

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	10
2. Major Field Assessment	15	15	14	14	14	14
3. Academic Programs	25	23	22	20	20	22
<i>Specialty Accreditation</i>	15	15	15	15	15	15
<i>Program Evaluation</i>	10	8	7	5	5	7
4. Institutional Satisfaction	10	10	10	10	10	9
<i>Quantitative</i>	10	10	7	10	10	9
<i>Qualitative</i>			3			
5. Student Equity	10	9	8	10	10	10
<i>Quantitative</i>	6	5	4	6	6	6
<i>Qualitative</i>	4	4	4	4	4	4
6. Job Placement	10	6	10	10	10	10
7. Student Access and Success	20	20	20	20	19	20
Total	100	93	94	94	93	95

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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: 972

Total Graduates Tested: 765

Percent Graduates Tested: 79%

Graduates in Score Report: 747



Maximum Points: 10

Points Earned: 10

Year: 2024-25

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	443.95	432.1	11.85	100.0%	10

Institutional Comments

If the total eligible graduates and total graduates tested are not equal, please explain. Some summer 2025 eligible graduates tested in spring 2025, 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: 2024-25

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	2024	NCLEX	100%	60	60	59	91.1%	98.3%	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%	8	7	--	87.1	78.4	--
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	NA
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%
31.51.3801.00	NURSING	AAS	2023	NCLEX	100%	42	42	41	93.9%	97.6%	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	88%	8	7		87.14	78.4	90.0%

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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: 2024-25

Accredited Programs

	2020 CIP	Academic Program	Degree	Accrediting Agency	Accreditation Cycle Begin	Accreditation Cycle End	Next Site Visit	Accreditation Letter Date	Status	Notes
1	32.52.0201.01	BUSINESS	2.3 AAS	ACBSP	11/19/19	11/19/29	9/1/29	12/9/19	Accredited	Will submit for reaccreditation in Fall 2025.
2	32.52.0701.00	ENTREPRENEURSHIP	2.3 AAS	ACBSP	11/19/19	11/19/29	9/1/29	12/9/19	Accredited	Will submit for reaccreditation in Fall 2025.
3	31.51.3801.00	NURSING	2.3 AAS	ACEN	2023	2031	2031	10/13/23	Accredited	completed onsite visit in Spring 2024 and was reaffirmed
4	09.15.0403.00	MECHATRONICS TECHNOLOGY	2.3 AAS	ATMAE	11/6/19	11/30/25	11/1/25	11/26/19	Accredited	completed its onsite visit in Spring 2025 with no findings and expects reaffirmation.
5	31.51.0904.00	PARAMEDIC	2.3 AAS	CAAHEP	7/16/25	7/16/30	2030	7/17/25	Accredited	completed onsite visit in Summer 2024 and was reaffirmed. Progress report due Sept. 1, 2025 and next evaluation will be in 2030.
6	31.51.1004.00	MEDICAL LABORATORY TECHNOLOGY	2.3 AAS	NAACLS	4/23/20	4/30/2025	8/1/24	5/29/20	Accredited	completed onsite visit in Spring 2025 and is expecting a reaffirmation letter.

Embedded Programs*

	2020 CIP	Embedded Program Name	Level	Assoc CIP	Associate Degree Program
1	09.15.0403.00	MECHATRONICS TECHNOLOGY	2.1 C1	09.15.0403.00	MECHATRONICS TECHNOLOGY
2	31.51.0904.00	PARAMEDIC	2.2 C1	31.51.0904.00	PARAMEDIC
3	31.51.0904.02	EMERGENCY MEDICAL TECHNICIAN	2.1 C1	31.51.0904.00	PARAMEDIC
4	32.52.0201.02	CUSTOMER SERVICE	2.1 C1	32.52.0201.01	BUSINESS
5	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: 7

Year: 2024-25

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*
08.13.0101.00	TEACHING	AST	AA	2.10	AA	2020-21	22	0	0	4	1	17	2.59
31.51.0904.03	ADVANCED EMERGENCY MEDICAL TECHNICIAN	C1	PR	2.50	AA	2021-22	22		2	3	14	1	1.55
06.11.0103.00	COMPUTER INFORMATION TECHNOLOGY	AAS	AA	2.10	AA	2022-23	22		13	7	2	0	0.50
16.24.0101.01	UNIVERSITY PARALLEL	AA/AS	AA	3.00	AA	2023-24	22	0	0	0	16	6	2.27
30.50.0903.00	FINE ARTS	AFA	--	--	AA	2024-25	20	0	0	1	6	13	2.60
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.1 C1	<i>previously embedded</i>	--	AA	2024-25	20	0	0	2	3	15	2.65
12.19.0706.01	EARLY CHILDHOOD EDUCATION	2.2 C1	<i>previously embedded</i>	--	AA	2024-25	20	0	0	2	3	15	2.65
Undergraduate Programs Total							148	0	15	19	45	67	2.10

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



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

Maximum Points: 10
Points Earned: 9

Year: 2024-25

Comprehensive Qualitative Report		
Institutions are to engage with survey data to identify institutional strengths and weaknesses in engagement among student in early and late stages of their academic careers.	Points Possible	Points Earned
Longitudinal Data Analysis Institutions are to engage with survey data to identify institutional strengths and weaknesses in engagement among student in early and late stages of their academic careers. <ul style="list-style-type: none"> 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. 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. The Peer and Student analysis should include data from institutional satisfaction survey administrations from 2015 through 2024. 	3	3
Outcomes Institutions are to engage with previously developed continuous improvement goals and outcomes detailing progress made in increasing overall institutional satisfaction. <ul style="list-style-type: none"> What progress has the institutions made on reaching institutional benchmarks for progress on each student engagement tool? How have stakeholders, institutional faculty, staff, students, alumni, ect., been engaged with engagement data and meeting institutional goals? What action items have been implemented and successfully and which have seen less success? 	3	3
Continious Improvement Institutions are to engage in developing a strategy for addressing the areas for institutional improvement identified through survey data. <ul style="list-style-type: none"> How are lessons learned and target outcomes being incorporated into the institution's strategic planning? Examples include inclusion in campus master plan, strategic plan, QEP, campus initiatives, community outreach, ect. How will the institution work with stakeholders going forward to ensure continuous support for student engagement? 	4	3
Total	10	9

