Coaching for Connection

A playbook for successful implementation of an eFaculty coaching model

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TCC Connect Campus, Tarrant County College
Agenda/Game Plan

- Overview of Connect Campus, Tarrant County College
- **Scouting Report:** What are the conditions, obstacles faced by stakeholders?
- **Huddle:** How do we plan and prepare to meet our goals?
- **Offensive Plays:** How do we collect and share data to continuously build trust, empower, move forward in positive ways?
- **Defensive Plays:** How do we prevent misconceptions, misinformation, etc.?
- **Stats:** Is the efaculty coaching model successful? What does the data tell us?
TCC Connect Campus
The relentless increase in the popularity of online learning courses and programs in the last decade has been fueled by early adopters, rapid change, dwindling enrollments, student needs, and mandates to increase revenue. To maintain a thriving online campus, moving forward is paramount, especially to safeguard that the faculty possess the right skills to perform their role at optimum capacity. At the core of operations of this new online campus is serving 29,000 plus online learning students, faculty development, and faculty support.

Three pillars that anchor the TCC Connect Campus and contributes to the success of a young campus include faculty development, faculty support, and academic quality. These activities have been successfully established to support, develop, and grow its more than 450 faculty members teaching over 1,200 sections every semester in a sustainable and scalable manner. Early data indicate increase student success, student retention, and graduation rates.
TCC Connect Campus Learning Modalities

**eLearning**
- 22 fully online and certificate programs
- 350+ online courses

**Weekend College**
- 800+ enrollment each semester
- hybrid and accelerated
TCC Connect at a Glance: 2021-2022

eLearning and Weekend College

About our Faculty and Students:

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

Online Degrees and Certificates:

| Degree | Associate of Arts | Associate of Business in Accounting 
| Degree | Associate of Science in Accounting Information Management 
| Certificate | Accounting Clerk I 
| Certificate | Accounting Clerk II 
| Certificate | Accounting Clerk III 
| Certificate | Business Administration–Accounting Assistant I 
| Certificate | Business Administration–Accounting Assistant II 
| Certificate | Business Administration–Accounting Assistant III 
| Certificate | Business Administration–Business Management I 
| Certificate | Business Administration–Business Management II 
| Certificate | Business Administration–Management I 
| Certificate | Business Administration–Management II 
| Certificate | Retail Management 
| Degree | Business Administration–Marketing I 
| Degree | Business Administration–Marketing II 
| Certificate | Entrepreneurship and Small Business Management I 
| Certificate | Entrepreneurship and Small Business Management II 
| Certificate | Human Resources Management 
| Certificate | Human Resources Specialist I 
| Certificate | Human Resources Specialist II 
| Certificate | Information Technology–Programming I 
| Certificate | Information Technology–Programming II 
| Certificate | Information Technology–Cybersecurity Specialist 
| Certificate | Ethical Hacking 
| Certificate | Office Technology Professional 
| Certificate | Administrative Specialist 
| Certificate | Applications Specialist 
| Certificate | Office Technology Specialist 

www.tccd.edu
TCC Connect Campus

Table 1.2.1: Students per Top Counties (All Students)

<table>
<thead>
<tr>
<th>County</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarrant</td>
<td>9,628</td>
<td>87.4%</td>
</tr>
<tr>
<td>Dallas</td>
<td>331</td>
<td>3.0%</td>
</tr>
<tr>
<td>Johnson</td>
<td>258</td>
<td>2.3%</td>
</tr>
<tr>
<td>Denton</td>
<td>170</td>
<td>1.5%</td>
</tr>
<tr>
<td>Parker</td>
<td>96</td>
<td>0.9%</td>
</tr>
<tr>
<td>Wise</td>
<td>51</td>
<td>0.5%</td>
</tr>
<tr>
<td>Ellis</td>
<td>37</td>
<td>0.3%</td>
</tr>
<tr>
<td>Collin</td>
<td>20</td>
<td>0.2%</td>
</tr>
<tr>
<td>Hood</td>
<td>19</td>
<td>0.2%</td>
</tr>
<tr>
<td>All other</td>
<td>412</td>
<td>3.7%</td>
</tr>
<tr>
<td>Total</td>
<td>11,022</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: ST Enrollment Data and ST Student Residency

