pass Rates by Subject, Fall 2025 to Spring 2026

	Fall 2025				Spring 2026		
Subject Area	**Fall 2025**	**National Average**	**Passing Score**		**Spring 2026**	**National Average**	**Passing Score**
Overall Composite Score	**558**	**478**	**400**		**528**	**504**	**400**
Individual Subset Categorical Scores					**Individual Subset Categorical Scores**		
Immunohematology	559	479	400		582	496	400
Clinical Chemistry	549	481	400		555	488	400
Hematology	640	487	400		479	495	400
Immunology/ Serology	540	472	400		517	476	400
Clinical Microbiology	540	472	400		430	494	400
Urinalysis & Body Fluid Analysis	493	487	400		574	498	400
Laboratory Operations	500	467	400		580	490	400

Although the average composite score for Spring 2026 graduates (528) was higher than the national average (504), the LMU average was lower than the national average in Hematology and Clinical Microbiology.

The following changes in MEDLS 320: Hematology course has been made to enhance student learning:

This course includes a study of the classification, morphology, and function of human erythrocytes, leukocytes, and thrombocytes plus the laboratory diagnosis of anemias, leukemias, and other hematologic disorders. Some students find it difficult to identify the multiple WBC and RBC inclusions associated with various types of hematologic disorders. Changes made to enhance learning include:

- A 20-page WBC and RBC Morphology Summary Table was constructed to identify the 20 most common WBC and RBC inclusions that are associated with various disease states. This study document contained the name of the inclusion, a picture of the

inclusion, the composition of the inclusion, and the most common clinical associations with each inclusion.
- One of the largest groups of anemias is the normochromic-normocytic group. A new 11-page summary sheet document was constructed and implemented in Unit II of this course. This document described the etiology of each anemia and the key points to accurate diagnosis for each anemia.

The following changes in MEDLS 462: Medical Microbiology II have been made to enhance student learning:

This course includes a study of microorganisms beyond the clinical bacteriology that is covered in MEDLS 461: Medical Microbiology I, which includes mycology and parasitology. The mycology section of this course includes a five-lecture study of clinically relevant fungi and their pathogenic significance. The parasitology section of this course includes a five-lecture study of clinically relevant parasites and their pathogenic significance. Identification of the organisms covered in these areas is based primarily upon visual inspection of microscopic imagery. Some students find this to be difficult due to the large number of organisms studied, many of which have very similar morphology. Changes made to enhance learning include:

- A 63-slide Mycology PowerPoint was developed with over 100 images. Slides include notes on key morphological features for organism identification.
- A 60-slide Parasitology PowerPoint was developed with over 80 images. Slides include notes on key morphological features for organism identification.
- Additional Mycology and Parasitology quizzes, containing microscopic images, were developed for reviewing.

Table 27

ASCP Board of Certification First-Time Class Pass Rates

Term	LMU Pass Rates	National Average
Fall 2022	100%	80%
Spring 2023	100%	74%
Fall 2023	100%	80%
Spring 2024	100%	85%
Fall 2024	100%	85%
Spring 2025	100%	76%
Fall 2025	100%	75%
Spring 2026	83%	82%

Since the spring semester of 2005, all of the LMU medical laboratory science graduates successfully passed their ASCP BOC Exam on their first try until the spring 2026 semester. Five of the six (5 of 6) graduates of this class successfully passed the exam (83%), but one of the six (1 of 6) graduates did not.

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 28

LMU COMLEX First-Time Pass Rates

Exam Cycle	COMLEX 1	COMLEX CE	COMLEX PE	COMLEX 3
2023-2024 Harrogate (Main Campus)	84.5%	92.6%	N/A*	96.5%**
2023-2024 Knoxville Site (LMU-West 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*	96.5%***
2024-2025 Knoxville Site (LMU-West Knoxville)	93.2%	93.2%	N/A*	97.7%***
2024-2025 LMU Overall	91.2%	93.9%	N/A*	97.0%***
2025-2026 Harrogate (Main Campus)	88.9%	93.4%	N/A*	96.7%****
2025-2026 Knoxville Site (LMU-West Knoxville)	93.1%	94.9%	N/A*	98.9%****
2025-2026 LMU Overall	90.9%	94.0%	N/A*	97.6%****

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

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

****LMU-DCOM COMLEX 3 data for 2025 include 231 graduates from the Harrogate location (classes 2022-2025) and 131 graduates from the West Knoxville location (classes 2023-2025).*

*****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 2026 includes 121 graduates from the Harrogate location (classes 2023-2025) and 91 graduates from the West Knoxville location (classes 2023-2026).*

Table 29

National COMLEX First-Time Pass Rates

Exam Cycle	COMLEX 1	COMLEX2 CE	COMLEX2 PE	COMLEX 3
2023-2024	93.1%	92.5%	N/A*	96.8%
2024-2025	90.3%	91.3%	N/A*	97.3%**
2025-2026	90.2%	92.5%	N/A*	**

* The COMLEX Level 2-PE has been indefinitely suspended by NBOME.
** COMLEX 3 data are incomplete and will be updated with the next cycle. National data have not been released for the current exam 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, 2) provided access to the COMbank software platform to all OMSI and OMSII students, and 3) instituted a minimum practice exam benchmark to prevent students from taking COMLEX 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 West Knoxville cohorts during the 2024-25 and 2025-26 exam cycles has led to a review of processes and prior course performance at each location. West Knoxville students (on average) exceeded the national pass rates for COMLEX 1, COMLEX 2 CE, and COMLEX 3 during both cycles. The Harrogate students' average was slightly below the national rate for COMLEX 1 both years but exceeded the national rate for COMLEX 2 CE. Harrogate was within one percentage point of the national rate for COMLEX 3 during both cycles. 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.

