

IV. Sample Chart to Assist with Data Collection

This section provides an example of a data collection format that could be used to compile information on specific courses to demonstrate programmatic compliance as it relates to student learning outcomes. Schools would be in compliance with the ABA standard if they developed data collection methods that would allow them to compile information to show broad programmatic compliance. Schools would be out of compliance if they had not developed a meaningful data collection system that encompassed the data the Standard requires. Data collection of this sort could be accomplished by having instructors use a checklist of the school's identified learning outcomes and components and add information on course-specific methodologies and activities.

Course: _____ # of Students _____ Semester: _____

Identify the skills this course sought to teach and measure	For each skill, identify the components of that skill taught and measured	Identify how this skill and its subsets fit with the school's overall learning objectives and outcomes	Describe all assessment methods used to measure the skills; describe the feedback given to students during the semester to aide in their skills development	What level of proficiency in each skill was expected at the end of the semester; what evidence demonstrates students have reached or not reached that proficiency level
Critical Thinking and Analysis	<ul style="list-style-type: none"> • Responds to questions asked fully and in sufficient detail • Demonstrates understanding of difference between summarizing and analysis • Demonstrates ability to identify key issues and key supporting doctrine • Demonstrates ability to evaluate a line of reasoning and provide own opinion • Reaches a conclusion based upon arguments presented 	This fits into the school's objective of producing graduates who possess critical thinking and problem solving skills	Method 1: <ul style="list-style-type: none"> • One question mid-term essay question [students were provided detailed rubric and asked to engage in a self-reflective learning exercise] • Ungraded essay question with rubric and self-reflective exercise Method 2: <ul style="list-style-type: none"> • Essay question final exam 	<ul style="list-style-type: none"> • Proficiency • This was a first year course and thus students should show a basic level of competency in terms of these skills; would expect the vast majority of students to pass and a mean class average (before normalization) of _____
Problem solving	<ul style="list-style-type: none"> • Identify and diagnose legal problem 	This fits into school's goal of developing students' problem solving skills	Mock interview with client performed by two teams; transcript provided to students; students required to write a short ungraded memo identifying the legal issues raised by the client; peer graded memo using rubric	<ul style="list-style-type: none"> • Would expect students to have be in the developing and rudimentary stages; evidence was class discussion of the memos as well as peer grading using rubric; • Discovered ___ % correctly identified the relevant legal problems
Team work	<ul style="list-style-type: none"> • Work with colleagues in cooperative manner 	This fits within school's goal of interpersonal focus development	Students engaged in peer-grading and peer review of various exercises	<ul style="list-style-type: none"> • Would expect students to be in rudimentary stages; evidence includes: student surveys regarding the value derived from peer-graded exercises and feedback provided by peers to each other regarding the helpfulness of the team efforts