### Scouting Report - Impact of eFaculty Coaching on Stakeholders

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
<th>Local Leadership</th>
<th>External Accreditors</th>
</tr>
</thead>
<tbody>
<tr>
<td>* In a survey of ten community colleges across the US, students mentioned online classes as one of the top five challenges to their academic success.</td>
<td>* Typical planning, preparation, and development time for a fully online university course is 6-9 months before the course is delivered.</td>
<td>* Online learning carries a stigma of being lower quality than face-to-face learning, despite research showing otherwise.</td>
<td>* Regional, State, Federal Guidelines</td>
</tr>
<tr>
<td>* The two most common reasons this was an issue had to do with a lack of interaction with their instructors and difficulty completing the assigned material on their own.</td>
<td>* Faculty are more comfortable teaching online by the 2nd or 3rd iteration of their online courses.</td>
<td>* Demand for online courses and programs is skyrocketing.</td>
<td>* Differentiate between DE and correspondence courses.</td>
</tr>
<tr>
<td></td>
<td>* Teaching by adjuncts accounts for approximately ½ of all higher ed faculty in the US. The number is higher in fully online settings.</td>
<td>* Roles and responsibilities for instructors, course designers, and LMS support staff may overlap.</td>
<td>* Validate “regular and substantial” interaction.</td>
</tr>
<tr>
<td></td>
<td>* Adjuncts are being asked to do work that exceeds previous expectations (i.e., design courses)</td>
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<tr>
<td></td>
<td></td>
<td>* Inability to effectively monitor high volume of sections.</td>
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</tbody>
</table>
In 2020, the Department of Education (DoE) released new regulatory language around distance education that went into effect on July 1, 2021.

This new language includes, for the first time, clarification of regular and substantive interaction.

Regular and substantive interaction is the distinguishing feature of distance education versus correspondence education.

Regular and substantive interaction specifically addresses expectations for instructor interaction with students in a distance learning course.

U.S. DOE Site: Negotiated Rulemaking for Higher Education 2018-19
- Fact Sheet
4.) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also include at least two of the following—

I. Providing direct instruction;
II. Assessing or providing feedback on a student’s coursework;
III. Providing information or responding to questions about the content of a course or competency;
IV. Facilitating a group discussion regarding the content of a course or competency;
V. Other instructional activities approved by the institution’s or program’s accrediting agency.

5.) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student’s completion of a course or competency—

I. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

II. Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
TCC faculty provided with:

- RSI Informational Booklet
- RSI Page on the Instructional Resource Hub
- RSI Interaction Framework/Examples

- 2-hr asynchronous RSI course
- Webinars, workshops, checklists, posters
Scouting Report- Overview of Coaching Role

- eFaculty Coaches provide eLearning faculty with continuous support in the areas of online presence, administration of the classroom and just-in-time training.
- Assist with discipline assessment activities, effective communication, online presence, and virtual classroom observations.
- Data collection plays a pivotal role in the endeavor, e-faculty coaches apply current best practices to provide pedagogical support to online faculty.
Scouting Report- Coaching vs. Mentoring

- New online faculty benefit from both mentoring and coaching.
- Mentoring leads to meeting institutional goals and providing consistency for students.
- Coaching leads to professional growth and innovation in teaching practices.
- A mentor is typically more experienced, advising according to a task or agenda.
- A coach is a non-biased partner, providing objective observation.
- Coaching relies on observation, questioning, and reflection.
Scouting Report - Qualifications for efaculty Coaches

Research indicates that the ideal faculty coach is a person *not* currently teaching within the chosen institution; this is because an outside coach has less bias and can be fully objective.

A coach should possess several years of online teaching experience. The coach should also be technology/ LMS- proficient and have strong communication skills.

▪ Qualifications
  - Required: Master's Degree;
  - 3 or more years of experience in course design, instructional design;
  - 3 or more years of experience teaching online;
  - Experience in faculty development

▪ *Note:* Coaches are observing pedagogy, not specific content. Thus, it is not necessary for someone observing a Biology course to have a background in Biology. However, if the institution is able to hire at least one coach per specific department or discipline, this may open up additional opportunities.
Huddle - What will we do and why?

Institution-Specific:
1. SWOT Analysis
2. SMART Goals

**Connect Campus 2021-2022**
Year 4/Coaching

**STRENGTHS**
- 3 veteran coaches on staff
- Digitized forms and processes (MS Teams)
- Director position to facilitate/ manage
- 3 years of coaching data/ feedback

**OPPORTUNITIES**
- Work with new ID Team
- Work with new VP of Academic Affairs
- New LMS (Canvas)
- OIC Process enhanced & aligned with coaching
- Funding for QM Training/ Faculty

**WEAKNESSES**
- Post-pandemic: lack of reliable technology/ devices
- Post-pandemic: unknowns regarding budgets and hiring freeze (currently half-staffed)
- Inability to access labs and other third-party add-ins → need to document RSI within LMS

**THREATS**
- Misconceptions
- Misinformation
- New LMS (Canvas)
Huddle- How does coaching align with our campus workplan?

