

ATTACHMENT A
Academic Department Nomination
Institutional Effectiveness Excellence Award

Department: LAW

Nominated by: Dean Jack Wade Nowlin

Date of Submission: Wednesday, March 21, 2018

(Late submissions after March 22, 2018 will not be considered).

Checklist of enclosed items in order of presentation:

- Statement of support by college dean.
- Brief narrative (less than 1000 words) from department chair describing continuous improvement efforts to strengthen student learning in department's degree programs.
- Completed TracDat reports for all degree programs in department. Please only submit your TracDat reports from the 16-17 academic year. **(Attached as Award Appendix 3)**
- Internal documents that substantiate program improvements (i.e., revised course syllabi, revised curricula, etc.) resulting from analysis of assessment data.
- Relevant documents (i.e., meeting minutes, conference attendance) that illustrate the department's commitment to academic assessment.
- Supplementary evidence (i.e., presentations, papers) that faculty members are engaged in academic assessment. **(OPTIONAL)**
- Please scan the entirety of your application packet into a single PDF file. Email this file to Darryl James (darryl.james@ttu.edu), Vice Provost for Institutional Effectiveness, by midnight on March 22, 2018. A confirmation email will be sent to you to verify receipt of your completed application. Winners will be notified on or before May 1, 2018.**

ASSESSMENT MATTERS!



TEXAS TECH UNIVERSITY
SCHOOL OF LAW
MARCH 2018



TEXAS TECH UNIVERSITY
School of Law[™]

Statement of support

by

Dean Jack Wade Nowlin

March 21, 2018

Dear Provost Galyean and the Award Committee:

I am honored to support the Texas Tech School of Law for the *2017-18 Provost's Institutional Effectiveness Excellence Award*. The School of Law has taken significant steps to implement an effective assessment process, and as a result, it has become a leader in law school assessment. Below I describe how the School of Law has shifted to an "Assessment Matters!" mindset—which benefits the students, faculty, and the school in general—and how it seeks to continually improve student learning.

Assessment Matters!



At the Texas Tech School of Law

Assessment in General: At the School of Law, we recognize that assessment is a dynamic, faculty-driven process with the ultimate goal of improving student learning. As part of the assessment process, the School of Law faculty approved measurable goals of learning that identify what we hope our law students will learn by the conclusion of their education at Texas Tech. (The six, program-wide Student Learning Outcomes (SLOs) are summarized below, and the full list with related criteria is included in the Award Appendix.) We diligently collect data and analyze our students' learning through the use of both formative and summative assessment methods. And based on the results of our students' learning, we then craft actions for improvement and strive to "close the loop" by improving our academic program.



Commitment to
Assessment



Assessment Background: Prior to 2015, like many other Texas Tech departments/colleges, the School of Law admittedly struggled with assessment. In fact, as part of the SACSCOC reaccreditation process in 2015, the School of Law was one of twenty-four departments/colleges at Texas Tech that were identified as needing improvement in assessment, i.e., SACSCOC Standard 3.3.1.1. Taking this call to action seriously, the School of Law stepped up its efforts to more fully understand the assessment process, student learning outcomes, and other assessment-related concepts. Adding to the importance of focusing on assessment, in 2014, the American Bar Association (ABA)—the School of Law’s accrediting body—released new assessment Standards. (Chapter 3 of the ABA Standards is included in the Award Appendix.) The ABA’s directive to shift to outcomes-based assessment reinforced the need for the School of Law to reevaluate its assessment efforts. One initial step when changing to an “Assessment Matters!” culture at the School of Law was the appointment of Professor Wendy-Adele Humphrey as the Associate Dean for Educational Effectiveness. A former seventh grade teacher with a master’s degree in Curriculum and Instruction from Texas Tech, Associate Dean Humphrey was the natural choice to lead the School of Law to becoming a frontrunner in law school assessment.



ASSESSMENT MATTERS!

Assessment Standards: Several standards approved by the ABA in 2014 are relevant to assessment at the School of Law. First, ABA Standard 301(b) requires law schools to “establish and publish learning outcomes” designed to achieve the overall objective of maintaining a rigorous law program. Second, ABA Standard 302 requires law schools to “establish learning outcomes that shall, at a minimum, include competency in the following: (a) knowledge and understanding of substantive and procedural law; (b) legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context; (c) exercise of proper professional and ethical responsibilities to clients and the legal system; and (d) other professional skills needed for competent and ethical participation as a member of the legal profession.” Third, ABA Standard 314 requires the School of Law to use “both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.” And finally, ABA Standard 315 requires the dean and the faculty of a law school to “conduct ongoing evaluation of the law school’s program of legal education, learning outcomes, and assessment methods” and “use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.”

In addition to these ABA Standards, SACSCOC Comprehensive Standard 3.3.1.1 addresses student learning outcomes and states: “the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes.” Furthermore, the School of Law faculty are fully aware that Texas Tech University Operating Policy 32.06 requires each course syllabus to include “the expected learning outcomes from the course” and “the methods of assessing those outcomes.”

As this award application illustrates, the School of Law is committed to complying with these assessment standards and continuing to take steps to improve student learning.

School of Law's Student Learning Outcomes: In August 2015, the School of Law faculty held a retreat—a substantial part of which was devoted to considering its mission statement and Student Learning Outcomes pursuant to new ABA Standard 302. At this time, the School of Law's former dean, Dean Darby Dickerson, created the Student Learning Outcomes/Assessment *Ad Hoc* Committee and appointed Professor Wendy-Adele Humphrey as Chair. The Committee's charge was to use the information from the faculty retreat to “develop Student Learning Outcomes and Assessment methods, for presentation to the faculty, to ensure compliance with the ABA Standards and SACSCOC rules.”

Based on information from the faculty retreat, the Chair prepared the initial draft of a revised mission statement and six Student Learning Outcomes with related criteria. The Committee met several times in Fall 2015 to discuss potential revisions to the mission statement and SLOs. And to obtain feedback from various groups, the Chair (with Committee feedback) created an online survey using Qualtrics.

In November 2015, the survey was distributed to law faculty. The survey was also distributed to some law school staff who have a J.D. as well as a targeted group of approximately 700 alums. In addition, law students received an open invitation to respond to the survey. The Committee invited comments via the 64-question online survey instrument. The survey first addressed the revised mission statement and asked for comments. Then, for each SLO and each criterion, the survey asked for (1) a yes or no vote on whether to include the SLO/criterion and (2) comments and suggestions for improving the SLO/criterion.

The survey was completed by 139 respondents who self-identified as follows: 5 staff; 39 faculty; 56 students; and 39 alums. This represents an 81% response rate by the faculty asked to respond. Of the 139 respondents, 101 made specific comments and suggestions. Ultimately, the faculty approved the program-wide Student Learning Outcomes in February 2016, putting the School of Law ahead of schedule according to the ABA's timeline for approving and implementing outcomes-based SLOs.

Thus, our student learning outcomes at the School of Law reflect considerable thought, time, and attention by the faculty. They include six outcomes (each with related criteria, which may be summarized as:

- (1) Substantive and procedural law;
- (2) Legal analysis, reasoning, and problem-solving;
- (3) Legal research;
- (4) Oral and written communication;
- (5) Professional and ethical responsibilities; and
- (6) Other professional skills needed for competent and ethical participation as a member of the legal profession.

These program-wide outcomes reflect the six domains that we believe students should demonstrate competency by the conferral of their degrees, and performance indicators track each of the learning outcomes and provide specific evidence that a student will have satisfied the outcomes.

While satisfying the ABA's minimal competencies, these learning outcomes also go a step further and reflect our particular goals as a law school. For example, Student Learning Outcome #3 looks beyond traditional skills and emphasizes maintaining civility and respect for cultural diversity as well as exhibiting a commitment to pro bono and public services activities.

Continuing Assessment Efforts: Below are some highlights of the School of Law's other assessment activity that evidence its commitment to improving student learning.

- The School of Law faculty unanimously approved an Educational Effectiveness Plan that includes a seven-year implementation cycle. (The implementation cycle is included in the Award Appendix.) This plan illustrates the timeline for implementing the six J.D. student learning outcomes.

NOTE: *The Managing Director of the Office of Planning and Assessment at Texas Tech University has confirmed that the Law School's seven-year assessment cycle for the ABA is sufficient for compliance with SACSCOC 3.3.1.1. In other words, the Law School is not required to assess every outcome every year to comply with ABA Standards or SACSCOC Standards. Thus, as reflected in TracDat, each year the School of Law is assessing one or two of its six Student Learning Outcomes.**

*The 2016-17 Program Assessment Rubric (PAR) indicates a score of 3.5/4.0 (Developed) in the category of Student Learning Outcome(s). The comment states that the J.D. program has only one Student Learning Outcome. More accurately, the program had only one active Student Learning Outcome during 2016-17 because there is a seven-year assessment cycle for six Student Learning Outcomes, with each SLO having related criteria. The PAR further states that "a strategy should [be] discussed to ensure that SACSCOC reviewers understand [the] rationale of SLO rotation schedules." The 2016-17 Educational Effectiveness Report gives a detailed explanation of the implementation schedule (a/k/a rotation schedule), and it also includes a chart showing the schedule. The School of Law will work with OPA to address the SLO category and what further rationale will be helpful for SACSCOC reviewers.

- The law faculty has completed surveys for a curriculum map for both required courses and elective courses.

- The J.D. Student Learning Outcomes are published on the law school's website, and the entering students receive a copy of the outcomes during 1L Orientation. Student Learning Outcomes for specialty tracks/concentrations are also published on the website, and course-level student learning outcomes are included in each course syllabus.

- To increase the law faculty's knowledge of assessment, they are regularly educated on the topic, e.g., addressed during faculty retreats, faculty meetings, and brown bag lunch sessions.

- As part of the Dean's annual evaluation process, the law faculty are required to answer questions about the use of formative and summative assessment in their courses.

- The School of Law has worked closely with the Texas Tech Office of Planning and Assessment to ensure compliance with SACSCOC Comprehensive Standard 3.3.1.1. Associate Dean Humphrey makes sure that annual reporting in TracDat is completed on time, and she regularly communicates with Jennifer Hughes and others in OPA. In fact, as a result of the School of Law's commitment to assessment, OPA highlighted Associate Dean Humphrey on the OPA website.

- In 2016-17, the School of Law successfully implemented Student Learning Outcome #3 (Research). A thorough 2016-17 Educational Effectiveness Report is included in the Award Appendix.

- The School of Law is actively working to improve student learning related to Student Learning Outcome #3, Criterion 2 (Proper Citation), as data indicated that student learning fell below the stated performance benchmarks. Specific actions for improvement are included in the 2016-17 Educational Effectiveness Report.

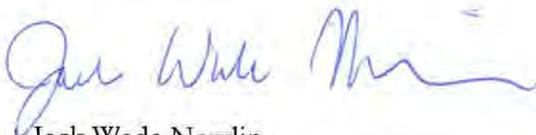
- The School of Law is currently implementing Student Learning Outcome #1 (Substantive and Procedural Law). When collecting data after the Fall 2018 semester, 100% of the full-time faculty submitted information about assessment in their respective law courses.

- In documents for the School of Law's recent ABA reaccreditation site visit in early March 2018, the law school characterized "assessment" as one of its greatest strengths (and based on positive comments during the site visit, the law school is hopeful that that site team agrees).

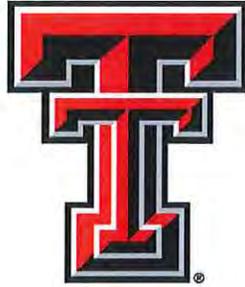
Additional information about assessment activity and the School of Law's continuous improvement efforts are discussed in more detail in Associate Dean Humphrey's supporting letter.

Conclusion: At the Texas Tech School of Law, **ASSESSMENT MATTERS!** The School of Law has gone above and beyond to comply with both ABA and SACSCOC assessment standards, and it has taken significant steps to truly shift to outcomes-based assessment. The level of faculty engagement throughout the process is unparalleled, and the faculty continues to show its commitment to academic assessment. As a result, I am hopeful that this Committee will agree that the School of Law is deserving of the 2018 Provost's Institutional Effectiveness Excellence Award. Thank you for your consideration.

Sincerely,



Jack Wade Nowlin
Dean and W. Frank Newton Professor of Law



TEXAS TECH UNIVERSITY
School of Law™

Brief narrative*

by

Associate Dean

Wendy-Adele Humphrey

*Word count is 1000.



Assessment Matters!

Associate Dean's "Letter": Continuous Improvement Efforts

In lieu of a traditional letter, below is an interview with Associate Dean for Educational Effectiveness, Wendy-Adele Humphrey, about the assessment efforts at the School of Law.



Tell us generally why the School of Law is deserving of this award.

The School of Law has gone above and beyond when implementing an outcomes-based assessment plan and seeking to improve our students' learning. Through continued education, the faculty understands the importance of outcomes-based assessment and have taken steps to ensure compliance with the new American Bar Association (ABA) Standards, SACSCOC Standard 3.3.1.1, and Texas Tech Operating Policy _____. As demonstrated by Dean Nowlin's letter, this "letter," and the materials in the Award Appendix, the School of Law's commitment to assessment excellence should shine through!

We will come back to some of the things you just mentioned, but first, how did you become the Associate Dean of Educational Effectiveness?

As part of the SACSCOC visit in 2015, Dean Dickerson asked me to assist with evaluating the School of Law's assessment process, including the Student Learning Outcomes (SLO) information in

TracDat. Because I have a background in education, I had the knowledge to take the lead at the School of Law. As a result, Dean Dickerson named me as the Associate Dean for Educational Effectiveness, and she formed an Educational Effectiveness Committee to address assessment-related issues.

You mentioned new ABA assessment standards. Please tell us some more about those.

About the same time as the SACSCOC visit, our accrediting body—the ABA—approved new assessment standards that required the School of Law to shift to a learning outcomes model. The ABA provided a phase-in process to allow law schools adequate time to plan and implement the new



Associate Dean Humphrey was spotlighted on the OPA website.



What has been the impact on student learning so far, and what are some specific examples of continuous improvement efforts to strengthen student learning?

The School of Law is only in year two of its new seven-year implementation cycle, but the impact on student learning is already apparent. For example, based on the data analysis of SLO #3 (Research), the faculty have started altering the methods of teaching proper citation to further assess student learning. The benchmarks for the other two criteria for SLO #3 were met, and now the School of Law is implementing SLO #1 (Substantive and Procedural Law).

- *June 2015*: Added an Associate Dean for Educational Effectiveness to lead assessment efforts.
- *August 2015*: Dedicated 1 1/2 days at the faculty retreat to learning about assessment, revising the mission statement, and developing draft SLOs for the J.D. program.
- *Fall 2015*: Drafted SLOs and obtained feedback from faculty, staff, students, and alumni.
- *Fall 2015 to present*: Timely report to SACSCOC and regularly make presentations at faculty meetings.
- *February 2016*: Faculty approved new program-wide SLOs.
- *Spring 2016*: Developed an Educational Effectiveness Plan, including an implementation cycle. Continued holding informational sessions for faculty. Collected curriculum-mapping information for required courses.
- *Spring 2016*: Produced an Implementation Plan for SLO #3 (Research), including direct and indirect assessment methods/benchmarks.
- *Fall 2016*: Presented information at the September 2016 faculty retreat and held numerous brown bag sessions. Addressed SLOs and assessment at 1L Orientation.
- *2016-17*: Implemented SLO #3 and then collected data to analyze the three criteria. Faculty revised the Upper-Level Writing Requirement. Developed the 2016-17 Bar Exam Preparation Plan. Added academic success programming.
- *Spring 2017*: Collected curriculum mapping information for elective courses. Reviewed all syllabi.
- *Fall 2017*: Made a presentation at the August 2017 faculty retreat and addressed SLOs at 1L Orientation.
- *Fall 2017*: After getting feedback from students and faculty about SLO #3, created “Actions for Improvement” for proper use of citation, including re-evaluation of the Interactive Citation Workshop.
- *2017-18*: Implementing SLO #1 (Substantive & Procedural Law) and in January 2018 collected faculty data from Fall 2017 courses. Re-examining the J.D. curriculum.

Best,
W. Humphrey

AWARD APPENDIX

Assessment Matters!



At the Texas Tech School of Law

Appendix Number	Documents in Support of Award Application
1	<i>New</i> program-wide Student Learning Outcomes (six SLOs with related criteria), approved in February 2016
2	School of Law's Educational Effectiveness Plan , including the seven-year implementation cycle, approved by the faculty
3	TracDat Four-Column Report for J.D. program* for 2016-17 academic year (*LL.M. program was suspended in 2015)
4	School of Law's 2016-17 Educational Effectiveness Report (Report Appendix includes the assessment methods and benchmarks for SLO #3, agendas/minutes from Committee meetings, PowerPoints, data analysis, and other relevant documents)
5	2016-17 Program Assessment Report (PAR) showing a continued commitment to assessment
6	Chapter 3 of the American Bar Association (ABA) Standards (which govern law school assessment) and ABA Guidance Memorandums on issues related to assessment, e.g. allowing a phase-in process starting 2016-17

Appendix Number	Documents in Support of Award Application
7	Committee Memorandum addressing Qualtrics Survey feedback on drafts SLOs
8	SLO #3 (Research): Examples of Faculty Self-Reporting Surveys and Examples of Student Self-Assessment Forms
9	Curriculum Mapping Results (required and electives courses) and Example of Curriculum Mapping Survey
10	Examples of Syllabi Review Assessment Forms (review completed by the Committee in Spring 2017)
11	PowerPoints presented to the School of Law faculty and students
12	PowerPoints on the topic of assessment presented at national conferences by School of Law faculty
13	Conferences attended to gain knowledge about law school assessment

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

1

New program-wide
**Student Learning
Outcomes**

(Six SLOs with related criteria)

Approved in February 2016



LAW

Law School Mission Statement Student Learning Outcomes

MISSION STATEMENT:

The mission of the Texas Tech University School of Law is to prepare individuals for the effective and ethical practice of law in a rapidly changing, diverse, and interconnected world; to engage in meaningful scholarship; and to foster a culture of public service.

STUDENT LEARNING OUTCOMES:

The learning outcomes below identify the competency in knowledge, skills, and values that the Texas Tech University School of Law desires its graduates to possess.

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe key legal concepts and rules in the required curriculum.

Criterion 2: Identify and describe key legal concepts and rules in the elective curriculum.

Criterion 3: Identify and describe the structure of the U.S. and Texas legal systems.

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Accurately identify the material facts, procedural history, issues on appeal, rules of law, reasoning, holding, and policy in appellate court opinions.

Criterion 2: Identify and describe legal issues implicated by a factual scenario.

Criterion 3: Identify and describe relevant legal authority applicable to identified legal issues.

Criterion 4: Identify and describe key rules and reasoning contained within applicable authority.

Criterion 5: Effectively synthesize and reconcile multiple legal authorities when applicable.

Criterion 6: Effectively analogize and distinguish precedent.

Criterion 7: Propose reasonable resolutions to legal problems.

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.

Criterion 2: Create and implement a logical research plan that employs the appropriate tools of legal research.

Criterion 3: Use proper citation when required.

Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Communicate effectively by employing predictive, persuasive, and operational writing techniques.

Criterion 2: Engage in effective and professional oral communication, including the delivery of an oral argument.

Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the applicable rules and standards governing lawyers' professionalism and ethical responsibilities.

Criterion 2: Apply knowledge of professional ethics to the resolution of identified dilemmas.

Criterion 3: Apply knowledge of professional ethics in the context of oral and written advocacy.

Criterion 4: Demonstrate professionalism through conduct consistent with the legal profession's values and standards.

Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Demonstrate leadership skills in a variety of settings.

Criterion 2: Demonstrate the ability to work cooperatively with others.

Criterion 3: Maintain civility and respect for cultural diversity.

Criterion 4: Exhibit a commitment to pro bono and public service activities.

2017-18 Implementation

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

To demonstrate achievement of this learning outcome, graduates will:

Criteria	Assessment Methods	Benchmarks
<p>1- Identify and describe key legal concepts and rules in the required curriculum.</p>	<ul style="list-style-type: none"> ▪ Texas bar exam results, including essay questions, MBE and MPT results ▪ MPRE results ▪ Faculty Self-Reporting survey, based on exams, quizzes, embedded assignments, in-class exercises, etc. ▪ Select LSSSE data (perceived gains) ▪ Employer Survey ▪ Student Perception Survey 	<ul style="list-style-type: none"> ▪ Faculty will rate 80% of their students as being “competent” when assessing Criteria #1. ▪ 85% of graduates who take the Texas bar exam in Feb. and/or July 2018 will pass the exam (first-time takers). ▪ 75% of students who take the MPRE and have their score reported to the Texas BLE will pass the exam (November 2017, March 2018, and August 2018).
<p>2- Identify and describe key legal concepts and rules in the elective curriculum.</p>	<ul style="list-style-type: none"> ▪ Texas bar exam results, including essay questions, MBE and MPT results ▪ MPRE results ▪ Faculty Self-Reporting survey, based on exams, quizzes, embedded assignments, in-class exercises, etc. ▪ Select LSSSE data (perceived gains) ▪ Employer Survey ▪ Student Perception Survey 	<ul style="list-style-type: none"> ▪ Faculty will rate 80% of their students as being “competent” when assessing Criteria #1. ▪ 85% of graduates who take the Texas bar exam in Feb. and/or July 2018 will pass the exam (first-time takers). ▪ 80% of 3L students who complete the LSSSE will respond “very much” or “quite a bit” to perceived gains about acquiring job- or work-related knowledge and skills.
<p>3- Identify and describe the structure of the U.S. and Texas legal systems.</p>	<ul style="list-style-type: none"> ▪ Faculty Self-Reporting survey, based on exams, quizzes, embedded assignments, in-class exercises, etc. ▪ Student Perception Survey 	<ul style="list-style-type: none"> ▪ Faculty will rate 80% of their students as being “competent” when assessing Criteria #1.

2016-17 Implementation

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, graduates will:

Criteria	Assessment Methods	Benchmarks
1- Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	<ul style="list-style-type: none"> ▪ Embedded Assignments: LP Research Exercises (three exercises) ▪ Quizzes ▪ LexisLearn modules ▪ WestlawNext 10-minute modules ▪ Library tutorial quizzes ▪ In-class exercises (e.g., muddled minute) ▪ Mid-term/final exam questions in doctrinal courses ▪ Student survey 	<ul style="list-style-type: none"> ▪ Legal Practice (required, two-semester course): 80% of 1L students be “competent” when assessing Criteria #1. ▪ Survey: 75% of 1L students will rate their learning at the “competent” level.
2- Create and implement a logical research plan that employs the appropriate tools of legal research.	<ul style="list-style-type: none"> ▪ Questions in the LP Research Exercise Two ▪ Reflective summaries/process narratives ▪ Embedded Assignment: Initial Research Report (narrative questions and research results) ▪ In-class exercises ▪ Student survey 	<ul style="list-style-type: none"> ▪ Legal Practice (required, two-semester course): 80% of 1L students will be “competent” when assessing Criteria #1. ▪ Survey: 75% of 1L students will rate their learning at the “competent” level.
3- Use proper citation when required.	<ul style="list-style-type: none"> ▪ Completion of ICWs ▪ Closed memo: formative assessment ▪ Citation scores (open memo, pre-trial brief, and appellate brief) ▪ Citation quizzes ▪ In-class exercises ▪ Student survey 	<ul style="list-style-type: none"> ▪ Legal Practice: 80% of 1L students will be “competent” when assessing Criteria #3. ▪ Survey: 75% of 1L students will rate their learning at the “competent” level.



College Level Student Assessment



School of Law Committed to Assessing Student Learning

Professor Wendy Humphrey has taken the lead in revising the School of Law's assessment plan. In addition to Professor Humphrey's efforts to strengthen assessment within the Law School, Professor Humphrey is committed to measuring student learning within her own courses. OPA staff conducted an interview with Professor Humphrey, and her comments appear below.

1. As a professor, what does student learning mean to you? How do you assess student learning in your courses?

As the phrase "student learning" implies, to me student learning means that the focus should be on what students are actually learning, and not on what I think I am teaching the students. The phrase reflects a shift from input-based education to output-based education.

In my Legal Practice course, I use a variety of indirect and direct assessment methods (e.g., course evaluations, self-assessment, course assignments). Furthermore, because I teach both legal research and legal writing as part of my course, I use formative assessment methods to provide my students with meaningful feedback. In fact, I often provide them with individual feedback as well as overall group feedback. My goal is to help them learn as much as possible in the time I have them in my class.

2. What do you value most about assessment?

The fact that there is an assessment "cycle" that includes development, implementation, analysis of results, and an action plan for improvements. In addition, the assessment "cycle" actually provides some flexibility, as the faculty is not expected to learn everything about student learning overnight. And most importantly, outcomes assessment puts the focus on the right group: our students.

3. How do you communicate with your faculty colleagues about assessment initiatives within the School of Law?

The American Bar Association (ABA) recently approved new standards that require outcomes assessment, including Student Learning Outcomes for the law school, each concentration, and each course. As a result, both of our accrediting bodies (SACSCOC and ABA) now have the same approach to student learning. The ABA values process and faculty engagement, and therefore last semester the law school faculty participated in a faculty retreat, and the primary objectives were to focus on Student Learning Outcomes and to learn about the assessment cycle in general. To comply with the new ABA standards for Student Learning Outcomes, our faculty has provided feedback in a number of ways, including participation in an online survey. Students and law school alumni also provided feedback by completing the survey. Our faculty is also dedicated to learning more about assessment methods, further demonstrating the law school's commitment to assessment.

4. Can you talk a little about how you strengthened the School of Law's assessment plan?

We are strengthening the law school assessment plan by formalizing the plan. Our plan will reflect a true assessment cycle, and all faculty will be involved in one way or another. We also formed an Assessment Committee during the fall semester, so a number of faculty members are leading the charge to strengthen our overall plan.

5. Were you surprised by any of your assessment findings?

Yes! For example, we want our law students to graduate with knowledge of the rules and standards of professional responsibility. One assessment tool for professional responsibility is the Multistate Professional Responsibility Examination (MPRE), and students must pass this national exam in order to practice law in Texas. As part of the assessment cycle, we learned that law schools in Texas were not receiving the exam results, but that the results could be requested. Now, we request the results after every administration of the MPRE so that we can use the results as a direct measure of student learning.



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Assessment Matters!



At the Texas Tech School of Law

APPENDIX

2

School of Law's Educational Effectiveness Plan



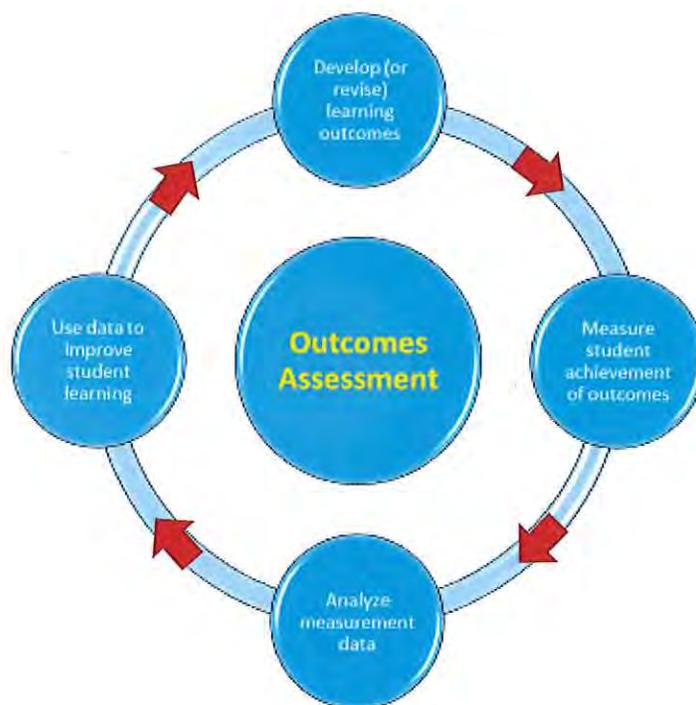
TEXAS TECH UNIVERSITY
School of Law[™]

Educational Effectiveness Plan

For compliance with SACSCOC and ABA Standards

INTRODUCTION

This educational effectiveness plan is for the J.D. degree program at the Texas Tech University School of Law. The plan addresses the Law School's assessment process, which includes the following steps: (1) defining student learning outcomes (SLOs) for courses, specialty tracks/concentrations, and the degree program; (2) measuring whether students are achieving the SLOs; (3) analyzing the results; and (4) using the results to "close the loop" by making any necessary changes in teaching or curriculum. This basic assessment process can be illustrated as follows:



In general, the Law School will follow an implementation cycle so that one or two program-wide SLOs are implemented each academic year. Evidence of student learning for the outcome(s) will be collected from varied methods of assessment, depending on the SLO(s). The findings will be reported to the appropriate parties (e.g., faculty, SACSCOC), and the data will be used to recommend changes to improve student learning, if improvement is necessary.

RELEVANT ASSESSMENT STANDARDS

The American Bar Association (ABA) is the national agency for the accreditation of professional degrees in law. The ABA Section of Legal Education and Admissions to the Bar established standards—and interpretations of the standards—as an effort to improve the competence of individuals entering the legal profession.

ABA Standard 301(b) states that a “law school shall establish and publish learning outcomes designed to achieve the objectives set forth in 301(a).” Standard 302 then requires law schools to “establish learning outcomes that shall, at a minimum, include competency in the following: (a) Knowledge and understanding of substantive and procedural law; (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context; (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.” Additionally, Standard 314 requires a law school to “utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.” And finally, Standard 315 explains that “[t]he dean and the faculty of a law school shall conduct ongoing evaluation of the law school’s program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.”

The Law School’s overall approach to assessment takes into account the following points set forth in an ABA Guidance Memo (Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools, dated August 13, 2014): (1) beginning in 2016-17, Standards 301((b) and Standard 302 apply, as appropriate, to students who became law students that year, (2) compliance with these standards will be assessed based on evaluating the seriousness of the Law School’s efforts to establish and assess student learning outcomes; and (3) the initial phases of implementation are assessed based on the seriousness of the Law School’s efforts to engage in an ongoing assessment process.

In addition to ABA Standards, SACSCOC Comprehensive Standard 3.3.1.1 addresses student learning outcomes and states: “the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes.” Furthermore, Texas Tech University Operating Policy 32.06 requires each course syllabus to include “the expected learning outcomes from the course” and “the methods of assessing those outcomes.”

LEARNING OUTCOMES FOR THE J.D. PROGRAM

Although student learning outcomes for compliance with the new ABA Standards did not have to be in place until the end of the 2017-2018 year (see ABA Managing Director's Guidance Memo, dated June 2015), the Law School took significant strides to determine its learning outcomes. After obtaining feedback from students, alumni, and faculty, the faculty adopted J.D. student learning outcomes in February 2016. The SLOs below identify the competency in knowledge, skills, and values that the Law School desires its graduates to possess. These SLOs are also consistent with the Law School's current mission statement, which was approved by the faculty in February 2016. The mission statement is as follows:

The mission of the Texas Tech University School of Law is to prepare individuals for the effective and ethical practice of law in a rapidly changing, diverse, and interconnected world; to engage in meaningful scholarship; and to foster a culture of public service.

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe key legal concepts and rules in the required curriculum.

Criterion 2: Identify and describe key legal concepts and rules in the elective curriculum.

Criterion 3: Identify and describe the structure of the U.S. and Texas legal systems.

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Accurately identify the material facts, procedural history, issues on appeal, rules of law, reasoning, holding, and policy in appellate court opinions.

Criterion 2: Identify and describe legal issues implicated by a factual scenario.

Criterion 3: Identify and describe relevant legal authority applicable to identified legal issues.

Criterion 4: Identify and describe key rules and reasoning contained within applicable authority.

Criterion 5: Effectively synthesize and reconcile multiple legal authorities when applicable.

Criterion 6: Effectively analogize and distinguish precedent.

Criterion 7: Propose reasonable resolutions to legal problems.

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.

Criterion 2: Create and implement a logical research plan that employs the appropriate tools of legal research.

Criterion 3: Use proper citation when required.

Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Communicate effectively by employing predictive, persuasive, and operational writing techniques.

Criterion 2: Engage in effective and professional oral communication, including the delivery of an oral argument.

Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the applicable rules and standards governing lawyers' professionalism and ethical responsibilities.

Criterion 2: Apply knowledge of professional ethics to the resolution of identified dilemmas.

Criterion 3: Apply knowledge of professional ethics in the context of oral and written advocacy.

Criterion 4: Demonstrate professionalism through conduct consistent with the legal profession's values and standards.

Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Demonstrate leadership skills in a variety of settings.

Criterion 2: Demonstrate the ability to work cooperatively with others.

Criterion 3: Maintain civility and respect for cultural diversity.

Criterion 4: Exhibit a commitment to pro bono and public service activities.

IMPLEMENTATION AND EVALUATION

Below are some assessment-related activities that highlight the Law School's ongoing implementation and evaluation of its legal education, learning outcomes, and assessment methods.

- In 2015 the Law School established an Associate Dean for Educational Effectiveness to lead the school's efforts related to assessment of student learning outcomes. The Associate Dean serves as the Chair of the Law School's Educational Effectiveness Committee. The committee meets at least once during the fall and spring semesters to discuss assessment-related items. Currently, the Associate Dean also serves on the university-wide Institutional Effectiveness Committee, the Institutional Effectiveness Outreach and Engagement Sub-committee, and the Academic Assessment Liaison Committee. This university-wide involvement helps further the Law School's efforts to comply with both ABA and SACSCOC standards.

- The law faculty are regularly educated on the topic of assessment, e.g., the topic is often addressed during faculty retreats, faculty meetings, and brown bag lunch sessions. The Associate Dean and committee members also assist faculty members on a one-on-one basis.

- The J.D. student learning outcomes are published on the law school's website, and the entering students receive a copy of the outcomes during 1L Orientation, when the Associate Dean reiterates the law school's commitment to student learning. Student learning outcomes for specialty tracks/concentrations are also published on the website, and course-level student learning outcomes are included in each course syllabus.

ASSESSMENT TIMELINE FOR SEVEN-YEAR CYCLE

The Law School's seven-year implementation cycle on page seven of this plan illustrates the timeline for implementing the six J.D. student learning outcomes. In this regard, the Managing Director of the Office of Planning and Assessment at Texas Tech University has confirmed that the Law School's seven-year assessment cycle for the ABA is sufficient for compliance with SACSCOC 3.3.1.1. In other words, the Law School is not required to assess every outcome every year to comply with ABA standards or SACSCOC standards.

The assessment methods (direct and indirect methods) and benchmarks (i.e., goal percentage of attainment as to each criterion) for the student learning outcomes will be determined on an annual basis—depending on the SLO(s) being implemented—by the Associate Dean for Educational Effectiveness and the Educational Effectiveness Committee, with approval by the Dean.

EVALUATING THE ASSESSMENT PROCESS

In accordance with ABA Standard 315 and SACSCOC Standard 3.3.1.1, the Dean, the Associate Dean for Educational Effectiveness, and the Educational Effectiveness Committee are charged with conducting an ongoing evaluation of the assessment process at the Law School. Accordingly, they will continue to evaluate the assessment timeline and other assessment-related items to recommend any changes to the learning outcomes or assessment process.

Implementation Cycle for Student Learning Outcomes

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<u>Learning Outcome 1:</u> Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.		●					●
<u>Learning Outcome 2:</u> Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.				●			
<u>Learning Outcome 3:</u> Graduates will demonstrate competent skills in legal research.	●				●		
<u>Learning Outcome 4:</u> Graduates will demonstrate competent skills in written and oral communication.			●			●	
<u>Learning Outcome 5:</u> Graduates will demonstrate competent knowledge of professional and ethical responsibilities.			●			●	
<u>Learning Outcome 6:</u> Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.				●			

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

3

TracDat Four-Column Report
for J.D. program
(2016-17 academic year)

Assessment: Account Information Four Column



Office of Planning & Assessment

Degree Program - LAW - Law (JD)

Disciplinary Accrediting Body: American Bar Association

Degree Program Coordinator: Associate Dean and Professor Alison G. Myhra

Degree Program Coordinator Email: alison.myhra@ttu.edu

Program Purpose Statement: A law school will maintain a rigorous legal education program that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

Assessment Coordinator: Associate Dean and Professor Alison Myhra

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p>Legal Research - Graduates will demonstrate competent skills in legal research.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 08/22/2016</p> <p>End Date: 08/18/2017</p>	<p>Embedded Assessments - Based on students' performance on a variety of embedded assessments as part of required, two-semester, six-credit 1L course (Legal Practice), students will demonstrate achievement of this Legal Research student learning outcome.</p> <p>Criterion: Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority. Criterion 2: Create and implement a logical research plan that employs the appropriate tools of legal research. Criterion 3: Use proper citation when required.</p>	<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Not Met</p> <p>The benchmarks for Criterion 1 and Criterion 2 were met. However, the benchmark for Criterion 3 was not met. The 2016-2017 Assessment Report, which sets out specific information about this Student Learning Outcome, is attached as a related document. (09/28/2017)</p> <p>Related Documents: 2016-17_SACSCOC_Assessment_Report.pdf</p>	<p>Action for Improvement: Explore other online citation exercises (other than the Interactive Citation Workshop) to assist with students' learning of proper citation. (09/28/2017)</p> <p>Action for Improvement: In the Legal Practice course, incorporate additional exercises to address the proper use of citation. (09/28/2017)</p> <p>Action for Improvement: Try to determine students' "most common" citation errors so they can be specifically addressed. (09/28/2017)</p> <p>Action for Improvement: Possibly create a student survey to address challenges to learning citation. (09/28/2017)</p> <p>Action for Improvement: Explore</p>

adding a citation exam to the first-year Legal Practice course. (09/28/2017)

Self-Assessments - Achievement of the Legal Research student learning outcome will be demonstrated by the results of a student self-assessment survey, in which students report on their level of learning.

Criterion: Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.

Criterion 2: Create and implement a logical research plan that employs the appropriate tools of legal research.

Criterion 3: Use proper citation when required.

Assessment Cycle: 2016 - 2017

Result Type: Criterion Not Met

The benchmarks for Criterion 1 and Criterion 2 were met. However, the benchmark for Criterion 3 was not met. The 2016-2017 Assessment Report, which sets out specific information about this Student Learning Outcome, is attached as a related document. (09/28/2017)

Related Documents:

[2016-17 SACSCOC Assessment Report.pdf](#)

Action for Improvement: Explore other online citation exercises (other than the Interactive Citation Workshop) to assist with students' learning of proper citation. (09/28/2017)

Action for Improvement: In the Legal Practice course, incorporate additional exercises to address the proper use of citation. (09/28/2017)

Action for Improvement: Try to determine students' "most common" citation errors so they can be specifically addressed. (09/28/2017)

Action for Improvement: Possibly create a student survey to address challenges to learning citation. (09/28/2017)

Action for Improvement: Explore adding a citation exam to the first-year Legal Practice course. (09/28/2017)

TEXAS TECH UNIVERSITY PROGRAM ASSESSMENT RUBRIC REVIEW FOR AY 2016-2017
SCHOOL OF LAW – SCHOOL OF LAW – LAW (JD)

The following report provides a summary of degree-program results derived from the TTU Program Assessment Rubric (PAR). This analysis was completed by Office of Planning and Assessment (OPA) staff members and provides an assessment of Student Learning Outcomes documentation. The PAR evaluates baseline criteria. The narrative feedback reflects the substantive evaluation of individual reports.

The rubric allows four scores: (1) Initial, (2) Emerging, (3) Developed, and (4) Highly Developed for multiple criteria. The components include: Student Learning Outcome, Assessment Method, Results, and Actions for Improvement. The rating assigned per component is the average of the individual criteria within the component. Therefore, it is possible to receive a "Developed" with one criterion that was evaluated as "Initial."

Report Element	Score	Level
Student Learning Outcome	3.50	Developed
Assessment Method	3.94	Developed
Results	4.00	Highly Developed
Actions for Improvement	4.00	Highly Developed

Overall

✓ **Report complies with SACSCOC Comprehensive Standard 3.3.1.1**

Comments

The program only has one Student Learning Outcome. This was approved by Jennifer Hughes because it aligns with ABA requirements. However, a strategy should be discussed to ensure that SACSCOC reviewers understand rationale of SLO rotation schedules.



To discuss or to set up an opportunity for an in-person consultation the Office of Planning and Assessment at 806-742-1505 or email at
 Dr. Jennifer Hughes, Director- jennifer.s.hughes@ttu.edu
 Dr. Craig Morton, Associate Director- craig.morton@ttu.edu

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

4

School of Law's
**2016-17 Educational
Effectiveness Report**



TEXAS TECH UNIVERSITY
School of Law™

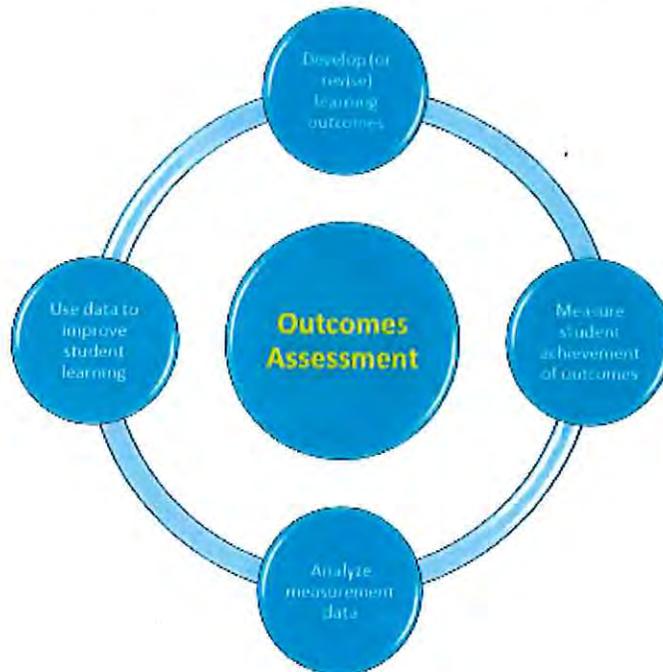
Assessment Report
for 2016-2017

For compliance with ABA and SACSCOC Standards

September 28, 2017

INTRODUCTION

This assessment report for 2016-2017 is pursuant to the overall assessment plan for the J.D. degree program at the Texas Tech University School of Law (“Law School”). In general, “assessment” refers to a process of (1) defining student learning outcomes (SLOs) for courses, specialty tracks/concentrations, and degree programs; measuring whether students are achieving the SLOs; (3) analyzing the results; and (4) using the results to “close the loop” by making any necessary changes in teaching or curriculum. This basic assessment process can be illustrated as follows:



In general, the Law School follows an overall assessment cycle so that one or two program-wide SLOs are implemented each academic year. Evidence of student learning for the outcome(s) is collected from varied methods of assessment, depending on the SLO(s). The findings are then reported and the data is used to recommend changes to improve student learning, if improvement is necessary.

RELEVANT ASSESSMENT STANDARDS

The American Bar Association (ABA) is the national agency for the accreditation of professional degrees in law. The ABA Section of Legal Education and Admissions to the Bar established standards—and interpretations of the standards—as an effort to improve the competence of individuals entering the legal professional.

ABA Standard 301(b) states that a “law school shall establish and publish learning outcomes designed to achieve the objectives set forth in 301(a).” Standard 302 then requires law schools to “establish learning outcomes that shall, at a minimum, include competency in the following: (a) Knowledge and understanding of substantive and procedural law; (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context; (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.” Additionally, Standard 314 requires a law school to “utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.” And finally, Standard 315 explains that “[t]he dean and the faculty of a law school shall conduct ongoing evaluation of the law school’s program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.”

The Law School’s overall approach to assessment takes into account the following points set forth in an ABA Guidance Memo (Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools, dated August 13, 2014): (1) beginning in 2016-17, Standards 301(b) and Standard 302 apply, as appropriate, to students who became law students that year, (2) compliance with these standards will be assessed based on evaluating the seriousness of the Law School’s efforts to establish and assess student learning outcomes; and (3) the initial phases of implementation are assessed based on the seriousness of the Law School’s efforts to engage in an ongoing assessment process.

In addition to the ABA Standards, SACSCOC Comprehensive Standard 3.3.1.1 addresses student learning outcomes and states that “[t]he institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes.” Moreover, since September 2016, Texas Tech University Operating Policy 32.06 has required each course syllabus to include “the expected learning outcomes [objectives] from the course” and “the methods of assessing those outcomes.”

LEARNING OUTCOMES FOR THE J.D. PROGRAM

Although student learning outcomes for compliance with the new ABA Standards did not have to be in place until the end of the 2017-2018 year (see ABA Managing Director’s Guidance Memo, dated June 2015), the Law School took significant strides to determine its learning outcomes. After obtaining feedback

from students, alumni, and faculty, the faculty adopted J.D. student learning outcomes in February 2016.

The SLOs below identify the competency in knowledge, skills, and values that the Law School desires its graduates to possess. These SLOs are also consistent with the Law School's mission statement, which was revised in February 2016. The mission statement is as follows:

The mission of the Texas Tech University School of Law is to prepare individuals for the effective and ethical practice of law in a rapidly changing, diverse, and interconnected world; to engage in meaningful scholarship; and to foster a culture of public service.

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe key legal concepts and rules in the required curriculum.

Criterion 2: Identify and describe key legal concepts and rules in the elective curriculum.

Criterion 3: Identify and describe the structure of the U.S. and Texas legal systems.

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Accurately identify the material facts, procedural history, issues on appeal, rules of law, reasoning, holding, and policy in appellate court opinions.

Criterion 2: Identify and describe legal issues implicated by a factual scenario.

Criterion 3: Identify and describe relevant legal authority applicable to identified legal issues.

Criterion 4: Identify and describe key rules and reasoning contained within applicable authority.

Criterion 5: Effectively synthesize and reconcile multiple legal authorities when applicable.

Criterion 6: Effectively analogize and distinguish precedent.

Criterion 7: Propose reasonable resolutions to legal problems.

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.

Criterion 2: Create and implement a logical research plan that employs the appropriate tools of legal research.

Criterion 3: Use proper citation when required.

Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Communicate effectively by employing predictive, persuasive, and operational writing techniques.

Criterion 2: Engage in effective and professional oral communication, including the delivery of an oral argument.

Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the applicable rules and standards governing lawyers' professionalism and ethical responsibilities.

Criterion 2: Apply knowledge of professional ethics to the resolution of identified dilemmas.

Criterion 3: Apply knowledge of professional ethics in the context of oral and written advocacy.

Criterion 4: Demonstrate professionalism through conduct consistent with the legal profession's values and standards.

Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Demonstrate leadership skills in a variety of settings.

Criterion 2: Demonstrate the ability to work cooperatively with others.

Criterion 3: Maintain civility and respect for cultural diversity.

Criterion 4: Exhibit a commitment to pro bono and public service activities.