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, at the LMU-West Knoxville off-campus instructional site (OCIS), and at the LMU-Tampa OCIS. The program was implemented at LMU-Tampa in January 2026, so PANCE data for this OCIS will not be available until students complete the program. The ARC-PA considers each program as a separate program; therefore, LMU disaggregates data by site.

Table 30

Master of Medical Science in Physician Assistant Studies PANCE Pass Rates

Class	Group	Number of LMU PANCE Participants	LMU Exam Pass Rate	National Exam Pass Rate for Graduation Year	LMU Cohort Ultimate Pass Rate
Harrogate Campus					
2023	First Time Takers	87	85%	92%	99%
	All Takers	87 (106)	81%	89%	99%
2024	First Time Takers	88	86%	92%	97%
	All Takers	88(108)	80%	89%	97%
2025	First Time Takers	86	77%	91%	94%
	All Takers	86 (111)	73%	88%	94%
LMU-West Knoxville OCIS					
2023	First Time Takers	75	88%	92%	99%
	All Takers	75 (88)	84%	89%	99%
2024	First Time Takers	93	92%	92%	100%
	All Takers	93 (101)	92%	89%	100%
2025	First Time Takers	88	97%	91%	98%
	All Takers	88 (91)	95%	88%	98%

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 exam pass rate among LMU's Harrogate-based MMS in PA Studies graduates in 2023, including students with multiple exam attempts, was 81%, compared to the national average of 89%. The percentage of candidates from the Class of 2023 who ultimately passed the PANCE was 99%.

In 2024, 86% 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 exam pass rate among LMU's

Harrogate-based MMS in PA Studies graduates in 2024, including students with multiple exam attempts, was 80%, compared to the national average of 89%. The percentage of candidates from the Class of 2024 who ultimately passed the PANCE was 97%.

From 2023 to 2024, LMU's PANCE pass rates improved or remained stable at both sites. Specifically, LMU's Harrogate-based PA program's first-time test-taker pass rate improved from 85% to 86%, and the program's percentage of candidates who ultimately passed the PANCE remained high, dropping only from 99% to 97%. In 2023, the first-time taker pass rate was 7% below the national average, improving to only 6% below in 2024. The overall exam pass rate remained steady at approximately 80% in both years.

The program experienced a downward shift for the Class of 2025, with a first-time PANCE pass rate of 77% and an all-takers rate of 73%. However, the percentage of candidates from the Class of 2025 who ultimately passed the PANCE was 94%.

In 2023, 88% of LMU's West Knoxville-based MMS in PA Studies graduates passed the PANCE on the first try, compared to the national average of 92%. The overall exam pass rate among LMU's Knoxville-based MMS in PA Studies graduates in 2023, including students with multiple exam attempts, was 84%, with the national average of 89%. However, the percentage of candidates who ultimately passed the PANCE in 2023 was 99%.

In 2024, 92% of LMU's West Knoxville-based MMS in PA Studies graduates passed the PANCE on the first try, equal to the national average of 92%. The overall exam pass rate among LMU's West Knoxville-based MMS in PA Studies graduates in 2024, including students with multiple exam attempts, was 92%, compared to the national average of 89%. However, the percentage of candidates who ultimately passed the PANCE in 2024 was 100%. From 2022 to 2024, the overall percentage of LMU-West Knoxville candidates who ultimately passed the PANCE was 99%.

In 2025, 97% of LMU's West Knoxville-based MMS in PA Studies graduates passed the PANCE on the first try, compared to the national average of 91%. The overall exam pass rate among LMU's West Knoxville-based MMS in PA Studies graduates in 2025, including students with multiple exam attempts, was 95%, compared to the national average of 88%. At the time of this report, the overall percentage of candidates from the Class of 2025 who ultimately passed the PANCE was 98%.

As previously mentioned, LMU's PANCE pass rates improved at both sites from 2023 to 2024. Specifically, the LMU-West Knoxville-based PA program's first-time test-taker pass rate improved from 88% to 92%, and the overall exam pass rate for all exam takers improved from 84% 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, which increased from 84% in 2023, 5 percentage points below the national average of 89%, to 92% in 2024, 3 percentage points above the national average of 89%. Further improvement was noted in 2025 as the LMU-West Knoxville program exceeded the national average for first-time takers by 6%.

