

Tennessee Higher Education Commission
2020-25 Quality Assurance Funding
Summary of Points



The Quality Assurance Funding program seeks to incentivize meritorious performance, provide a means for assisting the process of student learning and encourage continuous improvement at public community colleges and universities. The 2020-25 Quality Assurance Funding cycle standards reflect current state priorities outlined in the 2015-25 Master Plan, guided by the Drive to 55, and continue to challenge institutions to promote the highest standards and strive for excellence.

Motlow State Community College

Quality Assurance Funding Standard	Maximum Points	2020-21	2021-22	2022-23	2023-24	2024-25
1. General Education Assessment	10	10	10			
2. Major Field Assessment	15	15	14			
3. Academic Programs	25	23	22			
<i>Specialty Accreditation</i>	15	15	15			
<i>Program Evaluation</i>	10	8	7			
4. Institutional Satisfaction			10			
<i>Quantitative</i>	10	10	7			
<i>Qualitative</i>			3			
5. Student Equity	10	9	8			
<i>Quantitative</i>	6	5	4			
<i>Qualitative</i>	4	4	4			
6. Job Placement	10	6	10			
7. Student Access and Success	20	20	20			
Total	100	93	94			

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Standard 1: General Education Assessment

The General Education standard is designed to provide incentives to institutions for improvements in the quality of undergraduate general education programs as measured by the performance of graduates on an approved standardized test of general education.

Motlow State Community College

Assessment: ETS Proficiency Profile

Sampling Plan: All Graduates Tested

Total Eligible Graduates: 885

Total Graduates Tested: 948

Percent Graduates Tested: 107%

Graduates in Score Report: 931



Maximum Points: 10

Points Earned: 10

Year: 2021-22

Year	Institutional Mean	National Mean	Difference	Percent Attained	Points
2020-21	436.5	435.9	0.64	100%	10
2021-22	436.02	436.3	-0.28	99.9%	10
2022-23					
2023-24					
2024-25					

Institutional Comments

MSCC has some certificate completers take the assessment as well.

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Standard 2: Major Field Assessment

The Major Field Assessment standard is designed to provide incentives for institutions to improve the quality of major field programs as evaluated by the performance of graduates on approved examinations.

Motlow State Community College



Maximum Points: 15
Points Earned: 14

Year: 2021-22

Licensure Programs Reported Annually

2020 CIP	Academic Program	Degree	Year	Test	% Grads	Grads	Grads Tested	Grads Passed	Comp Pass Rate	Inst Pass Rate	Percent Attained
31.51.3801.00	NURSING	AAS	2021	NCLEX	113%	54	61	58	82.4%	95.1%	100%

Programs Reported Once During 2020-25 Cycle

2020 CIP	Academic Program	Degree	Year	Test	% Grads	Grads	Grads Tested		Comp Score	Inst Score	Percent Attained
09.15.0403.00	MECHATRONICS TECHNOLOGY	AAS	2020	SIEMENS	83%	42	35	--	5147.0	4967.0	96.5%
08.13.0101.00	TEACHING	AAS	2021-22	Praxis	129%	21	27	--	0.44	0.37	84.1%
06.11.0103.00	BUSINESS	AAS	2022-23	local	129%	21	27	--	0.0		
31.51.1004.00	MEDICAL LAB TECHNOLOGY	AAS	2023-24	ASCP	#DIV/0!	0	0	--	0.0		
32.52.0701.00	ENTREPRENEURSHIP (Jan 2020)	AAS	2024-25	local	#DIV/0!	0	0	--	0.0		

Average institution pass rate/score to comparison pass rate/score **93.50%**

Programs Exempt from 2020-25 Cycle

2020 CIP	Academic Program	Degree	Exemption
12.19.0706.00	COMPUTER INFORMATION TECH	AAS	Exempt, low producing
16.24.0101.01	UNIVERSITY PARALLEL	AA/AS	Exempt, multidisciplinary
21.30.0000.00	FINE ARTS	AAS	Exempt, low producing
30.50.0903.00	EARLY CHILDHOOD EDUCATION	AAS	Exempt, low producing
31.51.0904.00	PARAMEDIC	AAS	Exempt, low producing

Participation Rate, Non Licensure

Year 1	83%
Year 2	100%
Year 3	
Year 4	
Year 5	

Licensure Programs Reported Annually

2020 CIP	Academic Program	Degree	Year	Test	% Grads	Grads	Grads Tested	Grads Passed	Comp Pass Rate	Inst Pass Rate	Percent Attained
31.51.3801.00	NURSING	AAS	2020	NCLEX	98%	61	60	52	86.6%	86.7%	100%

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Standard 3: Academic Programs, Accreditation

This Academic Program standard is designed to provide incentives for institutions to achieve and maintain program excellence through external evaluation. A program is defined as accreditable if there is a recognized national agency which accredits programs for that field and degree level.