ASSESSMENT TIMELINE FOR SEVEN-YEAR CYCLE

The Law School's seven-year assessment cycle is attached as Appendix Document 1. This document illustrates the timeline for implementing the six J.D. student learning outcomes. In this regard, on August 17, 2017, the Managing Director of the Office of Planning and Assessment at Texas Tech University confirmed that the Law School's seven-year assessment cycle for the ABA is sufficient for compliance with SACSCOC 3.3.1.1. In other words, the Law School does not have to assess every outcome every year to comply with either the ABA or SACSCOC.

CURRICULUM MAP

Curriculum mapping is the process of identifying where in a school's curriculum each of its learning outcomes is being taught and assessed. In the Spring of 2016, a curriculum mapping survey was distributed to all faculty who have taught required courses at the Law School during the past three academic years. In the survey, they were asked to identify which of the six SLOs and related criteria they covered in their courses, as well as the types of assessment methods they use to measure student learning. The results of the curriculum map for required courses is attached as Appendix Document 2.

During the spring semester of 2017, a curriculum mapping survey was distributed to all faculty who have taught elective courses at the Law School during the past three academic years. The information gathered in response to the survey is currently being synthesized into a curriculum map.

IMPLEMENTATION AND EVALUATION

Below are some assessment-related activities that highlight the Law School's ongoing implementation and evaluation of its legal education, learning outcomes, and assessment methods.

- In 2015 the Law School established an Associate Dean for Educational Effectiveness to lead the school's efforts related to assessment. The Associate Dean serves as the Chair of the Law School's Educational Effectiveness Committee. (Minutes from Committee meetings in 2016-2017 are attached as Appendix Document 3). The Associate Dean also serves on the university-wide Institutional Effectiveness Committee, the Institutional Effectiveness Outreach and Engagement Sub-committee, and the Academic Assessment Liaison Committee. This university-wide involvement helps further the Law School's efforts to comply with both ABA standards and SACSCOC standards.

- The faculty at the Law School are regularly educated on the topic of assessment, e.g., the topic has been addressed during multiple faculty retreats, brown bag lunch sessions, etc. The Associate Dean also assists faculty members on a one-

on-one basis. (The PowerPoint used during the August 2016 Adjunct Faculty Training and the PowerPoint used during the August 2017 Faculty Retreat are attached as Appendix Document 4.)

• The J.D. student learning outcomes are published on the law school's website, and the entering students receive a copy of the outcomes during 1L Orientation, when the Associate Dean reiterates the law school's dedication to student learning. (The PowerPoint used during the 2017 1L Orientation is attached as Appendix Document 5). Student learning outcomes for specialty tracks/concentrations are also published on the website. Further, course-level student learning outcomes are stated in each course syllabus (which is required by a university operating policy). In regard to course-level SLOs, in Spring 2017 the Law School's Educational Effectiveness Committee reviewed the outcomes included in all course syllabi.

Student Learning Outcome #3 (Research)

Based on the Law School's assessment cycle, the Law School implemented one student learning outcome during the 2016-2017 academic year: Research. Consistent with the ABA's phase-in approach, for 2016-2017 this particular SLO focused only on first-year law students.

The following documents are relevant to analyzing Student Learning Outcome #3 (Research):

- 1- Assessment methods for SLO #3 (showing the direct and indirect assessment methods used by faculty) (Appendix Document 6).
- 2- Summary of Professors' Self-Reporting of Student Learning Outcome #3, (Appendix Document 7). The underlying self-reporting documents are on file with the Associate Dean for Educational Effectiveness.
- 3- Summary of Students' Self-Reporting of their learning for SLO #3 and Students' Comments (Appendix Document 8). The underlying student surveys are on file with the Associate Dean for Educational Effectiveness.

The data for the SLO #3 (Research) was gathered from faculty during Summer 2017 and from the now 2L students during September 2017. Based on the attached results, no significant action is required at this time for Criterion #1 and Criterion #2, as the benchmarks were met.

The benchmarks for Criterion #3 (Citation), however, were not met. Thus, to continue improving student learning, the following actions for improvement may be implemented:

- 1- Explore other online citation exercises (other than the Interactive Citation Workshop) to assist with students' learning of proper citation;

- 2- In the Legal Practice course, incorporate additional exercises to address the proper use of citation;
- 3- Try to determine students' "most common" citation errors so they can be specifically addressed;
- 4- Possibly create a student survey to address challenges to learning citation; and,
- 5- Explore adding a citation exam to the first-year Legal Practice course.

EVALUATING THE ASSESSMENT PROCESS

In accordance with ABA Standard 315 and SACSCOC Standard 3.3.1.1, the Dean and the Educational Effectiveness Committee are charged with conducting an ongoing evaluation of the assessment process at the Law School. In this regard, they will continue to evaluate the assessment timeline and other assessment-related documents to recommend any changes to the learning outcomes or assessment process.

Assessment Report for 2016-2017

Appendix Document 1

Data Collection Cycle for Learning Outcomes

Texas Tech University School of Law

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<u>Learning Outcome 1:</u> Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.		●					●
<u>Learning Outcome 2:</u> Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.				●	●		
<u>Learning Outcome 3:</u> Graduates will demonstrate competent skills in legal research.	●				●		
<u>Learning Outcome 4:</u> Graduates will demonstrate competent skills in written and oral communication.			●			●	
<u>Learning Outcome 5:</u> Graduates will demonstrate competent knowledge of professional and ethical responsibilities.			●			●	
<u>Learning Outcome 6:</u> Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.				●			●

Assessment Report for 2016-2017

Appendix Document 2

Curriculum Map of Learning Outcomes & Required Courses

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

	<u>Criterion 1:</u> Identify and describe key legal concepts and rules in the required curriculum.	<u>Criterion 2:</u> Identify and describe key legal concepts and rules in the elective curriculum.	<u>Criterion 3:</u> Identify and describe the structure of the U.S. and Texas legal systems.
IL REQUIRED			
Legal Practice I	All LP		All LP
Legal Practice II	All LP		All LP
Civil Procedure	Weninger, Murphy, Camp, Myhra		Camp, Myhra
Contracts	Casto, Shannon, Pawlowic, Krahmer		Casto
Torts	Rosen, Velte, T. Pearl, Watts, Cochran		Rosen, Velte
Constitutional Law	Rosen, Watts, Myhra		Rosen, Myhra
Criminal Law	T. Pearl, Cochran, Loewy, Huffman		T. Pearl, Cochran, Huffman
Property	A. Pearl, Beyer, Batra, Shannon		Beyer, Batra
ADVANCED REQUIRED			
Business Entities	Casto, Chiappinelli, Pawlowic		Casto
Commercial Law	Henry, Krahmer		Henry, Krahmer
Criminal Procedure	Bubany, Watts, Loewy, T. Pearl		Bubany
Evidence	Benham, Watts		Benham
Income Taxation	Black, James, Camp		James
Professional Responsibility	Benham, Spain, Velte		Benham, Velte
Wills and Trusts	Beyer, James, Black		Beyer, James

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

	Criterion 1: Accurately identify the material facts, procedural history, issues on appeal, rules of law, reasoning, holding, and policy in appellate court opinions.	Criterion 2: Identify and describe legal issues implicated by a factual scenario.	Criterion 3: Identify and describe relevant legal authority applicable to identified legal issues.	Criterion 4: Identify and describe key rules and reasoning contained within applicable authority.
IL REQUIRED				
Legal Practice I	All LP	All LP	All LP	All LP
Legal Practice I	All LP	All LP	All LP	All LP
Civil Procedure	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Camp, Myhra
Contracts	Casto, Shannon, Pawlowic, Krahmer	Casto, Shannon, Pawlowic, Krahmer	Casto, Shannon, Pawlowic, Krahmer	Casto, Shannon, Pawlowic, Krahmer
Torts	Rosen, Velte, T. Pearl, Watts, Cochran	Rosen, Velte, T. Pearl, Watts, Cochran	Rosen, Velte, Watts, Cochran	Rosen, Velte, T. Pearl, Watts, Cochran
Constitutional Law	Rosen, Watts, Myhra	Rosen, Watts, Myhra	Rosen, Watts, Myhra	Rosen, Watts, Myhra
Criminal Law	T. Pearl, Cochran, Loewy, Huffman	T. Pearl, Cochran, Loewy, Huffman	Cochran, Huffman	T. Pearl, Cochran, Loewy, Huffman
Property	Beyer, Batra, Shannon	A. Pearl, Beyer, Batra, Shannon	A. Pearl, Beyer, Batra, Shannon	A. Pearl, Beyer, Batra, Shannon
ADVANCED REQUIRED				
Business Entities	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic
Commercial Law	Henry, Krahmer	Henry, Krahmer	Henry, Krahmer	Henry, Krahmer
Criminal Procedure	Bubany, Watts, Loewy, T. Pearl	Bubany, Watts, Loewy, T. Pearl	Bubany, Watts, Loewy	Bubany, Watts, Loewy, T. Pearl
Evidence	Benham, Weninger, Watts	Benham, Weninger, Watts	Benham, Weninger, Watts	Benham, Weninger, Watts
Income Taxation	Black, James, Camp	Black, James, Camp	Black, James, Camp	Black, James, Camp

Professional Responsibility	Benham, Velte	Benham, Velte	Benham, Spain, Velte
Wills and Trusts	Beyer, James, Black	Beyer, James, Black	Beyer, James, Black

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

	Criterion 5: Effectively synthesize and reconcile multiple legal authorities when applicable.	Criterion 6: Effectively analogize and distinguish precedent.	Criterion 7: Propose reasonable resolutions to legal problems.
IL REQUIRED			
Legal Practice I	All LP	All LP	All LP
Legal Practice II	All LP	All LP	All LP
Civil Procedure	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Myhra
Contracts	Casto, Shannon, Pawlowic, Krahmer	Casto, Shannon, Pawlowic, Krahmer	Casto, Pawlowic, Krahmer
Torts	Velte, T. Pearl, Cochran	Rosen, Velte, Cochran	Rosen, Velte, T. Pearl, Watts, Cochran
Constitutional Law	Rosen, Watts, Myhra	Rosen, Watts, Myhra	Rosen, Watts, Myhra
Criminal Law	T. Pearl, Cochran, Loewy	Cochran	Cochran
Property	A. Pearl, Beyer, Batra, Shannon	A. Pearl, Beyer, Shannon	Beyer, Batra
ADVANCED REQUIRED			
Business Entities	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic
Commercial Law	Krahmer	Krahmer	Henry, Krahmer
Criminal Procedure	Bubany, Watts, Loewy, T. Pearl	Bubany, Watts, Loewy T. Pearl	Watts, T. Pearl
Evidence	Benham, Weninger, Watts	Benham, Weninger, Watts	Benham, Weninger, Watts
Income Taxation	Black, James, Camp	Black, James, Camp	Black, James
Professional Responsibility	Benham, Velte	Benham, Velte	Benham, Velte
Wills and Trusts	Beyer, James, Black	Beyer, James	Beyer, James, Black

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

	Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	Criterion 2: Create and implement a logical research plan that employs the appropriate tools of legal research.	Criterion 3: Use proper citation when required.
IL REQUIRED			
Legal Practice I	All LP	All LP	All LP
Legal Practice I			
Civil Procedure	Murphy, Camp, Myhra		
Contracts	Casto, Pawlowic, Krahrmer, Krahrmer		
Torts	Velte, Cochran		
Constitutional Law	Rosen, Myhra		
Criminal Law	Cochran, Huffman		
Property	Beyer	Beyer	Beyer
ADVANCED REQUIRED			
Business Entities	Casto, Pawlowic		
Commercial Law	Henry, Krahrmer		
Criminal Procedure	Huffman		
Evidence	Benham		
Income Taxation	James, Camp	James, Camp	James
Professional Responsibility	Benham, Velte	Velte	Velte
Wills and Trusts	Beyer		

Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.

	<u>Criterion 1: Communicate effectively by employing predictive, persuasive, and operational writing techniques.</u>	<u>Criterion 2: Engage in effective and professional oral communication, including the delivery of an oral argument.</u>
IL REQUIRED		
Legal Practice I	All LP	All LP
Legal Practice I	All LP	All LP
Civil Procedure	Murphy, Camp	Murphy, Camp, Myhra
Contracts	Pawlowic, Krahrmer	Casto, Pawlowic, Krahrmer
Torts	Rosen, Velte, Cochran	Velte, Cochran
Constitutional Law	Rosen, Myhra	Myhra
Criminal Law	Cochran, Huffman	Cochran, Huffman
Property	A. Pearl, Beyer, Batra	Beyer, Batra
ADVANCED REQUIRED		
Business Entities		
Commercial Law	Henry	Casto, Chiappinelli, Pawlowic
Criminal Procedure	T. Pearl	Bubany
Evidence		Benham
Income Taxation	James	Black, James
Professional Responsibility	Benham, Velte	Benham, Velte
Wills and Trusts	Beyer	Beyer, Black

Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.

	<u>Criterion 1:</u> Identify and describe the applicable rules and standards governing lawyers' professionalism and ethical responsibilities.	<u>Criterion 2:</u> Apply knowledge of professional ethics to the resolution of identified dilemmas.	<u>Criterion 3:</u> Apply knowledge of professional ethics in the context of oral and written advocacy.	<u>Criterion 4:</u> Demonstrate professionalism through conduct consistent with the legal profession's values and standards.
IL REQUIRED				
Legal Practice I	Some LP	Some LP	Some LP	All LP
Legal Practice I	Some LP	Some LP	Some LP	All LP
Civil Procedure	Murphy, Myhra	Murphy, Myhra	Myhra	
Contracts	Pawlowic, Krahrmer	Pawlowic, Krahrmer		
Torts	Cochran	Cochran	Cochran	Cochran
Constitutional Law		Myhra	Myhra	
Criminal Law	Cochran, Huffman	Cochran	Cochran	Cochran
Property	Beyer	Beyer	Beyer	Beyer
ADVANCED REQUIRED				
Business Entities	Pawlowic	Chiappinelli, Pawlowic	Chiappinelli	
Commercial Law	Krahrmer	Krahrmer		
Criminal Procedure	Bubany			
Evidence		Benham	Benham	
Income Taxation	James	James	James	James
Professional Responsibility	Benham, Spain, Velte	Benham, Spain, Velte	Benham, Spain, Velte	Benham, Spain, Velte
Wills and Trusts	Beyer, James, Black	Beyer, James, Black	James	James, Black

Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.

	<u>Criterion 1:</u> Demonstrate leadership skills in a variety of settings.	<u>Criterion 2:</u> Demonstrate the ability to work cooperatively with others.	<u>Criterion 3:</u> Maintain civility and respect for cultural diversity.	<u>Criterion 4:</u> Exhibit a commitment to pro bono and public services activities.
IL REQUIRED				
Legal Practice I	Some LP	All LP	Some LP	
Legal Practice II	Some LP	All LP	Some LP	
Civil Procedure			Myhra	
Contracts		Pawlowic	Murphy, Casto, Pawlowic, Kraemer	
Torts	Cochran	Velte, Cochran	Cochran	
Constitutional Law		Myhra	Myhra	
Criminal Law	Cochran	Cochran	Cochran, Huffman	
Property	Beyer	A. Pearl, Beyer, Batra	Beyer	
ADVANCED REQUIRED				
Business Entities		Pawlowic	Casto, Pawlowic	
Commercial Law		Henry		
Criminal Procedure				
Evidence	Weninger, Benham	Benham	Benham	
Income Taxation	James	James		
Professional Responsibility	Benham	Benham	Benham	
Wills and Trusts	James	James	Beyer, James, Black	James

Assessment Report for 2016-2017

Appendix Document 3

Educational Effectiveness Committee

Wednesday, December 7, 2016
Committee meeting, 10:00 a.m., FCR

MINUTES

- I. Call to Order at 10:04 a.m. The following committee members attended the meeting: Wendy Adele Humphrey (Chair), Kyle Velte, Cassie Christopher, Bryan Camp, John Watts, and Nancy Soonpaa. No one was absent.
- II. Committee's Charge

Reviewed the Committee's Charge: To implement and evaluate the law school's student learning outcomes pursuant to the school's assessment cycle, and to provide information about learning outcomes and assessment methods to ensure compliance with applicable ABA Standards and SACSCOC standards.
- III. SACSCOC compliance and University-Level Institutional Effectiveness Committee
 - A. Reviewed the Program Assessment Rubric Review for the law school.
 - B. Humphrey reported that the rubric may be revised and that the university-wide committee will meet again at the beginning of Spring 2017 semester. She also reported that she is meeting with Jennifer Hughes on December 15th.
- IV. Student Learning Outcome #3 (competent skills in legal research) and overall assessment cycle
 - A. Reviewed the Three-Year Implementation spreadsheet.
 - B. Reviewed the Data Collection Cycle spreadsheet.
 - C. Reviewed the Implementation chart for SLO 3
 1. Discussed the courses that will be included. Every first-year law student is required to Legal Practice, and this SLO is assessed over the semester-course. With the phase-in process, assessing all 1Ls as part of Legal Practice should be sufficient, but additional data could be collected from some other 1L courses in which SLO 3 criteria are addressed.
 2. Discussed the benchmarks and how they were formulated.

3. Discussed concerns about using a student survey as an indirect method of assessing student learning.

V. Upcoming activities:

1. Distributing the Curriculum Map Survey for elective courses: Reviewed the survey, which will be distributed when Spring semester courses start and will be due by Friday, February 10th.
2. Reviewing the SLOs in course-level syllabi: Hard copies of all syllabi will be divided up and distributed to committee members who will then review the course-level SLOs and will make suggestions for improvement.
3. Continuing to assist faculty with incorporating assessment methods: This semester a committee member covered formative assessment at the faculty retreat in September, and there have been numerous brown bag lunch sessions about assessing student learning. We will continue offering informational sessions so that faculty can learn more about assessment.

VI. Other:

1. Update: MPRE data. Reviewed the results for 2010-2016.
2. Humphrey reported that she hopes to attend an assessment conference in March at the Emory School of Law (topic is assessment in large classes). It was suggested that a professor who teaches large classes also be invited.

VII. Adjourned at 11:02 a.m.

Educational Effectiveness Committee

Wednesday, April 26, 2017
Committee meeting, 4:00 p.m., FCR

Minutes

- I. Welcome
 - A. Associate Dean Humphrey handed out an assessment article.
 - B. Associate Dean Humphrey told the committee members about website for law school assessment: www.lawschoolassessment.org.
- II. Approval of minutes from the 12-7-16 committee meeting: On a motion by John Watts and a second by Kyle Velte, the committee unanimously approved the minutes from the December 7, 2016 meeting.
- III. SACSCOC compliance: The next reporting deadline will be October 1, 2017.
- IV. Student Learning Outcome #3 (legal research)
 - A. Benchmarks: The committee discussed the updated benchmarks for the Legal Research student learning outcome. The committee agreed on the proposed benchmarks.
 - B. Student survey: The committee discussed using a student survey as an indirect method of assessment. The committee agreed that this assessment method would be another good way to obtain information about student learning.
 - C. Draft reporting document: The committee reviewed a draft of the Assessment Self-Reporting document for faculty members. The committee recommended using two categories (approaching competency and competency) rather than three categories. This approach will be discussed with Kathy Austin before making the switch to two categories.
- V. Old business
 - A. Curriculum Map Survey for elective courses: The majority of full-time faculty submitted their curriculum map surveys. The response of the adjunct faculty was not as good, even after sending them multiple emails.
 - B. Review of the SLOs in course-level syllabi: Thank you for reviewing the syllabi to ensure that the faculty is complying with the Texas Tech OP and other standards.
- VI. New business: No new business.
- VII. Adjourned at 4:42 p.m.

Assessment Report for 2016-2017

Appendix Document 4



Law School Assessment: What Good Teachers Do

Texas Tech School of Law

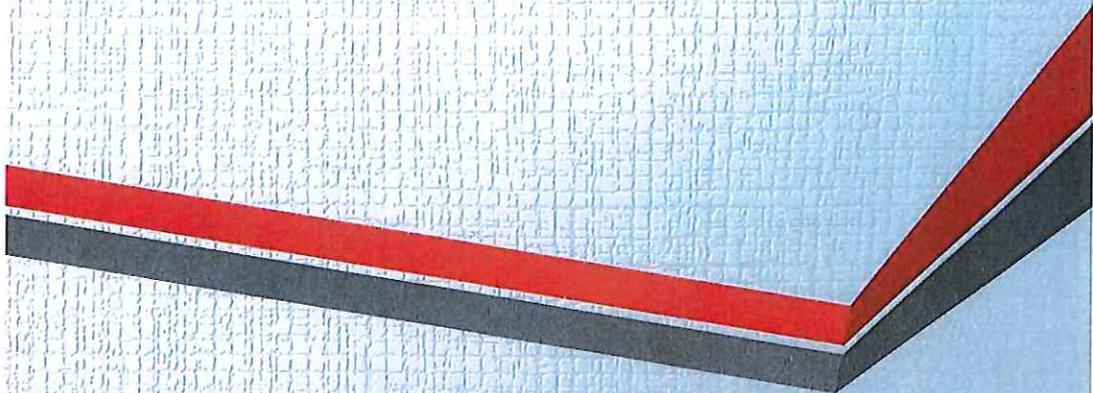
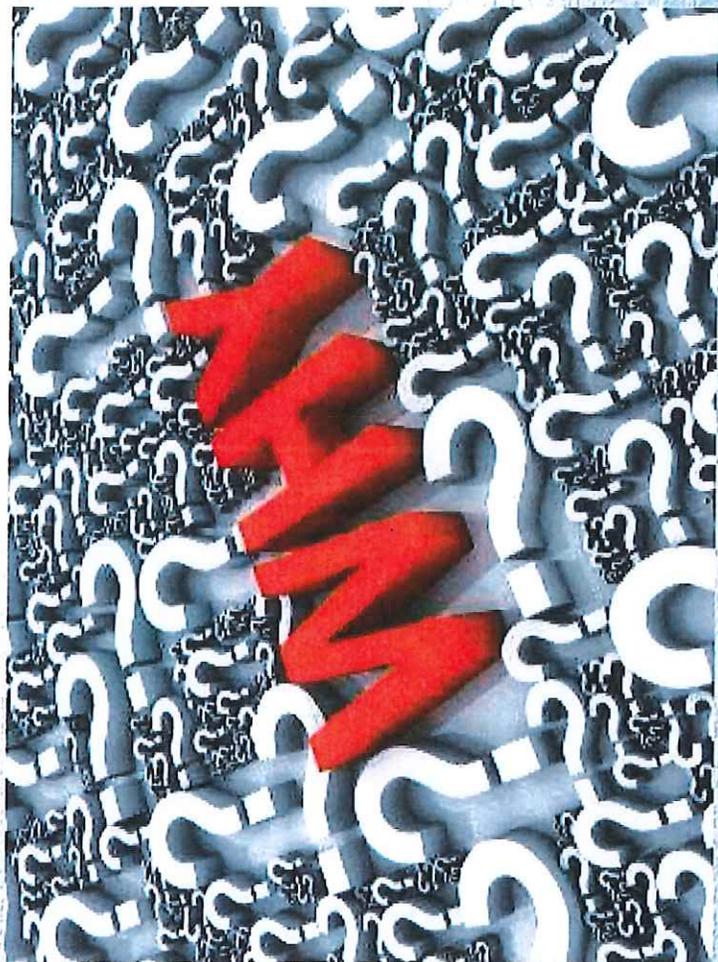
Adjunct Faculty Meeting

August 29, 2016

Associate Dean Humphrey

Meeting Objectives:

- To demonstrate knowledge of WHY there is now a focus on law school assessment.
- To describe the steps in an assessment cycle.
- To identify the two main types of assessment.
- To draft effective course-level student learning outcomes.
- To describe ways to incorporate formative assessment into your course.



Assessment as a Mandate

- Regional Accreditation Standards
- ABA Standards

Assessment as an Opportunity

- To identify our own unique strengths (and weaknesses).
- To provide *concrete* evidence to guide budgeting, curriculum design, teaching, and strategic planning.

Standards:

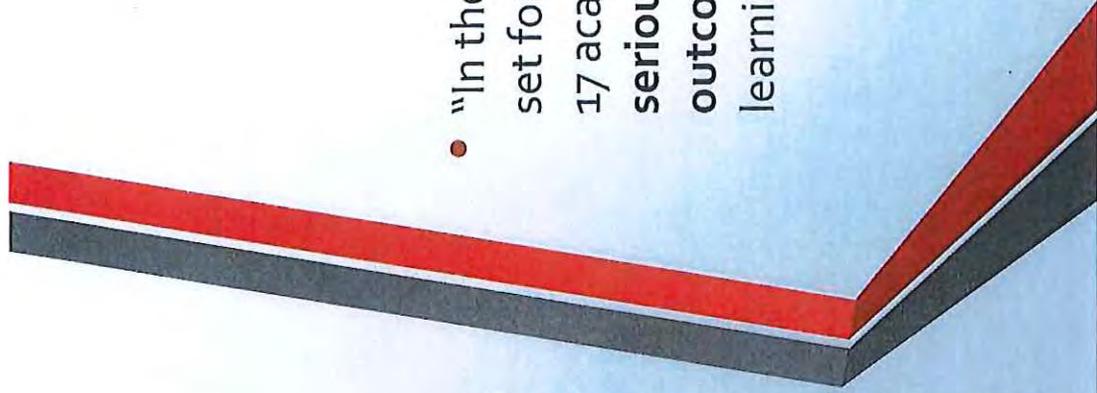
- ABA and SACSCOC Standards require us to use the collective performance of our students to assess our own performance as educators.
- This approach requires a shift in focus from what is being taught in law schools to what is being learned by students, i.e, to the quality of our students' *outputs*.
- New ABA Standards include: 301 (Objectives of Program of Legal Education), 302 (Learning Outcomes), 314 (Assessment of Student Learning), and 315 (Evaluation of Program of Legal Education, Learning Outcomes, and Assessment Methods).

In a Nutshell:

- **Standard 301** requires the school to establish and publish its learning outcomes.
- **Standard 302** requires that the learning outcomes include competency in certain listed essential spheres. This standard also leaves room for a law school to distinguish itself from other law schools.
- **Standard 314** requires both formative and summative assessment (thus challenging law professors to provide more meaningful feedback to improve student learning).
- **Standard 315** requires measurement of student progress. It does not require that the progress of every student be tracked as to every outcome. Nor does it require that every outcome be measured every year.

Phase-In Process:

- "In the initial phases of implementation of the outcome measures Standards set forth in Standards 301(b), 302, 303, and 314, which will begin in the 2016-17 academic year, **compliance will be assessed based upon evaluation the seriousness of the school's efforts to establish and assess learning outcomes, not upon attainment of particular level of achievement for each learning outcome.**"



Phase-in Process:

"Among factors to consider in assessing compliance with these Standards are [1] whether a school has demonstrated faculty engagement in the identification of the student learning outcomes it seeks for its graduates; [2] whether the school is working effectively to identify how the school's curriculum encompasses the identified outcomes and to integrate teaching and assessment of those outcomes into its curriculum; and [3] whether the school has identified when and how students receive feedback on their development of the identified outcomes."

Legal education is a process.

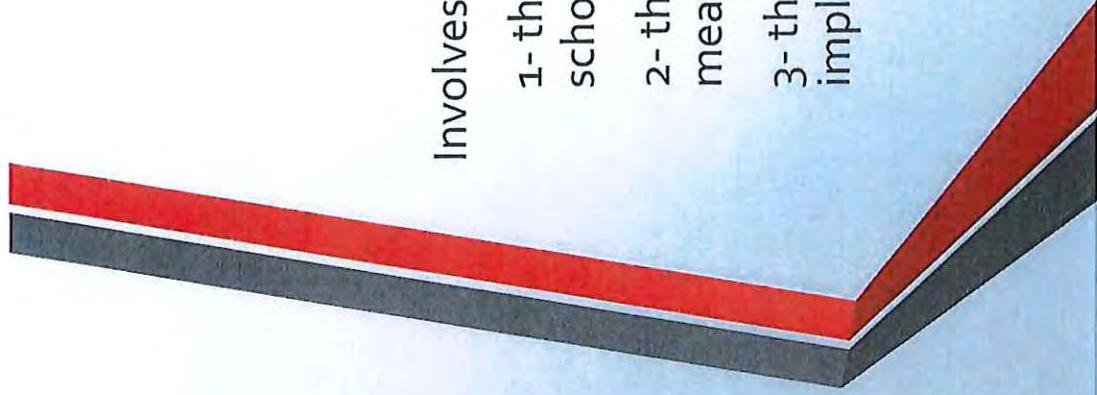
The outcomes assessment process in an ongoing, systematic process that requires the law school to take the following steps:

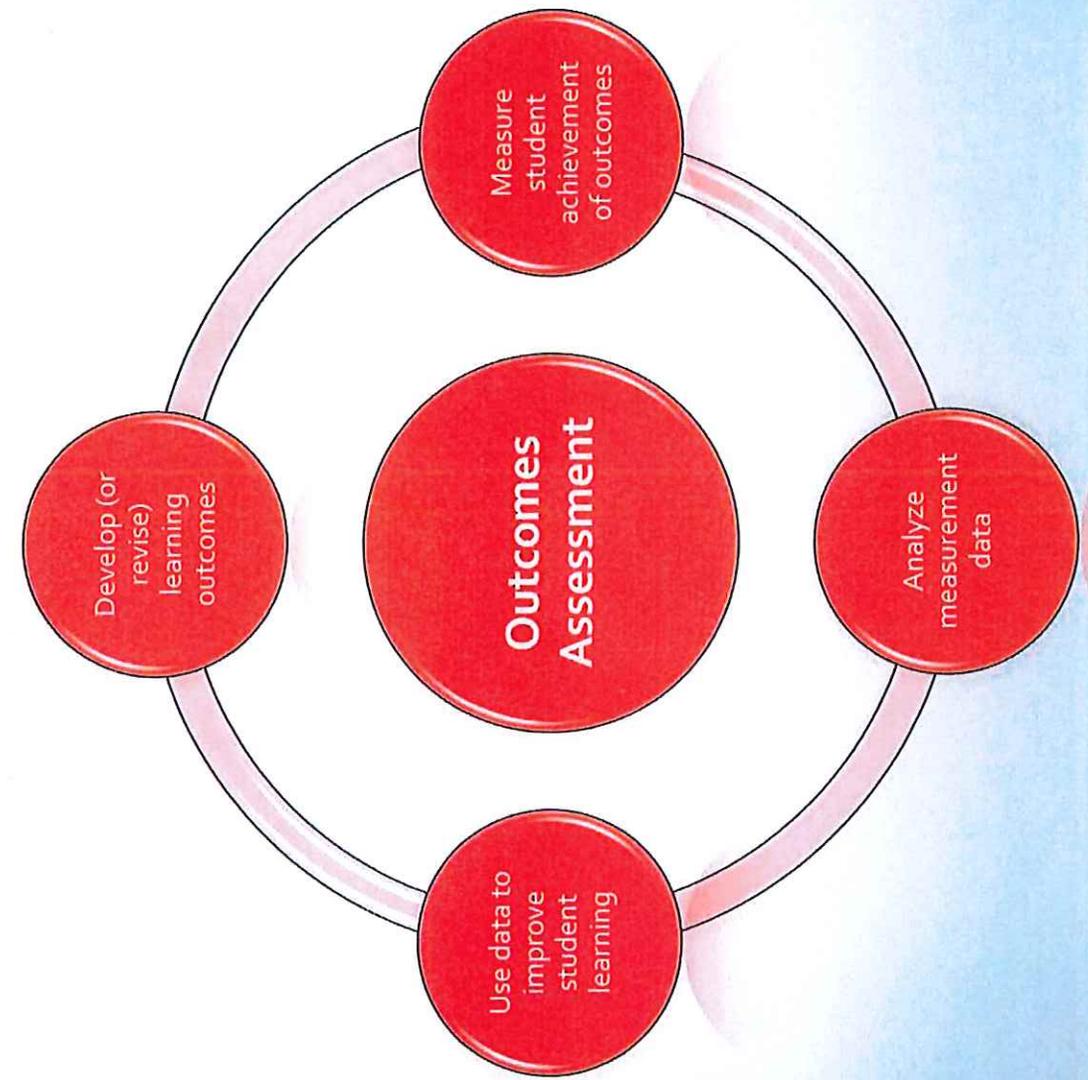
- 1- identify student learning outcomes;
- 2- measure student achievement of the learning outcomes, using data collected from student outputs;
- 3- analyze the data obtained from such measurements; and
- 4- use the data gather to improve student learning (i.e., "close the loop").

Institutional Assessment Plan:

Involves three phases:

- 1- the **Development Stage** (this "big picture" stage include identifying the school's student learning outcomes);
- 2- the **Implementation Stage** (create and undertake projects designed to measure the achievement of each learning outcome); and
- 3- the **Evaluation Stage** (analyze the data gathered and "close the loop" by implementing necessary changes).





Where are we in the process?

- After input from faculty, students, and alumni, in February 2016 the law school faculty approved a revised mission statement and the J.D. program's Student Learning Outcomes.
- All concentrations and certificate programs now have student learning outcomes.
- We conducted a curriculum mapping survey for the required courses.
- Faculty members have been educated on how to create effective course-level student learning outcomes.
- During orientation, the incoming class received an overview of assessment, including a copy of the J.D. learning outcomes.
- As part of the law school's assessment cycle, we will be implementing Outcome 3 (competent research skills) during 2016-17.
- Faculty will continue to be educated about ways to easily incorporate formative assessment into their courses.

Texas Tech's Mission Statement:

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world.

Approved by the Texas Tech University Board of Regents, May 2010

Texas Tech School of Law's Mission Statement:

The mission of the Texas Tech University School of Law is to prepare individuals for the effective and ethical practice of law in a rapidly changing, diverse, and interconnected world; to engage in meaningful scholarship; and to foster a culture of public service.

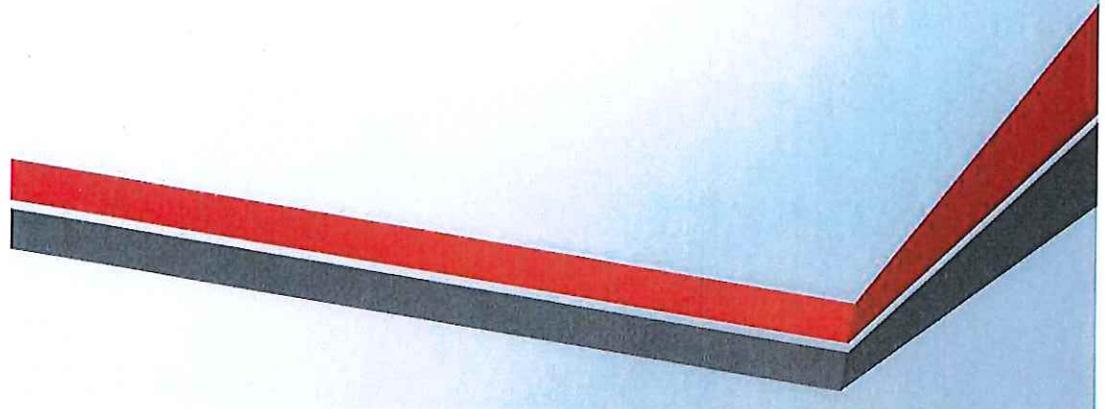
Approved by Law School Faculty, Feb. 2016

Learning Outcomes

Overall program of legal education

Certificates and Specialty Tracks

Individual Courses

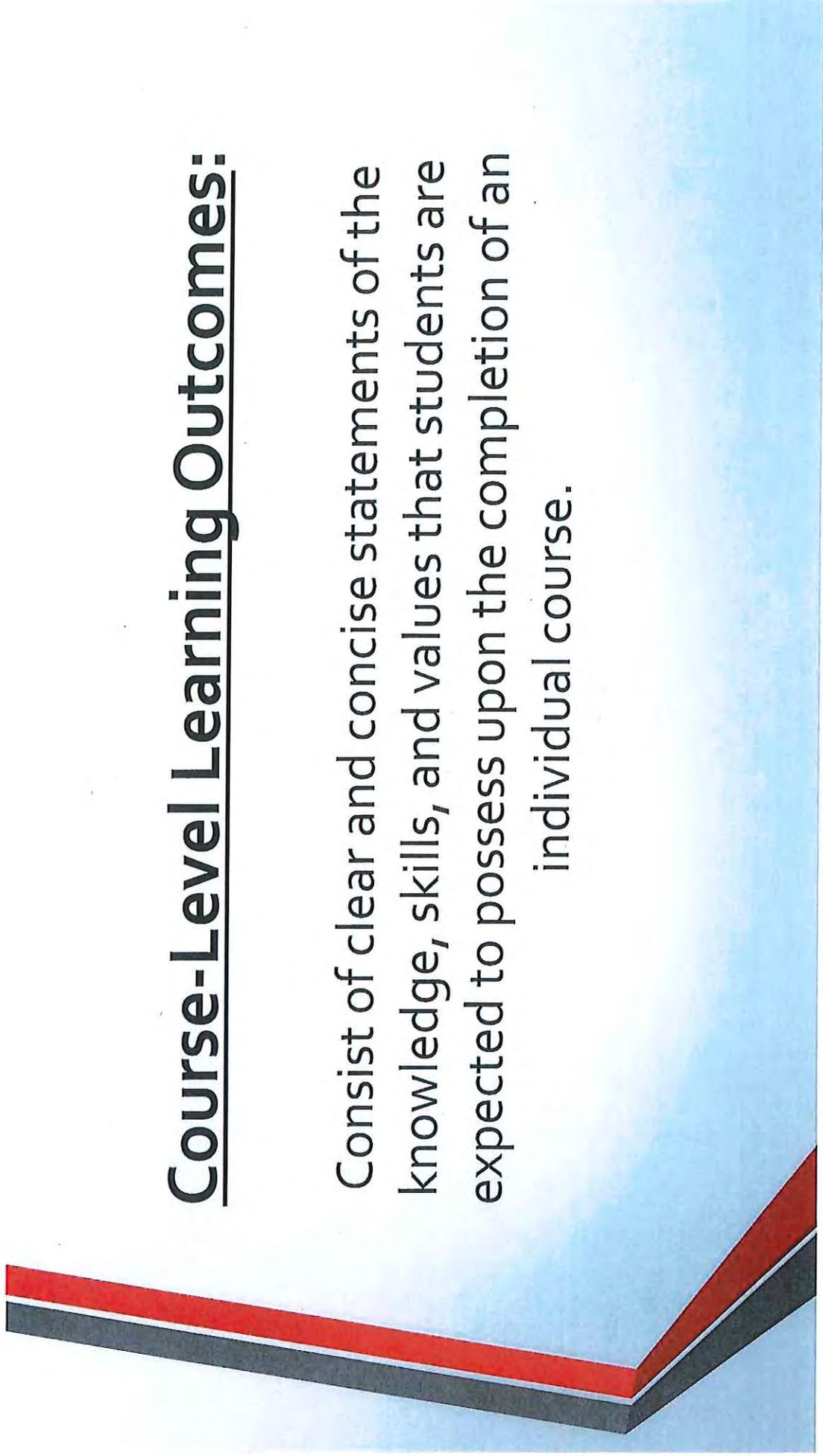




- TTU OP 32.06: the syllabus must include “the expected learning outcomes from the course” and “the methods of assessing those outcomes.” (Sept. 2006)
- ABA Standard 302 (Learning Outcomes): “Learning outcomes for individual courses must be published in the course syllabi.” (ABA Guidance Memo, June 2015)

Course-Level Learning Outcomes:

Consist of clear and concise statements of the knowledge, skills, and values that students are expected to possess upon the completion of an individual course.



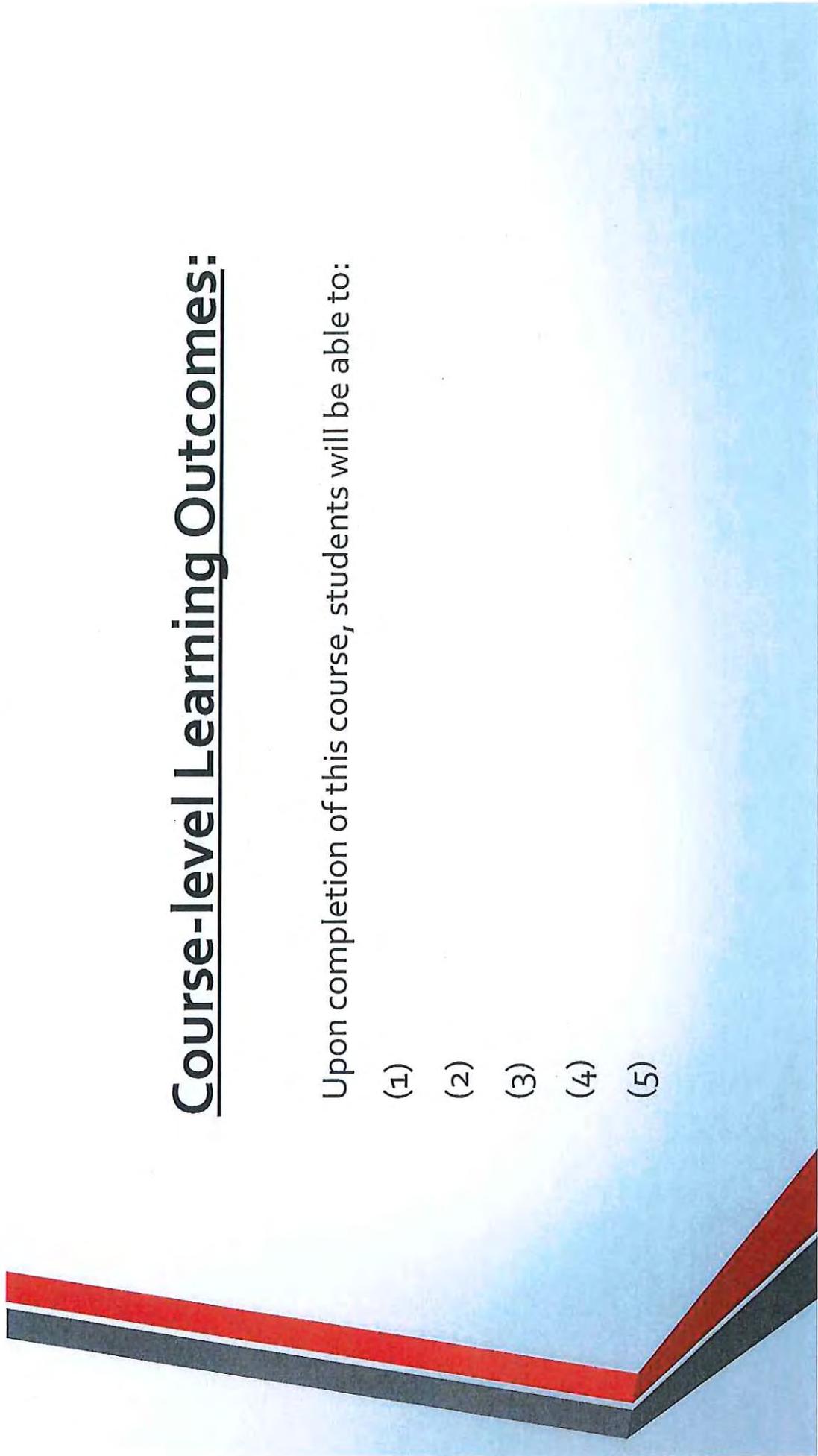
Course-level Learning Outcomes:

- It is suggested that a course have between five and ten student learning outcomes.
- Learning outcomes should focus on student behavior (output-based, not input-based).
- Each learning outcome statement should be measurable.
- You should try to incorporate or reflect the law school's mission statement and student learning outcomes.

Course-level Learning Outcomes:

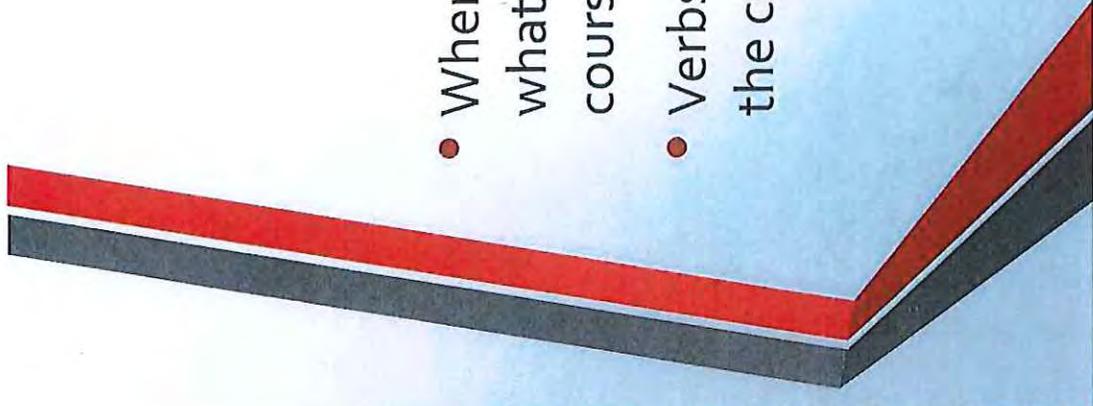
Upon completion of this course, students will be able to:

- (1)
- (2)
- (3)
- (4)
- (5)



Specific Action Words:

- When stating learning outcomes, use verbs that describe exactly what students will know or be able to do upon completion of the course, e.g., identify, analyze, discuss.
- Verbs such as appreciate, understand, and learn are unclear in the context of student learning outcomes.

