

## **Memorandum**

**To:** Dean Alicia Ouellette  
**From:** Assessment Committee-- David Walker (chair), Antony Haynes, Joe Connors, Jenean Taranto, Ray Brescia (spring) Sarah Rogerson (fall), Rosemary Queenan (ex officio), Katie Palmieri (ex officio), Tom Rosenberger (ex officio)  
**Re:** Assessment Committee Biennial Report 2021-2023  
**Date:** June 26, 2023

The following highlights activities and accomplishments of the Assessment Committee for the 2021/2022 and 2022/2023 academic years.

### **Assessment of Learning Outcomes**

Over the last two years, the Committee completed multiple assessments of all JD learning outcomes and full assessments of all other programs including Certificates MS and LLM programs.

#### **I. JD Learning Outcomes**

##### **A. LO#1 -- foundational knowledge**

LO 1 was assessed through bar exam result and the Kaplan Diagnostic in 2021 and 2023 (available below).

##### **1. Bar Passage**

Bar passage data for first-time takers of the July New York Bar Exams show an gradual decline in in bar passage from 2020 to 2022. In 2020, 88% of first-time takers passed the bar exam. In 2021, 82 % of first-time bar examinees passed the July New York bar exam. That percentage further decreased in July 2022 when only 71% of first-time bar examinees passed the July 2020 New York Bar Examination. While the decline in bar passage might largely be due to the issue related to the pandemic (e.g. remote testing during law school), the decline in fist-time passage is not something that should be overlooked. For more, see the Bar Exam Report from Dan Bollana (below).

## 2. Kaplan Bar Diagnostic Exam

The Kaplan Bar Diagnostic Exam Reports from 2021 and 2022 revealed that the following percentage of students scored above or as expected on the multiple-choice questions:

2021		2022	
Torts	71.1%	Torts	66.35%
Contracts	73.1%	Contracts	69.35%
Real Property	81.6%	Real Property	74.85%
Criminal Law	69.1%	Criminal Law	64.30%
Civil Procedure	34.2%	Civil Procedure	39.70%

As evident from the numbers, our students are performing sub-optimally in Civil Procedure, but there has also been a decline in overall performance in first-year subjects tested.

### **B. LO#2 – written and oral communication & LO#3 – research, analysis, reasoning, and problem solving**

The Committee reviewed the assessments completed for LO#2 for oral and written communication conducted in the last year. With the completion of first year oral argument assessment, oral and written communication assessments by supervising attorneys in field placements and hybrid clinic, and review of upper level writing papers, our assessment of these outcomes is complete for this cycle.

#### **1. Upper Level Writing papers**

The review of Upper Level Writing papers (report available below) revealed the following competencies (competent or advanced) in regards to Learning Outcomes 2 & 3.:

Students will demonstrate the ability to write in a clear, concise, well-organized, and professional manner appropriate to the audience and context.	<b>45%</b>
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All communications demonstrate the use of standard rules of grammar, spelling, and punctuation.	<b>81%</b>
Students will present a principal theme or argument concerning specialized knowledge of a particular area.	<b>77%</b>
Students will demonstrate critical legal reasoning and analysis of research material presented.	<b>44%</b>
Students will demonstrate basic legal research skills.	<b>45%</b>

These numbers reveal a significant decline in student, research, writing analysis, and reasoning.

## **2. Field Placement and Clinical Course Evaluations**

The combined results of four sets of evaluations (see below) field placements (2 evaluations sets) and clinical courses (2 evaluation sets) revealed the follow competencies (competent or advanced) in regards to Learning Outcomes 2 & 3.:

Students will demonstrate the ability to write in a clear, concise, well-organized, and professional manner appropriate to the audience and context.	<b>88%</b>
All communications demonstrate the use of standard rules of grammar, spelling, and punctuation.	<b>92%</b>
Students' work demonstrated the ability to solve legal or legally-related problems or concerns by identifying appropriate legal and non-legal recommendations.	<b>91%</b>
Students will demonstrate critical legal reasoning and analysis of research material presented.	<b>92%</b>
Students will demonstrate basic legal research skills.	<b>88%</b>

The committee noted the continued difference in student ability to reason and research better in a practical lawyering context than from a scholarly context. Reasons for the difference are still unknown. It may be due to the nature of how students can satisfy their ULRW. Student research skills also fared significantly better in the practical context as well, which is odd because research skills should carry over from a practical context to a scholarly context.

### **3. Oral Argument Assessment**

Members of the faculty who teach Lawyering were provided a rubric to assess student oral communication through oral arguments held in their courses in spring 2023. Five faculty members did provide assessments. The committee received one hundred and four students' oral arguments evaluations based on the criteria set out by the committee. The percentage of students who demonstrated competence or higher per each measure of assessment is below (report available below).

Students will demonstrate the ability to communicate orally using the language of the law and terms of art appropriate to the audience and context.	92%
Students will demonstrate the ability to speak in a concise, clear, and appropriately respectful manner.	96%
Students will demonstrate the ability to communicate orally using the standard rules of grammar when appropriate.	97%

Clearly, our students are excelling at oral communication in a legal context.

## **C. LO##4,5,6 – ethical responsibility, access to justice, multicultural awareness**

### **1. Clinic and Field Placement Evaluations**

In fall, direct assessment of these LOs was conducted through surveys of clinic and field placement supervisors (reports available below). Surveys were provided in electronic format to and were conducted separately from end of semester student evaluations required for grading purposes.

The assessments from the field placement supervisors revealed the following competencies (competent or advanced) in regards to Learning Outcomes 4, 5, & 6:

Students demonstrate the ability to exercise proper professional and ethical responsibilities to clients and the legal system.	75%
Student demonstrates knowledge and understanding of the lawyer's professional responsibility to advance the mission of service to the underrepresented so that all individuals have access to our justice system.	100%
Student demonstrated an awareness and understanding of the knowledge, skills, and values necessary to be competent and effective lawyers in a multicultural world.	87%

The assessments from the clinical faculty revealed the following competencies (competent or advanced) in regards to Learning Outcomes 4, 5, & 6:

Students demonstrate the ability to exercise proper professional and ethical responsibilities to clients and the legal system.	89%
Student demonstrates knowledge and understanding of the lawyer's professional responsibility to advance the mission of service to the underrepresented so that all individuals have access to our justice system.	78%
Student demonstrated an awareness and understanding of the knowledge, skills, and values necessary to be competent and effective lawyers in a multicultural world.	85%

## 2. Exit Survey

Graduating 3Ls in the Juris Doctor Program were asked to take an exit survey. The exit survey asked, in part, whether they passed the Multistate Professional Responsibility Exam (MPRE), to which 86% indicated that they had. Of those students, 79% took the exam only once.

## II. LLM for International Law Graduates

### 1. Evaluation of Performance in Legal Research & Writing: LLM

All learning outcomes for students in the International LLM program are assessed based on their performance in the Legal Research and Writing: LLM course. An

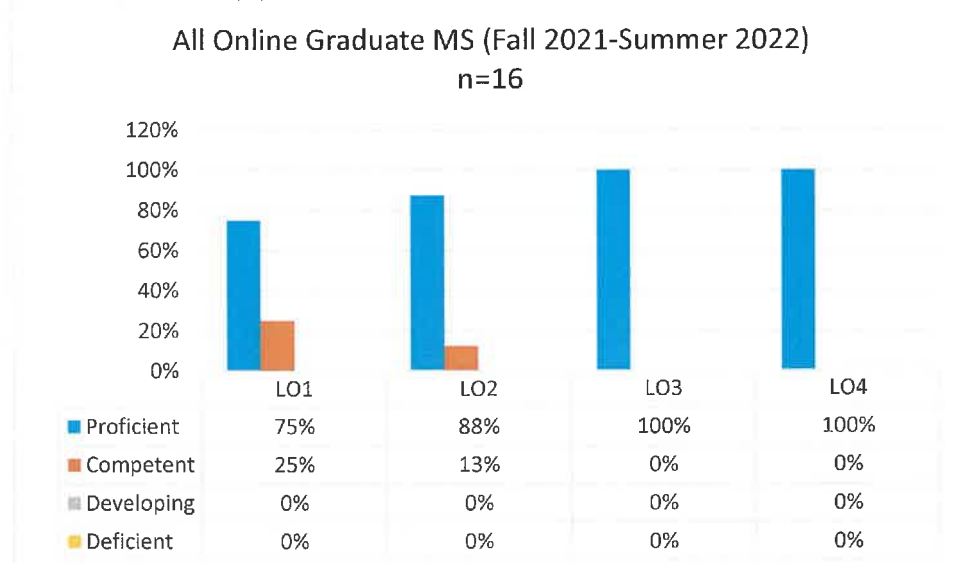
assessment was completed on each student enrolled in the 2022 Legal Research & Writing: LLM course (see below). The report course consisted of two students. The assessment chart can be found below. Overall, with the exception of oral communication, the students did not perform well. However, it is difficult to draw any conclusions from the data since the pool of assessable candidates is so small. The committee should aggregate results of the 2018, 2021, and 2022 multiple to see a broader picture of performance by students in the program.

## 2. Exit Survey

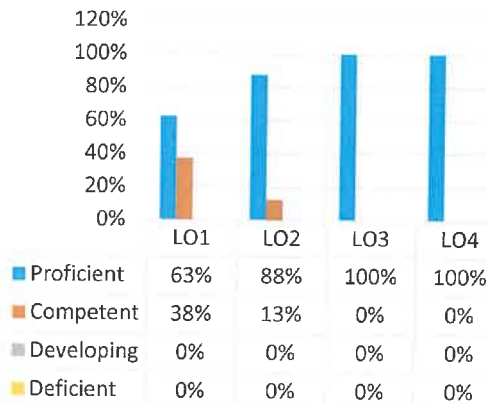
Graduating 3Ls in the Juris Doctor Program were asked to take an exit survey. The exit survey asked, in part, whether they passed the Multistate Professional Responsibility Exam (MPRE), to which no student provided information.

## III. Master of Science (MS) Program Thesis Paper

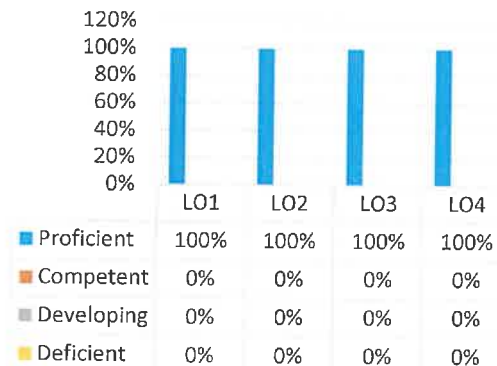
All MS program LOs are now assessed using the Thesis work product. MS Thesis papers from students who graduated between Fall 2021 and Summer 2022 were evaluated by the Thesis course professor, who used a rubric that aligns with the LOs. This assessment was kept separate and distinct from grades awarded for course performance. At least 75% of students scored *proficient* across all LOs and no students scored as *developing* or *deficient* in any LO.



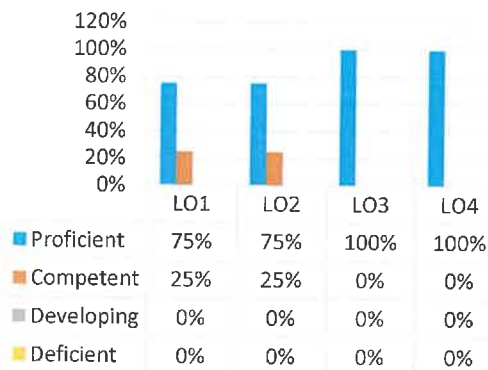
MS in Cybersecurity and Data Privacy  
(Fall 2021-Summer 2022) n=8



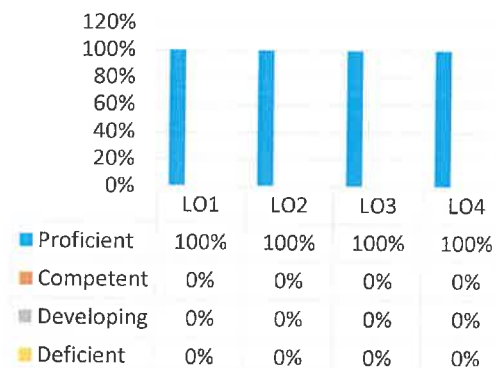
MS in Financial Compliance and Risk  
Management (Fall 2021-Summer  
2022) n=2



MS in Health Law and Healthcare  
Compliance (Fall 2021-Summer  
2022) n=4



MS in Human Resources: Law,  
Leadership, and Policy (Fall 2021-  
Summer 2022) n=2

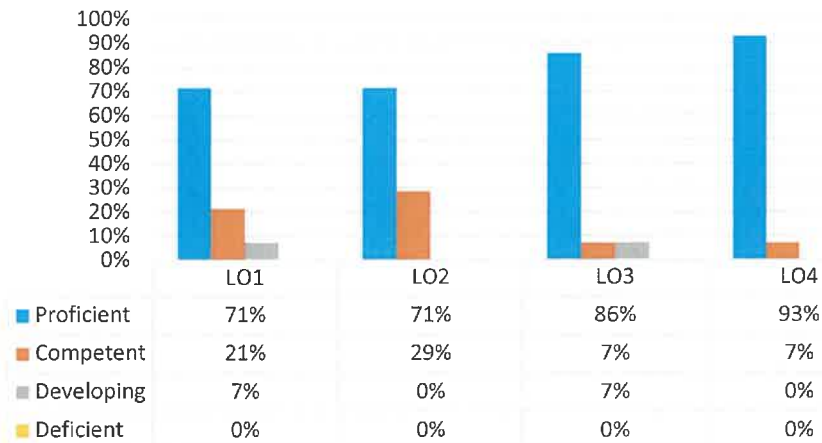


The MS in Government Affairs and Advocacy was relaunched in an online format in 2022. As a result, there is no existing LO data for this reporting cycle.

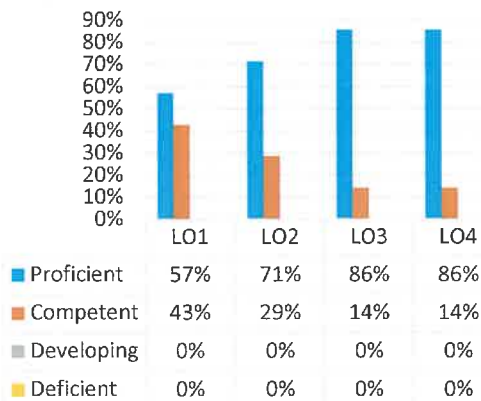
#### 4. IV. Master of Laws (LLM) Thesis Paper

All LLM program LOs are now assessed using the Thesis work product (full report below). LLM Thesis papers from students who graduated between Fall 2021 and Summer 2022 were evaluated by the Thesis course professor, who used a rubric that aligns with the LOs. This assessment was kept separate and distinct from grades awarded for course performance. At least 70% of students scored *proficient* across all LOs and no students scored as *deficient* in any LO.

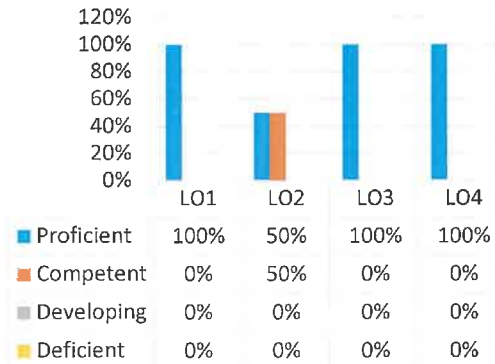
**All Online Graduate LLMs (Fall 2021-Summer 2022)**  
n=14



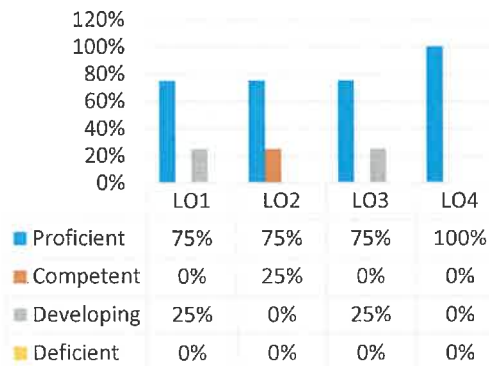
**LLM in Cybersecurity and Data Privacy (Fall 2021-Summer 2022) n=7**



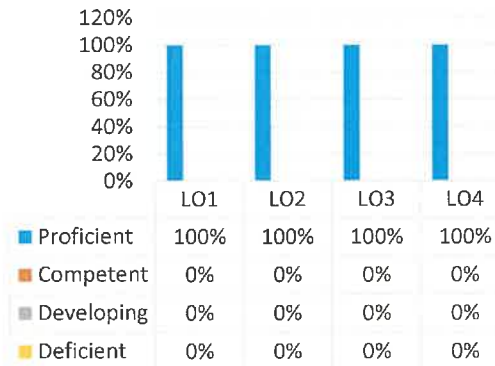
**LLM in Financial Compliance and Risk Management (Fall 2021-Summer 2022) n=2**



**LLM in Health Law and Healthcare Compliance (Fall 2021-Summer 2022) n=4**



**LLM in Human Resources: Law, Leadership, and Policy (Fall 2021-Summer 2022) n=1**





The Health Law and Healthcare Compliance student who scored as *developing* in two LO categories received considerable academic success attention and, upon graduation, was considered to be a *retention and persistence* success story. Since graduation, that student has found a new job where they are using their acquired skills.

The LLM in Government Affairs and Advocacy was relaunched in an online format in 2022. As a result, there is no existing LO data for this reporting cycle.

## V. Certificate Programs Portfolio

In the Fall of 2022, the Assessment Committee requested that the OGPs recommend and implement an assessment protocol, and report findings to the committee. The Assistant Dean and Director for Online Programs thought there might be a way to harvest data from the Canvas LMS and create student portfolios. The portfolio approach involved the collection of prior coursework demonstrating achievement of program learning outcomes by way of assignment grading rubric data extraction. OGP courses use standard grading rubrics that include one or more criteria that can be aligned with each LO. In order to harvest this data retroactively, program staff looked at each CT student's courses and transcribed grading data that aligned with LOs as follows:

<i>Program Learning Outcome:</i>	<i>Standard Grading Rubric Criteria:</i>
LO 1: Demonstrate a deep understanding of an area of law.	Used <b>Understanding</b> criterion: <i>There is evidence of an exemplary understanding of the key concepts and ideas from the course or module.</i>
LO 2: Developed practical skills relevant to my area of study.	Used <b>Critical Analysis</b> criterion for assignments that were <b>practical</b> in nature (such as a memo assignment): <i>Applies the learning from the module materials and wider reading and shows a sophisticated and in-depth application of the knowledge to the real world.</i>
LO 3: Demonstrate the ability to interpret, synthesize, and apply legal information.	Used <b>Critical Analysis</b> criterion for <b>theoretical</b> assignments that asked for interpretation, synthesis, and application (not overlapped with LO 2 assignments). <i>Applies the learning from the module materials and wider reading and shows a sophisticated and in-depth application of the knowledge to the real world.</i>
LO 4: Demonstrate writing capacity within the context of law.	Used <b>Clarity and Conventions</b> criterion: <i>Outstanding clarity of expression with ideas and comments fully developed. Fully adheres to academic conventions of writing and referencing;</i> and <b>Sources and Evidence</b> criterion: <i>An exemplary use of authoritative and relevant sources and a sophisticated use of academic ideas, details, and sources.</i>

The standard grading rubric criteria use a performance scale of *Outstanding*, *Proficient*, *Emerging*, *Unsatisfactory*, and *Not Present*. While assignment grading allows for different weight to be given to different criteria, each criterion is scored on this four-mark scale, allowing actual point values to be extracted and normalized. The data presented, below, is normalized to a scale of 0-100%. Ten students completed their CT during the Summer 2021-Spring 2022 period – five in Cybersecurity and Data Privacy, two in Financial Compliance and Risk management, and four in Health Law and Healthcare Compliance. Six students had no prior legal degree, while the other four did.

### Cybersecurity and Data Privacy

	LO1	LO2	LO3	LO4
Student #1	100%	100%	97%	95%
No Law Degree	100%	80%	93%	93%
	100%		100%	85%
	80%		100%	80%
	80%			90%
	100%			85%
Avg:	93%	90%	98%	88%

Student #2	100%	78%	100%	89%
No Law Degree	97%		86%	
			86%	
Avg:	98%	78%	91%	89%

Student #3	100%	100%	100%	100%
No Law Degree	100%		100%	100%
				100%
Avg:	100%	100%	100%	100%

Student #4	100%	100%	97%	100%
Prior Law Degree	100%		100%	100%
Avg:	100%	100%	99%	100%

CSDP Means				
	LO1	LO2	LO3	LO4
CSDP (All)	98%	92%	97%	94%

CSDP (Prior Law Degree)	100%	100%	99%	100%
CSDP (No Law Degree)	97%	89%	96%	92%

### Financial Compliance and Risk Management

Note that only two students make up this data pool – one with a prior law degree and one without.

	LO1	LO2	LO3	LO4
Student #5	100%	100%	93%	93%
No Law Degree	80%	100%		100%
Avg:	90%	100%	93%	96%

Student #6	100%	100%	100%	100%
Prior Law Degree	100%	90%		
		100%		
Avg:	100%	97%	100%	100%

	FCRM Means			
	LO1	LO2	LO3	LO4
FCRM (All)	95%	98%	97%	98%
FCRM (Prior Law Degree)	100%	97%	100%	100%
FCRM (No Law Degree)	90%	100%	93%	96%

### Health Law and Healthcare Compliance

	LO1	LO2	LO3	LO4
Student #7	95%	97%	93%	100%
No Law Degree	90%			100%
Avg:	93%	97%	93%	100%

Student #8	95%	93%	80%	98%
No Law Degree	80%		100%	90%
	100%			100%
Avg:	92%	93%	90%	96%

Student #9	90%	87%	97%	98%
Prior Law Degree	100%	100%		100%
				90%

Avg:	95%	93%	97%	96%
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Student #10	85%	80%	83%	83%
Prior Law Degree	100%		100%	90%
	100%			100%
Avg:	95%	80%	92%	91%

HLTH Means				
	LO1	LO2	LO3	LO4
HLTH (All)	94%	91%	93%	96%
HLTH (Prior Law Degree)	95%	87%	94%	93%
HLTH (No Law Degree)	92%	95%	92%	98%

Averages Across All Program Disciplines				
	LO1	LO2	LO3	LO4
Prior Law Degree	98%	93%	97%	97%
No Law Degree	94%	93%	94%	95%
All Students	96%	93%	95%	96%

## VI. Recommendations for Next Steps

This report summarizes the full assessment cycle for students enrolled between fall 2021 and spring 2023. Next year, the Assessment Committee should examine trends between this report, the 2021 report, and the 2019 report.

The Academic Affairs Committee may want to take a deep look at the Civil Procedure course(s) and re-examine the JD Upper Level Writing Requirement to determine whether it is truly capturing student achievement in legal writing, analysis, and research. It may also want to work with OGO to create opportunities to bring students into the program assessment process as a way to foster self-reflection and self-assessment using work samples that they believe to be best representative of their achievement.