In 2023, the combined first-time PANCE pass rate for MMS in PA Studies graduates from both program sites was approximately 86.4%, compared to the national first-time pass rate of 92%. The combined exam pass rate for all test attempts was approximately 82.4%, compared to the national rate of 89%.

In 2024, the combined first-time PANCE pass rate for both program sites was approximately 89.1%, compared to the national rate of 92%. The combined exam pass rate for all test attempts was approximately 85.8%, compared to the national rate of 89%. From 2023 to 2024, the combined PANCE performance of the two programs improved for both first-time and all test takers. At the individual program level, Harrogate's first-time pass rate increased from 85% to 86%, while its all-taker rate decreased slightly from 81% to 80%. West Knoxville demonstrated improvement in both measures, with the first-time pass rate increasing from 88% to 92% and the all-taker rate increasing from 84% to 92%. Although the combined PANCE pass rates improved from 2023 to 2024, the 2024 combined all-taker pass rate remained approximately 3.2 percentage points below the national average of 89%.

In 2025, the Harrogate program's first-time PANCE pass rate was 77%, 14 percentage points below the national average of 91%, while the West Knoxville program's first-time pass rate was 97%, 6 percentage points above the national average. The combined first-time pass rate for the two programs was approximately 87.1%. For all test attempts, the combined pass rate was approximately 82.9%, compared with the national rate of 88%. Despite the lower first-time performance at Harrogate, the percentage of candidates who ultimately passed the PANCE remained high at 94% for Harrogate and 98% for West Knoxville.

MMS in PA Studies Program at Harrogate (Main Campus)

Changes anticipated to improve national board scores are focused on processes throughout the MMS in PA Studies Program at Harrogate and are informed by the program's ongoing analysis of PANCE outcomes, admissions data, didactic and clinical performance, summative assessments, remediation, and student progression. The program's expected outcome is a first-time PANCE pass rate that meets or exceeds the national average. For PANCE Content Areas and Task Areas, the benchmark is performance at or above the national average. Performance three or more percentage points below the national average is identified as an area needing improvement, while performance three or more percentage points above the national average is identified as a programmatic strength. These benchmarks are based on historical program data and are used to identify trends and guide continuous quality improvement.

First-time PANCE pass rates for LMU-Harrogate were 85% (74/87) for the Class of 2023, 86% (76/88) for the Class of 2024, and 77% (66/86) for the Class of 2025. Preliminary results for the Class of 2026 demonstrate a first-time pass rate of 92% (45/49) as of August 21, 2026, compared with the reported national first-time pass rate of 91%. Because only 49 first-time test takers, representing approximately 63% of the cohort, had tested at the time of analysis, the 2026 results remain preliminary and will continue to be monitored until the cohort data are complete.

Admissions data have been analyzed to identify variables associated with PANCE success. Overall undergraduate GPA, science GPA, and Biology/Chemistry/Physics (BCP) GPA were examined in relation to PANCE performance. Academic metrics, particularly science GPA and BCP GPA, demonstrated the strongest relationships with first-time PANCE success, while

healthcare and patient-care experience hours demonstrated limited predictive value. These findings support increased emphasis on academic preparation, particularly performance in science coursework, within the admissions review process. The program will continue to evaluate these relationships as additional cohort data become available.

The program has also reviewed the didactic and clinical phases of the curriculum and performed correlational analyses of specific benchmarks and PANCE performance. The Didactic Comprehensive Examination (DCE) continues to demonstrate a strong relationship with subsequent PANCE performance and serves as an important early indicator of PANCE readiness. Longitudinal analysis shows that differences between students who ultimately pass and fail the PANCE emerge during the didactic phase and become more pronounced on cumulative and comprehensive assessments. As a result, cumulative examinations and the DCE are being used more intentionally as readiness checkpoints to identify students who may benefit from earlier academic intervention.

Analysis of PANCE Content Areas and Task Areas identified several recurring opportunities for improvement. For the Class of 2025, the largest content-area gaps relative to national performance occurred in renal, genitourinary, gastrointestinal, endocrine, and cardiovascular medicine. The Class of 2025 also demonstrated below-benchmark performance in History Taking and Physical Examination, Use of Diagnostic and Laboratory Studies, Health Maintenance/Patient Education/Preventive Measures, and Clinical Intervention. Across multiple cohorts, dermatology has been the most persistent content-area concern. Other recurring areas have included renal medicine, genitourinary medicine, endocrinology, infectious diseases, and eyes/ears/nose/throat. Health Maintenance/Patient Education/Preventive Measures has also remained below benchmark across multiple recent cohorts. These findings support continued curricular review and targeted intervention rather than isolated changes based on a single class year.

Applying Basic Scientific Concepts had previously been identified as an area of concern. The Class of 2025 results did not identify this task area as falling below the program benchmark. The program will continue to reinforce basic science concepts through alignment of course objectives and assessments with program outcomes and the PANCE blueprint, integration of clinical application into foundational science instruction, and targeted remediation and mentoring for students demonstrating academic difficulty.

