



ONLINE ADVISORY BOARD

OPERATIONAL PROCEDURES AND GUIDELINES

What Is the OAB

The Online Advisory Board (OAB) is a faculty body that reviews every course developed for online delivery as a district master template. Our goal is to ensure faculty teaching online are aware of best practices, in order to maintain high quality in the college's online offerings. The OAB works closely with the eLearning Center, which handles the review process of Collin College's online program.

Membership

1. The OAB is comprised of representatives from the faculty who are recommended by their academic deans to serve a two-year rotating term. Interested faculty and academic deans can nominate a faculty member to the OAB by completing the Nomination Form. Adjunct faculty and instructional designers may be asked to participate in course review when needed to meet the Collin College needs.
2. Selection
 - a. Appointments of faculty members are made by the academic associate deans or deans.
3. Requirements for membership:
 - a. Teach or have taught an online section in the discipline they are selected to review;
 - b. Completed the eLC Canvas course: Teaching with Canvas at Collin College;
 - c. Completed at least one Quality Matters workshop:
 - i. Applying the Quality Matters Rubric or;
 - ii. Improving Your Online Course
4. OAB Committee Co-Chairs
 - a. Two (or three) members will be appointed as co-chairs of the Online Advisory Board.
 - b. The co-chairs will be voted on by the membership.
 - c. The co-chairs will each serve a two (or three)-year term, on a rotating basis, with one starting their term in the odd years and the other starting their term in the even years.
 - d. Co-chairs who have completed their term, can serve as Chair Emeritus.
5. Representation
 - a. OAB members are appointed to provide representation of academic disciplines, workforce programs, and developmental education divisions, and every discipline with an online course offering.

- b. It is the goal of the OAB to have equitable representation for every academic campus.
6. Length of Term
- a. OAB members serve for two years and may be reappointed.
 - b. Chairs serve for two years and may be re-elected.
 - c. If an OAB member is on sabbatical or leave, then an alternate faculty member, from the same division, serves in that member's place. This may be appointed by the member's associate dean or dean.
 - d. OAB members are allowed to opt out of two reviews each semester. If OAB member is aware of absences or upcoming circumstances it is up to the OAB member to notify the OAB leadership team as soon as known.

OAB Members' Roles and Responsibilities

1. Course review assignments are made every other week or once a month, depending on the number of courses in the review queue.
2. Course review team will consist of:
 - a. OAB Subject Matter Expert based on discipline and member designations;
 - b. OAB Review Team Lead;
 - c. OAB Third Reviewer;
 - d. Instructional Designer (to conduct a preliminary review).
3. The full course review should be completed within two to three weeks of assignment.
 - a. District Template courses should be accessed using the oab.review account and reviewed as a student.
 - b. OAB rubric should be completed in Quality Matters (QM) noting evidence for standards that are met and both evidence and suggestions for standards that are not met.

OAB Committee: Co-Chairs Responsibilities (Joint Responsibilities)

1. Lead the OAB membership in the process of determining minimum standards to which an acceptable online course at Collin College should adhere. (This can include drawing upon "best practices" expertise from outside the college, as well as interpretation of how to apply such expertise to the specific needs of the college.) This includes a continuous review and revision of the Collin College QM Rubric, course checklist, OAB orientation, and OAB operational procedures and guidelines. The team will all assess any other needed additions or process the overall OAB review process.
2. Organize and lead OAB committee meetings (typically at least once per semester; more often when circumstances call for it). This will be a shared responsibility.
3. Assign review teams for course reviews and manage overall course review process. (Can include adjusting initial assignments when needed or checking in with reviewers or review teams if reviews fall behind schedule.) This may be the role of one co-chair.

4. Respond to questions from members or review teams about review processes or specific course reviews.
5. Respond to questions from faculty (including discipline leads) and administrators regarding the OAB course review process or about specific course reviews.
6. Address problems that arise during individual course reviews. (This might require, depending upon the situation or problem, communicating with course representatives, discipline leads, deans or associate deans, review team chairs or team members, and/or eLC liaisons for the OAB.)
7. Coordinate with eLC liaisons for the OAB on prioritizing of course reviews.
8. Meet occasionally with eLC liaisons to discuss management of OAB workload or changes to review process or practices to best accommodate institutional priorities.
9. Coordinate with eLC liaisons to manage membership needs (this can include: matching membership levels to workload; identifying areas of need in subject-area coverage; identifying potential new members and fielding expressions of membership interest from faculty; “on boarding” new members to be prepared to participate in course reviews).
10. Meet occasionally with relevant college administrators in the event of shifts in institutional priorities or policies that affect the OAB mission.

OAB Review: Team Lead Responsibilities

1. OAB review team lead will communicate with course representative during the review process if changes are suggested.
2. OAB review team lead will complete check of the OAB’s submitted course’s links using designer access.
3. OAB review lead will run an Ally report to determine the course accessibility.
4. OAB review team lead will complete the final report which is provided to the OAB coordinator and course representative, as well as, the review team.
5. If a course is marked as “Standards Not Met,” the course representative can update the course and complete an amendment form. Once the amendment form has been completed, the OAB review team lead can conduct a second review, only checking the standards that were marked as not met, and submit a supplemental final report.
6. The OAB will team lead will equally submit a review using the Collin College QM rubric.