# Bar Examination Report 2022



## MEMORANDUM

To: Professor Dan Bollana, Director of Bar Success  
Alicia Ouellette, Dean and President  
Rosemary Queenan, Associate Dean for Academic Affairs  
From: Connie Mayer  
Re: Some Preliminary Bar Statistics  
Date: December 5, 2022

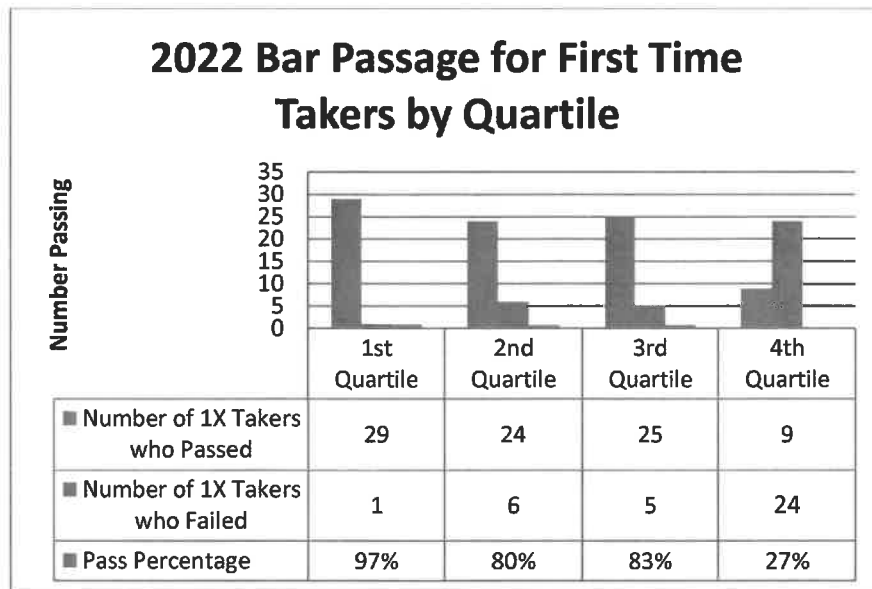
Attached is a report outlining some of the statistical information regarding the July 2022 first-time bar takers. Please let me know if you have any questions about this or if this triggers other questions that you would like me to look at. I wasn't able to do much with the lunches and meetings because there weren't a lot of students who participated, but I did include some descriptive information about number of students in each quartile who attended the lunches and bar passage rates for those who did and didn't attend the lunches. Let me know if you need anything else.

## Report on Bar Passage for Class of 2022 First-Time Takers

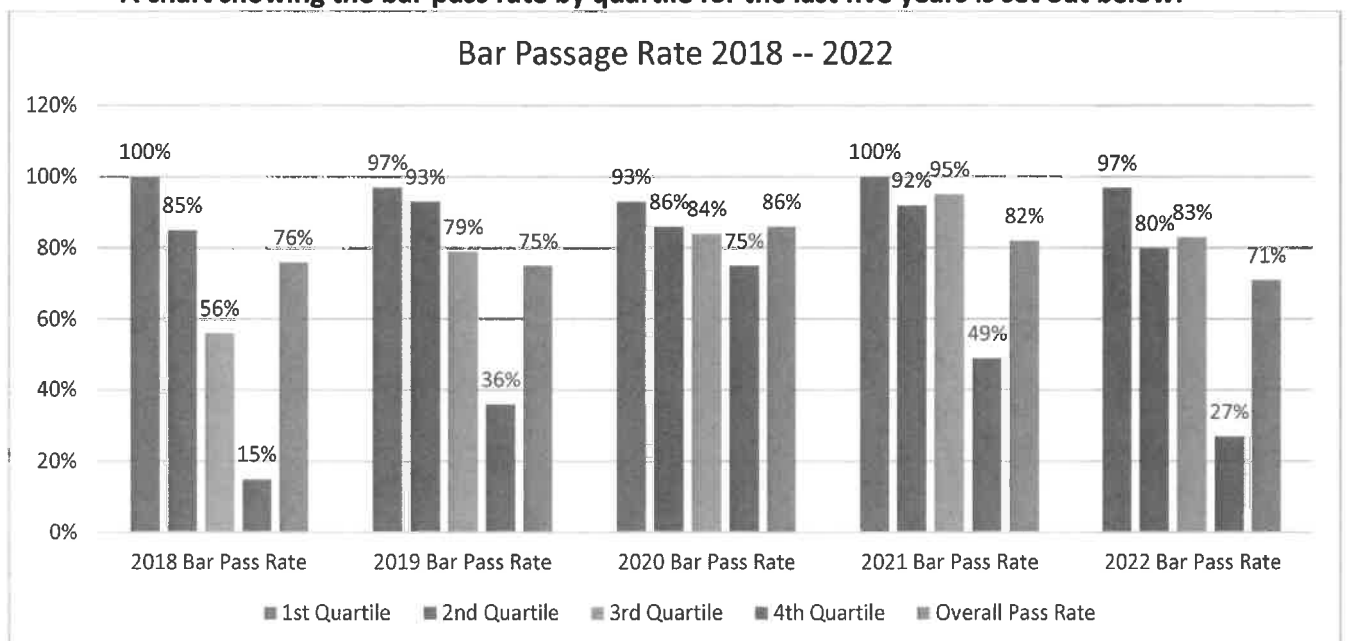
### Overall Statistics for First-Time Takers

#### Bar Passage Rate:

The overall bar passage rate for Albany Law School first-time takers on the July 2022 bar exam was 71%. The scores for students in the second, third, and fourth quartiles all decreased over last year. As the chart below demonstrates, 97% of first-time takers in the first quartile passed the bar (GPA: 3.65 – 4.0); 80% of first-time takers in the second quartile passed (GPA: 3.3 – 3.64); 83% of first-time takers in the third quartile passed (GPA: 3.0 – 3.29); 27% in the 4th quartile passed the bar (GPA: 2.5 – 2.9). The chart below shows the number of students who passed the bar examination in each quartile:



A chart showing the bar pass rate by quartile for the last five years is set out below:





## The Impact of Taking Academic Success Courses for Students in the Bottom Quartile

Students who are in the bottom quartile at the end of their first year of law school are now required to take at least five core bar courses as a graduation requirement. These core bar courses, called Foundations courses, are Sales, Secured Transactions, Commercial Law Survey, Business Organizations, Trusts & Estates, Family Law, Criminal Procedure: Investigation, Criminal Procedure: Adjudication, and Advanced Legal Analysis II (the bar prep course which is required). Additionally, we offer a second-year course, Advanced Legal Analysis I, designed to reinforce first-year subjects that are tested on the MBE. Students are assigned to ALA I based on their score on the Diagnostic Assessment and their cumulative GPA. In previous years, students in the bottom quartile who took the two academic success courses (ALA I and ALA II) had higher bar passage rates than those students who graduated in the bottom quartile who did not take these courses. This year, the 2022 first-time takers who were in the bottom quarter of the class and who took ALA I had a higher bar passage rate than students who did not take ALA I. Those who took ALA II, however, did not have a higher bar passage rate than those who did not take the course. (See chart below). This may not be very meaningful because the sample size is small and a comparison of means analysis did not demonstrate a statistically significant difference in the mean bar scores between these two groups.

**Bar Passage Rate of 1X Takers in the 4<sup>th</sup> Quartile who took ALA I**

		Bar Result		Total
		Fail	Pass	
Did not take ALA I	Count	9	2	11
	Bar Passage %	81.8%	18.2%	100.0%
Did take ALA I	Count	15	7	22
	Bar Passage %	68.2%	31.8%	100.0%
Total	Count	24	9	33
	Overall Bar Pass	72.7%	27.3%	100.0%
	Rate for 4 <sup>th</sup> Quartile			

**Bar Passage Rate of 1X Takers in the 4<sup>th</sup> Quartile who took ALA II  
(Bar Prep Course)**

		Bar Result		Total
		Fail	Pass	
Did not take ALA II	Count	4	4	8
	Bar Passage %	50.0%	50.0%	100.0%
Did take ALA II	Count	20	5	25
	Bar Passage %	80.0%	20.0%	100.0%
Total	Count	24	9	33
	Overall Bar Passage	72.7%	27.3%	100.0%
	Rate for 4 <sup>th</sup> Quartile			

## Relationship Between Bar Score and Other Variables

### Correlations with LSAT Score, LSAT Index, and GPA

A correlation analysis was conducted to analyze the relationship between the bar score achieved on the 2022 bar examination and a number of different variables. Correlations measure the strength and direction of the relationship between two variables. The relationship between two variables is considered weak if the correlation is between .10 and .29, moderate if between .30 and .49, and strong if between .50 and 1.0. For example, as the following chart demonstrates the correlation between Law School Cumulative GPA and bar score is .75 indicating a strong relationship between a student's GPA and that student's score on the bar examination. That is, the higher the student's law school GPA, the higher that graduate's bar score was on the 2022 bar examination.

Bar Score, the score received on the bar examination, was correlated with the following variables to see if there were any strong relationships: LSAT Score, LSAT Index number, undergraduate GPA, and law school cumulative GPA, and 1L cumulative GPA. As shown in the chart below, there was a moderate, positive relationship between bar score and three variables: LSAT score (.30), LSAT Index (.44), and undergraduate GPA (.38). As in previous years, there was a strong, positive correlation between bar score and cumulative GPA (.75) and between bar score and first-year cumulative GPA. See chart below:

### Correlations: 1X Takers – Bar Score, LSAT Score, LSAT Index, Undergrad GPA, Law School Cumulative GPA, and 1L Cumulative GPA

Correlations					
	LSAT Score	LSAT Index	Undergrad GPA	Cum GPA	1L Cum GPA
Bar Score	.300**	.440**	.382**	.756**	.619**

\*\* . Correlation is significant at the 0.01 level

### Correlations with Bar Courses

Correlation analysis was also conducted to examine the relationship between bar score and having taken the following core bar courses: Trusts & Estates, Business Organizations, Sales, Criminal Procedure: Investigation, Criminal Procedure: Adjudication, Commercial Law Survey, and Family Law. After controlling for law school GPA, there were weak positive relationships between bar score and taking Trusts & Estates and Commercial Law Survey (see below).

### Correlations: Relationship between Core Bar Courses and Bar Score -- Controlled for Cumulative GPA

		Trusts and Estates	Business Org	Sales	Criminal Procedure Adj	Criminal Proc Investigation	Comm. Law Survey	Conflict of Laws	Family Law
Control Variable: Cumulative GPA									
Bar Score	Correlation	.258**	-.020	-.122	.068	-.095	.234*	.166	-.100
	Significance (2-tailed)	.007	.840	.205	.480	.328	.014	.084	.299

\*\*Significant at .01 level

\*Significant at the .05 level

### Bar Passage by LSAT Index Number:

Because of the moderate correlation between bar score and LSAT Index number, several years ago the law school started using LSAT Index number in their formula for awarding scholarship money. The chart below shows the bar passage rate of our students by LSAT Index score. The Index score represents a combination of the student's LSAT score and their undergraduate GPA. As in past years, students with an index score of 2.7 or greater have higher bar passage rates.

**LSAT Index Range by Bar Result Crosstabulation**

			Bar Result		Total
			Fail	Pass	
LSAT Index Score	2.2-2.4	Count	4	5	9
		% within LSAT Index Range	44.%	56%	100.0%
	2.5-2.6	Count	25	34	59
		% within LSAT Index Range	42%	58%	100.0%
	2.7-2.8	Count	3	22	25
		% within LSAT Index Range	12%	88%	100.0%
	2.9-3.0	Count	3	18	21
		% within LSAT Index Range	14%	86%	100.0%
	>3.0	Count	1	8	9
		% within LSAT Index Range	11%	89%	100.0%
Total		Count	36	87	123
		% within LSAT Index Range	29%	71%	100.0%

### Core Bar Courses taken by Students in the 4<sup>th</sup> Quartile

Students in the 4<sup>th</sup> quartile, even if not in the Foundations Program, took most of the core bar courses with the exception of Commercial Law Survey and Sales. See the chart below:

**Percent of Students in the 4<sup>th</sup> Quartile who Took Core Bar Courses**

Course	Percent of 4 <sup>th</sup> Quartile Students Taking the Course
• Trusts & Estates	80%
• Business Org.	85%
• Crim. Pro: Adjudication	40%
• Crim. Pro: Investigation	61%
• Conflicts	55%

• Family Law	55%
• Commercial Law Survey	12%
• Sales	3%
• ALA II (Bar Prep Course)	75%

## Lunches and Meetings

There were no correlations between attending the lunches and meetings and bar result, but the two charts below give some descriptive information about students within each quartile who attended and bar passage rates for those in each quartile who did or did not attend the lunches.

**Percentage of Lunches attended by Quartile**

			Quartile				
			1	2	3	4	Total
Lunches: % attended	Did not attend	Count	22	24	22	25	93
		% within Quartile	73.3%	80.0%	73.3%	75.8%	75.6%
	Attended fewer than 40%	Count	3	3	2	2	10
		% within Quartile	10.0%	10.0%	6.7%	6.1%	8.1%
	Attended 40%-70%	Count	2	0	1	1	4
		% within Quartile	6.7%	0.0%	3.3%	3.0%	3.3%
	Attended more than 70%	Count	3	3	5	5	16
		% within Quartile	10.0%	10.0%	16.7%	15.2%	13.0%
Total	Count	30	30	30	33	123	
	% within Quartile	100.0%	100.0%	100.0%	100.0%	100.0%	

### Percent of Lunches attended by Quartile and Bar Result

Quartile				Bar Result		Total
				Fail	Pass	
1	Percent of Lunches Attended	Did not attend	Count	1	21	22
			Bar Passage	4.5%	95.5%	100.0%
	Fewer than 40%		Count	0	3	3
			Bar Passage	0.0%	100.0%	100.0%
	40%- 70%		Count	0	2	2
			Bar Passage	0.0%	100.0%	100.0%
	More than 70%		Count	0	3	3
			Bar Passage	0.0%	100.0%	100.0%
	Total		Count	1	29	30
			Bar Passage	3.3%	96.7%	100.0%
2	Percent of Lunches Attended	Did not attend	Count	4	20	24
			Bar Passage	16.7%	83.3%	100.0%
	Fewer than 40%		Count	1	2	3
			Bar Passage	33.3%	66.7%	100.0%
	More than 70%		Count	1	2	3
			Bar Passage	33.3%	66.7%	100.0%
	Total		Count	6	24	30
			Bar Passage	20.0%	80.0%	100.0%
3	Percent of Lunches Attended +	Did not attend	Count	4	18	22
			Bar Passage	18.2%	81.8%	100.0%
	Fewer than 40%		Count	1	1	2
			Bar Passage	50.0%	50.0%	100.0%
	40%- 70%		Count	0	1	1
			Bar Passage	0.0%	100.0%	100.0%
	More than 70%		Count	0	5	5
			Bar Passage	0.0%	100.0%	100.0%
	Total		Count	5	25	30
			Bar Passage	16.7%	83.3%	100.0%
4	Percent of Lunches Attended	Did not attend	Count	18	7	25
			Bar Passage	72.0%	28.0%	100.0%
	Fewer than 40%		Count	2	0	2
			Bar Passage	100.0%	0.0%	100.0%
	40%- 70%		Count	1	0	1
			Bar Passage	100.0%	0.0%	100.0%
	More than 70%		Count	3	2	5
			Bar Passage	60.0%	40.0%	100.0%
	Total		Count	24	9	33
			Bar Passage	72.7%	27.3%	100.0%

## Conclusion

As in previous years, law school cumulative GPA is the strongest predictor of bar success. Students in the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quartiles all underperformed this year in comparison to previous years. We have to assume that some of the variance is related to COVID and the changes that we were required to make in delivering classes via Zoom, which impacted typical class participation, and modifications in testing that allowed open book/open note exams for an extended period of time.

# Kaplan Diagnostic Report

## Summer 2021





# 2L DIAGNOSTIC REPORT:

## Summer 2021

### Albany Law School

80 New Scotland Ave

Students Tested: 152

Test Dates: June-Sept 2021

### ABOUT THE ASSESSMENT

Students were given a 4-hour diagnostic exam. The exam consists of 80 multiple-choice questions across five MBE subjects and provides assessments of both students' substantive knowledge and students' test-taking skills; and a three-part writing exercise requiring students to respond to two essay questions and one performance-test question.

### SUBJECT COVERAGE AND MAKEUP OF THE EXAM

The coverage area for the multiple choice questions (MCQs) comes from a combination of several criteria. First, 2L law students nationwide have taken basic classes in Torts, Contracts, Real Property, Criminal Law, and Federal Civil Procedure. Second, the National Conference of Bar Examiners (NCBE) has identified these subjects among those that will be tested on the Multistate Bar Examination (MBE). The NCBE has also released outlines highlighting the core topics within each tested subject, including a percentage breakdown of the coverage of each topic area on the MBE. Kaplan Bar Review's staff has assembled an 80-question multiple-choice test based on these topic breakdowns and their own expertise as MBE teachers and lecturers. Similarly, our staff has crafted essay questions designed to measure students' writing abilities against selected topics within the same subjects.

### WHAT THE ASSESSMENT MEASURES

GPA and class rank are typical standards used to identify at-risk students, but these numbers provide little insight into the reasons behind poor performance. The diagnostic measures students' knowledge and analyzes their academic skills in order to address their underlying needs.

### KNOWLEDGE

The assessment will highlight subject areas and topics in which students have demonstrated gaps in foundational knowledge.

- Students' percentage of correct responses within each subject are displayed along with a breakdown of specific topics covered by each question on the test.
- Student performance is measured across an expected range to account for variances in item and subject matter difficulty.

### SKILLS

The diagnostic evaluates performance based on critical academic skills.

- The assessment measures students' skills in areas such as Critical Reading, Reasoning, and Analysis.
- In addition to explaining what students got wrong, the cohort report and individual student reports will explain why students underperformed. For example, students may have failed to spot an issue, or may have had problems selecting the most specific answer to a given question.

### PERFORMANCE OVERVIEW

Number out of 152 students with results at or above expected performance:

	MCQ Test	Essay A	Essay B	Writ. Pract.
Torts	108			
Contracts	111	57		
Real Property	124		70	
Criminal Law	105			
Fed Civil Proc	52			
Test Skills	119			88
Knowledge	91			

Kaplan sets the level of expected performance on the multiple choice test by looking at results from a national sample of student test-takers. 2L students are assessed against a baseline of expected performance as measured against other 2L students who have covered the same subjects and topics.

### IN THIS REPORT:

- Summary: Multiple Choice Test
- Summary: Writing and Practice Skills Test
- Summary: Knowledge and Skills Matrix
- Multiple Choice: Subjects
- Multiple Choice: Wrong Answer Analysis
- Multiple Choice: Item Analysis
- Writing: IRAC Analysis and Skills Analysis
- Writing: Writing Practicum
- Student Roster
- Next Steps
- Individual Student Reports

# Summary: Multiple Choice Test

## MBE Subjects: Level of Expected Performance

The following graph shows how students performed in each subject on the multiple-choice assessment:



Based on a nationwide sample of students who took this same test, an estimated expected performance level for students on track to pass the bar exam was determined.

## Skills v. Knowledge: Level of Expected Performance

Each multiple-choice question was focused on measuring a student's knowledge of the law or a student's test-taking skills. This graph shows how well students performed on both question types:



Based on a nationwide sample of students who took this same test, an estimated expected performance level of students on track to pass the bar exam was determined.

### LEVEL OF EXPECTED PERFORMANCE: MCQs

For each of the five MBE subjects tested on the 2L Diagnostic administered for Albany Law School, the level of expected performance is a comparative norm used to assess the nationwide sample of students who have taken this same diagnostic set of multiple-choice questions. The graphs on this page compare the performance of this Albany cohort to this expected level of performance.

### Cohort Level Performance - by MBE Subject

Overall, with respect to expected performance levels, this Albany cohort was fairly successful. In four of the five subjects, more than two-thirds of the cohort met or exceeded performance expectations. Moreover, in two of the five subjects, at least a quarter of the cohort fully exceeded our performance standards.

Relative to performance expectations, the cohort's strongest performance occurred in *Real Property*. Not only is this the subject with the smallest portion of the cohort below expectations but also it is the subject with the largest portion above our expectation range. Less than a fifth of the cohort scored below our expectation level. Meanwhile, more than a third of the cohort exceeded this performance standard.

After *Real Property*, the cohort's strongest performance was in *Contracts*. This subject had the second smallest portion of the cohort below expectations and the second largest portion of the cohort above this standard. While only a bit more than a quarter of the cohort scored below expectations, it was also the case that a bit more than a quarter of the cohort fully exceeded our expectations for the *Contracts* MCQs.

The cohort was also fairly successful—although to a slightly lesser degree—in the subjects of *Torts* and *Criminal Law*. In both of these subjects, between a quarter and a third of the cohort performed below expected levels, while almost a fifth of the cohort performed above these levels.

Finally, relative to expected performance levels, the cohort's weakest performance occurred in *Federal Civil Procedure*. This was the only subject for which a majority of the cohort performed below our expectation standard. Indeed, almost two-thirds of the cohort missed the expectation level. Moreover, this was the only subject for which much less than a fifth of the cohort performed above this standard. Indeed, only about one student in twenty did so.

### Cohort Level Performance- MCQ Skills v MBE Knowledge

All of the multiple-choice questions on the Diagnostic are tagged as either primarily *knowledge-based* or primarily *skills-based*. Because law school, understandably, is focused on doctrinal learning and not multiple-choice test-taking, our expectation range for *knowledge-based* questions is higher than that for *skills-based* questions.

Relative to our expectation norm, this cohort of students performed better on the *skills-based* question than on the *knowledge-based* questions. For both question categories, less than half of the cohort performed below expected levels of performance. However, the portion doing so on the *skills-based* questions was half as large as the portion doing so on the *knowledge-based* questions. Also, while almost a third of the cohort exceeded expectations for the *knowledge-based* questions, almost a half of the cohort did so on the *skills-based* questions.

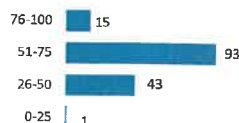
# Summary: Writing and Practice Skills Test

## MCQs v. Essays: Results Comparison

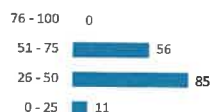
The graphs below compare the multiple-choice and essay portions of the diagnostic:

### Torts and Contracts

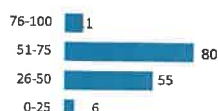
Number of students in each Torts MCQs percentage range:



Number of students in each Torts & Contracts essay percentage range:

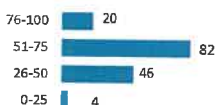


Number of students in each Contracts MCQs percentage range:

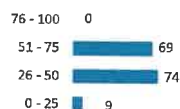


### Real Property

Number of students in each Real Property MCQs percentage range:



Number of students in each Real Property essay percentage range:

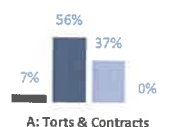


## Overall Writing and Practice Test Scores

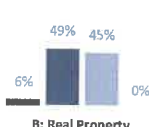
Students also took a knowledge-agnostic Writing Practicum. Compare their performance with that of the other two essays:

Essay Score Ranges

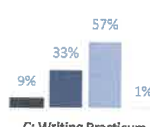
■ 0-25 ■ 26-50 ■ 51-75 ■ 76-100



A: Torts & Contracts



B: Real Property



C: Writing Practicum

## IRAC Methodology

The Issue, Rule, Application, Conclusion (IRAC) methodology works well when structuring essay answers on the bar exam. This structure provides an organizational template that ensures students hit all of the key elements to a successful essay answer. The following shows the weighted averages of student scores against the IRAC Scoring Grid. Possible scores range from 0 to 4.

	I	R	A	C
Overall Writing	2.6	1.3	1.8	1.9
A: Torts & Contracts	2.4	1.2	1.6	1.9
B: Real Property	2.6	1.4	1.9	1.6
C: Writing Practicum	2.7	1.3	1.9	2.3

The following shows the number of students with weighted averages of less than 2. Note that 152 of 152 students completed the essay portion of the test.

	I	R	A	C
A: Torts & Contracts	34	149	104	78
B: Real Property	48	88	19	110
C: Writing Practicum	37	121	47	54

### Cohort Level Performance- MCQs v. Essays

The bar charts to the left compare how students performed on the multiple-choice questions to how students performed on essay questions dealing with the same subject area or areas. For both the multiple-choice questions and essay questions, performance is calculated out of 100%. The comparison is facilitated by grouping individual student performances into four percentage ranges: 1-25%, 26-50%, 51-75%, and 76-100%.

With respect to the Albany cohort's performance in the areas of Torts and Contracts, its distribution of scores shows that its MCQ performance bested its Essay performance. On the *Mixed-Subject Essay*, less than half of the cohort scored above 50 percent. In contrast, on the two MCQ sets covering Torts and Contracts, more than half of the cohort scored above 50 percent. Indeed, on the Torts MCQs, more than two-thirds of the cohort scored in the upper two scoring ranges (above 50 percent).

With respect to the cohort's performance in the area of *Real Property*, the distribution of scores again shows that its MCQ performance bested its Essay performance. Again, less than half of the cohort scored above 50 percent on the essay-formatted question, while two-thirds of the cohort did so on the MCQ-formatted questions.