A comprehensive curriculum audit and faculty review in February 2026 identified opportunities to improve both content sequencing and blueprint alignment. Genitourinary content had not been taught as a stand-alone body system within the Clinical Medicine sequence but instead was distributed across Renal and Reproductive Medicine. The Class of 2025 scored 73% in the Genitourinary category compared with a national average of 79%, which exceeded the program's established threshold for an area needing improvement. In response, faculty approved a dedicated Genitourinary block to improve content visibility, assessment, and early identification of deficiencies in this area.

Faculty also identified an unequal concentration of body-system content within the second semester of the didactic curriculum, with the greatest remediation burden occurring in PAS 550 Clinical Medicine I. The program therefore realigned systems across the Clinical Medicine, Physiology/Pathophysiology, and Pharmacology course sequences to support a more progressive systems-based approach and a more balanced distribution of academic workload. Instructional

time within the Clinical Medicine sequence was also redistributed by adding 30 hours to Clinical Medicine II and 13 hours to Clinical Medicine III. The curriculum continues to be reviewed and remapped to ensure alignment among instructional learning objectives, syllabi, assessments, program outcomes, and the NCCPA PANCE Content Blueprint.

The clinical curriculum has likewise been evaluated in relation to PANCE outcomes. First-time PANCE passers achieved higher mean End of Rotation (EOR) examination scores than unsuccessful first-time takers across all evaluated core rotations. Statistically significant differences were identified in Emergency Medicine, Family Medicine, Surgery, Internal Medicine, Pediatrics, and Behavioral Health, demonstrating that EOR performance is a meaningful indicator of PANCE readiness for most rotations. The program continues to use EOR performance to identify content areas requiring reinforcement and students requiring additional support.

To strengthen clinical assessment and allow earlier identification of performance concerns, Family Medicine and Internal Medicine have been restructured from single eight-week courses into two four-week courses. This change increases the frequency of EOR assessments, provides additional performance data points, and allows for more timely academic intervention. Structured callback days are also used to address lower-performing content areas identified through EOR analysis and to reinforce high-impact clinical topics before graduation and the PANCE.

The PAEA End of Curriculum (EOC) examination remains an important component of the program's assessment of PANCE readiness. The program's established benchmark of 1472 continues to be used as an intervention threshold. Analysis demonstrated that students scoring above this benchmark had a 92.9% likelihood of passing the PANCE. However, because some students scoring below the benchmark subsequently passed the PANCE and some students scoring above the benchmark were unsuccessful, the program determined that EOC performance should not be used as a stand-alone predictor of certification success.

Accordingly, the program has implemented a multimodal model of PANCE-readiness assessment that incorporates DCE performance, PACKRAT scores, EOR examinations, EOC performance, clinical evaluations, and longitudinal performance trends. Beginning with the Class of 2027 clinical year in July 2026, the program implemented a Clinical Academic Improvement Plan (CAP). Students are identified for individualized intervention using DCE and PACKRAT performance and are then monitored as they progress through EOR examinations and the EOC. Students are reassessed after the EOC to determine whether continued individualized support is needed before graduation and the PANCE.

The program's remediation processes have evolved to emphasize earlier identification and intervention before academic deficiencies progress to course failure or poor performance on late summative assessments.

The program has also strengthened faculty development related to curriculum design, measurable learning outcomes, assessment, evidence-based instruction, and program evaluation. Faculty completed the PA Faculty Development Academy Master Course One in Spring 2026. This development supports greater consistency in instructional practices, stronger alignment of course content and assessments with program outcomes, and continued improvement in the effectiveness of both the didactic and clinical curriculum.

Overall, the program's analysis demonstrates that academic performance differences associated with PANCE success can be identified during the didactic phase and continue through clinical education. DCE, cumulative didactic assessments, EOR examinations, EOC performance, and other longitudinal measures provide multiple opportunities to identify students at increased risk for PANCE failure. The program has therefore shifted toward earlier multimodal identification of risk, individualized intervention, comprehensive curriculum realignment, increased exposure to PANCE-style assessments, and targeted reinforcement of recurring lower-performing Content and Task Areas.

Although the 77% first-time pass rate for the Class of 2025 represented a significant area requiring improvement, the preliminary 92% first-time pass rate for the Class of 2026 is encouraging and currently exceeds the reported national first-time pass rate. Because the Class of 2026 data remain incomplete, the program will continue to monitor final cohort outcomes before drawing conclusions regarding the full impact of the interventions. The MMS in PA Studies Program at Harrogate will continue to evaluate first-time PANCE pass rates, Content and Task Area performance, DCE and cumulative examination results, remediation rates, PACKRAT performance, EOR examinations, EOC results, summative assessment performance, and student progression outcomes. These data will be reviewed longitudinally to determine whether implemented changes result in sustained improvement and a first-time PANCE pass rate that meets or exceeds the national average.

MMS in PA Studies Program at LMU-West Knoxville OCIS

With the results of the PANCE data for each 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 the students performed on the Didactic Cumulative Examination, the better their 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. The 2024 cohort improved in the applying basic scientific concepts task area and exceeded the national average by 3%. The 2025 cohort improved their overall percent correct in this category and exceeded the national average by 1%.