Workplan Activities, 2018-2019 (Year 1)

- Hire and train six part-time efaculty coaches.
- Develop data collection tools aligned with QM Rubric (6th ed) for Higher Education.
- Collaborate with VPAA and Dean to identify online sections for coaching based on FPI (Faculty Performance Indicator) scores.

Workplan Activities, 2019-2020 (Year 2)

- Review and improve ICR and syllabus compliance via a) conduct ICR/Syllabus audit and b) define criteria that determines “major assignment” per ICR.
- Expand and refine the efaculty coach program to improve teaching & learning via a) onboard 2 more efaculty coaches; b) refine web-based data collection tools; and c) assign each coach to a specific department/discipline.

Workplan Activities, 2020-2021 (Year 3)

- Utilize QM forms to determine how LMS course tools support Start of Course Communication and Instructor to Student Interaction in 20% of all fully online sections by July 6, 2021.
- Develop a plan for 20% of all CN instructors to participate in self-reflection/coaching dialogue process to identify strengths and areas for improvement related to use of LMS course tools to support Start of Course Communication and Instructor to Student Interaction by July 6, 2021.
Huddle- How does coaching align with our campus workplan?

Workplan Activities, 2021-2022 (Current/Year 4)

• Integrate eFaculty coaching and OIC processes to ensure alignment, quality, and compliance by July 15, 2022. All instructors completing initial OIC and assigned to teach a section will participate in an eFaculty coaching cycle.

• Integrate eFaculty coaching and Faculty Performance Indicator processes to ensure continual professional growth and course improvement, by July 15, 2022. Instructors scoring below standard on FPI indicators in the prior performance evaluation cycle will participate in an eFaculty coaching cycle.

• Merge spreadsheets/data sources (OIC, FPI, eFaculty Coaching) to a shared OneDrive allowing greater access, collaboration, and efficiency by July 15, 2022. A OneDrive housing current data will be created and shared with the Dean, ID Team, eLearning analyst, and Director of Academic Affairs.
Huddle- Faculty Performance Indicators (FPI) and OIC (Online Instructor Certification)

- FPI (documented by Chair/Dean)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Values</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 - The instructor has completed online instructor certification successfully.</td>
<td>0 = Not certified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = In progress</td>
<td></td>
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<tr>
<td></td>
<td>2 = Certified</td>
<td></td>
</tr>
<tr>
<td>2.2 - The instructor’s end-of-course evaluation score for previous long semester. Indicate semester:</td>
<td>0 = No EOC Responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = 0 – 1.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 = 1.01 – 2.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 = 2.01 – 3.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 = 3.01 – 4.0</td>
<td></td>
</tr>
<tr>
<td>2.3 - The instructor’s success rates compare to peer teaching the same rubric.</td>
<td>0 = &gt;=5 pts below average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = within 5 pts of average or above</td>
<td></td>
</tr>
<tr>
<td>2.4 - The number of times the faculty member was shown as absent on the instructor presence reports for previous long semester, for all sections combined.</td>
<td>0 = 5 or more times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = 3-4 times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 = 2-3 times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 = 1 time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 = none</td>
<td></td>
</tr>
<tr>
<td>2.5 - The faculty member used sufficient interactions to engage students and provide feedback (e.g. grading comments, announcements)</td>
<td>1 = strongly disagree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 = disagree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 = agree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 = strongly agree</td>
<td></td>
</tr>
<tr>
<td>2.6 - The faculty member followed the communication plan as provided in the syllabus.</td>
<td>0 = no</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = partially</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 = consistently</td>
<td></td>
</tr>
<tr>
<td>2.7 - The course effectively uses media (beyond the contents of POC) to enhance engagement and learning</td>
<td>0 = no</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = partially</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 = consistently</td>
<td></td>
</tr>
<tr>
<td>2.8 - The faculty member records attendance for all online sections.</td>
<td>0 = no</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 = yes</td>
<td></td>
</tr>
</tbody>
</table>

- OIC (facilitated by campus ID Team)

