Proposal for a Special Project Agreement to develop and facilitate a MOOC for legal education

This proposal discusses the development and implementation of a multi-purpose MOOC to support students studying legal subjects. The three purposes of the MOOC will be to remediate, to assess all ADJ course-level student learning outcomes, and to assess all ADJ program-level student learning outcomes. The proposal shall be incorporated by reference into any Special Project Agreement pertaining to the MOOC. The MOOC will be designed primarily to accommodate Administration of Justice (ADJ) students, but Political Science, Agriculture, Business, and Real Estate students studying legal topics could also benefit from it.

1. **Name:** The MOOC will be called Massive Open Online Course: Student Information Center for Legal Education (MOOCSICLE).

2. **Content:** MOOCSICLE will be comprised of:

   - **Modules representing foundational legal topics integral to both ADJ degrees (the ADJ "career" degree, and the ADJ AS-T).** These modules will be designed to remediate, and will contain a broad array of materials to appeal to various learning styles. MOOCSICLE materials will include PowerPoint, printable study notes, discussion boards, assessments, interactive exercises, puzzles, games, and videos. Click here to view an example of a video. The intellectual property rights of all materials developed for MOOCSICLE will belong to Lisa Storm. The remedial modules will be based on a model of competency-based learning, meaning they will allow for gradual progression as students demonstrate mastery of the various topics presented. A recent California Community Colleges Chancellor's Office Report on Distance Education has referenced online tutoring and human presence design (incorporation of video and audio in the online course) as two methods to enhance student retention in distance education courses.

   - **Modules assessing course-level student learning outcomes for all ADJ courses.** ADJ is a large program with many courses, two full-time instructors, and a sizeable group of adjunct instructors. It is often challenging to assess course-level student learning outcomes across the various sections. To add to the challenge, most ADJ courses are
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offered face-to-face, distance education, and hybrid. MOOCSICLE’s course-level student learning outcome assessment modules will facilitate assessment of student learning outcomes in face-to-face, distance education, and hybrid courses and will also allow for separation of assessment results across the different modalities, something that the Accrediting Commission For Community and Junior Colleges (ACCJC) has suggested is appropriate.

To facilitate course-level student learning outcome assessment, the College will automatically enroll all ADJ students in MOOCSICLE. ADJ instructors will then assign students in their courses to take the course-level student learning outcome assessments each semester. This course-level student learning outcome assessment aspect of MOOCSICLE will allow for frequent, consistent, and comprehensive course-level student learning outcome assessment throughout the ADJ discipline which can be utilized for continuous quality improvement of the ADJ courses and program(s).

- **Modules assessing ADJ program-level student learning outcomes.** In addition to course-level student learning outcome assessment modules, MOOCSICLE will contain modules assessing ADJ program-level student learning outcomes. The program-level student learning outcome assessment modules will include pre and post testing for students self-identified as first-semester/last semester ADJ students. At this time, it is problematic to assess program-level student learning outcomes. MOOCSICLE will make this assessment straightforward, consistent, and comprehensive, leading to continuous quality improvement of the ADJ program(s).

3. **Proposed uses:** MOOCSICLE can be utilized in the following ways:

- **To strengthen retention in ADJ courses.** Many students, especially distance education students, drop courses when they receive poor grades or find themselves struggling with the subject matter. The remedial aspect of MOOCSICLE will help these students gain confidence and advance their performance in ADJ courses, which in turn will improve retention.

- **To strengthen student success in ADJ courses and programs.** Remediation, of course, will also enhance student success in ADJ courses and programs. Students in MOOCSICLE will gain a more complete understanding of the core topics which buttress both of the ADJ Degrees, naturally leading to an increased likelihood that they will pass
the ADJ course(s) in which they are enrolled. Eventually, these students will be able to persist until they complete the degree program of their choice.