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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: 2024-25

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
	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
	51.0%	53.1%	57.2%	53.8%	57.7%	107.2%	6

Year 5: Comprehensive Report

Institutions will submit a comprehensive report that includes an evaluation of the implementation status for each Action Plan objective. Institutions will also reflect upon lessons learned from the process and suggest best practices going forward.	Max Points	Points Earned
<p>Detailed analysis of the extent to which the desired Action Plan objectives have been accomplished focusing on:</p> <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 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. <p>Clear rationale for any Action Plan objectives that were not accomplished</p>	2	2
Thorough reflection on best practices and next steps based upon institutional experience with the target student population.	2	2
Total	4	4

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.	Max Points	Points Earned
<p>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:</p> <ul style="list-style-type: none"> • Recruiting, engaging, and graduating students from the selected target population • 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 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
<p>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:</p> <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 • Incorporating feedback from the selected student population into current • Improving the quality of services, supports, and overall campus climate for the • Incorporating engagement of diverse perspectives among all students and faculty • 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
	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
	72.2%	74.3%	73.8%	73.4%	75.4%	102.7%	10

Graduates for Analysis	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduates (all associate degrees & technical certificates)	954	1110	1159	1221	1252	1046	1004
Graduates remaining in higher education	569	592	636	646	638	481	488
Total Graduates for Analysis	385	518	523	575	614	565	516
Graduates Employed at least 3 Quarters (full-time or part-time)	254	361	359	415	456	417	389
TN Job Market Employment Rate	66.0%	69.7%	68.6%	72.2%	74.3%	73.8%	75.4%

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%				
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* 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
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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

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)	25.7	24.5	23.7	24.7	25.07	101.6%	6
2	Geographic High Need Counties (7 points)	29.2	30.4	28.8	29.5	30.96	105.1%	7
3	Males (7 points)	25.4	24.7	23.9	24.7	25.34	102.7%	7

*Calculated as awards per 100 FTE

Institution	Population	FTE 2016-17	FTE 2017-18	FTE 2018-19	FTE 2019-20
Motlow State Community College	Academically Underprepared	2568.5	2642.6	2650.1	2735.1
Motlow State Community College	County: Bedford	244.2	253.0	272.1	284.3
Motlow State Community College	County: Cannon	73.0	78.4	71.5	67.9
Motlow State Community College	County: Coffee	395.6	410.6	382.3	402.0
Motlow State Community College	County: Dekalb	81.8	73.8	60.9	78.4
Motlow State Community College	County: Franklin	294.2	268.2	298.3	288.7
Motlow State Community College	County: Lincoln	249.8	249.1	262.8	270.8
Motlow State Community College	County: Moore	62.9	61.8	78.0	76.0
Motlow State Community College	County: Van Buren	22.2	19.5	30.7	25.5
Motlow State Community College	County: Warren	283.4	311.9	309.5	321.7
Motlow State Community College	County: White	77.5	82.9	67.1	67.8
Motlow State Community College	Geo High Need	1784.6	1809.1	1833.2	1883.1
Motlow State Community College	Male	1586.8	1529.2	1471.0	1503.2
Motlow State Community College	SOC	727.3	817.9	864.8	950.5

FTE 2020-21	FTE 2021-22	FTE 2022-23	FTE 2023-24	Grads 2016-17	Grads 2017-18	Grads 2018-19	Grads 2019-20	Grads 2020-21
2382.3	2186.4	2219.1	2281.8	444	561	604	588	613
240.9	221.0	210.1	233.4	54	51	68	79	66
68.9	58.9	51.8	41.0	11	15	24	17	17
317.9	313.9	310.9	329.9	94	113	114	129	78
58.5	46.7	57.5	59.6	17	22	14	16	21
241.9	230.4	256.4	235.5	76	82	88	79	76
228.2	166.1	164.6	173.1	67	77	91	73	79
60.7	49.3	45.6	47.2	15	17	17	28	20
14.4	16.3	13.8	8.4	8	5	6	8	5
282.0	255.2	247.2	250.0	74	95	89	96	81
53.2	37.5	48.4	43.0	1		20	13	14
1566.7	1395.4	1406.3	1421.0	417	477	511	527	457
1233.5	1192.0	1214.6	1321.9	287	357	352	373	313
821.2	738.2			99	128	171	201	207

Grads 2021-22	Grads 2022-23	Grads 2023-24	APFTE2016-17	APFTE 2017-18	APFTE 2018-19	APFTE 2019-20	APFTE 2020-21
536	527	572	17.3	21.2	22.8	21.5	25.7
60	52	63					
12	20	13					
97	92	100					
16	16	26					
76	70	78					
65	54	43					
18	14	20					
3	5	2					
62	73	78					
15	9	17					
424	405	440	23.4	26.4	27.9	28.0	29.2
295	290	335	18.1	23.3	23.9	24.8	25.4
184			13.6	15.6	19.8	21.1	25.2

APFTE 2021-22	APFTE 2022-23	APFTE 2023-24
24.5	23.7	25.07
30.4	28.8	31.0
24.7	23.9	25.3
24.9		