**Fact Sheet:**
- Course is open to any TCC faculty member
- Course is housed in Canvas
- Course completion takes about **32 hours** to complete
- Course participants have **8 Weeks** to complete the course
- Course completion is required to teach at the Connect Campus
- Certified faculty are added to the OIC Master Certification List and receive a certificate
- Course completion earns an OIC certificate (expires in 2 years)
- Course includes:
  - Course design within Canvas
  - Aligning courses to learning objectives
  - Copyright and Fair Use
  - Open Educational Resources (OER) and Open Access Resources (OAR)
  - Community of Inquiry Model
  - Instructor Presence
  - Accessibility
  - Regular and Substantive Interaction (RSI)
  - Discussion Board Prompts
  - Video Instruction Tips and Tricks
  - Assignment Tips and Tricks
  - Quizzes - Classic, New and Studio Video
Huddle - Who do efaculty coaches support?

**Faculty:**
- recent OIC completers
- new to online teaching
- new to Canvas LMS
- new to Quality Matters (QM) rubric
- teaching courses with low student success/retention rates
- interested in increasing quality of communication/interaction with students
- interested in incorporating new tools/maximizing potential of Canvas LMS

**ID Team:**
- review alignment of OIC, PDC, QM, SACS, RSI, faculty guide, etc.
- ensure initial online training is applied in real time
- reduce one on one workload between ID member and instructor

**Department Chairs/Deans:**
- collect and merge data from external reports (non-LMS/previous terms) for use during performance evaluation cycles
- serve as a supplemental resource to instructors with general technology, best practices, or instructional delivery questions

**Faculty:**
- recent OIC completers
- new to online teaching
- new to Canvas LMS
- new to Quality Matters (QM) rubric
- teaching courses with low student success/retention rates
- interested in increasing quality of communication/interaction with students
- interested in incorporating new tools/maximizing potential of Canvas LMS
Offensive Plays (created and submitted via MS Forms)

FL21 Instructor Input Form (pre-coaching)
Thank you in advance for your time completing this form. It should take 5 minutes or less to complete and submit! We want to make sure we offer you the best coaching experience possible. Please remember this is a non-evaluative, non-punitive process. We are here to support you!

These form responses— as well as the observational data collected via forms 1, 2, and 3 during the semester— are kept confidential between you, your assigned coach, and Kristen Kelton. If you have any questions about this form, or the general process, please email kristen.kelton@tccd.edu.

SP22 Accelerated Term TCC Connect Campus Quality Form 1: Course Overview & Introduction
Quality Matters (QM) Specific Review Standards:
1.1 Instructions make clear how to get started and where to find various course components.
1.2 Learners are introduced to the purpose and structure of the course.
1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.
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.
1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.
1.6 The self-introduction by the instructor is professional and is available online.
1.9 Learners are asked to introduce themselves to the class.

TCC Connect Campus Quality Form 2: Regular & Substantive Interaction (RSI)
Quality Matters (QM) Specific Review Standards:
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
5.2 Learning activities provide opportunities for interaction that support active learning.
5.3 The instructor’s plan for interacting with learners during the course is clearly stated.
5.4 The requirements for learner interaction are clearly stated.
6.2 Course tools promote learner engagement and active learning.
6.3 A variety of technology is used in the course.

TCC Connect Campus Quality Form 3: Learner Support
Quality Matters (QM) Specific Review Standards:
7.1 Course instructions articulate a clear description of the technical support offered and how to obtain it.
7.2 Course instructions articulate a link to the institution’s accessibility policies and services.
7.3 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course.
7.4 Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.

(form updated for SP22)
Offensive Plays- Instructor Input (pre-coaching)

On a scale of 1-5, how would you currently rate your confidence level with regards to the Canvas LMS? (Note: 5 is highly confident; 1 is not confident)

31 Responses
3.71 Average Rating

Coaching will consist of three observations/forms. All criteria are based on Quality Matters (Standards 1, 5, 6, 7) and the TCC Connect Faculty Guide. Please indicate your familiarity with these resources (select all that apply):

More Details
- I am QM trained (Rubric, level ... 5
- I am a certified Peer Reviewer ... 1
- I am familiar with the QM stan... 12
- I know how to access the TCC ... 26
- I regularly refer to the TCC Co... 12

Which of the following areas do you consider strengths in your FL21 Connect course(s)? (Select all that apply)

More Details
- Start of Course Communication 23
- Learner Activities and Interact... 21
- Course Technology 16
- Learner Support 20
- Other 3

Which of the following areas do you feel could be improved in your FL21 Connect course(s)? (Select all that apply)

More Details
- Start of Course Communication 2
- Learner Activities and Interact... 12
- Course Technology 12
- Learner Support 9
- None of the above; I am doing... 2
- Other 8
Offensive Plays- Instructor Input (pre-coaching), cont.

