

**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	10	
2. Major Field Assessment	15	15	14	14	14	
3. Academic Programs	25	23	22	20	20	
<i>Specialty Accreditation</i>	15	15	15	15	15	
<i>Program Evaluation</i>	10	8	7	5	5	
4. Institutional Satisfaction	10	10	10	10	10	
<i>Quantitative</i>			7			
<i>Qualitative</i>			3			
5. Student Equity	10	9	8	10	10	
<i>Quantitative</i>	6	5	4	6	6	
<i>Qualitative</i>	4	4	4	4	4	
6. Job Placement	10	6	10	10	10	
7. Student Access and Success	20	20	20	20	19	
<b>Total</b>	<b>100</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>93</b>	

*All scoring information is considered under review until finalized points are distributed by THEC staff.*

**Tennessee Higher Education Commission**  
**2020-25 Quality Assurance Funding**

**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:** 1,042

**Total Graduates Tested:** 856

**Percent Graduates Tested:** 82%

**Graduates in Score Report:** 877



**Maximum Points:** 10

**Points Earned:** 10

**Year: 2023-24**

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	434.4	436	-1.6	99.6%	10
2024-25					

**Institutional Comments**

If the total eligible graduates and total graduates tested are not equal, please explain. Some summer 2024 eligible graduates tested in spring 2024, 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.

**Tennessee Higher Education Commission  
2020-25 Quality Assurance Funding**

**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:** 2023-24

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	2023	NCLEX	100%	42	42	41	93.9%	97.6%	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	#DIV/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%
31.51.3801.00	NURSING	AAS	2022	NCLEX	100%	54	54	45	79.9%	83.3%	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	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!

**Tennessee Higher Education Commission  
2020 25 Quality Assurance Funding**

**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: 2023-24**

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	Quality Assurance Report submitted in Sept. 2023
32.52.0701.00	ENTREPRENEURSHIP	2.3 AAS	ACBSP	11/19/19	11/19/29	9/1/29	12/9/19	Accredited	
31.51.3801.00	NURSING	2.3 AAS	ACEN	2023	2031	2031	10/13/23	Accredited	
09.15.0403.00	MECHATRONICS TECHNOLOGY	2.3 AAS	ATMAE	11/6/19	11/30/25	11/1/25	11/26/19	Accredited	
31.51.0904.00	PARAMEDIC	2.3 AAS	CAAHEP	1/11/18	1/31/23	1/1/23	1/11/18	Accredited	Onsite visit completed July 2024
31.51.1004.00	MEDICAL LABORATORY TECHNOLOGY	2.3 AAS	NAACLS	4/23/20	4/30/0225	8/1/24	5/29/20	Accredited	Self-study due October 2024. Onsite visit to be scheduled for Spring 2025

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.

**Tennessee Higher Education Commission**  
2020-25 Quality Assurance Funding

**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: 2023-24

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	22	0	0	0	16	6	2.27
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							
<b>Undergraduate Programs Total</b>							<b>88</b>	<b>0</b>	<b>15</b>	<b>14</b>	<b>33</b>	<b>24</b>	<b>1.73</b>

**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.

**Tennessee Higher Education Commission**  
2020 25 Quality Assurance Funding

**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**

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: Survey of Entering Student Engagement (SENSE)**  
Year 5: Comprehensive Satisfaction Report