### Cohort Level Performance- Essays v. Practicum

With respect to the two essays and one writing practicum, the bar charts here compare the cohort's score distributions across the four percentage ranges described above. In this context, it is worth noting that the expected performance level is a score of at least 50 percent.

A look at the three score distributions reveals that Albany's 2L cohort had modest success on the writing tasks. It was least successful on the *Torts-Contracts Essay*. Here, less than half of the cohort scored above 50 percent. On the *Real Property Essay*, almost half of the cohort did so. In further contrast, on the *Practicum*, more than half of the cohort scored in the upper two scoring ranges.

### Cohort Level Performance- IRAC

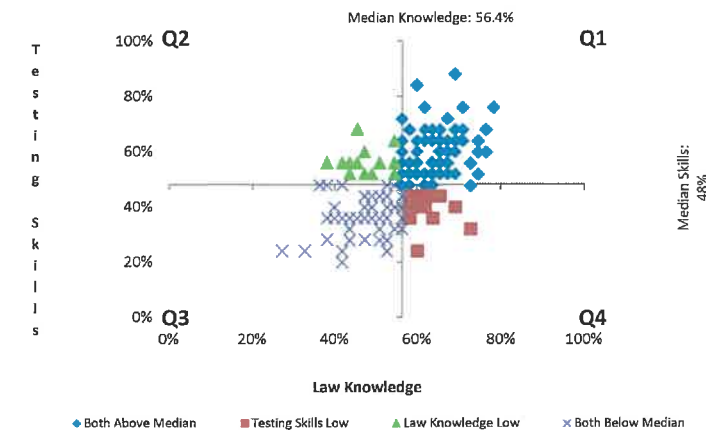
With respect to this cohort's execution of IRAC, its strongest performance by far was on the *Issue (I)* component. Among its four *overall* component scores, the cohort at least met expectations in only the *Issue (I)* phase of an IRAC discussion. (Note: a 2.0 on the 4-point scale represents a performance meeting the expectation standard). Moreover, for each of the three writing tasks, the cohort's *Issue (I)* score readily met expectations. Finally, for each writing task, the cohort earned its highest component score in the *Issue (I)* phase of IRAC.

As for the other three phases of IRAC, the cohort's *overall* component scores fell short of the expectation mark. Indeed, when we look at the cohort's component scores for each writing task, we find only one of nine scores meeting our expectation standard. For the *Conclusion (C)* phase, the cohort received its second-highest component score on two of three writing tasks. For the *Application (A)* phase, the cohort received its second-highest component score on one of the three tasks. Finally, for each of the writing tasks, the cohort received its lowest component score in IRAC's *Rules (R)* phase.

# Summary: Knowledge & Skills Matrix

## Knowledge & Skills Matrix

The chart below positions each student according to their performance on both knowledge of the law and testing skills, with a comparison to the class medians.



### Class Medians

Median Skills:	48.0%
Median Knowledge:	56.4%

The chart to the left divides students into four categories based on knowledge and testing skills, as follows:

- Quadrant 1:** Students above the median on both areas.
- Quadrant 2:** Students below the median on Law Knowledge, but above on Testing Skills.
- Quadrant 3:** Students below the median on both areas.
- Quadrant 4:** Students below the median on Testing Skills, but above on Law Knowledge.

### Findings

Exam results are often determined by more than simple knowledge of a subject. Many students find the construct of a test to be challenging in itself, even when they know the material. Conversely, some students with a lower level of knowledge perform well on tests due to their testing skills.

Of the 80 questions on the diagnostic assessment, 55 questions focus primarily on knowledge and 25 questions focus primarily on test-taking skills (although all questions ultimately measure both areas). In this way, we are able to assess both factors separately and in relation to one another. The scatter graph to the left shows how individual students performed on both the knowledge and skill questions. Each marking represents a single student. Students are plotted against the four quadrants according to their distance from the median performance levels on knowledge and skill questions.

Particular attention should be paid to students in quadrants 2 and 4, who have demonstrated higher performance on either knowledge or skills. In Quadrant 4, we may have students who, despite their legal knowledge, are not performing to their optimal level because their test-taking skills do not allow them to more fully exploit that knowledge. In Quadrant 2, we may have students who, despite their test-taking skills, are not performing to their optimal level because their relative lack of legal knowledge does not allow them to fully exploit their test-taking savvy.

**Students in Q1:** These students were above the class median on both types of questions.

**Students in Q2:** These students performed above the class median on the skills-based questions and below the class median on the knowledge-based questions. Generally, these students should focus on acquiring knowledge of the law. Additionally, these students should be careful not to rely solely on testing skills when it comes time for them to prepare for the bar exam, given the wide range of material that will be covered and the relatively short preparation period.

**Students in Q3:** These students were below the class median on both types of questions. They can benefit from the advice given to students in Q2 and Q4.

**Students in Q4:** These students were above the class median on the knowledge-based questions and below on the skills-based questions. Students in this group are likely to benefit from a review of testing tips and strategies, as well as exercises that provide a greater level of comfort and familiarity with the testing experience.



# Multiple-Choice: Subjects

## Multiple-Choice Assessment

Based on a nationwide sample of students who took this same test, an estimated expected performance of students on track to pass the bar exam was determined. The school's performance is compared to this nationwide sample below:

	Items	Correct Resp.	Median Score	Typical Range	Student Performance:	
					Below Range	Within or Above Range
<b>Torts</b>	16	60%	10	9 - 11	29%	71%
Basic Qs	7	71%	5			
Difficult Qs	4	36%	1			
<b>Contracts</b>	16	56%	9	8 - 10	27%	73%
Basic Qs	5	67%	3			
Difficult Qs	1	38%	0			
<b>Real Property</b>	16	61%	10	8 - 10	18%	82%
Basic Qs	7	74%	5			
Difficult Qs	4	40%	2			
<b>Criminal Law</b>	16	58%	9	9 - 11	31%	69%
Basic Qs	3	77%	2			
Difficult Qs	2	56%	1			
<b>Fed Civil Procedure</b>	16	37%	6	7 - 9	66%	34%
Basic Qs	6	46%	3			
Difficult Qs	3	20%	0			
<b>Testing Skills</b>	25	49%	12	10 - 12	22%	78%
Basic Qs	8	57%	5			
Difficult Qs	5	36%	2			
<b>Knowledge</b>	55	57%	31	31 - 33	40%	60%
Basic Qs	20	70%	14			
Difficult Qs	9	37%	3			

## Recommendations

In terms of the bar exam, students should focus on topics that will yield the highest possible return for their efforts. Topics such as Negligence, Formation, Rights in Land, Crimes, and Pretrial Procedures are almost always among the most heavily tested topics on the bar exam, so these are where the largest chunks of get-able points will be found. In terms of targeting areas of weakness, students should focus on those areas which provide the greatest opportunity for score improvement. An area might not be a student's absolute weakest area, but if the student is underperforming in an area and it is somewhat heavily tested, it might well be the best area to focus one's time and energies. Finally, making sure the first-year curriculum provides adequate coverage of all areas frequently tested on the bar exam will allow professors to provide more effective coverage of these topic area, including any in which students have tended to underperform.

### Cohort Level Performance- By Subject By Question Difficulty

For each subject, we tap into a cohort's relative depth of understanding by comparing the cohort's performance across difficulty levels. Not surprisingly, we see different patterns emerge depending on the subject.

Question difficulty's overall impact on the cohort's performance is measured when we compare the cohort's percent correct on the set's basic questions to its percent correct on the set's more challenging questions. When we make such a comparison, we observe impacts of between 20 and 35 points. The overall impacts observed in *Torts* and *Real Property* were clustered at the top of this range. The overall impact observed in *Federal Civil Procedure* lay at the bottom of this range.

By comparing first the cohort's percent correct on basic questions to its percent correct on mid-level questions and then the cohort's percent correct on these mid-level questions to its percent correct on the challenging questions, we also can observe the pattern of question difficulty's impact on cohort performance. In both *Contracts* and *Real Property*, we see a pattern consisting of two roughly equally sized double-digit drops in the cohort's percent correct. In all other subjects, we see only one double-digit drop-off.

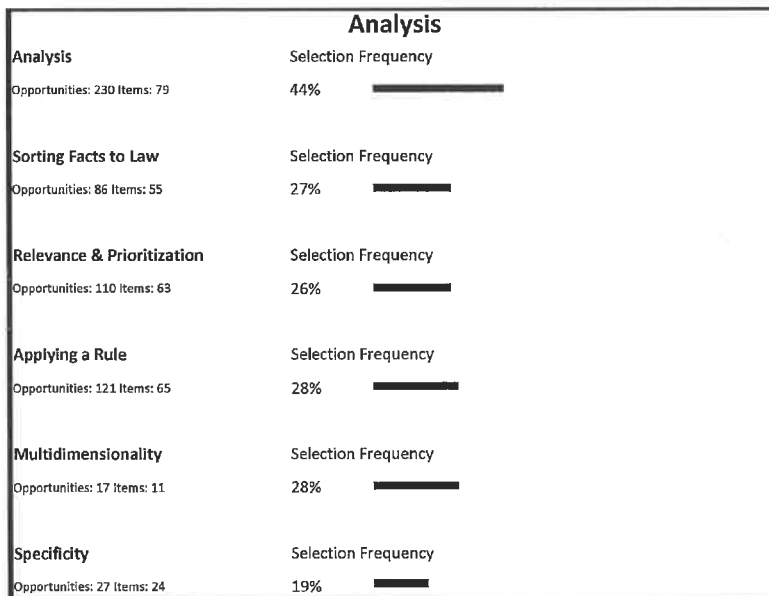
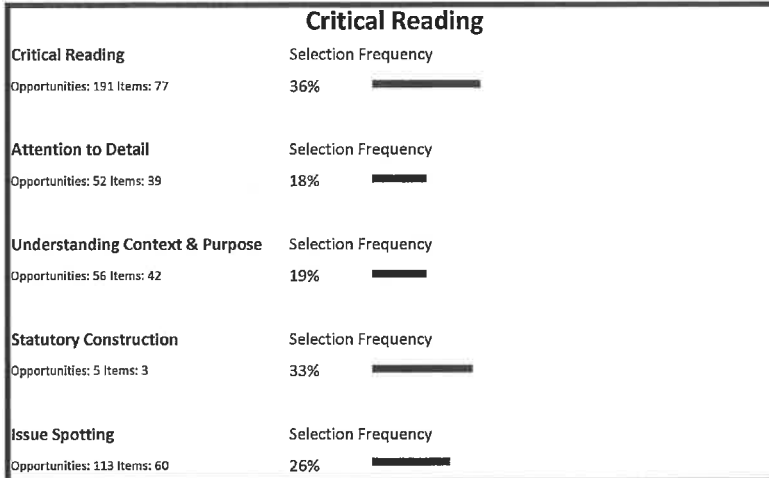
Among the three subjects with patterns consisting of no more than one double-digit drop-off in the percent correct, we see two distinct patterns. In *Torts* and *Federal Civil Procedure*, the pattern of impact consistently manifests itself in a negative correlation between question difficulty and cohort performance. In contrast, in *Criminal Law*, the expected negative correlation between these variables only appears when we consider the shift from basic questions to mid-level questions.

### Cohort Level Performance- Skills By Question Difficulty and Knowledge By Question Difficulty

When we divide the MCQs between those questions that are relatively *skills-based* and those questions that are relatively *knowledge-based*, we see that question difficulty impacted the cohort's performance on these two question in different ways. First, in terms of the overall impact, the cohort's performance on *skills-based* questions had a drop-off that was only two-thirds the size of the drop-off observed with *knowledge-based* questions. Second, in terms of the pattern of impact, we observe two distinct patterns. *Knowledge-based* questions manifest two double-digit drop-offs of roughly equal size, while *skills-based* questions manifest only one double-digit drop-off, which was twice the magnitude of the smaller drop-off.

# Multiple-Choice: Wrong Answers

## Multiple Choice: Skills Analysis



### Student Responses

Students' incorrect responses on the multiple-choice questions were charted against a set of academic skills crucial to success in law school. In this way, we are able to track incorrect responses against a particular skill deficiency.

The chart to the left shows the number of items (questions) that were tagged with each skill, as well as the number of opportunities (answer choices) that were tagged to each skill. A high selection frequency generally indicates a higher deficiency in that particular skill area, although certain skills appear more frequently than others, and therefore are considered more significant.

**Critical Reading:** This category measures the ability to read a passage closely and to identify important facts and legal concepts. Critical Reading includes four component skills, which are Attention to Detail, Understanding Context & Purpose, Statutory Construction, and Issue Spotting.

- **Attention to Detail:** This is the ability to locate specific elements of facts and/or laws that are germane to the overall question presented for analysis.

- **Understanding Context and Purpose:** This is the ability to determine the intent or function behind facts and/or laws in the question presented for analysis.

- **Statutory Construction:** This is the ability to parse out the specific meaning of statutory language and to apply that language in a precise way.

- **Issue Spotting:** This is the ability to identify all issues in a fact pattern, from the obvious to the less readily apparent.

**Reasoning:** This category measures the cognitive skills needed to work through a problem and reach a legal proposition or conclusion. This includes the various types of reasoning: inductive reasoning, deductive reasoning, analogical reasoning, and synthesis of information.

**Analysis:** This category measures the ability to argue towards a conclusion through the application of legal rules or propositions to facts. Analysis contains several component skills, which are Sorting Facts to Law, Relevance & Prioritization, Applying a Rule, Multidimensionality, and Specificity.

- **Sorting Facts to Law:** This is the ability to identify patterns and align "matching" legal rules to facts.

- **Relevance & Prioritization:** This is the ability to focus on the most important and clearly germane aspects of a question.

- **Applying a Rule:** This is the ability to determine the correct rule of law and apply that rule correctly to a set of facts.

- **Multidimensionality:** This is the ability to see multiple sides of an issue and to identify conflicting or contradictory arguments.

- **Specificity:** This is the ability to choose the best possible answer out of several possibilities.

# Multiple-Choice: Wrong Answers

## Multiple Choice: Response Patterns

Item	Percentage of students choosing this type of wrong answer		Subject	ct	Ans	A	B	C	D
<b>Critical Reading</b>									
#76	73%		T	B	41%	19%	32%	7%	
#45	66%		C	D	3%	62%	2%	34%	
#5	58%		F	C	22%	22%	42%	13%	
<b>Attention to Detail</b>									
#5	58%		F	C	22%	22%	42%	13%	
#60	57%		F	C	26%	20%	22%	32%	
#47	57%		K	A	38%	4%	53%	6%	
<b>Understanding Context &amp; Purpose</b>									
#17	53%		T	B	36%	47%	4%	13%	
#79	50%		T	A	22%	12%	27%	38%	
#36	49%		F	A	29%	13%	49%	9%	
<b>Statutory Construction</b>									
#75	42%		K	B	7%	57%	21%	14%	
#29	31%		T	B	31%	54%	13%	2%	
#38	25%		P	C	20%	25%	48%	6%	
<b>Issue Spotting</b>									
#79	77%		T	A	22%	12%	27%	38%	
#76	73%		T	B	41%	19%	32%	7%	
#45	66%		C	D	3%	62%	2%	34%	
<b>Reasoning</b>									
#40	82%		F	B	21%	17%	52%	9%	
#35	80%		F	A	20%	4%	18%	58%	
#69	78%		P	D	49%	12%	30%	10%	
<b>Analysis</b>									
<b>Sorting Facts to Law</b>									
#11	72%		F	A	28%	14%	10%	48%	
#11	68%		F	D	14%	9%	45%	32%	
#38	66%		C	B	22%	34%	21%	18%	
<b>Relevance &amp; Prioritization</b>									
#16	73%		I	B	41%	19%	32%	7%	
#6	68%		F	C	19%	39%	14%	29%	
#13	64%		I	B	9%	57%	24%	26%	
<b>Applying a Rule</b>									
#69	90%		P	D	49%	12%	30%	10%	
#35	80%		F	A	20%	4%	18%	58%	
#76	80%		T	B	41%	19%	32%	7%	
<b>Multidimensionality</b>									
#60	78%		F	C	26%	20%	22%	32%	
#18	55%		F	D	5%	4%	46%	45%	
#79	39%		T	A	22%	12%	27%	38%	
<b>Specificity</b>									
#66	57%		K	A	39%	57%	2%	1%	
#40	52%		F	B	21%	17%	52%	9%	
#10	44%		F	B	44%	33%	16%	7%	

## Student Responses

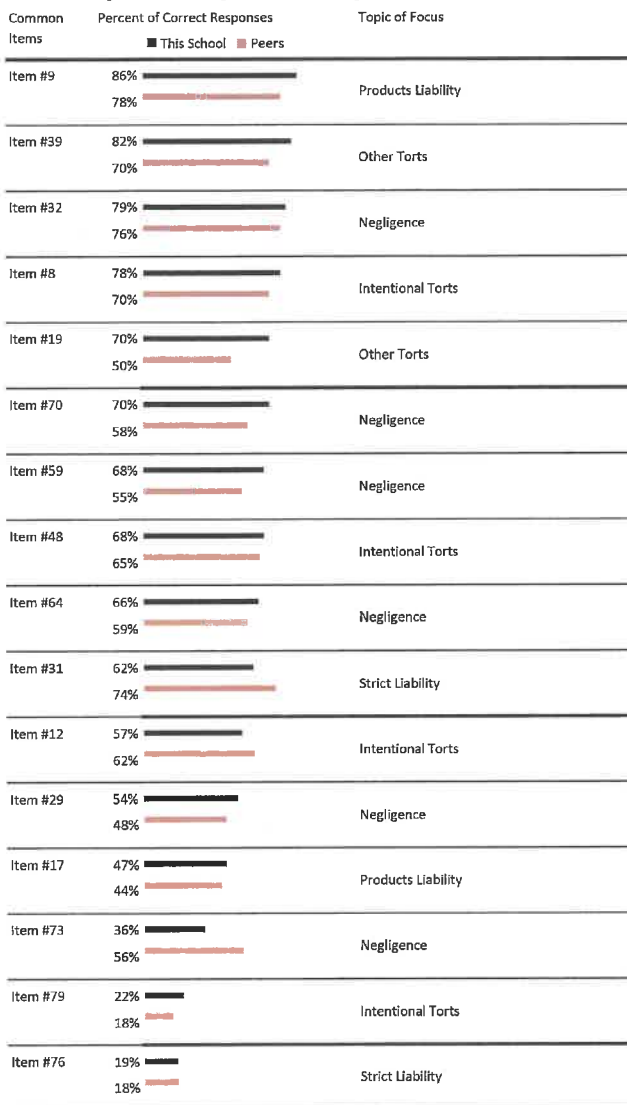
This page of the report displays the questions with the highest percentage of incorrect student responses within each skill category.

For each question displayed to the left, the chart shows the percentage of students who chose an incorrect answer that was coded to the skill category in question, as well as the subject of the question and the correct answer for each. The incorrect answer choices coded to that particular skill deficiency are bolded, while the correct answer choice is displayed in green.

For each item, this provides a visual representation of the breakdown of student responses. In particular, this chart shows whether students primarily gravitated towards one or more answer choices. This shows that students may have been particularly distracted by one or more of the incorrect answer choices on a given question. Additionally, a spread of student responses across the four answer choices indicates that students may have been guessing as to the correct answer.

# Item Analysis: Torts

## Item-by-Item by Difficulty



## Item Analysis: Generally

The items on the MCQ portion of the Diagnostic vary in level of difficulty. For each MBE subject, this section ranks the individual items tested by the percent of the cohort answering them correctly. And for each item, the cohort's performance is compared to the national average for that item. Overall, on the 80 MCQs in this Diagnostic, this Albany cohort outperformed the national average by between five and six points, answering more than 54 percent of these questions correctly. At the item level, the cohort outperformed the national average for three-fourths (60) of the 80 individual questions tested. At the subject level, the cohort outperformed the national average for each of the five subjects tested, doing so by between four and eight percentage points.

## Item Analysis: Torts

Overall, on the Torts MCQs, the Albany cohort topped the national average for this subject. The cohort answered roughly 60% of these questions correctly, topping the national average by four points.

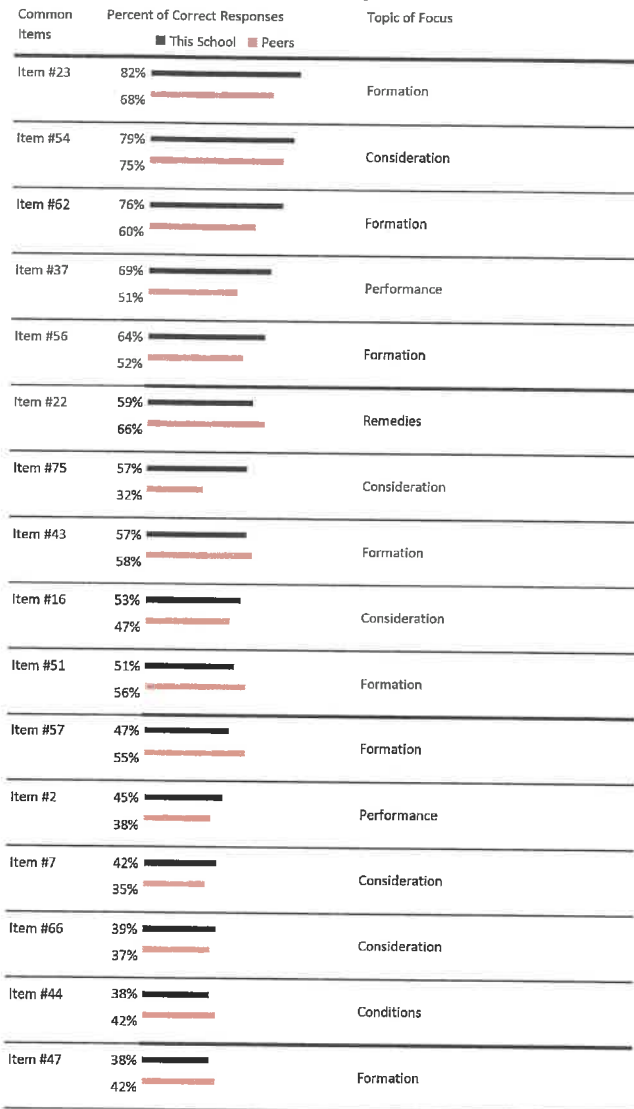
At the item level, the Albany cohort outperformed the national average for thirteen of the sixteen questions in the set. For six of this set's questions, the school and national cohorts performed within five points of each other. On another six of the questions, the two cohorts had performances that diverged by a double-digit amount. For this subset of questions, the Albany cohort had the double-digit advantage four times and the double-digit deficit twice.

At the topic level, relative to national averages, the Albany cohort was generally successful. The exception concerns the cohort's performance in the topic of *Strict Liability*. In this topic, the cohort's average was six points below the national topic average. At the opposite end of the performance spectrum, the cohort topped the national average for *Other Torts* by a sixteen-point margin. As for the remaining topic areas—*Products Liability*, *Negligence*, and *Intentional Torts*—the Albany cohort topped national topic averages by roughly six, four, and two points, respectively.



