

## Outcome ONE: Student National Exam Pass Rate

### Criterion One

The University identifies the *first-time pass rates on required licensing examinations* hosted by the National Board of Osteopathic Medical Examiners (NBOME) as one set of student achievement criteria. The Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) is a multi-level series of competency-based assessments used by institutions granting the Doctor of Osteopathic Medicine (DO) degree. A "DO student must pass Levels 1, 2-CE, and 2-PE to graduate and earn a DO degree, progress into graduate medical education, and gain osteopathic physician licensure." (<https://medicine.campbell.edu/academics/outcomes/licensing-examinations/comlex-usa/>).

### Rationale

Successful completion of the COMLEX-USA Level 1, Level 2-CE (Cognitive Evaluation), and Level 2-PE (Physical Examination) are one set of milestones of Campbell University's osteopathic medicine program, the curriculum of which is developed, delivered, and assessed by CUSOM faculty.

From 2004 to 2020, the COMLEX-USA Level 2-PE (Performance Evaluation) served to evaluate a DO candidate's abilities across six clinical skills within the Humanistic and Biomedical/Biomechanical Domains. The National Board of Osteopathic Medical Examiners indefinitely suspended the administration of COMLEX-USA Level 2-PE in February 2021 and officially terminated it in June 2022. Now, medical school deans actively confirm a DO candidate's proficiency in these clinical skills through attestation.

The CUSOM program accreditor, the Commission on Osteopathic College Accreditation (COCA), requires these licensing examinations, and CUSOM also publishes this information per the DO Academic Bulletin. Successful completion of these examinations is a graduation requirement for any accredited osteopathic medicine program. Additionally, success on COMLEX-USA is necessary to match into a residency program and to obtain licensure to practice osteopathic medicine.

The Campbell University mission and the CUSOM mission are intentionally consistent, with the latter "to educate and prepare community-based osteopathic physicians in a Christian environment to care for the rural and underserved populations in North Carolina, the Southeastern United States, and the nation." (<https://medicine.campbell.edu/about/mission-values-goals/>). COMLEX-USA is, therefore, an appropriate measure to contribute to supporting the University's Mission Statement to "graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service" (<https://www.campbell.edu/about/mission/>).

### Goal (target value)

The DO program aims to provide a high-quality education to train exceptional physicians as measured during medical school, partly by performance on independent outcomes (licensing) examinations such as COMLEX-USA. Regarding the licensing exams, CUSOM identifies success as all students passing each required Level of COMLEX-USA to graduate and achieve an aggregate cohort pass rate at or above the national mean of first-time pass rate for their respective cohort as published by the NBOME. As noted by the DO program on the COMLEX-USA Level 1 Campbell results, “beginning in the 2022-2023 cycle, the NBOME no longer reports three-digit scores for COMLEX-USA Level 1, only Pass/Fail”

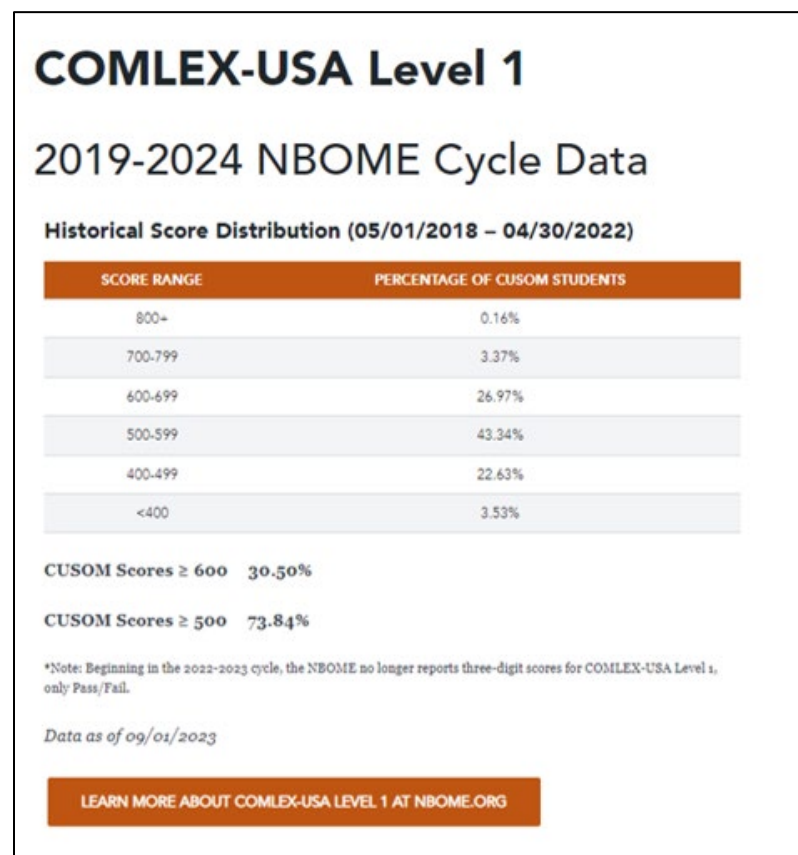
(<https://medicine.campbell.edu/academics/outcomes/licensing-examinations/comlex-usa/comlex-usa-level-1/>)

### Data and Publication

COCA requires the program to publish the previous four academic years' worth of COMLEX-USA first-time pass rates (<https://medicine.campbell.edu/academics/outcomes/licensing-examinations/comlex-usa/>). COMLEX-USA Level 1 data are below. Faculty in the DO program and the CUSOM Office of Assessment conduct frequent reviews of student performance on COMLEX-USA and correlate these independent outcome measures/results with the curriculum to ensure continued student success.