Total Points Possible 10  
Total Points Earned 10

**Year: 2023-24**

Survey of Entering 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	4.11	4.12		1
2	18b. The instructors at this college want me to succeed	high expectations	4.17	4.34	-0.23	0
3	18d. I was able to meet with an academic advisor at times convenient for me	engaged learning	3.79	4.01		1
4	18e. An advisor helped me to select a course of study, program, or major	clear academic plan and pathway	3.70	3.95		1
5	18f. An advisor helped me to set academic goals and to create a plan for achieving them	clear academic plan and pathway	3.38	3.58		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	3.89	4.13	-0.24	0
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	3.14	3.07		1
8	18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	early connections	3.67	3.64		1
9	18j. A college staff member helped me determine whether I qualified for financial assistance	early connections	3.33	3.21		1
10	18l. All instructors clearly explained academic and student support services available at this college	academic and social support	4.12	4.00		1
11	18m. All instructors clearly explained course grading policies	academic and social support	4.22	4.31		1
12	18n. All instructors clearly explained course syllabi	academic and social support	4.27	4.37		1
13	18o. I knew how to get in touch with my instructors outside of class	academic and social support	4.21	4.36		1
14	18p. At least one college staff member (other than an instructor) learned my name	early connections	3.52	3.44		1
15	18q. At least one other student whom I didn't previously know learned my name	academic and social support	3.84	3.98		1
16	18r. At least one instructor learned my name	academic and social support	4.11	4.27		1
17	18s. I learned the name of at least one other student in most of my classes	academic and social support	3.98	4.16		1
18	19a. Ask questions in class or contribute to class discussions	engaged learning	2.87	2.82		1
19	19b. Prepare at least two drafts of a paper or assignment before turning it in	engaged learning	2.44	2.09	0.38	1
20	19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	engaged learning	1.36	1.48		1
21	19g. Work with other students on a project or assignment during class	engaged learning	2.12	2.36	-0.24	0
22	19h. Work with classmates outside of class on class projects or assignments	engaged learning	1.51	1.57		1

Survey of Entering Student Engagement						
	SENSE Survey Items	Theme	Institution	Peer Group*	Effect Size**	Points
23	19i. Participate in a required study group outside of class	engaged learning	1.32	1.29		1
24	19j. Participate in a student-initiated (not required) study group outside of class	engaged learning	1.38	1.32		1
25	19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class website, etc.) to communicate with an	engaged learning	2.61	2.47		1
26	19m. Discuss an assignment or grade with an instructor	engaged learning	2.29	2.10		1
27	19n. Ask for help from an instructor regarding questions or problems related to a class	engaged learning	2.53	2.37		1
28	19o. Receive prompt written or oral feedback from instructors on your performance	engaged learning	2.95	2.54	0.4	1
29	19q. Discuss ideas from readings or classes with instructors outside of class	engaged learning	1.65	1.59		1
30	19r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	engaged learning	2.35	2.20		1
31	20.3a. Academic advising/planning	clear academic plan and pathway	2.63	2.60		1
32	20.3b. Career counseling	academic and social support	2.59	2.61		1
33	20.3f. Writing, math, or other skill lab	engaged learning	2.72	2.58		1
34	20.3g. Financial assistance advising	academic and social support	2.64	2.60		1
35	20.3j. Transfer credit assistance	academic and social support	2.56	2.56		1
36	21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	effective track to college readiness	3.93	3.99		1
37	21b. I learned to understand my academic strengths and weaknesses	effective track to college readiness	4.00	3.98		1
38	21c. I learned skills and strategies to improve my test-taking ability	effective track to college readiness	3.77	3.68		1
Total						35

\*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.



**Tennessee Higher Education Commission**  
**2020-25 Quality Assurance Funding**

**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: 2023-24**

**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
<b>Year 4</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>3 Yr Avg</b>	<b>2022-23</b>	<b>Percent</b>	<b>Points</b>
	54.9%	51.0%	53.1%	53.0%	57.2%	108.1%	6
Year 5	2020-21	2021-22	2022-23	3 Yr Avg	2023-24	Percent	Points
				#DIV/0!		#DIV/0!	#DIV/0!

