Training Camp: Successful Implementation of E-Faculty Coaching

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Tarrant County College Connect Campus, Fort Worth Texas
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TCC Connect Campus

2014
TOP ONLINE COLLEGES IN TEXAS

National Center for Education Statistics (NCES)

2016
TOP 10 ONLINE COLLEGES IN TEXAS

National Center for Education Statistics; Integrated Postsecondary Education Data System

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TOP ONLINE COLLEGE

2019
BEST ONLINE COMMUNITY COLLEGES IN TEXAS

SR Education Group

2020
THE BEST ONLINE COMMUNITY COLLEGES

Intelligent

555 Faculty Teaching Online
20 full-time

37 Fully Online Programs
13 degrees, 24 certificates, 9 Fields of Study

30,348 Enrollments
2,298 Weekend College enrollments

15,550 Unduplicated Students
6,600 students taking only eLearning courses
1,100 students enrolled in Weekend College courses

How does TCC Connect Campus define and apply E-Faculty Coaching?

E-Faculty Coaching is a collaborative, iterative, quality-assurance process designed to empower faculty to improve their online course offerings.

- standards-based (QM)

- aligned to campus, district, state, regional, federal guidelines and policies for distance education

- focused on course communication, regular and substantive interaction (RSI), and learner support

- *not* evaluative

- *not* punitive

- *not* part of formal performance appraisal process

- *not* subject-matter specific

Year One Implementation Inventory

Outcomes
(what needs to improve)

Q1 — Course Design
Q2 — Communication
Q3 — Interaction
Q4 — Student Success

Roles
(who is involved/impacted)

Q1 — Facilitator/ POC
Q2 — Coaches
Q3 — Instructors
Q4 — Support Staff

Framework
(how standards, criteria, and resources align)

Q1 — External
Q2 — Internal
Q3 — Technology
Q4 — Review Process
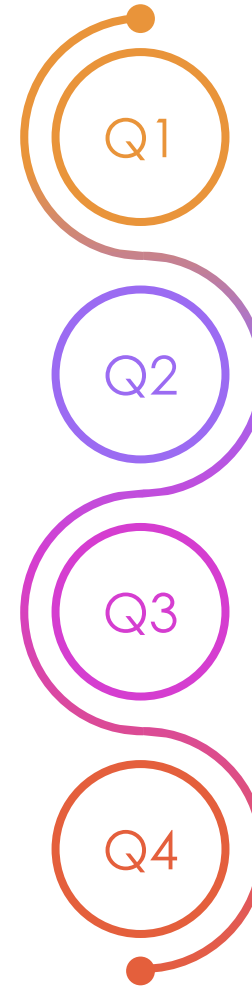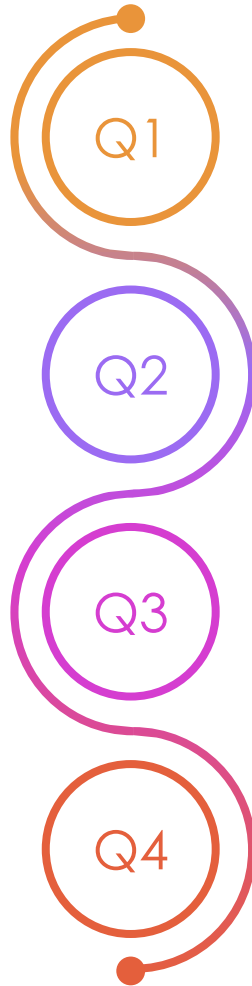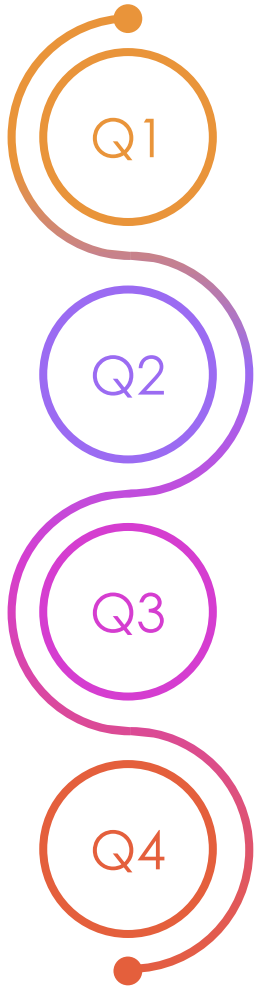
Course Design

Is the navigation similar among all online courses/ sections?