State Community College



Total Accreditable Programs:	6	Maximum Points:	15
Accredited Programs:	5	Points Earned:	15
Program of Concern	0		
Programs Seeking Accreditation	1		
Percent Accredited:	100.0%		

Year: 2021-22

Accredited Programs

2020 CIP	Academic Program	Degree	Accrediting Agency	Accreditation Cycle Begin	Accreditation Cycle End	Next Site Visit	Accreditation Letter Date	Status	Notes
32.52.0201.01	BUSINESS	2.3 AAS	ACBSP	11/19/2019	11/19/2029	9/1/2029	12/9/2019	Accredited	
32.52.0701.00	ENTREPRENEURSHIP	2.3 AAS	ACBSP					Seeking	Accreditation expected 2023, as needs to be in existence 2 years and have graduates
31.51.3801.00	NURSING	2.3 AAS	ACEN	7/15/2015	7/31/2023	5/1/2023	7/15/2015	Accredited	Annual Report submitted to ACEN December 2021.
09.15.0403.00	MECHATRONICS TECHNOLOGY	2.3 AAS	ATMAE	11/6/2019	11/30/2025	11/1/2025	11/26/2019	Accredited	Submitted Progress Report to ATMAE August 2021.
31.51.0904.00	PARAMEDIC	2.3 AAS	CAAHEP	1/11/2018	1/31/2023	1/1/2023	1/11/2018	Accredited	Annual report submitted to CAAHEP May 2022.
31.51.1004.00	MEDICAL LABORATORY TECHNOLOGY	2.3 AAS	NAACLS	4/23/2020	4/30/0225	8/1/2024	5/29/2020	Accredited	Interim report submitted to NAACLS April 2022

Embedded Programs*

2020 CIP	Embedded Program Name	Level	Assoc CIP	Associate Degree Program
09.15.0403.00	MECHATRONICS TECHNOLOGY	2.1 C1	09.15.0403.00	MECHATRONICS TECHNOLOGY
31.51.0904.00	PARAMEDIC	2.2 C1	31.51.0904.00	PARAMEDIC
31.51.0904.02	EMERGENCY MEDICAL TECHNICIAN	2.1 C1	31.51.0904.00	PARAMEDIC
32.52.0201.02	CUSTOMER SERVICE	2.1 C1	32.52.0201.01	BUSINESS
32.52.0203.00	SUPPLY CHAIN MANAGEMENT	2.1 C1	35.52.0201.01	BUSINESS

assurance.

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Standard 3: Academic Programs, Program Evaluation

This Academic Program standard is designed to provide incentives for institutions to achieve and maintain program excellence through external evaluation. A program is defined as nonaccreditable if there is no recognized national agency which accredits programs for that field and degree level.

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Points Possible: 10
Points Earned: 7

Year: 2021-22

Undergraduate Programs													
2020 CIP	Academic Program	Degree	2015-20 Eval Type	2015-20 Eval Avg	2020-25 Eval Type	2020-25 Year	Total Standards	"NA" Standards	Rating of 0	Rating of 1	Rating of 2	Rating of 3	Average*
1 08.13.0101.00	TEACHING	AST	AA	2.10	AA	2020-21	22	0	0	4	1	17	2.59
2 31.51.0904.03	ADVANCED EMERGENCY MEDICAL TECHNICIAN	C1	PR	2.50	AA	2021-22	22		2	3	14	1	1.55
3 30.50.0903.00	FINE ARTS	AFA	--	--	AA	2022-23							
4 16.24.0101.01	UNIVERSITY PARALLEL	AA/AS	AA	3.00	AA	2023-24							
5 12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.1 C1	<i>previously embedded</i>	--	AA	2024-25							
6 12.19.0706.01	EARLY CHILDHOOD EDUCATION	2.2 C1	<i>previously embedded</i>	--	AA	2024-25							
7 06.11.0103.00	COMPUTER INFORMATION TECHNOLOGY	AAS	AA	2.10	AA	2024-25							
Undergraduate Programs Total							44	0	2	7	15	18	2.07