The University Student Outcomes website also publishes the outcome, criterion, and goal(s). In addition, these results are available to the internal Campbell stakeholders through the Office of Institutional Effectiveness Blackboard community.

COMLEX-USA Level 1						
2019-2024 NBOME Cycle Data						
First-Time Pass Rate & Mean Scores						
COMLEX-USA LEVEL 1	NBOME CYCLE 05/01/2019-04/30/2020	NBOME CYCLE 05/01/2020-04/30/2021	NBOME CYCLE 05/01/2021-04/30/2022	NBOME CYCLE 05/01/2022-04/30/2023*	NBOME CYCLE 05/10/2023-04/30/2024*	FIVE-YEAR AVERAGE
CUSOM First-Time Pass Rate	98.04%	96.69%	93.13%	97.37%	96.69%	96.35%
National First-Time Pass Rate	94.34%	93.70%	92.20%	90.60%	94.43%	93.00%
CUSOM Mean	555.33	550.88	551.96	—	—	—
National Mean	535.44	529.89	526.19	—	—	—



### Evaluation

Students continue to perform very well on national benchmark examinations, including all Levels of COMLEX-USA. This assessment relies on data demonstrating that CUSOM students consistently surpass the national first-time pass rate. Students actively demonstrate by their achievement on national examinations that they are well prepared in their field. All CUSOM graduates with the DO degree seek employment following graduation, effectively applying their knowledge in residencies, research positions, or other areas of gainful employment.

### Disaggregation

The University has selected not to disaggregate this national benchmark.

## Outcome ONE: Student National Exam Pass Rate

### Criterion Two

The University identifies the *first-time pass rates on the North American Pharmacist Licensure Examination (NAPLEX)* as a criterion of student achievement. Over the lifetime of the program, Campbell Doctor of Pharmacy graduates have performed very strongly on these examinations, with an average of 96 percent passage rate over the last thirty years, including 10 years at 100%.

### Rationale

Successful completion of the NAPLEX is a requirement for licensure. It is therefore an appropriate measure to contribute to supporting the University's Mission Statement to "graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service."

### Goal (target value)

With a focus on meeting or exceeding the national average NAPLEX first-time taker pass rates, Campbell University Pharmacy faculty chose to set its student achievement goal (target) at 96%.

### Data and Publication

The outcome, criterion, and goal are published on the Campbell University Student Outcomes website and as Quality Indicators on the PharmD website (<https://cphs.campbell.edu/academic-programs/pharmacy/doctor-of-pharmacy/quality-indicators/>). In addition, they are available to the internal Campbell stakeholders through the Office of Institutional Effectiveness Blackboard community.

# NAPLEX Results

See the Campbell University and national NAPLEX first-time test taker results below.

Visit the National Association of Boards of Pharmacy website to view the [School Passing Rates](#) for all United States schools and colleges of pharmacy.

YEAR	ANNUAL REPORT OF ALL FIRST-TIME TAKES (FROM NABP)	NATIONAL FIRST-TIME NAPLEX TEST TAKER PASS RATE
2022	88.2%	79.6%
2021	86%	83.7%
2020	93%	88.43%
2019	91.49%	88.34%
2018	96.40%	89.46%
2017	94.95%	87.95%
2016	91.26%	85.86%
2015	88.57%	92.64%
2014	93.20%	94.88%

## Evaluation

Students continue to perform very well on this national benchmark examination. With the exception of one year (2015), Campbell students continue to meet or exceed the national first-time pass rate and near the goal of 96%. In the three years preceding what the PharmD program currently publishes, Campbell PharmD students had first-time pass rates of 100% (2013), 98% (2012), and 96% (2011), continuing their excellent performance. In response to changes in the accreditation standards, and to remain in concert with revised national competencies, the Doctor of Pharmacy curriculum was heavily revised, with the first group of students completing the new curriculum in AY 2020/2021. The NAPLEX

was also revised during the timeframe. Graduates in AY 2020/2021 (86%) and 2021/2022 (88.2%) still exceeded our internal threshold expectations and beat national averages for first-time test takers. While performance did not meet our target of 96%, with only two cohorts having graduated during this period and considering the potential confounding effects of national competency changes, NAPLEX changes, and our own major curricular revision, we did not change our target as of AY 2022/2023 but will continue to monitor our progress and review annually.

#### Disaggregation

The University has selected not to disaggregate this national benchmark.