Are instructors utilizing templates/ peer developed shells?

Communication

Are students introduced to their instructor and peers?

Are clear expectations for email response, timely feedback, grading, support stated?

Interaction

How are LMS tools utilized to promote regular and substantive interaction (RSI)?

How is community fostered within the online environment?

Student Success

How does this section compare with others related to passing rates, withdrawal rates, etc.?

Are real time analytics/ data available for instructor and students?

Highly Successful Sections, SP22

ENGL-1302

OIC Certification Year	Most Recent eFaculty Coaching	Synchronous Chat, Meeting, etc.	Rubrics	Individual Feedback	Weekly + Announcements	Discussion Threads	Students Enrolled	Student Success	Student Retention	Notes
no date?	n/a	N	Y	Y	N	12	25	92	96	evidence of PDC, well-organized, embedded media in modules, active discussion forums
2015	SP20	Y	Y	Y	? (announcements	13	97	85.7	90	evidence of PDC, well-organized, "drop in" office hours, Welcome from the Instructor Video(s) and favorite song list, embedded media in modules, active discussion forums
2019	SP20, SU2	N	N	Y	Y (8-Week section)	12	55	86.5	93	evidence of PDC, well-organized, embedded media in modules, active discussion forums
no date?	SP20	N	Y	Y	Y (8-Week section)	8	62	81.1	94	evidence of PDC, well-organized, embedded media in modules, active discussion forums
no date?	SP20	N	N	Y	Y	16	98	81.3	91	Significant variation from PDC (ex: DB topics); regular use of announcements to clarify and remind

HIST-1301

OIC Certification Year	Most Recent eFaculty Coaching	Synchronous Chat, Meeting, etc.	Rubrics	Individual Feedback	Weekly + Announcements	Discussion Threads	Students Enrolled	Student Success	Student Retention	Notes
2020	n/a	N	N	Y	Y	47	57	82.6	98	encouraging comments to students and responses in DB; OERs used; engaging audio files and external video links embedded
2019	SP21	N	Y	Y	Y	38	89	83.2	92	PDC, journaling used; embedded Webinar
2014	SU20	N	N	N	N	0	98	89.8	97	low rigor
2013	SU21	N	N	Y	Y	43	28	82.1	93	OERs, journaling used; clear email and grading policies stated; rich resources and embedded media related to content
2013	SP20	N	N	Y	Y	25	57	80.7	95	substantive assignment feedback to individual students; journaling used; multiple extra credit opportunities available; embedded media in discussions
2014	SP20	N	N	N	N	23	85	86.9	94	OpenStax text; multiple embedded videos in modules (recommended and optional);

What makes an online course successful?

Minimal Effect	Nominal Effect	Significant Effect
Year of OIC Certification	Rubrics	Individual Student/ Assignment Feedback
Synchronous Course Elements	Discussion Boards (note: instructor participation varied)	Weekly Announcements
		Use of OERs, OpenStax
		Embedded Media related to course content

Facilitator/ POC	Who will be the primary point of contact for this process?	How will the facilitator communicate the new process to stakeholders?
Coaches	What are the qualifications for an E-Faculty coach?	What budget resources are available to support this position (short-term and long-term)?
Instructors	How will FT and PT instructors participate?	How will the data/ feedback be shared, and with whom?
Support Staff	Who has the ability/ access to add coaches to online sections/ grant course-reviewer privileges?	What is a reasonable target date/ timeline for making requests each semester?

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FLSA Status: Exempt
Class Code: 14
Job Classification: APT

POSITION SUMMARY

Reporting to the Director of Academic Affairs, the E-Faculty Coach is responsible for collecting data and assisting online faculty in the continual course improvement process. This role supports quality assurance and compliance in accordance with federal, regional, state, and local policies related to distance education.