**Are you using a Peer Developed Course (PDC) for FL21?**

- Yes: 8
- No: 23

**Instructors are asked to meet/interact/dialog with assigned coaches at least once per semester; ideally, brief meetings would occur three times, following each observation/form completion. Please indicate your preference for discussing data with your coach this semester:**

- via MS Teams (synchronous): 19
- via phone (synchronous): 6
- via receipt of audio file (asynchronous): 6

**When did you complete Online Instructor Certification (OIC) via the TCC ID Team? (Select the most recent year if you attended more than one)**

- 2021: 3
- 2020: 3
- 2019: 2
- 2018: 4
- 2017: 2
- Other: 17

**Do you regularly/continually assess your own course? If so, what approach do you take/which resource(s) do you utilize? (Select all that apply)**

- Other rubric: 7
- Other rubric for best practices: 7
- TCC Connect Faculty Guide: 15
- View course from student perspective: 29
- Checklist or other resources: 3
- Other: 8
### Offensive Plays- Sample Communication/ Data Collection Timeline

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Weeks 1-3</th>
<th>Weeks 4-6</th>
<th>Weeks 7-9</th>
<th>Weeks 10-13</th>
<th>Weeks 12-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director/ Manager</td>
<td>Send introduction letter (overview of process, FAQ's, links, resources, coach biographies) to instructor</td>
<td>Share general trends with campus leadership team (bi-weekly)</td>
<td>Update efaculty coaches’ MS Teams site (weekly)</td>
<td>Audit and calibrate coaches’ performance</td>
<td>Share individualized summary spreadsheet (compiling data from Forms 1-3) with each instructor</td>
</tr>
<tr>
<td>efaculty Coach</td>
<td>View course, collect data for Form 1: Course Overview &amp; Introduction</td>
<td>View course, collect data for Form 2: Regular &amp; Substantive Interaction (RSI)</td>
<td>View course, collect data for Form 3: Learner Support</td>
<td>Based on meeting(s) with instructor, view course elements again and resubmit forms as needed</td>
<td>Submit final documentation to director/ manager</td>
</tr>
<tr>
<td>Instructor</td>
<td>Submit Instructor Input Form</td>
<td></td>
<td></td>
<td></td>
<td>Submit end of coaching feedback form or meet with director/ manager for debriefing</td>
</tr>
<tr>
<td>efaculty Coach and/ or Instructor (Iterative/ Ongoing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Meet at least twice during coaching cycle/ term</td>
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<td></td>
<td>Make contact as questions arise</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Share new ideas and resources</td>
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<td></td>
<td>Realtime training</td>
</tr>
</tbody>
</table>
Offensive Plays- Teamwork in Realtime

- Coaching promotes real-time feedback and course improvements.
- This proactive approach differs from passive processes focused on end of course evaluation.
Defensive Plays - Proactive Communication

**Assigned Faculty**

Include in Introduction Letter:
- Link to pre-coaching survey/ seek input
- Biography of Coach
- Calendar/ Tasks involved in Process
- Non-Evaluative Nature!
- Contact Information

**Department Chairs/ Deans**

Explain in writing and in person:
- This is NOT part of the performance/ appraisal process!
- Faculty should contact the Coach or Facilitator with concerns, NOT their supervisor.
- Data will be shared with leadership via department/ discipline/ campus only, unless there is a major ethical violation or concern observed.

**Coaches**

Meet/ Communicate Regularly:
- Calibrate with faculty guide, QM rubric, other coaches
- Positive tone
- Stress strengths/ positive course elements
- Respect time and contract hours of the instructor
- Importance of meeting deadlines
Defensive Plays-Stats

1,097 Sections Observed

Sections Observed per Term Length

- 16 Week: 336
- 8 Week: 362
- 5 Week: 399
Case Study 1 (Instructor):

A veteran instructor earned low faculty performance indicator (FPI) scores in FL18. The ICR was not timely posted, a grading policy was not stated, and all assignments were auto-graded via a third-party vendor. The instructor participated in two coaching cycles; student success rates increased by 17.4%. The instructor also reached out and asked for guidance on how to incorporate a discussion forum in an online math course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Success Rate (students passed with grade of C or better)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1314</td>
<td>FL18</td>
<td>54.3%</td>
</tr>
<tr>
<td>MATH 1314</td>
<td>FL20</td>
<td>71.7%</td>
</tr>
</tbody>
</table>
Case Study 2 (Course):

GOVT 2305 and 2306 are high-enrollment courses (over 1,000 students enrolled per term). These charts show student success rates increase alongside each year of coaching.