- **To strengthen student mastery of course and program-level student learning outcomes.** MOOCSICLE’s remedial modules will be structured to enhance student mastery of all ADJ course-level and program-level student learning outcomes, which will further augment the probability that students will successfully complete ADJ courses and eventually, an ADJ program. In addition, since course and program-level student learning outcomes will be assessed frequently, any anomalies will be immediately noted, leading to dialogue and intervention that will gradually increase performance of all ADJ student learning outcomes.

- **To introduce face-to-face students to technology.** MOOCSICLE will contain enrolled students in all modalities which means students in face-to-face ADJ courses will need to access their course and program-level student learning outcome assessments online. This simple online assessment process will be a gentle introduction to technology for students that are not already familiar with it. In addition, face-to-face ADJ students that are struggling with the subject matter will be participating in interactive exercises, discussion boards, and supplemental assessments and games, all enhancing their technology comfort level.

- **To assess all course-level and program-level ADJ student learning outcomes every semester.**

- **To reference in Accreditation Progress Reports.** Below, are the portions of the ACCJC’s External Evaluation Report which are relevant.

**Recommendation #4 states:**

**Recommendation 4**

*Recommendation 4: The team recommends that the college engages in a broad-based dialogue that leads to: The identification of Student Learning Outcomes at the course and program levels; and regular assessment of student progress toward achievement of the outcomes. (Standards II.A.1.c; II.A.2.a; II.A.2.b; II.A.2.e; II.A.2.f; II.A.2.g; II.A.2.h; II.A.2.i; II.A.3)*
Clearly, the MOOCSICLE assessment modules, measuring student progress toward achievement of both course and program-level student learning outcomes, can be referenced when addressing this recommendation in an Accreditation Progress Report. Not only will the assessment modules be continuous; they will assess across sections of courses and also across modalities such as face-to-face, distance education, and hybrid.

An explanation of Recommendation #4 states:

The college has identified student learning outcomes at the course, program, and institutional levels. Evidence associated with course and program level assessments is limited since the college does not have timelines or institutional tracking of SLO assessments. The majority of assessments completed at the course level do not distinguish between student learning and student achievement outcomes. In addition, there is no evidence that course level student learning outcomes have been consistently and systematically mapped to program level outcomes, or that the program level outcomes have been assessed. The college was unable to provide evidence that the on-going assessment of student learning outcomes at the course and program level have led to significant improvements to courses and programs.

Clearly, the MOOCSICLE assessment modules, measuring both course and program-level student learning outcomes, can be referenced when addressing this recommendation in an Accreditation Progress Report. The assessment data will be easy to track, self-contained in MOOCSICLE, and there will be ample evidence that program-level student learning outcomes are subject to consistent and ongoing assessment. If anomalies in results are noted, they can be addressed by immediate and ongoing interventions. In addition, the enhanced student retention and success numbers will be evidence of significant improvement to both ADJ courses and degree programs.

- To reference in Accreditation Self-Evaluation Reports. MOOCSICLE will address the following standards:
MOOCSICLE’s remedial aspect addresses a commitment to achievement of student learning specifically aligned with a student population that occasionally struggles to be successful in college-level courses and programs. MOOCSICLE is also designed to compare achievement of student learning outcomes in distance education, hybrid, and face-to-face course offerings, exposing potential deficiencies in the various modalities so that they can quickly and efficiently be eradicated.

B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

MOOCSICLE demonstrates a conscious institutional commitment to support student learning with remedial modules designed to enhance achievement of ADJ course and program-level student learning outcomes. MOOCSICLE also measures and assesses student learning by assessing all ADJ course and program-level student learning outcomes every semester. This ongoing assessment provides ample evidence that
achievement of student learning outcomes has taken place. If the assessment evidence demonstrates that achievement of student learning outcomes has not taken place satisfactorily, the continuous assessment allows for immediate discussion, dialogue, and intervention to improve student performance in weaker areas. The assessment data is easily accessible in MOOCSICLE, and available for review every semester to aid in institutional planning and resource allocation.