PRIMARY DUTIES AND RESPONSIBILITIES

Essential Performance Requirements*

- Assists with effective communication, online presence and engagement, regular and substantive interaction of online courses
- Completes observations and timely submits digital data and feedback
- Aligns course design and delivery with internal and external quality assurance standards
- Establishes trust and builds relationships with faculty
- Recommends best practices and research-based strategies for increasing faculty performance and student success in online environments
- Identifies instructor training needs or improvement opportunities using checklists, rubrics, and compliance documents
- Ensures course compliance with ADA, Section 508, Department of Education, THECB, SACS-COC, and other applicable entities
- Meets weekly, monthly, and semester due dates for submitting reports and meeting with instructors

Service Excellence

- Attends the (remote) workplace regularly, reports to work punctually, and follows a work schedule to keep up with the demands of the worksite
- Completes all required training and professional development sessions sponsored through Tarrant County College (TCC) and Quality Matters (QM)
- Supports the values of the College: diversity, teaching excellence, student success, innovation, and creativity and service to the College
- Supports the mission, values and 3 goals and 8 principles of the College

Supervision

Works under the general supervision of the Director of Academic Affairs, Connect Campus

REQUIRED MINIMUM QUALIFICATIONS

- Master's Degree
- Two (2) years' working experience related to online course/ instructional design
- Two (2) years' working experience related to online teaching
- Experience in faculty coaching, mentoring, and/or development
- Experience with Canvas Learning Management System (LMS)

KNOWLEDGE, SKILLS, AND ABILITIES

- Advanced proficiency in MS Office Suite (Excel, Teams, Forms, Outlook, etc.)

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- Excellent written and verbal communication skills
- Ability to analyze data and provide sound recommendations based on policy, procedure, practice, and existing regulations
- Ability to work with minimal supervision in a remote environment

Physical Demands

The physical demands described here are representatives of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; and talk or hear. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. This job requires consistent use of a computer/ screen.

Work Environment

The work environment characteristics described here are representatives of those an employee encounters while performing the essential functions of this job. The employee primarily works from a remote location but is expected to log attendance and demonstrate availability daily. Occasional campus meetings are held in person; the employee is expected to attend.

Performs Other Related Tasks as Required

The duties listed are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

TRUST

5 tenets of relationship-building during the coaching process:

▶ Timely

- ✓ While coaching is a flexible job role, remember that due dates impact others. If data collection is delayed, leadership reporting is also delayed.

- ✓ Instructors are told when tasks will occur within specific term weeks. They expect communication accordingly.

- ✓ The purpose is to provide timely feedback so that immediate, just in time training and improvement may occur.

▶ Reliable

- ✓ Ensure all form fields are double-checked for accuracy. Even minor errors affect trust and confidence.

- ✓ Spelling errors (instructor names, courses, etc.) impact the accuracy of the final spreadsheets generated.

- ✓ Individual data is shared via the coach and facilitator (Kristen Kelton). Instructors will have the opportunity to respond and identify errors.

▶ Useful

- ✓ Feedback should be clear, concise, and applicable.

- ✓ Instructors should understand the criteria, the score, and opportunity for improvement.

- ✓ Scores and feedback must align to the Faculty Guide, QM Standards, and other resources. (For example: while adding a Discussion Board may be a great idea for boosting interaction in a course, we cannot state it is a "required" tool).

▶ Supportive

- ✓ Coaching is NOT evaluative or punitive in nature.

- ✓ Coaches and instructors actively collaborate. Data and feedback is shared in a continuous, iterative manner.

- ✓ Communications (email, verbal, written, etc.) should reflect a positive tone. Include/ identify positives in every discussion. Avoid quick/ short replies.

- ✓ Remain flexible and open to ideas…we want to empower instructors to improve their own courses.

▶ Thoughtful

- ✓ Be considerate of instructor loads and schedules. While coaches may choose to work on a holiday, over Spring Break, etc., instructors may have different attendance expectations. Never expect an instructor to meet at night, on a weekend, or on a TCC-recognized day off.

- ✓ Recognize that instructors may not be comfortable with coaching. Some are new to online teaching. Coaches are advocates and resources, NOT supervisors.