OAB Review: Subject Matter Expert (SME)

1. Subject matter experts should conduct a preliminary review the course within one-two business days of the course review assignment. The SME will let the entire review team know once all course content is reviewed and meets the appropriate course level/content.
2. The SME will equally submit a review using the Collin College QM rubric.
3. If the reviewer finds the Collin College QM rubric “Standard(s) Not Met” course evidence must be provided. The OAB review team lead should also be contacted and resolute with

the submitting instructor appropriately with the use of eLC resources, OAB leadership team, or OAB coordinator if needed. This may delay the process of the course meeting overall OAB approval.

4. Subject matter experts are reviewing the content of the course and ensuring:
 - a. Content meets the student learning outcomes.
 - b. Assessments accurately assess the outcomes.
 - c. Content and assessments are on target for the course level.

OAB Review: Third Reviewer Responsibilities

1. The third reviewer will review the assigned course using the Collin College QM rubric. The reviewer will provide evidence of the Collin College QM rubric standards being met. This should include two to three examples depending on the Collin College QM standard criteria. The overall content of the Collin College QM standard will meet 85% of the course represented for the OAB review process.
2. If the reviewer finds the Collin College QM rubric standard(s) not met course evidence must be provided. The OAB review chair should also be contacted and resolute with the submitting instructor appropriately with the use of eLC resources, OAB co-chairs, or OAB coordinator if needed. This may delay the process of the course meeting overall OAB approval.

eLC OAB Review: Instructional Designer

1. The instructional designer assigned to review the course will review as a student.
2. The instructional designer is to be used for a primary resource for eLC course design and assistance.
3. The Instructional will check for:
 - a. General course design and flow
 - b. Use of modules or other organizational tool to deploy content
 - c. Ease of navigation
 - d. Location of assessment tools and the use of rubrics to evaluate assessments e. Accessibility
 - i. Alt tags on images
 - ii. Captions on video and audio components
 - iii. Searchable PDF documents
4. An instructional designer may be used for OAB course review assignments if needed and appropriate.

eLC OAB Review: OAB Coordinator Responsibilities

1. Conduct an audit of online courses without an approved OAB template each semester, including spring, summer, and fall.
2. Determine priority status of courses for review, in conjunction with the OAB co-chairs, Dean of Technology Services, and Senior Vice President of Campus Operations.
3. Develop written directions for OAB members and course representatives.
4. Oversee the maintenance of the documents, forms and tools used by the OAB committee to apply the standards determined above implementing the processes and policies used to ensure standards.
5. Coordinate course reviews with co-chair and determine when courses are ready for OAB review. This may be assisted by eLC and OAB course worksheet.

6. Create review application in Quality Matters.
7. Follow up with course representative and OAB review committee during the review process.
8. Communicate and act as liaison between OAB review team and course representative, when needed.
9. Forward final reports for courses once review is complete. Reports are forwarded to dean, associate dean or supervisor, discipline lead, and any faculty on the development team.

Meetings

1. Meeting times vary depending on the time of year. Meetings are generally once a month and are held virtually via Zoom between the OAB leadership team consisting of the OAB cochairs and OAB coordinator. OAB course review assignments are made based on Collin College's current needs for OAB course review. Email or telephone may be used as modes of communication between meetings.
2. If an OAB member is unable to attend a meeting, the member lets the OAB leadership team know, and makes sure all course reviews are submitted.
3. Meetings held via Zoom will be recorded and recordings will be managed and maintained by the OAB Coordinator from the eLearning Center.

OAB Website

1. A website will be maintained for OAB members, and all Collin College staff and faculty. This is found on Collin College's CougarWeb eLC Learning Center: <http://inside.collin.edu/elc/>
2. The OAB Coordinator and eLC staff member will maintain the web site and seek input and suggestions from the OAB co-chairs at least once each semester.
3. The OAB web site will have the following pages:
 - a. OAB Review Process
 - b. OAB Resources
 - c. OAB Members
 - d. OAB Meeting Archive with agendas and course assignments

OAB Course Review Policies

1. Courses are expected to be fully complete when submitted. Templates should have placeholders clearly indicating where course adopters should place required items.
2. Courses are expected to be submitted by the deadlines posted on the OAB Review Process web page.
 - a. Late submissions will be accepted only when extenuating circumstances exist, with the approval of the instructor's dean.