# Item Analysis: Contracts

## Item-by-Item by Difficulty



## Item Analysis: Contracts

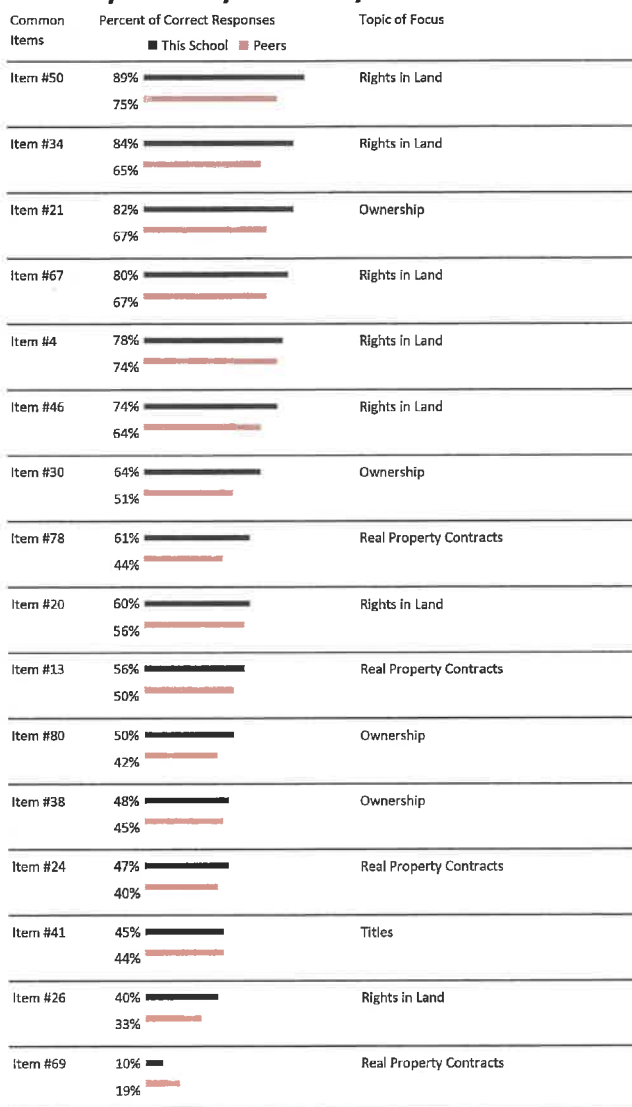
Overall, in the subject of Contracts, the students in the Albany 2L cohort topped the national average by more than five points. While the national average is almost 51 percent correct, the Albany cohort answered 56 percent of these questions correctly.

At the item level, consistent with its overall performance in this subject, the cohort outperformed the national average for ten of the set's sixteen questions. For five of the set's questions, the school and national cohorts performed within five percentage points of each other. On another five questions in the set, the school's cohort topped an item's national average by at least ten points. Significantly, there was not one question for which the school's cohort fell short of an item's national average by a double-digit amount.

At the topic level, the Albany cohort was consistently successful, albeit to varying degrees. In its best performance, in *Consideration*, the cohort outperformed the national average for each of the items tested and outperformed the national topic average by nine points. In *Performance Obligations*, the cohort was more likely than not to outperform the national average for an individual question. Moreover, the cohort topped the topic's national average by more than seven points. Finally, in *Formation*, the cohort outperformed the national average for particular items a bit less than half of the time. Nevertheless, it still topped the topic's national average by more than three points.

# Item Analysis: Real Property

## Item-by-Item by Difficulty



## Item Analysis: Real Property

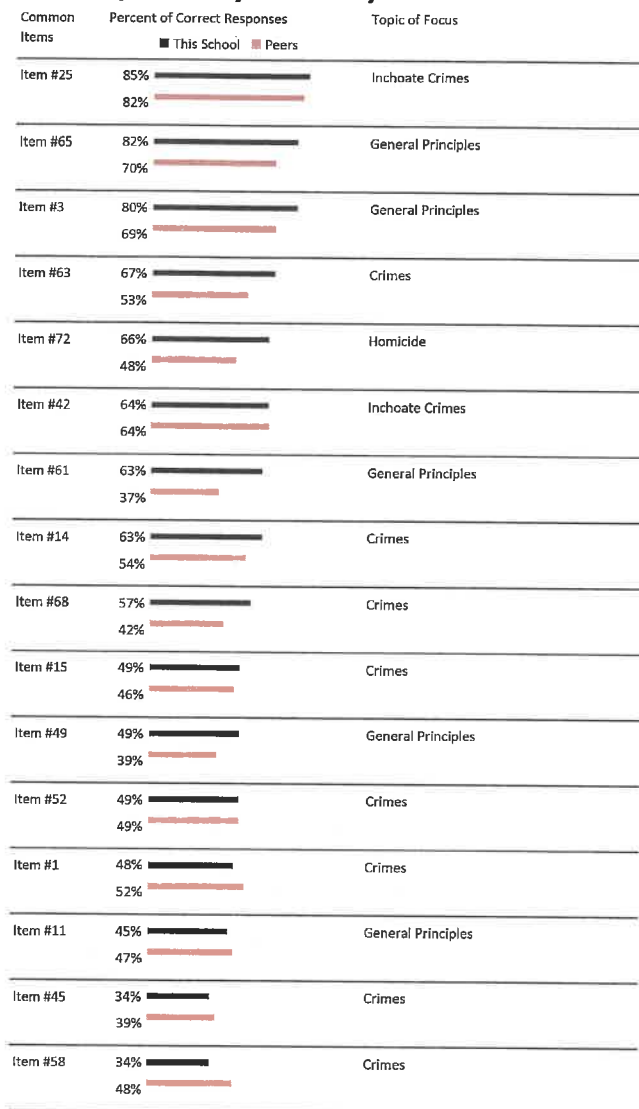
Overall, on the Real Property set of questions, the students in the Albany 2L cohort had its strongest subject-specific performance relative to national averages. Here, on average, its members answered about 60 percent of the questions correctly. In doing so, it topped the national average for this subject by eight points.

At the item level, impressively, the Albany cohort outperformed the national average for all but one of the set's sixteen questions. On a quarter of the set's questions, the Albany students scored within five points plus or minus of an item's national average. On almost half of the set's sixteen questions, the cohort topped the national average for a particular item by a double-digit amount. Significantly, there was not one question for which the cohort had a double-digit deficit.

At the topic level, the Albany cohort was consistently successful and sometimes quite successful. In *Real Property Contracts*, the cohort outperformed the national average for the topic by five points. In *Rights in Land* and *Ownership*, the cohort performed even better relative to national averages. For each of these topics, the cohort topped the national topic average by ten points.

# Item Analysis: Criminal Law

## Item-by-Item by Difficulty



## Item Analysis: Criminal Law

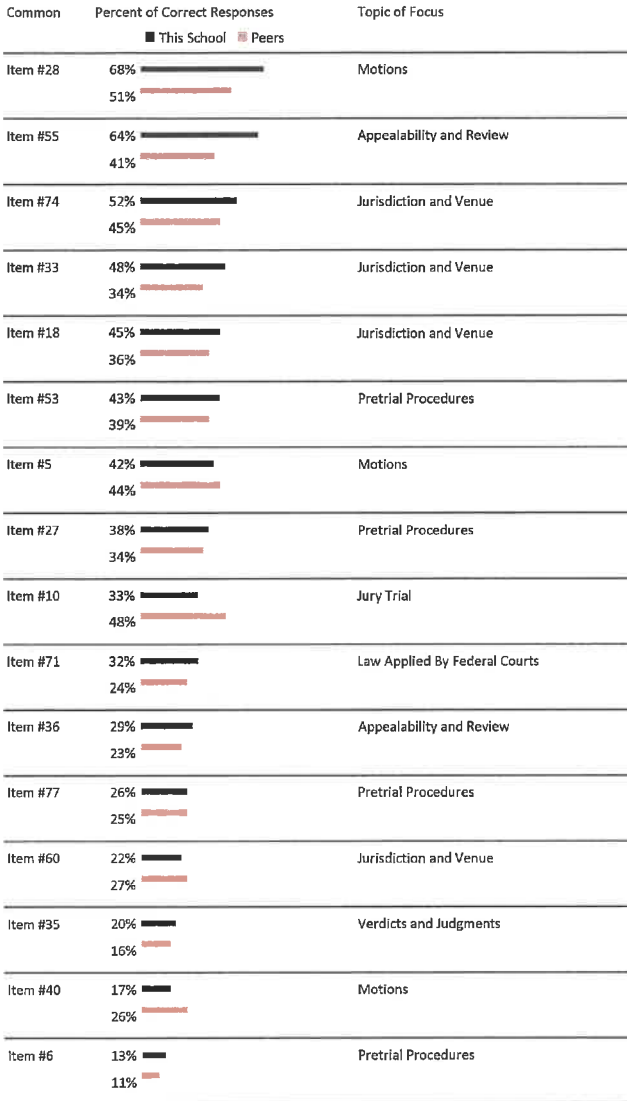
Overall, on the Criminal Law MCQs, the Albany 2L cohort again topped the subject's national average. Nationally, 2Ls average about 52 percent correct on this set of questions. The Albany cohort's average was six points higher than this.

At the item level, the cohort outperformed the national average for ten of the sixteen Criminal Law questions tested. On six questions in this set, the cohort performed within five points, plus or minus, of an item's national average. On another six questions, the cohort outperformed an item's national average by a double-digit amount. On only one question did the cohort fall short of an item's national average by such an amount.

At the topic level, the Albany cohort was successful to varying degrees. In both *Crimes* and *Inchoate Crimes*, the cohort topped the national average for about half of the items tested and, overall, topped the topic's national average by about two points. In *General Principles*, the cohort outperformed the national average for all but one of the items tested and bested the topic's national average by almost twelve points.

# Item Analysis: Federal Civil Procedure

## Item-by-Item by Difficulty



## Item Analysis: Federal Civil Procedure

Overall, on the Federal Civil Procedure questions, the Albany cohort again outperformed a national subject-specific average. Nationally, about 33% of this set's questions are answered correctly. The Albany students scored four points higher.

At the item level, the cohort outperformed the national average for twelve of the sixteen Federal Civil Procedure questions. On almost half of the questions in this set, the cohort performed within five points of an item's national average. On four other questions in this set, the difference between the cohort's percent correct and an item's national average was ten points or more. On this subset of questions, the Albany students had the double-digit advantage three times and the double-digit deficit just once.

At the topic level, the cohort was successful to varying degrees. In both *Motions* and *Pretrial Procedures*, the cohort bested the national topic averages by between two and three points. In *Jurisdiction-Venue*, the cohort's average was six points higher than the national figure. Finally, in *Post-Trial Matters*, the cohort topped the national average by eleven points.

# Writing Assessment: IRAC Analysis

## A: Torts & Contracts

Weight	Class Average Score				45%				Number of low scores			
	National Average Score				44%							
	I	R	A	C	I	R	A	C	I	R	A	C
Did Priscilla and Damon form an enforceable contract?	35%	2.4	1.2	1.6	1.9	2.5	38	152	149	72		
If so, what defenses to the contract does Priscilla have?	15%	1.4	0.4	1.2	0.8	133	152	152	147			
Will Priscilla prevail in a negligence suit?	35%	2.9	1.7	2.2	2.5	44	150	105	53			
If Priscilla is found to be partly at fault for her fall, will she be barred from recovery?	15%	0.4	0.0	0.4	0.4	151	152	152	152			

### Cohort Level Performance- The Essays: IRAC Skills

Overall, on the Essay portion of the Diagnostic, the Albany cohort had mixed results. From the perspective of national averages, the cohort was fairly successfully insofar as it outperformed the national average for each of the two essay questions. On the *Torts-Contracts Essay*, the school's cohort bested the national average by a point. On the *Real Property Essay*, the school's cohort bested the national average by a five-point margin. However, from the perspective of performance expectations, these performances fell just a little shy of our expectation standard (a score of at least 50 percent).

On the *Torts-Contracts Essay*, an interesting—even if common—pattern shows itself. Here, the cohort performed best on the two issues concerned with the plaintiff's *prima facie* case and much less well on the two issues concerned with the defendant's affirmative defenses to the plaintiff's claims. Indeed, for this cohort, this pattern is particularly extreme. In contrast to what we observe in the *Torts-Contracts Essay*, the cohort's performance on the *Real Property Essay* was more consistently maintained across its three discussions.

In terms of IRAC components, the cohort performed best when *spotting issues* (I). On both essays, the cohort's *overall* component score for issue-spotting was its highest overall component score. Indeed, for six of the seven graded discussions across the two essays, the cohort's *Issue* (I) score was its highest component score. Not only did the cohort perform best when *spotting issues* but it was also the case that its performance was quite successful relative to our expectation standard. For example, the cohort's *issue-spotting* score easily satisfied our expectation standard on five of the seven graded discussions.

In contrast, the cohort's performances in the three other phases of IRAC were not particularly successful. No overall score in the *Rules*, *Application*, or *Conclusion* phases of IRAC satisfied our performance expectation. And at the discussion-level, only four of the 21 component scores in these phases of IRAC met our expectation standard. Finally, it is worth noting that, at the discussion level, the cohort's *Rules* scores were almost without exception the cohort's low score.

## B: Real Property

Weight	Class Average Score				47%				42%			
	National Average Score								Number of low scores			
	I	R	A	C	I	R	A	C	I	R	A	C
Can Wilma succeed in her trespass action?	40%	2.6	1.4	1.9	1.6	2.5	69	149	150	105		
Did the adventure seekers obtain title to the property through adverse possession?	40%	2.7	1.8	2.0	1.6	73	145	132	114			
Suppose that Wilma had been adjudicated insane and confined to a mental hospital from 2003-2008. Would that change the ownership status of the land?	20%	2.5	1.1	1.9	1.6	83	143	141	115			

# Writing Assessment: Skills Analysis

## Skills Analysis

The overall grades for the essays were scored against the four parts of the IRAC analysis scoring grid. The essays were also assessed on targeted essay writing skills necessary for the bar exam and given a score from 0 to 4.

	Students with a score of 2 or less			
	Essay A: Torts & Contracts		Essay B: Real Property	
	Percent	Students	Percent	Students
<b>Critical Reading</b> Students identify key facts and spot all of the issues presented.	91%	139	100%	152
<b>Reasoning</b> Students work through a problem to a conclusion in a logical way.	97%	147	100%	152
<b>Analysis: Sorting Facts to Law</b> Students identify and match legal rules to the facts presented.	100%	152	100%	152
<b>Analysis: Relevance &amp; Prioritization</b> Students focus on the most important aspects of a question.	100%	152	100%	152
<b>Analysis: Applying a Rule</b> Students identify and apply the correct rule of law accurately.	95%	144	92%	140
<b>Analysis: Multidimensionality</b> Students argue and identify multiple sides of an issue.	100%	152	99%	151
<b>Analysis: Specificity</b> Students' answers are specific, not overly general.	100%	152	100%	152
<b>Organization</b> Students write in a coherent and organized way.	86%	131	84%	128
<b>Use of Language</b> Students use appropriate language and grammar.	100%	152	100%	152

### Cohort Level Performance- The Essays: Writing Skills

Like refined test-taking skills, refined writing skills allow students to more fully exploit their legal knowledge to their advantage, turning legal knowledge into legal know-how. That being said, it seems that, for each of the students in this cohort, their skills do not yet allow them to fully exploit their legal knowledge.

As indicated in the skills analysis box to the left, the vast majority of this cohort exhibited writing skills that, at best, meet the expected performance level or, at worst, fall below that standard. To put this differently and maybe more helpfully, when it comes to the discrete writing skills that contribute to successful legal analysis, few students in this cohort exceeded the expected performance level.

# Writing Assessment: Writing Practicum

## C: Writing Practicum

		Class Average Score	51%							
		National Average Score	31%				Number of low scores			
Weight		I	R	A	C	I	R	A	C	
Is the fee agreement enforceable?	10%	2.7	1.3	1.9	2.3	35	136	127	62	
Did Tomas's signature on the letter of April 23 constitute client consent?	25%	2.6	1.3	1.8	2.1	68	140	136	75	
Did the May 1 Memo from Pasada to Dark cure the defect?	25%	2.6	1.1	1.9	2.3	70	147	140	65	
Was the fee agreement unconscionable?	20%	3.3	1.7	2.1	3.1	33	144	128	20	
Does Pasada have any viable defenses under Rule 701.2 (g)?	20%	2.2	0.6	1.7	1.7	91	152	152	101	

### Cohort Level Performance- The Practicum: IRAC Skills

The *Practicum*, unlike the *Essays*, does not test a student's external knowledge of legal rules. In the *Practicum*, a closed legal universe is created, wherein the relevant legal rules of a fictional jurisdiction are provided to each student. In this way, the *Practicum* tests a student's legal skills, or know-how, independent of a student's prior knowledge of specific rules of law. On this part of the Diagnostic, students were asked to write a short memorandum on whether a fee-splitting agreement satisfied the professional conduct rules of a fictional jurisdiction.

On this writing task, the Albany cohort greatly exceeded the national average and, in doing so, met our performance expectation. (Note: a score of 50% on any writing task is indicative of meeting expectations.) On this task, as with the essays, we again see that the cohort's strongest performance occurred in the issue-spotting phase of IRAC and its weakest occurred in IRAC's rule-stating phase. However, unlike with the essays, on the *Practicum*, the cohort was somewhat successful in the *Application* phase of IRAC and more successful than not in the *Conclusion* phase of IRAC.

### Cohort Level Performance- The Practicum: Writing Skills

As indicated in the skills analysis box to the left, in most skills, all or almost all of the cohort could, at best, meet the expected performance level. To put this differently and maybe more helpfully, when it comes to the discrete writing skills that contribute to successful legal analysis, students in this cohort were not able to consistently demonstrate writing excellence.

## Skills Analysis

	Students with a score of 2 or less	
	Percent	Students
Critical Reading	42%	64
Reasoning	66%	101
Analysis: Sorting Facts to Law	100%	152
Analysis: Relevance & Prioritization	100%	152
Analysis: Applying a Rule	100%	152
Analysis: Multidimensionality	100%	152
Analysis: Specificity	100%	152
Organization	97%	148
Use of Language	100%	152



# Next Steps

## Action Items - Working with Individual Student Reports

Immediately following this cohort report is a packet of individual student reports (ISRs) for each student who took the Diagnostic exam. Kaplan has also provided a link to an ISR Review video. We recommend sharing this link with students so that they can better make use of their ISRs, which identify individual strengths and weaknesses in both substantive and skill areas. When meeting with individual students, academic support personnel should use this information as a starting point for discussion.

With the guidance provided by both the ISRs and academic support personnel, students can zero in on those MCQ subjects where they underperformed as compared to their peers or to normative standards. For example, each ISR includes, for each subject tested on the Diagnostic, suggested topics of focus and additional study. Students can also examine their overall and relative performance on the essays and the performance test. Each ISR will give students recommendations for further development of their skills, particularly in areas where they were weak. Students should keep these recommendations in mind as they continue with their substantive classes, as these tips can be helpful for exam study regardless of the subject matter being taught.

## Action Items - Steps for Albany to Consider

On the multiple-choice questions, relative to expected performance levels, Albany's 2L cohort performed successfully in four of the five subjects tested. In all subjects but *Federal Civil Procedure*, no more than a third of the cohort fell short of performance expectation. Indeed, in *Torts* and *Contracts*, less than three students in ten performed below expectation levels, while in *Real Property* less than a fifth of the cohort did so. When considering the portion of the cohort exceeding our expectation range, we also observe some successes. In all but *Federal Civil Procedure*, at least a sixth of the cohort topped our expectation standard. For example, in *Torts* and *Criminal Law*, nearly a fifth did so. In *Contracts*, more than a quarter did so. And most impressively, in *Real Property*, more than a third of the cohort exceeded our performance expectation.

On the multiple-choice questions, relative to national averages, Albany's 2L cohort performed successfully in all five of the subjects tested. In both *Federal Civil Procedure* and *Torts*, the cohort's average performance topped the national subject-specific average by about four points. In each of *Contracts* and *Criminal Law*, the average performance of a cohort member was better than the national average by between five and six points. Finally, in *Real Property*, the Albany cohort outperformed the subject's national average by eight points. At the topic level, with but one exception, the cohort outperformed average national performances in each major topic tested. The cohort's better performing areas relative to national averages included the following: *Other Torts* (+16), *General Principles* (+12), *Post-Trial Matters* (+11), *Rights in Land* (+10), *Ownership* (+10), and *Consideration* (+9). The cohort's weakest topic-level performance in each of the five subjects tested were: *Strict Liability* (-6), *Inchoate Crimes* (+1), *Formation* (+3), *Real Property Contracts* (+5), and *Motions* (+2).

Based on these observations, Kaplan makes the following conclusions:

With respect to the substantive law covered in this Diagnostic, this cohort of students will benefit from refresher exercises that will help students to refine, reinforce, and retain their knowledge and related know-how even as their legal education continues and broadens. Ideally, these exercises would, *in toto*, refine substantive understanding and reinforce memory while giving students opportunities to practice the application of their legal knowledge from memory. With respect to writing skills, this cohort will benefit from additional opportunities to practice and refine their writing. While the cohort consistently outperformed the average national performance, the cohort's own performance suggests opportunities for improvement when it comes to addressing issues related to affirmative defenses and when it comes to the *Rules* phase of legal argumentation.

Based on these conclusions, Kaplan offers the following next steps:

**Global Approach – First-Year Mapping.** Oftentimes, there are not enough semester hours to cover the entirety of a subject; therefore, professors must use their discretion to decide what will be covered in their courses. In exercising this discretion, professors can be guided by understanding what the topical coverage and relative weight of those topics are on the bar exam. While professors should not feel obliged to teach only what is tested, they should appreciate that their choices can support students' goal of passing the bar exam. This is not simply a matter of teaching to the test; it's a professional necessity for all law students if they are to realize the school's and their professors' wishes that they become successful legal professionals. In advising professors and guiding their curriculum decisions, it is also worth noting that students can always benefit from additional practice with multiple-choice questions. For example, professors who use multiple-choice questions on their exams can provide students with sample questions from past exams and use these to explain (1) common wrong answer types, (2) why they are tempting, and (3) how they can be strategically avoided. Focusing on the skills behind multiple-choice questions will help students succeed in their substantive classes as well as lay a foundation for strong performance on the bar exam.

**ASP Supplemental Approach –** ASP can work in conjunction with 1L professors, providing workshops aligned with what the professors are teaching. For instance, when a Torts professor covers the topic of Negligence, the ASP can provide parallel workshops to work on the legal skills used to exploit substantive legal knowledge to accomplish a lawyerly task or to otherwise demonstrate legal know-how. Testing knowledge through various testing modes allows students to gain an appreciation for not only the law but also how it will be tested. Writing exercises focused on the individual components of IRAC would also help students both to learn the law and to think like a lawyer.

**ASP Individual Approach –** Upper-level review can target both skills and substantive knowledge. Focus can be placed on areas of significant weakness, where "significance" is conceived not only in absolute terms but also in terms of relevance to the bar exam. For instance, the Law School can take the skill tags that students missed most and incorporate them into single classes on a syllabus. Students, for example, could substantively walk through a particular legal topic and then apply that knowledge in a series of multiple-choice and writing exercises.

**Kaplan Outreach and Support –** Continue to collaborate with Kaplan to develop exercises and classes to address primary areas of weakness. These areas provide the greatest opportunity for learning. Kaplan is designing, and will soon be offering, several exercises that target specific skills. By targeting instruction to specific skills, students are more apt to reinforce and refine their legal skill set, which in turn will allow them to attack more complicated legal issues with more confidence and success.



# Kaplan Diagnostic Report

## Summer 2022



# 2L DIAGNOSTIC REPORT: Summer 2022

## Albany Law School

80 New Scotland Ave, Albany,  
NY 12208, United States  
Students Tested: 199  
Test Dates: June-Oct 2022

## ABOUT THE ASSESSMENT

Students were given a 4-hour diagnostic exam. The exam consists of 80 multiple-choice questions across five MBE subjects and provides assessments of both students' substantive knowledge and students' test-taking skills; and a three-part writing exercise requiring students to respond to two essay questions and one performance-test question.

## SUBJECT COVERAGE AND MAKEUP OF THE EXAM

The coverage area for the multiple choice questions (MCQs) comes from a combination of several criteria. First, 2L law students nationwide have taken basic classes in Torts, Contracts, Real Property, Criminal Law, and Federal Civil Procedure. Second, the National Conference of Bar Examiners (NCBE) has identified these subjects among those that will be tested on the Multistate Bar Examination (MBE). The NCBE has also released outlines highlighting the core topics within each tested subject, including a percentage breakdown of the coverage of each topic area on the MBE. Kaplan Bar Review's staff has assembled an 80-question multiple-choice test based on these topic breakdowns and their own expertise as MBE teachers and lecturers. Similarly, our staff has crafted essay questions designed to measure students' writing abilities against selected topics within the same subjects.

## WHAT THE ASSESSMENT MEASURES

GPA and class rank are typical standards used to identify at-risk students, but these numbers provide little insight into the reasons behind poor performance. The diagnostic measures students' knowledge and analyzes their academic skills in order to address their underlying needs.

## KNOWLEDGE

The assessment will highlight subject areas and topics in which students have demonstrated gaps in foundational knowledge.