- 2018-2019 (Year 1)
- 2019-2020 (Year 2)
- 2020-2021 (Year 3)
Case Study 3 (Campus):

In Fall 2018, prior to full implementation of efaculty coaching, the campus compliance rate for HB 2504 (timely posting of updated ICR) was 76%. By Spring 2020, the compliance rate was 95.5%. This is an increase of 19.5%.
## eLearning Enrollments and Success Rates

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollments</th>
<th>Passed with C or Better</th>
<th>Received D or F</th>
<th>Withdrew</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Spring 2022</em></td>
<td>29,950</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2021</td>
<td>24,749</td>
<td>18,881</td>
<td>3,350</td>
<td>2,508</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76.3%</td>
<td>13.5%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>22,030</td>
<td>15,866</td>
<td>3,519</td>
<td>2,620</td>
</tr>
<tr>
<td></td>
<td></td>
<td>72.0%</td>
<td>16.0%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>22,601</td>
<td>16,253</td>
<td>3,381</td>
<td>2,960</td>
</tr>
<tr>
<td></td>
<td></td>
<td>71.9%</td>
<td>15.0%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>22,748</td>
<td>16,780</td>
<td>2,777</td>
<td>3,174</td>
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<tr>
<td></td>
<td></td>
<td>73.8%</td>
<td>12.2%</td>
<td>14.0%</td>
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<tr>
<td>Fall 2019</td>
<td>21,697</td>
<td>15,043</td>
<td>3,783</td>
<td>2,860</td>
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<tr>
<td></td>
<td></td>
<td>69.3%</td>
<td>17.4%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>22,573</td>
<td>16,054</td>
<td>3,499</td>
<td>3,008</td>
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<td></td>
<td></td>
<td>71.1%</td>
<td>15.5%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>19,501</td>
<td>13,380</td>
<td>3,308</td>
<td>2,809</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68.6%</td>
<td>17.0%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

As of January 2022

Source: TCC Office of Institutional Intelligence & Research
## Weekend College Enrollments and Success Rates

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollments</th>
<th>Passed with C or Better</th>
<th>Received D or F</th>
<th>Withdrew</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Spring 2022</em></td>
<td>777</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2021</td>
<td>999</td>
<td>630</td>
<td>238</td>
<td>131</td>
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<tr>
<td>Spring 2021</td>
<td>2,071</td>
<td>745</td>
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<td>116</td>
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<td>Fall 2020</td>
<td>917</td>
<td>615</td>
<td>204</td>
<td>98</td>
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<tr>
<td>Spring 2020</td>
<td>1,064</td>
<td>773</td>
<td>130</td>
<td>159</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>1,089</td>
<td>639</td>
<td>200</td>
<td>163</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1,048</td>
<td>751</td>
<td>167</td>
<td>130</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>1,002</td>
<td>640</td>
<td>209</td>
<td>153</td>
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</tbody>
</table>

As of January 2022

Source: TCC Office of Institutional Intelligence & Research
## Wintermester Enrollments and Success Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollments</th>
<th>Passed with C or Better</th>
<th>Received D or F</th>
<th>Withdrew</th>
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</thead>
<tbody>
<tr>
<td>2022</td>
<td>1,429</td>
<td>1,157</td>
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<td>1,466</td>
<td>1,270</td>
<td>113</td>
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<tr>
<td>2020</td>
<td>1,210</td>
<td>1,021</td>
<td>68</td>
<td>121</td>
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<tr>
<td>2019</td>
<td>1,001</td>
<td>890</td>
<td>69</td>
<td>42</td>
</tr>
<tr>
<td>2018</td>
<td>753</td>
<td>613</td>
<td>63</td>
<td>77</td>
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<tr>
<td>2017</td>
<td>499</td>
<td>420</td>
<td>36</td>
<td>43</td>
</tr>
</tbody>
</table>

As of January 2022

Source: TCC Office of Institutional Intelligence & Research
Recognitions

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

2019
BEST ONLINE COMMUNITY COLLEGES IN TEXAS
SR Education Group

2020
THE BEST ONLINE COMMUNITY COLLEGES
Intelligent
Questions/Discussion
References & Resources