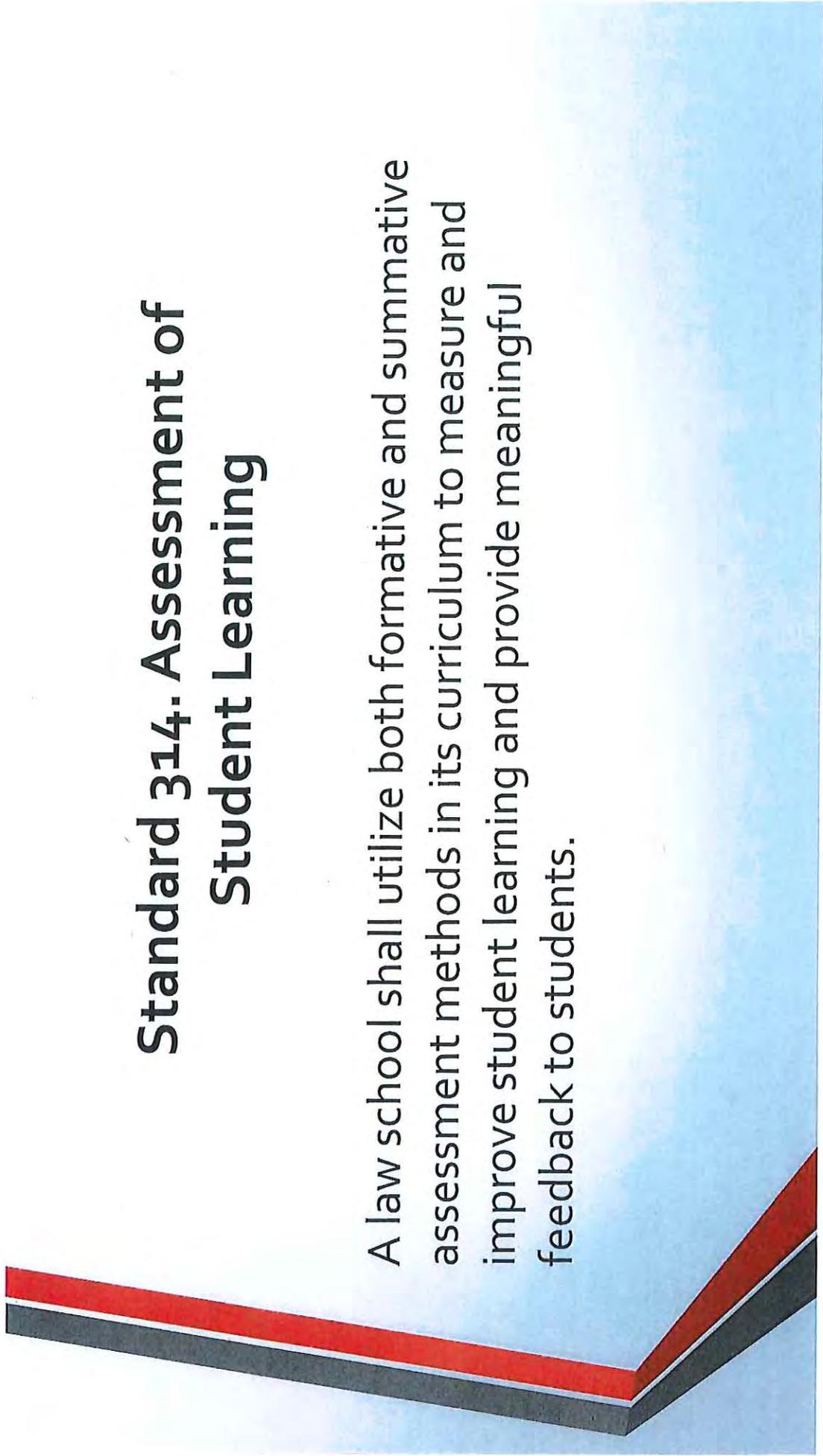


Examples:

- To understand alternative dispute resolution.
- **IMPROVED VERSION:** To identify and describe the basic forms of alternative dispute resolution and to choose among their appropriate uses.
- To learn proper legal citation.
- **IMPROVED VERSION:** To use proper legal citation.

Standard 314: Assessment of Student Learning

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.



Why aren't final grades an acceptable form of assessment?

- Grades require you to weigh multiple factors, e.g., a poor grade could be the result of the failure to spot issues, failure to accurately describe the law, etc.
- Other factors may also influence a final grade such as class participation, attendance, and penalties for late papers.
- The curve . . . with a curve, the overall course grades are essentially the same from year to year, regardless of student performance.
- As a result, grades are considered to be "an artificial construct" used to compare the performance of one student to another.

Summative Assessment

- The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:
 - a midterm exam
 - a final project
 - a paper
 - student evaluations of a course
- Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Formative Assessment

- The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:
 - help students identify their strengths and weaknesses and target areas that need work; and
 - help faculty recognize where students are struggling and address problems immediately.

Formative assessments are generally *low stakes*, which means that they have low or no point value.

Benefits of Formative Assessments: Faculty

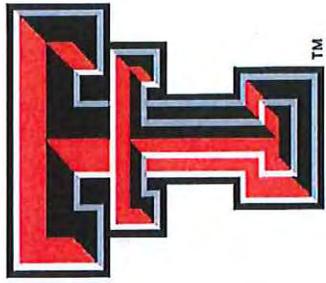
- Provide regular feedback that can be applied immediately
- Provide useful information about what students have learned without the amount of time required for preparing tests, reading papers, etc.
- Allow you to address student misconceptions or lack of understanding in a timely way
- Help to foster good working relationships with students and encourage them to understand that teaching and learning are on-going processes that require full participation

Benefits of Formative Assessments: *Students*

- Help develop self-assessment and learning management skills
- Reduce feelings of isolation and impotence, especially in large classes
- Increase understanding and ability to think critically about the course content
- Foster an attitude that values understanding and long-term retention
- Show your interest and caring about their success in your classroom
- Reduce procrastination!

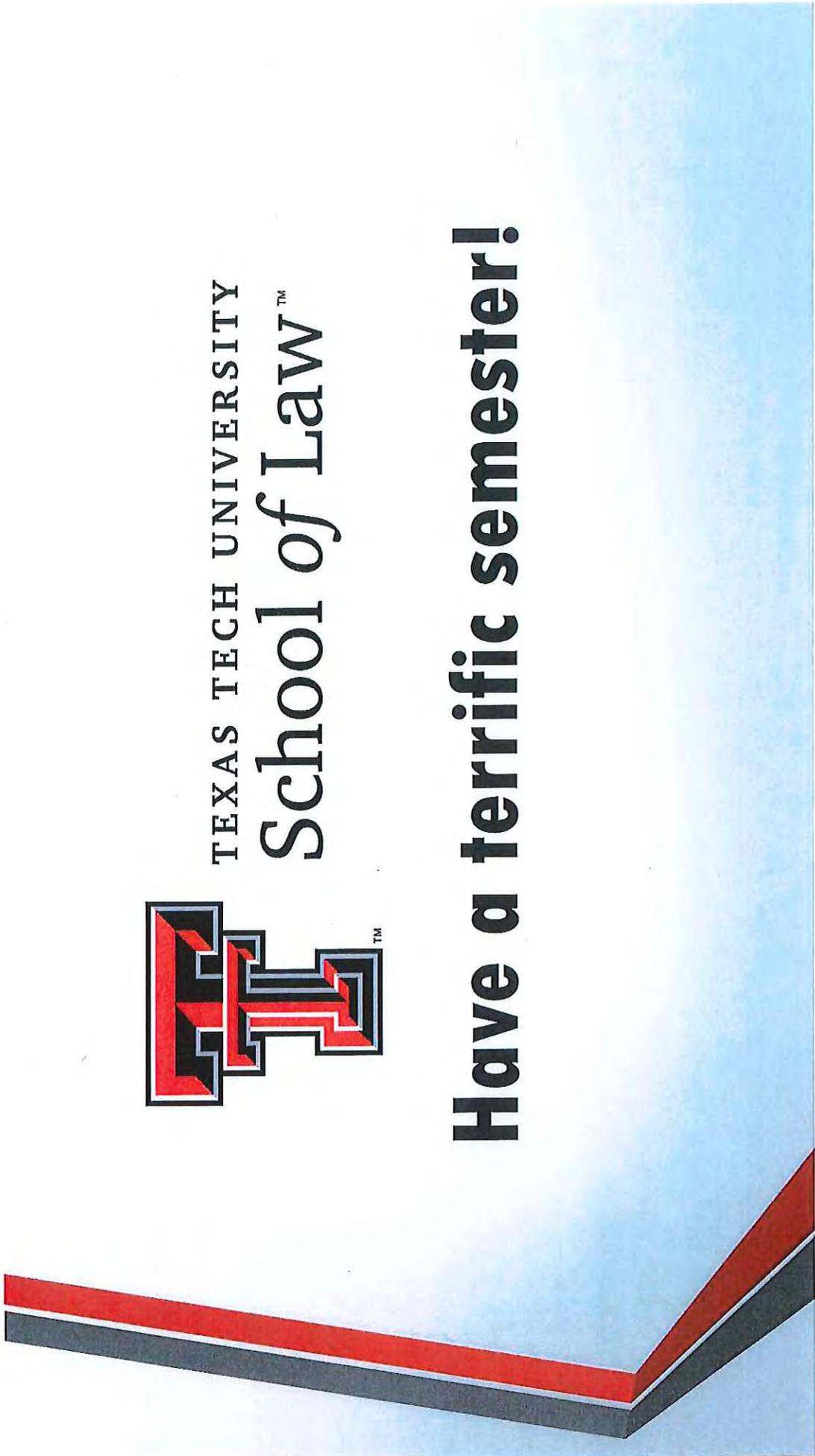
Examples of Formative Assessment

- In-class participation
- Quizzes
- Homework (e.g., questions from your textbook)
- Writing (drafts/assignments)
- One-Minute Paper
- Muddiest Point
- Peer Review of class assignments

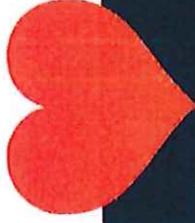


TEXAS TECH UNIVERSITY
School of Law[™]

Have a terrific semester!



**EDUCATIONAL EFFECTIVENESS:
LEARNING TO LOVE ASSESSMENT**



TEXAS TECH SCHOOL OF LAW
FACULTY RETREAT
AUGUST 25, 2017

Assessment as a Mandate

- Regional Accreditation Standards (SACSCOC)
- ABA Standards

Assessment as an Opportunity

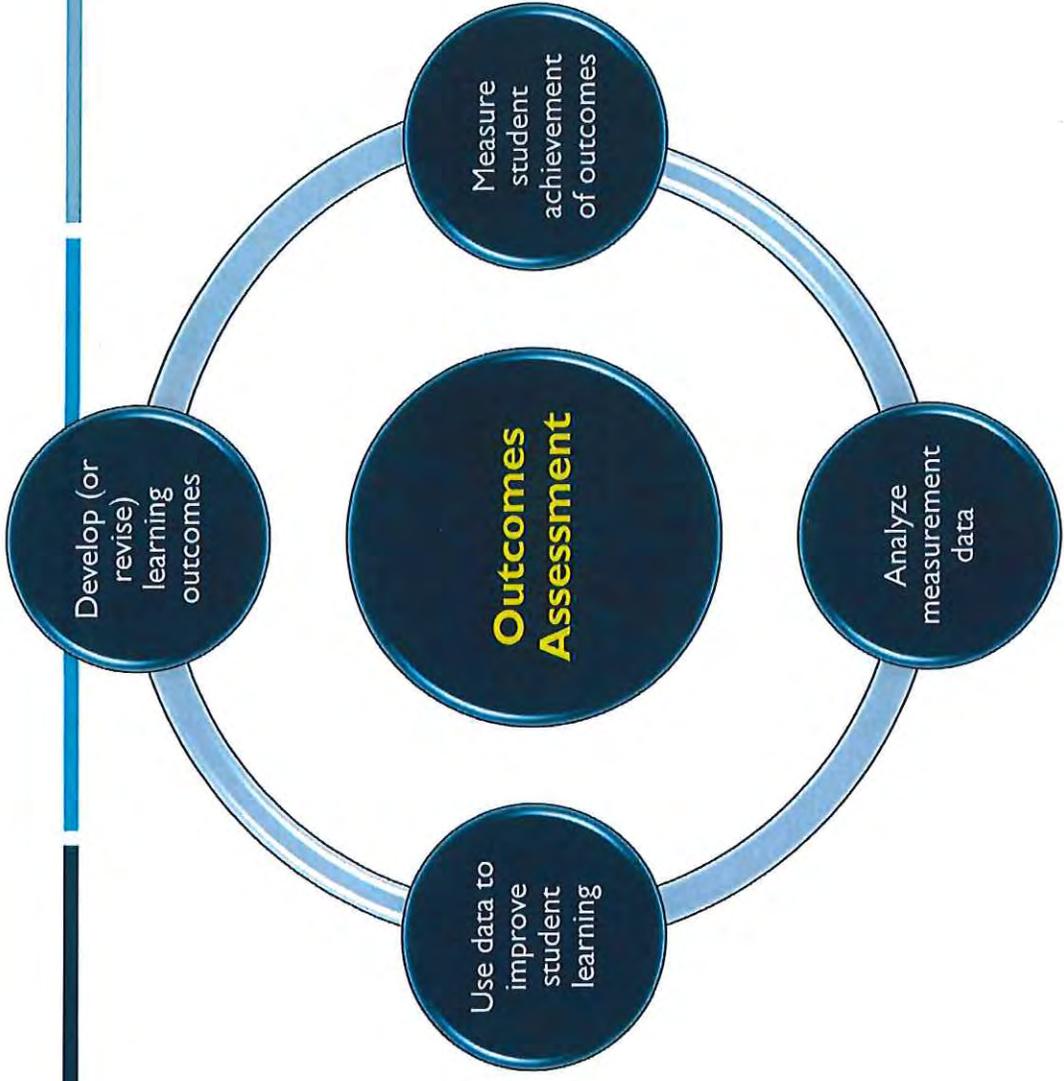
- To identify our own unique strengths (and weaknesses).
- To provide concrete evidence to guide budgeting, curriculum design, teaching, and strategic planning.

ABA STANDARDS: IN A NUTSHELL

- **Standard 301** requires the law school to establish and publish its learning outcomes.
- **Standard 302** requires that the learning outcomes include competency in certain listed essential spheres.
- **Standard 314** requires both formative and summative assessment.
- **Standard 315** requires measurement of student progress. It does not require that the progress of every student be tracked as to every outcome. Nor does it require that every outcome be measured every year.

THE BIG PICTURE

- **Student Learning Outcome (SLO)** – the knowledge, skills, and values that you desire law students at your institution to have at a specified time, e.g., end of a course, upon graduation.
- **Formative assessment** – assessment conducted throughout the course of study through which students are provided meaningful feedback to improve their learning.
- **Summative assessment** – assessment “after the fact”; assessment that occurs after a course of study and does not provide an opportunity for students to improve, e.g., end-of-unit exam, a final exam, the bar exam.



WHAT DO I DO?

- Chair the law school's Educational Effectiveness committee.
- Serve on the university-level Institutional Effectiveness committee (next meeting is on September 6th).
- Serve on the Institutional Effectiveness Outreach & Engagement subcommittee.
- Serve on the university-level Assessment Liaison committee (first meeting is on September 7th).
- Served on the 2017 TTU Institutional Effectiveness Award committee.
- Maintain the law school's assessment information on TracDat (next SACSCOC reporting deadline is October 1st).

Data Collection Cycle for Learning Outcomes

Texas Tech University School of Law

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.		●					●
Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.				●			
Learning Outcome 3: Graduates will demonstrate competent skills in legal research.	●				●		
Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.			●			●	
Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.			●			●	
Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.				●			

TTU OFFICE OF PLANNING AND ASSESSMENT

- “Your commitment to assessment is notable, and our office thanks you for continuing your efforts to sustain the School of Law’s exemplary assessment efforts.”
- “Again, I want to reiterate that the learning outcome schedule that you presented falls within SACSCOC guidelines. In other words, you do not have to assess every outcome every year.”

- Jennifer S. Hughes, Ph.D., Managing Director of
the TTU Office of Planning and Assessment
(August 2017)

2016-2017 LEARNING OUTCOME 3

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, graduates will:

- Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.
- Criterion 2: Create and implement a logical research plan that employs the appropriate tools of legal research.
- Criterion 3: Use proper citation when required.

2016-2017 LEARNING OUTCOME 3

- Created a “two-bucket” self-reporting form to use when reporting student learning.
- Consulted with Kathy Austin and the Office of Planning and Assessment.
- Reviewed the Student Learning Outcomes and assessment methods in all syllabi.
- Collected information for the J.D. curriculum map (elective courses).

Learning Outcome 3: To demonstrate competent skills in legal research.

- Met with each Legal Practice professor to discuss methods of assessment and reminded them to keep copies of their students' work.
- Collected their assessment forms and supporting documentation, e.g., rubrics, research exercises, etc.
- Determined results based on the assessment forms.
- Introduced the importance of Student Learning Outcomes during IL Orientation.
- Conducting a student survey during the 2L Mandatory Meeting on September 5th.

Learning Outcome 3: To demonstrate competent skills in legal research.

	Still Approaching Competency	Competent
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	8	140
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	14	134
Criterion #3: Use proper citation when required.	36	112

2017-2018

IMPLEMENTING LEARNING OUTCOME 2

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

To demonstrate achievement of this learning outcome, graduates will:

- **Criterion 1:** Identify and describe key legal concepts and rules in the required curriculum.
- **Criterion 2:** Identify and describe key legal concepts and rules in the elective curriculum.
- **Criterion 3:** Identify and describe the structure of the U.S. and Texas legal systems.

WHAT YOU NEED TO DO:

- Determine what substantive and procedural law students in your class should learn.
- Implement formative assessment methods to assess your students' learning.
- Keep track of what you do (don't wait until the end of the semester).
- Print supporting documentation as you go, e.g., quizzes, rubrics.
- Submit your assessment form and supporting documentation by the stated deadline.
- Keep copies of your students' exams, etc. (ABA requires this anyway.)
- Contact me for help.

SEARCHING FOR SOLUTIONS:

- *“I don’t have time to do more work.”*
- *“Students do not take advantage of the extra learning opportunities.”*
- *“I will not be able to cover everything in my book.”*
- *“I refuse to treat these law students like babies.”*
- *“This is not the way I learned.”*

**Thank you for
being supportive of
our assessment
efforts!**

Assessment of Student Learning

1L Orientation, August 14, 2017

Wendy-Adele Humphrey, M.Ed., J.D.

Associate Dean for Educational Effectiveness

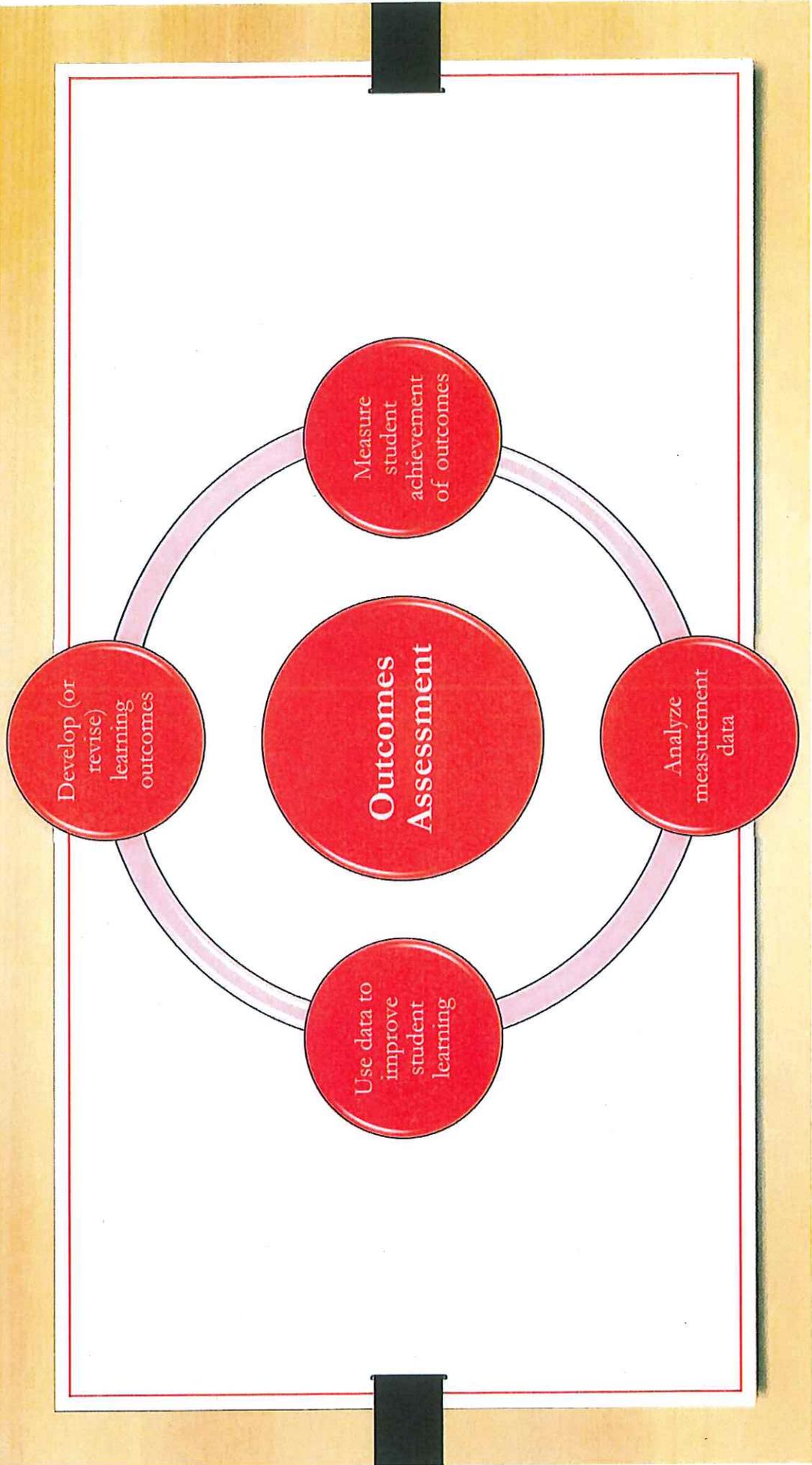
hi



We need to talk.

**This is
serious.**





MISSION STATEMENT:

The mission of the Texas Tech University School of Law is to prepare individuals for the effective and ethical practice of law in a rapidly changing, diverse, and interconnected world; to engage in meaningful scholarship; and to foster a culture of public service.

LEARNING OUTCOMES:

- Learning outcomes consist of clear and concise statements of knowledge that students are expected to acquire, skills students are expected to develop, and values that they are expected to understand and integrate into their professional lives.
- Each learning outcome includes performance criteria that express in specific and measurable terms what must be shown to establish the learning outcome.

#GOALS

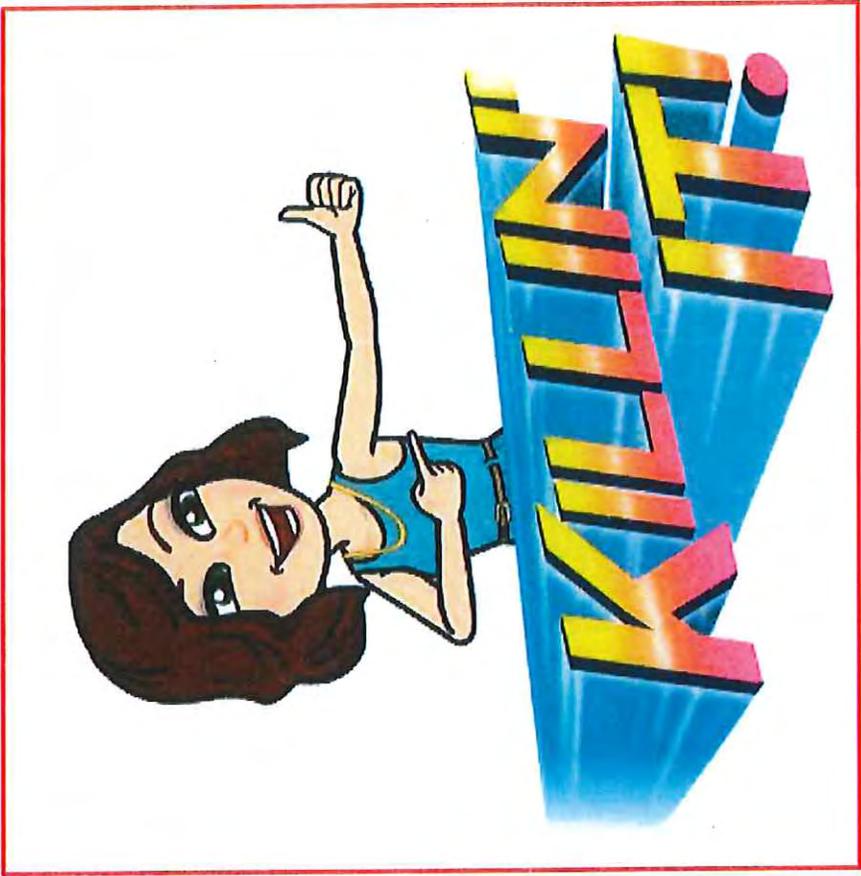


Texas Tech Law Learning Outcomes:

- Learning Outcome 1: *Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.*
- Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.
- Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

Texas Tech Law Learning Outcomes:

- Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.
- Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.
- Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.





Have a great 1L year!

Take Care



Assessment Report for 2016-2017

Appendix Document 6

2016-17 Implementation

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, graduates will:

Criteria	Assessment Methods	Benchmarks
<p>1- Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.</p>	<ul style="list-style-type: none"> ▪ Embedded Assignments: LP Research Exercises (three exercises) ▪ Quizzes ▪ LexisLearn modules ▪ WestlawNext 10-minute modules ▪ Library tutorial quizzes ▪ In-class exercises (e.g., muddled minute) ▪ Mid-term/final exam questions in doctrinal courses ▪ Student survey 	<ul style="list-style-type: none"> ▪ Legal Practice (required, two-semester course): 80% of 1L students be “competent” when assessing Criteria #1. ▪ Survey: 75% of 1L students will rate their learning at the “competent” level.
<p>2- Create and implement a logical research plan that employs the appropriate tools of legal research.</p>	<ul style="list-style-type: none"> ▪ Questions in the LP Research Exercise Two ▪ Reflective summaries/process narratives ▪ Embedded Assignment: Initial Research Report (narrative questions and research results) ▪ In-class exercises ▪ Student survey 	<ul style="list-style-type: none"> ▪ Legal Practice (required, two-semester course): 80% of 1L students will be “competent” when assessing Criteria #1. ▪ Survey: 75% of 1L students will rate their learning at the “competent” level.
<p>3- Use proper citation when required.</p>	<ul style="list-style-type: none"> ▪ Completion of ICWs ▪ Closed memo: formative assessment ▪ Citation scores (open memo, pre-trial brief, and appellate brief) ▪ Citation quizzes ▪ In-class exercises ▪ Student survey 	<ul style="list-style-type: none"> ▪ Legal Practice: 80% of 1L students will be “competent” when assessing Criteria #3. ▪ Survey: 75% of 1L students will rate their learning at the “competent” level.

Assessment Report for 2016-2017

Appendix Document 7

**SUMMARY OF PROFESSORS' SELF-REPORTING
FOR THE 2016-2017 1L CLASS**

**ASSESSMENT:
Self-Reporting of Student Learning Outcome #3**

Texas Tech Law has student learning outcomes that set forth the skills, knowledge, and values we hope our graduates will possess upon graduation. This year we are assessing the learning your students achieved *by the end of their 1L year* on the three aspects of legal research mentioned below.

Faculty Member: _____

Course: _____

Academic Year/Semester: _____

Total Number of Students in the Course: _____

For the SLO #3 criteria listed below, please indicate the number of students in your course who fell into each broad category. And as part of the ABA phase-in process, keep in mind you are assessing their competency level at this particular point in time (i.e., have they reached the competency level you expect for law students who have completed their 1L year?).

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student completing the 1L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	8	140
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	14	134

Criterion #3: Use proper citation when required.	36	112
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Below please list the specific methods of assessment you used to assess your students' learning. For each criterion, please attach a copy of any relevant documents, e.g., copies of quizzes, research exercises, rubrics, etc., and label accordingly so reviewers can determine what you used to gage competency. For example, if only a few questions on a quiz assess Criterion #3, please mark them to indicate they are related only to Criterion #3.

For some assessment methods, it may be more beneficial to include a short narrative to explain how you assessed your students' learning. For example, you may include a short narrative to address the use of Interactive Citation Exercises to assess Criterion #3. You do not need to attach the exercises. The same holds true for other online research tools on Westlaw Next and LexisNexis.

Criterion #1

Criterion #2

Criterion #3

Assessment Report for 2016-2017

Appendix Document 8

SUMMARY OF STUDENTS' SELF-REPORTING
FOR THE 2016-2017 1L CLASS

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: _____

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	11	113
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	25	98
Criterion #3: Use proper citation when required.	33	92

STUDENT COMMENTS

September 5, 2017

Student Learning Outcome #3 (Research)

**Edited to remove specific references to professors.*

1. Would have liked more instructions prior to a few days before the assignment was due so the writing procedures would have had more time to sink in.
2. I would like more practice drills or simulations.
3. Would have liked to be able to have someone look at it before submission. Didn't feel like there was more direction than given the initial assignment.
4. What I know I learned outside of my Legal Practice (LP) class.
5. Research plans should be focused more during IL year.
6. More feedback on final assessment (Appellate Brief) – would be helpful in self-diagnosing proficiency.
7. The Excellence in Legal Research (ELR) classes were very helpful.
8. We did not receive proper feedback on research assignments.
9. My LP teacher didn't teach me anything. What I've learned was due to self-taught through summer work for an attorney. Worst professor ever.
10. A librarian greatly attributed to my competency, along with writing for Texas Bank Lawyer and another professor's help.
11. Law school should have a separate plan for teaching the Bluebook. The ELR classes would be more beneficial, if instructors provide the students with an online file of their Powerpoint for classes and if students can have materials like books and outlines.
12. I learned a great amount of different sources, citations, etc. in LP. ELR and being on journal has helped me to hone those skills.
13. These skills did not come from LP for the most part—ELR and work experience.
14. There wasn't much feedback provided on these three issues and a low amount actually taught in class. Definitely needs to be focused on more.
15. Criterion #3: More were needed—LP in learning research process (ELR classes).
16. ELR classes were much more informative than LP class.
17. Need more education on citation. Citation exercises are a blunt tool where a refined touch is needed. I learned much of what I know about citation outside of class. I would like to see at least a month of the first semester of LP dedicated to citation exclusively. In general, slowing down the pace of introductory classes in research planning and citation from a two hour ELR course into a four hour, mandatory evening class, would greatly improve student's comprehension of citation in research planning. LP class time to the

two hours for ELR courses is simply not enough time devoted to such an important aspect of legal practice. I believe that releasing 1L's into summer internships who are not familiar with the key number system, notes of decision, search modifiers, and a basic understanding of the importance of secondary sources beyond that they are useful is unacceptable. Tech Law is known for teaching lawyers who are ready to practice without additional training after passing the bar. Losing this reputation will lower the value of Tech Law students and permanently damage the law school's reputation. This problem needs to be addresses now before damage is dealt. Criterion #2: Because of the library (ELR) sessions.

18. Class did not provide competency, summer internships did. Very little effective in-class teaching, most was self-taught due to lack of Professor instruction. Disappointed class time didn't assist in my legal research abilities development.
19. Pretty much taught myself how to do everything, which in reality, was the most practical teaching method when it comes to real-world application.
20. I essentially had to teach myself. We did simulate a real-world situation, but it would have been nice to be guided a little more in terms of hints, examples, etc. This would be very helpful for 1L summers.
21. Will attend ELR classes to step-up my research skills.
22. Instead of learning Bluebook & Greenbook citations on our own, it would be useful and extremely helpful if there was a designated course that taught how to do citations. Being clueless of not knowing where to start especially to those who have not experience in using any form of citations is not beneficial.
23. Hard, but the professor made it easy and understandable.
24. Focus more on research.
25. I feel like fewer Bluebook exercises with longer time to finish them would have been helpful. Too many rushing through just to finish them and not to learn the rules.
26. LP Set the foundation, summer internships helped build the skills.
27. I feel I learned these three skills extremely well.
28. The LP program was adequate at teaching with these skills, but certain LP Professors, I believe, are not competent in teaching them.
29. I feel like people in our class may not check some of boxes because of personality differences with the professor. I think she did a good job and any shortcoming rests with them. LP is difficult, but should be difficult.
30. The professor went above and beyond in teaching me these areas.
31. Please give more instruction on Legal research plus implementation and development.
32. Criterion #1: I feel like we went over this very well and I use it when writing and researching.

33. Criterion #2: I feel like I can be a more effective researcher, but feel like that will come with more time. I can create and implement a logical basic research plan.
34. Criterion #3: I am familiar with the Bluebook and Greenbook.
35. I did not learn a thing on this sheet in LP. Each was gained through summer employment and outside of class learning. I believe the LP class I was in was ineffective and should be re-assessed.
36. Criterion #1: I learned this in LP and at my jobs this summer.
37. Citation is difficult and navigating the Bluebook is still daunting for me. I wish we had more classes specifically for this instead of just ICW's.
38. I still need to check the Bluebook when citing. I feel comfortable with the Bluebook and being able to locate all the rules but I do need to check the Bluebook.
39. More practice with the Greenbook would be helpful, especially since majority of us will be practicing in Texas.

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

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2016-17 Program Assessment Report (PAR)

TEXAS TECH UNIVERSITY PROGRAM ASSESSMENT RUBRIC REVIEW FOR AY 2016-2017
SCHOOL OF LAW – SCHOOL OF LAW – LAW (JD)

The following report provides a summary of degree-program results derived from the TTU Program Assessment Rubric (PAR). This analysis was completed by the Office of Planning and Assessment (OPA) staff members and provides an assessment of Student Learning Outcomes documentation. The PAR evaluates baseline criteria. The narrative feedback reflects the substantive evaluation of individual reports.

The rubric allows four scores: (1) Initial, (2) Emerging, (3) Developed, and (4) Highly Developed for multiple criteria. The components include: Student Learning Outcome, Assessment Method, Results, and Actions for Improvement. The rating assigned per component is the average of the individual criteria within the component. Therefore, it is possible to receive a "Developed" with one criterion that was evaluated as "Initial."

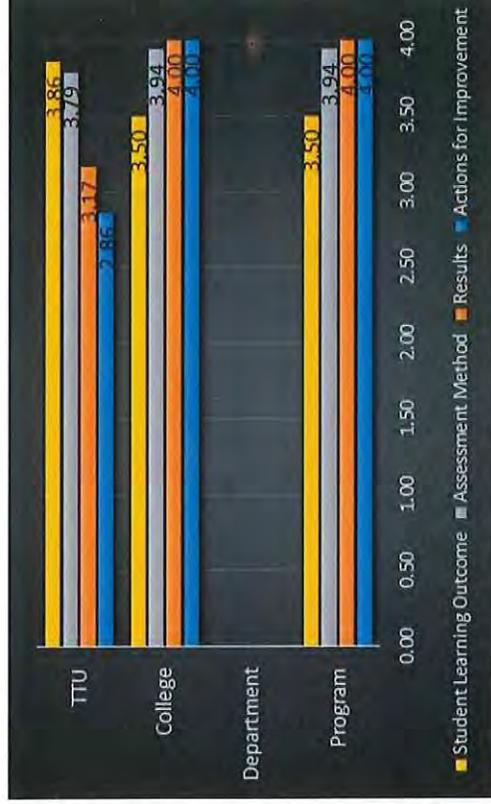
Report Element	Score	Level
Student Learning Outcome	3.50	Developed
Assessment Method	3.94	Developed
Results	4.00	Highly Developed
Actions for Improvement	4.00	Highly Developed

Overall

✓ **Report complies with SACSCOC Comprehensive Standard 3.3.1.1**

Comments

The program only has one Student Learning Outcome. This was approved by Jennifer Hughes because it aligns with ABA requirements. However, a strategy should be discussed to ensure that SACSCOC reviewers understand rationale of SLO rotation schedules.



To discuss or to set up an opportunity for an in-person consultation the Office of Planning and Assessment at 806-742-1505 or email at Dr. Jennifer Hughes, Director- jennifer.s.hughes@ttu.edu
 Dr. Craig Morton, Associate Director- craig.morton@ttu.edu

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

6

Chapter 3 of the **American
Bar Association (ABA)
Standards and Guidance
Memorandums**

CHAPTER **3**

Program of Legal Education

Standard 301. OBJECTIVES OF PROGRAM OF LEGAL EDUCATION

- (a) A law school shall maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.
- (b) A law school shall establish and publish learning outcomes designed to achieve these objectives.

Standard 302. LEARNING OUTCOMES

A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

- (a) Knowledge and understanding of substantive and procedural law;
- (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
- (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and
- (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

Interpretation 302-1

For the purposes of Standard 302(d), other professional skills are determined by the law school and may include skills such as, interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation.

Interpretation 302-2

A law school may also identify any additional learning outcomes pertinent to its program of legal education.

Standard 303. CURRICULUM

- (a) A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following:
- (1) one course of at least two credit hours in professional responsibility that includes substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members;
 - (2) one writing experience in the first year and at least one additional writing experience after the first year, both of which are faculty supervised; and
 - (3) one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature and must:
 - (i) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;
 - (ii) develop the concepts underlying the professional skills being taught;
 - (iii) provide multiple opportunities for performance; and
 - (iv) provide opportunities for self-evaluation.
- (b) A law school shall provide substantial opportunities to students for:
- (1) law clinics or field placement(s); and
 - (2) student participation in pro bono legal services, including law-related public service activities.

Interpretation 303-1

A law school may not permit a student to use a course to satisfy more than one requirement under this Standard. For example, a course that includes a writing experience used to satisfy the upper-class writing requirement [see 303(a)(2)] cannot be counted as one of the experiential courses required in Standard 303(a)(3). This does not preclude a law school from offering a course that may count either as an upper-class writing requirement [see 303(a)(2)] or as a simulation course [see 303(a)(3) and 304(a)] provided the course meets all of the requirements of both types of courses and the law school permits a student to use the course to satisfy only one requirement under this Standard.

Interpretation 303-2

Factors to be considered in evaluating the rigor of a writing experience include the number and nature of writing projects assigned to students, the form and extent of individualized assessment of a student's written products, and the number of drafts that a student must produce for any writing experience.

Interpretation 303-3

Rule 6.1 of the ABA Model Rules of Professional Conduct encourages lawyers to provide pro bono legal services primarily to persons of limited means or to organizations that serve such persons. In addition, lawyers are encouraged to provide pro bono law-related public service. In meeting the requirement of Standard 303(b)(2), law schools are encouraged to promote opportunities for law student pro bono service that incorporate the priorities established in Model Rule 6.1. In addition, law schools are encouraged to promote opportunities for law students to provide over their law school career at least 50 hours of pro bono service that complies with Standard 303(b)(2). Pro bono and public service opportunities need not be structured to accomplish any of the outcomes required by Standard 302. Standard 303(b)(2) does not preclude the inclusion of credit-granting activities within a law school's overall program of law-related pro bono opportunities so long as law-related non-credit bearing initiatives are also part of that program.

Interpretation 303-4

Law-related public service activities include (i) helping groups or organizations seeking to secure or protect civil rights, civil liberties, or public rights; (ii) helping charitable, religious, civic, community, governmental, and educational organizations not able to afford legal representation; (iii) participating in activities providing information about justice, the law or the legal system to those who might not otherwise have such information; and (iv) engaging in activities to enhance the capacity of the law and legal institutions to do justice.

Standard 304. SIMULATION COURSES, LAW CLINICS, AND FIELD PLACEMENTS

- (a) A simulation course provides substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and (2) includes the following:
 - (i) direct supervision of the student's performance by the faculty member;
 - (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
 - (iii) a classroom instructional component.

- (b) A law clinic provides substantial lawyering experience that (1) involves advising or representing one or more actual clients or serving as a third-party neutral, and (2) includes the following:
 - (i) direct supervision of the student's performance by a faculty member;
 - (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
 - (iii) a classroom instructional component.

- (c) A field placement course provides substantial lawyering experience that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other

- lawyering tasks in a setting outside a law clinic under the supervision of a licensed attorney or an individual otherwise qualified to supervise, and (2) includes the following:
- (i) direct supervision of the student's performance by a faculty member or site supervisor;
 - (ii) opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation;
 - (iii) a written understanding among the student, faculty member, and a person in authority at the field placement that describes both (A) the substantial lawyering experience and opportunities for performance, feedback and self-evaluation; and (B) the respective roles of faculty and any site supervisor in supervising the student and in assuring the educational quality of the experience for the student, including a clearly articulated method of evaluating the student's academic performance;
 - (iv) a method for selecting, training, evaluating and communicating with site supervisors, including regular contact between the faculty and site supervisors through in-person visits or other methods of communication that will assure the quality of the student educational experience. When appropriate, a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program;
 - (v) a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and
 - (vi) evaluation of each student's educational achievement by a faculty member.; and
 - (vii) sufficient control of the student experience to ensure that the requirements of the Standard are met. The law school must maintain records to document the steps taken to ensure compliance with the Standard, which shall include, but is not necessarily limited to, the written understandings described in Standard 304(c)(iii).
- (d) Credit granted for such a simulation, law clinic, or field placement course shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.
 - (e) Each student in such a simulation, law clinic, or field placement course shall have successfully completed sufficient prerequisites or shall receive sufficient contemporaneous training to assure the quality of the student educational experience.

Interpretation 304-1

To qualify as an experiential course under Standard 303, a simulation, law clinic, or field placement must also comply with the requirements set out in Standard 303(a)(3).

Standard 305. OTHER ACADEMIC STUDY

- (a) A law school may grant credit toward the J.D. degree for courses that involve student participation in studies or activities in a format that does not involve attendance at regularly scheduled class sessions, including, but not limited to, moot court, law review, and directed research.
- (b) Credit granted for such a course shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.

- (c) Each student's educational achievement in such a course shall be evaluated by a faculty member.

Interpretation 305-1

To qualify as a writing experience under Standard 303, other academic study must also comply with the requirement set out in Standard 303(a)(2). To qualify as an experiential course under Standard 303, other academic study must also comply with the requirements set out in Standard 303(a)(3).

Standard 306. DISTANCE EDUCATION

- (a) A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously.
- (b) Credit for a distance education course shall be awarded only if the academic content, the method of course delivery, and the method of evaluating student performance are approved as part of the school's regular curriculum approval process.
- (c) A law school shall have the technological capacity, staff, information resources, and facilities necessary to assure the educational quality of distance education.
- (d) A law school may award credit for distance education and may count that credit toward the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction required by Standard 311(b) if:
- (1) there is opportunity for regular and substantive interaction between faculty member and student and among students;
 - (2) there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort; and
 - (3) the learning outcomes for the course are consistent with Standard 302.
- (e) A law school shall not grant a student more than a total of 15 credit hours toward the J.D. degree for courses qualifying under this Standard.
- (f) A law school shall not enroll a student in courses qualifying for credit under this Standard until that student has completed instruction equivalent to 28 credit hours toward the J.D. degree.
- (g) A law school shall establish an effective process for verifying the identity of students taking distance education courses and that also protects student privacy. If any additional student charges are associated with verification of student identity, students must be notified at the time of registration or enrollment.

Interpretation 306-1

Technology used to support a distance education course may include, for example:

- (a) *The Internet;*

- (b) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (c) *Audio and video conferencing; or*
- (d) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).*

Interpretation 306-2

Methods to verify student identity as required in Standard 306(g) include, but are not limited to (i) a secure login and pass code, (ii) proctored examinations, and (iii) other technologies and practices that are effective in verifying student identity. As part of the verification process, a law school shall verify that the student who registers for a class is the same student that participates and takes any examinations for the class.

Standard 307. STUDIES, ACTIVITIES, AND FIELD PLACEMENTS OUTSIDE THE UNITED STATES

- (a) **A law school may grant credit for (1) studies or activities outside the United States that are approved in accordance with the Rules of Procedure and Criteria as adopted by the Council and (2) field placements outside the United States that meet the requirements of Standard 304 and are not held in conjunction with studies or activities that are approved in accordance with the Rules of Procedure and Criteria as adopted by the Council.**
- (b) **The total credits for student participation in such studies or activities may not exceed one-third of the credits required for the J.D. degree.**

Interpretation 307-1

The three Criteria adopted by the Council are the Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools, the Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA-Approved Law Schools, and the Criteria for Accepting Credit for Student Study at a Foreign Institution.

Interpretation 307-2

For purposes of Standard 307, a brief visit to a country outside the United States that is part of a course offered and based primarily at the law school and approved through the school's regular curriculum approval process is not considered to be studies outside the United States.

Standard 308. ACADEMIC STANDARDS

- (a) **A law school shall adopt, publish, and adhere to sound academic standards, including those for regular class attendance, good standing, academic integrity, graduation, and dismissal.**
- (b) **A law school shall adopt, publish, and adhere to written due process policies with regard to taking any action that adversely affects the good standing or graduation of a student.**

Standard 309. ACADEMIC ADVISING AND SUPPORT

- (a) A law school shall provide academic advising for students that communicates effectively the school's academic standards and graduation requirements, and that provides guidance on course selection.
- (b) A law school shall provide academic support designed to afford students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession.

Standard 310. DETERMINATION OF CREDIT HOURS FOR COURSEWORK

- (a) A law school shall adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework.
- (b) A "credit hour" is an amount of work that reasonably approximates:
 - (1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time; or
 - (2) at least an equivalent amount of work as required in subparagraph (1) of this definition for other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours.

Interpretation 310-1

For purposes of this Standard, fifty minutes suffices for one hour of classroom or direct faculty instruction. An "hour" for out-of-class student work is sixty minutes. The fifteen-week period may include one week for a final examination.

Interpretation 310-2

A school may award credit hours for coursework that extends over any period of time, if the coursework entails no less than the minimum total amounts of classroom or direct faculty instruction and of out-of-class student work specified in Standard 310(b).

Standard 311. ACADEMIC PROGRAM AND ACADEMIC CALENDAR

- (a) A law school shall require, as a condition for graduation, successful completion of a course of study of not fewer than 83 credit hours. At least 64 of these credit hours shall be in courses that require attendance in regularly scheduled classroom sessions or direct faculty instruction.
- (b) A law school shall require that the course of study for the J.D. degree be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at the law school or a law school from which the school has accepted transfer credit.
- (c) A law school shall not permit a student to be enrolled at any time in coursework that exceeds 20 percent of the total credit hours required by that school for graduation.

- (d) **Credit for a J.D. degree shall only be given for course work taken after the student has matriculated in a law school's J.D. program of study, except for credit that may be granted pursuant to Standard 505. A law school may not grant credit toward the J.D. degree for work taken in a pre-admission program.**

Interpretation 311-1

- (a) *In calculating the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction for the purpose of Standard 311(a), the credit hours may include:*
- (1) *Credit hours earned by attendance in regularly scheduled classroom sessions or direct faculty instruction;*
 - (2) *Credit hours earned by participation in a simulation course or law clinic in compliance with Standard 304;*
 - (3) *Credit hours earned through distance education in compliance with Standard 306; and*
 - (4) *Credit hours earned by participation in law-related studies or activities in a country outside the United States in compliance with Standard 307.*
- (b) *In calculating the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction for the purpose of Standard 311(a), the credit hours shall not include any other coursework, including, but not limited to:*
- (1) *Credit hours earned through field placements in compliance with Standard 304 and other study outside of the classroom in compliance with Standard 305;*
 - (2) *Credit hours earned in another department, school, or college of the university with which the law school is affiliated, or at another institution of higher learning;*
 - (3) *Credit hours earned for participation in co-curricular activities such as law review, moot court, and trial competition; and*
 - (4) *Credit hours earned by participation in studies or activities in a country outside the United States in compliance with Standard 307 for studies or activities that are not law-related.*

Interpretation 311-2

Whenever a student is permitted on the basis of extraordinary circumstances to exceed the 84-month program limitation in Standard 311(b), the law school shall place in the student's file a statement signed by an appropriate law school official explaining the extraordinary circumstances leading the law school to permit an exception to this limitation. Such extraordinary circumstances, for example, might include an interruption of a student's legal education because of an illness, family exigency, or military service.

Interpretation 311-3

If a law school grants credit for prior law study at a law school outside the United States as permitted under Standard 505(c), only the time commensurate with the amount of credit given counts toward the length of study requirements of Standard 311(b). For example, if a student has studied for three years at a law school outside the United States and is granted one year of credit toward the J.D. degree, the amount of time that counts toward the 84 month requirement is one year. The student has 72 months in which to complete law school in the United States.