- Students' percentage of correct responses within each subject are displayed along with a breakdown of specific topics covered by each question on the test.
- Student performance is measured across an expected range to account for variances in item and subject matter difficulty.

## SKILLS

The diagnostic evaluates performance based on critical academic skills.

- The assessment measures students' skills in areas such as Critical Reading, Reasoning, and Analysis.
- In addition to explaining what students got wrong, the cohort report and individual student reports will explain why students underperformed. For example, students may have failed to spot an issue, or may have had problems selecting the most specific answer to a given question.

## PERFORMANCE OVERVIEW

Number out of 199 students with results at or above expected performance:

	MCQ Test	Essay A	Essay B	Writ. Pract.
Torts	134			
Contracts	138	78		
Real Property	149		97	
Criminal Law	128			
Fed Civil Proc	79			
Test Skills	158			103
Knowledge	103			

Kaplan sets the level of expected performance on the multiple choice test by looking at results from a national sample of student test-takers. 2L students are assessed against a baseline of expected performance as measured against other 2L students who have covered the same subjects and topics.

## IN THIS REPORT:

- Summary: Multiple Choice Test
- Summary: Writing and Practice Skills Test
- Summary: Knowledge and Skills Matrix
- Multiple Choice: Subjects
- Multiple Choice: Wrong Answer Analysis
- Multiple Choice: Item Analysis
- Writing: IRAC Analysis and Skills Analysis
- Writing: Writing Practicum
- Student Roster
- Next Steps
- Individual Student Reports

# Summary: Multiple Choice Test

## MBE Subjects: Level of Expected Performance

The following graph shows how students performed in each subject on the multiple-choice assessment:



Based on a nationwide sample of students who took this same test, an estimated expected performance level for students on track to pass the bar exam was determined.

## Skills v. Knowledge: Level of Expected Performance

Each multiple-choice question was focused on measuring a student's knowledge of the law or a student's test-taking skills. This graph shows how well students performed on both question types:



Based on a nationwide sample of students who took this same test, an estimated expected performance level of students on track to pass the bar exam was determined.

### LEVEL OF EXPECTED PERFORMANCE: MCQs

For each of the five MBE subjects tested on the 2L Diagnostic administered for Albany Law School, the level of expected performance is a comparative norm used to assess the nationwide sample of students who have taken this same diagnostic set of multiple-choice questions. The graphs on this page compare the performance of this Albany cohort to this expected level of performance.

### Cohort Level Performance - by MBE Subject

Overall, with respect to expected performance levels, this Albany cohort was fairly successful. In three of the five subjects, more than two-thirds of the cohort met or exceeded performance expectations. In a fourth subject, nearly two-thirds of the cohort did so. In addition, in three of the five subjects, more than a fifth of the cohort exceeded our expectation range, with fully a quarter or more of the cohort doing so in two of these three subjects.

Relative to performance expectations, the cohort's strongest performance occurred in *Real Property*. Not only is this the subject with the smallest portion of the cohort below expectations but also it is the subject with the largest portion above our expectation range. Specifically, only a quarter of the cohort scored below our expectation level, while, a little bit more than a quarter of the cohort exceeded this performance standard.

After *Real Property*, the cohort's stronger performances were in *Contracts* and *Torts*. These subjects had the second- and third-smallest portion of the cohort below expectations and the second- and third-largest portion of the cohort above this standard. For each of these subjects, less than a third of the cohort fell short of our performance expectation, while a quarter of the cohort or nearly so fully exceeded our expectations.

The cohort was also somewhat successful—although to a slightly lesser degree—in the subject of *Criminal Law*. In this subject, a little bit more than a third of the cohort performed below expected levels, while a little bit less than a sixth of the cohort exceeded these levels.

Finally, relative to expected performance levels, the cohort's weakest performance occurred in *Federal Civil Procedure*. This was the only subject for which a majority of the cohort performed below our expectation standard. Moreover, this was the only subject for which much less than an eighth of the cohort performed above this standard. Indeed, only about one student in twenty did so.

### Cohort Level Performance- MCQ Skills v MBE Knowledge

All of the multiple-choice questions on the Diagnostic are tagged as either primarily *knowledge-based* or primarily *skills-based*. Because law school, understandably, is focused on doctrinal learning and not multiple-choice test-taking, our expectation range for *knowledge-based* questions is higher than that for *skills-based* questions.

Relative to our expectation norm, this cohort of students performed better on the *skills-based* question than on the *knowledge-based* questions. For both question categories, less than half of the cohort performed below expected levels of performance. However, the portion doing so on the *knowledge-based* questions was more than twice as large as the portion doing so on the *skills-based* questions. Also, while almost a third of the cohort exceeded expectations for the *knowledge-based* questions, almost half of the cohort did so on the *skills-based* questions.

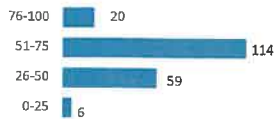
# Summary: Writing and Practice Skills Test

## MCQs v. Essays: Results Comparison

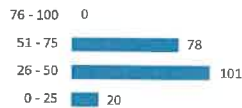
The graphs below compare the multiple-choice and essay portions of the diagnostic:

### Torts and Contracts

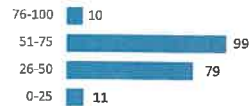
Number of students in each Torts MCQs percentage range:



Number of students in each Torts & Contracts essay percentage range:

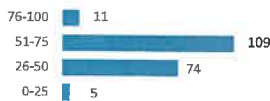


Number of students in each Contracts MCQs percentage range:

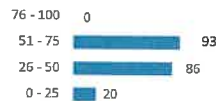


### Real Property

Number of students in each Real Property MCQs percentage range:



Number of students in each Real Property essay percentage range:



### Cohort Level Performance- MCQs v. Essays

The bar charts to the left compare how students performed on the multiple-choice questions to how students performed on essay questions dealing with the same subject area or areas. For both the multiple-choice questions and essay questions, performance is calculated out of 100%. The comparison is facilitated by grouping individual student performances into four percentage ranges: 1-25%, 26-50%, 51-75%, and 76-100%.

With respect to the Albany cohort's performance in the areas of Torts and Contracts, its distribution of scores shows that its MCQ performances bested its Essay performance. On the *Mixed-Subject Essay*, less than half of the cohort scored in the upper-two scoring ranges. In contrast, on the two MCQ sets covering Torts and Contracts, more than half of the cohort scored above 50 percent. Indeed, on the Torts MCQs, more than two-thirds of the cohort scored in the upper-two scoring ranges (above 50 percent).

With respect to the cohort's performance in the area of *Real Property*, the distribution of scores again shows that its MCQ performance bested its Essay performance. Again, less than half of the cohort scored above 50 percent on the Essay-formatted question, while six students in ten did so on the MCQ-formatted questions.

### Cohort Level Performance- Essays v. Practicum

With respect to the two essays and one writing practicum, the bar charts here compare the cohort's score distributions across the four percentage ranges described above. In this context, it is worth noting that the expected performance level is a score of at least 50 percent.

A look at the three score distributions reveals that Albany's 2L cohort had modest success on the writing tasks. It was least successful on the *Torts-Contracts Essay*. Here, less than half of the cohort scored above 50 percent. On the *Real Property Essay*, almost half of the cohort did so. Finally, on the *Practicum*, a little bit more than half of the cohort scored in the upper-two scoring ranges.

### Cohort Level Performance- IRAC

With respect to this cohort's execution of IRAC, its strongest performance by far was on the *Issue (I)* component. Among its four *overall* component scores, the cohort met expectations in only the *Issue (I)* phase of an IRAC discussion. (Note: a 2.0 on the 4-point scale represents a performance meeting the expectation standard). Moreover, for each of the three writing tasks, the cohort's *Issue (I)* score readily met expectations. Finally, for each writing task, the cohort earned its highest component score in the *Issue (I)* phase of IRAC.

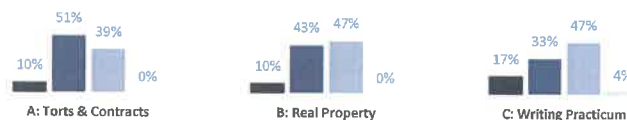
As for the other three phases of IRAC, the cohort's *overall* component scores fell short of the expectation mark. Indeed, when we look at the cohort's component scores for each writing task, we find only one of nine scores meeting our expectation standard. For the *Conclusion (C)* phase, the cohort received its second-highest component score on two of three writing tasks. For the *Application (A)* phase, the cohort received its second-highest component score on one of the three tasks. Finally, for each of the writing tasks, the cohort received its lowest component score in IRAC's *Rules (R)* phase.

## Overall Writing and Practice Test Scores

Students also took a knowledge-agnostic Writing Practicum. Compare their performance with that of the other two essays:

Essay Score Ranges

■ 0 - 25 ■ 26 - 50 ■ 51 - 75 ■ 76 - 100



## IRAC Methodology

The Issue, Rule, Application, Conclusion (IRAC) methodology works well when structuring essay answers on the bar exam. This structure provides an organizational template that ensures students hit all of the key elements to a successful essay answer. The following shows the weighted averages of student scores against the IRAC Scoring Grid. Possible scores range from 0 to 4.

	I	R	A	C
Overall Writing	2.5	1.2	1.7	1.8
A: Torts & Contracts	2.4	1.1	1.7	1.8
B: Real Property	2.5	1.3	1.9	1.5
C: Writing Practicum	2.5	1.2	1.7	2.0

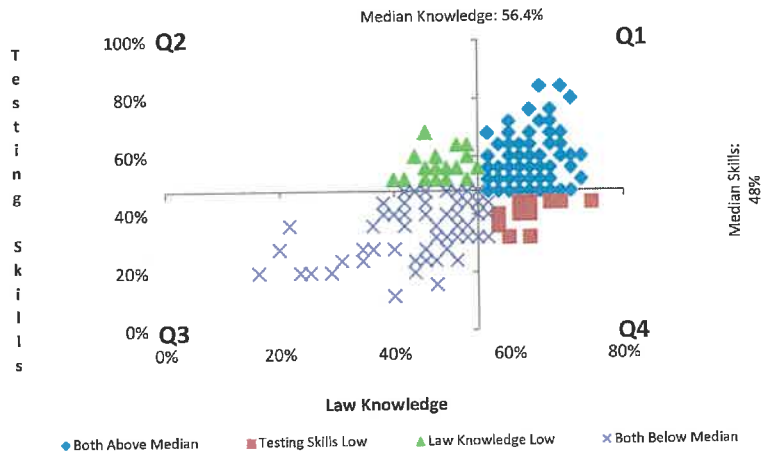
The following shows the number of students with weighted averages of less than 2. Note that 199 of 199 students completed the essay portion of the test.

	I	R	A	C
A: Torts & Contracts	54	194	128	110
B: Real Property	48	135	33	135
C: Writing Practicum	59	154	70	93

# Summary: Knowledge & Skills Matrix

## Knowledge & Skills Matrix

The chart below positions each student according to their performance on both knowledge of the law and testing skills, with a comparison to the class medians.



## Class Medians

Median Skills: 48.0%  
Median Knowledge: 56.4%

Name	Quadrant	Skills	Knowledge
	Q1	60%	71%
	Q1	52%	58%
	Q1	76%	64%
	Q1	48%	56%
	Q1	56%	71%
	Q1	64%	58%
	Q1	48%	56%
	Q1	48%	71%
	Q1	76%	67%
	Q1	56%	65%
	Q1	48%	69%
	Q1	56%	58%
	Q1	60%	60%
	Q1	68%	64%
	Q1	56%	60%
	Q1	56%	71%
	Q1	48%	67%
	Q1	48%	62%
	Q1	52%	65%
	Q1	48%	60%
	Q1	56%	62%
	Q1	60%	62%
	Q1	56%	60%
	Q1	76%	67%
	Q1	56%	67%
	Q1	48%	67%
	Q1	56%	60%
	Q1	48%	56%
	Q1	52%	60%
	Q1	52%	64%
	Q1	52%	56%
	Q1	72%	60%
	Q1	64%	64%
	Q1	52%	64%
	Q1	64%	67%
	Q1	60%	69%
	Q1	56%	64%

The chart to the left divides students into four categories based on knowledge and testing skills, as follows:

- Quadrant 1:** Students above the median on both areas.
- Quadrant 2:** Students below the median on Law Knowledge, but above on Testing Skills.
- Quadrant 3:** Students below the median on both areas.
- Quadrant 4:** Students below the median on Testing Skills, but above on Law Knowledge.

## Findings

Exam results are often determined by more than simple knowledge of a subject. Many students find the construct of a test to be challenging in itself, even when they know the material. Conversely, some students with a lower level of knowledge perform well on tests due to their testing skills.

Of the 80 questions on the diagnostic assessment, 55 questions focus primarily on knowledge and 25 questions focus primarily on test-taking skills (although all questions ultimately measure both areas). In this way, we are able to assess both factors separately and in relation to one another. The scatter graph to the left shows how individual students performed on both the knowledge and skill questions. Each marking represents a single student. Students are plotted against the four quadrants according to their distance from the median performance levels on knowledge and skill questions.

Particular attention should be paid to students in quadrants 2 and 4, who have demonstrated higher performance on either knowledge or skills. In Quadrant 4, we may have students who, despite their legal knowledge, are not performing to their optimal level because their test-taking skills do not allow them to more fully exploit that knowledge. In Quadrant 2, we may have students who, despite their test-taking skills, are not performing to their optimal level because their relative lack of legal knowledge does not allow them to fully exploit their test-taking savvy.

**Students in Q1:** These students were above the class median on both types of questions.

**Students in Q2:** These students performed above the class median on the skills-based questions and below the class median on the knowledge-based questions. Generally, these students should focus on acquiring knowledge of the law. Additionally, these students should be careful not to rely solely on testing skills when it comes time for them to prepare for the bar exam, given the wide range of material that will be covered and the relatively short preparation period.

**Students in Q3:** These students were below the class median on both types of questions. They can benefit from the advice given to students in Q2 and Q4.

**Students in Q4:** These students were above the class median on the knowledge-based questions and below on the skills-based questions. Students in this group are likely to benefit from a review of testing tips and strategies, as well as exercises that provide a greater level of comfort and familiarity with the testing experience.

## Summary: Knowledge & Skills Matrix

I	ra	Q3	40%	51%	
		Q3	48%	42%	
		Q3	36%	42%	
		Q3	32%	56%	
		Q3	36%	51%	
		Q3	44%	56%	
		Q3	44%	38%	
		Q3	36%	36%	
		Q3	48%	49%	
		Q3	32%	49%	
		Q3	44%	55%	
		Q3	32%	51%	
		Q3	28%	36%	
		Q3	24%	47%	
		Q3	36%	53%	
		Q3	48%	51%	
		Q3	36%	47%	
		Q3	44%	51%	
		Q3	48%	53%	
		Q3	24%	45%	
II	n	Q3	48%	49%	Q4
		Q3	20%	24%	
		Q4	44%	62%	
		Q4	44%	69%	
		Q4	40%	62%	
		Q4	32%	60%	
		Q4	40%	58%	
		Q4	44%	64%	
		Q4	44%	67%	
		Q4	40%	64%	
		Q4	36%	58%	
		Q4	32%	64%	
		Q4	44%	75%	



# Multiple-Choice: Subjects

## Multiple-Choice Assessment

Based on a nationwide sample of students who took this same test, an estimated expected performance of students on track to pass the bar exam was determined. The school's performance is compared to this nationwide sample below:

	Items	Correct Resp.	Median Score	Typical Range	Student Performance:	
					Below Range	Within or Above Range
<b>Torts</b>	16	60%	10	9 - 11	33%	67%
Basic Qs	7	70%	5			
Medium Qs	7	60%	4			
Difficult Qs	4	37%	1			
<b>Contracts</b>	16	54%	9	8 - 10	31%	69%
Basic Qs	5	66%	3			
Medium Qs	11	44%	5			
Difficult Qs	1	35%	0			
<b>Real Property</b>	16	57%	9	8 - 10	25%	75%
Basic Qs	7	69%	5			
Medium Qs	8	41%	3			
Difficult Qs	4	40%	2			
<b>Criminal Law</b>	16	57%	9	9 - 11	36%	64%
Basic Qs	3	70%	2			
Medium Qs	12		6			
Difficult Qs	2	57%	1			
<b>Fed Civil Procedure</b>	16	36%	6	7 - 9	60%	40%
Basic Qs	6	45%	3			
Medium Qs	12	1200%	12			
Difficult Qs	3	16%	0			
<b>Testing Skills</b>	25	49%	12	10 - 12	21%	79%
Basic Qs	8	57%	5			
Medium Qs	13	44%	6			
Difficult Qs	5	35%	2			
<b>Knowledge</b>	55	55%	31	31 - 33	48%	52%
Basic Qs	20	66%	14			
Medium Qs	25	49%	13			
Difficult Qs	9	37%	3			

## Recommendations

In terms of the bar exam, students should focus on topics that will yield the highest possible return for their efforts. Topics such as Negligence, Formation, Rights in Land, Crimes, and Pretrial Procedures are almost always among the most heavily tested topics on the bar exam, so these are where the largest chunks of get-able points will be found. In terms of targeting areas of weakness, students should focus on those areas which provide the greatest opportunity for score improvement. An area might not be a student's absolute weakest area, but if the student is underperforming in an area and it is somewhat heavily tested, it might well be the best area to focus one's time and energies. Finally, making sure the first-year curriculum provides adequate coverage of all areas frequently tested on the bar exam will allow professors to provide more effective coverage of these topic area, including any in which students have tended to underperform.

### Cohort Level Performance- By Subject By Question Difficulty

For each subject, we tap into a cohort's relative depth of understanding by comparing the cohort's performance across difficulty levels. Not surprisingly, we see different patterns emerge depending on the subject.

Question difficulty's overall impact on the cohort's performance is measured when we compare the cohort's percent correct on the set's basic questions with its percent correct on the set's more challenging questions. Here, when we make such a comparison, we observe impacts of between 13 and 33 points with four subjects having impacts within the narrow range of 29 to 33 points. The largest impact is observed in *Torts* and the smallest impact is observed in *Criminal Law*.

By comparing first the cohort's percent correct on basic questions to its percent correct on mid-level questions and then the cohort's percent correct on these mid-level questions to its percent correct on the challenging questions, we also can observe the pattern of question difficulty's impact on cohort performance. In both *Contracts* and *Real Property*, we see a pattern consisting of two roughly equally sized double-digit drops in the cohort's percent correct. In all other subjects, we see only one double-digit dropoff.

Among the three subjects with patterns consisting of no more than one double-digit dropoff in the percent correct, we see two distinct patterns. In *Torts* and *Federal Civil Procedure*, the pattern of impact consistently manifests itself in a negative correlation between question difficulty and cohort performance, with a much larger impact in performance associated with the shift from mid-level to challenging questions. In contrast, in *Criminal Law*, the expected negative correlation between these variables only appears when we consider the shift from basic questions to mid-level questions.

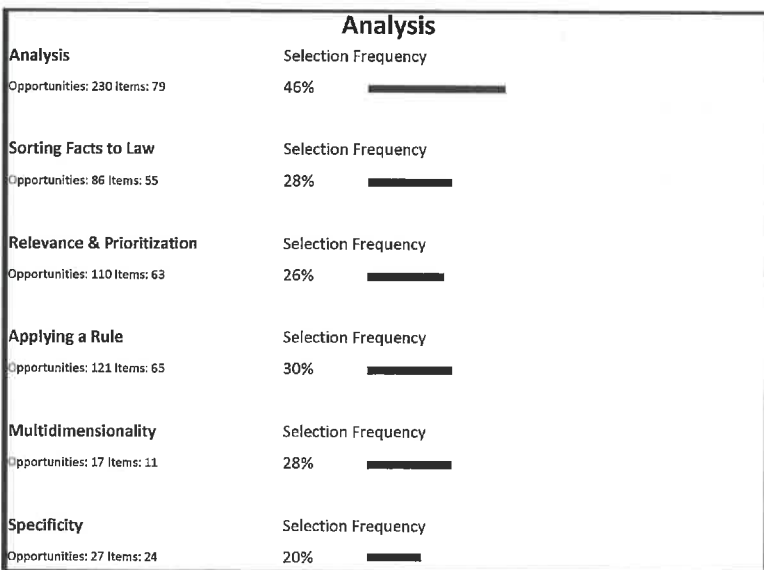
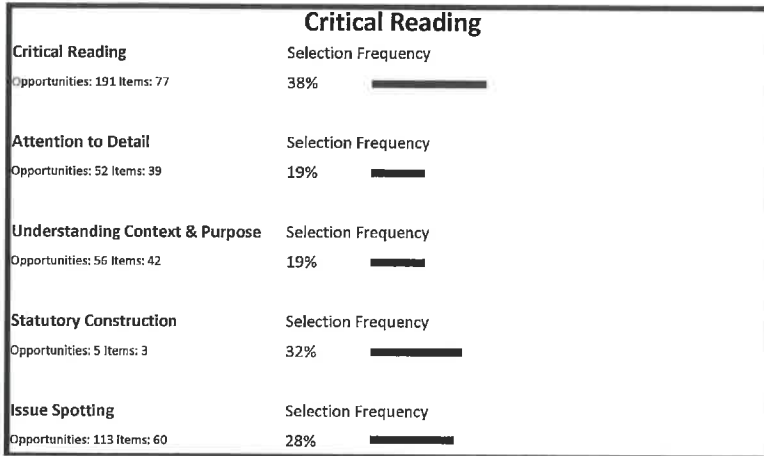
### Cohort Level Performance- Skills By Question Difficulty and Knowledge By Question Difficulty

When we divide the MCQs between those questions that are relatively *skills-based* and those questions that are relatively *knowledge-based*, we see that question difficulty impacted the cohort's performance on these two question types in slightly different ways. First, in terms of the overall impact, the cohort's performance on *skills-based* questions had a dropoff that was only about two-thirds the size of the dropoff observed with *knowledge-based* questions. Second, in terms of the pattern of impact, we observe in *knowledge-based* questions two equally sized double-digit dropoffs, while *skills-based* questions manifest two shifts of roughly equal size, with one shift a bit smaller than ten percentage points and the other a bit larger than ten percentage points.



# Multiple-Choice: Wrong Answers

## Multiple Choice: Skills Analysis



### Student Responses

Students' incorrect responses on the multiple-choice questions were charted against a set of academic skills crucial to success in law school. In this way, we are able to track incorrect responses against a particular skill deficiency.

The chart to the left shows the number of items (questions) that were tagged with each skill, as well as the number of opportunities (answer choices) that were tagged to each skill. A high selection frequency generally indicates a higher deficiency in that particular skill area, although certain skills appear more frequently than others, and therefore are considered more significant.

**Critical Reading:** This category measures the ability to read a passage closely and to identify important facts and legal concepts. Critical Reading includes four component skills, which are Attention to Detail, Understanding Context & Purpose, Statutory Construction, and Issue Spotting.

- **Attention to Detail:** This is the ability to locate specific elements of facts and/or laws that are germane to the overall question presented for analysis.

- **Understanding Context and Purpose:** This is the ability to determine the intent or function behind facts and/or laws in the question presented for analysis.

- **Statutory Construction:** This is the ability to parse out the specific meaning of statutory language and to apply that language in a precise way.

- **Issue Spotting:** This is the ability to identify all issues in a fact pattern, from the obvious to the less readily apparent.

**Reasoning:** This category measures the cognitive skills needed to work through a problem and reach a legal proposition or conclusion. This includes the various types of reasoning: inductive reasoning, deductive reasoning, analogical reasoning, and synthesis of information.

**Analysis:** This category measures the ability to argue towards a conclusion through the application of legal rules or propositions to facts. Analysis contains several component skills, which are Sorting Facts to Law, Relevance & Prioritization, Applying a Rule, Multidimensionality, and Specificity.

- **Sorting Facts to Law:** This is the ability to identify patterns and align "matching" legal rules to facts.

- **Relevance & Prioritization:** This is the ability to focus on the most important and clearly germane aspects of a question.

- **Applying a Rule:** This is the ability to determine the correct rule of law and apply that rule correctly to a set of facts.

- **Multidimensionality:** This is the ability to see multiple sides of an issue and to identify conflicting or contradictory arguments.

- **Specificity:** This is the ability to choose the best possible answer out of several possibilities.

