



SPECIAL ASSIGNMENT POSITION DESCRIPTION

Distance Education Coordinator/Grant Manager (One position)

DESCRIPTION OF PROJECT, WORK, SERVICE REQUESTED:

The Distance Education (DE) Coordinator/Grant Manager is responsible for the Ready | Set | Go grant, and ensuring grant commitments are met every step of the way, dovetailing with the District's strategic priorities and directions, and assisting in making other improvements to the quality of Hartnell College's DE offerings. The DE Coordinator is a subject matter expert on DE curriculum, technologies, and course design, works with and reports to the Dean of Academic Affairs in charge of Distance Education, and addresses distance education matters, including that related to the Online Education Initiative (OEI).

Reports to: Dean of Academic Affairs (Social & Behavioral Science/Fine Arts)

SAMPLE DUTIES AND RESPONSIBILITIES:

- Follow up and take charge of ensuring grant-related activities (summary attached) take place and are successfully led. This includes tasks as varied as organizing trainings, following up with curriculum efforts, tracking tasks and budgets, and writing and submitting quarterly reports.
- Create a tracking system, approved by the DE committee and the deans, and track faculty assignments along with online teaching credentials.
- Create a tracking system with the IT department, the Curriculum & Instruction (C&I) Team, and the deans, and record Zero Textbook Cost sections, Open Education Resources, and Low-Cost textbooks listings.
- Ensure Hartnell OEI approved and other online courses are correctly listed in Finish Faster. Support automation of the State intake of this data.
- Attend appropriate training workshops, including those provided for and by the OEI workgroup and the Chancellor's Office.
- Support the Dean in charge of Distance Education to ensure that the college maintains accurate and complete DE records and complies with all relevant laws and regulations.
- Ensure full Hartnell readiness for the official fall 2019 start as an OEI pilot school.
- Research hybrid course listings and develop a qualifying strategy and tracking system to track instructors in these courses.
- Gather and analyze data to inform and propose future directions for online and hybrid education at Hartnell College.

DELIVERABLES EXPECTED:

- The goals and activities described in the grant accomplished per timeline, including but not limited to the attached activities and goals, as well as accomplishing the tasks listed on page 1 of position description.

DESIRED QUALIFICATIONS AND KNOWLEDGE:

- One year of experience on a distance education committee.
- Current knowledge of CANVAS, online education pedagogies, technology, and related requirements.
- Management or coordination or equivalent leadership experiences.
- Demonstrated ability to assess distance education courses and work with low or zero cost textbooks.
- Excellent written communication skills.

TERMS OF APPOINTMENT:

- The anticipated term of assignment begins early August 2019 and concludes August 15, 2020.
- Full release time equivalent. This is a full-time job for the period of the grant.
- Monthly time and effort reports are required to be submitted to and discussed with supervisor.

APPLICATION PROCEDURE:

1. Submit a letter of intent that specifies your interest in and addresses your qualifications for the assignment (maximum 1 page).
2. Submit to HR by email to work@hartnell.edu only. Please do not bring hard copy to HR or email Alma Arriaga.
3. Deadline for submission is Thursday, August 8, 2019, at 3:00 p.m.

Ready | Set | Go

Ready | Set | Go is about access, success, and completion.

Local Starting Point

Students were found to be *lacking the knowledge and skills to be **READY**, the tools to be **SET** to capture opportunities, and transitional supports to **GO** successfully into the workforce.*

ONE: Programs of focus in Business (BUS, BOT, BIW) & Allied Health (EMT, AS): Comprise 10 approved online courses, and one Online Education Initiative (OEI) approved course (**Starting Point #1**). The interventions will lead to a 50% increase in approved curriculum for Distance Education (DE) offerings in the targeted areas and one more OEI-aligned course before the end of 2019-20 (**Activity #1**).

