

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	10		
2. Major Field Assessment	15	15	14	14		
3. Academic Programs	25	23	22	20		
<i>Specialty Accreditation</i>	15	15	15	15		
<i>Program Evaluation</i>	10	8	7	5		
4. Institutional Satisfaction	10	10	10	10		
<i>Quantitative</i>			7			
<i>Qualitative</i>			3			
5. Student Equity	10	9	8	10		
<i>Quantitative</i>	6	5	4	6		
<i>Qualitative</i>	4	4	4	4		
6. Job Placement	10	6	10	10		
7. Student Access and Success	20	20	20	20		
Total	100	93	94	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: 839

Total Graduates Tested: 892

Percent Graduates Tested: 106%

Graduates in Score Report: 865



Maximum Points: 10

Points Earned: 10

Year: 2022-23

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	434.55	436.1	-1.55	99.6%	10
2023-24					
2024-25					

Institutional Comments

Some summer 2023 eligible graduates tested in spring 2023, contributing to the difference in eligible graduates versus graduates tested. Graduates who were not included in the report did not complete at least 75% of the exam questions.

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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: 2022-23

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	2022	NCLEX	100%	54	54	45	79.9%	83.3%	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	0.4	84.1%
06.11.0103.00	BUSINESS	AAS	2022-23	local	129%	38	38	--	92.0	94.1	100.0%
31.51.1004.00	MEDICAL LAB TECHNOLOGY	AAS	2023-24	ASCP	100%	0	0	--	0.0		
32.52.0701.00	ENTREPRENEURSHIP (Jan 2020)	AAS	2024-25	local	100%	0	0	--	0.0		
Average institution pass rate/score to comparison pass rate/score											95.10%

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	100%
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%
31.51.3801.00	NURSING	AAS	2021	NCLEX	113%	54	61	58	82.4%	95.1%	100%

Standard 2: Major Field Assessment
MFT Scores Worksheet

	2020 CIP	Academic Program	Degree	Year	Test	% Grads	Grads	Grads Tested		Comparison Score	Institutional Score	Percent Attained
1	09.15.0403.00	MECHATRONICS TECHNOLOGY	AAS	2020	SIEMENS	83%	42	35	--	5147	4967.0	96.5%
2	08.13.0101.00	TEACHING	AAS	2021-22	Praxis	129%	21	27	--	0.44	0.4	84.1%
3	06.11.0103.00	BUSINESS	AAS	2022-23	local	100%	38	38	--	92	94.1	100.0%
4	31.51.1004.00	MEDICAL LAB TECHNOLOGY	AAS	2023-24	ASCP	#DIV/0!		0	--		#DIV/0!	#DIV/0!
5	32.52.0701.00	ENTREPRENEURSHIP (Jan 2020)	AAS	2024-25	local	#DIV/0!		0			#DIV/0!	#DIV/0!

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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
Accredited Programs: 6
Program of Concern: 0
Programs Seeking Accreditation: 0
Percent Accredited: 100.0%

Maximum Points: 15
Points Earned: 15

Year: 2022-23

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	11/19/19	11/19/29	9/1/29	12/9/19	Accredited	
32.52.0701.00	ENTREPRENEURSHIP	2.3 AAS	ACBSP					Accredited	
31.51.3801.00	NURSING	2.3 AAS	ACEN	7/15/15	7/31/23	5/1/23	7/15/15	Accredited	Annual Report submitted to ACEN December 2021.
09.15.0403.00	MECHATRONICS TECHNOLOGY	2.3 AAS	ATMAE	11/6/19	11/30/25	11/1/25	11/26/19	Accredited	Submitted Progress Report to ATMAE August 2021.
31.51.0904.00	PARAMEDIC	2.3 AAS	CAAHEP	1/11/18	1/31/23	1/1/23	1/11/18	Accredited	Annual report submitted to CAAHEP May 2022.
31.51.1004.00	MEDICAL LABORATORY TECHNOLOGY	2.3 AAS	NAACLS	4/23/20	4/30/2025	8/1/24	5/29/20	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

**Embedded Programs are technical certificates whose curriculum, content and requirements are contained within the greater requirements of a related associate degree program. The related degree program assumes responsibility for quality control and 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.

Motlow State Community College



Points Possible: 10
Points Earned: 5

Year: 2022-23

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 06.11.0103.00	COMPUTER INFORMATION TECHNOLOGY	AAS	AA	2.10	AA	2022-23	22		13	7	2	0	0.50
4 16.24.0101.01	UNIVERSITY PARALLEL	AA/AS	AA	3.00	AA	2023-24							
5 30.50.0903.00	FINE ARTS	AFA	--	--	AA	2024-25							
6 12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.1 C1	previously embedded	--	AA	2024-25							
7 12.19.0706.01	EARLY CHILDHOOD EDUCATION	2.2 C1	previously embedded	--	AA	2024-25							
Undergraduate Programs Total							66	0	15	14	17	18	1.55

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

*Average calculated by multiplying the count of standards with a Rating of 0, 1, 2 and 3 by the number of points attributed to each rating divided by the total number of applicable standards.