Standard 312. REASONABLY COMPARABLE OPPORTUNITIES

A law school providing more than one enrollment or scheduling option shall ensure that all students have reasonably comparable opportunities for access to the law school's program of legal education, courses taught by full-time faculty, student services, co-curricular programs, and other educational benefits. Identical opportunities are not required.

Standard 313. DEGREE PROGRAMS IN ADDITION TO J.D.

A law school may not offer a degree program other than its J.D. degree program unless:

- (a) the law school is fully approved;
- (b) the Council has granted acquiescence in the program; and
- (c) the degree program will not interfere with the ability of the law school to operate in compliance with the Standards and to carry out its program of legal education.

Interpretation 313-1

Acquiescence in a degree program other than the J.D. degree is not an approval of the program itself and, therefore, a school may not announce that the program is approved by the Council.

Standard 314. ASSESSMENT OF STUDENT LEARNING

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.

Interpretation 314-1

Formative assessment methods are measurements at different points during a particular course or at different points over the span of a student's education that provide meaningful feedback to improve student learning. Summative assessment methods are measurements at the culmination of a particular course or at the culmination of any part of a student's legal education that measure the degree of student learning.

Interpretation 314-2

A law school need not apply multiple assessment methods in any particular course. Assessment methods are likely to be different from school to school. Law schools are not required by Standard 314 to use any particular assessment method.

Standard 315. EVALUATION OF PROGRAM OF LEGAL EDUCATION · LEARNING OUTCOMES, AND ASSESSMENT METHODS

The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

Interpretation 315-1

Examples of methods that may be used to measure the degree to which students have attained competency in the school's student learning outcomes include review of the records the law school maintains to measure individual student achievement pursuant to Standard 314; evaluation of student learning portfolios; student evaluation of the sufficiency of their education; student performance in capstone courses or other courses that appropriately assess a variety of skills and knowledge; bar exam passage rates; placement rates; surveys of attorneys, judges, and alumni; and assessment of student performance by judges, attorneys, or law professors from other schools. The methods used to measure the degree of student achievement of learning outcomes are likely to differ from school to school and law schools are not required by this standard to use any particular methods.

Standard 316. BAR PASSAGE

- (a) A law school's bar passage rate shall be sufficient, for purposes of Standard 301(a), if the school demonstrates that it meets any one of the following tests:
- (1) That for students who graduated from the law school within the five most recently completed calendar years:
 - (i) 75 percent or more of these graduates who sat for the bar passed a bar examination; or
 - (ii) in at least three of these calendar years, 75 percent of the students graduating in those years and sitting for the bar have passed a bar examination.

In demonstrating compliance under sections (1)(i) and (ii), the school must report bar passage results from as many jurisdictions as necessary to account for at least 70 percent of its graduates each year, starting with the jurisdiction in which the highest number of graduates took the bar exam and proceeding in descending order of frequency.

- (2) That in three or more of the five most recently completed calendar years, the school's annual first-time bar passage rate in the jurisdictions reported by the school is no more than 15 points below the average first-time bar passage rates for graduates of ABA-approved law schools taking the bar examination in these same jurisdictions.

In demonstrating compliance under section (2), the school must report first-time bar passage data from as many jurisdictions as necessary to account for at least 70 percent of its graduates each year, starting with the jurisdiction in which the highest number of graduates took the bar exam and proceeding in descending order of frequency. When more than one jurisdiction is reported, the weighted average of the results in each of the reported jurisdictions shall be used to determine compliance.

- (b) A school shall be out of compliance with this Standard if it is unable to demonstrate that it meets the requirements of paragraph (a)(1) or (2).
- (c) A school found out of compliance under paragraph (b) and that has not been able to come into compliance within the two-year period specified in Rule 14(b) of the Rules of Procedure for Approval of Law Schools, may seek to demonstrate good cause for extending the period the law school has to demonstrate compliance by submitting evidence of:

- (1) **The law school's trend in bar passage rates for both first-time and subsequent takers: a clear trend of improvement will be considered in the school's favor, a declining or flat trend against it.**
- (2) **The length of time the law school's bar passage rates have been below the first-time and ultimate rates established in paragraph A: a shorter time period will be considered in the school's favor, a longer period against it.**
- (3) **Actions by the law school to address bar passage, particularly the law school's academic rigor and the demonstrated value and effectiveness of its academic support and bar preparation programs: value-added, effective, sustained and pervasive actions to address bar passage problems will be considered in the law school's favor; ineffective or only marginally effective programs or limited action by the law school against it.**
- (4) **Efforts by the law school to facilitate bar passage for its graduates who did not pass the bar on prior attempts: effective and sustained efforts by the law school will be considered in the school's favor; ineffective or limited efforts by the law school against it.**
- (5) **Efforts by the law school to provide broader access to legal education while maintaining academic rigor: sustained meaningful efforts will be viewed in the law school's favor; intermittent or limited efforts by the law school against it.**
- (6) **The demonstrated likelihood that the law school's students who transfer to other ABA-approved schools will pass the bar examination: transfers by students with a strong likelihood of passing the bar will be considered in the school's favor, providing the law school has undertaken counseling and other appropriate efforts to retain its well-performing students.**
- (7) **Temporary circumstances beyond the control of the law school, but which the law school is addressing: for example, a natural disaster that disrupts operations or a significant increase in the standard for passing the relevant bar examination(s).**
- (8) **Other factors, consistent with a law school's demonstrated and sustained mission, which the school considers relevant in explaining its deficient bar passage results and in explaining the school's efforts to improve them.**



Managing Director's Guidance Memo

Standards 301, 302, 314 and 315

June 2015

This is the first of a set of Guidance Memos on learning outcomes and assessment programs. Subsequent Guidance Memos will be responsive to the questions that are raised by law schools directly with the Managing Director's Office or come to the attention of the Office through proceedings of conferences, reports, and articles on these topics. These new and amended Standards are designed to assure that the outcome measures and assessment methodologies that schools develop will improve their legal education programs and better serve the needs of students during their legal educations and in their professional careers.

Relevant Standards and Interpretations

Standard 301. OBJECTIVES OF PROGRAM OF LEGAL EDUCATION

(a) A law school shall maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

(b) A law school shall establish and publish learning outcomes designed to achieve these objectives.

Standard 302. LEARNING OUTCOMES

A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

- (a) Knowledge and understanding of substantive and procedural law;
- (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
- (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and
- (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

Interpretation 302-1

For the purposes of Standard 302(d), other professional skills are determined by the law school and may include skills such as, interviewing, counseling, negotiation, fact development and analysis, trial practice,

document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation.

Interpretation 302-2

A law school may also identify any additional learning outcomes pertinent to its program of legal education.

Standard 314. ASSESSMENT OF STUDENT LEARNING

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.

Interpretation 314-1

Formative assessment methods are measurements at different points during a particular course or at different points over the span of a student's education that provide meaningful feedback to improve student learning. Summative assessment methods are measurements at the culmination of a particular course or at the culmination of any part of a student's legal education that measure the degree of student learning.

Interpretation 314-2

A law school need not apply multiple assessment methods in any particular course. Assessment methods are likely to be different from school to school. Law schools are not required by Standard 314 to use any particular assessment method.

Standard 315. EVALUATION OF PROGRAM OF LEGAL EDUCATION, LEARNING OUTCOMES, AND ASSESSMENT METHODS

The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

Interpretation 315-1

Examples of methods that may be used to measure the degree to which students have attained competency in the school's student learning outcomes include review of the records the law school maintains to measure individual student achievement pursuant to Standard 314; evaluation of student learning portfolios; student evaluation of the sufficiency of their education; student performance in capstone courses or other courses that appropriately assess a variety of skills and knowledge; bar exam passage rates; placement rates; surveys of attorneys, judges, and alumni; and assessment of student performance by judges, attorneys, or law professors from other schools. The methods used to measure the degree of student achievement of learning outcomes are likely to differ from school to school and law schools are not required by this standard to use any particular methods.

Background

In October 2007, then Section Chair Justice Ruth McGregor appointed a *Special Committee on Output Measures*. The *Special Committee* was charged with determining whether and how output measures, other than bar passage and job placement, might be used in the accreditation process. In July 2008, the *Special Committee* released an extensive analysis of how outcomes measures are used by other accreditation bodies. It concluded that the Section of Legal Education and Admissions to the Bar should re-examine the current ABA accreditation standards and reframe them, as needed, to reduce their reliance on input measures and instead adopt a greater and more overt reliance on outcome measures. The report also noted that shifting towards outcome measures is consistent with the latest and best thinking of both the higher education and legal education communities. The Committee noted that all regional accreditation agencies focus on identification and measurement of student learning outcomes. In addition, the Committee reviewed the accreditation standards of ten other professional accrediting bodies. It found all ten applied standards based on outcome measures.

On the basis of this report, the Council directed the Standards Review Committee (SRC) to study the matter and make recommendations to the Council. The SRC appointed a Student Learning Outcomes Subcommittee. Its work provides some of the basis for the guidance in this memorandum.

Guiding Principles

The Student Learning Outcomes Subcommittee suggested that certain assumptions should guide the implementation of the changes in the Standards that would result from its recommendations. These include:

- The process of identifying, assessing and improving outcomes is more important than ensuring that every student achieve each outcome.
- Different types of faculty—doctrinal, clinical, legal writing and others—play important roles in identifying and assessing learning.
- Faculty should have the central role in identifying, assessing and improving learning outcomes.
- Outcomes will differ based upon law school missions.
- Although the traditional legal curriculum, which purports to teach students to “think like a lawyer,” will remain at the center of law schools’ J.D. programs, schools should measure how successful their students are in mastering that skill and in bridging the gap between it and other lawyering skills.
- Focusing on outcomes should serve as a catalyst for law schools to be intentional in curriculum development.
- The focus on outcomes should shift the emphasis from what is being taught to what is being learned by the students.

Guidance

Standard 301

Standard 301(b) states that the law school should publish its learning outcomes.

GUIDANCE:

Learning outcomes for the school's overall program of legal education must appear in those places on its website and in its publications where the law school describes its mission and its curriculum. Similarly, learning outcomes for certificates or specialty tracks within the JD program must be published in those places where such certificates or specialty tracks are described. Learning outcomes for individual courses must be published in the course syllabi.

Standard 302, Interpretations 302-1 and 302-2

Although graduation rates, job placement and bar passage are important outcomes, Standard 302 makes clear that law schools must also establish and measure other important outcomes for those who enroll in its program of legal education. Similarly, although not every law student plans to practice law, this Standard recognizes that a law school must have a program of legal education that includes outcomes encompassing competencies related to the practice of law. This is consistent with Standard 301(a) which mandates that a law school "maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession."

GUIDANCE:

Learning outcomes must consist of clear and concise statements of knowledge that students are expected to acquire, skills students are expected to develop, and values that they are expected to understand and integrate into their professional lives. The outcomes should identify the desired knowledge, skills and values that a school believes that its students should master. Standard 302 outlines the minimum outcomes that a law school must identify for its program of legal education. Other outcomes will vary depending upon the stated mission of a law school. Therefore, a school that has a focus on a particular area of substantive law would normally have more robust expectations in regard to the substantive areas critical to its mission or for which it claims special expertise. Similarly, schools with a mission to produce trial lawyers or transactional lawyers would have learning outcomes identifying skills and values critical to the effective representation of clients in those roles. Interpretation 302-1 lists some of the professional skills that a school may identify as learning outcomes consistent with its mission.

Standard 314, Interpretations 314-1 and 314-2

Standard 314 mandates that both formative and summative assessments must be utilized by law schools. Interpretation 314-1 provides definitions for the two different types of assessments. Interpretation 314-2 explains that the review of assessment methodology permits some flexibility to allow variation of assessment programs from school to school.

GUIDANCE:

Schools must be engaged in meaningful assessment of their progress in helping students achieve outcome goals. The Standards create considerable space for schools to develop their own assessment schemes that fit their program and their culture. However, each school must use both formative and summative assessments. Interpretation 314-2 makes clear that multiple assessment methods are not required in every course. Nevertheless, Standard 314, as the Accreditation Committee is likely to apply it, will require that formative assessment be integrated into the law school's program to, as Interpretation 314-1 states, "provide meaningful feedback to improve student learning" in the law school's overall program. The flexibility allowed in this Standard and these Interpretations is meant to permit schools to experiment and to reflect the diversity law schools' missions and programs. Nonetheless, the amount and variety of assessments utilized by each school should demonstrate that it is seriously measuring its success in meeting the outcomes that it has identified as appropriate to its mission.

Learning outcomes clarify what students are expected to learn or master. Assessment should measure the level of attainment of those learning outcomes being achieved by students. This requires schools to collect evidence that demonstrates the level of attainment. In planning for this collection, schools should identify both the methods of assessment as well as the sources for making those assessments. The assessment of how certain outcomes are being met by students may include consideration of co- and extra-curricular activities. Because determining the level of attainment requires some subjective judgments, multiple methods of assessment will more likely produce an accurate portrayal. As noted in Interpretation 315-1, the sources of this evidence may encompass different constituencies, including students, alumni, attorneys and judges in addition to faculty.

It is not the goal of assessing the level of attainment, and probably not realistic to expect, that each student will achieve the same level of mastery for every outcome. Some students will master some outcomes in a more proficient manner than others. Further, to the extent that learning outcomes are developed for certificate and specialty areas, learning outcomes within those areas will not be relevant for all students.

Standard 315 and Interpretation 315-1

Standard 315 requires that the dean and faculty evaluate its program of legal education, learning outcomes and assessment methods on an ongoing basis. The school is to use the results to determine the degree of student attainment of competency and make changes as appropriate.

GUIDANCE:

One of the primary goals of an assessment of student learning program is to require schools to evaluate whether they are successfully helping their students achieve mastery of the competencies that the school has identified as important for its graduates to obtain. This requirement is responsive to the recommendation of the Output Measures Committee that the emphasis on outcomes reflects a shift in focus from what is being taught in law schools to what is being learned by students. Schools are to evaluate the results obtained from the various

assessments to determine to what extent they are assisting their students to achieve the desired outcomes. This evaluation is to be conducted by the dean and faculty. Although some schools may appoint a faculty member or an administrator to oversee the development of outcomes and assessment, it is clear that the establishment and evaluation of outcomes and assessments cannot be the province of a single individual. Although the dean and faculty are to conduct the evaluation, Interpretation 315-1 makes clear that the evaluation may utilize evidence obtained from surveys and assessments by individuals outside of the school such as alumni, attorneys and judges.

Timeline

The Guidance Memorandum from the Managing Director's Office titled "Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools" dated August 13, 2014, stated that the application of these Standards would begin with the 2016-17 academic year.

GUIDANCE:

Site teams visiting schools in the 2016-17 academic year and thereafter will be asked to report on the progress schools are making in establishing learning outcomes and in developing an assessment plan. Schools will be expected to show steady work and progress toward the adoption of a full set of learning outcomes. Those outcomes should be in place by the end of the 2017-2018 year. Schools must have adopted an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year. This schedule is consistent with the timeline recommended by the SRC's Learning Outcomes Subcommittee.

While they do not become operational until the Fall of the 2016-2017 academic year, schools with 2015-2016 site visit should be prepared to report on how they are working to come into compliance with what the Standards discussed in this memo require. Schools that cannot show that they are seriously engaged in the work that is necessary to develop and adopt learning outcomes and to develop and adopt an assessment program can expect that the Accreditation Committee will ask for a report back that demonstrates that appropriate progress is being made.

Conclusion

The process of developing, adopting, and implementing learning outcomes and an assessment program takes time. There is no one-size-fits-all set of outcomes or assessment program. While the Council, the Accreditation Committee, and the Managing Director's Office want to be helpful to schools, it would be a mistake to publish templates or specific statements of what will be sufficient to meet the Standards. Additional guidance will be provided over the next several years as the Council and the Accreditation Committee have experience in applying the Standards that can usefully be reported to schools.

The Standards direct schools to continuously engage in a process of establishing outcomes, assessing the school's performance, and reviewing/revising outcomes. This process will help demonstrate that the school has a "rigorous program of legal education that prepares its students, upon graduation, for

admission to the bar and for effective, ethical, and responsible participation as members of the legal profession,” as required by Standard 301(a).

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.



Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools August 13, 2014

The Standards Review process was a major project, and now the Council, Accreditation Committee, staff, and law schools have another major undertaking in implementing what the Council has adopted. Faculties and staff will have to consider the ways in which the new Standards require action and changes to their program of legal education. For the Section, implementing and transitioning to the new Standards and Rules involves questions of timing; substantial work that will need to be done to the Site Evaluation Questionnaire (SEQ), Annual Questionnaire (AQ), and related documents; and education and training for schools, the Council and Accreditation Committee, and site evaluators.

The revised Standards (referred to here as the “new Standards”) and Rules became legally effective at the end of the ABA Annual Meeting on August 12, 2014. Those Standards and Rules are available on the Section’s website.

While the new Standards and Rules are effective now, some of the new Standards will require changes that it will take schools time to make. It will also take time to integrate all of the changes into our systems and processes. In the past when a Standards change required a phase-in period or a delayed effective date, that has been done, and we will do that on this occasion as well.

With that background, the transition and implementation plan is:

1. Conduct site visits in 2014-2015 substantially relying on the current Standards (subsequently referred to as the 2013 Standards) and using the SEQ that the Council has approved for this academic year. This will give schools time to become familiar with the new Standards and will give the Managing Director’s Office time to prepare revisions to the Site Evaluation Questionnaire, the Annual Questionnaire, and documents that are useful in the process (e.g., the Format Memo). In anticipation of the House of Delegates concurrence, some parts of the AQ and the SEQ that the Council approved have incorporated some of the changes in the new Standards; in that sense we will be in a transition phase this academic year. This year’s visits and reports will reflect a blend of the new and the 2013 Standards showing that schools are operating a sound program of legal education and migrating to the new regulatory environment.
2. Allow schools to implement and operate in compliance with new Standards that are helpful to them and their students. For example, Standard 304(f) of the 2013 Standards required schools to have a rule barring students from working more than 20 hours per week if they were enrolled in more than 12 credits. That requirement has been eliminated in the new Standards, and there is no reason for such a change to not become immediately effective. Schools may, of course, adopt local rules limiting

employment, but the Standards will no longer require it. Similarly, the credits that can be earned through distance education courses have been expanded from 12 to 15 and the prohibition on allowing a student to enroll in no more than four credits of distance learning coursework in a term has been eliminated. Those changes are also effective now, allowing schools to change their own academic rules and practices on distance learning, as they wish.

3. Apply the new Standards to site visits beginning in the 2015-2016 cycle, except those listed in #4 below.
4. Apply the following new Standards beginning in 2016-2017; apply them, as appropriate, to students who become 1L students that year:
 - Standard 301(b) and Standard 302. Learning Outcomes
 - Standard 303. Curriculum
 - Standard 304. Experiential learning requirement (so that requirement applies beginning with Fall 2016 1L students who will graduate in Spring 2019)
 - Standard 314. Assessment of student learning
 - Standard 315. Evaluation of program of legal education, learning outcomes, and assessment methods
5. In the initial phases of implementation of the outcome measures Standards set forth in Standards 301(b), 302, 303, and 314, which will begin in the 2016-2017 academic year, compliance will be assessed based upon evaluating the seriousness of the school's efforts to establish and assess student learning outcomes, not upon attainment of a particular level of achievement for each learning outcome. Among factors to consider in assessing compliance with these Standards are whether a school has demonstrated faculty engagement in the identification of the student learning outcomes it seeks for its graduates; whether the school is working effectively to identify how the school's curriculum encompasses the identified outcomes, and to integrate teaching and assessment of those outcomes into its curriculum; and whether the school has identified when and how students receive feedback on their development of the identified outcomes.

In the initial phases of implementation of the institutional effectiveness standard set forth in Standard 315, compliance will be assessed based on the seriousness of the law school's efforts to engage in an ongoing process of gathering information about its students' progress toward achieving identified outcomes and whether it is using the information gathered to regularly review, assess and adapt its academic program.

6. The revised Rules will be effective immediately with no delay for implementation needed.
7. This transition plan will apply to schools seeking provisional approval and provisional schools seeking full approval in the same way that it will apply to schools that are fully-approved.
8. An open issue is how schools will be asked to show compliance with the new Standards, particularly those listed in #4 above, outside the sabbatical site review process. It is likely that schools will be asked to file a report of some sort at the time those Standards become operative. We will continue to discuss this matter and keep you informed about it.

9. As we seek advice on these issues from the U.S. Department of Education, some of this plan may have to be modified so that the ABA law school accreditation process stays in compliance with the Department's recognition criteria.
10. We understand our obligation to provide guidance, training, workshops, and the like to assist schools in understanding the fundamental changes in the new Standards.

If you have questions or comments, please contact Barry Currier (barry.currier@americanbar.org; 312.988.6744) or Bill Adams (william.adams@americanbar.org; 312.988.5103).

Visit the Section's [Standards Review Committee](#) page for more information on the new Standards and Rules.

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

7

Committee Memorandum

MEMORANDUM

FROM: Student Learning Outcomes/Assessment *Ad Hoc* Committee

TO: Law Faculty

DATE: February 19, 2016

RE: Responses to Survey Comments on Revised Mission Statement and Proposed Student Learning Outcomes

This memo reports to the faculty on this Committee's progress in preparing a revised mission Statement and proposed Student Learning Outcomes (SLOs) to comply with ABA Standards 301(b) and 302. This report summarizes the various comments received on the revised mission statement and proposed SLOs and explains how the Committee has or has not modified the draft in response.

BACKGROUND

ABA Standard 301(b) requires law schools to “establish and publish learning outcomes” designed to achieve the overall objectives set forth in 301(a). ABA Standard 302 further requires law schools to “establish learning outcomes that shall, at a minimum, include competency in the following: (a) Knowledge and understanding of substantive and procedural law; (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context; (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.”

On August 21–22, 2015, the Tech Texas law school faculty held a retreat, a substantial part of which was devoted to considering the law school's mission statement and ABA Standard 302. On August 31, 2015, Dean Dickerson created the Student Learning Outcomes/Assessment *Ad Hoc* Committee and appointed Professors Wendy Humphrey (chair), Bryan Camp, Cassie Christopher, Kristen Van-De-Biezenbos, and John Watts to the Committee. The Committee's charge, as stated in the Dean's email of August 31st, was to use the information from the faculty retreat to “develop Student Learning Outcomes and Assessment methods, for presentation to the faculty, to ensure compliance with the ABA Standards and SACSCOC rules.”

The Committee Chair prepared the initial draft of a revised mission statement and six Student Learning Outcomes with related criteria. The Committee met on September 24th and October 5th to discuss potential revisions to the mission statement and SLOs. To obtain feedback from various groups, the Chair then created an online survey using Qualtrics, and the Committee provided feedback on the structure and content of the survey.

On November 12, 2015, the survey was distributed to law faculty, and the following day the survey was distributed to some law school staff who have a J.D. as well as a targeted group of approximately 700 alums. In addition, law students received an open invitation to respond to the survey.

The Committee invited comments via a 64-question online survey instrument. The survey first addressed the revised mission statement and asked for comments. Then, for each SLO and each criterion, the survey asked for (1) a yes or no vote on whether to include the SLO/criterion and (2) comments and suggestions for improving the SLO/criterion.

As of November 29, 2015, the survey was completed by 139 respondents who self-identified as follows: 5 staff; 39 faculty; 56 students; and 39 alums. This represents an 81% response rate by the faculty asked to respond. Of the 139 respondents, 101 made specific comments and suggestions.

SUMMARY OF FEEDBACK AND COMMENTS

The survey repeated the same question for the Mission Statement, each of the six Student Learning Outcomes, and each of the criterion under each SLO. The question was “Should we include this Learning Outcome/Criterion”? Question 3 of the survey gave respondents the opportunity to cast a “straight ballot” of yes or no to all the components. Of the 139 responses, 70 responded “Yes” to question 3, indicating that they agreed in totality with both the mission statement and all the proposed SLOs. As to the mission statement and each proposed SLO, the percent of “Yes” responses were as follows:

Learning Outcome	“Yes” Responses	% of Total Responses to Question
1	98 of 103	91%
2	102 of 106	96%
3	95 of 105	90%
4	97 of 104	93%
5	99 of 104	95%
6	70 of 102	69%
Mission Statement	84 of 110	76%

Before addressing the comments specific to the mission statement and each SLO, the Committee will summarize and address two comments that were more global in nature.

1. Use of the word “competent.”

Several commentators repeatedly questioned the appropriateness of framing the SLOs in terms of “competence.” Some believed the word “competence” was too vague to be helpful. Others thought the word was less ambitious than we needed; it was akin to being “adequate.” Still others questioned whether the term had an adequate referent. That is, to what does the word refer: competent students, competent first year associates, competent partners?

After discussion, the Committee decided to retain the word and its variants. First, as a practical matter, the ABA Standards are framed in those terms and appear to assume that schools will use the idea of competence as a standard/benchmark/something similar. For example, Standard 315 requires law schools to continually evaluate their programs, learning outcomes, and assessment methods. It instructs that schools “shall use the results of this evaluation to determine the degree of student attainment of competency” Second, as a normative matter, this is a minimum standard. It does not seem fair to apply a higher minimum standard to the overall population of students. It takes competence to pass the state bar exam, but not more. It would seem strange to say that the law

school has failed its mission when “merely” competent students pass the bar. By definition, not all students can be exceptional and so to describe the SLOs as, for example, having students demonstrate “exceptional” knowledge is a false aspiration. Third, the appropriate reference is the skill or knowledge, not a particular subset of practitioners.

2. The criteria are too specific or too vague or too difficult to measure.

Another recurring set of comments expressed concern about the level of specificity in the criteria. These comments are well taken, regardless of whether the commenters believed the criteria were insufficiently concrete or too nit-picky. It is true that some criteria are vague and others appear very precise. The reason for that lies in the purpose of these Student Learning Outcomes and their related criteria.

These Student Learning Outcomes apply to the law school as a whole, not to any particular class, activity, teacher or student. More general criteria—the ones that appear too vague—are necessary to give administrators the flexibility to decide which courses are a good fit for the criteria. The idea is that the learning outcomes in each individual course will tie to one or more of the law school’s SLOs and related criteria. For example, Professor Camp’s Legal History seminar is probably not a good fit with Learning Outcome 3, Criterion 2: “Create and implement a logical research plan that employs the appropriate tools of legal research.” The course learning outcome, however, does not need to be a good fit with that specific criterion; it just needs to fit one of the criteria listed for one of the SLOs. Accordingly, it is more likely a good fit with Learning Outcome 3, Criterion 1: “Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.” That is because students in the Legal History Seminar spend weeks reading approximately 300 pages of 18th century case law, contrasting and comparing the law of slavery from different Southern states. To see that fit, it would be helpful for Professor Camp to have something in the Learning Outcomes section of the course syllabus that informs the reader of that fit so administrators can demonstrate the law school’s compliance with the ABA Standards.

Sometimes, however, a criterion may include very specific language. The ABA Managing Director’s Guidance Memo dated June 2015 suggests that even the broader Student Learning Outcomes can be very specific. Interpretation 302-1 lists a variety of very specific learning outcomes, such as interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, collaboration, and others. If the ABA is suggesting that learning outcomes can be so detailed, certainly it should accept detailed criteria, where appropriate. The Committee decided that a specific criterion could be appropriate if the Committee already knows the courses that can show how the law school (as a whole) addresses the relevant SLO. For example, Learning Outcome 4, Criterion 1 is that students will “Communicate effectively by employing predictive, persuasive, and operational writing techniques.” Some commentators objected that the terms “predictive, persuasive, and operational” are too specific. The Committee knows, however, that students are called upon to write a variety of legal documents, including memos (predictive), briefs (persuasive), and agreements (operational). Again, not every class has to meet this criterion and not every student has to create all three types of documents in a given class. But the law school curriculum, as a whole, contains a variety of classes where students are called upon to perform one or more of these types of legal writings.

The Committee did respond to some specific comments and adopted some specific suggestions as detailed below. On the whole, however, the Committee decided that the criteria express a solid mix of the general and the specific. Each type of criteria serves a purpose.

COMMENTS SPECIFIC TO THE MISSION STATEMENT

Committee's Initial Proposal:

The mission of the Texas Tech University School of Law is to prepare individuals for the effective and ethical practice of law in a rapidly changing, diverse, and interconnected world; to engage in meaningful scholarship; and to foster a culture of public service.

Summary of Comments Received and Committee Response:

The primary concerns expressed about the proposed mission statement include the following: (1) the mission should include language about maximizing the opportunity to pass the state bar exam; (2) the mission does not address a law school graduate who chooses not to practice law; (3) the mission does not expressly mention professionalism; (4) the mission does not seem to set TTU Law apart from other law schools; and (5) the reference to "meaningful" scholarship is vague.

The Committee recommends the current draft of the mission statement, without any additions or deletions. A mission statement is intended to be a broad statement that expresses the overall goal of the law school. It is not intended to address every situation (e.g., a graduate who chooses not to practice law) or every knowledge/skill/value that a student will attain. The SLOs and related criteria further define the knowledge, skills, and values that students will demonstrate upon graduation.

COMMENTS SPECIFIC TO LEARNING OUTCOMES AND CRITERIA

Learning Outcome 1

Committee's Initial Proposal:

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe key legal concepts and rules in core subjects, with a focus on subjects tested on bar examinations.

Criterion 2: Identify and describe key legal concepts and rules in other student-elected areas of substantive or procedural law.

Criterion 3: Identify and describe the structure of the U.S. and Texas legal systems.

Summary of Comments Received and Committee Response:

First, commentators were chiefly concerned with the term “student-elected” in Criterion 2 and thought it added no value. Second, commentators also remarked that the required curriculum and bar courses were not conterminous in that the elective curriculum also contained courses on subjects tested on the bar. Third, commentators questioned whether the first two criteria could not be merged. Fourth, some commentators thought Criterion 3 was picayune.

The Committee considered these and other comments and, after discussion, made the following changes. First, the Committee removed the term “student-elected.” Second, the Committee revised Criteria 1 and 2 to reflect only the division between the required and elective curriculum.

The Committee chose to retain a distinction between the required and elective curriculum because the separation reflects an important division in the law school curriculum. It is the judgment of the faculty that there are certain subjects about which every lawyer needs some knowledge. If certain subjects are so important as to be required, it is reasonable that the law school measure the outcomes of those courses separately from the outcomes of all other courses. Merging the two curriculums risks masking poor outcomes in key courses by better outcomes in less important courses. Remember, these SLOs apply to the Law School as a whole. Here, the Committee believes it important to evaluate success of the required curriculum in attaining Learning Outcome 1 separately from the elective curriculum.

Furthermore, the Committee chose to retain Criterion 3. This is one of the rather specific criteria that is of the type specifically contemplated by the ABA Guidance memo and it directly supports the associated Student Learning Outcome. Few would doubt that competent legal knowledge includes knowledge about how legal systems are structured. The Committee knows that the first year Legal Practice curriculum contains coursework that meets this criterion. In short, this is low-hanging fruit to demonstrate compliance with ABA Standard 302.

Accordingly, the Committee now offers this Revised Proposal for Learning Outcome 1:

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe key legal concepts and rules in core subjects contained in the required curriculum.

Criterion 2: Identify and describe key legal concepts and rules in the elective curriculum.

Criterion 3: Identify and describe the structure of the U.S. and Texas legal systems.

Learning Outcome 2

Committee's Initial Proposal:

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Prepare for class by briefing case opinions, accurately identifying the issues on appeal, holding, judgment, procedural history, material facts, rules of law, reasoning, and policy.

Criterion 2: Identify and describe legal issues implicated by a factual scenario.

Criterion 3: Identify and describe proper legal authority applicable to identified legal issues.

Criterion 4: Identify and describe key rules and reasoning contained within identified applicable authority.

Criterion 5: Effectively synthesize and reconcile multiple legal authorities when applicable.

Criterion 6: Effectively analogize and distinguish precedent.

Criterion 7: Propose reasonable resolutions to legal problems.

Summary of Comments Received and Committee Response:

Commenters were chiefly concerned whether class preparation, and especially through a case briefing method, was an appropriate or measurable criterion. A few commenters suggested replacing the word “describe” in Criteria 2 through 4 with a word such as “analyze” or “apply,” and several commenters questioned the meaning of the phrase “proper legal authority” in Criterion 3. Other commenters recommended including writing requirements into this learning outcome, and suggested combining some criteria, particularly 3 and 4, because it seemed “odd to tease apart legal authority from what it says.” A commenter recommended removing the word “identified” from Criteria 4. A few commenters questioned the presence of the word “effectively” in Criteria 5 and 6, but not elsewhere. In Criterion 7, a commenter expressed concern that statutes were not mentioned, and another recommended including the word “ethical.” Many commenters lauded Criterion 2, noting that issue-spotting is a crucial skill for practicing lawyers.

The Committee considered these and other comments and, after discussion, made the following changes. Specific references to class preparation and case briefing were removed from Criterion 1, and the remaining language was revised to clarify the skills students are expected to develop during an appellate case-based course. The Committee decided to leave the word “describe” in Criteria 2 through 4, because describing is a discrete skill within Bloom’s taxonomy and is different than “analyze” or “apply.” The Committee also noted that analytical skills are incorporated in Criteria 5 through 7. “Proper” legal authority was revised and clarified in Criterion 3, per a commenter’s suggestion, to be “relevant.” As writing is covered by Learning Outcome 4, the Committee decided not to include it here.

The Committee declined to combine Criteria 3 and 4, because they measure different things. The Committee agreed to remove the word “identified” from Criteria 4, but decided to retain the word “effectively” in Criteria 5 and 6 because that word appears in ABA Standard 301(a). In Criterion 7, the Committee noted that “legal authority” includes statutes, and that an unethical resolution is by its terms not reasonable; moreover, ethical competencies are specifically addressed in Learning Outcome 5.

Accordingly, the Committee now offers this Revised Proposal for Learning Outcome 2:

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Accurately identify the material facts, procedural history, issues on appeal, rules of law, reasoning, holding, and policy in appellate court opinions.

Criterion 2: Identify and describe legal issues implicated by a factual scenario.

Criterion 3: Identify and describe relevant legal authority applicable to identified legal issues.

Criterion 4: Identify and describe key rules and reasoning contained within applicable authority.

Criterion 5: Effectively synthesize and reconcile multiple legal authorities when applicable.

Criterion 6: Effectively analogize and distinguish precedent.

Criterion 7: Propose reasonable resolutions to legal problems.

Learning Outcome 3

Committee’s Initial Proposal:

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.

Criterion 2: Create and implement a logical research plan that employs the fundamental tools of legal research.

Criterion 3: Use proper citation when required.

Summary of Comments Received and Committee Response:

Several commenters questioned the use or meaning of the word “fundamental” in Criterion 2. Other comments included pedagogical suggestions about what students should be taught (e.g., book research as well as electronic, free resources as well as Lexis and Westlaw), but did not offer criticism of the content or phrasing of the Learning Outcome or Criteria.

The Committee considered these and other comments and, after discussion, agreed to change the word “fundamental” in Criterion 2 to “appropriate.” The Committee felt this change also referenced commenters’ concerns about the diversity of research methods available to students.

Accordingly, the Committee now offers this Revised Proposal for Learning Outcome 3:

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.

Criterion 2: Create and implement a logical research plan that employs the appropriate tools of legal research.

Criterion 3: Use proper citation when required.

Learning Outcome 4

Committee’s Initial Proposal:

Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Communicate effectively by employing predictive, persuasive, and operational writing techniques.

Criterion 2: Engage in effective and professional oral communication, including the delivery of an oral argument.

Summary of Comments Received and Committee Response:

First, commentators were concerned with the terms “predictive” and “operational” in Criterion 1 and remarked they did not know what these terms meant in this context. Second, a few commentators remarked that the specific reference to delivery of an oral argument in Criterion 2 places undue emphasis on litigation skills rather than other forms of oral communication.

The Committee considered these and other comments and, after discussion, made the decision to leave both criterion unchanged. The term “predictive” in this context is intended to convey an objective analysis of a legal issue that might be prepared to advise a client in contrast to a persuasive document submitted to a court. These “predictive” memorandum or client letters are common fare for practicing attorneys and the first-year Legal Practice curriculum contains coursework that meets this criterion. Similarly, “operational” writing refers to contracts, wills, and similar transactional writing that is also regularly employed by

practicing attorneys and numerous courses satisfy Criterion 1. This criteria, although not relevant to every course, demonstrates compliance with mandatory ABA Standard 302.

Learning Outcome 5

Committee's Initial Proposal:

Learning Outcome 5: Graduates will demonstrate competent knowledge of proper professional and ethical responsibilities.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the applicable laws governing lawyers' professionalism and ethical responsibilities.

Criterion 2: Apply knowledge of professional ethics to the resolution of an identified dilemma.

Criterion 3: Apply knowledge of professional ethics in the context of oral and written advocacy.

Criterion 4: Demonstrate professionalism through conduct consistent with the legal profession's values and standards.

Summary of Comments Received and Committee Response:

First, commentators suggested that "proper" be deleted from Learning Outcome 5 as it is redundant when applied to "professional and ethical responsibilities." Second, with regard to Criterion 1, a commentator noted that standards of professionalism and ethical conduct are not "laws." Third, several commentators noted that Criterion 2 should refer to plural "dilemmas" rather than the singular "an identified dilemma." Finally, some commentators felt that Criterion 3 was duplicative of Criterion 2.

The Committee agrees with the wording suggestion discussed in the first three issues noted above. Accordingly, the word "proper" was deleted from Learning Outcome 5, the term "laws" was replaced by "rules and standards" in Criterion 1, and Criterion 2 was changed to "identified dilemmas." However, the Committee felt that Criterion 3 was not duplicative of Criterion 2 as they are measured in different ways.

Accordingly, the Committee now offers this Revised Proposal for Learning Outcome 5:

Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Identify and describe the applicable rules and standards governing lawyers' professionalism and ethical responsibilities.

Criterion 2: Apply knowledge of professional ethics to the resolution of identified dilemmas.

Criterion 3: Apply knowledge of professional ethics in the context of oral and written advocacy.

Criterion 4: Demonstrate professionalism through conduct consistent with the legal profession's values and standards.

Learning Outcome 6

Committee's Initial Proposal:

Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Participate in extracurricular and leadership opportunities to increase knowledge, improve skills, and reinforce Tech Law's values.

Criterion 2: Collaborate with others in one or more law school settings, such as class, student organizations, or public service activities.

Criterion 3: Maintain civility in all aspects of law school engagement, showing awareness of rule-of-law values in a culturally diverse society.

Criterion 4: Exhibit a commitment to pro bono and public services activities.

Summary of Comments Received and Committee Response:

In regard to the Learning Outcome itself, the main concern from commenters was that the outcome is vague. This outcome, however, tracks the language from ABA Standard 302(d) and thus the Committee chose not to change the language.

Criterion 1: The survey responses pointed to two main concerns. First, some commenters raised the question, "What are Tech Law's values?" Second, some commenters expressed a concern that this could lead to mandatory volunteering or that some law students may not have the time to participate in extracurricular and leadership opportunities. The Committee agrees that "Tech Law's values" should be deleted because they are not articulated elsewhere and therefore the criterion includes a reference to an unknown. In addition, the Committee re-worded the criterion to focus more on an end result rather than on mere participation.

Criterion 2: The commenters' primary concern relates to the perceived mandatory nature of this criterion, e.g., "seems akin to forcing people to socialize" and "should be highly encouraged, but not mandatory." The Committee felt that the ability to effectively collaborate with others is a skill that is necessary in the practice of law. Furthermore, this criterion is not intended to make any activity a required activity. The Committee did, however, re-word the criterion to make it more focused on the skill rather than the types of places a student may demonstrate the skill.

Criterion 3: Some commenters struggled with the inclusion of the term “rule-of-law,” while others thought the entire second half of the sentence (i.e., showing awareness of rule-of-law values in a culturally diverse society) should be deleted. The Committee agrees that the phrase “showing awareness of rule-of-law values” may be confusing and thus deleted the phrase. The Committee also deleted the phrase “in all aspect of law school engagement” and added the term “respect” to the criterion.

Criterion 4: The main concern expressed by commenters was that students should not be mandated to participate in public service or pro bono activities. In addition, one commenter thinks that the criterion should be re-written to express efforts toward doing “meaningful pro bono work.” Some commenters were likely not aware that in 2015 the faculty passed a graduation requirement for students to engage in a minimum of thirty hours of public service or pro bono service. Moreover, the Committee believes that pro bono work and other public service activities are inherently meaningful.

Accordingly, the Committee now offers this Revised Proposal for Learning Outcome 6:

Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.

To demonstrate achievement of this learning outcome, graduates will:

Criterion 1: Demonstrate leadership skills in a variety of settings.

Criterion 2: Demonstrate the ability to work cooperatively with others.

Criterion 3: Maintain civility and respect for cultural diversity.

Criterion 4: Exhibit a commitment to pro bono and public services activities.

SUMMARY OF SURVEY QUESTION NO. 64

Number 64 in the survey served as a “catch all” and asked responders to briefly explain any knowledge, professional skills, or values not covered in the survey that they think should be included in the law school’s Student Learning Outcomes and related criteria. Comments to Number 64 covered a wide variety of topics, from suggesting incorporation of something about the new civility oath in Texas to including an outcome that addresses knowledge and skills unrelated to the actual practice of law (because some attorneys never engage in the actual practice of law). Several commenters also mentioned that the SLOs and related criteria do not touch on specific trial advocacy skills and that the SLOs should focus more on the practical aspects of the legal profession, e.g., oral advocacy, client counseling, etc.

Based on these comments, the Committee did not draft any additional SLOs or criteria. The Committee thinks the SLOs and related criteria are worded in a way that other skills and knowledge, e.g., trial advocacy and client counseling, can be included when assessing students. For example, Learning Outcome 4, Criterion 4 states that students will “[e]ngage in effective and professional oral communication, including the delivery of an oral argument.” This criterion may encompass a broad variety of oral communication, including trial advocacy skills and client counseling. As a result, the

current draft of the SLOS and related criterion should meet the ABA standards and still provide flexibility when assessing law students' learning.

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

8

**SLO #3 (Research):
Examples of Faculty Self-
Reporting Surveys and
Examples of Student Self-
Assessment Forms**

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3

Texas Tech Law has student learning outcomes that set forth the skills, knowledge, and values we hope our graduates will possess upon graduation. This year we are assessing the learning your students achieved *by the end of their 1L year* on the three aspects of legal research mentioned below.

**Submit this information and supporting documentation
to Wendy-Adele Humphrey by June 30, 2017.**

Faculty Member: Brie Sherwin

Course: Legal Practice I and II

Academic Year/Semester: 2016-2017

Total Number of Students in the Course: Sec. 012 (19 students) Sec. 041 (18 students)

For the SLO #3 criteria listed below, please indicate the number of students in your course who fell into each broad category. And as part of the ABA phase-in process, keep in mind you are assessing their competency level at this particular point in time (i.e., have they reached the competency level you expect for law students who have completed their 1L year?).

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student completing the 1L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	2	35
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	2	35

SOURCE	WESTLAW NEXT Research Basics: 10-minute exercises	LEXIS LEARN MODULES (interactive video training on how to research)
Introduction to online research/Secondary Sources	“Search” “Productivity Tools” and “Law Student Secrets to Westlaw”	Modules 1, 2, and 3
Common Law (Reporters/Digests)	“Topics & Key Numbers on Westlaw”	Module 5
Statutes	“Locating Statutes,” “Understanding Statutes,” and “Statutes – Related Sources.”	Module 4
Regulations	“Locating Regulations,” “Understanding Regulations,” and “Regulations – Related Sources.”	Modules 8 and 9
Citators	“Keycite”	Modules 6 and 7

Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.

Research Exercises (“Research Paths”)/Fall Semester: Each Research Exercise is worth 10% of the overall grade for the semester, meaning that a total of 30% of their grade is attributable to their research competency. Each research exercise focuses on particular sources and takes the student through an entire path or process that will eventually result students collecting all necessary legal research in order to write their Open Memo assignment (a 10-page legal memorandum that caps the fall semester). Each exercise requires that students utilize books in the library as well as various research platforms, including online legal research resources that are free or subscription-based such as Lexis-Nexis and Westlaw. The following is a brief summary of what each Research Exercise covered. Students are typically given 1-2 weeks to complete the assignment. Exercises and answer keys are attached. Citations are also ultimately graded for correctness in the Open Memo, Trial Brief and Appellate Brief on a scale of 20 (1-10 points for Citation Placement and 1-10 points for Citation Precision).

- Research Path #1: Secondary Sources
- Research Path #2: Free Research resources for U.S. Supreme Court cases, Digests, Case Reporters, and Case Law Citators
- Research Path #3: Statutes, Legislative History, Regulations and Rules

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3

Texas Tech Law has student learning outcomes that set forth the skills, knowledge, and values we hope our graduates will possess upon graduation. This year we are assessing the learning your students achieved *by the end of their 1L year* on the three aspects of legal research mentioned below.

**Submit this information and supporting documentation
to Wendy-Adele Humphrey by June 30, 2017.**

Faculty Member: DeLeith Duke Gossett

Course: Legal Practice I (5306-031, 5306-032), Legal Practice II (5307-031, 5307-032)

Academic Year/Semester: Fall 2016, Spring 2017

Total Number of Students in the Course: **Fall 2016 – 40** (5306-031 – 21 students, 5306-032 – 19 students); **Spring 2017 – 37** (5307-031 - 19 students, 5307-032 – 18 students)

For the SLO #3 criteria listed below, please indicate the number of students in your course who fell into each broad category. And as part of the ABA phase-in process, keep in mind you are assessing their competency level at this particular point in time (i.e., have they reached the competency level you expect for law students who have completed their 1L year?).

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student completing the 1L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	4	33
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	4	33

Criterion #3: Use proper citation when required.	10	27
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Below please list the specific methods of assessment you used to assess your students' learning. For each criterion, please attach a copy of any relevant documents, e.g., copies of quizzes, research exercises, rubrics, etc., and label accordingly so reviewers can determine what you used to gauge competency. For example, if only a few questions on a quiz assess Criterion #3, please mark them to indicate they are related only to Criterion #3.

For some assessment methods, it may be more beneficial to include a short narrative to explain how you assessed your students' learning. For example, you may include a short narrative to address the use of Interactive Citation Exercises to assess Criterion #3. You do not need to attach the exercises. The same holds true for other online research tools on Westlaw Next and LexisNexis.

Criterion #1

We begin with non-graded, in-class exercises to reinforce ideas presented by lecture. Many of these I do not collect, but allow the students to self-check their answers and adjust accordingly. I have not attached these exercises, but can upon request.

Graded Research Exercises build upon the concepts taught and demonstrated in class. Specifically, Research Exercises One, Two, and Three all test the student's ability to distinguish between secondary sources and primary authority, their weight of authority, and the proper use of each.