Academic Audit (AA) Rubric	
Not Evident	0 Points
Emerging	1 Point
Established	2 Points
Highly Developed	3 Points

Academic Audit Standards		
Level	Initial	Subsequent
Undergraduate	20	22

Program Review (PR) Rubric	
Poor	0 Points
Fair	1 Point
Good	2 Points
Excellent	3 Points

Program Review Standards	
Level	Standards
Certificate and Associate	25

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Standard 4: Institutional Satisfaction

This Institutional Satisfaction Standard is designed to provide incentives for institutions to improve the quality of undergraduate programs as evaluated by surveys of students at different points in their academic career.

Motlow State Community College



Quantitative Points Earned 7
Qualitative Points Earned 3
Total Points : 10

Schedule

- Year 1: Community College Survey of Student Engagement
- Year 2: Survey of Entering Student Engagement (SENSE) & Qualitative Report**
- Year 3: Community College Survey of Student Engagement
- Year 4: Alumni Survey or SENSE
- Year 5: Comprehensive Satisfaction Report

Year: 2021-22

Community College Survey of Student Engagement

	SENSE Survey Items	Theme	Institution	Peer Group*	Effect Size**	Points
1	18a. The very first time I came to this college I felt welcome	early connections	4.28	4.06		1
2	18b. The instructors at this college want me to succeed	high expectations	4.39	4.32		1
3	18d. I was able to meet with an academic advisor at times convenient for me	engaged learning	3.82	3.88		1
4	18e. An advisor helped me to select a course of study, program, or major	clear academic plan and pathway	3.70	3.88		1
5	18f. An advisor helped me to set academic goals and to create a plan for achieving them	clear academic plan and pathway	3.47	3.45		1
6	18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	clear academic plan and pathway	3.93	4.05		1
7	18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take	clear academic plan and pathway	3.44	3.00	0.36	1
8	18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	early connections	3.70	3.56		1
9	18j. A college staff member helped me determine whether I qualified for financial assistance	early connections	3.42	3.13		1
10	18l. All instructors clearly explained academic and student support services available at this college	academic and social support	4.22	3.94		1
11	18m. All instructors clearly explained course grading policies	academic and social support	4.38	4.26		1
12	18n. All instructors clearly explained course syllabi	academic and social support	4.33	4.35		1
13	18o. I knew how to get in touch with my instructors outside of class	academic and social support	4.47	4.31		1
14	18p. At least one college staff member (other than an instructor) learned my name	early connections	3.65	3.35		1
15	18q. At least one other student whom I didn't previously know learned my name	academic and social support	4.00	3.92		1
16	18r. At least one instructor learned my name	academic and social support	4.41	4.23		1
17	18s. I learned the name of at least one other student in most of my classes	academic and social support	4.26	4.11		1
18	19a. Ask questions in class or contribute to class discussions	engaged learning	2.94	2.83		1
19	19b. Prepare at least two drafts of a paper or assignment before turning it in	engaged learning	2.39	2.12		1
20	19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	engaged learning	1.39	1.48		1
21	19g. Work with other students on a project or assignment during class	engaged learning	2.24	2.26		1
22	19h. Work with classmates outside of class on class projects or assignments	engaged learning	1.77	1.50		1
23	19i. Participate in a required study group outside of class	engaged learning	1.34	1.25		1

Community College Survey of Student Engagement						
	SENSE Survey Items	Theme	Institution	Peer Group*	Effect Size**	Points
24	19j. Participate in a student-initiated (not required) study group outside of class	engaged learning	1.45	1.26		1
25	19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class website, etc.) to communicate with an	engaged learning	2.81	2.40	0.39	1
26	19m. Discuss an assignment or grade with an instructor	engaged learning	2.39	2.08		1
27	19n. Ask for help from an instructor regarding questions or problems related to a class	engaged learning	2.59	2.36		1
28	19o. Receive prompt written or oral feedback from instructors on your performance	engaged learning	2.88	2.44	0.43	1
29	19q. Discuss ideas from readings or classes with instructors outside of class	engaged learning	2.03	1.57	0.53	1
30	19r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	engaged learning	2.26	2.11		1
31	20.3a. Academic advising/planning	clear academic plan and pathway	2.61	2.49		1
32	20.3b. Career counseling	academic and social support	2.88	2.44		1
33	20.3f. Writing, math, or other skill lab	engaged learning	2.88	2.48		1
34	20.3g. Financial assistance advising	academic and social support	2.81	2.46	0.55	1
35	20.3j. Transfer credit assistance	academic and social support	2.92	2.34		1
36	21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	effective track to college readiness	4.35	3.99	0.39	1
37	21b. I learned to understand my academic strengths and weaknesses	effective track to college readiness	4.30	3.97	0.37	1
38	21c. I learned skills and strategies to improve my test-taking ability	effective track to college readiness	4.13	3.65	0.46	1
Total						38