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 who 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 was offered through Program Leadership and faculty, showcasing 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. 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, were 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. Analysis of the 2025 cohort demonstrated measurable improvement in both Clinical Intervention and Pharmaceutical Therapeutics. Performance in Clinical Intervention increased by 5% compared to the previous cohort and exceeded the national average by 3%. Similarly, performance in Pharmaceutical Therapeutics improved by 8% and surpassed the national benchmark by 4%. These results demonstrate positive longitudinal trends and will continue to be monitored to ensure sustained performance relative to national benchmarks. The 2025 cohort showed improvement in the content area of infectious disease meeting the national average. Though most content areas showed improvement, three content areas demonstrated declines from the Class of 2024 to the Class of 2025. These include dermatologic, genitourinary, and renal, all of which were ≥ 5% below the national average. These areas did not demonstrate a correlation with the didactic cumulative exam or the end of curriculum exam. These content category outcomes will be analyzed for trends with the didactic team, clinical team, and instructional faculty.

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 their 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. Analysis of the 2025 cohort demonstrated an upward trend in student performance within the Health Maintenance task area, surpassing the national benchmark. Continued monitoring of cohort performance data will evaluate the consistency and sustainability of this improvement over time.

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. The 2025 cohort demonstrated statistically meaningful improvement across multiple content areas. The Pulmonology content area exceeded the national benchmark, reflecting positive curricular development. In Gastrointestinal/Nutrition, the gap between cohort performance and the national average decreased from 54 points to 14 points, representing a 74% reduction in the performance deficit. While the cohort performance remained below the national average, this content area will continue to serve as a focus of targeted curricular interventions and longitudinal outcome assessment.

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. Beginning with the Class of 2025, the program further enhanced the administration of EOR examinations by implementing live proctoring to strengthen examination security and reduce the risk of academic misconduct. Following this implementation, some EOR examination scores demonstrated a modest numerical decrease; however, subsequent student performance on other standardized assessments, including the End of Curriculum Examination, Clinical Cumulative Examination, and PANCE, indicates that the implementation of live proctoring has not adversely affected overall student success. Rather,

these outcomes support the continued use of live proctoring as an important component of maintaining examination integrity while providing valid and reliable assessment data. The program will continue to monitor these outcomes and refine its assessment processes as part of its ongoing commitment to continuous program improvement.

Doctor of Jurisprudence

LMU's Duncan School of Law (LMU DSOL) offers the Doctor of Jurisprudence degree. According to Standard 316 of the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA), 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 89.3% of 2024 LMU DSOL graduates who sat for a bar exam within two years of graduation passed the exam, LMU's highest two-year pass rate in the last several years.

Table 31

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	%
2022	82	79	66	83.5%
2023	97	96	78	81.3%
2024	108	103	92	89.3%

LMU DSOL also reports first-time bar passage rates to the ABA. The following table shows that 78.7% of DSOL graduates who sat for a bar exam for the first time in 2025 passed the exam. The 2025 first-time pass rate significantly rose from previous years and was the highest for LMU DSOL graduates since before the COVID-19 pandemic.

Table 32

First-Time Bar Passage Rates, Any Jurisdiction

Calendar Year	First-time Takers	Passers	Pass rate
2023	92	56	60.9%
2024	102	65	63.7%
2025	108	85	78.7%

In Tennessee, where the majority of LMU DSOL graduates sit for the bar exam, LMU DSOL reports a first-time bar passage rate of 66.5% since July 2023. Most recently, LMU DSOL graduates earned a 57.1% overall bar passage rate on the February 2026 administration of the Tennessee bar exam, about thirteen percentage points better than the statewide pass rate of 43.8%. This was the highest overall pass rate among all Tennessee law schools. Please see the table below for LMU DSOL's Tennessee bar exam rates.

Table 33

Tennessee Bar Passage Rates

Test Date	First-time Takers			Repeat Takers			Overall		
	Passers	Takers	%	Passers	Takers	%	Passers	Takers	%
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%
July 2025	53	71	74.7%	3	14	21.4%	56	85	65.9%
Feb. 2026	7	9	77.8%	9	19	47.4%	16	28	57.1%
Three -Year Total	**157**	**236**	**66.5%**	**43**	**115**	**37.4%**	**200**	**351**	**57.0%**

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 34

NAVLE Pass Rates

	# Tested	First Time Passed	First Time Pass Rate	# Retake	Retake Passed	Retake Pass Rate	TOTAL Pass Rate
2024	112	91	81%	21	11	52%	91%
2025	121	105	87%	16	3	19%	89%
2026	122	109	89%	13	5	39%	93%
2027 Silver	21**	20**	95%**				

**Results from Sp26. Most will be taking it in Fall 2026.

Table 35

NAVLE Pass Rate Comparisons (National Average)

	LMU Ultimate Pass Rate	National Ultimate Pass Rate
2024	91%	88%
2025	89%	89%
2026	93%	Not Finalized Yet