I also grade their written assignments for the proper use of authorities (primary over persuasive and primary over secondary) in their Discussion or Argument sections. I have attached the rubrics for their major writing assignments (Closed Memo, Open Memo, Trial Brief, and Appellate Brief) that test the student's use of proper authority for each assignment.

Criterion #2

We begin with non-graded, in-class exercises to reinforce ideas presented by lecture. Many of these I do not collect, but allow the students to self-check their answers and adjust accordingly. I have not attached these exercises, but can upon request.

Graded Research Exercises build upon the concepts taught and demonstrated in class. Specifically, Research Exercise Three tests the student's ability to develop a research plan to

evaluate an issue facing a particular client that is the subject of their Open Memo assignment (the material is provided for them in the Closed Memo).

Also, although not specifically tested as a separate category, the Open Memo Discussion section and the Trial Brief and Appellate Brief Argument sections assume that the students followed a logical research plan to acquire the appropriate authorities. I have attached the rubrics for those writing assignments (Open Memo, Trial Brief, and Appellate Brief) that assumes the students have followed a logical research plan to find the proper authorities for each assignment.

Criterion #3

We begin with non-graded, in-class exercises and games (such as Who Wants to Cite Like a Millionaire) to reinforce ideas presented by lecture. Many of these I do not collect, but allow the students to self-check their answers and adjust accordingly. I have not attached these exercises and games, but can upon request.

I also encourage the use of materials outside of class, such as the Interactive Citation Workbook (ICW) computer exercises that test Bluebook citation, as well as materials on commercial vendors such as Westlaw and LexisNexis. I do not take grades on any of these assignments.

Research Exercise Three tests some Bluebook citation. Also, each major writing assignment is also graded for citation ability, and the rubrics showing that separate category are attached.

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3

Texas Tech Law has student learning outcomes that set forth the skills, knowledge, and values we hope our graduates will possess upon graduation. This year we are assessing the learning your students achieved *by the end of their 1L year* on the three aspects of legal research mentioned below.

Submit this information and supporting documentation
to Wendy-Adele Humphrey by June 30, 2017.

Faculty Member: Sherylynn Kime-Goodwin

Course: Legal Practice

Academic Year/Semester: 2016-2017

Total Number of Students in the Course: 21

For the SLO #3 criteria listed below, please indicate the number of students in your course who fell into each broad category. And as part of the ABA phase-in process, keep in mind you are assessing their competency level at this particular point in time (i.e., have they reached the competency level you expect for a law students who have completed their 1L year?).

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student completing the 1L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		21
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	3	18

Criterion #3: Use proper citation when required.	4	17
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Below please list the specific methods of assessment you used to assess your students' learning. For each criterion, please attach a copy of any relevant documents, e.g., copies of quizzes, research exercises, rubrics, etc., and label accordingly so reviewers can determine what you used to gage competency. For example, if only a few questions on a quiz assess Criterion #3, please mark them to indicate they are related only to Criterion #3.

For some assessment methods, it may be more beneficial to include a short narrative to explain how you assessed your students' learning. For example, you may include a short narrative to address the use of Interactive Citation Exercises to assess Criterion #3. You do not need to attach the exercises. The same holds true for other online research tools on Westlaw Next and LexisNexis.

Criterion #1

Students are assessed on how they identify and describe different sources of law including weight of authority through pop quizzes that are administered throughout the fall semester. Further assessment is administered through the use of in-class exercises and research assignments and as a portion of the students' writing assignments for the Fall and Spring Semesters. (See Attached Quizzes, Assignments and Rubrics).

Criterion #2

Students are assessed on how to create and implement logical research plans through Research Path Exercises that are completed during the fall semester. In the spring semester, students begin the semester by completing a pass/fail research assignment that requires them to describe the research plan that they used for the assignment. The students receive detailed feedback for this assignment that they in turn use to complete a writing assignment. Other writing assignments additionally take into account the students' ability to create and implement a research plan based on their choice and use of authorities within the writing assignment. (See Attached Assignments and Rubrics).

Criterion #3

Students complete online ICW Exercises associated with *the Interactive Citation Workbook for The Bluebook: A Uniform System of Citation* by Tracy McGaugh Norton. Additionally, a portion of the students' written assignments includes the assessment on their ability to use proper Bluebook citation. (See Attached Grading Rubrics).

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3

Texas Tech Law has student learning outcomes that set forth the skills, knowledge, and values we hope our graduates will possess upon graduation. This year we are assessing the learning your students achieved *by the end of their 1L year* on the three aspects of legal research mentioned below.

**Submit this information and supporting documentation
to Wendy-Adele Humphrey by June 30, 2017.**

Faculty Member: T. Dale Jones

Course: Legal Practice I and II

Academic Year/Semester: Fall 2016 – Spring 2017

Total Number of Students in the Course: 35

For the SLO #3 criteria listed below, please indicate the number of students in your course who fell into each broad category. And as part of the ABA phase-in process, keep in mind you are assessing their competency level at this particular point in time (i.e., have they reached the competency level you expect for a law students who have completed their 1L year?).

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student completing the 1L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	2	33
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	3	32
Criterion #3: Use proper citation when required.	15	20

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Below please list the specific methods of assessment you used to assess your students' learning. For each criterion, please attach a copy of any relevant documents, e.g., copies of quizzes, research exercises, rubrics, etc., and label accordingly so reviewers can determine what you used to gauge competency. For example, if only a few questions on a quiz assess Criterion #3, please mark them to indicate they are related only to Criterion #3.

For some assessment methods, it may be more beneficial to include a short narrative to explain how you assessed your students' learning. For example, you may include a short narrative to address the use of Interactive Citation Exercises to assess Criterion #3. You do not need to attach the exercises. The same holds true for other online research tools on Westlaw Next and LexisNexis.

Criterion #1 I use three Research Paths which require the students to go to the library and answer a variety of questions eventually involving all of the major categories of law sources. These Research Paths are graded by my Teaching Fellows using an Answer Key I prepare. As a part of their research, the students find cases and statutes relevant to their open memo assignment which will be assigned about the time they finish their second research path. When the students write their memos, I evaluate the quality of their research and their knowledge of the sources based in part on how well their material accomplishes the purposes of the memo and develops the arguments.

In addition to learning the library and research in books, I also require all of my students to go to the research training taught by the law librarians. I tell the librarians what I am working on and what I want my students to learn about computer research, and they report back to me on the students' learning on the various online platforms.

Criterion #2 For the Open Memo, the Trial Brief, and the Appellate Brief, the students are to prepare a research plan which incorporates all of the relevant sources before they do the research for the authority to be used in the written document. As a part of each Research Path, the students answer a final question which explains to me how the research differed from their graduate or undergraduate research (if they did any) and what they have learned about the importance of developing research plans before starting their research. When the students do their research for each of the writing assignments, they are expected to utilize any or all of the available resources. Most will use electronic media exclusively, but even if they never use books again, they say that learning about the books helped them understand how the sources fit together and the relationships that they do not understand simply by what they see on the computer screen.

Criterion #3 I utilize the ICW exercises throughout both semesters to help teach proper Bluebook and Greenbook citation format. The students are assigned about one exercise per week and submit a copy of their completed exercise to my Teaching Fellows by the deadline set out in the syllabus. They are required to answer all of the questions/exercises in each assignment and with at least a 70% accuracy, or they must do the exercise again. The Teaching Fellows chart the assignments for the students and send me a report at the end of the semester or sooner if someone is not doing the exercises or is not timely with submissions.

My grading rubrics for each of the written assignments has a separate category for citation format and use where I grade the citations specifically.

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3

Texas Tech Law has student learning outcomes that set forth the skills, knowledge, and values we hope our graduates will possess upon graduation. This year we are assessing the learning your students achieved *by the end of their 1L year* on the three aspects of legal research mentioned below.

**Submit this information and supporting documentation
to Wendy-Adele Humphrey by June 30, 2017.**

Faculty Member: ____Nancy
 Soonpaa_____

Course: Legal Practice I and II

Academic Year/Semester: __Fall 2016 and Spring
 2017_____

Total Number of Students in the Course: ____21 fall, 18
 Spring_____

For the SLO #3 criteria listed below, please indicate the number of students in your course who fell into each broad category. And as part of the ABA phase-in process, keep in mind you are assessing their competency level at this particular point in time (i.e., have they reached the competency level you expect for a law students who have completed their 1L year?).

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student completing the 1L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	0	18

Criterion #3 ICW exercises; citations in text (trial brief and appellate brief); in-class quiz on citation; in-class exercise on citation

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Professor Sherwin

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

I feel that I learned these three skills extremely well.

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: B. Sherwin

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

LP set the ~~base~~ foundation, summer internships helped build the skills.

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Brie Sherwin ♡

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

my legal writing professor was the best ever.

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: BRIE SHERWIN

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		X
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		X
Criterion #3: Use proper citation when required.	X	

Any comments about your learning in these three legal research areas?

PROF. SHERWIN REALLY MAKES IT A SMOOTH PROCESS & IS INCREDIBLY HELPFUL!

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Prof. Soorpa

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.	✓	

Any comments about your learning in these three legal research areas?

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Soon Paa

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	✓	
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: SOONPAN

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

THE LP PROGRAM WAS ADEQUATE AT TEACHING W THESE SKILLS, BUT CERTAIN LP PROFESSORS, I BELIEVE, ARE NOT COMPETENT IN TEACHING THEM

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Soon Pau

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

I feel like people in my class may not check some of the boxes because of personality differences with the professor. I think she did a good job and any shortcoming rests with them. LP is difficult. But it should be difficult. Professor Soon Pau is an outstanding teacher.

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Gossett

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	✗	
Criterion #3: Use proper citation when required.		✗

Any comments about your learning in these three legal research areas?

Organizing a plan to ~~write~~ create a brief needs to improve. I desperately needed either a template or modeling and got neither, though I know Gossett is good in her OWN writing.

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Gossett

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

Would've liked more instructions prior to a few days before the assignment was due, so the writing procedures would've had more time to sink in.

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Deleith Gossett

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

-I would like more practice drills or simulations

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Gossett

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		X
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		X
Criterion #3: Use proper citation when required.		X

Any comments about your learning in these three legal research areas?

Would have liked to be able to have someone look @ it before submission.
Didn't feel like there was more direction than being given the initial assignment.

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Jones

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	✓	
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	✓	
Criterion #3: Use proper citation when required.	✓	

Any comments about your learning in these three legal research areas?

what I know I learned outside of my legal practice class

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Jones

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

↳ Research plans should be focused on more during 1L year.

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: JONES

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		X
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		X
Criterion #3: Use proper citation when required.		X

Any comments about your learning in these three legal research areas?

MORE FEEDBACK ON FINAL ASSESSMENT (APPELLATE BRIEF)
WOULD BE HELPFUL IN SELF-DIAGNOSING PROFICIENCY.

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Kime-Goodwin

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓ B/c of the library (ELR) sessions
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Professor Kime-Goodwin

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		✓
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		✓
Criterion #3: Use proper citation when required.		✓

Any comments about your learning in these three legal research areas?

Class did not provide competency, summer internships did. Very little effective in-class teaching, most was self taught due to lack of professor instruction. Disappointed class time didn't assist in my legal research abilities development.

ASSESSMENT:

Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Kime - Goodwin

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		X
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		X
Criterion #3: Use proper citation when required.		X

Any comments about your learning in these three legal research areas?

Pretty much taught myself how to do everything, which in reality, was the most practical teaching method when it came to real-world application.

ASSESSMENT:
Self-Reporting of Student Learning Outcome #3 (Research)

Texas Tech Law has student learning outcomes (SLOs) that set forth the skills, knowledge, and values we hope you will possess upon graduation. We have been assessing the three aspects of legal research mentioned below, and now we would like your opinion about your learning.

For the SLO #3 criteria listed below, please indicate your opinion about your learning. Please note: you are assessing your perceived competency level at this particular point in time (i.e., have you reached the competency you would expect to have as a starting 2L?).

Legal Practice Professor: Kime- Goodwin

Learning Outcome 3: To demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, students will:

Criteria	Approaching Competency	Competent (for a student starting the 2L year)
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.		X
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.		X
Criterion #3: Use proper citation when required.	X	

Any comments about your learning in these three legal research areas?

I essentially had to teach myself. We did simulate A real-world situation, but it would have been nice to be guided a little more in terms of hints, examples, etc. This would be very helpful for 1L summers.

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

9

Curriculum Mapping Results (required and electives courses) and Example of Curriculum Mapping Survey

Curriculum Map of Learning Outcomes & Elective Courses

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

Criterion 1: Identify and describe key legal concepts and rules in the required curriculum.	Criterion 2: Identify and describe key legal concepts and rules in the elective curriculum.	Criterion 3: Identify and describe the structure of the U.S. and Texas legal systems.
	All elective courses.	Baker – Civil Trial : Practice & Lit. Mat.
	All elective courses.	Batra – Intro. To Intel. Pro.
	All elective courses.	Beyer – Estate Planning
	All elective courses.	Bubany – Texas Crim Pro
	All elective courses.	Camp – Tax Prac. & Proc.
	All elective courses.	Casto – Federal Courts
	All elective courses.	Chiappinelli – Mergers & Acquisitions
	All elective courses.	Chiappinelli – Securities Regulations
	All elective courses.	Cochran – Copyright Law
	All elective courses.	Cochran – Crimes in Intell. Prop. & Info. Law
	All elective courses.	Cochran – Gaming & Racing Law
	All elective courses.	Cochran – Trademarks & Unfair Comp.
	All elective courses.	Drake – Texas Legal Research
	All elective courses.	Gonzalez – Discrim. In Employment
	All elective courses.	Gonzalez – Employment Law
	All elective courses.	Gonzalez - Texas Pretrial Proc.
	All elective courses.	Gonzalez – TX Trail & Appellate Proc.
	All elective courses.	Henry – Advanced Bankruptcy
	All elective courses.	Henry – Banking Law
	All elective courses.	Huffman – Nat'l Security Law
	All elective courses.	Krahmer – Consumer Law
	All elective courses.	Loewy – First Amendment
	All elective courses.	Loewy – Supreme Court
	All elective courses.	Murphy – Admin. Law
	All elective courses.	Murphy – Antitrust Law

	All elective courses.	Murphy – Telecom. Law & Policy
	All elective courses.	Pawlowic – Creditors' Rights & Bankruptcy
	All elective courses.	Pearl, A. – Adv. Water Law Sem.
	All elective courses.	Pearl, A. – Amer. Indian Law
	All elective courses.	Pearl, A. – Water Law
	All elective courses.	Pearl, T. - Environmental Law
	All elective courses.	Ramirez – Int'l Bus. Trans.
	All elective courses.	Ramirez – Public Int'l Law
	All elective courses.	Ramirez - NAFTA
	All elective courses.	Rosen – Const. Law Sem.
	All elective courses.	Ross – Family Law & Housing
	All elective courses.	Sherwin, R. – Appellate Advocacy
	All elective courses.	Sherwin, R. – Commercial Litigation
	All elective courses.	Sherwin, R. – Entertainment Law
	All elective courses.	Sherwin, R. – Trial Advocacy
	All elective courses.	Spain – Civ Practice Clinic
	All elective courses.	Spain – Family Law
	All elective courses.	Stone – Estate & Gift Tax
	All elective courses.	Torres – Adv. Legal Research
	All elective courses.	Velte – Conflicts of Laws

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

Criterion 1: Accurately identify the material facts, procedural history, issues on appeal, rules of law, reasoning, holding, and policy in appellate court opinions.	Criterion 2: Identify and describe legal issues implicated by a factual scenario.	Criterion 3: Identify and describe relevant legal authority applicable to identified legal issues.	Criterion 4: Identify and describe key rules and reasoning contained within applicable authority.
Batra – Intro. To Intel. Prop.	Baker – Civil Trial : Practice & Lit. Mat.	Baker – Civil Trial : Practice & Lit. Mat.	Baker – Civil Trial : Practice & Lit. Mat.
Beyer – Estate Planning	Batra – Intro. To Intel. Prop.	Batra – Intro. To Intel. Prop.	Batra – Intro. To Intel. Prop.
Bubany – Texas Crim Pro	Batra – Neg. Workshop	Benham – Trial Advocacy	Benham – Trial Advocacy
Camp – Legal History	Benham – Trial Advocacy	Beyer – Estate Planning	Beyer – Estate Planning
Camp – Tax Prac. & Proc.	Beyer – Estate Planning	Bubany – Texas Crim Pro	Bubany – Texas Crim Pro
Casto – Federal Courts	Bubany – Texas Crim Pro	Camp – Legal History	Camp – Legal History
Chiappinelli – Mergers & Acquisitions	Camp – Legal History	Camp – Tax Prac. & Proc.	Camp – Tax Prac. & Proc.
Chiappinelli – Securities Regulations	Camp – Tax Prac. & Proc.	Casto – Federal Courts	Casto – Federal Courts
Christopher – Texas Prac.	Casto – Federal Courts	Chiappinelli – Adv. Bus. Ent	Chiappinelli – Adv. Bus. Ent
Cochran – Copyright Law	Chiappinelli – Mergers & Acquisitions	Chiappinelli – Mergers & Acquisitions	Chiappinelli – Mergers & Acquisitions
Cochran – Crimes in Intell. Prop. & Info. Law	Chiappinelli – Securities Regulations	Chiappinelli – Securities Regulations	Chiappinelli – Securities Regulations
Cochran – Gaming & Racing Law	Christopher – Adv. Legal Analysis	Christopher – Adv. Legal Analysis	Christopher – Adv. Legal Analysis
Cochran – Marital Property	Christopher – Texas Prac.	Christopher – Texas Prac.	Christopher – Texas Prac.
Cochran – Sports law	Cochran – Copyright Law	Cochran – Copyright Law	Cochran – Copyright Law
Cochran – Trademarks & Unfair Comp.	Cochran – Crimes in Intell. Prop. & Info. Law	Cochran – Crimes in Intell. Prop. & Info. Law	Cochran – Crimes in Intell. Prop. & Info. Law
Drake – Texas Legal Research	Cochran – Gaming & Racing Law	Cochran – Gaming & Racing Law	Cochran – Gaming & Racing Law
Gonzalez – Discrim. In Employment	Cochran – Marital Property	Cochran – Marital Property	Cochran – Marital Property

Gonzalez - Employment Law	Cochran - Sports law	Cochran - Sports law	Cochran - Sports law
Gonzalez - TX. Employ. Law Practicum	Cochran - Trademarks & Unfair Comp.	Cochran - Trademarks & Unfair Comp.	Cochran - Trademarks & Unfair Comp.
Gonzalez - Texas Pretrial Proc.	Drake - Foreign, Comp. & Int'l Legal Res.	Drake - Foreign, Comp. & Int'l Legal Res.	Drake - Foreign, Comp. & Int'l Legal Res.
Gonzalez - TX Trail & Appellate Proc.	Drake - Texas Legal Research	Drake - Texas Legal Research	Drake - Texas Legal Research
Henry - Advanced Bankruptcy	Gonzalez - Discrim. In Employment	Gonzalez - Discrim. In Employment	Gonzalez - Discrim. In Employment
Henry - Banking Law	Gonzalez - Employment Law	Gonzalez - Employment Law	Gonzalez - Employment Law
Huffman - Nat'l Security Law	Gonzalez - TX. Employ. Law Practicum	Gonzalez - TX. Employ. Law Practicum	Gonzalez - TX. Employ. Law Practicum
Keffer - Legislative Process	Gonzalez - Texas Pretrial Proc.	Gonzalez - Texas Pretrial Proc.	Gonzalez - Texas Pretrial Proc.
Keffer - O & G Law I	Gonzalez - TX Trail & Appellate Proc.	Gonzalez - TX Trail & Appellate Proc.	Gonzalez - TX Trail & Appellate Proc.
Keffer - O & G Law II	Henry - Advanced Bankruptcy	Henry - Advanced Bankruptcy	Henry - Advanced Bankruptcy
Krahmer - Consumer Law	Henry - Banking Law	Henry - Banking Law	Henry - Banking Law
Loewy - First Amendment	Huffman - Nat'l Security Law	Huffman - Nat'l Security Law	Huffman - Nat'l Security Law
Loewy - Supreme Court	Keffer - Legislative Process	Keffer - Legislative Process	Keffer - Legislative Process
Murphy - Admin. Law	Keffer - O & G Law I	Keffer - O & G Law I	Keffer - O & G Law I
Murphy - Antitrust Law	Keffer - O & G Law II	Keffer - O & G Law II	Keffer - O & G Law II
Murphy - Partnership Tax	Krahmer - Consumer Law	Krahmer - Consumer Law	Krahmer - Consumer Law
Outenreath - State & Local Tax	Loewy - First Amendment	Loewy - First Amendment	Loewy - First Amendment
Pawlowic - Creditors' Rights & Bankruptcy	Loewy - Supreme Court	Loewy - Supreme Court	Loewy - Supreme Court
Pearl, A. - Adv. Water Law Sem.	Murphy - Admin. Law	Murphy - Admin. Law	Murphy - Admin. Law
Pearl, A. - Amer. Indian Law	Murphy - Antitrust Law	Murphy - Antitrust Law	Murphy - Antitrust Law
Pearl, A. - Water Law	Murphy - Telecom. Law & Policy	Murphy - Telecom. Law & Policy	Murphy - Telecom. Law & Policy
	Outenreath - Acct. for Lawyers	Outenreath - Acct. for Lawyers	Outenreath - Acct. for Lawyers
	Outenreath - Adv. Income Tax	Outenreath - Adv. Income Tax	Outenreath - Adv. Income Tax
	Outenreath - Corporate Tax	Outenreath - Corporate Tax	Outenreath - Corporate Tax
	Outenreath - Nonprofit Org.	Outenreath - Nonprofit Org.	Outenreath - Nonprofit Org.
	Outenreath - Partnership Tax	Outenreath - Partnership Tax	Outenreath - Partnership Tax

Pearl, T. - Environmental Law	Outenreath - State & Local Tax	Outenreath - State & Local Tax	Outenreath - State & Local Tax
Ramirez - Int'l Bus. Trans.	Pawlowic - Creditors' Rights & Bankruptcy	Pawlowic - Creditors' Rights & Bankruptcy	Pawlowic - Creditors' Rights & Bankruptcy
Ramirez - Public Int'l Law	Pearl, A. - Adv. Water Law Sem.	Pearl, A. - Adv. Water Law Sem.	Pearl, A. - Adv. Water Law Sem.
Ramirez - NAFTA	Pearl, A. - Amer. Indian Law	Pearl, A. - Amer. Indian Law	Pearl, A. - Amer. Indian Law
Rosen - Const. Law Sem.	Pearl, A. - Water Law	Pearl, A. - Water Law	Pearl, A. - Water Law
Ross - Family Law & Housing	Pearl, T. - Current Topics in Crim Law & Proc.	Pearl, T. - Environmental Law	Pearl, T. - Environmental Law
Ross - Neg. Workshop	Pearl, T. - Environmental Law	Ramirez - Int'l Bus. Trans.	Ramirez - Int'l Bus. Trans.
Ross - Race & Racism	Ramirez - Int'l Bus. Trans.	Ramirez - Public Int'l Law	Ramirez - Public Int'l Law
Shannon - Products Liability	Ramirez - Public Int'l Law	Ramirez - NAFTA	Ramirez - NAFTA
Sherwin, R. - Appellate Advocacy	Ramirez - NAFTA	Rosen - Const. Law Sem.	Rosen - Const. Law Sem.
Sherwin, R. - Entertainment Law	Rosen - Const. Law Sem.	Rosen - Human Rights Law	Rosen - Human Rights Law
Sherwin, R. - Trial Advocacy	Rosen - Human Rights Law	Rosen - Int'l Human. Law	Rosen - Int'l Human. Law
Spain - Family Law	Rosen - Int'l Human. Law	Ross - Family Law & Housing	Ross - Family Law & Housing
Stone - Estate & Gift Tax	Ross - Family Law & Housing	Ross - Neg. Workshop	Ross - Neg. Workshop
Torres - Adv. Legal Research	Ross - Neg. Workshop	Ross - Race & Racism	Ross - Race & Racism
Velte - Conflicts of Laws	Shannon - Products Liability	Shannon - Products Liability	Shannon - Products Liability
Velte - Gender, Sexuality & the Law	Sherwin, R. - Appellate Advocacy	Sherwin, R. - Appellate Advocacy	Sherwin, R. - Appellate Advocacy
Yandell - Law Office Tech.	Sherwin, R. - Commercial Litigation	Sherwin, R. - Commercial Litigation	Sherwin, R. - Commercial Litigation
	Sherwin, R. - Entertainment Law	Sherwin, R. - Entertainment Law	Sherwin, R. - Entertainment Law
	Sherwin, R. - Trial Advocacy	Sherwin, R. - Trial Advocacy	Sherwin, R. - Trial Advocacy
	Spain - Civ Practice Clinic	Spain - Civ Practice Clinic	Spain - Civ Practice Clinic
	Spain - Family Law	Spain - Family Law	Spain - Family Law
	Stone - Estate & Gift Tax	Stone - Estate & Gift Tax	Stone - Estate & Gift Tax
	Torres - Adv. Legal Research	Torres - Adv. Legal Research	Torres - Adv. Legal Research
	Velte - Conflicts of Laws	Velte - Conflicts of Laws	Velte - Conflicts of Laws
	Velte - Gender, Sexuality & the Law	Velte - Gender, Sexuality & the Law	Velte - Gender, Sexuality & the Law

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

<p><u>Criterion 5:</u> Effectively synthesize and reconcile multiple legal authorities when applicable.</p>	<p><u>Criterion 6:</u> Effectively analogize and distinguish precedent.</p>	<p><u>Criterion 7:</u> Propose reasonable resolutions to legal problems.</p>
Batra – Intro. To Intel. Prop.	Baker – Civil Trial : Practice & Lit. Mat.	Baker – Civil Trial : Practice & Lit. Mat.
Benham – Trial Advocacy	Batra – Intro. To Intel. Prop.	Batra – Intro. To Intel. Prop.
Beyer – Estate Planning	Beyer – Estate Planning	Batra – Neg. Workshop
Bubany – Texas Crim Pro	Bubany – Texas Crim Pro	Beyer – Estate Planning
Camp – Legal History	Camp – Legal History	Bubany – Texas Crim Pro
Camp – Tax Prac. & Proc.	Camp – Tax Prac. & Proc.	Camp – Tax Prac. & Proc.
Casto – Federal Courts	Casto – Federal Courts	Casto – Federal Courts
Chiappinelli – Adv. Bus. Ent	Chiappinelli – Adv. Bus. Ent	Chiappinelli – Adv. Bus. Ent
Chiappinelli – Mergers & Acquisitions	Chiappinelli – Mergers & Acquisitions	Chiappinelli – Mergers & Acquisitions
Chiappinelli – Securities Regulations	Chiappinelli – Securities Regulations	Chiappinelli – Securities Regulations
Christopher – Texas Prac.	Christopher – Texas Prac.	Christopher – Adv. Legal Analysis
Cochran – Copyright Law	Cochran – Copyright Law	Christopher – Texas Prac.
Cochran – Crimes in Intell. Prop. & Info. Law	Cochran – Crimes in Intell. Prop. & Info. Law	Cochran – Copyright Law
Cochran – Gaming & Racing Law	Cochran – Gaming & Racing Law	Cochran – Crimes in Intell. Prop. & Info. Law
Cochran – Marital Property	Cochran – Marital Property	Cochran – Gaming & Racing Law
Cochran – Sports law	Cochran – Sports law	Cochran – Marital Property
Cochran – Trademarks & Unfair Comp.	Cochran – Trademarks & Unfair Comp.	Cochran – Sports law
Drake – Foreign, Comp. & Int'l Legal Res.	Drake – Foreign, Comp. & Int'l Legal Res.	Cochran – Trademarks & Unfair Comp.
Drake – Texas Legal Research	Drake – Texas Legal Research	Drake – Foreign, Comp. & Int'l Legal Res.
Gonzalez – Discrim. In Employment	Gonzalez – Discrim. In Employment	Drake – Texas Legal Research
Gonzalez – Employment Law	Gonzalez – Employment Law	Gonzalez – Discrim. In Employment
Gonzalez – TX. Employ. Law Practicum	Gonzalez – TX. Employ. Law Practicum	Gonzalez – Employment Law
Gonzalez - Texas Pretrial Proc.	Gonzalez - Texas Pretrial Proc.	Gonzalez – TX. Employ. Law Practicum
Gonzalez – TX Trail & Appellate Proc.	Gonzalez – TX Trail & Appellate Proc.	Gonzalez - Texas Pretrial Proc.
Henry – Advanced Bankruptcy	Henry – Advanced Bankruptcy	Gonzalez – TX Trail & Appellate Proc.
Henry – Banking Law	Henry – Banking Law	Gonzalez – Advanced Bankruptcy
Huffman – Nat'l Security Law	Huffman – Nat'l Security Law	Henry – Advanced Bankruptcy
		Henry – Banking Law
		Henry – Banking Law

Keffer – Legislative Process	Keffer – O & G Law I	Huffman – Nat'l Security Law
Keffer – O & G Law I	Keffer – O & G Law II	Keffer – Legislative Process
Keffer – O & G Law II	Krahmer – Consumer Law	Keffer – O & G Law I
Krahmer – Consumer Law	Loewy – First Amendment	Keffer – O & G Law II
Loewy – First Amendment	Loewy – Supreme Court	Krahmer – Consumer Law
Loewy – Supreme Court	Murphy – Admin. Law	Loewy – First Amendment
Murphy – Admin. Law	Murphy – Antitrust Law	Loewy – Supreme Court
Murphy – Antitrust Law	Murphy – Telecom. Law & Policy	Murphy – Admin. Law
Murphy – Telecom. Law & Policy	Outenreath – Acct. for Lawyers	Murphy – Antitrust Law
Outenreath – Acct. for Lawyers	Outenreath – Adv. Income Tax	Murphy – Telecom. Law & Policy
Outenreath – Adv. Income Tax	Outenreath – Corporate Tax	Outenreath – Acct. for Lawyers
Outenreath – Corporate Tax	Outenreath – Nonprofit Org.	Outenreath – Adv. Income Tax
Outenreath – Nonprofit Org.	Outenreath – Partnership Tax	Outenreath – Corporate Tax
Outenreath – Partnership Tax	Outenreath – State & Local Tax	Outenreath – Nonprofit Org.
Outenreath – State & Local Tax	Pawlowic – Creditors' Rights & Bankruptcy	Outenreath – Partnership Tax
Pawlowic – Creditors' Rights & Bankruptcy	Pearl, A. – Adv. Water Law Sem.	Outenreath – State & Local Tax
Pawlowic – Creditors' Rights & Bankruptcy	Pearl, A. – Amer. Indian Law	Outenreath – State & Local Tax
Pearl, A. – Adv. Water Law Sem.	Pearl, A. – Amer. Indian Law	Pawlowic – Creditors' Rights & Bankruptcy
Pearl, A. – Amer. Indian Law	Pearl, A. – Water Law	Pearl, A. – Adv. Water Law Sem.
Pearl, A. – Water Law	Pearl, T. – Environmental Law	Pearl, A. – Amer. Indian Law
Pearl, T. – Environmental Law	Ramirez – Int'l Bus. Trans.	Pearl, A. – Water Law
Ramirez – Int'l Bus. Trans.	Ramirez – Int'l Bus. Trans.	Pearl, T. – Current Topics in Crim Law & Proc.
Ramirez – Int'l Bus. Trans.	Ramirez – Public Int'l Law	Pearl, T. – Environmental Law
Ramirez – Public Int'l Law	Ramirez - NAFTA	Ramirez – Int'l Bus. Trans.
Ramirez - NAFTA	Rosen – Const. Law Sem.	Ramirez – Public Int'l Law
Rosen – Const. Law Sem.	Rosen – Family Law & Housing	Ramirez - NAFTA
Rosen- Human Rights Law	Rosen – Neg. Workshop	Rosen – Const. Law Sem.
Rosen – Int'l Human. Law	Rosen – Race & Racism	Rosen- Human Rights Law
Rosen – Family Law & Housing	Shannon – Products Liability	Rosen – Int'l Human. Law
Rosen – Neg. Workshop	Sherwin, R. – Appellate Advocacy	Rosen – Int'l Human. Law
Ross – Race & Racism	Sherwin, R. – Entertainment Law	Ross – Family Law & Housing
Ross – Race & Racism	Sherwin, R. – Trial Advocacy	Ross – Neg. Workshop
Shannon – Products Liability	Sherwin, R. – Trial Advocacy	Ross – Race & Racism
Sherwin, R. – Appellate Advocacy	Spain – Civ Practice Clinic	Shannon – Products Liability
Sherwin, R. – Commercial Litigation	Spain – Family Law	Sherwin, R. – Race & Racism
Sherwin, R. – Entertainment Law	Stone – Estate & Gift Tax	Shannon – Products Liability
Sherwin, R. – Trial Advocacy		Sherwin, R. – Appellate Advocacy
		Sherwin, R. – Commercial Litigation

Spain – Civ Practice Clinic	Torres – Adv. Legal Research	Sherwin, R. – Entertainment Law
Spain – Family Law	Velte – Conflicts of Laws	Sherwin, R. – Trial Advocacy
Stone – Estate & Gift Tax	Velte – Gender, Sexuality & the Law	Spain – Adv. ADR Clinic
Torres – Adv. Legal Research	Yandell – Law Office Tech.	Spain – Civ Practice Clinic
Velte – Conflicts of Laws		Spain – Family Law
Velte – Gender, Sexuality & the Law		Stone – Estate & Gift Tax
Yandell – Law Office Tech.		Torres – Adv. Legal Research
		Velte – Conflicts of Laws
		Velte – Gender, Sexuality & the Law
		Yandell – Law Office Tech.

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

<p><u>Criterion 1:</u> Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.</p>	<p><u>Criterion 2:</u> Create and implement a logical research plan that employs the appropriate tools of legal research.</p>	<p><u>Criterion 3:</u> Use proper citation when required.</p>
<p>Baker – Civil Trial : Practice & Lit. Mat. Batra – Intro. To Intel. Property Beyer – Estate Planning Camp – Tax Prac. & Proc. Casto – Federal Courts Chiappinelli – Adv. Bus. Ent</p>	<p>Baker – Civil Trial : Practice & Lit. Mat. Beyer – Estate Planning Camp – Tax Prac. & Proc. Casto – Federal Courts Chiappinelli – Adv. Bus. Ent</p>	<p>Baker – Civil Trial : Practice & Lit. Mat. Beyer – Estate Planning Camp – Tax Prac. & Proc. Casto – Federal Courts Chiappinelli – Adv. Bus. Ent</p>
<p>Chiappinelli – Mergers & Acquisitions</p>		
<p>Chiappinelli – Securities Regulations</p>	<p>Cochran – Gaming & Racing Law</p>	<p>Cochran – Gaming & Racing Law</p>
<p>Cochran – Gaming & Racing Law</p>	<p>Drake – Foreign, Comp. & Int'l Legal Res.</p>	
<p>Drake – Foreign, Comp. & Int'l Legal Res.</p>	<p>Drake – Texas Legal Research</p>	<p>Drake – Texas Legal Research</p>
<p>Drake – Texas Legal Research</p>	<p>Gonzalez – Discrim. In Employment</p>	<p>Gonzalez – TX. Employ. Law Practicum</p>
<p>Gonzalez – Employment Law</p>	<p>Gonzalez – TX. Employ. Law Practicum</p>	<p>Henry – Advanced Bankruptcy</p>
<p>Gonzalez – TX. Employ. Law Practicum</p>	<p>Henry – Advanced Bankruptcy</p>	<p>Huffman – Nat'l Security Law</p>
<p>Henry – Advanced Bankruptcy</p>	<p>Huffman – Nat'l Security Law</p>	<p>Keffer – Legislative Process</p>
<p>Henry – Banking Law</p>	<p>Keffer – Legislative Process</p>	<p>Loewy – Supreme Court</p>
<p>Huffman – Nat'l Security Law</p>	<p>Loewy – Supreme Court</p>	<p>Pearl, A. – Adv. Water Law Sem.</p>
<p>Keffer – Legislative Process</p>	<p>Pearl, A. – Adv. Water Law Sem.</p>	<p>Pearl, T. – Current Topics in Crim Law & Proc.</p>
<p>Keffer – O & G Law I</p>	<p>Pearl, T. – Current Topics in Crim Law & Proc.</p>	<p>Rosen – Const. Law Sem.</p>
<p>Keffer – O & G Law II</p>	<p>Rosen – Const. Law Sem.</p>	<p>Rosen- Human Rights Law</p>
<p>Krahmer – Consumer Law</p>	<p>Rosen- Human Rights Law</p>	<p>Rosen – Int'l Human. Law</p>
<p>Loewy – Supreme Court</p>	<p>Rosen – Int'l Human. Law</p>	
<p>Murphy – Admin. Law</p>	<p>Ross – Family Law & Housing</p>	<p>Ross – Family Law & Housing</p>
<p>Murphy – Antitrust Law</p>	<p>Ross – Race & Racism</p>	<p>Ross – Race & Racism</p>
<p>Murphy – Telecom. Law & Policy</p>	<p>Sherwin, R. – Appellate Advocacy</p>	<p>Sherwin, R. – Appellate Advocacy</p>
<p>Outenreath – Acct. for Lawyers</p>	<p>Spain – Civ Practice Clinic</p>	<p>Spain – Civ Practice Clinic</p>

Outenreath – Adv. Income Tax	Torres – Adv. Legal Research	Velte – Conflicts of Laws
Outenreath – Corporate Tax	Velte – Conflicts of Laws	Velte – Gender, Sexuality & the Law
Outenreath – Nonprofit Org.	Velte – Gender, Sexuality & the Law	Yandell – Law Office Tech.
Outenreath – Partnership Tax	Yandell – Law Office Tech.	
Outenreath – State & Local Tax		
Pawlowic – Creditors' Rights & Bankruptcy		
Pearl, A. – Adv. Water Law Sem.		
Pearl, A. – Amer. Indian Law		
Pearl, T. - Environmental Law		
Ramirez – Int'l Bus. Trans.		
Ramirez – Public Int'l Law		
Ramirez - NAFTA		
Rosen – Const. Law Sem.		
Rosen- Human Rights Law		
Rosen – Int'l Human. Law		
Ross – Family Law & Housing		
Ross – Race & Racism		
Sherwin, R. – Appellate Advocacy		
Sherwin, R. – Trial Advocacy		
Spain – Civ Practice Clinic		
Stone – Estate & Gift Tax		
Torres – Adv. Legal Research		
Velte – Conflicts of Laws		
Velte – Gender, Sexuality & the Law		
Yandell – Law Office Tech.		

Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.

<p><u>Criterion 1:</u> Communicate effectively by employing predictive, persuasive, and operational writing techniques.</p>	<p><u>Criterion 2:</u> Engage in effective and professional oral communication, including the delivery of an oral argument.</p>
Baker – Civil Trial: Practice & Lit. Mat	Batra – Intro. To Intel. Property
Batra – Intro. To Intel. Property	Batra – Neg. Workshop
Batra – Neg. Workshop	Benham – Trial Advocacy
Beyer – Estate Planning	Beyer – Estate Planning
Camp – Legal History	Bubany – Texas Crim Pro
Camp – Tax Prac. & Proc.	Casto – Federal Courts
Casto – Federal Courts	Chiappinelli – Adv. Bus. Ent
Chiappinelli – Adv. Bus. Ent	Drake – Foreign, Comp. & Int'l Legal Res.
Chiappinelli – Mergers & Acquisitions	Drake – Texas Legal Research
Chiappinelli – Securities Regulations	Gonzalez – Discrim. In Employment
Christopher – Texas Prac.	Gonzalez – TX. Employ. Law Practicum
Cochran – Copyright Law	Henry – Advanced Bankruptcy
Cochran – Crimes in Intel. Prop. & Info. Law	Henry – Banking Law
Cochran – Gaming & Racing Law	Huffman – Nat'l Security Law
Cochran – Marital Property	Loewy – First Amendment
Cochran – Sports law	Loewy – Supreme Court
Drake – Foreign, Comp. & Int'l Legal Res.	Murphy – Admin. Law
Drake – Texas Legal Research	Murphy – Antitrust Law
Gonzalez – Discrim. In Employment	Murphy – Telecom. Law & Policy
Gonzalez – Employment Law	Outenreath – Acct. for Lawyers
Gonzalez – TX. Employ. Law Practicum	Outenreath – Adv. Income Tax
Gonzalez - Texas Pretrial Proc.	Outenreath – Corporate Tax
Gonzalez – TX Trail & Appellate Proc.	Outenreath – Nonprofit Org.
Henry – Advanced Bankruptcy	Outenreath – Partnership Tax
Henry – Banking Law	Outenreath – State & Local Tax
Huffman – Nat'l Security Law	Pawlowic – Creditors' Rights & Bankruptcy
Keffer – Legislative Process	Pearl, A. – Adv. Water Law Sem.
Keffer – O & G Law I	Pearl, A. – Amer. Indian Law
Keffer – O & G Law II	Pearl, A. – Water Law

Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.

<p><u>Criterion 1:</u> Identify and describe the applicable rules and standards governing lawyers' professionalism and ethical responsibilities.</p>	<p><u>Criterion 2:</u> Apply knowledge of professional ethics to the resolution of identified dilemmas.</p>	<p><u>Criterion 3:</u> Apply knowledge of professional ethics in the context of oral and written advocacy.</p>	<p><u>Criterion 4:</u> Demonstrate professionalism through the conduct consistent with the legal profession's values and standards.</p>
<p>Baker – Civil Trial : Practice & Lit. Mat Batra – Neg. Workshop Beyer – Estate Planning Bubany – Texas Crim Pro Camp – Legal History Camp – Tax Prac. & Proc. Casto – Federal Courts Gonzalez – Discrim. In Employment Gonzalez - Texas Pretrial Proc. Gonzalez – TX Trail & Appellate Proc. Huffman – Nat'l Security Law Krahmer – Consumer Law</p>	<p>Baker – Civil Trial : Practice & Lit. Mat Batra – Neg. Workshop Beyer – Estate Planning Camp – Legal History Camp – Tax Prac. & Proc. Casto – Federal Courts Gonzalez – Discrim. In Employment Gonzalez - Texas Pretrial Proc. Gonzalez – TX Trail & Appellate Proc. Huffman – Nat'l Security Law Krahmer – Consumer Law</p>	<p>Baker – Civil Trial : Practice & Lit. Mat Batra – Neg. Workshop Benham – Trial Advocacy Camp – Legal History Camp – Tax Prac. & Proc. Casto – Federal Courts Huffman – Nat'l Security Law Loewy – Supreme Court Rosen – Const. Law Sem. Ross – Family Law & Housing Ross – Neg. Workshop Sherwin, R. – Appellate Advocacy Spain – Adv. ADR Clinic</p>	<p>Baker – Civil Trial : Practice & Lit. Mat Batra – Neg. Workshop Benham – Trial Advocacy Beyer – Estate Planning Camp – Legal History Camp – Tax Prac. & Proc. Casto – Federal Courts Drake – Foreign, Comp. & Int'l Legal Res. Drake – Texas Legal Research Gonzalez – Discrim. In Employment Gonzalez – Employment Law Gonzalez – TX Employ. Law Practicum Gonzalez - Texas Pretrial Proc. Gonzalez – TX Trail & Appellate Proc. Henry – Advanced Bankruptcy Henry – Banking Law Huffman – Nat'l Security Law Loewy – First Amendment Loewy – Supreme Court Murphy – Admin. Law</p>

Ross – Family Law & Housing	Spain – Civ Practice Clinic	Murphy – Antitrust Law
Ross – Neg. Workshop	Spain – Family Law	Outenreath – Act. for Lawyers
Sherwin, R. – Trial Advocacy	Torres – Adv. Legal Research	Outenreath – Adv. Income Tax
Spain – Adv. ADR Clinic	Yandell – Law Office Tech.	Outenreath – Corporate Tax
Spain – Civ Practice Clinic		Outenreath – Nonprofit Org.
Torres – Adv. Legal Research		Outenreath – Partnership Tax
Yandell – Law Office Tech.		Outenreath – State & Local Tax
		Pawlowic – Creditors’ Rights & Bankruptcy
		Pearl, A. – Adv. Water Law Sem.
		Pearl, A. – Amer. Indian Law
		Pearl, A. – Water Law
		Rosen – Const. Law Sem.
		Rosen- Human Rights Law
		Rosen – Int’l Human. Law
		Ross – Family Law & Housing
		Ross – Neg. Workshop
		Sherwin, R. – Appellate Advocacy
		Sherwin, R. – Commercial Litigation
		Sherwin, R. – Trial Advocacy
		Spain – Adv. ADR Clinic
		Spain – Civ Practice Clinic
		Spain – Family Law
		Torres – Adv. Legal Research
		Velte – Conflicts of Laws
		Velte – Gender, Sexuality & the Law
		Yandell – Law Office Tech.

Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.