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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



Schedule

Maximum Points: 10
Points Earned: 10

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 3: 2022-23

Community College Survey of Student Engagement						
	CCSSE Survey Items	Theme	Institution	Peer Group*	Effect Size**	Points
1	4a. Asked questions in class or contributed to class discussions	Active and Collaborative Learning	3.02	2.97		1
2	4c. Prepared two or more drafts of a paper or assignment before turning it in	Student Effort	2.75	2.50	0.25	1
3	4d. Worked on a paper or project that required integrating ideas or information from various sources	Student Effort	3.00	2.91		1
4	4f. Worked with other students on projects during class	Active and Collaborative Learning	1.97	2.30	-0.33	0
5	4i. Participated in a community-based project (service-learning activity) as part of a regular course	Active and Collaborative Learning	1.37	1.33		1
6	4j. Used e-mail to communicate with an instructor	Student/Faculty	3.21	3.19		1
7	4k. Discussed grades or assignments with an instructor	Student/Faculty	2.46	2.64		1
8	4l. Talked about career plans with an instructor or advisor	Student/Faculty	2.11	2.23		1
9	4m. Discussed ideas from your readings or classes with instructors outside of class	Student/Faculty	1.80	1.81		1
10	4n. Received prompt feedback (written or oral) from instructors on your performance	Student/Faculty	3.02	2.95		1
11	4o. Worked harder than you thought you could to meet an instructor's standards or expectations	Academic Challenge	2.85	2.69		1
12	4p. Worked with instructors on activities other than coursework	Student/Faculty	1.48	1.50		1
13	4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Active and Collaborative Learning	2.53	2.49		1
14	4r. Had serious conversations with students who differ from you	Support for Learners	1.84	1.85		1
15	5b. Analyzing the basic elements of an idea, experience, or theory	Academic Challenge	2.97	3.01		1
16	5c. Forming a new idea or understanding from various pieces of information	Academic Challenge	3.01	2.99		1
17	5d. Making judgements about the value or soundness of information, arguments, or methods	Academic Challenge	2.84	2.74		1
18	5e. Applying theories or concepts to practical problems or in new situations	Academic Challenge	2.84	2.89		1
19	5f. Using information you have read or heard to perform a new skill	Academic Challenge	2.85	2.99		1
20	6c. Number of written papers or reports of any length	Academic Challenge	2.02	1.78	0.21	1
21	7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college	Academic Challenge	5.68	5.30	0.32	1
22	9b. Providing the support you need to help you succeed at this college	Support for Learners	3.06	3.15		1
23	9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Support for Learners	2.72	2.75		1
24	9d. Helping you cope with your non-academic responsibilities(work, family, etc.)	Support for Learners	2.15	2.25		1

Community College Survey of Student Engagement						
	CCSSE Survey Items	Theme	Institution	Peer Group*	Effect Size**	Points
25	9f. Providing the financial support you need to afford your education	Support for Learners	2.94	2.75		1
26	10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)	Student Effort	2.41	2.22		1
27	11a. Acquiring job- or work-related knowledge and skills	Overall Experience	2.48	2.62		1
28	11b. Writing clearly and effectively	Overall Experience	3.04	2.83	0.22	1
29	11c. Speaking clearly and effectively	Overall Experience	2.87	2.74		1
30	11d. Thinking critically and analytically	Overall Experience	3.20	3.08		1
31	11e. Solving numerical problems	Overall Experience	2.77	2.64		1
32	11f. Working effectively with others	Overall Experience	2.67	2.79		1
33	12.2a. Academic advising/planning	Support for Learners	1.51	1.56		1
34	12.2b. Career counseling	Support for Learners	1.56	1.50		1
35	12.2c. Job placement assistance	Support for Learners	1.37	1.35		1
36	12.2g. Financial aid advising	Support for Learners	1.67	1.56		1
37	12.2j. Transfer advising/planning	Support for Learners	1.53	1.50		1
38	36. How would you evaluate your overall educational experience at this college?	Overall Experience	3.28	3.30		1
Total						37

*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.

Institution Peer Group Classification

Small Colleges (fewer than 4,499 students)

Medium Colleges (4,500-7,999 students)

Large Colleges (8,000-14,999 students)

Extra-Large Colleges (15,000 or more students)

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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



Population: Low Income Students

Maximum Points: 10
Points Earned: 10

Year: 2022-23

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
	58.0%	54.9%	51.0%	54.6%	53.1%	97.2%	6
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 3: Institutional Status Report

Institutions will submit a progress report that includes all elements of the Year 2 Action Plan in order to assess the implementation status of each of the Action Plan objectives. Year 4 Status Report should build on the Year 3 Report.	Max Points	Points Earned
Exemplary reports include a comprehensive analysis of each of the strategies and plans in the institutional Action Plan. Detailed evidence is provided for the extent to which objectives have been accomplished. If objectives have not been met, a detailed explanation of potential causes and plan for going forward is provided. Analysis and evidence must address all parts of the Action Plan including: <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. 	4	4
Points Earned	4	4

Year 2: Action Plan		
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.	Max Points	Points Earned
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 <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 success for the target student population including baseline quantitative and qualitative measures.	Max Points	Points Earned
Comprehensive introduction to the campus environment for students of the target population	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

**Tennessee Higher Education Commission
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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.

Motlow State Community College



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
	69.7%	68.6%	72.2%	70.2%	74.3%	105.8%	10
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	1252		
Graduates remaining in higher education	569	592	636	646	638		
Total Graduates for Analysis	385	518	523	575	614		
Graduates Employed at least 3 Quarters (<i>full-time or part-time</i>)	254	361	359	415	456		

TN Job Market Employment Rate	66.0%	69.7%	68.6%	72.2%	74.3%		
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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.

Motlow State Community College



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

Year 3: 2022-23

	Focus Population*	2018-19	2019-20	2020-21	3 Yr Avg	2021-22	Percent Attained	Points Earned
1	Academically Underprepared	22.8	21.5	25.7	23.3	24.5	105.0%	5
2	Geographic High Need Counties	27.9	28.0	29.2	28.3	30.4	107.2%	5
3	Males	23.9	24.8	25.4	24.7	24.7	100.2%	5
4	Students of Color (less Asian, Unknown, White)	19.8	21.1	25.2	22.0	24.9	113.1%	5

*Calculated as awards per 100 FTE