	LMU First Pass Rate	National First Pass Rate	LMU Second Pass Rate	National Second Pass Rate
2026	89%	82%	39%	52%
2027 Silver	95%**	74%		

**Results from Sp26. Most will be taking it in Fall 2026.

Table 36

NAVLE Score Comparisons (National Average)

	LMU Average	National Average	Number (Percent) of Students Above National Average
2024	484	486	53 (47%)
2025	485	490	53 (44%)
2026	491	486	64 (53%)
2027 Silver	494**	466**	13 (62%)

**Results from Sp26. Most will be taking it in Fall 2026.

There has been marked improvement in NAVLE first time and overall pass rate and scores in the past five years. However, improvement in the NAVLE pass rate for second time test takers is still required. The strategy to support repeat test takers includes having a dedicated faculty member oversee NAVLE preparation and early intervention by the academic success specialist. Because of the low number of repeat test takers, intervention plans are tailored to each student and may consist of enrolling in a new preparation course, review of testing strategies, assisting students to overcome test anxiety, etc.

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 requires reporting for each calendar year from January 1 to December 31.

Table 37

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
2023	8	4	50.00%	6,770	4404	65.05%
2024	12	6	50.00%	5,489	3,556	64.78%
2025	3	1	33.33%	5121	3479	67.94%

The AVMA CVTEA has updated accreditation expectations to include a more comprehensive review of program outcomes, including student exit surveys, graduate surveys, employer surveys, and VTNE pass rates. The CVTEA VTNE requirement is that program averages should be at or above the national average for first-time test takers who take the VTNE within one year

of graduation. While these reporting expectations continue to develop, the LMU AS in VMT program has developed and published the required surveys in accordance with AVMA CVTEA expectations. The LMU Veterinary Medical Technology Program currently holds full accreditation from the AVMA CVTEA.

While the reported VTNE pass rate for the 2025 calendar year appears low, this outcome is largely reflective of the small number of students included in the reporting period. Only three students took the VTNE during the 2025 calendar year. The remaining students in the cohort have taken the examination; however, those results will not be included in the program's reported VTNE data until the 2026 calendar year.

The program continues to place strong emphasis on preparing students for successful completion of the VTNE through a structured VTNE review course. This course is designed to reinforce essential content areas, identify individual areas of weakness, and provide students with targeted review prior to sitting for the examination. The VTNE review course has also transitioned from a fully virtual format to a hybrid model, allowing instructors to reinforce critical concepts in person, provide real-time clarification, and support student understanding more directly.

Additionally, along with utilizing three full-length practice exams from a VTNE preparatory program, students will continue to complete three official practice exams from the American Association of Veterinary State Boards (AAVSB). This continued change is intended to provide students with a more accurate and realistic preview of the VTNE experience and allow faculty to assign remediation based on identified student deficits.

To further strengthen VTNE preparation, LMU has also developed a new partnership with ETHOS Vet to provide students with access to a six-month VTNE review program. This supplemental review opportunity will allow students to participate in additional structured preparation prior to taking the VTNE in December. LMU anticipates that the continued use of the VTNE review course, official AAVSB practice examinations, targeted remediation, and the new ETHOS Vet review partnership 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 the 2024 calendar year. For the 2025 calendar year, the NBCOT reported pass rate was 83%. This is due to the way data is calculated with students who took the exam and did not pass within a year from graduation counting against the 2025 data.

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 the 2024 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 38

Ultimate NBCOT Pass Rates

Calendar Year	Number of Graduates	Takers	Ultimate Passers	Ultimate Pass Rate
2024	61	61	52	85%
2025	41	41	40	98%

Table 39

First-Time New Graduate NBCOT Pass Rates

Scoring Information Categories	2024 Cohort Group Data	2024 National Data	2025 Cohort Group Data	2025 National Data
Total Number of FTNG Candidates Testing	61	8876	41	8511
Total Number of FTNG Candidates Passing (% passing)	37 (61%)	6055 (68%)	24 (59%)	5765 (68%)
Total Number of FTNG Candidates Failing (% failing)	24 (39%)	2821 (32%)	17 (41%)	2746 (32%)
Total Score Average	455	462	458	462
Average Passing Score	471	Not provided	474	Not provided
Average Failing Score	429	Not provided	436	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. 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. For the 2026 cohort, the program was able to purchase additional study packs for students to have access to as they prepared for taking the NBCOT.

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 calendar year, the pass rate was 100%. For the 2025 calendar year, the pass rate was 83%. This puts the combined pass rate at 92%, which puts 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. The two-year ultimate pass rate averages the Class of 2024's and Class of 2025's ultimate pass rate, which is now 89.5%. This meets CAPTE's expectation.

Table 40

NPTE Pass Rates, LMU

Cohort Year	# Tested	# First Attempt	First-Time Passed	First-Time Pass Rate	Ultimate Pass Rate
2024	57	57	37	65%	88%
2025	55	55	32	58%	91%

Table 41

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%	88%	No
2025	58%	85%	91%	Yes

The first-time pass rates for the Class of 2024 and Class of 2025 fell below the national average for first-time pass rate. Many of these graduates opted to retake the exam, leading to ultimate pass rates of 88% and 91%, respectively.