Criterion 1: Demonstrate leadership skills in a variety of settings.	Criterion 2: Demonstrate the ability to work cooperatively with others.	Criterion 3: Maintain civility and respect for cultural diversity.	Criterion 4: Exhibit a commitment to pro bono and public services activities.
Batra – Intro. To Intel. Property	Baker – Civil Trial : Practice & Lit. Mat	Baker – Civil Trial : Practice & Lit. Mat	Outenreath – Nonprofit Org.
Batra – Neg. Workshop	Batra – Intro. To Intel. Property	Batra – Neg. Workshop	Sherwin, R. – Commercial Litigation
Beyer – Estate Planning	Batra – Neg. Workshop	Benham – Trial Advocacy	Spain – Civ Practice Clinic
Camp – Legal History	Benham – Trial Advocacy	Beyer – Estate Planning	
Drake – Foreign, Comp. & Int'l Legal Res.	Beyer – Estate Planning	Camp – Legal History	
Drake – Texas Legal Research	Camp – Legal History	Camp – Tax Prac. & Proc.	
Gonzalez – Discrim. In Employment	Camp – Tax Prac. & Proc.	Casto – Federal Courts	
Gonzalez – TX. Employ. Law Practicum	Christopher – Texas Prac.	Chiappinelli – Adv. Bus. Ent	
Henry – Advanced Bankruptcy	Drake – Foreign, Comp. & Int'l Legal Res.	Christopher – Texas Prac.	
Henry – Banking Law	Drake – Texas Legal Research	Drake – Foreign, Comp. & Int'l Legal Res.	
Loewy – Supreme Court	Gonzalez – Discrim. In Employment	Gonzalez – Discrim. In Employment	
Outenreath – Acct. for Lawyers	Gonzalez – TX. Employ. Law Practicum	Gonzalez – Employment Law	
Outenreath – Adv. Income Tax	Henry – Advanced Bankruptcy	Gonzalez – TX. Employ. Law Practicum	
Outenreath – Corporate Tax	Henry – Banking Law	Henry – Advanced Bankruptcy	
Outenreath – Nonprofit Org.	Loewy – First Amendment	Henry – Banking Law	
		Henry – Banking Law	
		Henry – Banking Law	

Outenreath – Partnership Tax	Loewy – Supreme Court	Huffman – Nat'l Security Law
Outenreath – State & Local Tax	Outenreath – Acct. for Lawyers	Krahmer – Consumer Law
Ross – Family Law & Housing	Outenreath – Adv. Income Tax	Loewy – First Amendment
Ross – Neg. Workshop	Outenreath – Corporate Tax	Loewy – Supreme Court
Ross – Race & Racism	Outenreath – Nonprofit Org.	Outenreath – Acct. for Lawyers
Sherwin, R. – Commercial Litigation	Outenreath – Partnership Tax	Outenreath – Adv. Income Tax
Sherwin, R. – Trial Advocacy	Outenreath – State & Local Tax	Outenreath – Corporate Tax
Spain – Adv. ADR Clinic	Pawlowic – Creditors' Rights & Bankruptcy	Outenreath – Nonprofit Org.
Spain – Civ Practice Clinic	Pearl, A. – Adv. Water Law Sem.	Outenreath – Partnership Tax
Velte – Gender, Sexuality & the Law	Pearl, A. – Amer. Indian Law	Outenreath – State & Local Tax
	Pearl, A. – Water Law	Pawlowic – Creditors' Rights & Bankruptcy
	Ross – Family Law & Housing	Pearl, A. – Adv. Water Law Sem.
	Ross – Neg. Workshop	Pearl, A. – Amer. Indian Law
	Ross – Race & Racism	Pearl, A. – Water Law
	Sherwin, R. – Commercial Litigation	Ramirez – Public Int'l Law
	Sherwin, R. – Trial Advocacy	Ramirez – NAFTA
	Spain – Adv. ADR Clinic	Rosen – Const. Law Sem.
	Spain – Civ Practice Clinic	Rosen – Human Rights Law
	Spain – Family Law	Rosen – Int'l Human. Law
	Torres – Adv. Legal Research	Ross – Family Law & Housing
	Velte – Gender, Sexuality & the Law	Ross – Neg. Workshop
		Ross – Race & Racism
		Sherwin, R. – Commercial Litigation
		Sherwin, R. – Trial Advocacy
		Spain – Adv. ADR Clinic

Curriculum Map of Learning Outcomes & Required Courses

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

	Criterion 1: Identify and describe key legal concepts and rules in the required curriculum.	Criterion 2: Identify and describe key legal concepts and rules in the elective curriculum.	Criterion 3: Identify and describe the structure of the U.S. and Texas legal systems.
IL REQUIRED			
Legal Practice I	All LP		All LP
Legal Practice II	All LP		All LP
Civil Procedure	Weninger, Murphy, Camp, Myhra		Camp, Myhra
Contracts	Casto, Shannon, Pawlowic, Krahmer		Casto
Torts	Rosen, Velte, T. Pearl, Watts, Cochran		Rosen, Velte
Constitutional Law	Rosen, Watts, Myhra		Rosen, Myhra
Criminal Law	T. Pearl, Cochran, Loewy, Huffman		T. Pearl, Cochran, Huffman
Property	A. Pearl, Beyer, Batra, Shannon		Beyer, Batra
ADVANCED REQUIRED			
Business Entities	Casto, Chiappinelli, Pawlowic		Casto
Commercial Law	Henry, Krahmer		Henry, Krahmer
Criminal Procedure	Bubany, Watts, Loewy, T. Pearl		Bubany
Evidence	Benham, Watts		Benham
Income Taxation	Black, James, Camp		James
Professional Responsibility	Benham, Spain, Velte		Benham, Velte
Wills and Trusts	Beyer, James, Black		Beyer, James

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

	<u>Criterion 1:</u> Accurately identify the material facts, procedural history, issues on appeal, rules of law, reasoning, holding, and policy in appellate court opinions.	<u>Criterion 2:</u> Identify and describe legal issues implicated by a factual scenario.	<u>Criterion 3:</u> Identify and describe relevant legal authority applicable to identified legal issues.	<u>Criterion 4:</u> Identify and describe key rules and reasoning contained within applicable authority.
IL REQUIRED				
Legal Practice I	All LP	All LP	All LP	All LP
Legal Practice I	All LP	All LP	All LP	All LP
Civil Procedure	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Camp, Myhra
Contracts	Casto, Shannon, Pawlowic, Krahmer	Casto, Shannon, Pawlowic, Krahmer	Casto, Shannon, Pawlowic, Krahmer	Casto, Shannon, Pawlowic, Krahmer
Torts	Rosen, Velte, T. Pearl, Watts, Cochran	Rosen, Velte, T. Pearl, Watts, Cochran	Rosen, Velte, Watts, Cochran	Rosen, Velte, T. Pearl, Watts, Cochran
Constitutional Law	Rosen, Watts, Myhra	Rosen, Watts, Myhra	Rosen, Watts, Myhra	Rosen, Watts, Myhra
Criminal Law	T. Pearl, Cochran, Loewy, Huffman	T. Pearl, Cochran, Loewy, Huffman	Cochran, Huffman	T. Pearl, Cochran, Loewy, Huffman
Property	Beyer, Batra, Shannon	A. Pearl, Beyer, Batra, Shannon	A. Pearl, Beyer, Batra, Shannon	A. Pearl, Beyer, Batra, Shannon
ADVANCED REQUIRED				
Business Entities	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic
Commercial Law	Henry, Krahmer	Henry, Krahmer	Henry, Krahmer	Henry, Krahmer
Criminal Procedure	Bubany, Watts, Loewy, T. Pearl	Bubany, Watts, Loewy, T. Pearl	Bubany, Watts, Loewy	Bubany, Watts, Loewy, T. Pearl
Evidence	Benham, Weninger, Watts	Benham, Weninger, Watts	Benham, Weninger, Watts	Benham, Weninger, Watts
Income Taxation	Black, James, Camp	Black, James, Camp	Black, James, Camp	Black, James, Camp

Professional Responsibility	Benham, Velte	Benham, Velte	Benham, Spain, Velte
Wills and Trusts	Beyer, James, Black	Beyer, James, Black	Beyer, James, Black

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

	<u>Criterion 5: Effectively synthesize and reconcile multiple legal authorities when applicable.</u>	<u>Criterion 6: Effectively analogize and distinguish precedent.</u>	<u>Criterion 7: Propose reasonable resolutions to legal problems.</u>
IL REQUIRED			
Legal Practice I	All LP	All LP	All LP
Legal Practice II	All LP	All LP	All LP
Civil Procedure	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Camp, Myhra	Weninger, Murphy, Myhra
Contracts	Casto, Shannon, Pawlowic, Krahmer	Casto, Shannon, Pawlowic, Krahmer	Casto, Pawlowic, Krahmer
Torts	Velte, T. Pearl, Cochran	Rosen, Velte, Cochran	Rosen, Velte, T. Pearl, Watts, Cochran
Constitutional Law	Rosen, Watts, Myhra	Rosen, Watts, Myhra	Rosen, Watts, Myhra
Criminal Law	T. Pearl, Cochran, Loewy	Cochran	Cochran
Property	A. Pearl, Beyer, Batra, Shannon	A. Pearl, Beyer, Shannon	Beyer, Batra
ADVANCED REQUIRED			
Business Entities	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic	Casto, Chiappinelli, Pawlowic
Commercial Law	Krahmer		Henry, Krahmer
Criminal Procedure	Bubany, Watis, Loewy, T. Pearl	Bubany, Watis, Loewy, T. Pearl	Watts, T. Pearl
Evidence	Benham, Weninger, Watts	Benham, Weninger, Watts	Benham, Weninger, Watts
Income Taxation	Black, James, Camp	Black, James, Camp	Black, James
Professional Responsibility	Benham, Velte	Benham, Velte	Benham, Velte
Wills and Trusts	Beyer, James, Black	Beyer, James	Beyer, James, Black

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

	<u>Criterion 1:</u> Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	<u>Criterion 2:</u> Create and implement a logical research plan that employs the appropriate tools of legal research.	<u>Criterion 3:</u> Use proper citation when required.
IL REQUIRED			
Legal Practice I	All LP	All LP	All LP
Legal Practice I			
Civil Procedure	Murphy, Camp, Myhra		
Contracts	Casto, Pawlowic, Krahrmer, Krahrmer		
Torts	Velte, Cochran		
Constitutional Law	Rosen, Myhra		
Criminal Law	Cochran, Huffman		
Property	Beyer	Beyer	Beyer
ADVANCED REQUIRED			
Business Entities	Casto, Pawlowic		
Commercial Law	Henry, Krahrmer		
Criminal Procedure	Huffman		
Evidence	Benham		
Income Taxation	James, Camp	James, Camp	James
Professional Responsibility	Benham, Velte	Velte	Velte
Wills and Trusts	Beyer		

Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.

	Criterion 1: Communicate effectively by employing predictive, persuasive, and operational writing techniques.	Criterion 2: Engage in effective and professional oral communication, including the delivery of an oral argument.
IL REQUIRED		
Legal Practice I	All LP	All LP
Legal Practice II	All LP	All LP
Civil Procedure	Murphy, Camp	Murphy, Camp, Myhra
Contracts	Pawlowic, Krahrmer	Casto, Pawlowic, Krahrmer
Torts	Rosen, Velte, Cochran	Velte, Cochran
Constitutional Law	Rosen, Myhra	Myhra
Criminal Law	Cochran, Huffman	Cochran, Huffman
Property	A. Pearl, Beyer, Batra	Beyer, Batra
ADVANCED REQUIRED		
Business Entities		Casto, Chiappinelli, Pawlowic
Commercial Law	Henry	
Criminal Procedure	T. Pearl	Rubany
Evidence		Benham
Income Taxation	James	Black, James
Professional Responsibility	Benham, Velte	Benham, Velte
Wills and Trusts	Beyer	Beyer, Black

Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.

	<u>Criterion 1:</u> Identify and describe the applicable rules and standards governing lawyers' professionalism and ethical responsibilities.	<u>Criterion 2:</u> Apply knowledge of professional ethics to the resolution of identified dilemmas.	<u>Criterion 3:</u> Apply knowledge of professional ethics in the context of oral and written advocacy.	<u>Criterion 4:</u> Demonstrate professionalism through conduct consistent with the legal profession's values and standards.
IL REQUIRED				
Legal Practice I	Some LP	Some LP	Some LP	All LP
Legal Practice II	Some LP	Some LP	Some LP	All LP
Civil Procedure	Murphy, Myhra	Murphy, Myhra	Myhra	
Contracts	Pawlowic, Krahmer	Pawlowic, Krahmer		
Torts	Cochran	Cochran	Cochran	Cochran
Constitutional Law		Myhra	Myhra	
Criminal Law	Cochran, Huffman	Cochran	Cochran	Cochran
Property	Beyer	Beyer	Beyer	Beyer
ADVANCED REQUIRED				
Business Entities	Pawlowic	Chiappinelli, Pawlowic	Chiappinelli	
Commercial Law	Krahmer	Krahmer		
Criminal Procedure	Bubany			
Evidence				
Income Taxation	James	Benham	Benham	
Professional Responsibility	Benham, Spain, Velte	Benham, Spain, Velte	Benham, Spain, Velte	James
Wills and Trusts	Beyer, James, Black	Beyer, James, Black	James	Benham, Spain, Velte James, Black

Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.

	<u>Criterion 1:</u> Demonstrate leadership skills in a variety of settings.	<u>Criterion 2:</u> Demonstrate the ability to work cooperatively with others.	<u>Criterion 3:</u> Maintain civility and respect for cultural diversity.	<u>Criterion 4:</u> Exhibit a commitment to pro bono and public services activities.
IL REQUIRED				
Legal Practice I	Some LP	All LP	Some LP	
Legal Practice I	Some LP	All LP	Some LP	
Civil Procedure			Myhra	
Contracts		Pawlowic	Murphy, Casto, Pawlowic, Krahmer	
Torts	Cochran	Velte, Cochran	Cochran	
Constitutional Law		Myhra	Myhra	
Criminal Law	Cochran	Cochran	Cochran, Huffman	
Property	Beyer	A. Pearl, Beyer, Batra	Beyer	
ADVANCED REQUIRED				
Business Entities		Pawlowic	Casto, Pawlowic	
Commercial Law		Henry		
Criminal Procedure				
Evidence	Weninger, Benham	Benham	Benham	
Income Taxation	James	James		
Professional Responsibility	Benham	Benham	Benham	
Wills and Trusts	James	James	Beyer, James, Black	James



TEXAS TECH UNIVERSITY
School of Law™

Curriculum Mapping Survey

In February 2016, the law faculty approved six institutional student learning outcomes (SLOs). Thus, we collectively determined that these learning outcomes represent what we want our law students to know, do, and value upon graduation.

As part of the assessment process, we will be using curriculum mapping as another important tool to assess our program of legal education and to determine whether, and the extent to which, our curriculum ensures that students achieve the SLOs. To that end, the Assessment Committee has prepared a survey to be completed by all professors who teach required courses in the law school curriculum. Professors who teach elective courses will complete the survey at a later date.

The survey directly correlates to our six institutional SLOs and their related criteria. For each criterion, please determine whether you address the identified student learning outcome in your course. If you do, please:

- (1) Specify whether or not you assess the stated criterion in your course by indicating Yes or No. (If you do not address a given criterion in your course, simply leave the space blank.)
- (2) List the assessment methods you use during your course to assess student learning of the criterion (examples of common assessment tools are mentioned below).

We will collect and compile this data in a curriculum map of the required courses. To do so, we need your responses no later than **Wednesday, April 27th**. Thank you in advance for your assistance with this important project!

Curriculum Mapping Survey

Thank you for providing information for the law school curriculum mapping process! The information you provide will help us evaluate our curriculum in relation to our law school Student Learning Outcomes.

Please complete this survey for each required course that you teach, and return it to Wendy Adele Humphrey by **Wednesday, April 27th**.

Please note that we do not expect that all or even most student learning outcomes will be addressed in every course. It may be that certain student learning outcomes are addressed in only one or two courses. This survey is being circulated to assess our overall program of legal education on an institutional level.

NAME: _____

Required Course: Please check one (fill out one survey per required course, i.e., if you teach two or more required courses, you will need to fill out separate surveys).

1L Required Courses (Fall)

_____ Civil Procedure

_____ Contracts

_____ Legal Practice I

_____ Torts

1L Required Courses (Spring)

_____ Criminal Law

_____ Constitutional Law

_____ Legal Practice II

_____ Property

Advanced Required Courses

_____ Business Entities

_____ Criminal Procedure

_____ Commercial Law

_____ Evidence

_____ Income Tax

_____ Professional Responsibility

_____ Wills and Trusts

Assessment Methods: There are many ways to assess student learning. Some common examples that you may employ include the following: final exam, mid-term exam, quiz, writing assignment, seminar paper, in-class simulation, presentation, class participation, or any other method you use to determine whether students are learning what you are teaching. (Please remember that for assessment data to be gathered and analyzed, some assessment methods that you use should be documented so there will be evidence of your assessment, e.g., a grading rubric for an exam, writing assignment, or presentation.)

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

In your course:	Y or N	How do you assess this criterion?
<u>Criterion 1:</u> Do students identify or describe key legal concepts or rules in the required curriculum?		
<u>Criterion 2:</u> Do students identify or describe key legal concepts or rules in the elective curriculum?		
<u>Criterion 3:</u> Do students identify or describe the structure of the U.S. or Texas legal systems?		

Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.

In your course:		How do you assess this criterion?
<u>Criterion 1:</u> Do students identify the material facts, procedural history, issues on appeal, rules of law, reasoning, holding, or policy in appellate court opinions?		
<u>Criterion 2:</u> Do students identify or describe legal issues implicated by a factual scenario?		
<u>Criterion 3:</u> Do students identify or describe legal authority applicable to identified legal issues?		
<u>Criterion 4:</u> Do students identify or describe key rules and reasoning contained within applicable authority?		
<u>Criterion 5:</u> Do students synthesize or reconcile multiple legal authorities when applicable?		
<u>Criterion 6:</u> Do students analogize and distinguish precedent?		
<u>Criterion 7:</u> Do students propose reasonable resolutions to legal problems?		

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

In your course:	Y or N	How do you assess this criterion?
<u>Criterion 1:</u> Do students identify or describe the roles and differing characteristics of sources of law, including the weight of authority?		
<u>Criterion 2:</u> Do students create or implement a logical research plan that employs the tools of legal research?		
<u>Criterion 3:</u> Do students have the opportunity to demonstrate the of proper citation?		

Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.

In your course:	Y or N	How do you assess this criterion?
<u>Criterion 1:</u> Do students communicate by employing predictive, persuasive, and operational writing techniques?		
<u>Criterion 2:</u> Do students engage in professional oral communication, which may include the delivery of an oral argument?		

Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.

In your course:	Y or N	How do you assess this criterion?
<u>Criterion 1:</u> Do students identify or describe the applicable rules or standards governing lawyers' professionalism and ethical responsibilities?		
<u>Criterion 2:</u> Do students apply knowledge of professional ethics to the resolution of identified dilemmas?		
<u>Criterion 3:</u> Do students apply knowledge of professional ethics in the context of oral or written advocacy?		

Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.

In your course:	Y or N	How do you assess this criterion?
<u>Criterion 1:</u> Do students have the opportunity to demonstrate leadership skills?		
<u>Criterion 2:</u> Do students demonstrate the ability to work cooperatively with others?		
<u>Criterion 3:</u> Do students develop civility and respect for cultural diversity?		
<u>Criterion 4:</u> Do students have an opportunity to exhibit a commitment to pro bono and public services activities?		

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

10

Examples of Syllabi Review Assessment Forms

(review completed in Spring 2017)

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

Introduction. As part of its charge, the Assessment Committee is evaluating whether the faculty, as a whole, is sufficiently including student learning outcomes ("SLO") in its syllabi. Thus, the first purpose of this syllabus review is to evaluate whether faculty members are articulating SLO on the course level. The second purpose of this syllabus review is to evaluate, for those syllabi that do articulate SLO, whether the SLO are sufficiently described. The final purpose of this syllabus review is to evaluate the number and types of assessments being conducted at the course level.

Section One: Course Information.

1. Course name: Adv Business Entities
2. Professor name: Chiappinelli

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No
- a. If yes, how may SLO are articulated? 6 (?)
- b. If yes, are the SLO presented in a stand-alone section? Yes No
- c. If yes, do the SLOs use a variety of action verbs? Yes No
2. Does the syllabus describe the forms of assessment to be used? Yes No

very vague on what will be learned

a. If yes, please list the types of formative and summative assessment mentioned.

<i>list of methods for assessment</i>	<i>"grade determination" = presentation participation paper</i>
---------------------------------------	---

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

"methods of assessing outcomes" is vague + confusing

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

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Section One: Course Information.

1. Course name: IBT
2. Professor name: Ramirez

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No
- a. If yes, how many SLO are articulated? 8
- b. If yes, are the SLO presented in a stand-alone section? Yes No
- c. If yes, do the SLOs use a variety of action verbs? Yes No
2. Does the syllabus describe the forms of assessment to be used? Yes No
- a. If yes, please list the types of formative and summative assessment mentioned.

<p>quizzes } formative homework } no grades</p>	<p>closed-book exam [participation]</p>
---	---

mostly "identity" plus occasionally something else

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

very complete!

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

Introduction. As part of its charge, the Assessment Committee is evaluating whether the faculty, as a whole, is sufficiently including student learning outcomes ("SLO") in its syllabi. Thus, the first purpose of this syllabus review is to evaluate whether faculty members are articulating SLO on the course level. The second purpose of this syllabus review is to evaluate, for those syllabi that do articulate SLO, whether the SLO are sufficiently described. The final purpose of this syllabus review is to evaluate the number and types of assessments being conducted at the course level.

Section One: Course Information.

1. Course name: Contracts
2. Professor name: Shannon

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No *narrative ff*
- a. If yes, how may SLO are articulated? not well separated
- b. If yes, are the SLO presented in a stand-alone section? Yes No
- c. If yes, do the SLOs use a variety of action verbs? Yes No *understand, develop, demonstrate*
2. Does the syllabus describe the forms of assessment to be used? Yes No

a. If yes, please list the types of formative and summative assessment mentioned.

? one final
practice test
possibly participation

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

not clear if final is 100% of grade
(except participation bump?)

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

Introduction. As part of its charge, the Assessment Committee is evaluating whether the faculty, as a whole, is sufficiently including student learning outcomes ("SLO") in its syllabi. Thus, the first purpose of this syllabus review is to evaluate whether faculty members are articulating SLO on the course level. The second purpose of this syllabus review is to evaluate, for those syllabi that do articulate SLO, whether the SLO are sufficiently described. The final purpose of this syllabus review is to evaluate the number and types of assessments being conducted at the course level.

Section One: Course Information.

1. Course name: Environmental Law
2. Professor name: Tracy Pearl

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No *narrative #*
- a. If yes, how may SLO are articulated? _____ *could be set out more specifically & separately*
- b. If yes, are the SLO presented in a stand-alone section? Yes No
- c. If yes, do the SLOs use a variety of action verbs? Yes No
2. Does the syllabus describe the forms of assessment to be used? Yes No

a. If yes, please list the types of formative and summative assessment mentioned.

<i>exam</i> <i>quizzes</i>	<i>participation</i>
-------------------------------	----------------------

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

<i>more formative assessment that is not just multiple choice</i>

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

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Section One: Course Information.

1. Course name: Torts
2. Professor name: Rosen

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No
- a. If yes, how many SLO are articulated? 4
- b. If yes, are the SLO presented in a stand-alone section? Yes No
- c. If yes, do the SLOs use a variety of action verbs? Yes No
2. Does the syllabus describe the forms of assessment to be used? Yes No

a. If yes, please list the types of formative and summative assessment mentioned.

class discussion, essay exam

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

no

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

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Section One: Course Information.

1. Course name: Discrimination in Employment
2. Professor name: Gonzalez

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No
- a. If yes, how many SLO are articulated? 5
- b. If yes, are the SLO presented in a stand-alone section? Yes No (easy to fix)
- c. If yes, do the SLOs use a variety of action verbs? Yes No
2. Does the syllabus describe the forms of assessment to be used? Yes No ~~unless~~ ~~mentioned?~~
- a. If yes, please list the types of formative and summative assessment mentioned.

"the exam" referenced on p. 2 but not described
Final exam. Failure to participate in class may reduce grade. (p. 5)

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

Consider making assessment its own heading/section?
It's a bit hard to find on p. 5.

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

Introduction. As part of its charge, the Assessment Committee is evaluating whether the faculty, as a whole, is sufficiently including student learning outcomes ("SLO") in its syllabi. Thus, the first purpose of this syllabus review is to evaluate whether faculty members are articulating SLO on the course level. The second purpose of this syllabus review is to evaluate, for those syllabi that do articulate SLO, whether the SLO are sufficiently described. The final purpose of this syllabus review is to evaluate the number and types of assessments being conducted at the course level.

Section One: Course Information.

1. Course name: Civil Procedure
2. Professor name: Bryan Camp

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No
- a. If yes, how many SLO are articulated? 4
- b. If yes, are the SLO presented in a stand-alone section? Yes No
- c. If yes, do the SLOs use a variety of action verbs? Yes No recognize
apply
interpret
think
2. Does the syllabus describe the forms of assessment to be used? Yes No

a. If yes, please list the types of formative and summative assessment mentioned.

1) ungraded midterm 3) comprehension exercises
2) final exam

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

looks good!

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

Introduction. As part of its charge, the Assessment Committee is evaluating whether the faculty, as a whole, is sufficiently including student learning outcomes ("SLO") in its syllabi. Thus, the first purpose of this syllabus review is to evaluate whether faculty members are articulating SLO on the course level. The second purpose of this syllabus review is to evaluate, for those syllabi that do articulate SLO, whether the SLO are sufficiently described. The final purpose of this syllabus review is to evaluate the number and types of assessments being conducted at the course level.

Section One: Course Information.

- 1. Course name: ~~Course~~ Anti-Trust Survey
- 2. Professor name: _____

Section Two: Evaluation of SLO.

- 1. Does the syllabus articulate specific SLO? Yes No
 - a. If yes, how may SLO are articulated? 4
 - b. If yes, are the SLO presented in a stand-alone section? Yes No
 - c. If yes, do the SLOs use a variety of action verbs? Yes No (*assess*)
- 2. Does the syllabus describe the forms of assessment to be used? Yes No

a. If yes, please list the types of formative and summative assessment mentioned.

- final exam
- class participation

- 3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

- consider breaking SLO to their own sections (right now, combined w/ introduction)

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

Introduction. As part of its charge, the Assessment Committee is evaluating whether the faculty, as a whole, is sufficiently including student learning outcomes ("SLO") in its syllabi. Thus, the first purpose of this syllabus review is to evaluate whether faculty members are articulating SLO on the course level. The second purpose of this syllabus review is to evaluate, for those syllabi that do articulate SLO, whether the SLO are sufficiently described. The final purpose of this syllabus review is to -evaluate the number and types of assessments being conducted at the course level.

Section One: Course Information.

1. Course name: Emerging Technology Law
2. Professor name: Victoria Sutton, MPA, PHD, JD

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No
- a. If yes, how may SLO are articulated? 4
- b. If yes, are the SLO presented in a stand-alone section? Yes No
- c. If yes, do the SLOs use a variety of action verbs? Yes No
2. Does the syllabus describe the forms of assessment to be used? Yes No

a. If yes, please list the types of formative and summative assessment mentioned.

Formative-class and group exercises, e-journal, video project, "reflective assessment at the end of each segment"
Summative assessment- Midterm and Final Exam.

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

Introduction. As part of its charge, the Assessment Committee is evaluating whether the faculty, as a whole, is sufficiently including student learning outcomes ("SLO") in its syllabi. Thus, the first purpose of this syllabus review is to evaluate whether faculty members are articulating SLO on the course level. The second purpose of this syllabus review is to evaluate, for those syllabi that do articulate SLO, whether the SLO are sufficiently described. The final purpose of this syllabus review is to -evaluate the number and types of assessments being conducted at the course level.

Section One: Course Information.

1. Course name: Caprock Public Defender Office
2. Professor name: Patrick Metze

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No
- a. If yes, how many SLO are articulated? Many
- b. If yes, are the SLO presented in a stand-alone section? Yes No
- c. If yes, do the SLOs use a variety of action verbs? Yes No
2. Does the syllabus describe the forms of assessment to be used? Yes No
- a. If yes, please list the types of formative and summative assessment mentioned.

Both formative and summative, research and writing, case development, case presentation, case resolution, professionalism.

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

**Texas Tech University School of Law
Assessment Committee
Syllabus Review (Fall 2016 Syllabi)**

Introduction. As part of its charge, the Assessment Committee is evaluating whether the faculty, as a whole, is sufficiently including student learning outcomes ("SLO") in its syllabi. Thus, the first purpose of this syllabus review is to evaluate whether faculty members are articulating SLO on the course level. The second purpose of this syllabus review is to evaluate, for those syllabi that do articulate SLO, whether the SLO are sufficiently described. The final purpose of this syllabus review is to evaluate the number and types of assessments being conducted at the course level.

Section One: Course Information.

1. Course name: American Indian Law
2. Professor name: A. Pearl

Section Two: Evaluation of SLO.

1. Does the syllabus articulate specific SLO? Yes No
- a. If yes, how may SLO are articulated? 7, by my count (they are not enumerated)
could be broken out into more
- b. If yes, are the SLO presented in a stand-alone section? Yes No - easy to fix
- c. If yes, do the SLOs use a variety of action verbs? Yes No

2. Does the syllabus describe the forms of assessment to be used? Yes No

a. If yes, please list the types of formative and summative assessment mentioned.

formative: writing assignment (25%), in-class writing assignments (P/F), class prep + participation
summative: final exam (75%)

3. Do you have any comments, concerns, or suggestions for the faculty member/syllabus evaluated for this review?

Assessment Matters!



At the Texas Tech School of Law

APPENDIX

11

PowerPoints presented to
the School of Law faculty
and students

**EDUCATIONAL EFFECTIVENESS:
CONTINUING TO LOVE ASSESSMENT**



**TEXAS TECH SCHOOL OF LAW
FACULTY MEETING
JANUARY 10, 2018**

ASSESSING YOUR KNOWLEDGE OF ASSESSMENT



Implementation Cycle for Learning Outcomes

Texas Tech University School of Law

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.		•					•
Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.			•				
Learning Outcome 3: Graduates will demonstrate competent skills in legal research.	•				•		
Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.			•			•	
Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.			•			•	
Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.				•			

WHAT NEXT?

- Continue working on the actions for improvement for SLO #3.
- Approve the Educational Effectiveness Plan (distributed via email).
- Start collecting data for SLO #1, i.e., Self-Reporting Form. **DUE FRIDAY, JANUARY 26TH!**
- Get ready for the ABA site visit in March.
- Apply for the Provost's Institutional Effectiveness Excellence Award (application due April 1st). Winning departments will receive a cash prize of \$5,000!

2017-2018 IMPLEMENTING LEARNING OUTCOME I

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

To demonstrate achievement of this learning outcome, graduates will:

- **Criterion 1:** Identify and describe key legal concepts and rules in the required curriculum.
- **Criterion 2:** Identify and describe key legal concepts and rules in the elective curriculum.
- **Criterion 3:** Identify and describe the structure of the U.S. and Texas legal systems.

STEPS WHEN REPORTING YOUR STUDENTS' LEARNING:

- 1- Indicate N/A if the criterion does not apply to your course.
- 2- For each criterion that applies, please indicate the number of students in your class that fall into one of two buckets: “approaching competency” and “competent.”
- 3- For each criterion that applies, list the specific methods of assessment you used to assess your students’ learning. Also attach a copy of any supporting documents that show how you assessed your students’ learning, e.g., copies of quizzes, rubrics, exams. (Not every assessment method will have supporting documents. You can simply provide a short narrative.)
- Complete the task on or before **Friday, January 26th**. Email to tracy.coffman@ttu.edu.

THANK YOU

A stylized graphic of a blue wave with a white outline, curving from the bottom left towards the top right, positioned behind the text.

**EDUCATIONAL EFFECTIVENESS:
LEARNING TO LOVE ASSESSMENT**



**TEXAS TECH SCHOOL OF LAW
FACULTY RETREAT
AUGUST 25, 2017**

Assessment as a Mandate

- Regional Accreditation Standards (SACSCOC)
- ABA Standards

Assessment as an Opportunity

- To identify our own unique strengths (and weaknesses).
- To provide concrete evidence to guide budgeting, curriculum design, teaching, and strategic planning.

ABA STANDARDS: IN A NUTSHELL

- **Standard 301** requires the law school to establish and publish its learning outcomes.
- **Standard 302** requires that the learning outcomes include competency in certain listed essential spheres.
- **Standard 314** requires both formative and summative assessment.
- **Standard 315** requires measurement of student progress. It does not require that the progress of every student be tracked as to every outcome. Nor does it require that every outcome be measured every year.

THE BIG PICTURE

- **Student Learning Outcome (SLO)** – the knowledge, skills, and values that you desire law students at your institution to have at a specified time, e.g., end of a course, upon graduation.
- **Formative assessment** – assessment conducted throughout the course of study through which students are provided meaningful feedback to improve their learning.
- **Summative assessment** – assessment “after the fact”; assessment that occurs after a course of study and does not provide an opportunity for students to improve, e.g., end-of-unit exam, a final exam, the bar exam.



Develop (or
revise)
learning
outcomes

Measure
student
achievement
of outcomes

Analyze
measurement
data

Use data to
improve
student
learning

**Outcomes
Assessment**

WHAT DO I DO?

- Chair the law school's Educational Effectiveness committee.
- Serve on the university-level Institutional Effectiveness committee (next meeting is on September 6th).
- Serve on the Institutional Effectiveness Outreach & Engagement subcommittee.
- Serve on the university-level Assessment Liaison committee (first meeting is on September 7th).
- Served on the 2017 TTU Institutional Effectiveness Award committee.
- Maintain the law school's assessment information on TracDat (next SACSCOC reporting deadline is October 1st).

Data Collection Cycle for Learning Outcomes

Texas Tech University School of Law

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.		•					•
Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.			•				
Learning Outcome 3: Graduates will demonstrate competent skills in legal research.	•				•		
Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.			•			•	
Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.			•			•	
Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.				•			

TTU OFFICE OF PLANNING AND ASSESSMENT

- “Your commitment to assessment is notable, and our office thanks you for continuing your efforts to sustain the School of Law’s exemplary assessment efforts.”
- “Again, I want to reiterate that the learning outcome schedule that you presented falls within SACSCOC guidelines. In other words, you do not have to assess every outcome every year.”

- Jennifer S. Hughes, Ph.D., Managing Director of
the TTU Office of Planning and Assessment
(August 2017)

2016-2017 LEARNING OUTCOME 3

Learning Outcome 3: Graduates will demonstrate competent skills in legal research.

To demonstrate achievement of this learning outcome, graduates will:

- Criterion 1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.
- Criterion 2: Create and implement a logical research plan that employs the appropriate tools of legal research.
- Criterion 3: Use proper citation when required.

2016-2017 LEARNING OUTCOME 3

- Created a “two-bucket” self-reporting form to use when reporting student learning.
- Consulted with Kathy Austin and the Office of Planning and Assessment.
- Reviewed the Student Learning Outcomes and assessment methods in all syllabi.
- Collected information for the J.D. curriculum map (elective courses).

Learning Outcome 3: To demonstrate competent skills in legal research.

- Met with each Legal Practice professor to discuss methods of assessment and reminded them to keep copies of their students' work.
- Collected their assessment forms and supporting documentation, e.g., rubrics, research exercises, etc.
- Determined results based on the assessment forms.
- Introduced the importance of Student Learning Outcomes during 1L Orientation.
- Conducting a student survey during the 2L Mandatory Meeting on September 5th.

Learning Outcome 3: To demonstrate competent skills in legal research.

	Still Approaching Competency	Competent
Criterion #1: Identify and describe the roles and differing characteristics of sources of law, including the weight of authority.	8	140
Criterion #2: Create and implement a logical research plan that employs the appropriate tools of legal research.	14	134
Criterion #3: Use proper citation when required.	36	112

2017-2018 IMPLEMENTING LEARNING OUTCOME 2

Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.

To demonstrate achievement of this learning outcome, graduates will:

- **Criterion 1:** Identify and describe key legal concepts and rules in the required curriculum.
- **Criterion 2:** Identify and describe key legal concepts and rules in the elective curriculum.
- **Criterion 3:** Identify and describe the structure of the U.S. and Texas legal systems.

WHAT YOU NEED TO DO:

- Determine what substantive and procedural law students in your class should learn.
- Implement formative assessment methods to assess your students' learning.
- Keep track of what you do (don't wait until the end of the semester).
- Print supporting documentation as you go, e.g., quizzes, rubrics.
- Submit your assessment form and supporting documentation by the stated deadline.
- Keep copies of your students' exams, etc. (ABA requires this anyway.)
- Contact me for help.

SEARCHING FOR SOLUTIONS:

- *“I don’t have time to do more work.”*
- *“Students do not take advantage of the extra learning opportunities.”*
- *“I will not be able to cover everything in my book.”*
- *“I refuse to treat these law students like babies.”*
- *“This is not the way I learned.”*

**Thank you for
being supportive of
our assessment
efforts!**

Formative Assessment

Professor Nancy Soonpaa
Texas Tech University
School of Law
Faculty Retreat
September 9, 2016



Overview

- Background/History
- Definitions
- Moving beyond traditional end-of-semester assessment
- Exploring formative assessment
- Discussion

Background/History

- Assessment is not new in teaching
- Traditional law school testing is narrower in scope and goals than assessment
- Assessment in other disciplines
- ABA and accrediting-body interest in assessment



Standard 314. ASSESSMENT OF STUDENT LEARNING

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.

Standard 315. EVALUATION OF PROGRAM OF LEGAL EDUCATION, LEARNING OUTCOMES, AND ASSESSMENT METHODS

The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

Definitions

- Assessment: More than just testing or grading, assessment is a process that has a goal of understanding and improving student learning.
- Formative assessment—assessment that occurs during the instruction to assess both teaching and learning.
- Summative assessment—assessment that occurs at the end of an instructional unit, to determine the degree of student learning and, often, to determine a grade.

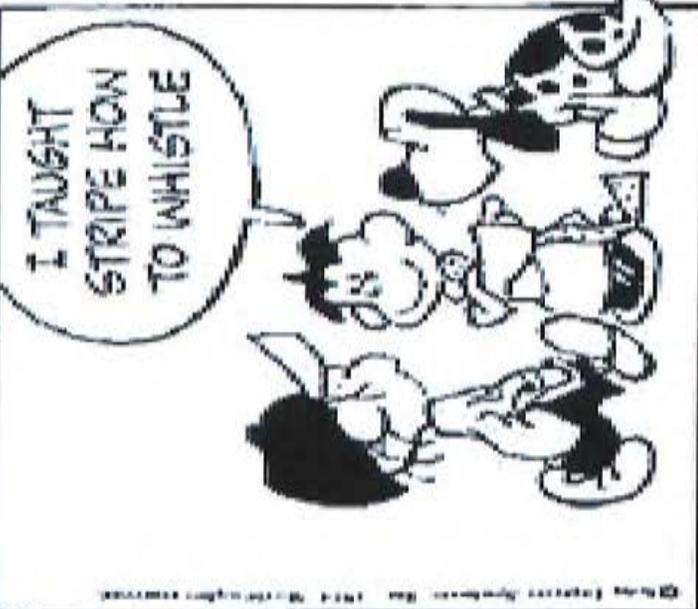
	Pre-assessment	Formative Assessment	Summative Assessment
What is it?	Assessment that is used to collect information about students.	Assessment that gathers information about student learning.	Assessment that show what students have learned.
When is it used?	Before a lesson or new unit of study.	During a lesson or unit of study.	At the end of a lesson or unit of study.
Why is it used?	To determine the readiness level of students and to inform instruction.	To track students' progress and to make changes to instruction.	To provide evidence of what students learned.

A toe-tapping example

- <https://www.youtube.com/watch?v=ns0gkx0UTxY>

Moving beyond the traditional end-of-semester exam

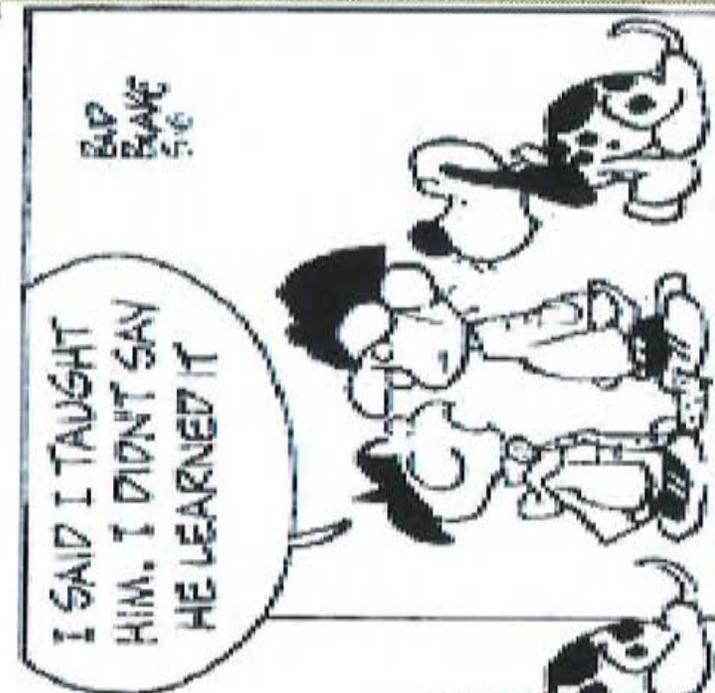
- Traditional testing/assessment is no longer enough (and it may never have been enough).
- Assessment does not need to be summative or graded to be effective and helpful.
- Formative assessment benefits both the teacher and the students.
- Meaningful feedback is important too!
- And finally, the ABA Standards now require law schools and professors to move beyond the old standard of one final and summative assessment.



I TAUGHT
STRIPE HOW
TO WHISTLE



I DON'T HEAR
HIM WHISTLING



I SAID I TAUGHT
HIM. I DIDN'T SAY
HE LEARNED IT

BAD
BLANK
5:6



A modern version of the
cartoon . . .

- <https://www.youtube.com/watch?v=XCALHmsGJW4>

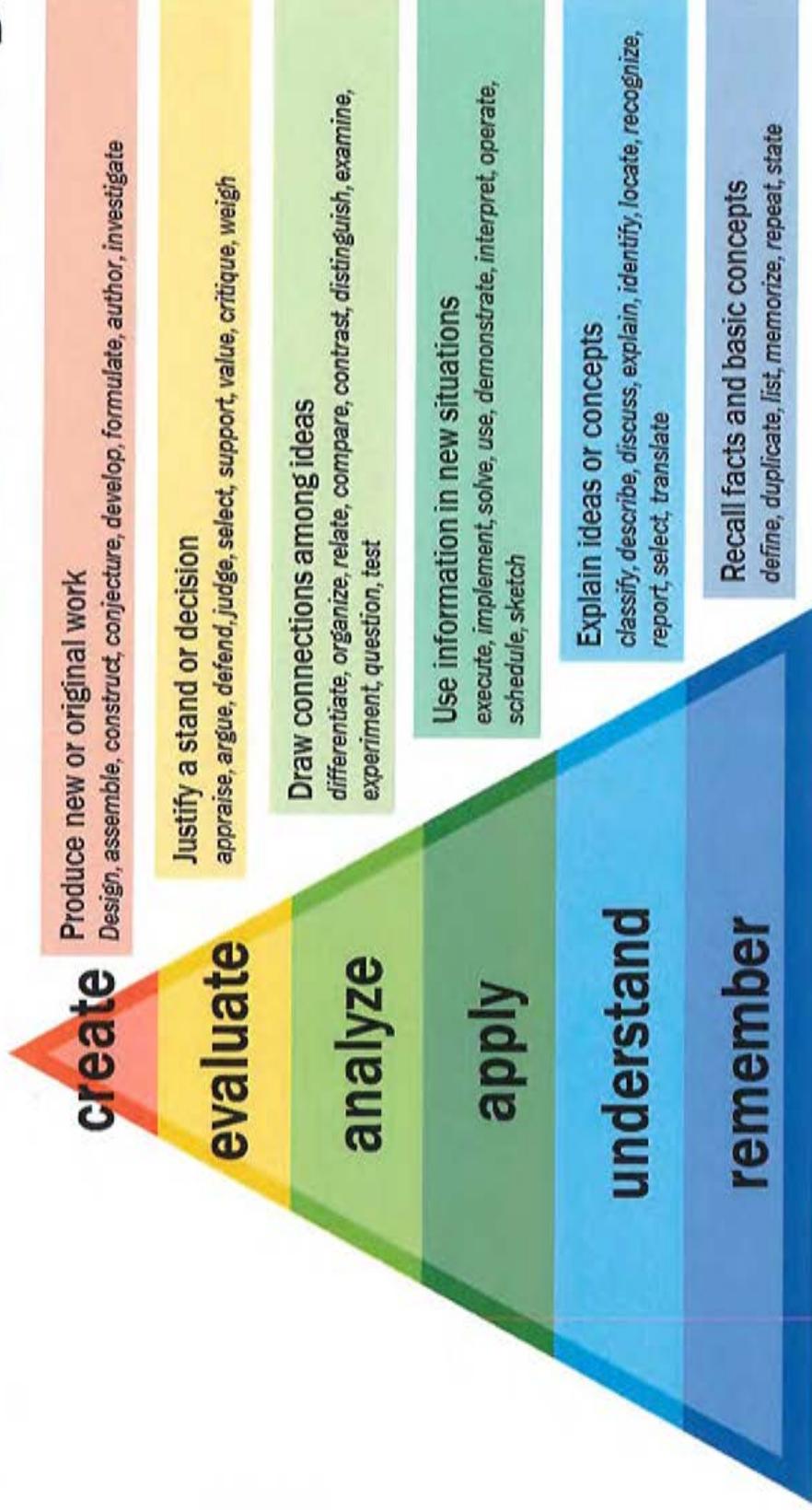


Adding formative assessments to your course

- First, what do you want to assess?
- Second, choose an appropriate assessment method.

What do you want to assess?

Bloom's Taxonomy





Choosing formative assessments

- Many and easy-to-implement
- Remember: Meaningful feedback is a must, both pedagogically and for Standards compliance.

Formative assessments: Very

easy . . .

- Observe body language
- Ask for nods
- Ask questions
- Listen
- Solicit comments



Formative assessments: Classic active learning

- Group work
- Think-pair-share
- Keep a journal



Formative assessments: Rudimentary response systems

- Thumbs up/thumbs down
- Red/yellow/green cards
- Other card systems

Formative assessments: Use technology

- Text the professor during class
- Tweet a summary of a concept or a class
- Use actual clickers
- Blackboard, TWEN, Flubaroo



Formative assessments: Metacognition and self- regulated learning

- Respond to a metacognition table
 - What did we do in class?
 - Why did we do it?
 - What did I learn today?
 - How can I apply it?
 - What questions do I have about it?



Formative assessments: Starting and finishing a class

- Admit/exit slips; three-minute writings
- Three things a fellow student might misunderstand
- Muddy/clear



Formative assessments: Use
that right brain

- Create an outline or flow chart
- Doodle a response
- Find a picture that illustrates a concept



Formative assessment: Techniques from K-12

- Reading quizzes
- Work sheets, fill-in-the-blank, guided writings

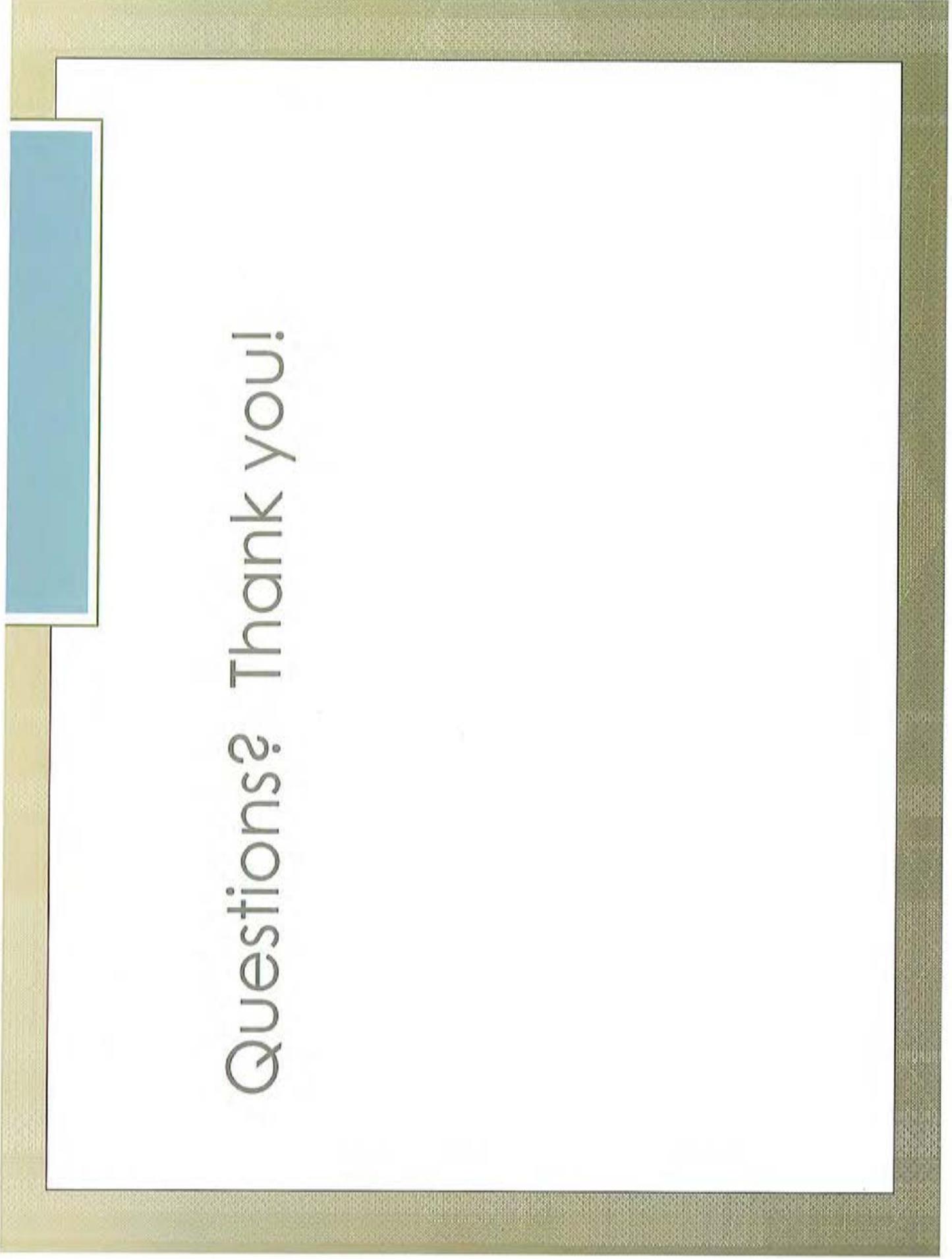
Concerns

- How long will it take?
 - Class time
 - Class size
 - Preparing, executing, assessing, giving feedback
- What value will it add?
- Who will assume the workload?
 - The professor
 - The tutor or teaching fellow
 - The students



Let's talk.