## Outcome TWO: Residency Placement Rate

### Criterion One

The University designates the *Doctor of Osteopathic Medicine (DO) residency placement rate* as a fundamental and integral student achievement measure within the School of Osteopathic Medicine (SOM). This measure holds particular significance as it signifies the successful transition of DO graduates into the professional healthcare landscape. Notably, the inaugural cohort completed their studies in December 2017. The DO program prides itself on its rigorous academic curriculum and comprehensive clinical training, meticulously designed to equip graduates for a seamless transition into residency upon graduation.

### Rationale

Measuring the residency placement rate for DO graduates holds undeniable significance. It aligns closely with the concept of professional employment used in other professional programs and indicates the achievements of Doctor of Osteopathic Medicine students. This measure resonates profoundly with the SOM's overarching mission, "to educate and prepare community-based osteopathic physicians in a Christian environment to care for the rural and underserved populations in North Carolina, the Southeastern United States, and the nation," thereby preparing them for purposeful lives and meaningful service in the healthcare sector. The DO program publishes Residency Placement Statistics and a Geographic Map of Placements on the Residency Placement Outcomes webpage. Campbell University has 184 practicing physicians in 44 of 100 North Carolina counties upon completion of their additional 3-5 year residency programs YTD as of 2023 (<https://medicine.campbell.edu/academics/outcomes/residency-placement/>).

### Goal (Target Value)

Campbell University has proudly witnessed seven graduating classes of DO students since the program's inception in December 2017. The aspirational target for this measure is to achieve 100% placement for all DO graduates. This ambitious goal underscores the program's dedication to ensuring that each graduate is well-prepared and positioned to secure a residency placement successfully.

### Data and Publication

Transparency and accountability are paramount in this endeavor. To this end, the outcome, criterion, and target value are made available to the public on the Campbell University Student Outcomes website. Furthermore, these data points are accessible within the internal Campbell stakeholders through the Office of Institutional Effectiveness Blackboard community, facilitating informed decision-making and fostering a culture of continuous improvement.

## Residency Placement Outcomes

Graduating Cohort	# Graduates	% Placement	National Match Rates (NRMP)	% Goal	Distance from Goal
2017	152	100	81.7	100%	0%
2018	155	99.4	83.9		0.6%
2019	152	100	84.6		0%
2020	152	100	83.8		0%
2021	149	99	89.1		1%
2022	149	99	91.3		1%
2023	153	100	91.6		0%

## Evaluation

The remarkable consistency in DO graduates securing employment immediately after graduation is a testament to the caliber of education and training provided at Campbell University's School of Osteopathic Medicine. These graduates effectively apply their acquired knowledge and clinical expertise upon the culmination of their academic journey, positively impacting healthcare outcomes in their respective fields. This achievement underscores the program's commitment to producing well-prepared professionals and contributes significantly to the institution's reputation for excellence in medical education.

Moreover, the sustained high placement rates over the years indicate the program's success in preparing graduates and molding them to be competitive candidates in the highly competitive world of residency placements. This success story reinforces the program's commitment to staying at the forefront of medical education, continually aligning its curriculum with the evolving demands and advancements in the medical field. Consequently, our DO graduates remain highly sought after by nationwide residency programs.

## Disaggregation

While comprehensive data analysis and disaggregation are critical in many contexts, detailed disaggregation is deemed unnecessary in the case of the DO residency placement rate. The overarching success of this measure serves as a comprehensive indicator of the program's effectiveness. The data presented reflects the collective achievement of all DO graduates and does not yield meaningful distinctions when further segmented.



## Outcome TWO: Professional Employment Rate

### Criterion Two

The University identifies the *Doctor of Physical Therapy (DPT) professional employment rate* as a student achievement measure. The first students graduated in 2017. The DPT program prides itself on the preparation it provides for graduates to move into professional employment following graduation.

### Rationale

Professional employment following graduation is an appropriate measure of Doctor of Physical Therapy student achievement for contributing to support the University's Mission Statement to "graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service."

### Goal (target value)

Campbell has now had eight graduating classes of DO students, with the first students graduating in December 2016. It is impossible to improve upon the 100% employment rate that Campbell DPT graduates have reported. DPT faculty look to hold these impressive statistics.

### Data and Publication

The employment rate, along with graduation rate, first-time licensure pass rate, and ultimate licensure pass rate are published on the DPT Program Outcomes webpage (<https://cphs.campbell.edu/academic-programs/physical-therapy/doctor-of-physical-therapy/program-outcomes/>). Additionally, the outcome, criterion, and goal are published on the Campbell University Student Outcomes website and are available to the internal Campbell stakeholders through the Office of Institutional Effectiveness Blackboard community.

Graduating Cohort	# Graduates	% having professional employment	% goal	Distance from goal
2016	34	100%	95%	+5%
2017	36	100%		+5%
2018	39	100%		+5%
2019	39	100%		+5%
2020	41	100%		+5%
2021	38	100%		+5%
2022	39	100%		+5%
2023	TBD	TBD		TBD

### Evaluation

DPT graduates are employed following graduation. They successfully apply their knowledge upon the completion of their academic career at Campbell.

### Disaggregation

There are no insights to be gained by disaggregating this criterion.