Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Summary of Points Recommended

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 2015-20 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

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Year 5: 2019-20

Quality Assurance Funding Standards	Maximum Points	Recommended Points				
		2015-16	2016-17	2017-18	2018-19	2019-20
I. Student Learning and Engagement	**75**	**69**	**66**	**68**	**69**	69
General Education Assessment	15	15	15	15	15	15
Major Field Assessment	15	14	13	13	13	13
Academic Programs: Accreditation and Evaluation	15	11	9	11	12	11
Institutional Satisfaction Study	10	9	9	10	10	10
Adult Learner Success	10	10	10	9	9	10
Tennessee Job Market Graduate Placement	10	10	10	10	10	10
II. Student Access and Success	**25**	**25**	**25**	**25**	**25**	**22**
Total Points	**100**	**94**	**91**	**93**	**94**	**91**

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
General Education Assessment

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

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Maximum Points:	**15**
Recommended Points:	**15**

Year 5: 2019-20

Assessment:	ETS Proficiency Profile		**Total Eligible Graduates:**	1,258
Sampling Plan:	Sample of Graduates Tested		**Total Graduates Tested:**	514
Required Sample:	64%		**Percent of Eligible Graduates Tested:**	41%
			Graduates in Score Report:	501

National Norm Comparison (Maximum 15 points in Years 1-3 and 10 points in Years 4-5)					
Mean Score	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Institution	441.3	441.9	440.1	439.6	441
National*	438.9	438.8	439	437.0	436.3
Difference (Institution - Natl.)	2.43	3.14	1.11	2.6	4.25
% Institution to Natl. Average	**101%**	**101%**	**100%**	**101%**	**101%**

Institutional Trends Comparison (Maximum 5 points in Years 4-5)			
Mean Score		**2018-19**	**2019-20**
Institution		**439.6**	**440.6**
3 Yr Average		**441.1**	**440.6**
Diff (Inst - Avg)		-1.5	0.0
% Inst to 3 Yr. Avg		**99.7%**	**100.0%**

Institutional Comments:

The percentage of students tested was lower than the minimum sample size requirement. This is a direct result of the COVID-19 pandemic response. To ensure the safety of students and staff, MSCC waived the ETS requirement for graduating students during the spring 2020 semester.

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
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.

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Maximum Points:	**15**	
Recommended Points:	**13**	
Year 5:	**2019-20**	

Licensure Programs Reported Annually

	2010 CIP	Academic Program	Degree	Test Year	Test Type	No. Grads	No. Tested	% Tested	No. Passed	Inst Pass Rate	Comp Pass Rate	% Inst to Comp Pass Rate*
1	31.51.0904.00	PARAMEDIC	2.3 AAS	2019-20	NREMT	3	2	67%	2	100.0%	86.0%	--
2	31.51.3801.00	NURSING	2.3AAS	2019	NCLEX	61	61	100%	56	91.8%	88.18%	100%

Programs Reported Once During 5 Year Cycle

	2010 CIP	Academic Program	Degree	Test Year	Test Type	No. Grads	No. Tested	% Tested		Inst Score	Comp Score	% Inst to Comp Score*
1	08.13.0101.00	TEACHING	2.3 AST	2015-16	PRAXIS	38	28	74%		153.1	162.2	94%
2	09.15.0403.00	MECHATRONICS TECHNOLOGY	2.3 AAS	2015-16	Siemens	14	14	100%		55.9	56.8	98%
3	32.52.0201.01	BUSINESS TECHNOLOGY	2.3 AAS	2016-17	Local	13	13	100%		60.5	67.8	89%
4	06.11.0101.00	COMPUTER INFORMATION TECHNOLOGY	2.3 AAS	2018-19	MOS	3	0	0%		0	0	--
	Average institution pass rate/score to comparison pass rate/score											**95.5%**