- b. Courses submitted late may be taught provisionally for one semester pending OAB review but must receive OAB approval before they may be taught in another semester.
- 3. If an OAB member is unable to complete assigned course reviews by the deadline in a particular month, that member must let the OAB leadership team know in a timely manner so the courses can be assigned to another reviewer.
 - a. OAB members who fail to complete their assigned course reviews by the deadline and do not communicate with the OAB leadership team in a timely manner are notified that they have missed the deadline. The OAB leadership team attempts to find alternate reviewers in time for the monthly meeting. If reviewers cannot be found in time, the course review(s) will be left open pending new OAB member added to course review.
 - b. If an OAB reviewer misses the deadline for reviews (without communicating with the OAB leadership team) more than once in a long semester, the OAB leadership team, the Associate Dean, eLC, and the OAB member work together to identify the best course of action in order to ensure that the OAB does not fall behind in its review process.
 - c. If an OAB member misses the deadline for reviews (without communicating with the co-chair) more than twice in a long semester, the OAB co-chair consults the member and Associate Dean, to determine an appropriate course of action. If necessary, the Associate Dean works with that member's dean to have a new member appointed to the OAB.
- 4. If an OAB member is unable to complete a minimum of two course reviews per year, the OAB leadership team, the Associate Dean, and the OAB member work together to identify the best course of action. If it becomes clear that the member will not be able to complete course reviews as needed, the member may resign from the OAB, and the Associate Dean, Distance Learning will work with that member's dean to have a new member appointed to the OAB.

OAB Course Review Categories, Definitions, & Requirements

Custom Course

1. Purpose and Use Scenario: Course designed and taught by an individual instructor who:
 - a. Has extensive experience teaching this course;
 - b. Has demonstrable experience teaching online (preferred);
 - c. Has completed the Teaching with Canvas course provided by the eLC.
2. Design Expectations: Course submitted for OAB review should meet the following constraints:
 - a. Complete course that contains the content, activities and assessments needed to fulfill all required learning objectives in the official course syllabus.
 - b. Meets the standards of the OAB course checklist.

Blueprint Course

1. Purpose and Use Scenarios: Blueprint or road map to a full course that demonstrates or models one or more approaches to fulfill the required course learning objectives (from the official course syllabus) in a fully online setting. Adopting instructors are required to submit a course for review under the “Individual/Custom” category within a year timeframe. Intended for the following scenarios: *
 - a. Instructors with experience teaching this course in the classroom but minimal experience or no experience teaching online.
 - b. Instructors with extensive disciplinary teaching experience and moderate experience teaching online, but with minimal experience teaching this course.
 - c. Instructors with experience teaching this course in the classroom and with experience teaching online, but insufficient time available to fully design and develop a Custom Course (see above).

*Adopting instructors should have completed the Teaching with Canvas course provided by the eLC.

2. Design Expectations: Course submitted for OAB review should meet the following constraints:
 - a. Developed by a team of faculty members (preferred) or an individual faculty member; developer(s) should have extensive experience teaching this course online.
 - b. Meets the standards of the OAB course checklist.
 - c. Contains placeholders for design elements required to meet OAB checklist standards, but which adopting instructors must populate themselves.
 - d. Provides clear guidance to the adopting instructor regarding a textbook (or textbooks), especially in situations where textbook provisioning has complicating factors.
 - e. Includes the following as assistance for the adopting instructor:
 - Example or model course activities and assessments (with evaluation criteria) that illustrate at least one way to address (in an online environment) each of the learning objectives required by the official course syllabus. *
 - Example or model course activities and assessments should be detailed enough to allow an instructor knowledgeable in this course (or, at the least, knowledgeable in the discipline) to generate analogous activities and assessments for the full course.
 - Enough structured course content** to fully model at least the first three weeks of a standard-length semester (or approximately the first 20% of the term for courses designed for alternative term lengths), with an outline or skeleton structure of the remaining weeks to serve as a usable guide or road map for the adopting instructor.
 - Examples or models provided in the framework course can exceed the minimum described here, at the discretion of the design team.

**Structured course content does not include the general course information modules (such as Getting Started, Course Orientation, or equivalents) and institutional information modules required to meet the standards of the OAB course checklist.

Department Standardized Course

1. Purpose and Use Scenarios: Full course design for specific circumstances such as the following:
 - a. Courses driven by external certification bodies (as found in several health professions or workforce programs) with mandated content and outcome requirements.
 - b. Courses used in a variety of teaching circumstances, in which a measure of curriculum and coursework standardization is needed to ensure consistent learning outcomes (for instance, embedded dual-credit courses).
2. Design Expectations: Course submitted for OAB review should meet the following constraints:
 - a. Developed by a team of faculty members (preferred) or an individual faculty member; developer(s) should have extensive experience teaching this course online.
 - b. Complete course that contains the content, activities and assessments needed to fulfill all learning objectives required by the official course syllabus. Instructors can adopt and teach the designed course as is. *
 - c. Meets the standards of the OAB course checklist.
 - d. Can be modified by adopting instructors in the following ways:
 - Updating due dates
 - Populating placeholders in course introductory and orientation materials
 - Updating course content and activities to reflect changes in new textbook editions (with course developer oversight where needed)
 - Adding course elements such as resources, outcomes, or practice exercises without change or removal of existing course elements or course requirements

*Adopting instructors should have completed the Online Faculty Orientation course provided by the eLC.