To address this, the DPT program has initiated a multifaceted improvement strategy:
1. DPT 998 *Board Prep II* has been increased by 1 credit hour, and the number of elective course offerings has been decreased from 2 credit hours to 1 credit hour. This was done to focus third-year students on board prep, dedicating more course time towards this. The program partners with a third-party company, Scorebuilders, for a two-day, in-person course, practice exams, and online modules. Supplemental in-person, ad hoc sessions will be coordinated by the instructor of record.

2. All core faculty members participated in an Item Writing Workshop by a content expert, Dr. Sara Maher. Faculty members are now revising the question stems and responses to better align with the licensure exam style.

3. All major exams were mapped to the content outline for the National Physical Therapy Examination. Analysis revealed that the program is largely undertesting across multiple areas. Course instructors should widen the scope of their exams. The program can also consider mapping to other assessments, including quizzes.

4. The criteria to define an "at-risk" student has been expanded to include two criteria: 1. Written exam average < 74.5%, and 2. Overall course grade <80%. An email template has been created to ease faculty burden in distributing this notification. This notification can now be sent at any point in the semester. It can be sent by the instructor-of-record or a representative from the Policies and Procedures Committee. At-risk students are encouraged to meet with the instructor of record, their advisor, and Student Academic Success Coordinator to work on study strategies, testing-taking skills, address knowledge gaps, and much more.

5. When feasible, 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/CRDTS 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 pass rate data 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.

The first-time NBDHE pass rate for graduates from the Dental Hygiene Program at LMU in 2026 was 93% (25 of 27 graduates), which exceeded the national first-time pass rate of 92%. Of the two graduates who did not initially pass, one successfully passed on retake, and one graduate was awaiting examination results at the time this report was prepared.

Clinical licensure outcomes continued to demonstrate the program's strength. In 2026, 100% of graduates passed their clinical licensure examination on the first attempt. Ten students successfully completed the ADEX examination, and seventeen students successfully completed the CRDTS examination. No graduates required a retake of the clinical examination.
Faculty within the LMU College of Dental Medicine Dental Hygiene Program remained committed to supporting student success through curriculum review, competency-based education, evidence-based learning activities, board preparation exercises, and individualized student support. These efforts contributed to strong graduate outcomes and successful performance on licensure examinations.

The table below presents 2026 NBDHE and ADEX/CRDTS clinical licensure examination outcomes for LMU Dental Hygiene graduates. The program will continue to monitor national

trends, review assessment data, and implement continuous quality improvement initiatives to support student success and maintain strong licensure examination outcomes.

Table 42

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

	2024	2025	2026
NBDHE			
LMU First-Time Pass Rate	96%	93%	93%
LMU Overall Retake Pass Rate	100%	100%	1 graduate passed on retake; 1 graduate awaiting results
National First-Time Pass Rate	85%	92%	92%
SRTA/CRDTS Clinical Boards			
LMU First-Time Pass Rate	92%	100%	CRDTS:100% ADEX: 100%
LMU Overall Retake Pass Rate	100%	No need for retakes	No need for retakes
National First-Time Pass Rates	SRTA only 96%	SRTA/CRDTS No data yet	CRDTS: 91.65% ADEX: 92%

*CRDTS does not publish a single national first-time pass rate for comparison. As a result, comparable national benchmark data are unavailable for reporting purposes.

Doctor of Dental Medicine

Lincoln Memorial University College of Dental Medicine (LMU-CDM) offers a Doctor of Medicine in Dentistry (DMD) program. The Integrated National Board Dental Examination (INBDE), a comprehensive, 500-item, multiple-choice, pass/fail exam, is required in all 50 states for dental licensure. Most states also require passage of a clinical board examination, with the ADEX (American Board of Dental Examiners) exam being the most widely accepted option nationwide.

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

INBDE

Table 43

Pass Rates

Calendar Year	Number of Graduates	Takers	Passers	Pass Rate
2026	77	77	76	99%

Table 44

First-Time New Graduate Pass Rates

Scoring Information Categories	2025 Cohort Group Data	2025 National Data	2026 Cohort Group Data	2026 National Data
Total Number of FTNG Candidates Testing	n/a	Not yet available	74 (3 students passed INBDE prior to matriculation to LMU-CDM)	Not yet available
Total Number of FTNG Candidates Passing (% passing)	n/a	Not yet available	First-Time Pass Rate: 89% Pass Rate as of Graduation Date: 99%	Not yet available
Total Number of FTNG Candidates Failing (% failing)	n/a	Not yet available	First-Time Fail Rate: 11% Fail Rate as of Graduation Date: 1%	Not yet available
Total Score Average	n/a	n/a	n/a (Pass/Fail Exam)*	n/a
Average Passing Score	75	75	75	75

*The INBDE is a pass/fail examination, with a score greater than or equal to 75 being a pass. Scores are not released for students who pass the examination, so an average cannot be calculated.