* Maximum of 100% used of scoring

Program Exemptions for 2015-20 Cycle

	2010 CIP	Academic Program	Degree	Exemption
1	16.24.0101.01	UNIVERSITY PARALLEL	2.3 AA, AS	Multidisciplinary
2	21.30.0000.00	GENERAL TECHNOLOGY	2.3 AAS	Low Producing
3	12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3 AAS	Low Producing
4	31.51.1004.00	MEDICAL LABORATORY TECHNOLOGY	2.3 AAS	New Program Aug 2018
5	30.50.0903.00	FINE ARTS	2.3 AFA	New Program Aug 2017
6	32.52.0701.00	ENTREPENEURSHIP	2.3 AAS	New Jan 2020, test in 2020-25 cycle.

2018-19 Licensure Results

	2010 CIP	Academic Program	Degree	Test Year	Test Type	No. Grads	No. Tested	% Tested	No. Passed	Inst Pass Rate	Comp Pass Rate	% Inst to Comp Pass Rate
1	31.51.0904.00	PARAMEDIC	2.3 AAS	2018-19	NREMT	4	2	50%	2	100.0%	87.0%	--
2	31.51.3801.00	NURSING	2.3AAS	2018	NCLEX	71	71	100%	67	94.4%	88.30%	100%

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Academic Programs: Accreditation

The Academic Programs standard is designed to provide incentives for institutions to achieve and maintain program excellence and accreditation.

Motlow State Community College

Total Accreditable Programs:	7	Maximum Points: 5
Accredited Programs:	6	Recommended Points: 5
Programs Seeking Accreditation:	1	
Percent Accredited:	100%	

Year 5:   2019-20

Accreditation

Accredited Programs

	2010 CIP	Academic Program	Degree Level	Accrediting Agency	Accreditation Cycle - Begin	Accreditation Cycle - End	Next Site Visit	Accreditation Letter Date	Accredited
1	31.51.3801.00	NURSING	2.3 AAS	ACEN	2015	2023	Spring 2023	29-Jul-15	Yes
2	32.52.0201.01	BUSINESS	2.3 AAS	ACBSP	2019	2029	2029	9-Dec-19	Yes
3	12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3 AAS	NAEYC	2015	2022	2022	18-Mar-15	Yes
4	09.15.0403.00	MECHATRONICS TECHNOLOGY	2.3 AAS	ATMAE	2019	2025	2025	26-Nov-19	Yes
5	31.51.1004.00	MEDICAL LABORATORY TECHNOLOGY	2.3 AAS	NAACLS	2020	2025	2025	29-May-20	Yes
6	31.51.0904.00	PARAMEDIC	2.3 AAS	CAAHEP	2018	2023	2023	11-Jan-18	Yes

Programs Seeking Accreditation

	2010 CIP	Academic Program	Degree Level	Accrediting Agency	Accreditation Timeline
1	32.52.0701.00	ENTREPENEURSHIP	2.3 AAS	ACBSP	Accreditation expected 2023

Embedded Programs*

	2010 CIP	Certificate Program	Degree Level	2010 CIP	Associate Program	Degree Level
1						
2	12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.1 C1	12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3 AAS
3	12.19.0706.01	EARLY CHILDHOOD EDUCATION	2.1 C1	12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3 AAS
4	09.15.0403.00	MECHATRONICS TECHNOLOGY	2.1 C1	09.15.0403.00	MECHATRONICS TECHNOLOGY	2.3 AAS
	31.51.0904.00	PARAMEDIC	2.2 C1	31.51.0904.00	PARAMEDIC	2.3 AAS

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
2015-20 Quality Assurance Funding
Academic Programs: Program Evaluation

The Academic Programs standard is designed to provide incentives for institutions to achieve and maintain program excellence and accreditation.

