

## **Implementation of Learning Outcomes and Assessment at an Institutional Level Some Suggestions and Potential Structures**

1. Educate faculty (and if necessary the Dean and Academic Dean) on the mandate of the revised Standards. Remember the power of framing the issue and make sure to clarify that the Learning Outcomes selected by the school will guide the curriculum. This is critical and should be a continuous part of the process (see #9 below).
2. Determine who will lead the process. Consider who is already doing formative assessment, who understands the importance of learning outcomes, who routinely teaches experientially and assesses lawyering skills other than legal analysis and reasoning.
3. Create a working group of likeminded faculty and administrators. Review potential sources of recommended lawyering skills and outcomes (e.g., MacCrate, Best Practices, The Carnegie Report, Shultz & Zedeck's Lawyering Effectiveness Factors). Review the 2008 Report of the Outcome Measures Committee and Gregory S. Munro's Outcomes Assessment for Law Schools. If you are part of a larger university consider seeking outside input from other colleges and departments who have already implemented outcomes and assessments pursuant to their accrediting agencies.
4. Evaluate the Law School Mission. Does it reflect values that can be directly linked to specific learning outcomes or lawyering skills and competencies? Learning Outcomes adopted by the school should serve the school's mission.
5. Determine which learning outcomes the law school is already teaching and where in the curriculum these outcomes are being taught. One mechanism for this would be curriculum mapping. Pay close attention to outcomes mandated by the Standards:  
Knowledge and understanding of substantive and procedural law; legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context; exercise of proper professional and ethical responsibilities to clients and the legal system; and other professional skills needed for competent and ethical participation as a member of the legal profession.
6. Determine what other legal skills are routinely being taught at the law school and where in the curriculum these skills are being taught. This could be done through the curriculum mapping process as well.
7. Create a process for seeking input from the local bench and bar concerning potential learning outcomes the school should adopt.
8. Select any additional Outcomes the school will adopt (other than those required) if any, keeping in mind they should be easily stated, measurable (not necessarily with mathematical precision), reasonable in light of faculty and student capacity, and will be governing the curriculum as a whole.
9. Return to the full faculty as needed to create dialogue, understanding, transparency and buy-in.