**Year 4: 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.	<b>Max Points</b>	<b>Points Earned</b>
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"> <li>Recruiting, engaging, and graduating students from the selected target population informed by evidenced-based best practices and research.</li> <li>Incorporating feedback from the selected student population into current institutional policies and/or practices.</li> <li>Improving the quality of services, supports, and overall campus climate for the target student population.</li> <li>Incorporating engagement of diverse perspectives among all students and faculty in course curriculum and across campus.</li> <li>Increasing the quantity of graduates from the target student population.</li> </ul>	4	4
<b>Points Earned</b>	<b>4</b>	<b>4</b>

**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.	<b>Max Points</b>	<b>Points Earned</b>
<p>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</p> <ul style="list-style-type: none"> <li>• Recruiting, engaging, and graduating students from the selected target population informed by evidenced-based best practices and research.</li> <li>• Incorporating feedback from the selected student population into current</li> <li>• Improving the quality of services, supports, and overall campus climate for the target student population.</li> <li>• Incorporating engagement of diverse perspectives among all students and faculty in course curriculum and across campus.</li> <li>• Increasing the quantity of graduates from the target student population.</li> </ul>	4	4
<b>Points Earned</b>	<b>4</b>	<b>4</b>

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
<b>Objectives:</b> 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
<b>Indicators:</b> Institutions will develop success indicators are clearly defined and evidence demonstrating progress towards objectives are described clearly.	1	1
<b>Strategy for Achievement:</b> 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"> <li>Recruiting, engaging, and graduating students from the selected target population informed by evidenced-based best practices and research.</li> <li>Incorporating feedback from the selected student population into current institutional policies and/or practices.</li> <li>Improving the quality of services, supports, and overall campus climate for the target student population.</li> <li>Incorporating engagement of diverse perspectives among all students and faculty in course curriculum and across campus.</li> <li>Increasing the quantity of graduates from the target student population.</li> </ul>	2	2
<b>Total</b>	<b>4</b>	<b>4</b>

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
<b>Total</b>	<b>4</b>	<b>4</b>

**Tennessee Higher Education Commission  
2020-25 Quality Assurance Funding**

**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
<b>QAF Year 4: 2023-24</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>3 Yr Avg</b>	<b>2021-22</b>	<b>Percent</b>	<b>Points</b>
	68.6%	72.2%	74.3%	71.7%	73.8%	102.9%	10
QAF Year 5: 2024-25	2019-20	2020-21	2021-22	3 Yr Avg	2022-23	Percent	Points
				#DIV/0!		#DIV/0!	#DIV/0!

Graduates for Analysis	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduates ( <i>all associate degrees &amp; technical certificates</i> )	954	1110	1159	1221	1252	1046	
Graduates remaining in higher education	569	592	636	646	638	481	
Total Graduates for Analysis	385	518	523	575	614	565	
Graduates Employed at least 3 Quarters ( <i>full-time or part-time</i> )	254	361	359	415	456	417	
<b>TN Job Market Employment Rate</b>	<b>66.0%</b>	<b>69.7%</b>	<b>68.6%</b>	<b>72.2%</b>	<b>74.3%</b>	<b>73.8%</b>	

**Original Methodology NO LONGER IN USE**

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

**Tennessee Higher Education Commission**  
2020-25 Quality Assurance Funding

**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:** 19

**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

**The state requested institution pivot from any race-based selections going forward.**

**MSCC selected to associate 7 points with Geographic High Need Counts and and Male students and 6 points with academically underprepared students.**

**Year 4: 2023-24**

	Focus Population*	2019-20	2020-21	2021-22	3 Yr Avg	2022-23	Percent Attained	Points Earned
1	Academically Underprepared (6 points)	21.5	25.7	24.5	23.9	23.75	99.3%	6
2	Geographic High Need Counties (7 points)	28.0	29.2	30.4	29.18	28.80	98.7%	7
3	Males (7 points)	24.8	25.4	24.7	24.98	23.88	95.6%	6

\*Calculated as awards per 100 FTE

**Year 5: 2024-25**

	Focus Population*	2020-21	2021-22	2022-23	3 Yr Avg	2023-24	Percent Attained	Points Earned
1	Academically Underprepared (6 points)				#DIV/0!		#DIV/0!	#DIV/0!
2	Geographic High Need Counties (7 points)				#DIV/0!		#DIV/0!	#DIV/0!
3	Males (7 points)				#DIV/0!		#DIV/0!	#DIV/0!

\*Calculated as awards per 100 FTE