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Maximum Points:	10
Recommended Points:	6

Year 5: 2019-20

Program Evaluation
Undergraduate Programs

	2010 CIP	Academic Program	Degree Level	2010-15 Evaluation	2015-20 Cycle Schedule	2015-20 Evaluation	Total Standards	"NA" Standards	Rating of 0	Rating of 1	Rating of 2	Rating of 3	Average*
1	08.13.0101.00	TEACHING	2.3 AST	AA	2015-16	AA	22	0	0	4	12	6	2.1
2	31.51.0904.02	EMERGENCY MEDICAL TECHNICIAN	2.1 C1	--	2016-17	AA	20		9	9	1	1	0.7
3	31.51.0904.03	ADVANCED EMERGENCY MEDICAL TECHNICIAN	2.1 C1	--	2017-18	PR	25	1	0	3	6	15	2.5
4	16.24.0101.01	UNIVERSITY PARALLEL	2.3 AA, AS	AA	2018-19	AA	22	0	0	0	0	22	3.0
5	21.30.0000.00	GENERAL TECHNOLOGY	2.3 AAS	AA	2019-20	AA	22						--
6	06.11.0101.00	COMPUTER INFORMATION TECHNOLOGY	2.3 AAS	--	2019-20	AA	22	2	0	4	10	6	2.1
7	03.50.0903.00	FINE ARTS	2.3 AFA	--	New 2017	--							
	Undergraduate Programs Total						**133**	**3**	**9**	**20**	**29**	**50**	**1.75**

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.

The Institutional Satisfaction standard is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by surveys of undergraduate students, recent graduates and faculty.

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Schedule

Year 1: 2015-16	Survey of Entering Student Engagement (SENSE)	**Maximum Points:**	**10**
Year 2: 2016-17	Community College Survey of Student Engagement	**Recommended Points:**	**10**
Year 3: 2017-18	SENSE & Qualitative Report		
Year 4: 2018-19	Community College Survey of Student Engagement		
Year 5: 2019-20	**Comprehensive Satisfaction Report**		

Year 5: 2019-20

Comprehensive Satisfaction Report	Points Possible	Points Earned
Design and Administration: The design and administration criterion seeks to engage universities in examining the instruments and methodology of the satisfaction surveys and how information derived from the surveys contributes to a productive institutional environment.		
• Overview of satisfaction surveys and how survey feedback influences the understanding of the campus environment and overall satisfaction • Explanation of the design and administration of surveys including scheduling, sampling methodology, response rates and how they may influence survey results	1	1
Data Analysis: The data analysis criterion seeks to engage colleges and universities in a review of survey data and assist in identifying institutional strengths and weaknesses, as well as areas for institutional improvement.		
• Detailed analysis of survey data and findings including trends, differences in graduating and incoming stuends, peer comparisons, etc. • Thorough discussion of strengths and weaknesses revealed through data analysis • Clear rationale for the identification of institutional strengths, weaknesses and areas for improvement	3	3
Plan of Action: The plan of action criterion seeks to engage colleges and universities in developing a strategy for addressing the areas for institutional improvement identified through survey data.		
• Clearly defines action items and details how these strategies will improve overall satisfaction • Includes timelines for achieving both intermediary and long term goals • Advances the Year 3 Qualitative Analysis Report through inclusion of the Year 3 SENSE and Year 4 CCSSE	3	3
Outcomes: The outcomes criterion seeks to engage community colleges and universities in establishing outcomes and detailing progress made in increasing overall institutional satisfaction.		
• Clear description of the relationship between the Action Plan, institutional objectives and desired outcomes • Evidence of the extent to which the desired implementation plan objectives and outcomes have been accomplished • Detailed explanation of the rationale for assessment measures utilized to determine the successful accomplishment of objectives	2	2
Continuous Improvement: The continuous improvement criterion seeks to engage community colleges and universities in planning for the continuous use of survey data and findings to enhance the campus environment and overall satisfaction.		
• Thorough description of ways in which survey results will be utilized to promote continuous improvement and enhance overall institutional satisfaction	1	1
Total	**10**	**10**

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Adult Learner Success

The Adult Learner Success standard is designed to incentive institutions to qualitatively and quantitatively improve services for adult learners. The standard directs institutions to enhance the quality of adult student services in an effort to increase the enrollment, retention and completion of adult learners.