- Groups and assignments
- Think and share
- Report back



Questions? Thank you!

Resources

- <https://globaldigitalcitizen.org/12-awesome-formative-assessment-examples>
- <http://www.edutopia.org/groups/assessmentent/250941>
- http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf
- http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf
- <https://www.youtube.com/watch?v=gXOMbXeQNNA>



ASSESSMENT IS KEY

Texas Tech School of Law
Faculty Update, August 31, 2016

Assessment is key:



- To complying with ABA and SACSCOC standards.
- To gaining information about our students' strengths and weaknesses so that they can improve their learning.

What's New?

- Updated all data for SACSCOC compliance.
- Completed the curriculum map for required courses.
- Created an Assessment Cycle as part of our overall assessment plan.
- Introduced the new 1Ls to assessment and the law school's mission and student learning outcomes.
- Conducted adjunct faculty training re: SLOs and formative assessment.
- Re-evaluated the LL.M. program student learning outcomes and assessment methods.

Data Collection Cycle for Learning Outcomes
Texas Tech University School of Law

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Learning Outcome 1: Graduates will demonstrate competent knowledge and understanding of substantive and procedural law.				●			●
Learning Outcome 2: Graduates will demonstrate competent skills in legal analysis, reasoning, and problem-solving.		●			●		
Learning Outcome 3: Graduates will demonstrate competent skills in legal research.	●				●		
Learning Outcome 4: Graduates will demonstrate competent skills in written and oral communication.			●			●	
Learning Outcome 5: Graduates will demonstrate competent knowledge of professional and ethical responsibilities.			●			●	
Learning Outcome 6: Graduates will develop other professional skills needed for competent and ethical participation as a member of the legal profession.				●			●

What's Next?

- Present information about formative assessment at the faculty retreat (and continue offering information about it throughout the academic year).
- Gather information to create a curriculum map for elective courses.
- Review learning outcomes in syllabi.
- Implement Learning Outcome 3 (competent legal research skills) and collect data.
- Meet with all faculty members to discuss assessment methods for Learning Outcome 2 (competent skills in legal analysis, reasoning, and problem-solving).

Thanks You!

Law School Assessment: What Good Teachers Do



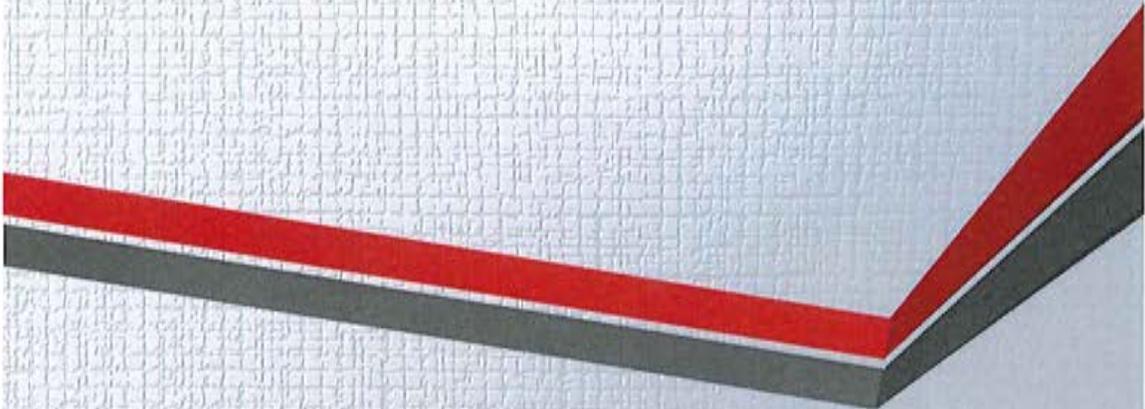
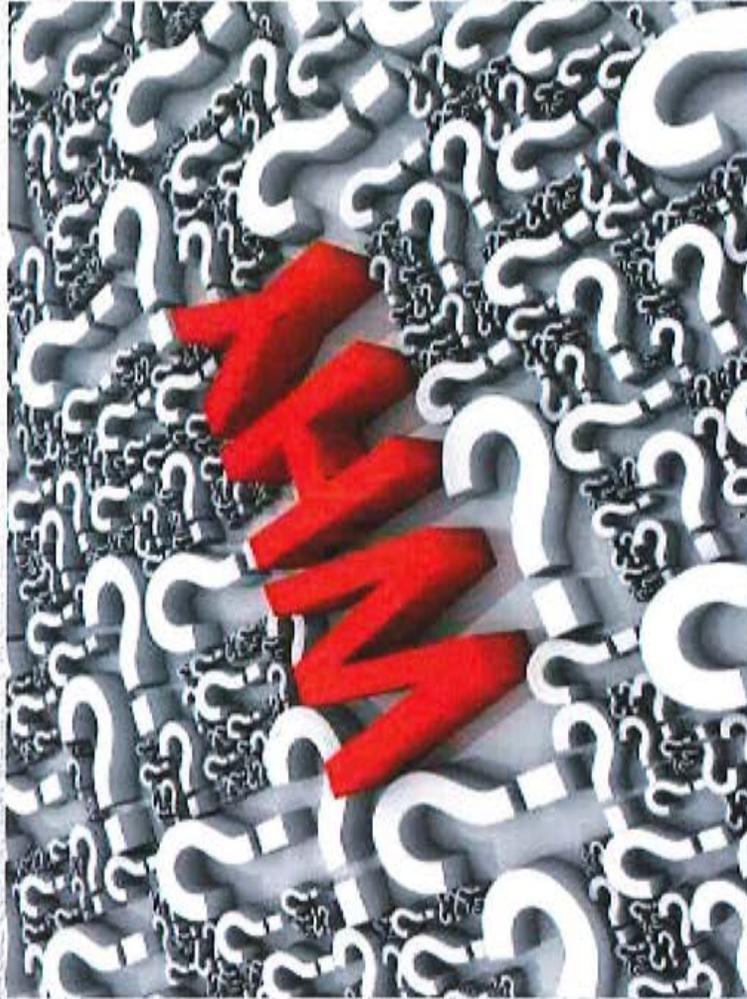
Texas Tech School of Law
Adjunct Faculty Meeting

August 29, 2016

Associate Dean Humphrey

Meeting Objectives:

- To demonstrate knowledge of WHY there is now a focus on law school assessment.
- To describe the steps in an assessment cycle.
- To identify the two main types of assessment.
- To draft effective course-level student learning outcomes.
- To describe ways to incorporate formative assessment into your course.



Assessment as a Mandate

- Regional Accreditation Standards
- ABA Standards

Assessment as an Opportunity

- To identify our own unique strengths (and weaknesses).
- To provide *concrete* evidence to guide budgeting, curriculum design, teaching, and strategic planning.

Standards:

- ABA and SACSCOC Standards require us to use the collective performance of our students to assess our own performance as educators.
- This approach requires a shift in focus from what is being taught in law schools to what is being learned by students, i.e., to the quality of our students' *outputs*.
- New ABA Standards include: 301 (Objectives of Program of Legal Education), 302 (Learning Outcomes), 314 (Assessment of Student Learning), and 315 (Evaluation of Program of Legal Education, Learning Outcomes, and Assessment Methods).

In a Nutshell:

- **Standard 301** requires the school to establish and publish its learning outcomes.
- **Standard 302** requires that the learning outcomes include competency in certain listed essential spheres. This standard also leaves room for a law school to distinguish itself from other law schools.
- **Standard 314** requires both formative and summative assessment (thus challenging law professors to provide more meaningful feedback to improve student learning).
- **Standard 315** requires measurement of student progress. It does not require that the progress of every student be tracked as to every outcome. Nor does it require that every outcome be measured every year.

Phase-In Process:

- "In the initial phases of implementation of the outcome measures Standards set forth in Standards 301(b), 302, 303, and 314, which will begin in the 2016-17 academic year, **compliance will be assessed based upon evaluation the seriousness of the school's efforts to establish and assess learning outcomes**, not upon attainment of particular level of achievement for each learning outcome."

Phase-in Process:

"Among factors to consider in assessing compliance with these Standards are [1] whether a school has demonstrated faculty engagement in the identification of the student learning outcomes it seeks for its graduates; [2] whether the school is working effectively to identify how the school's curriculum encompasses the identified outcomes and to integrate teaching and assessment of those outcomes into its curriculum; and [3] whether the school has identified when and how students receive feedback on their development of the identified outcomes."

Legal education is a process.

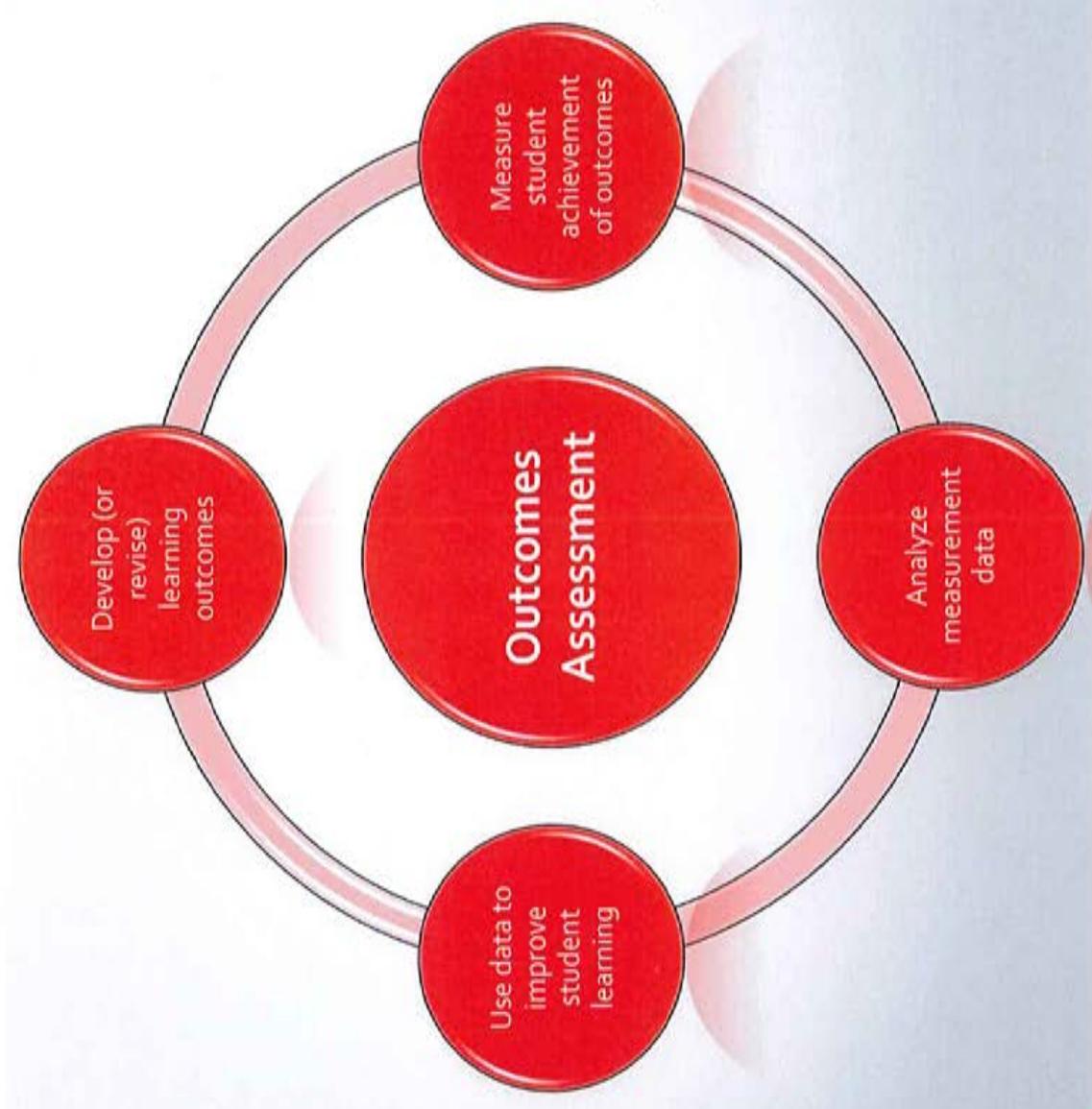
The outcomes assessment process in an ongoing, systematic process that requires the law school to take the following steps:

- 1- identify student learning outcomes;
- 2- measure student achievement of the learning outcomes, using data collected from student outputs;
- 3- analyze the data obtained from such measurements; and
- 4- use the data gather to improve student learning (i.e., “close the loop”).

Institutional Assessment Plan:

Involves three phases:

- 1- the **Development Stage** (this "big picture" stage include identifying the school's student learning outcomes);
- 2- the **Implementation Stage** (create and undertake projects designed to measure the achievement of each learning outcome); and
- 3- the **Evaluation Stage** (analyze the data gathered and "close the loop" by implementing necessary changes).



Where are we in the process?

- After input from faculty, students, and alumni, in February 2016 the law school faculty approved a revised mission statement and the J.D. program's Student Learning Outcomes.
- All concentrations and certificate programs now have student learning outcomes.
- We conducted a curriculum mapping survey for the required courses.
- Faculty members have been educated on how to create effective course-level student learning outcomes.
- During orientation, the incoming class received an overview of assessment, including a copy of the J.D. learning outcomes.
- As part of the law school's assessment cycle, we will be implementing Outcome 3 (competent research skills) during 2016-17.
- Faculty will continue to be educated about ways to easily incorporate formative assessment into their courses.

Texas Tech's Mission Statement:

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world.

Approved by the Texas Tech University Board of Regents, May 2010

Texas Tech School of Law's Mission Statement:

The mission of the Texas Tech University School of Law is to prepare individuals for the effective and ethical practice of law in a rapidly changing, diverse, and interconnected world; to engage in meaningful scholarship; and to foster a culture of public service.

Approved by Law School Faculty, Feb. 2016

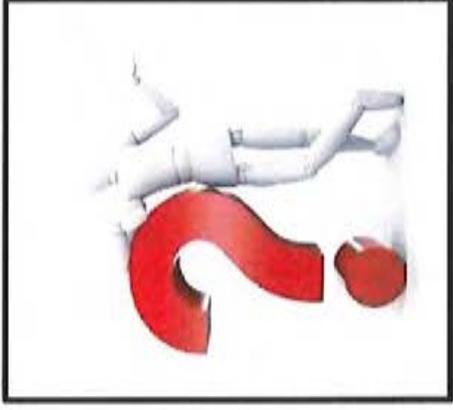
Learning Outcomes

Overall program of legal education

Certificates and Specialty Tracks

Individual Courses





- TTU OP 32.06: the syllabus must include “the expected learning outcomes from the course” and “the methods of assessing those outcomes.” (Sept. 2006)
- ABA Standard 302 (Learning Outcomes): “Learning outcomes for individual courses must be published in the course syllabi.” (ABA Guidance Memo, June 2015)

Course-Level Learning Outcomes:

Consist of clear and concise statements of the knowledge, skills, and values that students are expected to possess upon the completion of an individual course.

Course-level Learning Outcomes:

- It is suggested that a course have between five and ten student learning outcomes.
- Learning outcomes should focus on student behavior (output-based, not input-based).
- Each learning outcome statement should be measurable.
- You should try to incorporate or reflect the law school's mission statement and student learning outcomes.

Course-level Learning Outcomes:

Upon completion of this course, students will be able to:

- (1)
- (2)
- (3)
- (4)
- (5)

Specific Action Words:

- When stating learning outcomes, use verbs that describe exactly what students will know or be able to do upon completion of the course, e.g., identify, analyze, discuss.
- Verbs such as appreciate, understand, and learn are unclear in the context of student learning outcomes.

Examples:

- To understand alternative dispute resolution.
- **IMPROVED VERSION:** To identify and describe the basic forms of alternative dispute resolution and to choose among their appropriate uses.
- To learn proper legal citation.
- **IMPROVED VERSION:** To use proper legal citation.

Standard 314. Assessment of Student Learning

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.

Why aren't final grades an acceptable form of assessment?

- Grades require you to weigh multiple factors, e.g., a poor grade could be the result of the failure to spot issues, failure to accurately describe the law, etc.
- Other factors may also influence a final grade such as class participation, attendance, and penalties for late papers.
- The curve . . . with a curve, the overall course grades are essentially the same from year to year, regardless of student performance.
- As a result, grades are considered to be "an artificial construct" used to compare the performance of one student to another.

Summative Assessment

- The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:
 - a midterm exam
 - a final project
 - a paper
 - student evaluations of a course
- Information from summative assessments can be used *formatively* when students or faculty use it to guide their efforts and activities in subsequent courses.

Formative Assessment

- The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:
 - help students identify their strengths and weaknesses and target areas that need work; and
 - help faculty recognize where students are struggling and address problems immediately.

Formative assessments are generally *low stakes*, which means that they have low or no point value.

Benefits of Formative Assessments: Faculty

- Provide regular feedback that can be applied immediately
- Provide useful information about what students have learned without the amount of time required for preparing tests, reading papers, etc.
- Allow you to address student misconceptions or lack of understanding in a timely way
- Help to foster good working relationships with students and encourage them to understand that teaching and learning are on-going processes that require full participation

Benefits of Formative Assessments: Students

- Help develop self-assessment and learning management skills
- Reduce feelings of isolation and impotence, especially in large classes
- Increase understanding and ability to think critically about the course content
- Foster an attitude that values understanding and long-term retention
- Show your interest and caring about their success in your classroom
- Reduce procrastination!

Examples of Formative Assessment

- In-class participation
- Quizzes
- Homework (e.g., questions from your textbook)
- Writing (drafts/assignments)
- One-Minute Paper
- Muddiest Point
- Peer Review of class assignments



TEXAS TECH UNIVERSITY
School of Law[™]

Have a terrific semester!



Assessment: Course-level Learning Outcomes

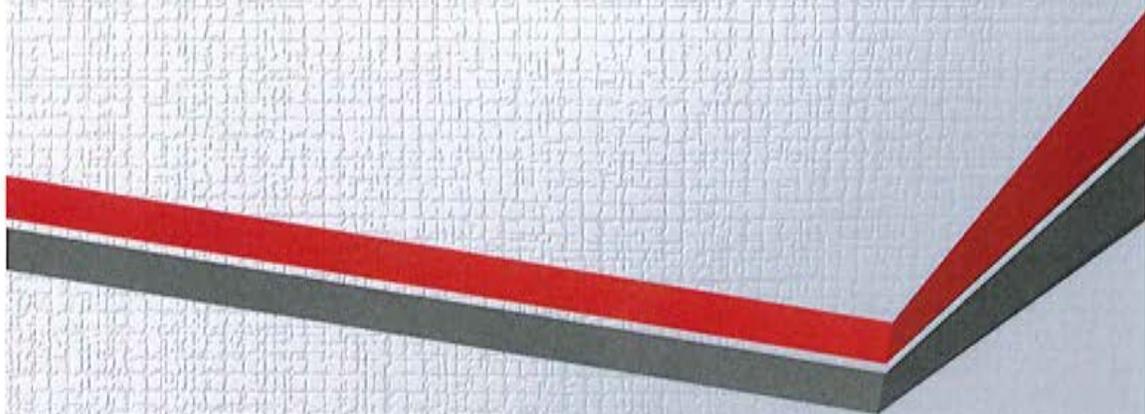
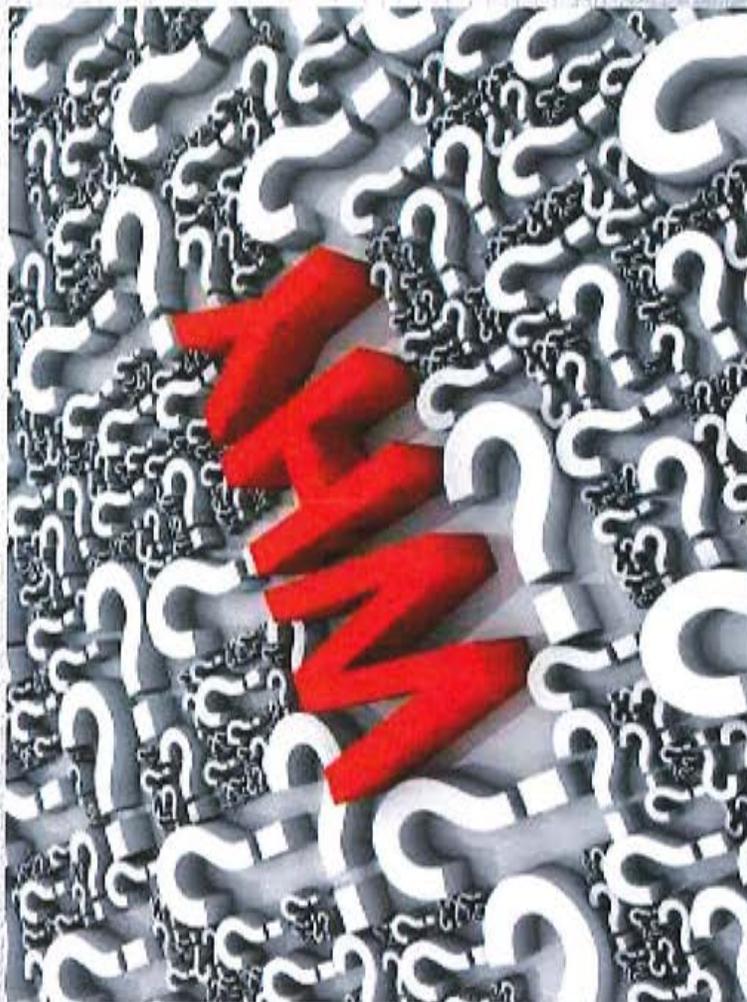
Texas Tech Univ. School of Law

Faculty Meeting

April 27, 2016



If you teach a required course, please
complete the Curriculum Mapping Survey by
Friday, April 29th.

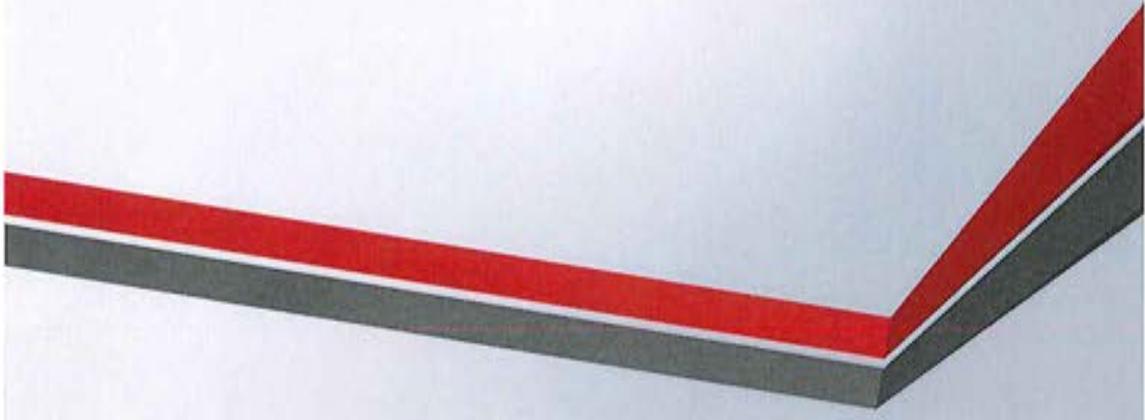


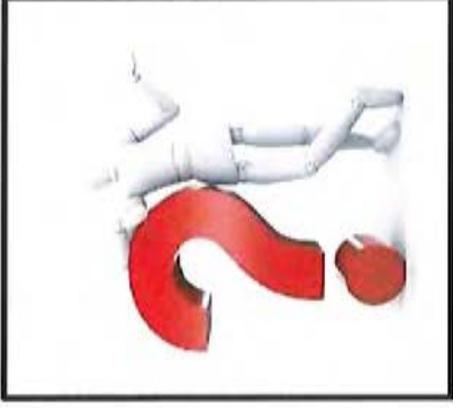
Learning Outcomes

Overall program of legal education

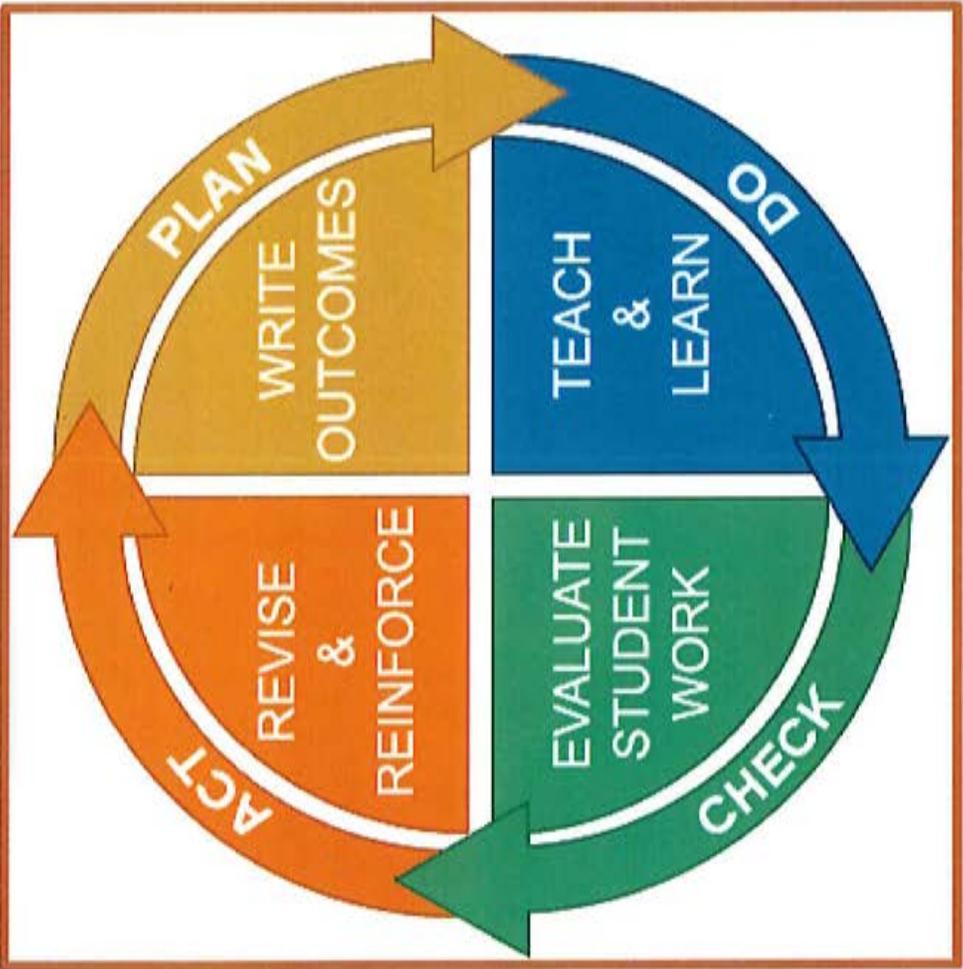
Certificates and Specialty Tracks

Individual Courses





- TTU OP 32.06: the syllabus must include "the expected learning outcomes from the course" and "the methods of assessing those outcomes." (Sept. 2006)
- ABA Standard 302 (Learning Outcomes): "Learning outcomes for individual courses must be published in the course syllabi." (ABA Guidance Memo, June 2015)



Course-Level Learning Outcomes:

Consist of clear and concise statements of the knowledge, skills, and values that students are expected to possess upon the completion of an individual course.

Course-level Learning Outcomes:

- It is suggested that a course have between five and ten student learning outcomes.
- Learning outcomes should focus on student behavior (output-based, not input-based).
- Each learning outcome statement should be measurable.
- You should try to incorporate or reflect the law school's mission statement and student learning outcomes.

Course-level Learning Outcomes:

Upon completion of this course, students will be able to:

- (1)
- (2)
- (3)
- (4)
- (5)

Specific Action Words:

- When stating learning outcomes, use verbs that describe exactly what students will know or be able to do upon completion of the course, e.g., identify, analyze, discuss.
- Verbs such as appreciate, understand, and learn are unclear in the context of student learning outcomes.

Examples:

- To understand alternative dispute resolution.
- **IMPROVED VERSION:** To identify and describe the basic forms of alternative dispute resolution and to choose among their appropriate uses.
- To learn proper legal citation.
- **IMPROVED VERSION:** To use proper legal citation.



- You can email your learning outcomes to me.
- I can meet with you in person.
- Just let me know how I can assist you!

ASSESSMENT

TTU SCHOOL OF LAW

FACULTY MEETING, FEBRUARY 24, 2016

TODAY'S GOAL: APPROVAL!

- Faculty approval of the (1) revised mission statement and (2) the proposed Student Learning Outcomes.
- *SLO/Assessment Ad Hoc Committee*: Bryan Camp, Cassie Christopher, Wendy Adele Humphrey, Kristen van de Biezenbos, and John Watts.
- The six proposed SLOs track the language set forth in ABA Standard 302.
- Assessment experts suggest including two to seven criteria for each SLO to further explain the knowledge, skills, and values we want our law students to have upon graduation.
- The approved SLOs will apply, as appropriate, to students who become IL students in 2016-2017. (*Transition to and Implementation of the New Standards and Rules of Procedure for Approval for Law Schools*, ABA, dated August 13, 2014).

ASSESSMENT:

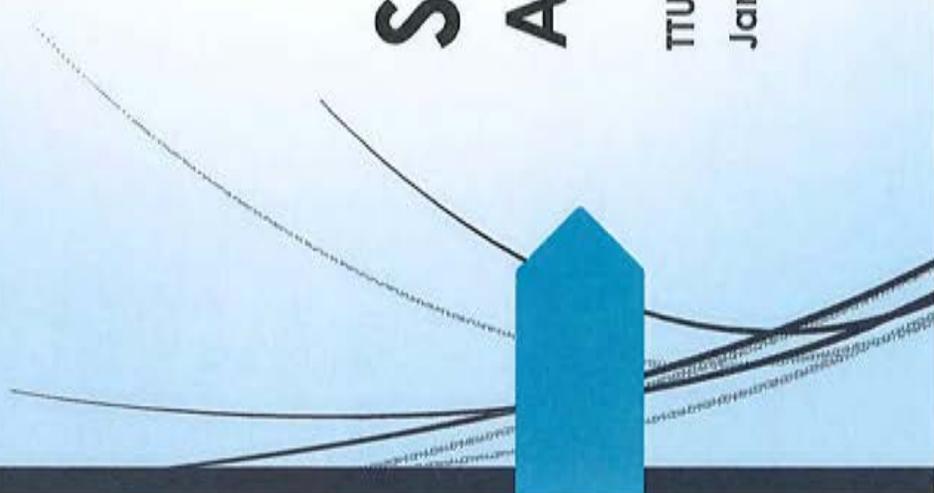
- All of the SLOs will not be assessed at the same time. Each year one or two SLOs will be added to the assessment cycle as part of an overall assessment plan.
- Main campus is taking notice! The law school will be featured on the new TTU Institutional Effectiveness website.
(<http://www.ttu.edu/progress/>)

ABA STANDARD 302

A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

- (a) Knowledge and understanding of substantive and procedural law;
- (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
- (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and
- (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.





SLO/Assessment

Ad hoc Committee Update

TTU School of Law, Faculty Meeting

January 20, 2016

Where Are
We Now???



What we've accomplished

- ▶ Faculty Retreat: (1) Education about the assessment cycle in general, including the development of student learning outcomes; and (2) Brainstorming sessions about our mission statement and SLOs.
- ▶ Based on feedback from the faculty retreat, the committee created a draft of the law school mission statement and the student learning outcomes with related criteria.
- ▶ An online survey was created to get feedback from various groups.
- ▶ 139 responses: 5 staff, 39 faculty, 56 law students, and 39 alumnus/alumna
- ▶ Faculty engagement: Approximately 81% of full-time faculty completed the survey (thank you!)

Where we are going

- Based on the survey responses, the committee revised the student learning outcomes and related criteria.
- The committee is currently drafting a summary of the survey feedback and the resulting changes to the SLOs.
- The summary will be provided to the faculty before the faculty meeting on February 24th, and at that meeting the mission statement and SLOs will be presented for approval.

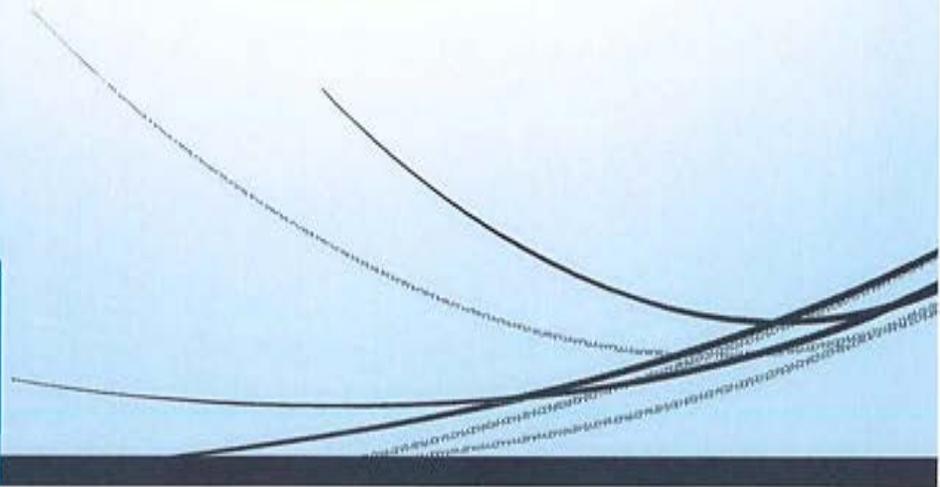
Where we are going

- ▶ Beginning in the 2016-2017 cycle, Standard 301(b) and Standard 302 must be applied, as appropriate, to students who become 1L students that year.
- ▶ Remember: The ABA requires that all certificate programs and specialty tracks within the JD program have student learning outcomes, and the outcomes must be published in places where the certificates or specialty tracks are described.
- ▶ Remember: Learning outcomes for individual courses must be published in the course syllabi.

Where we are going

- ▶ **“Curriculum Mapping”**: A tool used to assess a program of legal education and to determine whether, and the extent to which, the curriculum ensures that students can achieve the desired learning outcomes.
- ▶ For the curriculum mapping process, we must obtain information from faculty members.
- ▶ Faculty members will receive a survey that directly correlates to our SLOs and their related criteria.
- ▶ The collected data will enable us to create a curriculum map.

Thank
You



Learning Outcomes & Assessment

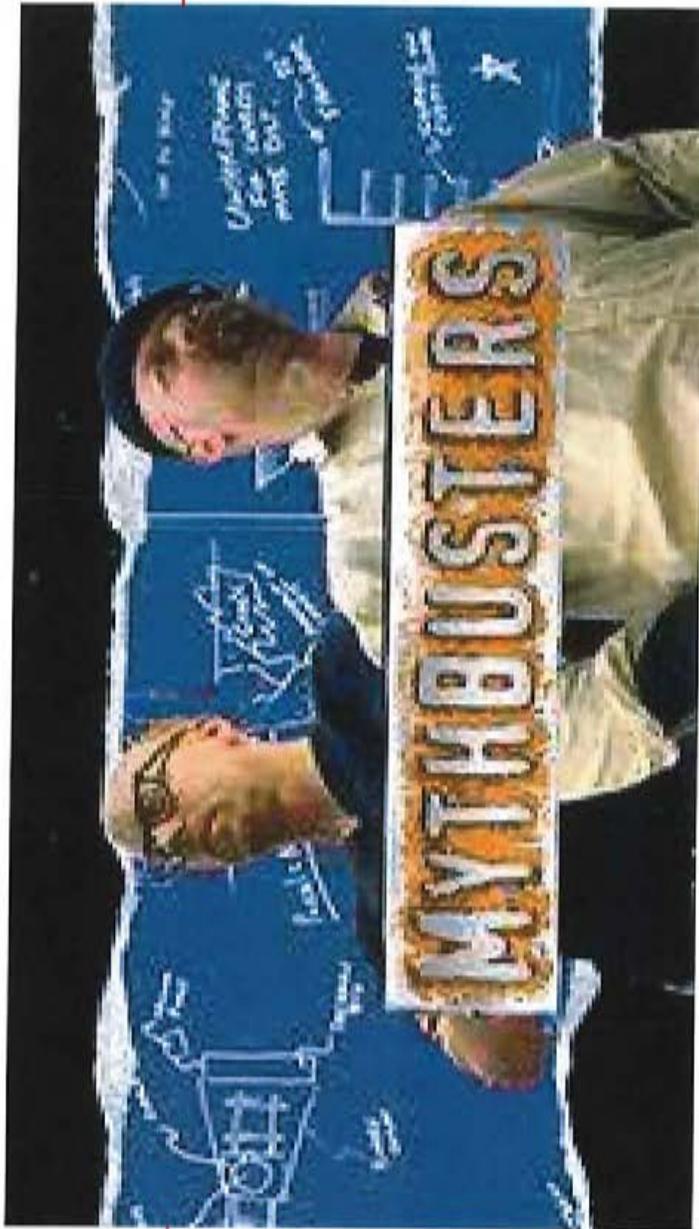
Texas Tech Univ. School of Law

Faculty Retreat

August 21-22, 2015

The Faculty Retreat Plan:

- **Today:**
 - Overview of Outcomes Assessment
 - Activity focusing on the law school's Mission Statement
- **Tomorrow:**
 - Overview of Student Learning Outcomes
 - Activity to develop our law school's Student Learning Outcomes
 - Next steps in the Outcomes Assessment process



Tested whether driving while talking hands-free is really less dangerous than talking while holding a cell phone.



Tested whether an armed assassin can use a single well-placed shot to kill his victim on the other side of a wall.



Assessment MythBusters!



Assessment MythBusters!

- You will be presented with “myths” about student learning outcomes and the assessment process.
- Your group will discuss each “myth” for up to three minutes.
- Your group will decide whether the “myth” is **CONFIRMED** or **BUSTED**.
- Your answers will prompt further discussion about student learning outcomes and assessment.

“MYTH” Example:

Wendy Adele Humphrey is an expert on the topic of assessment and knows everything about complying with the new ABA standards.

“MYTH” Example:

BUSTED!

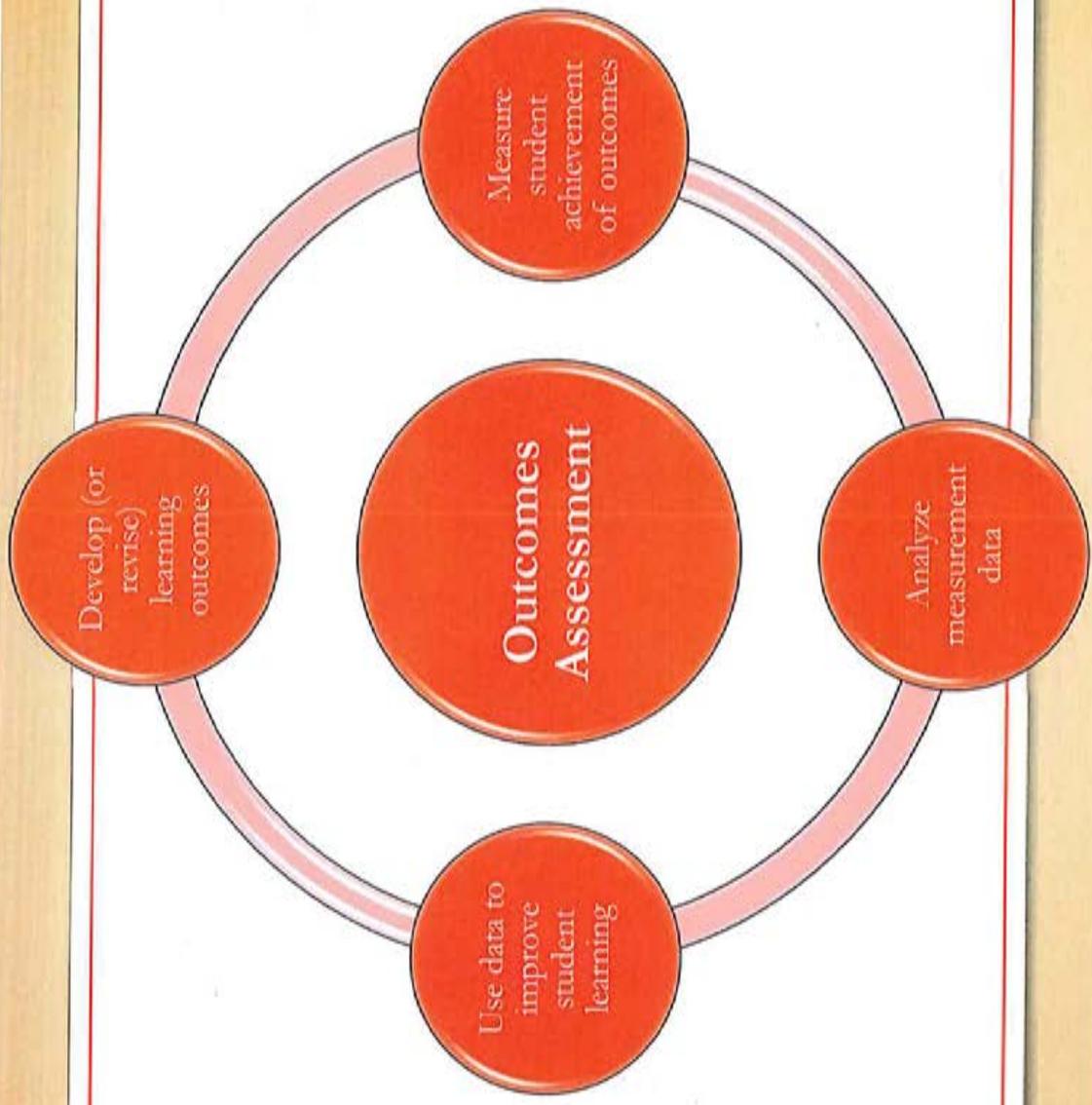
Some Basic Terminology:

- **Institutional assessment** – periodic assessment of performance at the highest level of an organization; requires use of the collective performance of students (learning that has taken place across the curriculum) and inherently requires individual student assessment, which includes formative assessment and summative assessment.
- **Student Learning Outcome (SLO)** – the knowledge, skills, and values that you desire law students at your institution to have at a specified time, e.g., upon graduation.
- **Formative assessment** – assessment conducted throughout the course of study through which students are provided meaningful feedback to improve their learning.
- **Summative assessment** – assessment “after the fact”; assessment that occurs after a course of study and does not provide an opportunity for students to improve, e.g., the bar exam.

Legal education is a process.

The outcomes assessment process in an ongoing, systematic process that requires the law school to take the following steps:

- 1- identify student learning outcomes;
- 2- measure student achievement of the learning outcomes, using data collected from student outputs;
- 3- analyze the data obtained from such measurements; and
- 4- use the data gather to improve student learning (i.e., “close the loop”).



Develop (or
revise)
learning
outcomes

Measure
student
achievement
of outcomes

**Outcomes
Assessment**

Analyze
measurement
data

Use data to
improve
student
learning

Institutional Assessment Plan:

Involves three phases:

- 1- the *Development Stage* (this “big picture” stage include identifying the school’s student learning outcomes);
- 2- the *Implementation Stage* (create and undertake projects designed to measure the achievement of each learning outcome); and
- 3- the *Evaluation Stage* (analyze the data gathered and “close the loop” by implementing necessary changes).

ABA Standards:

- ABA Standards require us to use the collective performance of our students to assess our own performance as educators.
- This approach requires a shift in focus from what is being taught in law schools to what is being learned by students, i.e, to the quality of our students' *outputs*.
- New ABA Standards include: 301 (Objectives of Program of Legal Education), 302 (Learning Outcomes), 314 (Assessment of Student Learning), and 315 (Evaluation of Program of Legal Education, Learning Outcomes, and Assessment Methods).

“MYTH” Number One:

The outcomes assessment process should be viewed as only an ABA mandate.

(Why or why not?)

“MYTH” Number One:

BUSTED!

Assessment
as a
Mandate

- Regional Accreditation Standards
- ABA Standards

Assessment
as an
Opportunity

- To identify our own unique strengths (and weaknesses).
- To provide *concrete* evidence to guide budgeting, curriculum design, teaching, and strategic planning.

“MYTH” Number Two:

Earlier this year the law faculty approved three Student Learning Outcomes to comply with SACSCOC, and those three outcomes can be used to comply with the new ABA standards.

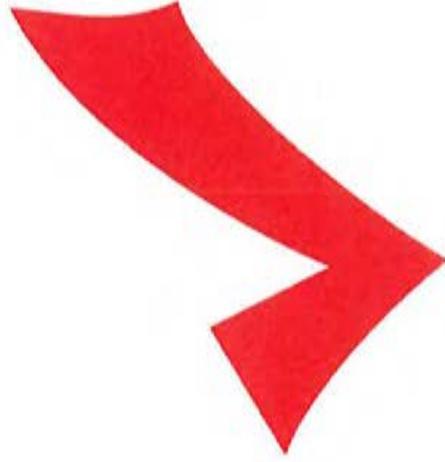
(Why or why not?)