External	Will we work with a research-based, peer-reviewed partner (ex: Quality Matters)?	How will we align criteria with federal, state, regional, local guidelines and policies?
Internal	How will coaching support and mirror the existing campus Faculty Guide, onboarding, PD, etc.?	How does coaching support the institutional vision, mission, goals, etc.?
Technology	Will the institution issue devices to coaches, even if they work remotely?	How will data be collected, shared, stored, etc. (ex: MS Teams)?
Review Process	What are the expectations for transparency and campus reporting?	How will the success of the coaching process be measured?

HE — Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

✔️ Full-time Connect faculty should maintain at least ten (10) scheduled office hours per week to be available to students for individual conferences. Office hours shall be posted for student access.

- Per district policy, adjunct faculty and full-time faculty across the district who teach overload sections for Connect must post 30 minutes of office hours per section taught.

✔️ Responds to students' questions and concerns quickly, completely, and courteously.

- Email responses should be within 24 hours (or by Monday for questions sent over the weekend).

✔️ Provides students with detailed and constructive feedback on assignments to assist with their academic progress, within two weeks during long semesters and one week during 6-8 week sessions.

- For 16 week terms, grades and feedback should be provided within 5-10 days for most assignments; 10-14 days at most for major essays and projects.

- For 4-8 week terms, feedback times should be halved; 2-5 days for most work and one week at most for major essays and projects. Best practice for short semesters is to return grades/feedback in 2-3 days.

+ **New Quiz** ∨

Recent Pinned Shared with me

FL22 TCC CN Campus Quality Form 1: Course
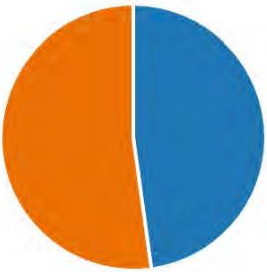KELTON, KRISTEN

23 responses

FL22 TCC CN Campus Quality Form 2: Regular &
KELTON, KRISTEN

0 responses

11. A policy for email communication and instructor response is clearly stated and aligned with the TCC Faculty Guide (student questions or concerns will be responded to within 24 hours, or by Monday for the communication sent over a weekend).

More Details   💡 Insights

● Yes, the policy is clearly stated a... 11
● A policy is stated, but does not ... 12
● No, a policy regarding email co... 0

🔶 **General** Posts Files PLC Notebook Fill | FL22 TCC CN Cam... 1 more ∨ +

📹 Meet ∨

KELTON, KRISTEN 6/9 9:03 AM Edited   👍 1 ❗

IMPORTANT!

Form 2

Good morning! Form 2, RSI, is now open. Please see the link above. This form should be completed for all instructors within one week. If instructors have questions about RSI, refer them to the RSI Flyer located in Connect Campus Canvas HQ: Online Teaching at TCC: TCC Connect Campus HQ (tccd.edu)

E-Faculty Coaching at TCC Connect Campus:
Years 1-4

Academic Year	# Sections Coached	Basis for Assignment	Noteworthy Performance Increases (AY)
2018-2019	176	**Course**- high enrollment and/ or low student success rates (16 and 5 week terms)	Timely posting of ICR: 76.6% to 95.5%
2019-2020	559	**Course**- high enrollment and/ or low student success rates (8 and 5 week terms)	Inclusion of clear instructions and communication elements to start the course: 73% to 82%
2020-2021	310	**Course**- high enrollment and/ or low student success rates **Instructor**- no previous coaching (16, 8, and 5 week terms)	Presence of discussion boards visible in LMS: from 32% to 76%
2021-2022	143	**Instructor**- previous FPI concerns, recent OIC completer, WC College, and/ or no previous coaching (or last-minute staffing change) (16, 8, 7, 5, and 4 week terms)	Instructors participating in coaching in Spring 2022 demonstrated a 7.4 average increase in student success and a 2.65 average increase in student retention rates per online section.

Questions?

Feedback?

Plans?

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References

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Morales, C.R., Tapia, G. (2018). La implementación de un programa de mentoría para la facultad en línea: El "Faculty Coach". In Proceedings *5th Congreso Internacional de Innovación Educativa (CIIE)*. 1954-1960. Monterrey, México. Available at https://goo.gl/Koq7nD

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