*Peer group determined by the Center for Community College Student Engagement based on institutional enrollment size during the administration term.

**Effect Size: Center for Community College Student Engagement considers a difference in mean to be significant when there is an effect size of .20 or greater.

Year 2 Qualitative Analysis Report		
Institutions are to engage with survey data to identify institutional strengths and weaknesses in engagement among student in different stages of their academic careers.	Points Possible	Points Earned
National Peer Analysis: Analysis of CCSSE and SENSE data and findings including strengths and weaknesses in engagement of students as compared to their national peers.	1	1
Campus Analysis: Analysis of CCSSE and SENSE data and findings including strengths and weaknesses related to engagement of students in early and late states of their academic careers at the college.	2	2
Total	3	3

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Standard 5: Student Equity

The Student Equity standard is designed to incentivize institutions to qualitatively and quantitatively improve outcomes for populations historically underserved in higher education in alignment with the Tennessee Higher Education Master Plan. The standard directs institutions to enhance the quality of student services and institutional support to increase equity in student outcomes.

Motlow State Community College



Maximum Points: 10
Points Earned: 8

Population: Low Income Students

Year: 2021-22

Freshman, Full-time, Fall to Fall Retention							
Year	AY 1	AY 2	AY 3	3 Yr Avg	Reporting AY	Percent	Points
Year 1	2016-17	2017-18	2018-19	3 Yr Avg	2019-20	Percent	Points
	63%	55%	58%	58%	55%	93.8%	5
Year 2	2017-18	2018-19	2019-20	3 Yr Avg	2020-21	Percent	Points
	54.6%	58.0%	54.9%	55.8%	51.0%	91.3%	4
Year 3	2018-19	2019-20	2020-21	3 Yr Avg	2021-22	Percent	Points
Year 4	2019-20	2020-21	2021-22	3 Yr Avg	2022-23	Percent	Points
Year 5	2020-21	2021-22	2022-23	3 Yr Avg	2023-24	Percent	Points

Year 2: Action Plan		
	Max Points	Points Earned
Institutions will submit a strategic Action Plan that seeks to increase graduates from an identified target student population by improving the quality of services provided and student experiences along with the overall number of graduates from the target student population.		
Objectives: Institutions will develop objectives with specific details, informed by the Self-Assessment, longitudinal institutional data, and feedback from the target student population from year 1 (2020-21).	1	1
Indicators: Institutions will develop success indicators are clearly defined and evidence demonstrating progress towards objectives are described clearly.	1	1
Strategy for Achievement: Institutions will develop a Strategic Plan with goals and benchmarks for the following areas that are detailed and intentional with the justification for likelihood of success clearly articulated. <ul style="list-style-type: none"> Recruiting, engaging, and graduating students from the selected target population informed by evidenced-based best practices and research. Incorporating feedback from the selected student population into current institutional policies and/or practices. Improving the quality of services, supports, and overall campus climate for the target student population. Incorporating engagement of diverse perspectives among all students and faculty in course curriculum and across campus. Increasing the quantity of graduates from the target student population. 	2	2
Total	4	4

Year 1: Self Assessment

Institutions will submit a Self-Assessment that includes the current state of access and	Max Points	Points Earned
Comprehensive introduction to the campus environment for students of the target	1	1
Thorough analysis of baseline data of the target student population	1	1
In-depth analysis of qualitative measures	2	2
Total	4	4

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Standard 6: TN Job Market Placement Rate

The Tennessee Job Market Graduate Placement standard is designed to provide incentives for community colleges to continue to improve job placement of graduates.

