

How Do We Build and Assess a Competency Based Curriculum While Preparing Tomorrow's Lawyers in Compliance with New ABA Standards?

*Faculty Feedback to
Assessment Committee*

Overview of Workshop

- Update on ***Educating Tomorrow's Lawyers***
 - *Consortium*
 - *Annual Conference*
- *Brief Review of a few ABA Standards – See handout*
- *Group Work - Led by Professor Clark*

Educating Tomorrow's Lawyers (ETL)

- Consortium
- <http://educatingtomorrowslawyers.du.edu/schools>
- Resources
 - Teaching <http://educatingtomorrowslawyers.du.edu/resources/>
 - Blog <http://online.iaals.du.edu/2014/10/29/ten-lessons-law-schools-can-learn-from-other-educational-programs-in-evaluating-their-curriculum>
 - Law School by the numbers
 - <http://educatingtomorrowslawyers.du.edu/law-jobs/>
- **Foundations for Practice**
 - We are leading a national project to study and define the “Foundations for Practice” that entry-level lawyers need. The first year-long phase focuses on the profession and will include a national survey and a series of focus groups to identify the Foundations. In mid-2015, we will publish results and recommendations, and convene our law school partners to identify opportunities to move legal education forward.

ETL Conference

- Held Annually – we send different interested faculty
- This year on Assessment
 - <http://educatingtomorrowlawyers.du.edu/events/3rd-annual-educating-tomorrows-lawyers-conference/materials/>
- HAND OUT

Assessment Committee

We plan to brainstorm with you about the overall learning goals that we must adopt to govern the law school's academic program.

REASONS TO DO:

- 1) ABA*
- 2) Branding/Messaging*

ABA Student Learning Outcomes (in Hand out)

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.

Eventually We will Have a Full Assessment Plan (in handout)

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.

Creating an Assessment Plan

- Locate your institutional/program/course goals and objectives
 - If they are hard to find, re-locate them to a more visible location
- Evaluate what you are already doing
 - What formative/summative, direct/indirect, and horizontal/vertical measures do you already have in place?
- Identify any gaps
 - What's not being measured that should be measured?
 - What data is being collected but not being used?
- Develop an overall assessment plan that ties your goals and objective (at a range of levels) to your measurements
 - Try to make sure that you have a range of measures (formative/summative, direct/indirect, and horizontal/vertical)

Hand out for Group Work

School of Management Learning Goals

Students in the MBA Programs will be expected to have the skills and knowledge to be effective business leaders by demonstrating that they have achieved these learning goals.

- **Critical thinking**

Our students will give evidence of critical thinking abilities including analytical and decision making skills such as problem definition, data gathering, data analysis, recommended actions to reach desired outcomes and an implementation plan including monitor and control milestones and activities.

- **Effective Communicators both written and spoken**

Our students will be expected to display competence in writing skills having mastered writing styles, vocabulary and organization skills to produce a wide variety of useful documents meeting the norms and expectations of the fields of business and management. Students will be able to concisely present a concept or idea and effectively defend it in communications aimed at influencing relevant or important stakeholders.

- **Professional and disciplinary excellence**

Our students will demonstrate a thorough grasp and understanding of the disciplines taught in the program and the integration of these disciplines such as marketing, operations, finance, accounting, applied statistics, economics, business law, applied information technology and management.

- **Ethics and Social Responsibility**

Our students will demonstrate the ability to identify ethical issues, evaluate them, and make ethical decisions.

Questions and Group Work