# Multiple-Choice: Wrong Answers

## Student Responses

This page of the report displays the questions with the highest percentage of incorrect student responses within each skill category.

For each question displayed to the left, the chart shows the percentage of students who chose an incorrect answer that was coded to the skill category in question, as well as the subject of the question and the correct answer for each. The incorrect answer choices coded to that particular skill deficiency are bolded, while the correct answer choice is displayed in green.

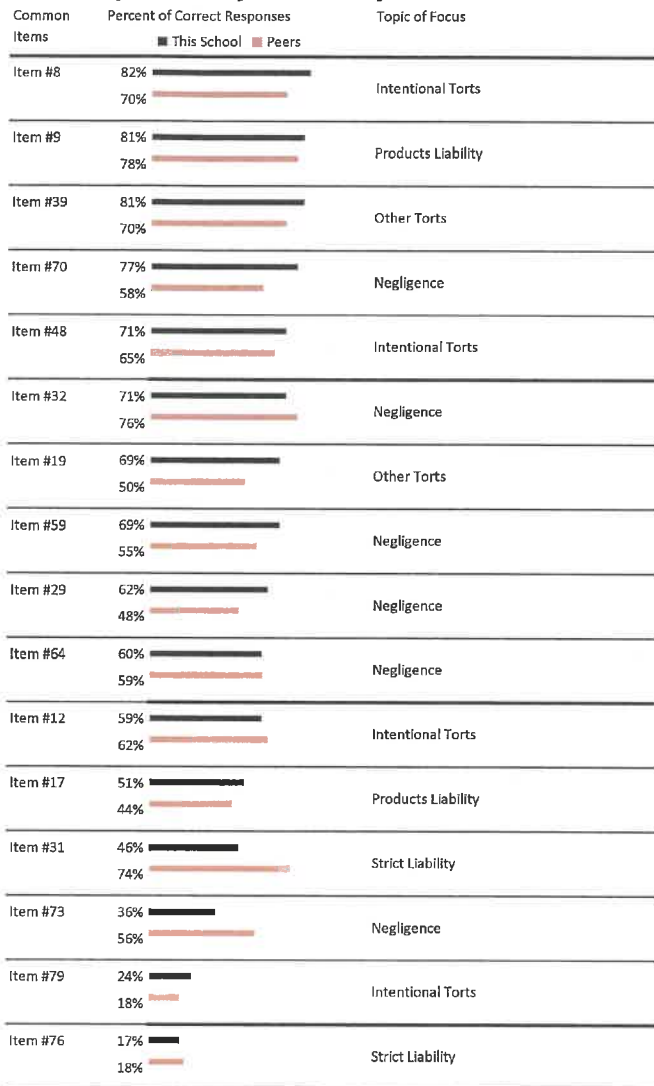
For each item, this provides a visual representation of the breakdown of student responses. In particular, this chart shows whether students primarily gravitated towards one or more answer choices. This shows that students may have been particularly distracted by one or more of the incorrect answer choices on a given question. Additionally, a spread of student responses across the four answer choices indicates that students may have been guessing as to the correct answer.

## Multiple Choice: Response Patterns

Item	Percentage of students choosing this type of wrong answer		Subject	Correct Answer	A	B	C	D
<b>Critical Reading</b>								
#76	75%		T	B	37%	17%	38%	8%
#45	75%		C	D	4%	66%	6%	25%
#33	56%		F	B	46%	41%	10%	2%
<b>Attention to Detail</b>								
#33	56%		F	B	46%	41%	10%	2%
#47	54%		K	A	35%	4%	51%	11%
#5	53%		F	C	24%	12%	47%	17%
<b>Understanding Context &amp; Purpose</b>								
#79	52%		T	A	24%	13%	24%	39%
#17	49%		T	B	33%	51%	3%	13%
#31	47%		T	C	47%	6%	46%	2%
<b>Statutory Construction</b>								
#75	46%		K	B	6%	53%	28%	13%
#38	28%		P	C	26%	28%	40%	6%
#29	21%		T	B	21%	62%	16%	2%
<b>Issue Spotting</b>								
#79	76%		T	A	24%	13%	24%	39%
#76	75%		T	B	37%	17%	38%	8%
#45	75%		C	D	4%	66%	6%	25%
<b>Reasoning</b>								
#35	88%		F	A	12%	5%	17%	67%
#40	86%		F	B	27%	14%	49%	10%
#69	73%		P	D	44%	13%	29%	13%
<b>Analysis</b>								
<b>Sorting Facts to Law</b>								
#77	85%		F	A	14%	20%	10%	56%
#45	66%		C	D	4%	66%	6%	25%
#24	65%		P	C	5%	65%	27%	3%
<b>Relevance &amp; Prioritization</b>								
#76	75%		T	B	37%	17%	38%	8%
#6	74%		F	C	16%	46%	10%	28%
#73	63%		T	B	10%	36%	27%	26%
<b>Applying a Rule</b>								
#35	88%		F	A	12%	5%	17%	67%
#69	86%		P	D	44%	13%	29%	13%
#76	83%		T	B	37%	17%	38%	8%
<b>Multidimensionality</b>								
#60	73%		F	C	27%	24%	27%	22%
#18	61%		F	D	10%	6%	46%	39%
#79	37%		T	A	24%	13%	24%	39%
<b>Specificity</b>								
#66	57%		K	A	36%	57%	4%	3%
#40	49%		F	B	27%	14%	49%	10%
#10	39%		F	B	39%	39%	14%	7%

# Item Analysis: Torts

## Item-by-Item by Difficulty



### Item Analysis: Generally

The items on the MCQ portion of the Diagnostic vary in level of difficulty. For each MBE subject, this section ranks the individual items tested by the percent of the cohort answering them correctly. And for each item, the cohort's performance is compared to the national average for that item. Overall, on the 80 MCQs in this Diagnostic, this Albany cohort outperformed the national average by four points, answering 53 percent of these questions correctly. At the item level, the cohort outperformed the national average for two-thirds (53) of the 80 individual questions tested. At the subject level, the cohort outperformed the national average for each of the five subjects tested, doing so by between three and five percentage points.

### Item Analysis: Torts

Overall, on the Torts MCQs, the Albany cohort topped the national average for this subject. The cohort answered almost 60% of these questions correctly, topping this subject's national average by between three and four points.

At the item level, the Albany cohort outperformed the national average for eleven of the sixteen questions in the set. For four of this set's questions, the Albany and national cohorts performed within five points of each other. On another eight questions, the two cohorts had performances that diverged by a double-digit amount. For this subset of questions, the Albany cohort was three times as likely to have the double-digit advantage as not.

At the topic level, relative to national averages, the Albany cohort was generally successful. The exception concerns the cohort's performance in the topic of *Strict Liability*. In this topic, the cohort's average was fifteen points below the national topic average. At the opposite end of the performance spectrum, the cohort topped the national average for *Other Torts* by a fifteen-point margin. As for the remaining topic areas—*Negligence*, *Products Liability* and *Intentional Torts*—the Albany cohort topped national topic averages by roughly four, five, and five points, respectively.

# Item Analysis: Contracts

## Item-by-Item by Difficulty

Common Items	Percent of Correct Responses		Topic of Focus
	■ This School	■ Peers	
Item #23	78%	68%	Formation
Item #54	77%	75%	Consideration
Item #62	74%	60%	Formation
Item #22	68%	66%	Remedies
Item #37	56%	51%	Performance
Item #56	56%	52%	Formation
Item #43	56%	58%	Formation
Item #16	55%	47%	Consideration
Item #75	53%	32%	Consideration
Item #51	49%	56%	Formation
Item #44	47%	42%	Conditions
Item #2	45%	38%	Performance
Item #57	41%	55%	Formation
Item #7	40%	35%	Consideration
Item #66	36%	37%	Consideration
Item #47	35%	42%	Formation

### Item Analysis: Contracts

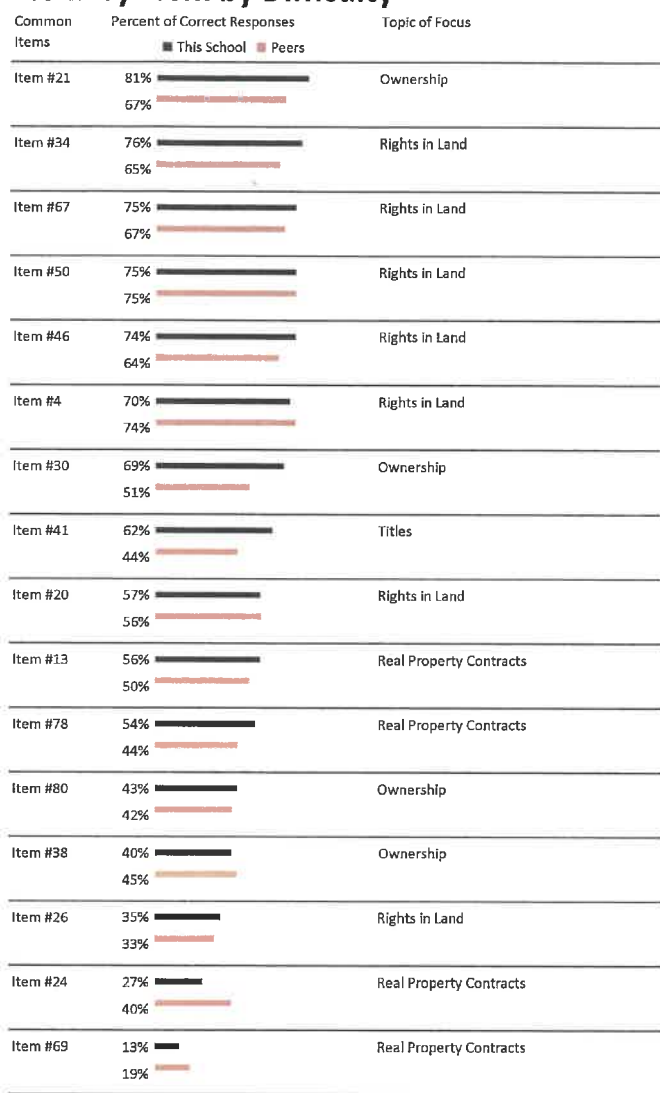
Overall, in the subject of Contracts, the students in the Albany 2L cohort topped the national average by more than three points. While the national average is almost 51 percent correct, the Albany cohort answered 54 percent of these questions correctly.

At the item level, the cohort again outperformed the national average for eleven of the set's sixteen questions. For six of the set's questions, the Albany and national cohorts performed within five percentage points of each other. On another three questions in the set, the school's cohort topped an item's national average by at least ten points. In contrast, there was only one question for which the school's cohort fell short of an item's national average by a double-digit amount.

At the topic level, relative to national averages, the Albany cohort was generally successful. In its weakest topic showing, in *Formation*, the cohort still matched the topic's national average. However, in *Performance Obligations* and *Consideration*, the cohort outperformed the national topic averages by six and seven points, respectively.

# Item Analysis: Real Property

## Item-by-Item by Difficulty



## Item Analysis: Real Property

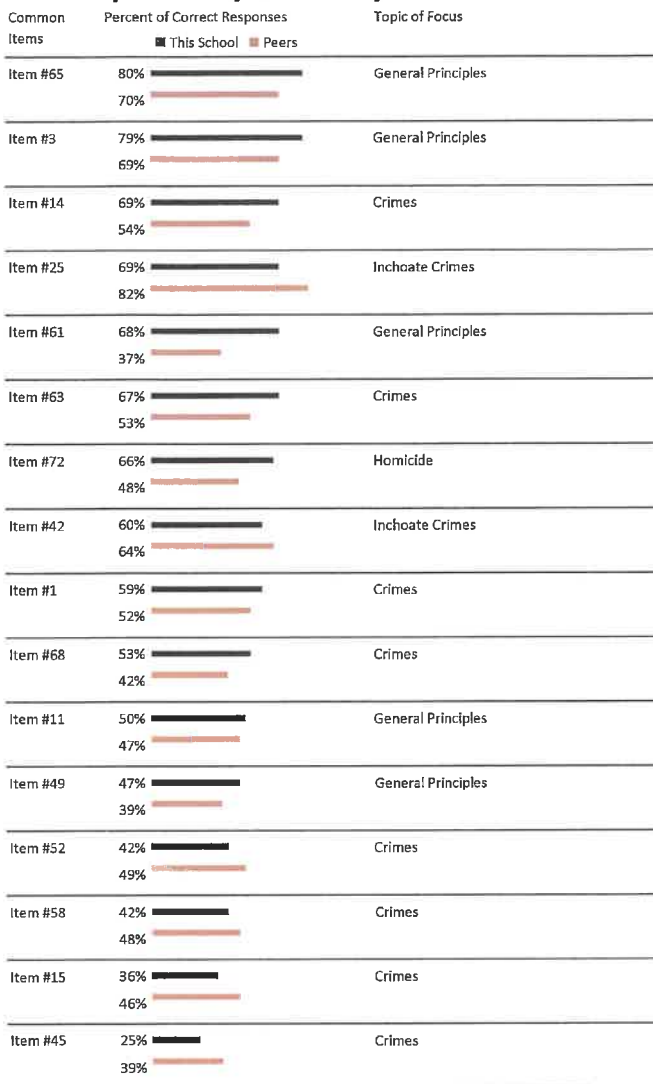
Overall, on the Real Property set of questions, the students in the Albany 2L cohort outperformed the subject's national average. Here, on average, the cohort answered 57 percent of the questions correctly. In doing so, it topped the national average for this subject by between four and five points.

At the item level, the Albany cohort again outperformed the national average for eleven of the set's sixteen questions. On six of the set's questions, the Albany students scored within five points, plus or minus, of an item's national average. On another six questions, there was a double-digit gap between the cohort's performance and on item's national average. For this subset of questions, the Albany cohort had the double-digit advantage all but one time.

At the topic level, the Albany cohort was generally successful relative to national performances. In *Real Property Contracts*, the cohort performed almost on par with the topic's national average. However, in *Rights in Land* and *Ownership*, the cohort outperformed the topic-specific national averages by four and seven points, respectively.

# Item Analysis: Criminal Law

## Item-by-Item by Difficulty



## Item Analysis: Criminal Law

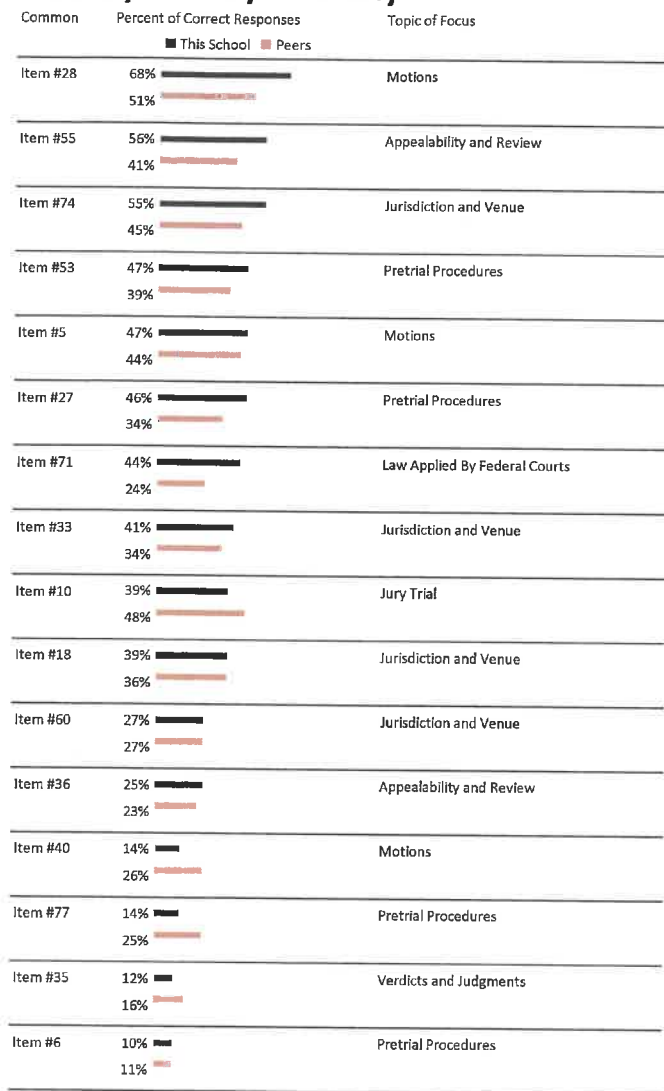
Overall, on the Criminal Law MCQs, the Albany 2L cohort had its strongest subject-level performance relative to national averages. Nationally, about 52 percent of this set's questions are answered correctly. The Albany cohort's average was nearly five points higher than this.

At the item level, the cohort outperformed the national average for ten of the sixteen Criminal Law questions tested. On only two questions in this set, the cohort performed within five points, plus or minus, of an item's national average. On another seven questions, the cohort outperformed an item's national average by a double-digit amount. On only two questions did the cohort fall short of an item's national average by such an amount.

At the topic level, the Albany cohort had mixed results relative to national averages. In *Inchoate Crimes*, the cohort fell short of the topic's national average by eight points. In *Crimes*, in contrast, the cohort topped the topic's national figure by a couple of points. Finally, in starker contrast, in *General Principles*, the cohort outperformed the national average by nearly thirteen points.

# Item Analysis: Federal Civil Procedure

## Item-by-Item by Difficulty



## Item Analysis: Federal Civil Procedure

Overall, on the Federal Civil Procedure questions, the Albany cohort outperformed the national average. Nationally, students answer only about a third of this set's questions correctly. The Albany students outperformed the national mark by almost four points.

At the item level, the cohort outperformed the national average for ten of the set's sixteen questions. For six questions in the set, the cohort performed within five points of an item's national average. On another nine items in the set, the cohort's performance diverged from an item's national average by a double-digit amount. For this subset of questions, the cohort had the double-digit deficit twice and the double-digit advantage seven times.

At the topic level, the cohort was generally successful relative to national performances. In *Pre-Trial Procedures* and *Motions*, the cohort topped the topic-specific national averages by about two and three points, respectively. In *Post-Trial Matters* and *Jurisdiction & Venue*, the cohort bested the topic-specific national figures by four and five points, respectively.



# Writing Assessment: IRAC Analysis

## A: Torts & Contracts

Weight	Class Average Score				National Average Score				Number of low scores			
	I	R	A	C	I	R	A	C	I	R	A	C
	2.4	1.1	1.7	1.8								
Do Phil and Denise have an enforceable contract? 35%	3.0	1.5	1.9	2.3	60	196	194	102				
If so, what defenses to the contract does Phil have? 15%	1.5	0.4	1.3	0.9	154	199	199	186				
Will Phil prevail in a negligence suit? 35%	2.9	1.4	2.2	2.5	58	197	133	71				
If Phil is found to be partly at fault for his fall, will he be barred from recovery? 15%	0.4	0.1	0.4	0.3	198	199	199	199				

### Cohort Level Performance- The Essays: IRAC Skills

Overall, on the Essay portion of the Diagnostic, the Albany cohort had mixed results. From the perspective of national averages, the cohort was fairly successfully insofar as it matched or outperformed the national average for each of the two essay questions. On the *Torts-Contracts Essay*, the school's cohort matched the national average. On the *Real Property Essay*, the school's cohort bested the national average by a three-point margin. However, from the perspective of performance expectations, these performances fell just a bit shy of our expectation standard (a score of at least 50 percent).

On the *Torts-Contracts Essay*, an interesting—even if common—pattern shows itself. Here, the cohort performed best on the two issues concerned with the plaintiff's *prima facie* case and much less well on the two issues concerned with the defendant's affirmative defenses to the plaintiff's claims. Indeed, for this cohort, this pattern is particularly extreme. In contrast to what we observe in the *Torts-Contracts Essay*, the cohort's performance on the *Real Property Essay* was more consistently maintained across that essay's three graded discussions.

In terms of IRAC components, the cohort performed best when *spotting issues* (I). On both essays, the cohort's *overall* component score for issue-spotting was its highest overall component score and the only overall component score to satisfy our expectation standard. (Note: a 2.0 on our 4-point scale represents a score meeting our performance expectation.) Moreover, for each of the seven graded discussions across the two essays, the cohort's *Issue* (I) score was its highest component score. Not only did the cohort perform best when *spotting issues* but it was also the case that its performance was quite successful relative to our expectation standard. For example, the cohort's *issue-spotting* score easily satisfied our expectation standard on five of the seven graded discussions.

In contrast, the cohort's performances in the three other phases of IRAC were not particularly successful. As noted, no overall score in the *Rules*, *Application*, or *Conclusion* phases of IRAC satisfied our performance expectation. And at the discussion-level, only four of the 21 component scores in these phases of IRAC met our expectation standard. Finally, it is worth noting that, at the discussion level, the cohort's *Rules* scores were with but one exception the cohort's lowest component score and these scores never once met our performance expectation.

## B: Real Property

Weight	Class Average Score				National Average Score				Number of low scores			
	I	R	A	C	I	R	A	C	I	R	A	C
	2.5	1.3	1.9	1.5								
Will Pa Oliver's action for trespass succeed? 40%	2.6	1.2	1.8	1.6	92	199	199	135				
If Andy seeks a declaration of adverse possession, will he prevail? 40%	2.6	1.7	2.0	1.5	97	189	174	152				
Should Pa Oliver sue Andy for waste due to the cabin burning down? 20%	2.4	0.8	1.7	1.5	117	198	195	153				



# Writing Assessment: Skills Analysis

## Skills Analysis

The overall grades for the essays were scored against the four parts of the IRAC analysis scoring grid. The essays were also assessed on targeted essay writing skills necessary for the bar exam and given a score from 0 to 4.

### Students with a score of 2 or less

	Essay A: Torts & Contracts		Essay B: Real Property	
	Percent	Students	Percent	Students
<b>Critical Reading</b> Students identify key facts and spot all of the issues presented.	98%	195	100%	199
<b>Reasoning</b> Students work through a problem to a conclusion in a logical way.	96%	191	99%	198
<b>Analysis: Sorting Facts to Law</b> Students identify and match legal rules to the facts presented.	100%	199	100%	199
<b>Analysis: Relevance &amp; Prioritization</b> Students focus on the most important aspects of a question.	100%	199	100%	199
<b>Analysis: Applying a Rule</b> Students identify and apply the correct rule of law accurately.	96%	192	98%	195
<b>Analysis: Multidimensionality</b> Students argue and identify multiple sides of an issue.	100%	199	100%	199
<b>Analysis: Specificity</b> Students' answers are specific, not overly general.	100%	199	100%	199
<b>Organization</b> Students write in a coherent and organized way.	89%	178	89%	178
<b>Use of Language</b> Students use appropriate language and grammar.	100%	199	100%	199

### Cohort Level Performance- The Essays: Writing Skills

Like refined test-taking skills, refined writing skills allow students to more fully exploit their legal knowledge to their advantage, turning legal knowledge into legal know-how. That being said, it seems that, for each of the students in this cohort, their skills do not yet allow them to fully exploit their legal knowledge.

As indicated in the skills analysis box to the left, the vast majority of this cohort exhibited writing skills that, at best, meet the expected performance level or, at worst, fall below that standard. To put this differently and maybe more helpfully, when it comes to the discrete writing skills that contribute to successful legal analysis, few student in this cohort exceeded the expected performance level.

# Writing Assessment: Writing Practicum

## C: Writing Practicum

		Class Average Score				46%			
		National Average Score				31%			
Weight		I	R	A	C	Number of low scores			
		2.5	1.2	1.7	2.0	I	R	A	C
Does the fee splitting agreement meet the requirements of Rule 87.51?	10%	2.9	2.2	2.0	2.2	61	112	163	93
Does the letter of April 23 comply with Rule 87.51?	25%	2.4	1.1	1.7	2.0	97	197	193	107
What is the effect of the May 1 Memo from Violet to Brown?	25%	2.4	1.1	1.7	2.0	97	197	193	107
Does the Brown-Violet fee agreement meet the other requirements of Rule 87.51?	20%	2.9	1.5	1.8	2.8	61	191	180	37

### Cohort Level Performance- The Practicum: IRAC Skills

The *Practicum*, unlike the *Essays*, does not test a student's external knowledge of legal rules. In the *Practicum*, a closed legal universe is created, wherein the relevant legal rules of a fictional jurisdiction are provided to each student. In this way, the *Practicum* tests a student's legal skills, or know-how, independent of a student's prior knowledge of specific rules of law. On this part of the Diagnostic, students were asked to write a short memorandum on whether a fee-splitting agreement satisfied the professional conduct rules of a fictional jurisdiction.