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Maximum Points: 10
Points Earned: 10

Methodology Update: The original methodology approved by THEC in May 2020 for calculation of the TN Job Market Placement rate focused on non-University Parallel associate degree graduates. Success is defined as working full-time at least one quarter after graduation with no unemployment claims. In May 2022, THEC approved the updated methodology that shifts focus away from a graduate's necessity to file for unemployment to graduates being continuously employed. The continuous employment approach encompasses more of the mission of community colleges by expanding the scope to all community college graduates awarded a technical certificate or associates degree. Success is defined as those graduates who are employed, full-time or part-time, at least three of the four quarters after graduation. The continuous employment approach focuses on the ability of graduates to obtain and maintain employment rather than the need for graduates to file for unemployment.

Scoring Update: The updated methodology focuses on growth in the rate attained by an institution rather than to the rate achieved in a particular year. The scoring table will remain the same as was approved in May 2020; only the means of rate calculation for scoring purposes is altered.

TN Job Market Placement: Updated Calculation Methodology							
Year	AY 1	AY 2	AY 3	3 Yr Avg	Reporting AY	Percent	Points
QAF Year 2: 2021-22	2016-17	2017-18	2018-19	3 Yr Avg	2019-20	Percent	Points
	66.0%	69.7%	68.6%	68.1%	72.2%	106.0%	10
QAF Year 3: 2022-23	2017-18	2018-19	2019-20	3 Yr Avg	2020-21	Percent	Points
QAF Year 4: 2023-24	2018-19	2019-20	2020-21	3 Yr Avg	2021-22	Percent	Points
QAF Year 5: 2024-25	2019-20	2020-21	2021-22	3 Yr Avg	2022-23	Percent	Points

Graduates for Analysis	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduates (<i>all associate degrees & technical certificates</i>)	954	1110	1159	1221			
Graduates remaining in higher education	569	592	636	646			
Total Graduates for Analysis	385	518	523	575			
Graduates Employed at least 3 Quarters (<i>full-time or part-time</i>)	254	361	359	415			
TN Job Market Employment Rate	66.0%	69.7%	68.6%	72.2%			

Original Methodology NO LONGER IN USE

Graduates	2019-20	2020-21	2021-22	2022-23	2023-24
Total Graduates*	768				
Graduates Enrolled in 2-Year Institution	85				
Graduates Enrolled in 4-Year Institution	93				
Graduates Employed Part-time	34				
Graduates Engaged in Tennessee Job Market					
Graduates with Unemployment Claim	44				
Graduates Employed Full-time	420				
Total Graduates Engaged in TN Job Market	464				
TN Job Market Graduate Placement Rate	90.5%				

* Total Graduates equals the graduates for academic year, excluding University Parallel (16.24.0101) and Professional Studies (16.24.0102) degrees and certificates.

**Tennessee Job Market Graduate Placement Rate is calculated by dividing the Graduates Employed Fulltime by the Graduates Engaged in the Tennessee Job Market.

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Standard 7: Student Access and Success

The Student Access and Success standard is designed to provide incentives for institutions to increase the percentage or number of graduates from select focus populations.

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Maximum Points: 20
Points Earned: 20

Year 1: 2020-21

	Focus Population*	2016-17	2017-18	2018-19	3 Yr Avg	2019-20	Percent Attained	Points Earned
1	Academically Underprepared	17.3	21.2	22.8	20.4	21.5	105.2%	5
2	Geographic High Need Counties	23.4	26.4	27.9	25.9	28.0	108.2%	5
3	Males	18.1	23.3	23.9	21.8	24.8	113.9%	5
4	Students of Color (less Asian, Unknown, White)	13.6	15.6	19.8	16.3	21.1	129.4%	5

**Calculated as awards per 100 FTE*

Year 2: 2021-22

	Focus Population*	2017-18	2018-19	2019-20	3 Yr Avg	2020-21	Percent Attained	Points Earned
1	Academically Underprepared	21.2	22.8	21.5	21.8	25.7	117.8%	5
2	Geographic High Need Counties	26.4	27.9	28.0	27.41	29.2	106.4%	5
3	Males	23.3	23.9	24.8	24.03	25.4	105.6%	5
4	Students of Color (less Asian, Unknown, White)	15.6	19.8	21.1	18.86	25.2	133.7%	5

**Calculated as awards per 100 FTE*

AU updated to reflect complete degree counts