**Standard II: Student Learning Programs and Services**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

MOOCSICLE facilitates and demonstrates achievement of student learning outcomes at the course and program level. It also provides an environment that supports learning, leading to obtainment of degrees and certificates. The continuous assessment aspect of MOOCSICLE can be seen as a systematic assessment of the ADJ program, improving teaching and learning strategies along with performance of student learning outcomes.

Since MOOCSICLE assesses course-level student learning outcomes in distance education, hybrid, and face-to-face courses, it will be simple to compare student achievement and attainment of expected learning outcomes across the various modalities. For distance education courses in particular, it will be apparent whether or not each course contains the appropriate content, breadth, and length to permit
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the student to learn and practice the same expected knowledge, skills, and ability as the corresponding face-to-face course.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

MOOCSICLE is a learning and support service in and of itself. MOOCSICLE’s remedial aspect assists struggling students, creating a supportive learning environment. This environment in turn expresses a concern for student access, progress, learning, and success. Since MOOCSICLE continuously assesses all ADJ student learning outcomes at the course and program level, over time it will produce data that verifies the extent to which MOOCSICLE contributes to achievement of student leaning outcomes in the ADJ program.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

MOOCSICLE demonstrates an effective use of technology resources to achieve broad educational purposes, including achievement of student learning outcomes at the
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course and program level. MOOCSICLE also provides a gentle introduction to technology for primarily face-to-face learners. Because all ADJ student learning outcome assessment results are centrally located in MOOCSICLE, the institution can utilize MOOCSICLE data for planning and technology resource allocation purposes.

4. Funding request for the development of MOOCSICLE: The amount of funding requested for the development of MOOCSICLE is $7,000.00. The obligation to pay $7,000.00 and the corresponding MOOCSICLE development responsibilities can be embodied in a Special Project Agreement that incorporates this proposal in its entirety by reference. Funding for the development of MOOCSICLE has already been requested from the Perkins grant and as a PPA resource request. Funding for the development of MOOCSICLE will be on a deliverable-based approach. Lisa Storm is willing to complete the entire MOOCSICLE project start to finish.

Funding requested for the development of MOOCSICLE will pay for the following:

- **Procurement of any committee approvals** such as approvals from the curriculum committee, student learning outcome and assessment committee, or distance education committee.

- **Creation of all MOOCSICLE remedial materials.** Designing MOOCSICLE remedial materials will require significant research and many hours of labor. All remedial materials must be created and presented in a user-friendly digital format. In addition, all course and program-level student learning outcomes must be analyzed and addressed in MOOCSICLE remedial materials which will entail a lengthy review process.

- **Creation of all MOOCSICLE assessments.** ADJ course and program-level student learning outcome assessments must also be generated. There are 19 ADJ courses, multiple student learning outcomes for each course, and five ADJ program outcomes. Creating assessments for all of these course and program-level student learning outcomes will be a time-intensive project.

5. Funding request for the facilitation of MOOCSICLE: The amount of funding requested for the facilitation of MOOCSICLE is $3,500.00 per semester. The obligation to pay $3,500.00 and the corresponding MOOCSICLE facilitation responsibilities can be embodied in a Special Project Agreement that incorporates this proposal in its entirety by reference. Funding to facilitate MOOCSICLE has already
been requested from the Perkins grant and as a PPA resource request. Funding requested for the facilitation of MOOCSICLE will pay for the following:

- Monitoring MOOCSICLE for quality purposes;
- Assessing all ADJ course-level student learning outcomes every semester;
- Assessing all ADJ program-level student learning outcomes every semester;
- Responding to student emails, private messages, and discussion board posts.

6. **Conclusion**: I would be happy to meet and discuss the benefits of MOOCSICLE. I would appreciate a somewhat prompt response to this proposal so that MOOCSICLE can be up and running by spring, 2014. A spring 2014 offering of MOOCSICLE would allow for positive responses in an Accreditation Progress Report as indicated in #3, above. Thank you for your time and attention to this matter.