“MYTH” Number Two:

BUSTED!

SACSCOC

Standard 3.3.1.1 – Learning Outcomes



Why aren't final grades an acceptable form of assessment?

- Grades require you to weigh multiple factors, e.g., a poor grade could be the result of the failure to spot issues, failure to accurately describe the law, etc.
- Other factors may also influence a final grade such as class participation, attendance, and penalties for late papers.
- The curve . . . with a curve, the overall course grades are essentially the same from year to year, regardless of student performance.
- As a result, grades are considered to be “an artificial construct” used to compare the performance of one student to another.

“MYTH” Number Three:

The ABA studied outcomes assessment for approximately seven years before the Council voted on the new ABA Standards.

“MYTH” Number Three:

Confirmed!

Creation of Outcome Measures Committee

- In 2007, the ABA Section of Legal Education and Admissions to the Bar created a Special Committee on Outcomes Measures.
- The Committee's charge was to "determine whether and how we can use output measures other than bar passage and job placement, in the accreditation process. The Committee may consider approaches taken by other accrediting agencies, evaluate criticism of existing measures, and analyze relevant information and studies. The Committee also should consider methods to measure whether a program is accomplishing its stated mission and goals."

http://www.americanbar.org/groups/legal_education/committees/standards_review/comp_review_archive/special_committee_reports.html

The Committee Discovered:

- The U.S. Legal System trailed in the adoption of outcome measures.
- The ABA Standards were still dominated by an input philosophy (despite encouragement from MacCrate, Carnegie, etc. to move toward output measures).
- Legal educators in other countries transformed legal education from an input to an output model.
- Studies and surveys of the profession revealed the need to balance knowledge, skill, and ethics/values and the efforts to assess all three.
- Accreditation standards in other fields of professional education were, on average, ten years ahead of legal education in adopting output measures.

The Committee's Recommendations:

- “The Committee recommends that the Section of Legal Education . . . re-examine the current ABA Accreditation Standards and reframe them, as needed, to reduce their reliance on input measures and instead adopt a greater and more overt reliance on outcome measures.”
- The Committee cautioned that outcomes standards should not impose unnecessary costs on law schools and should not require burdensome assessment regimes of individual student achievement for each learning outcome.

Response of the Section to the Committee's Recommendations:

- The Section Council directed the Standards Review Committee (SRC) to study an outcome measures approach and make recommendations to the Council. The SRC then appointed a Student Learning Outcomes Subcommittee.
- “Legal education programs and instruction should be measured both by essential program quality indicators (e.g. sufficiency of faculty and adequacy of facilities in light of the mission and student body) and by the learning achieved by their students . . . Accreditation review in law, like other disciplines, must move law school toward articulation and assessment of student learning goals and achievement levels.”

Statement of Principles of Accreditation and Fundamental Goals of a Sound Program of Legal Education (SRC Report).

The Result:

- After multiple drafts and notice/comment opportunities, the Council approved the amendments to the ABA Standards.
- In August 2014, the ABA House of Delegates concurred in all of the revisions that requirement outcomes assessment.
- The new standards create requirements relating to two different types of assessment: **individual student assessment** (also sometimes called “classroom assessment”) and **institutional student learning outcomes assessment**.

In a Nutshell:

- **Standard 301** requires the school to establish and publish its learning outcomes.
- **Standard 302** requires that the learning outcomes include competency in certain listed essential spheres. This standard also leaves room for a law school to distinguish itself from other law schools.
- **Standard 314** requires both formative and summative assessment (thus challenging law professors to provide more meaningful feedback to improve student learning).
- **Standard 315** requires measurement of student progress. It does not require that the progress of every student be tracked as to every outcome. Nor does it require that every outcome be measured every year.

“Myth” Number Five:

The law school’s assessment process must be completed before the 2016-17 academic year.

“Myth” Number Five:

BUSTED!

Phase-In Process:

- “In the initial phases of implementation of the outcome measures Standards set forth in Standards 301(b), 302, 303, and 314, which will begin in the 2016-17 academic year, **compliance will be assessed based upon evaluation the seriousness of the school’s efforts to establish and assess learning outcomes, not upon attainment of particular level of achievement for each learning outcome.**”

Phase-in Process:

“Among factors to consider in assessing compliance with these Standards are [1] whether a school has demonstrated faculty engagement in the identification of the student learning outcomes it seeks for its graduates; [2] whether the school is working effectively to identify how the school’s curriculum encompasses the identified outcomes and to integrate teaching and assessment of those outcomes into its curriculum; and [3] whether the school has identified when and how students receive feedback on their development of the identified outcomes.”

Phase-In Process:

“In the initial phases of implementation of the institutional effectiveness standard set forth in Standard 315, compliance will be assessed based on the **seriousness of the law school’s effort to engage in an ongoing process of gathering information** about its students’ progress toward achieving identified outcomes and whether it is using the information gathered to regularly review, assess and adapt its academic program.”

This leads us to . . .

Our Mission Statement

A Mission Statement:

- The effectiveness of any institution ultimately is measured by whether it is achieving its stated mission.
- A good mission statement briefly describes the essence of an institution and outlines the guiding principles, aspirations, and values of the institution.
- It is usually stated in broad, abstract terms (not in learning outcome language).
- The law school's student learning outcomes should be aligned with the law school's mission and the university's mission.

Texas Tech's Mission Statement:

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world.

Approved by the Texas Tech University Board of Regents, May 2010

Law School's Mission Statement:

The mission of the Texas Tech University School of Law is to educate and train individuals for the ethical practice of law in the 21st Century; to engage in productive, effective scholarship, both within our academic community and within the larger academic community throughout our state and nation; and to render public service.

Required by ABA Standard 204

Mission Statement Collaborative Task:

- In your table group, discuss our law school's current mission statement.
- Does it accurately reflect the essence of our institution and outline our guiding principles, aspirations, and values?
- What "buzz" words should be deleted from the current mission statement and why?
- What "buzz" words should be added to the mission statement and why?
- If you have time in your table group, draft a new mission statement.
- Each group will make a brief presentation (use the easel pads to help organize your group's thoughts).

Steps in the SLO Process:

- Start with the basics – Incorporate all outcomes mandated by the ABA.
- Look inward – Included outcomes reflecting our school's unique mission (and any public promises it has made).
- Get specific – Identify performance criteria for each outcome.

Scope of Today's Faculty Collaboration:

- The faculty will focus only on the development of desired student learning outcomes (SLOs).
- This step is the first step in the process of complying the new ABA standards that are related to learning outcomes and assessment.

Faculty Retreat Collaborative Task:

- In your table groups, brainstorm and draft a list describing the knowledge, skills, and values our graduates should possess.
- Ultimately, this information will be used to create institutional student learning outcomes and performance criteria.

Learning Outcomes:

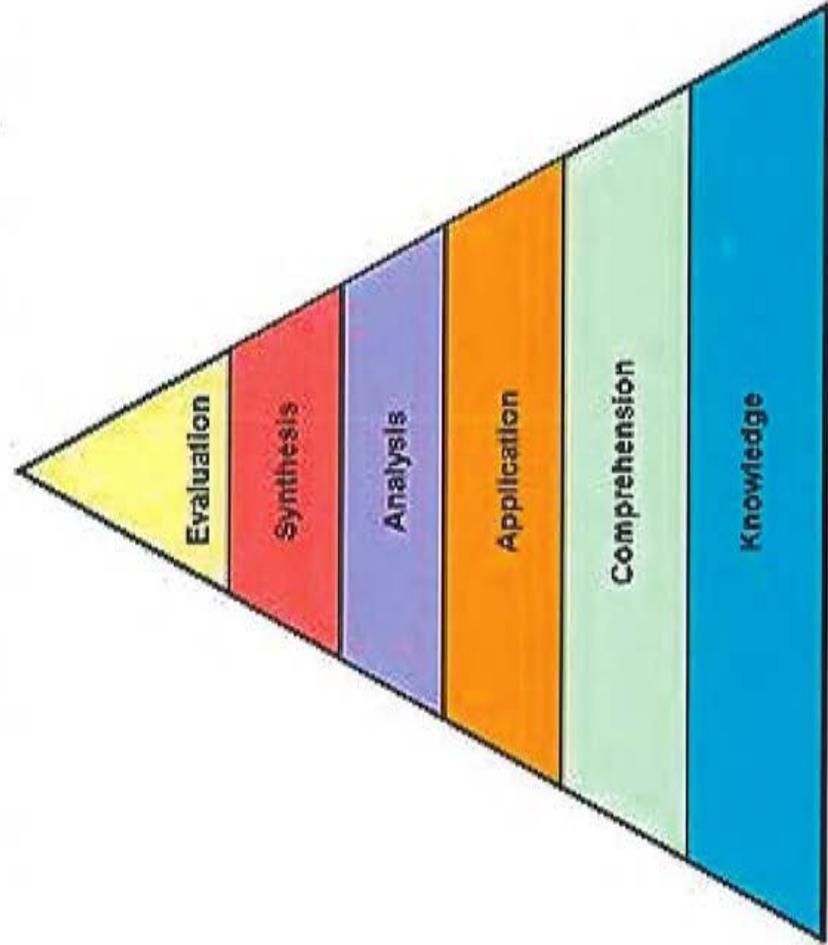
- Institutional learning outcomes identify the knowledge, skills, and values that we want our graduates to have upon completion of their studies.
- We should shoot for a list of six to twelve outcomes that align with the mission statements of Texas Tech and the law school.
- Basically, the list will set a threshold for achievement for our graduates. This is our chance to embrace who we are as an institution!
- Simply cutting and pasting the language from Standard 302 is not the goal.
- At this point, be concerned with substance, not form.

-
- Our list of learning outcomes must reflect the learning outcomes identified by the ABA Standard 302.
 - Under 302(d), “other professional skills” may include skills such as, interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation. *Interpretation 302-1.*
 - Further, “a law school may also identify any additional student learning outcomes pertinent to its program of legal education.” *Interpretation 302-2.*

Performance Criteria:

- Learning outcomes are typically described in board terms because they are intended to identify and encapsulate *all* of the learning that is desired of a graduate in a way that is easy to understand.
- For each learning outcomes, usually there will be three to seven performance criteria (or “assessment criteria”). The performance criteria express in specific and measurable/observable terms what must be shown to establish the learning outcome.
- They force you to describe in concrete terms what each outcome requires.
- They are the “bridge” between a learning outcome and the assessment task/tool to measure that outcome.

Bloom's Taxonomy:



Learning Outcome “Formula” for Knowledge and Values/Attitudes:

Student Centered (Who?): Law school graduates

Observable Action Required (Will engage in what behavior?): will demonstrate

Learning Statement (Evidencing What?):
competency in analytical and problem-solving skills.

Performance Criteria “Formula” for Knowledge and Values/Attitudes:

Student Centered (Who?): Law school graduates will demonstrate this outcome by

Observable Action Required (Will engage in what behavior?): synthesizing

Learning Statement (Evidencing what?): the relevant rules of law into a logical framework for analysis.

Example:

- **Poor Learning Outcome:** Faculty will teach students to use fundamental legal research skills.
- **Poor Learning Outcome:** The curriculum will include components devoted to effective legal research.
- **Good Learning Outcome:** Graduates will research effectively and efficiently.

Learning Outcome “Formula” for Skills:

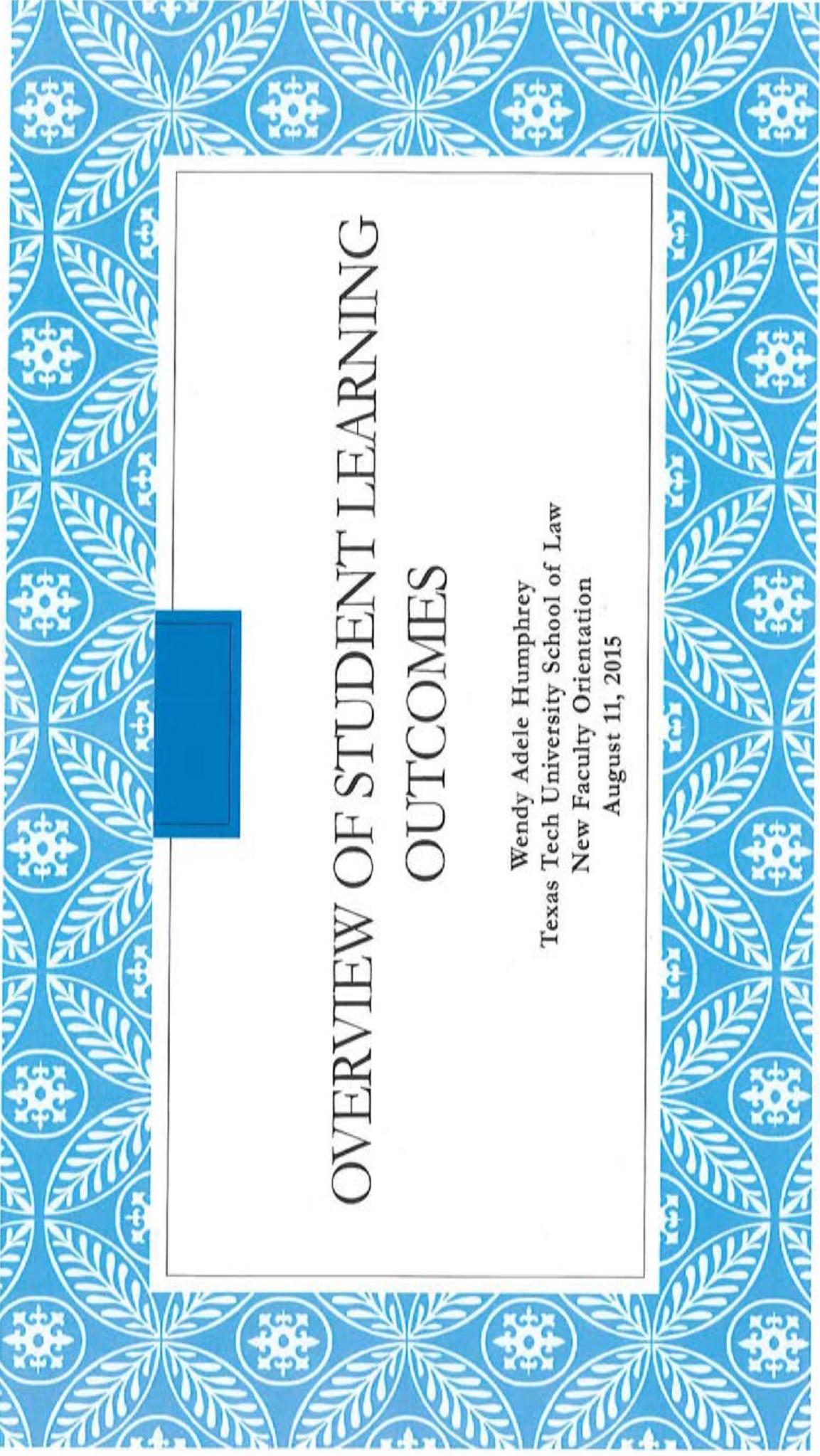
Student Centered (Who?): Law school graduates

Observable Action Required (Will engage in what behavior?): will research

Learning Statement (How?): effectively and efficiently.

The Next Steps:

- Research (ongoing, and relevant to all stages).
- Faculty collaboration as to the intended outcomes of our legal education program.
- Possible additional input from alumni, practitioners, and students.



OVERVIEW OF STUDENT LEARNING OUTCOMES

Wendy Adele Humphrey
Texas Tech University School of Law
New Faculty Orientation
August 11, 2015



RAP
BLAVE
5.6

I SAID I TAUGHT
HIM. I DIDNT SAY
HE LEARNED IT

I DONT HEAR
HIM WHISTLING

I TAUGHT
STRIPE HON
TO WHISTLE

TIGER

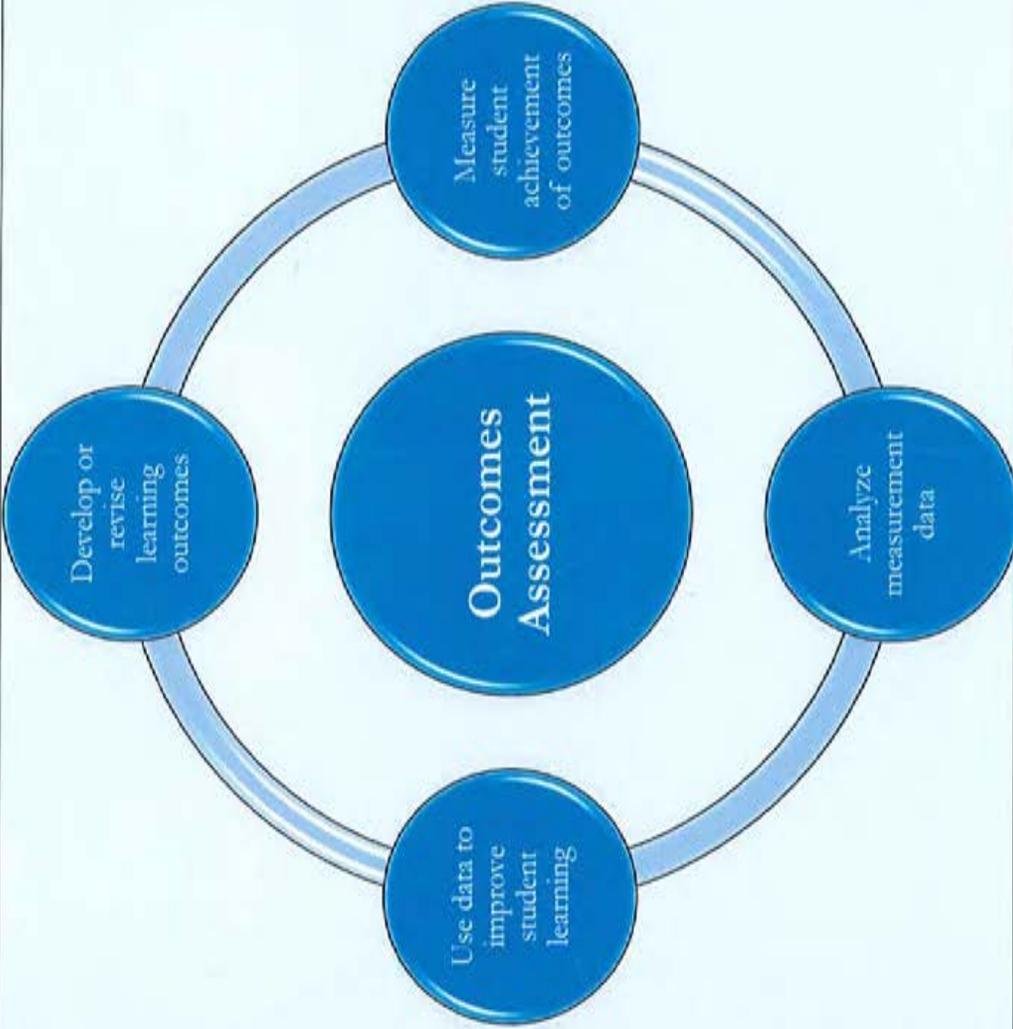
© 2003 Twentieth Century Fox Film Corporation. All Rights Reserved.

Current Legal Education “Trends” [Requirements]:

- New ABA Standards require us to use the collective performance of our students to assess our own performance as educators.
- The ABA and the regional accreditation bodies, e.g., SACSCOC, require law schools to shift their attention to the quality of their students’ *outputs*.
- Legal education is a process: Raw materials → Input → Output.
- This approach requires a shift in focus from what is being taught in law schools to what is being learned by students.

Assessment:

- Institutional outcomes assessment inherently requires individual student assessment, which includes formative assessment and summative assessment.
- *Formative assessment*: Assessment conducted throughout a course through which students are provided feedback to improve their learning.
- *Summative assessment*: Assessment “after the fact”; assessment that occurs after a course and does not provide an opportunity for students to improve, e.g., final course grades and the bar exam.
- *Student Learning Outcome (SLO)*: The knowledge, skills, and values that you desire your law students to have upon graduation (or completion of a course).



ABA Standards:

- Standard 301 – Need SLOs for (1) the overall program of legal education, (2) all certificate or specialty tracks, and (3) each individual course (since September 2006, Texas Tech University OP 32.06 has required that each course syllabus include student learning outcomes and methods of assessing the outcomes).
- Standard 314 – “A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.”
 - Law schools are not required to use any particular assessment methods; the standard permits flexibility and creates “considerable space” for law schools to develop their own assessment schemes that fit their program and their culture.

Assessment Matters!

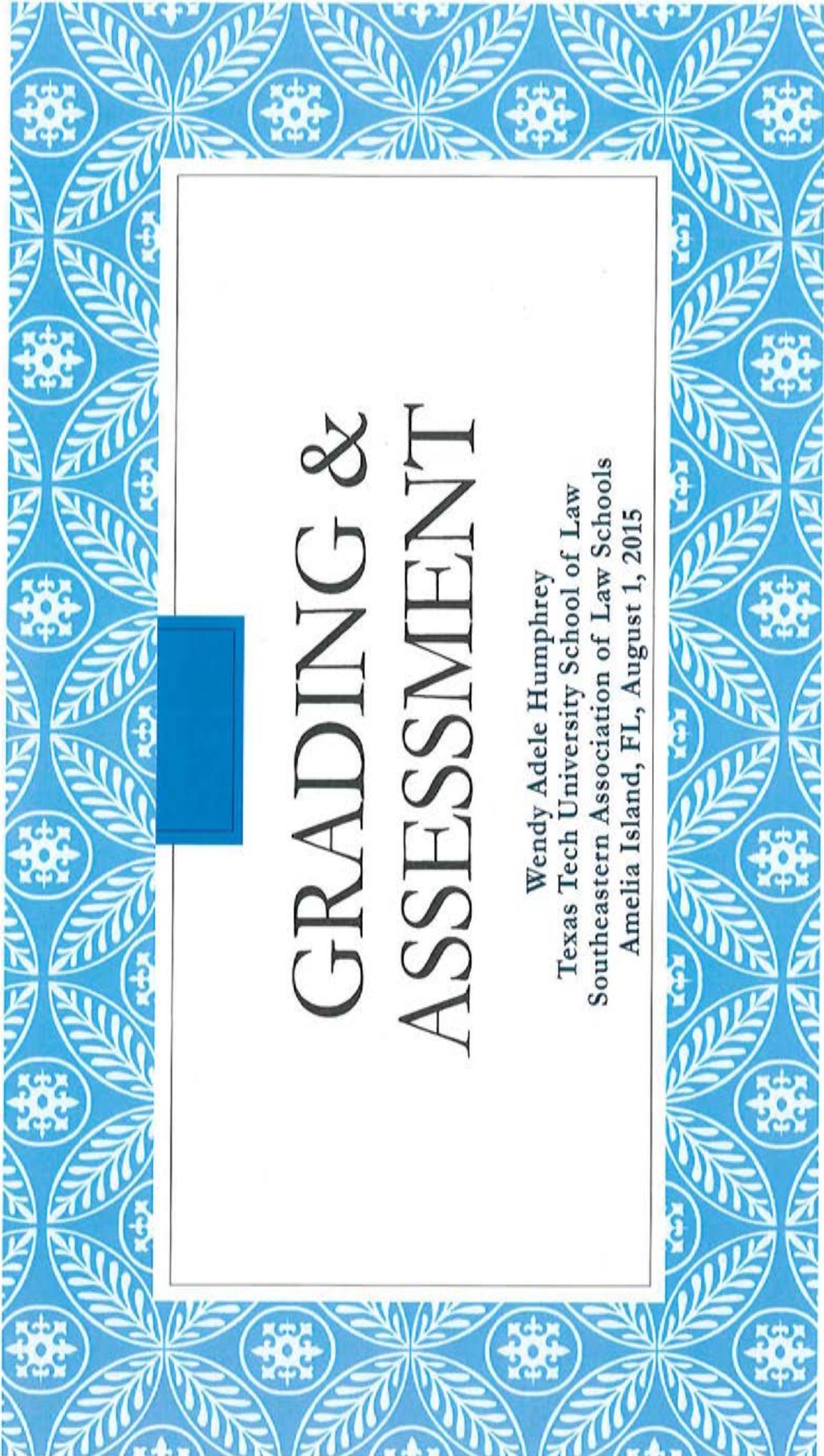


At the Texas Tech School of Law

APPENDIX

12

PowerPoints on the topic of
assessment presented at
national conferences by
School of Law faculty



GRADING & ASSESSMENT

Wendy Adele Humphrey
Texas Tech University School of Law
Southeastern Association of Law Schools
Amelia Island, FL, August 1, 2015

Grading & Assessment – SEALS Workshop:

- In line with current education trends, legal educators have begun to recognize the value of more frequent assessment.
- Panelists will share their expertise on various grading and commenting strategies.
- Topics may include: (1) efficiency in grading and commenting; (2) assessment types; (3) effective frameworks for grading; and (3) alternatives to written comments.

Current Education Trends

- ABA Standards re: Learning Outcomes & Assessment
- Regional Accreditation Standards

Efficiency & Effectiveness

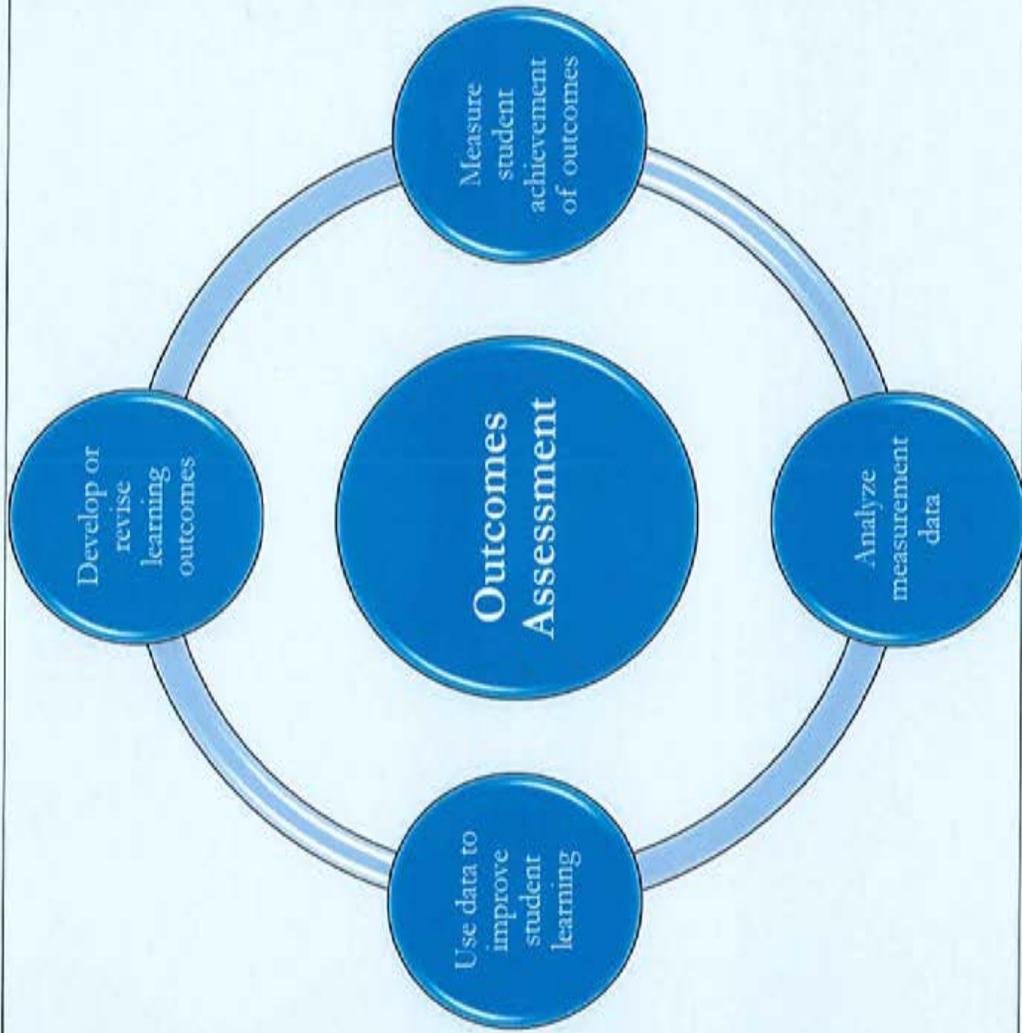
- Assessment of Open Memo Assignment
- Use of Small Group Workshops for Pre-trial Brief Assignment
- Ideas Going Forward

Current Education “Trends” [Requirements]:

- New ABA Standards require us to use the collective performance of our students to assess our own performance as educators.
- The ABA and the regional accreditation bodies, e.g., SACSCOC, require law schools to shift their attention to the quality of their students’ *outputs*.
- Legal education is a process: Raw materials → Input → Output.
- This approach requires a shift in focus from what is being taught in law schools to what is being learned by students.
- New ABA Standards include: 301 (Objectives of Program of Legal Education), 302 (Learning Outcomes), 314 (Assessment of Student Learning), and 315 (Evaluation of Program of Legal Education, Learning Outcomes, and Assessment Methods).

Some key terms:

- Institutional assessment inherently requires individual student assessment, which includes formative assessment and summative assessment.
- **Formative assessment.** Assessment conducted throughout the course of study through which students are provided feedback to improve their learning.
- **Summative assessment.** Assessment “after the fact”; assessment that occurs after a course of study and does not provide an opportunity for students to improve, e.g., final course grades and the bar exam.
- **Student Learning Outcome (SLO):** The knowledge, skills, and value that you desire your law students to have upon graduation.



ABA Standards:

- Standard 301 – Need SLOs for (1) the overall program of legal education, (2) all certificate or specialty tracks, and (3) each individual course.
- Standard 302 – Outlines the minimum outcomes that a law school must identify for its program of legal education (other outcomes vary depending upon the law school's stated mission).
- Standard 314 – “A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.”
 - Law schools are not required to use any particular assessment methods; the standard permits flexibility and creates “considerable space” for law schools to develop their own assessment schemes that fit their program and their culture.

ABA Timeline:

- Application of these standards begins with the 2016-17 academic year.
- ABA Site Teams in 2016-17 will be asked to report on the *progress* law schools are making in establishing SLOs and in developing an assessment plan.
- SLOs should be in place by the end of the 2017-18 academic year.
- Law schools must adopt an assessment plan and be able to demonstrate implementation by the end of the 2018-19 academic year.

Some Resources:

- Lori E. Shaw & Victoria L. VanZandt, *Student Learning Outcomes and Law School Assessment: A Practical Guide to Measuring Institutional Effectiveness* (CAP 2015).
- Michael Hunter Schwartz, *Assessment: A Comprehensive Guidebook for Law Schools* (CAP 2014).
- Mary Crossley & Lu-in Wang, *Learning by Doing: An Experience with Outcomes Assessment*, 41 U. Toledo L. Rev. 269 (2010).
- AALS Workshop on Measuring Learning Gains: Institutional Effectiveness for the New Era (June 2015) (materials available on the AALS website)
- ABA, Managing Director's Guidance Memo (June 2015) (first of a set of Guidance Memos on learning outcomes and assessment.)
- Your colleagues from across the nation!



OPEN MEMO & PRE-TRIAL BRIEF

Grading & Assessment – Open Memo

- Individual Writing Workshops for the Open Memo (embedded assignment) – 30-minute workshop
- Pre-Workshop Self-Assessment (includes a review of the Closed Memo, questions related to the Open Memo assignment, and questions related to SLOs, in general)
- Read the memo before the workshop
- Let students record the workshop
- Focus on the Argument section
- Keep track of common “mistakes”
- Give students a General Comments sheet (after all of the workshops are completed)
- Let students be involved when developing the assignment rubric

Grading & Assessment – Pre-trial Brief

- Hold small group workshops – Five students meet for 50 minutes (can give students a choice, e.g., individual workshop vs. small group workshop).
- Read the briefs before each workshop; provide written comments only on the Issue Presented, the Introduction (or Brief Answer), and the Statement of Facts.
- During the workshops, I focus on the Argument section, but I also address any major “issues” I’ve discovered.
- Students receive a General Comments sheet (after all of the workshops are completed).

Going Forward:

- Show the connection – For each assignment, consider identifying the course SLOs that the assignment addresses.
- Revise your rubrics – Add assessment language, e.g., “Developing, Proficient, Exemplary” or “Approaching, Competency Met, Exceptional.”
- Create new rubrics – Rubric for Professionalism?
- Create an Assessment Log that tracks assignments and links them to the course SLOs and to the law school’s SLOs.

Thank you! (And happy grading)

Wendy Adele Humphrey

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Assessment Matters!



At the Texas Tech School of Law

APPENDIX

13

Conferences attended to
gain knowledge about law
school assessment

WILLIAM H. BOWEN SCHOOL OF LAW



[Conference Schedule](#)

[Registration](#)

[Accommodations](#)

[Institute for Law
Teaching and Learning](#)

Institute for Law Teaching and Learning

Summer 2017 Conference

*Teaching Cultural Competency and Other Professional Skills
Suggested by ABA Standard 302*

July 7-8, 2017

University of Arkansas at Little Rock William H. Bowen School of Law

Thursday, July 6, 2017

Welcome Reception: 5:00—7:00 p.m.

Samantha's Tap Room & Wood Grill, 322 Main Street, Little Rock, AR
72201

**ALL OF THE FOLLOWING CONFERENCE EVENTS WILL TAKE PLACE
AT THE UA LITTLE ROCK WILLIAM H. BOWEN SCHOOL OF LAW**

Friday, July 7, 2017

REGISTRATION AND BREAKFAST: 8:00—8:30 a.m.
Student Lounge, Second Floor

OPENING AND WELCOME 8:30-9:00 a.m.
Room 305

Dean John M.A. DiPippa, UA Little Rock William H. Bowen School of Law
ILTL Co-Directors Emily Grant, Sandra Simpson, and Kelly Terry

WORKSHOP 1: 9:00—10:00 a.m.

Session B Room 305	Bringing Marginalized Populations into the Classroom Catherine Wasson, Thomas Noble, and Patricia Perkins, Elon University School of Law Cultural awareness and professionalism are best taught by putting students in the
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role of lawyer. By “casting” members of marginalized populations in first-year writing assignments, the panelists ask students to confront their own biases and wrestle with the tensions between state authority and individual rights as they represent a client. In this interactive session, panelists will first describe assignments that they designed not only to teach skills and doctrine, but also to raise issues of professional identity and cultural awareness. They will then facilitate a workshop during which attendees will develop ideas for their own in-class simulations involving marginalized populations.

BREAK: 10:00-10:30 a.m.

WORKSHOP 2: 10:30—11:30 a.m.

Session B
Room 305
Building Student Capacity for Self-Evaluation
Lauren Orkeles-Klein and Robert Dinerstein, American University, Washington College of Law

While self-evaluation can strengthen and build cognitive skills, identifying how and where to build opportunities for self-evaluation into a classroom dynamic is difficult. This workshop will focus on two questions - why develop student-centered self-evaluation approaches and how to implement them. Legal professionals require an internal compass on performance evaluation to determine when external expectations are insufficient, inaccurate, or, in extreme situations, unethical. In this session, we will explore the theories behind self-evaluation, discuss how these theories affect legal skill growth, and dissect the good, bad, and ugly of our own experiences with student self-assessment.

LUNCH: 11:30 a.m.—12:30 p.m.
Student Lounge, Second Floor

WORKSHOP 3: 12:30—1:30 p.m.

Session A
Room 307
Using the Workshop Format to Introduce 1L Students to Professional Skills and Values
Sandra Simpson, Gonzaga University School of Law

The ABA has recognized that teaching professionalism and emotional intelligence in law schools is an important goal. The faculty, staff, alumni, and employers of students at Gonzaga University School of Law recognized these types of skills are essential to having a rewarding career in the law. To that end, the faculty and staff built a committee that created a mandatory 1L professional-values workshop series which focused on helping students build a professional identity. The workshops covered subjects such as implicit bias, time management, and getting and giving feedback. At this Institute workshop participants will gain an understanding of how to build a similar program at their school, focusing on skills such as recruiting speakers using their alumni base, reading books to help them prepare to run the workshops, examining studies to familiarize themselves on the various subjects of the workshops, and learning the details needed to put on a successful workshop series at their home institution. From subjects of the workshops to the type of food to serve, participants will experience a hands-on planning workshop designed to help them create their own program.

Session B
Room 321
How to Grow Future Lawyers in the Image of ABA Standard 302: Plant Seeds of Strong Learning Outcomes in a Collaborative Cross-Curriculum Garden, and Sprinkle with a Healthy Dose of Ethics, Skills, Cultural Competency, Collaborative Exercises, and Self-Evaluative Techniques
Tracey Brame, Tonya Krause-Phelan, and Victoria Vuletich, Western Michigan University—Thomas M. Cooley Law School

The presenters teach various criminal, evidence, professional responsibility, race and cultural competency-based classes, and a public defenders clinic. By collaborating, co-teaching, and overlapping instructional tools, these professors are creating an innovative approach to learning outcomes and performance indicators that targets substantive legal knowledge; research and writing; critical thinking; professional judgment, values, and duties; resolving professional dilemmas; and legal advocacy skills. During this session, the presenters will demonstrate how collaborative, cumulative exercises and themes can be created by tweaking and building upon existing curriculum maps, learning objectives, and performance indicators. Attendees will participate in one of the presenters' cumulative exercises.

BREAK: 1:30—2:00 p.m.

WORKSHOP 4: 2:00—3:00 p.m.

Session A
Room 307
Transaction Planning—Creating a Roadmap for Transactional Clinics
Joseph Pileri, Georgetown University Law Center, and Lauren Rogal, Vanderbilt University Law School

This workshop will introduce a method of teaching cultural competence in transactional lawyering, particularly the challenging process of creating a transaction plan. In creating a transaction plan, students utilize cross-cultural lawyering skills to identify client goals and priorities, develop legal strategies, sequence events and deliverables, set internal and external deadlines, and engage in an iterative process of evaluating project progress and seeking client input. The workshop will include (a) a description of our teaching method; (b) a simulation of the in-class exercise; and (c) a discussion about how to troubleshoot classroom challenges.

Session B
Room 321
Establishing Learning Outcomes, Cultural Competency, and the Underprepared Law Student as “Other”
Deborah Zalesne and David Nadvorney, CUNY School of Law

We believe a student’s academic intelligence is about more than simply cognitive skills; it’s akin to culture, including not only cognitive, but also affective and social skills, all of which contribute to a student’s level of success. Our workshop posits that for many faculty, seriously underprepared law students occupy a role as “other” just as students from vastly different cultures do. The workshop will emphasize the responsibility of the teacher to understand and bridge the gap that exists between students’ level of preparation and the goals of the course. In doing so, we will highlight the failure of traditional law school pedagogy to reach the underprepared student, and suggest a framework and materials for teaching the cognitive component of academic intelligence.

BREAK: 3:00—3:30 p.m.

WORKSHOP 5: 3:30—4:30 p.m.

Session A
Room 307
BUILDING ON BEST PRACTICES: A Resource and Advocacy Tool to Keep Our Teaching, Our Law Schools, and Legal Education on the Right Track with Teaching Professional Skills
Carolyn Wilkes Kaas, Quinnipiac University School of Law, and Melanie DeRousse, University of Kansas School of Law

BUILDING ON BEST PRACTICES: TRANSFORMING LEGAL EDUCATION IN A CHANGING WORLD sought to define emerging excellence in legal education, not focus on regulatory compliance. However, it now serves as a guide for law schools seeking to meet Standard 302 “skills” requirements. In particular, Chapter 6, “Teaching the Newly Essential Knowledge, Skills and Values in a Changing World,” addresses many of the “Other Professional Skills” identified in Standard 302. It contains suggested learning outcomes and assessment methods, and other data related to the need for reform. How can this book be a resource for implementation of Standard 302, whether for an individual course or the overall curriculum?

Session B
Room 321
“It’s All a Bit Hippy Isn’t It?”: The Importance of Teaching Self-Evaluation and Reflection in Law School
Andrew Henderson, University of Canberra (Australia)

This workshop will model a seminar lesson plan and two activities for introducing law students to the fundamentals of self-evaluation through reflective thinking and practice. Self-evaluation through reflection is a skill identified in both the ABA’s Standard 302(d) and in Threshold Learning Outcomes (TLOs) 2 and 6 for law students in Australia. Commentary on the TLOs has emphasised the development of self-evaluation and reflection as methods of addressing the disproportionately high rates of substance abuse and depression among lawyers and law students. This workshop will put the importance of self-evaluation in the wider context of supporting students’ mental health and wellbeing.

Trolley Service The trolley will depart from the law school starting at 4:30 p.m., and will run continuously until 5:30 p.m.

Saturday, July 8, 2017

BREAKFAST: 8:30—9:00 a.m.

Student Lounge, Second Floor

WORKSHOP 6: 9:00—10:00 a.m.

Session A Teaching Cultural Competence as a Reflective Instructor
Andrij Kowalsky, Wilfrid Laurier University

Room 307 ABA Standard 302 (d) requires instructors to teach cultural competence. Intercultural Teaching Competence (ITC) involves teaching to linguistically and culturally pluralistic students. This workshop intends to raise awareness of diversity by addressing ITC principles of: (1) developing an awareness of one's own cultural and disciplinary identities and positionality in the classroom; (2) modelling and encouraging perspective-taking in the classroom; and, (3) modelling and encouraging non-judgmental approaches to exploring cultural, social or other difference. After this session, participants should appreciate the relationship between intercultural teaching competence in law and classroom practice.

Session B Helping Millennials Develop Self-Reflection
Benjamin Madison, Regent University School of Law

Room 321 This presentation focuses on self-reflection as a professional skill. More specifically, we will address the difficulty millennials face here. We will ask participants to compare their own brief self-assessment with the typical results for millennials. Seeing the results, we can launch a highly interactive discussion on teaching methods to help millennials appreciate that knowing one's limitations is as important as owning one's strengths. We can also ask the audience to consider how reflection—over time—can lead to clarity of values, to ethical boundaries, and even to recognition of areas in which one has a passion that her legal training can fulfill.

BREAK: 10:00—10:30 a.m.

WORKSHOP 7: 10:30-11:30 a.m.

Session A Students Learning Lawyering Skills: Immerse Them
Christine Church, Western Michigan University—Thomas M. Cooley Law School

Room 307 Students learn cultural competency, conflict resolution, collaboration, and self-evaluation best when they apply these concepts in simulated client representation. This workshop demonstrates a summer immersion program that integrates interviewing, counseling, negotiation, pretrial work and trial work in a Summer Skills Academy. JD Program Outcomes for skills and ethics can be assessed in the skills academy. Participants will receive fact patterns, rubrics, and syllabi to develop your own skills academy. Administration loves this model -- students can work during the week and get additional credits on weekends during the summer.

Session B Teaching Students to Receive Feedback
Miranda Johnson, Loyola University Chicago School of Law

Room 321 The ability of law students and attorneys to solicit and respond to feedback from supervisors, colleagues and others can enhance the development of self-evaluation skills and other professional skills. This workshop will present a lesson plan used in a practicum seminar that has the dual purpose of teaching students (i) how to receive feedback better and (ii) how to improve their articulated learning goals. Participants will then engage in an interactive exercise aimed at applying this concept to their respective courses.

LUNCH: 11:30 a.m. —12:30 p.m.

WORKSHOP 8: 12:30—1:30 p.m

Session A The Role of Leadership in Law School Education (More Than Just an "Other" Skill)
Leah Witcher Jackson Teague, Baylor University School of Law

Room Since lawyers play critical leadership roles in both the public and private sector, law

307 schools should be more intentional in preparing students for these important roles. This session begins with discussing why leadership development is important to the development of students' professional identity and their future leadership roles in society. How leadership programming can help meet Standard 302(d) also will be discussed. Syllabi from leadership development courses at two law schools will be shared and discussed. Participants will engage in an experiential learning exercise to demonstrate how leadership development programming can benefit law students, law schools and our broader communities.

Session B Developing Critical Legal Reading and Analytical Skills Through the Use of Charts and Diagrams

Room Constance Fain, Texas Southern University Thurgood Marshall School of Law
321

The primary emphasis of this workshop will be on the creation and use of charts to enable students to diagram cases and course topics for the purpose of enhancing their critical reading and analytical skills for success in law school. The workshop will entail the use of an exercise involving a sample case to illustrate the development of the preceding skills. The session will be interactive by engaging the audience in the performance of the following tasks: small group collaboration and diagramming of a case using the chart as a guide; discussion of the chart information; and an overall assessment of the exercise.

CLOSING: 1:30—2:00 p.m.

Room 305

ILTL Co-Directors Emily Grant, Sandra Simpson, and Kelly Terry

Workshop on Measuring Learning Gains: Institutional Effectiveness for the New Era

Orlando, FL

June 22 - 24, 2015

Why attend?

Law schools are entering a new era, one in which they will be expected to seriously evaluate what their students have learned throughout their law school careers. New accreditation requirements imposed by the American Bar Association (ABA), regional accreditors of colleges, and the federal government are driving forces for such attention to educational effectiveness. But so, too, is the intellectual curiosity and commitment to delivering high quality, effective education that animates most legal educators, particularly during a time of declining law school applicants and rapid changes in the legal profession. Few within the legal academy have experience in developing learning outcomes, measuring learning gains or demonstrating institutional effectiveness. Attentive administrators and faculty leaders of law schools around the country need to understand both how they can facilitate student learning in order to meet learning goals and how they can provide proof of accountability and effectiveness. This workshop is designed to meet these needs by providing an intellectual and practical framework for measuring learning gains and institutional effectiveness, along with hands-on experience.

This program is designed to provide participants with in-depth understanding and experience with the issues, goals, and strategies associated with assessment of institutional effectiveness. The program will provide participants with a true "workshop" experience that helps them achieve the following outcomes: (a) identifying a starting point for assessment planning at their individual schools; (b) drafting an assessment plan for their program or school; (c) developing a communications plan to increase understanding, acceptance, and participation in the assessment plan by others; and (d) identifying resources that will help them improve assessment of student learning. The workshop will accordingly provide participants with a significant head start in implementing related strategies at their individual schools.

Law schools are encouraged to send teams of 2-4 individuals who can work together to develop draft assessment plans for their home schools, and brainstorm and test implementation strategies through small-group work with those from other participating schools and programs. Those playing any of the following roles would find the program of particular use and benefit: associate deans for academic affairs, self-study committee chairs, curriculum committee chairs, directors of academic support programs, directors of masters' programs, clinic directors, legal writing directors, faculty members involved in developing substantive concentrations, faculty and staff charged with undertaking various types of institutional assessment, and librarians interested in expanding their roles into the area of educational effectiveness, and deans interested in developing long-term planning strategies. Participants should be committed to complete advanced reading assignments and to take assessment plans back to their home schools for further action. Individual faculty members who wish to gain deeper insight into related topics are also welcome, but should be prepared to work with others in developing strategies for institutional action.

Potential participants should also consider special registration rates for those interested in participating in multiple programs (family law, institutional effectiveness, and leadership development) during the 2015 mid-year program.