ADEX

The ADEX examination consists of 5 procedures (Prosthodontics, Endodontics, Periodontics, Anterior Restorative, and Posterior Restorative).

Table 45

ADEX Exam - Passing of All Parts

Calendar Year	Number of Graduates	Takers	Passers	Pass Rate
2026	77	77	76	99%

Table 46

National and LMU Comparative Testing Rates

Scoring Information Categories	2025 Cohort Group Data	2025 National Data	2026 Cohort Group Data	2026 National Data
Total Number of FTNG Candidates Testing (Prosthodontics)	n/a	6752	77	Not yet available
Total Number of FTNG Candidates Passing (% passing) (Prosthodontics)	n/a	First-Time Pass Rate: 87.8% End of Year Pass Rate: 99.5%	First-Time Pass Rate: 78% Pass Rate as of Graduation Date: 100%	Not yet available
Total Number of FTNG Candidates Failing (% failing) (Prosthodontics)	n/a	First-Time Fail Rate: 12.2% End of Year Fail Rate: 0.5%	First-Time Fail Rate: 22% Fail Rate as of Graduation Date: 0%	Not yet available
Total Number of FTNG Candidates Testing (Endodontics)	n/a	6750	77	Not yet available
Total Number of FTNG Candidates Passing (% passing) (Endodontics)	n/a	First-Time Pass Rate: 77.1% End of Year Pass Rate: 99.3%	First-Time Pass Rate: 81% Pass Rate as of Graduation Date: 99%	Not yet available
Total Number of FTNG Candidates Failing (% failing) (Endodontics)	n/a	First-Time Fail Rate: 22.9% End of Year Fail Rate: 0.7%	First-Time Fail Rate: 19% Fail Rate as of Graduation Date: 1%	Not yet available
Total Number of FTNG Candidates Testing (Periodontics)	n/a	6738	77	Not yet available
Total Number of FTNG Candidates Passing (% passing) (Periodontics)	n/a	First-Time Pass Rate: 99.2% End of Year Pass Rate: 99.9%	First-Time Pass Rate: 100% Pass Rate as of Graduation Date: 100%	Not yet available
Total Number of FTNG Candidates Failing (% failing) (Periodontics)	n/a	First-Time Fail Rate: 0.8%	First-Time Fail Rate: 0% Fail Rate as	Not yet available

		End of Year Fail Rate: 0.1%	of Graduation Date: 0%	
Total Number of FTNG Candidates Testing (Anterior Restorative)	n/a	6725	77	Not yet available
Total Number of FTNG Candidates Passing (% passing) (Anterior Restorative)	n/a	First-Time Pass Rate: 93.8% End of Year Pass Rate: 99.7%	First-Time Pass Rate: 97% Pass Rate as of Graduation Date: 100%	Not yet available
Total Number of FTNG Candidates Failing (% failing) (Anterior Restorative)	n/a	First-Time Fail Rate: 6.2% End of Year Fail Rate: 0.3%	First-Time Fail Rate: 3% Fail Rate as of Graduation Date: 0%	Not yet available
Total Number of FTNG Candidates Testing (Posterior Restorative)	n/a	6726	77	Not yet available
Total Number of FTNG Candidates Passing (% passing) (Posterior Restorative)	n/a	First-Time Pass Rate: 88.9% End of Year Pass Rate: 99.5%	First-Time Pass Rate: 81% Pass Rate as of Graduation Date: 99%	Not yet available
Total Number of FTNG Candidates Failing (% failing) (Prosthodontics)	n/a	First-Time Fail Rate: 11.1% End of Year Fail Rate: 0.5%	First-Time Fail Rate: 19% Fail Rate as of Graduation Date: 1%	Not yet available

*The ADEX is pass/fail clinical examination. No numerical scores are reported.

LMU-CDM Class of 2026 met or exceeded the 2025 national average pass rates in Endodontics, Periodontics, and Anterior Restorative procedures. Pass rates were lower than the national average on Prosthodontics and Posterior Restorative. In order to bring LMU-CDM pass rates up in these areas, the Oral Health Sciences and Clinical Sciences Departments will work in tandem to ensure that ADEX rubrics are implemented into preclinical courses, meaning that students will become familiar with the examination parameters beginning in their first year. Students will also be encouraged to execute an ideal ADEX preparation and restoration on clinical patients, where appropriate and in the best interest of the patient. LMU-CDM will continue the practice of administering three mock-ADEX exams during the D2 and D3 years. Ongoing faculty calibration will be conducted so that mock exam feedback reflects the feedback that ADEX examiners would deliver.

Conclusion

LMU has partially met its goal of meeting or exceeding national/state pass rates for programs leading to licensure or certification. Many of the programs have met and exceeded national averages/pass rates. For academic programs leading to licensure or certification with pass rates below the national/state rates, targeted plans are outlined to improve the scores/rates within this document. LMU has not met Goal 1 (Six-Year Graduation Rates) and Goal 2 (Fall-to-Fall Retention Rates) and has provided evidence of seeking improvement in this document. LMU remains committed to continuous improvement and to making a difference in the lives of its students and the greater community.