Motlow State Community College

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Maximum Points:	**10**
Recommended Points:	**10**

Year 5: **2019-20**

Qualitative: Implementation Status		
Institutions will submit a comprehensive report that includes an evaluation of the implementation status for each Action Plan objective.	**Points Possible**	**Points**
Detailed analysis of the extent to which the desired Action Plan objectives have been accomplished that focus on o Recruit, engage, and graduate adult learners informed by evidence-based practices and research o Include prior learning assessments into adult learner degree plans o Incorporate adult learner survey feedback into current institutional policies and practices o Improve the quality of adult student services and experiences **Provide a clear rationale for any Action Plan objectives that were not accomplished**	2	2
Thorough reflection on best practices and next steps based upon institutional experience with adult learners	2	2
Total	**4**	**4**

Quantitative							
Quantitate Metric	**2015-16**	**2016-17**	**2017-18**	**Benchmark**	**2018-19**	**Attained***	**Points**
1 Adult Learner Graduates	283	243	268	265	268	101%	**6**

*Maximum of 100% attained used for scoring.

Data Source: THEC Student Information System

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**
Recommended Points: **10**

Year 5: **2019-20**

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
Total Graduates*	212	220	253	276	472
Graduates Enrolled in Community Colleges	45	52	61	73	63
Graduates Enrolled in Universities	42	48	48	51	45
Graduates Employed Part-time	11	3	9	7	31
Graduates Engaged in Tennessee Job Market					
Graduates with Unemployment Claim	3	3	1	1	4
Graduates Employed Fulltime	102	100	120	129	269
Total Graduates Engaged in the Tennessee Job Market	**105**	**103**	**121**	**130**	**273**

Tennessee Job Market Graduate Placement Rate**	**97%**	**97%**	**99%**	**99%**	**99%**

* 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
2015-20 Quality Assurance Funding
Student Access and Success

The Student Access and Success standard is designed to provide incentives for institutions to increase the number of graduates from select focus populations. Institutions select those focus populations particularly important to the institution's mission and measure the quality of services dedicated to those students. The measure of institutional success is an increase in the focus population graduation rate.

Motlow State Community College

Maximum Points: **25**
Recommended Points: **22**

Year 5: **2019-20**

	Focus Population	2015-16	2016-17	2017-18	3 Yr. Avg Benchmark	2018-19	Percent Attained*	Points Recommended
1	Geographic High Need Area	746	845	997	863	1,032	**120%**	5
2	Health Programs	107	111	126	115	127	**111%**	5
3	Males	381	421	498	433	474	**109%**	5
4	STEM Programs	104	128	149	127	110	**87%**	2
5	Traditional Age Students	569	728	877	725	937	**129%**	5

Geographic High Need Area	2015-16	2016-17	2017-18	3 Yr. Avg	2018-19
Bedford County	58	63	60	60	75
Cannon County	30	15	21	22	31
Coffee County	114	114	139	122	128
DeKalb County	24	23	33	27	19
Franklin County	79	95	90	88	105
Lincoln County	83	81	88	84	108
Moore County	18	19	19	19	18
Rutherford County	205	312	381	299	406
Van Buren County	10	9	11	10	7
Warren County	107	99	133	113	108
White County	18	15	22	18	27
Total	**746**	**845**	**997**	**863**	**1,032**

STEM Programs	2015-16	2016-17	2017-18	3 Yr. Avg	2018-19
11. Computer & Information Sciences	2	1	5	3	0
15. Engineering Technology	102	127	144	124	110
Total	**104**	**128**	**149**	**127**	**110**

*Maximum of 100% attained used for scoring.
Data Source: THEC Student Information System