TWO: Enrollment at Hartnell increased from 2013-2014 to 2018-2019. DE enrollments during these years stayed around 10% of that college-wide (**Starting Point #2**). Our local population is more than 75% Hispanic, mirroring the largest and fastest growing student segment taking DE courses statewide. The grant activities will lead to a 3% growth in college-wide DE enrollment (**Activity #2**).

THREE: In a poll of the Career Technical Education (CTE) faculty, 87% reported that students did not purchase or access the class textbook. Only one of the existing Zero Textbook Cost (ZTC) sections at Hartnell is in the CTE area (**Starting Point #3**). We proposed reducing or eliminating textbook costs in at least 10 more courses impacting CTE students (**Activity #3**).

FOUR: Language challenged students use technology to mitigate their challenges by looking up terms. We will review best practices and survey students to assess support tools, including that used by language challenged students (**Activity #4**). We expect to raise cumulative pass rates in EMT certification from 32% to 40% (**Starting Point #4A**), and to raise pass rates in AS degrees by 4% (**Starting Point #4B**) within a year of implementation.

FIVE: Retention rates in the Business Associate of Science degree are at 78%, while success rates are at 72%. EMT success and retention rates are at 73% (**Starting Points #5**). We expect a growth of 3% in these programs' success and retention from spring 2018 to 2019 as a result of our efforts, reaching over 800 students (**Activity #5**).

SIX: AS consists of 11 industry-related classes, plus a practicum, none of which are online (**Starting Points #6**). This activity will focus on getting these courses approved for online teaching, including exploring how to support online counseling for the practicum (**Activity #6**).

Project Timeline

- The DE coordinator/grant manager will staff all positions within the first month. Related paperwork will be ready in July 2019 to support a rapid start of the proposed efforts.
- The DE coordinator/grant manager, the dean in charge of distance education, and assistant dean of career technical education will inform the staff and faculty about work plan activities, timelines, and outcome expectations related to the project.
- The project team will establish data requirements as benchmarks to allow for a clean and systematic before and after comparison of data.
- The planning for the new DE structure will be shared with stakeholder groups at the college.

Activity	Completion Date
DE coordinator/grant manager hired and project staffed	July 2019
Peer Online Course Review team identified	August 2019
Course alignment team identified	August 2019
10 more courses with OER, ZTC, low-cost (under \$40)	February 2020
Lecture courses submitted for internal approval - AS	August 2019
Practicum development – AS	August 2019
Practicum submitted for curriculum approval – AS	October 2019
Create student feedback collection system – AS	November 2019
CCAPP certification completion – AS	January 2020
Establishment of 2 nd cohort – AS	March 2020
CCAPP certification completion – AS	January 2020
AS practicum available fully online - AS	May 2020
Collect student feedback from the 2nd cohort – AS	June 2020
Credential support modules development – EMT	Fall 2019
Create student feedback collection system – EMT	October 2019
Modules submitted for curriculum approval – EMT	January 2020
Content creation with industry partnerships –EMT	April 2020
Start course design, alignment to @ONE Rubric	October 2019
Define & tap in public impact reporting channels	Dec 19 to May 20
Summer DE Academy	June 2020
3 more course aligned and ## peer reviewed	June 2020

The DE coordinator/grant manager will begin immediately to staff positions within the first month. She or he will define responsibilities and inform the staff and faculty about expectations for the project. He or she will establish data benchmarks for a systematic before and after comparison. The DE structure plans will be created and shared with college stakeholders.

The following activities will be managed by the coordinator/grant manager:

1. The DE Committee has a database to track faculty training and qualifications. This is a process that has previously been lacking at the college and needs to be expanded.
2. Faculty identified who wish to create ZTC, OER, and @ONE Rubric aligned courses.
3. Courses with such designators will be expanded and tracked.
4. Workgroup of community and industry partnerships will be established and aimed at designing competency tests that are prep for the NREMT test. This is a pre-award activity in anticipation of fulfilling the grant requirements. This activity will begin immediately.
5. Two events will take place in the second month: (1) Student polling will be established to identify those eligible for a certificate in the program. (2) The team will write the curriculum and coordination for the practicum, and complete the work as scheduled.
6. A feedback loop will be established with student polling data. The goal is to have this feedback used for improvement, resulting in a 2% increase in retention and success.
7. Interested faculty, comprising the core team to carry out grant work activities, will attend professional development such as through InstructureCon. They will be responsible for conducting research, updating their courses, and plan training for online faculty for 2019-2020.
8. Months three through ten will focus on content creation, with industry partnerships, including courseware for test-taking strategies, and gap analysis (e.g., language, information competency).
9. Blueprint course designers will outline a Canvas student orientation, about services like Quest for Success/Smarter Measure, counseling, bookstore, etc.
10. Before the end of August 30, 2019, Peer Online Course Review (POCR) team members will be identified. Training through @ONE and CANVAS will begin. The POCR teams will

support faculty updating or designing online courses to begin course design and alignment to the @ONE Rubric.

11. The first three modules of current online courses will be reviewed using the @ONE Rubric starting in the second grant quarter and each following quarter. Those wanting to align their curriculum will need to complete participation in peer review before the end of 2019-2020, and be forwarded to @ONE to receive final approval and badging.
12. A summer Online Teaching Academy will serve to disseminate requirements for online teaching. Progress on the Academy planning and development will be reported quarterly, and the final product ready for the first Academy in June 2020. Faculty completing this Academy will receive a stipend and clearance to teach online, pending POCR review.
13. A timeline and list of responsibilities will be provided to participants, and each will complete the sections related to their project, in a Google Document to allow progress tracking. The information will be compiled and shared on a quarterly basis for reporting purposes.
9. On the fourth month, the team will establish a feedback loop of student polling and interpreting data to serve for course improvement. Measurable success will be a 2% increase in retention from AS 1 to the practicum from the previous cohort of students.
10. During month four, it is also expected that public impact reporting channels will be established, not only to promote the program but to provide transparency in grant success.
11. The sixth month benchmark will be completing CCAPP certification and program adjustment, based on data. During this time period, an established means of project reporting will be used (and institutionalized) for presentation after the expiration of the grant.
12. Second cohort established in the program by the eighth month benchmark, including polling.
13. Month ten: AS Practicum (AS 10) is fully online offering. Concentrate effort on polling institutionalization, course materials, and cohort establishment for a sustainable program.
14. Month twelve will focus on using the feedback loop of polling data to improve the materials and rollout enhanced materials for the second cohort, in an effort to institutionalize our practices.

Project Success

- Based on the faculty participation for the courses listed here, we anticipate that approximately 493 online students will be served each semester.
- This will also lead to textbook savings of \$96,712.
- During the time of the grant, online students will save at least \$193,424 on textbook cost.
- Instructors in the same courses F2F may also use free resources to benefit students.
- We also anticipate an increase in enrollments and completion rates.
- At the end of the year, we will be positioned to determine our potential growth areas and rates, focusing on the use and success of the student orientation and blueprint resources.
- Our ability to provide training, tools, and supports to execute planned activities will document our success. Regular input from learning experiences will inform course correction.
- The number of faculty that engage in Professional Development and increase the number of online course offerings will also be an indicator of project success.
- Our goal is to have on-demand access to training tutorials, and to conduct quarterly training session at a minimum, if not more frequently.
- We will determine how many people have used the system by surveying students and faculty, and this data will be included in reporting and review at each quarter.
- To evaluate training, we will determine how many faculty have completed training and compile their feedback throughout the semester.
- We intend to learn if this increased level of support and training leads to increased student success and retention rates in online courses, using past fall and spring retention rates as a baseline to compare with current semesters.

- As we gather that information and monitor performance, we will be able to identify a reasonable growth target that we can sustain.
- The student orientation will include a pre-assessment to identify what students know, and upon exit, we will administer a post-assessment survey to measure growth in knowledge.
- We will monitor increases in enrollments, success, and retention for students who take the orientation and use related tools to drive further orientation improvements.