On this writing task, the Albany cohort greatly exceeded the national average and, in doing so, it almost met our performance expectation. (Note: a score of 50% on any writing task is indicative of meeting expectations.) On this task, as with the *Essays*, we again see that the cohort's strongest performance occurred in the issue-spotting phase of IRAC and its weakest occurred in IRAC's rule-stating phase. However, unlike with the *Essays*, on the *Practicum*, the cohort was generally successful in the *Conclusion* phase of IRAC.

### Cohort Level Performance- The Practicum: Writing Skills

As indicated in the skills analysis box to the left, in most skills, all or almost all of the cohort could, at best, meet the expected performance level. To put this differently and maybe more helpfully, when it comes to the discrete writing skills that contribute to successful legal analysis, students in this cohort were not able to consistently demonstrate writing excellence.

## Skills Analysis

	Students with a score of 2 or less	
	Percent	Students
Critical Reading	43%	86
Reasoning	79%	157
Analysis: Sorting Facts to Law	100%	199
Analysis: Relevance & Prioritization	100%	199
Analysis: Applying a Rule	100%	199
Analysis: Multidimensionality	100%	199
Analysis: Specificity	100%	199
Organization	97%	193
Use of Language	100%	199

# Next Steps

## Action Items - Working with Individual Student Reports

Immediately following this cohort report is a packet of individual student reports (ISRs) for each student who took the Diagnostic exam. Kaplan has also provided a link to an ISR Review video. We recommend sharing this link with students so that they can better make use of their ISRs, which identify individual strengths and weaknesses in both substantive and skill areas. When meeting with individual students, academic support personnel should use this information as a starting point for discussion.

With the guidance provided by both the ISRs and academic support personnel, students can zero in on those MCQ subjects where they underperformed as compared to their peers or to normative standards. For example, each ISR includes, for each subject tested on the Diagnostic, suggested topics of focus and additional study. Students can also examine their overall and relative performance on the essays and the performance test. Each ISR will give students recommendations for further development of their skills, particularly in areas where they were weak. Students should keep these recommendations in mind as they continue with their substantive classes, as these tips can be helpful for exam study regardless of the subject matter being taught.

## Action Items - Steps for Albany to Consider

On the multiple-choice questions, relative to expected performance levels, Albany's 2L cohort performed successfully in four of the five subjects tested. In all subjects but *Federal Civil Procedure*, less than half of the cohort fell short of performance expectation. Indeed, in *Torts*, *Contracts*, and *Real Property*, less than a third of the cohort performed below expectation levels, while in *Criminal Law* only a little bit more than a third of the cohort did so. When considering the portion of the cohort exceeding our expectation range, we observe similar successes. In all but *Federal Civil Procedure*, at least a seventh of the cohort topped our expectation standard. Moreover, in *Torts*, more than a fifth of the cohort did so, and in *Contracts* and *Real Property*, at least a quarter of the cohort did so.

On the multiple-choice questions, relative to national averages, Albany's 2L cohort performed successfully in all five of the subjects tested. In *Torts*, *Contracts*, and *Federal Civil Procedure*, the cohort's average performance topped the national subject-specific average by between three and four points. In each of *Real Property* and *Criminal Law*, the average performance of a cohort member was better than the national average by between four and five points. At the topic level, the cohort outperformed average national performances in three out of every four major topics tested. The cohort's better performing areas relative to national averages included the following: *Other Torts* (+15), *General Principles* (+13), *Consideration* (+7), and *Ownership* (+7). The cohort's weaker topic-level performance were in: *Strict Liability* (-15), *Inchoate Crimes* (-8), *Formation* (+3), *Real Property Contracts* (-1), and *Formation* (-0.2).

With respect to the Diagnostic's three writing tasks, Albany's 2L cohort had mixed success. With respect to expectation levels, the cohort's average score for each writing task was a few points shy of our expectation standard. However, with respect to national averages, the cohort matched the national figure for the *Torts-Contracts Essay*, topped the national average for the *Real Property Essay* by a few points, and outperformed the national average for the *Practicum* by a wide double-digit margin. In terms of IRAC, the cohort was particularly successful when *spotting issues* but had, at best, inconsistent success in the *Application* and *Conclusion* phases of IRAC. As for the *Rules* phase of IRAC, the cohort generally struggled, rarely meeting or even approaching our expectation standard.

Based on these observations, Kaplan makes the following conclusions:

With respect to the substantive law covered in this Diagnostic, Albany students will benefit from refresher exercises that will help students to refine, reinforce, and retain their knowledge and related know-how even as their legal education continues and broadens. Ideally, these exercises would, *in toto*, refine substantive understanding and reinforce memory while giving students opportunities to practice the application of their legal knowledge from memory. In terms of writing skills, scaffolded exercises targeting the different components of IRAC will help students to refine and coordinate their writing skills so that they can be used to better effect.

Based on these conclusions, Kaplan offers the following next steps:

**Global Approach – First-Year Mapping.** Oftentimes, there are not enough semester hours to cover the entirety of a subject; therefore, professors must use their discretion to decide what will be covered in their courses. In exercising this discretion, professors can be guided by understanding what the topical coverage and relative weight of those topics are on the bar exam. While professors should not feel obliged to teach only what is tested, they should appreciate that their choices can support students' goal of passing the bar exam. This is not simply a matter of teaching to the test; it's a professional necessity for all law students if they are to realize the school's and their professors' wishes that they become successful legal professionals. In advising professors and guiding their curriculum decisions, it is also worth noting that students can always benefit from additional practice with multiple-choice questions. For example, professors who use multiple-choice questions on their exams can provide students with sample questions from past exams and use these to explain (1) common wrong answer types, (2) why they are tempting, and (3) how they can be strategically avoided. Focusing on the skills behind multiple-choice questions will help students succeed in their substantive classes as well as lay a foundation for strong performance on the bar exam.

**ASP Supplemental Approach – ASP** can work in conjunction with 1L professors, providing workshops aligned with what the professors are teaching. For instance, when a Torts professor covers the topic of Negligence, the ASP can provide parallel workshops to work on the legal skills used to exploit substantive legal knowledge to accomplish a lawyerly task or to otherwise demonstrate legal know-how. Testing knowledge through various testing modes allows students to gain an appreciation for not only the law but also how it will be tested. Writing exercises focused on the individual components of IRAC would also help students both to learn the law and to think like a lawyer.

**ASP Individual Approach –** Upper-level review can target both skills and substantive knowledge. Focus can be placed on areas of significant weakness, where "significance" is conceived not only in absolute terms but also in terms of relevance to the bar exam. For instance, the Law School can take the skill tags that students missed most and incorporate them into single classes on a syllabus. Students, for example, could substantively walk through a particular legal topic and then apply that knowledge in a series of multiple-choice and writing exercises.

**Kaplan Outreach and Support –** Continue to collaborate with Kaplan to develop exercises and classes to address primary areas of weakness. These areas provide the greatest opportunity for learning. Kaplan is designing, and will soon be offering, several exercises that target specific skills. By targeting instruction to specific skills, students are more apt to reinforce and refine their legal skill set, which in turn will allow them to attack more complicated legal issues with more confidence and success.



Upper Level Writing  
Requirement Assessment  
2023



## UPPER-LEVEL WRITING REQUIREMENT ASSESSMENT

### Introduction

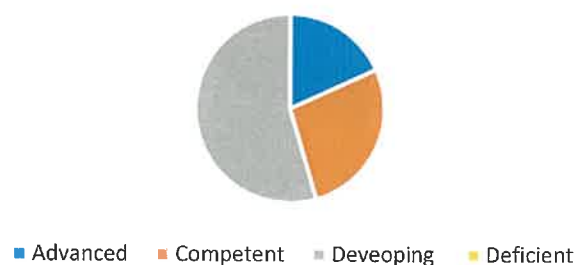
In the spring 2023 semester, pursuant to its assessment plan, the assessment committee evaluated papers completed by students in fulfillment of their upper-level writing requirement (ULW). The ULW papers are used to assess, in part, Albany Law School Juris Doctor Learning Outcomes 2 and 3. The papers were reviewed utilizing a rubric developed by the committee. The rubric incorporates performance indicators keyed to the learning outcomes 2 & 3. The rubric for Learning Outcome 2 (Students will demonstrate the ability to communicate effectively in the legal context, in writing) incorporate the following performance indicators (2.1) Students will demonstrate the ability to write in a clear, concise, well-organized, and professional manner appropriate to the audience and context; and (2.2) All communications demonstrate the use of standard rules of grammar, spelling, and punctuation. The rubric for Learning Outcome 3 (Students will demonstrate basic legal research, legal analysis, legal reasoning, and problem-solving skills) incorporate the following performance indicators: (3.1) Students will present a principal theme or argument concerning specialized knowledge of a particular area; (3.2) Students will demonstrate critical legal reasoning and analysis of research material presented; and (3.3) Students will demonstrate basic legal research skills. Four members of the committee evaluated a total of twenty-two papers.. The results are as follow:

### Findings

*Students will demonstrate the ability to write in a clear, concise, well-organized, and professional manner appropriate to the audience and context.*

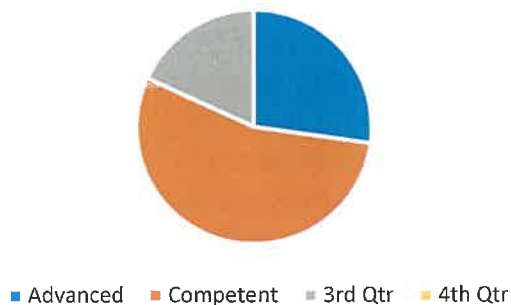
The assessment of Performance Indicator 2.1 was based on twenty-six upper-level writing papers. The writers of four of the twenty-two papers (18%) were identified as possessing superior work for a law student (advanced). The writers of six of the twenty-two papers (27%) were identified as possessing proficient work for a law student (competent). The writers of twelve of the twenty-two papers (54%) were found to require substantial revision (developing).

Performance Indicator 2.1



***All communications demonstrate the use of standard rules of grammar, spelling, and punctuation.*** The assessment of Performance Indicator 2.2 was based on twenty-two upper-level

Performance Indicator 2.2

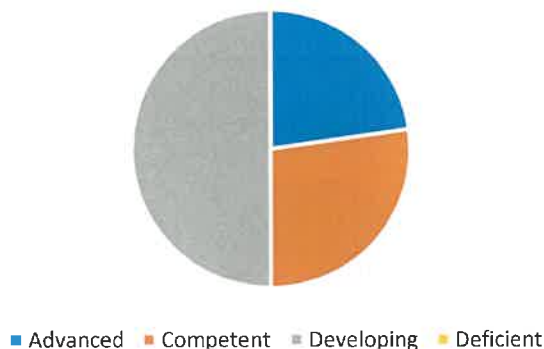


writing papers. In six of the twenty-two papers (27%) the writers were identified as possessing consistent and sustained control writing conventions (advanced). In twelve of the twenty-two papers (54%) the writers were identified as exhibiting control over most writing conventions (competent). In four of the twenty-two papers (18%) the writer was found to make occasional errors, which were rarely serious enough to interfere with the reader's comprehension (developing).

***Students will present a principal theme or argument concerning specialized knowledge of a particular area.***

The assessment of Performance Indicator 3.1 was based on twenty-two upper-level writing papers. In five of the twenty-two papers (23%) the writers were identified as providing a sophisticated presentation of a principal theme or argument demonstrating an apparently thorough understanding

Performance Indicator 3.1



of the issues and important points (advanced). In six of the twenty-two papers (27%) the writers were identified as exhibiting a well-defined principal theme or argument with apparently important points and issues covered. (competent). In eleven of the twenty-two papers (50%) the writer was found to provide a somewhat coherent presentation of a principal theme or argument with the articulation of important points and issues somewhat confusing or inconsistently presented (developing).



- 44.9% (49/109) were scored as advanced (Oral communication is well organized; clear, and appropriately respectful of the audience.)
- 51.3% (56/109) were scored as competent (Oral communication is organized and professional despite occasional lapses in clarity.)
- 3.6 % (4/109) were scored as developing (Oral communication is appropriately respectful of the audience but inconsistently organized and somewhat unclear; student needs additional growth)
- No student was scored as inadequate (Oral communication is disorganized and unclear or delivered in an overly casual manner or inappropriate manner so as to impede professional communication.)

**Results for criterion #3:** Students will demonstrate the ability to communicate orally using standard rules of grammar when appropriate:

- 59.6% (65/109) were scored as advanced (Sentence structure and grammar are generally excellent.)
- 36.6% (40/109) were scored as competent (Sentence structure and grammar are strong despite occasional inappropriate lapses.)
- 3.6 % (4/109) were scored as developing (Some problems in sentence structure or grammar which detract from communication; student needs additional growth.)
- No student was scored as inadequate (Significant problems in sentence structure or grammar which impede professional communication.)

Overall, results show that the majority of students assessed were able to demonstrate effective oral communication at an advanced or competent level.

## **Report on Assessment of Learning Outcome #2: Effective Oral Communication**

### **Introduction**

In the spring of 2023, the Assessment Committee continued its assessment of Learning Outcome #2 and gathered data on students' ability to orally communicate effectively in the legal context (LO2). Faculty teaching Introduction to Lawyering were each asked to evaluate their students' oral arguments based on a rubric designated by the committee. Four members of the faculty who teach Introduction to Lawyering provided evaluations for a total of one hundred and nine student evaluations. The rubric listed out the following criteria:

1. Students will demonstrate the ability to communicate orally using the language of law and terms of art appropriate to the audience and context.
2. Students will demonstrate the ability to speak in a concise, clear, well organized, and professional manner appropriate to the audience and context.
3. Students will demonstrate the ability to communicate orally using standard rules of grammar when appropriate.

Each category was assessed using a four-point system: 4 indicating advanced performance, 3 indicating competent performance, 2 indicating that the students' performance is developing, and 1 indicating that the performance was inadequate

**Results for criterion #1:** Students will demonstrate the ability communicate orally using the language of law and terms of art appropriate to the audience and context:

- 49.5% (54/109) of the students were scored as advanced (Students consistently used and sustained control over language of the law and terms of art appropriate to audience and context.)
- 43.17% (47/109) were scored as competent, (Proficient and appropriate use of the language of law and terms of art consistent with audience and context despite occasional lapses; may need moderate improvement.)
- 7.3% (8/109) were scored as developing. (Use of the language of law and terms of art occasionally omitted or used inconsistently, and student needs additional growth to be competent)
- No student was scored as inadequate (Omits or misuses terms of art and the language of law sufficiently to interfere with audience comprehension.)

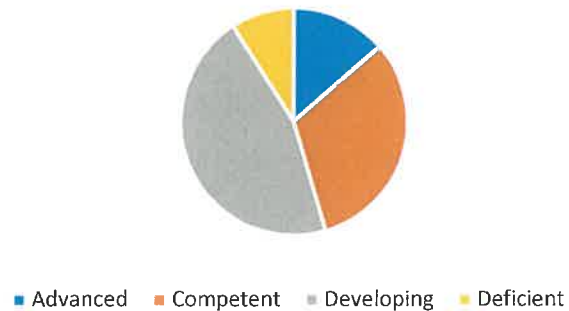
**Results of criterion #2:** Students will demonstrate the ability to speak in a concise, clear, well organized, and professional manner appropriate to the audience and context:

the Academic Affairs Committee should probably consider ways in which to strengthen student performance in writing, reasoning, problem-solving, and research.

***Students will demonstrate critical legal reasoning and analysis of research material presented.***

The assessment of Performance Indicator 3.2 was based on twenty-two upper-level writing papers. In three of the twenty-two papers (13%) the writers were identified as having provided entirely well-reasoned conclusions (advanced). In seven of the twenty-two papers (31%) the writers were identified as having provided generally well-reasoned conclusions. (competent). In ten of the twenty-two papers (45%) the writers were identified as having provided somewhat well-reasoned conclusion (developing). In one of the twenty-two papers (4%) the writers conclusions were show to have not been well-reasoned (deficient).

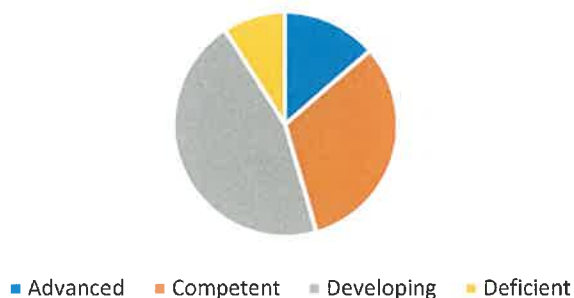
Performance Indicator 3.2



***Students will demonstrate basic legal research skills***

The assessment of Performance Indicator 3.3 was based on twenty-six upper-level writing papers. In three of the twenty-two papers (13%) the writers were identified as providing thorough and fully synthesized presentation of primary and secondary materials where appropriate to fully support their own proposals and answers questions raised by the topic (advanced). In seven of the twenty-

Performance Indicator 3.3



two papers (32%) the writers were identified as using appropriate and generally synthesized primary and secondary materials where appropriate to support their own proposals and answers questions raised by the topic. In ten of the twenty-two papers (45%) of the writers were identified as providing inconsistent and sometimes inappropriately synthesized use of primary and secondary materials support their own proposals and

answers questions raised by the topic (developing). In nine of the twenty-two papers (9%) the writers did not use appropriately synthesized primary and secondary materials to support their own proposals and answer questions raised by the topic (deficient).

**Conclusions**

The committee finds that the results of the 2020 ULW paper evaluations show that students with the exception of the use of standard rules of grammar, spelling, and punctuation, are not meeting the standard for learning outcomes 1 & 2. The problem may be specific to scholarly legal writing. As such, the results of the Clinical Programs Report for Learning Outcomes 2 & 3 should be compared with these results. Should that report indicate that students are meeting Learning Outcomes 2&3, the deficiencies may be indicative of flaws with instruction in scholarly legal writing. If the clinical program reports are not promising, there may be a deeper issue. Either way,

# Oral Argument Evaluation Report 2023



## **Report on Assessment of Learning Outcome #2: Effective Oral Communication**

### **Introduction**

In the spring of 2023, the Assessment Committee continued its assessment of Learning Outcome #2 and gathered data on students' ability to orally communicate effectively in the legal context (LO2). Faculty teaching Introduction to Lawyering were each asked to evaluate their students' oral arguments based on a rubric designated by the committee. Five members of the faculty who teach Introduction to Lawyering provided evaluations for a total of one hundred and nine student evaluations. The rubric listed out the following criteria:

1. Students will demonstrate the ability to communicate orally using the language of law and terms of art appropriate to the audience and context.
2. Students will demonstrate the ability to speak in a concise, clear, well organized, and professional manner appropriate to the audience and context.
3. Students will demonstrate the ability to communicate orally using standard rules of grammar when appropriate.

Each category was assessed using a four-point system: 4 indicating advanced performance, 3 indicating competent performance, 2 indicating that the students' performance is developing, and 1 indicating that the performance was inadequate

**Results for criterion #1:** Students will demonstrate the ability communicate orally using the language of law and terms of art appropriate to the audience and context:

- 53.5% (75/140) of the students were scored as advanced (Students consistently used and sustained control over language of the law and terms of art appropriate to audience and context.)
- 38.5% (54/140) were scored as competent, (Proficient and appropriate use of the language of law and terms of art consistent with audience and context despite occasional lapses; may need moderate improvement.)
- 7.8% (11/140) were scored as developing. (Use of the language of law and terms of art occasionally omitted or used inconsistently, and student needs additional growth to be competent)
- No student was scored as inadequate (Omits or misuses terms of art and the language of law sufficiently to interfere with audience comprehension.)

**Results of criterion #2:** Students will demonstrate the ability to speak in a concise, clear, well organized, and professional manner appropriate to the audience and context:

- 51.4% (72/140) were scored as advanced (Oral communication is well organized; clear, and appropriately respectful of the audience.)
- 44.2% (62/140) were scored as competent (Oral communication is organized and professional despite occasional lapses in clarity.)
- 4.2 % (6/140) were scored as developing (Oral communication is appropriately respectful of the audience but inconsistently organized and somewhat unclear; student needs additional growth)
- No student was scored as inadequate (Oral communication is disorganized and unclear or delivered in an overly casual manner or inappropriate manner so as to impede professional communication.)

**Results for criterion #3:** Students will demonstrate the ability to communicate orally using standard rules of grammar when appropriate:

- 62.8% (88/140) were scored as advanced (Sentence structure and grammar are generally excellent.)
- 34.2% (48/140) were scored as competent (Sentence structure and grammar are strong despite occasional inappropriate lapses.)
- 3.6 % (4/109) were scored as developing (Some problems in sentence structure or grammar which detract from communication; student needs additional growth.)
- No student was scored as inadequate (Significant problems in sentence structure or grammar which impede professional communication.)

Overall, results show that the majority of students assessed were able to demonstrate effective oral communication at an advanced or competent level.



Field Placement Survey  
Learning Outcomes 2 & 3  
Fall 2022



Fall 2022

## Albany Law School

### Learning Outcomes 2 and 3 Clinic Survey (Field Placements)

#### 1 - Learning Outcome #2 Student demonstrates the ability to communicate effectively in the legal context, in writing and orally.

Student will demonstrate the ability to write in a clear, concise, well-organized manner appropriate to the audience and context.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - the student demonstrated superior work. The work needed no if any revision.	(4)	6	20.00%		3.07
Competent - the student demonstrated proficient work. The work needed some revisions.	(3)	21	70.00%		
Developing - the student demonstrated the potential competence. The work needed substantial revision.	(2)	2	6.67%		
Deficient - the student's work did not demonstrate potential competence. The work needed to be completely rewritten.	(1)	1	3.33%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
30/31 (96.77%)	3.07	0.64			

#### 2 - Learning Outcome #2 Student demonstrates the ability to communicate effectively in the legal context, in writing and orally.

The student's work demonstrated the use of standard rules of grammar, spelling, and punctuation.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student exhibited consistent & sustained mastery over writing conventions. Sentence structure, grammar, and use of punctuation were excellent.	(4)	14	45.16%		3.35
Competent - The student exhibited control over most writing conventions. There were occasional lapses in sentence structure, grammar, and punctuation.	(3)	15	48.39%		
Developing - There were occasional errors but rarely serious enough to interfere with the reader's comprehension. There were common problems with sentence structure, grammar, and punctuation.	(2)	1	3.23%		
Deficient - The student exhibited weak control of writing conventions, making frequent errors serious enough to interfere with the reader's comprehension. There were significant problems in sentence structure, grammar, and punctuation.	(1)	1	3.23%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
31/31 (100%)	3.35	0.71			

#### 3 - Comments:

<b>Response Rate</b>	2/31 (6.45%)
<ul style="list-style-type: none"> <li>This student meaningfully engages in all area.</li> <li>I had to edit a majority of what he sent, including rewriting sections. While it provided me the facts already on paper, I had to change a lot. I had to repeat comments on several briefs. This needed work.</li> </ul>	

**4 - Learning Outcome #3 Student demonstrates basic legal research, legal analysis, legal reasoning and problem-solving skills.**

Students will present a principal theme or argument concerning a specialized knowledge in a particular area.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - There was a sophisticated presentation of a principal theme or argument demonstrating a thorough understanding of the important issues and points.	(4)	11	35.48%		
Competent - There was a coherent presentation of a principal theme or argument demonstrating an understanding of the important issues and points.	(3)	17	54.84%		
Developing - There was somewhat of a coherent presentation of a principal theme or argument with somewhat confusing articulation of important issues and points.	(2)	2	6.45%		
Deficient - The work lacked coherence and demonstrated little if any understanding of the important issues and points.	(1)	1	3.23%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
31/31 (100%)	3.23	0.72			

**5 - Learning Outcome #3 Student demonstrates basic legal research, legal analysis, legal reasoning and problem-solving skills.**

Students will demonstrate critical legal reasoning and analysis of the research material presented.






Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student presented sophisticated logical and organized presentation of the material. Sophisticated recommendations for change, interdisciplinary perspectives and opposing points of view. The work was entirely well-reasoned.	(4)	10	32.26%		
Competent - The student presented generally logical and organized presentation of the material. There were recommendations for change, interdisciplinary perspectives and opposing points of view. The work contained generally well-reasoned.	(3)	18	58.06%		
Developing - Material presented, legally analyzed or discussed in a somewhat logical and organized manner. Needs more recommendations for change, interdisciplinary perspectives or opposing points of view. The work contained somewhat well-reasoned conclusions.	(2)	1	3.23%		
Deficient - Lacks logical analysis, legal reasoning and organization in material presented and discussed. Contains no appropriate recommendations for change, interdisciplinary perspectives or opposing points of view. Conclusions in the work were not well-reasoned.	(1)	1	3.23%		
Not able to observe	(0)	1	3.23%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
31/31 (100%)	3.23	0.68			

## Albany Law School

### Learning Outcomes 2 and 3 Clinic Survey (Field Placements)

6 -

Students will demonstrate basic legal research.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student provided a thorough and fully synthesized presentation of primary and secondary materials where appropriate to fully support own proposals and the questions raised by topic. The work demonstrated close and careful consideration of all important questions raised by the specific research materials drawn on.	(4)	14	45.16%		 3.37
Competent - The student used appropriate and generally synthesized primary and secondary materials to support own proposals and questions raised by the topics. The work demonstrated consideration of the most important questions raised generally by the research materials drawn on.	(3)	13	41.94%		
Developing - The student provided inconsistent or sometimes inappropriately synthesized use of primary and secondary materials to support own proposals and questions raised by the topics. The work demonstrated inconsistent consideration of some but not all important questions raised by the research materials drawn on.	(2)	3	9.68%		
Deficient - The student did not use appropriately synthesized primary and secondary materials to support own proposals and questions raised by the topic. The work failed to demonstrate consideration of the important questions raised by the research materials drawn on.	(1)	0	0.00%		
Not able to observe	(0)	1	3.23%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
31/31 (100%)	3.37	0.67			

#### 7 - Comments:

<b>Response Rate</b>	1/31 (3.23%)
<p>• This was improving. There were times I had to send his research back as it was off from what I asked and when he returned it was what I was looking for. Sometimes it was too broad but other times it was on point. This I find is the usual intern research though.</p>	



Field Placement Survey  
Learning Outcomes 2 & 3  
Spring 2023





Spring 2023

## Albany Law School

## Spring 23 Assessment of Learning Outcomes 2 and 3 Clinic Survey (In House Clinics)

1 - Learning Outcome #2 Student demonstrates the ability to communicate effectively in the legal context, in writing and orally.					
Student will demonstrate the ability to write in a clear, concise, well-organized manner appropriate to the audience and context.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - the student demonstrated superior work. The work needed no if any revision.	(4)	3	33.33%		
Competent - the student demonstrated proficient work. The work needed some revisions.	(3)	4	44.44%		
Developing - the student demonstrated the potential competence. The work needed substantial revision.	(2)	2	22.22%		
Deficient - the student's work did not demonstrate potential competence. The work needed to be completely rewritten.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
9/9 (100%)	3.11	0.78			

2 - Learning Outcome #2 Student demonstrates the ability to communicate effectively in the legal context, in writing and orally.					
The student's work demonstrated the use of standard rules of grammar, spelling, and punctuation.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student exhibited consistent & sustained mastery over writing conventions. Sentence structure, grammar, and use of punctuation were excellent.	(4)	4	44.44%		
Competent - The student exhibited control over most writing conventions. There were occasional lapses in sentence structure, grammar, and punctuation.	(3)	4	44.44%		
Developing - There were occasional errors but rarely serious enough to interfere with the reader's comprehension. There were common problems with sentence structure, grammar, and punctuation.	(2)	1	11.11%		
Deficient - The student exhibited weak control of writing conventions, making frequent errors serious enough to interfere with the reader's comprehension. There were significant problems in sentence structure, grammar, and punctuation.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
9/9 (100%)	3.33	0.71			

3 - Comments:	
Response Rate	0/9 (0%)

# Albany Law School

## Spring 23 Assessment of Learning Outcomes 2 and 3 Clinic Survey (In House Clinics)

### 4 - Learning Outcome #3 Student demonstrates basic legal research, legal analysis, legal reasoning and problem-solving skills.

Students will present a principal theme or argument concerning a specialized knowledge in a particular area.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - There was a sophisticated presentation of a principal theme or argument demonstrating a through understanding of the important issues and points.	(4)	2	22.22%		
Competent - There was a coherent presentation of a principal theme or argument demonstrating an understanding of the important issues and points.	(3)	7	77.78%		
Developing - There was somewhat of a coherent presentation of a principal theme or argument with somewhat confusing articulation of important issues and points.	(2)	0	0.00%		
Deficient - The work lacked coherence and demonstrated little if any understanding of the important issues and points.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
9/9 (100%)	3.22	0.44			

### 5 - Learning Outcome #3 Student demonstrates basic legal research, legal analysis, legal reasoning and problem-solving skills.

Students will demonstrate critical legal reasoning and analysis of the research material presented.





Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student presented sophisticated logical and organized presentation of the material. Sophisticated recommendations for change, interdisciplinary perspectives and opposing points of view. The work was entirely well-reasoned.	(4)	3	33.33%		
Competent - The student presented generally logical and organized presentation of the material. There were recommendations for change, interdisciplinary perspectives and opposing points of view. The work contained generally well-reasoned.	(3)	5	55.56%		
Developing - Material presented, legally analyzed or discussed in a somewhat logical and organized manner. Needs more recommendations for change, interdisciplinary perspectives or opposing points of view. The work contained somewhat well-reasoned conclusions.	(2)	1	11.11%		
Deficient - Lacks logical analysis, legal reasoning and organization in material presented and discussed. Contains no appropriate recommendations for change, interdisciplinary perspectives or opposing points of view. Conclusions in the work were not well-reasoned.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
9/9 (100%)	3.22	0.67			

# Albany Law School

## Spring 23 Assessment of Learning Outcomes 2 and 3 Clinic Survey (In House Clinics)

6 -

Students will demonstrate basic legal research.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student provided a thorough and fully synthesized presentation of primary and secondary materials where appropriate to fully support own proposals and the questions raised by topic. The work demonstrated close and careful consideration of all important questions raised by the specific research materials drawn on.	(4)	3	33.33%		 3.22
Competent - The student used appropriate and generally synthesized primary and secondary materials to support own proposals and questions raised by the topics. The work demonstrated consideration of the most important questions raised generally by the research materials drawn on.	(3)	5	55.56%		
Developing - The student provided inconsistent or sometimes inappropriately synthesized use of primary and secondary materials to support own proposals and questions raised by the topics. The work demonstrated inconsistent consideration of some but not all important questions raised by the research materials drawn on.	(2)	1	11.11%		
Deficient - The student did not use appropriately synthesized primary and secondary materials to support own proposals and questions raised by the topic. The work failed to demonstrate consideration of the important questions raised by the research materials drawn on.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
9/9 (100%)	3.22	0.67			

7 - Comments:

<b>Response Rate</b>	0/9 (0%)
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In-House Clinics Survey  
Learning Outcomes 2 & 3  
Fall 2022



Fall 2022

Albany Law School  
Learning Outcomes 2 and 3 Clinic Survey (In House Clinics)

**1 - Learning Outcome #2 Student demonstrates the ability to communicate effectively in the legal context, in writing and orally.**

**Student will demonstrate the ability to write in a clear, concise, well-organized manner appropriate to the audience and context.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - the student demonstrated superior work. The work needed no if any revision.	(4)	2	100.00%		
Competent - the student demonstrated proficient work. The work needed some revisions.	(3)	0	0.00%		
Developing - the student demonstrated the potential competence. The work needed substantial revision.	(2)	0	0.00%		
Deficient - the student's work did not demonstrate potential competence. The work needed to be completely rewritten.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
2/2 (100%)	4.00	0.00			

**2 - Learning Outcome #2 Student demonstrates the ability to communicate effectively in the legal context, in writing and orally.**

**The student's work demonstrated the use of standard rules of grammar, spelling, and punctuation.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student exhibited consistent & sustained mastery over writing conventions. Sentence structure, grammar, and use of punctuation were excellent.	(4)	2	100.00%		
Competent - The student exhibited control over most writing conventions. There were occasional lapses in sentence structure, grammar, and punctuation.	(3)	0	0.00%		
Developing - There were occasional errors but rarely serious enough to interfere with the reader's comprehension. There were common problems with sentence structure, grammar, and punctuation.	(2)	0	0.00%		
Deficient - The student exhibited weak control of writing conventions, making frequent errors serious enough to interfere with the reader's comprehension. There were significant problems in sentence structure, grammar, and punctuation.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
2/2 (100%)	4.00	0.00			

**3 - Comments:**

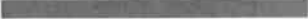

<b>Response Rate</b>	0/2 (0%)
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# Albany Law School

## Learning Outcomes 2 and 3 Clinic Survey (In House Clinics)



### 4 - Learning Outcome #3 Student demonstrates basic legal research, legal analysis, legal reasoning and problem-solving skills.

Students will present a principal theme or argument concerning a specialized knowledge in a particular area.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - There was a sophisticated presentation of a principal theme or argument demonstrating a through understanding of the important issues and points.	(4)	2	100.00%		
Competent - There was a coherent presentation of a principal theme or argument demonstrating an understanding of the important issues and points.	(3)	0	0.00%		
Developing - There was somewhat of a coherent presentation of a principal theme or argument with somewhat confusing articulation of important issues and points.	(2)	0	0.00%		
Deficient - The work lacked coherence and demonstrated little if any understanding of the important issues and points.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
2/2 (100%)	4.00	0.00			

### 5 - Learning Outcome #3 Student demonstrates basic legal research, legal analysis, legal reasoning and problem-solving skills.


Students will demonstrate critical legal reasoning and analysis of the research material presented.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student presented sophisticated logical and organized presentation of the material. Sophisticated recommendations for change, interdisciplinary perspectives and opposing points of view. The work was entirely well-reasoned.	(4)	2	100.00%		
Competent - The student presented generally logical and organized presentation of the material. There were recommendations for change, interdisciplinary perspectives and opposing points of view. The work contained generally well-reasoned.	(3)	0	0.00%		
Developing - Material presented, legally analyzed or discussed in a somewhat logical and organized manner. Needs more recommendations for change, interdisciplinary perspectives or opposing points of view. The work contained somewhat well-reasoned conclusions.	(2)	0	0.00%		
Deficient - Lacks logical analysis, legal reasoning and organization in material presented and discussed. Contains no appropriate recommendations for change, interdisciplinary perspectives or opposing points of view. Conclusions in the work were not well-reasoned.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
2/2 (100%)	4.00	0.00			



# Albany Law School

## Learning Outcomes 2 and 3 Clinic Survey (In House Clinics)

6 -					
Students will demonstrate basic legal research.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student provided a thorough and fully synthesized presentation of primary and secondary materials where appropriate to fully support own proposals and the questions raised by topic. The work demonstrated close and careful consideration of all important questions raised by the specific research materials drawn on.	(4)	2	100.00%		4.00
Competent - The student used appropriate and generally synthesized primary and secondary materials to support own proposals and questions raised by the topics. The work demonstrated consideration of the most important questions raised generally by the research materials drawn on.	(3)	0	0.00%		
Developing - The student provided inconsistent or sometimes inappropriately synthesized use of primary and secondary materials to support own proposals and questions raised by the topics. The work demonstrated inconsistent consideration of some but not all important questions raised by the research materials drawn on.	(2)	0	0.00%		
Deficient - The student did not use appropriately synthesized primary and secondary materials to support own proposals and questions raised by the topic. The work failed to demonstrate consideration of the important questions raised by the research materials drawn on.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
2/2 (100%)	4.00	0.00			

7 - Comments:	
Response Rate	0/2 (0%)



In-House Clinics Survey  
Learning Outcomes 2 & 3  
Spring 2023

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Spring 2023

## Albany Law School

## Spring 23 Assessment Learning Outcomes 2 and 3 Clinic Survey (Field Placements)

**1 - Learning Outcome #2 Student demonstrates the ability to communicate effectively in the legal context, in writing and orally.****Student will demonstrate the ability to write in a clear, concise, well-organized manner appropriate to the audience and context.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - the student demonstrated superior work. The work needed no if any revision.	(4)	4	22.22%		3.06
Competent - the student demonstrated proficient work. The work needed some revisions.	(3)	11	61.11%		
Developing - the student demonstrated the potential competence. The work needed substantial revision.	(2)	3	16.67%		
Deficient - the student's work did not demonstrate potential competence. The work needed to be completely rewritten.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
18/20 (90%)	3.06	0.64			

**2 - Learning Outcome #2 Student demonstrates the ability to communicate effectively in the legal context, in writing and orally.****The student's work demonstrated the use of standard rules of grammar, spelling, and punctuation.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student exhibited consistent & sustained mastery over writing conventions. Sentence structure, grammar, and use of punctuation were excellent.	(4)	11	55.00%		3.45
Competent - The student exhibited control over most writing conventions. There were occasional lapses in sentence structure, grammar, and punctuation.	(3)	7	35.00%		
Developing - There were occasional errors but rarely serious enough to interfere with the reader's comprehension. There were common problems with sentence structure, grammar, and punctuation.	(2)	2	10.00%		
Deficient - The student exhibited weak control of writing conventions, making frequent errors serious enough to interfere with the reader's comprehension. There were significant problems in sentence structure, grammar, and punctuation.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
20/20 (100%)	3.45	0.69			

**3 - Comments:**





<b>Response Rate</b>	0/20 (0%)
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# Albany Law School

## Spring 23 Assessment Learning Outcomes 2 and 3 Clinic Survey (Field Placements)





### 4 - Learning Outcome #3 Student demonstrates basic legal research, legal analysis, legal reasoning and problem-solving skills.

Students will present a principal theme or argument concerning a specialized knowledge in a particular area.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - There was a sophisticated presentation of a principal theme or argument demonstrating a through understanding of the important issues and points.	(4)	6	30.00%		 3.15
Competent - There was a coherent presentation of a principal theme or argument demonstrating an understanding of the important issues and points.	(3)	11	55.00%		
Developing - There was somewhat of a coherent presentation of a principal theme or argument with somewhat confusing articulation of important issues and points.	(2)	3	15.00%		
Deficient - The work lacked coherence and demonstrated little if any understanding of the important issues and points.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
20/20 (100%)	3.15	0.67			

### 5 - Learning Outcome #3 Student demonstrates basic legal research, legal analysis, legal reasoning and problem-solving skills.

Students will demonstrate critical legal reasoning and analysis of the research material presented.





Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student presented sophisticated logical and organized presentation of the material. Sophisticated recommendations for change, interdisciplinary perspectives and opposing points of view. The work was entirely well-reasoned.	(4)	4	20.00%		 3.05
Competent - The student presented generally logical and organized presentation of the material. There were recommendations for change, interdisciplinary perspectives and opposing points of view. The work contained generally well-reasoned.	(3)	13	65.00%		
Developing - Material presented, legally analyzed or discussed in a somewhat logical and organized manner. Needs more recommendations for change, interdisciplinary perspectives or opposing points of view. The work contained somewhat well-reasoned conclusions.	(2)	3	15.00%		
Deficient - Lacks logical analysis, legal reasoning and organization in material presented and discussed. Contains no appropriate recommendations for change, interdisciplinary perspectives or opposing points of view. Conclusions in the work were not well-reasoned.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
20/20 (100%)	3.05	0.60			

# Albany Law School

## Spring 23 Assessment Learning Outcomes 2 and 3 Clinic Survey (Field Placements)

6 -

Students will demonstrate basic legal research.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced - The student provided a thorough and fully synthesized presentation of primary and secondary materials where appropriate to fully support own proposals and the questions raised by topic. The work demonstrated close and careful consideration of all important questions raised by the specific research materials drawn on.	(4)	8	40.00%		 3.30
Competent - The student used appropriate and generally synthesized primary and secondary materials to support own proposals and questions raised by the topics. The work demonstrated consideration of the most important questions raised generally by the research materials drawn on.	(3)	10	50.00%		
Developing - The student provided inconsistent or sometimes inappropriately synthesized use of primary and secondary materials to support own proposals and questions raised by the topics. The work demonstrated inconsistent consideration of some but not all important questions raised by the research materials drawn on.	(2)	2	10.00%		
Deficient - The student did not use appropriately synthesized primary and secondary materials to support own proposals and questions raised by the topic. The work failed to demonstrate consideration of the important questions raised by the research materials drawn on.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
20/20 (100%)	3.30	0.66			

7 - Comments:

Response Rate 0/20 (0%)





Field Placement Survey  
Learning Outcomes 4, 5 & 6  
Fall 2022







# Albany Law School

## Institutional Assessment in Clinical Courses LO4,5&6 - Field Placement

### 1 - Learning Outcome #4

Student demonstrates the ability to exercise proper professional and ethical responsibilities to clients and to the legal system





Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced/Proficient- Student demonstrated strong understanding and adherence to appropriate code of ethics. Student demonstrated excellent interpersonal skills, time-management skills, collaboration skills, and work ethic.	(4)	21	70.00%		 3.67
Competent - With minimal prompting, student demonstrated good understanding and adherence to appropriate code of ethics. Student demonstrated good interpersonal skills, time-management skills, collaboration skills, and work ethic.	(3)	8	26.67%		
Emerging/Developing - With regular prompting, student demonstrated developing understanding and adherence to appropriate code of ethics. Student sometimes miscalculates the time and effort necessary to carry out tasks in a professional manner	(2)	1	3.33%		
Unprofessional/Deficient - Student fails to demonstrate an understanding or adherence to appropriate code of ethics. Student regularly miscalculates the time and effort necessary to carry out tasks in a professional manner. Fails to assist other students; Poor work ethic.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
30/30 (100%)	3.67	0.55			

### 2 - Comments:

Response Rate	1/30 (3.33%)
• Ms. Marotta was very professional, well prepared and diligent in her assignments.	

### 3 - Learning Outcome #5

Student demonstrates knowledge and understanding of the lawyer's professional responsibility to advance the mission of service to the underrepresented so that all individuals have equal access to our justice system

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced/Proficient - Student demonstrates an outstanding understanding of the responsibility to advance service to the underrepresented.	(4)	22	73.33%		 3.85
Competent - Student demonstrates a good understanding of the responsibility to advance service to the underrepresented.	(3)	4	13.33%		
Emerging/Developing - With prompting, student demonstrates a developing understanding of the responsibility to advance service to the underrepresented.	(2)	0	0.00%		
Unprofessional/Deficient - Student fails to demonstrate an understanding of the responsibility to advance service to the underrepresented.	(1)	0	0.00%		
Not able to observe	(0)	4	13.33%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
30/30 (100%)	3.85	0.37			

# Albany Law School

## Institutional Assessment in Clinical Courses LO4,5&6 - Field Placement

### 4 - Comments:

Response Rate	2/30 (6.67%)
<ul style="list-style-type: none"> <li>This was not a component of this placement. Student was a neutral part of justice system, not in the role of advancing a mission.</li> <li>Ms. Marotta and I had multiple discussions about the criminal justice system, her experiences in other prosecutorial offices and I found her views to be well informed and articulate.</li> </ul>	

### 5 - Learning Outcome #6

Student demonstrates an awareness and understanding of the knowledge, skills, and values necessary to be competent and effective lawyers in a multicultural world.										
Response Option		Weight	Frequency	Percent	Percent Responses		Means			
Advanced/Proficient - Student demonstrates an outstanding awareness and understanding of multicultural competence		(4)	20	66.67%	<div><div></div></div>		3.66			
Competent - Student demonstrates a good awareness and understanding of multicultural competence		(3)	8	26.67%	<div><div></div></div>					
Emerging/Developing - With prompting, student demonstrates an adequate awareness and understanding of multicultural competence		(2)	1	3.33%	<div><div></div></div>					
Unprofessional/Deficient - Student fails to demonstrate an awareness and understanding of multicultural competence		(1)	0	0.00%	<div><div></div></div>					
Not able to observe		(0)	1	3.33%	<div><div></div></div>					
					0	25	50	75	100	Question
Response Rate		Mean	STD							
30/30 (100%)		3.66	0.55							

### 6 - Comments:

Response Rate	1/30 (3.33%)
<ul style="list-style-type: none"> <li>Ms. Marotta's work, conduct and level of professionalism is on par with that of a seasoned attorney.</li> </ul>	

**In-House Clinics Survey**  
**Learning Outcomes 4, 5 & 6**  
**Fall 2022**







Fall 2022

# Albany Law School

## Institutional Assessment in Clinical Courses LO4,5&6 - Clinic

### 1 - Learning Outcome #4

Student demonstrates the ability to exercise proper professional and ethical responsibilities to clients and to the legal system




Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced/Proficient- Student demonstrated strong understanding and adherence to appropriate code of ethics. Student demonstrated excellent interpersonal skills, time-management skills, collaboration skills, and work ethic.	(4)	5	62.50%		<div>3.38</div> 
Competent - With minimal prompting, student demonstrated good understanding and adherence to appropriate code of ethics. Student demonstrated good interpersonal skills, time-management skills, collaboration skills, and work ethic.	(3)	1	12.50%		
Emerging/Developing - With regular prompting, student demonstrated developing understanding and adherence to appropriate code of ethics. Student sometimes miscalculates the time and effort necessary to carry out tasks in a professional manner	(2)	2	25.00%		
Unprofessional/Deficient - Student fails to demonstrate an understanding or adherence to appropriate code of ethics. Student regularly miscalculates the time and effort necessary to carry out tasks in a professional manner. Fails to assist other students; Poor work ethic.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
8/8 (100%)	3.38	0.92			

### 2 - Comments:

Response Rate 0/8 (0%)

### 3 - Learning Outcome #5

Student demonstrates knowledge and understanding of the lawyer's professional responsibility to advance the mission of service to the underrepresented so that all individuals have equal access to our justice system

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced/Proficient - Student demonstrates an outstanding understanding of the responsibility to advance service to the underrepresented.	(4)	6	75.00%		<div>3.75</div> 
Competent - Student demonstrates a good understanding of the responsibility to advance service to the underrepresented.	(3)	2	25.00%		
Emerging/Developing - With prompting, student demonstrates a developing understanding of the responsibility to advance service to the underrepresented.	(2)	0	0.00%		
Unprofessional/Deficient - Student fails to demonstrate an understanding of the responsibility to advance service to the underrepresented.	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
8/8 (100%)	3.75	0.46			

### 4 - Comments:

Response Rate 0/8 (0%)

# Albany Law School

## Institutional Assessment in Clinical Courses LO4,5&6 - Clinic

### 5 - Learning Outcome #6

Student demonstrates an awareness and understanding of the knowledge, skills, and values necessary to be competent and effective lawyers in a multicultural world.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Advanced/Proficient - Student demonstrates an outstanding awareness and understanding of multicultural competence	(4)	4	50.00%		<div>3.38</div>
Competent - Student demonstrates a good awareness and understanding of multicultural competence	(3)	3	37.50%		
Emerging/Developing - With prompting, student demonstrates an adequate awareness and understanding of multicultural competence	(2)	1	12.50%		
Unprofessional/Deficient - Student fails to demonstrate an awareness and understanding of multicultural competence	(1)	0	0.00%		
Not able to observe	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
8/8 (100%)	3.38	0.74			

### 6 - Comments:

Response Rate	0/8 (0%)
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LLM for Foreign Lawyers  
Learning Outcomes Chart  
2022



## INTERNATIONAL LLM LEARNING OUTCOMES 2022

LEARNING OUTCOME	MECHANISM OF ASSESSMENT	ASSESSMENT	NOTES
<b>Learning Outcome Number 1:</b> Students will demonstrate a basic understanding of the US Legal System.	<b>Quiz:</b> Students in Legal Research & Writing: LLM will be given a multiple choice quiz regarding the proper weight of authority to be given to various law-making instruments from the three branches of the federal and New York state governments.	<b>Quiz:</b> Student 1 answered thirty (30) percent of the questions (5/10) correctly.  Student 2 answered zero (0) percent of the questions (0/10) correctly.	
<b>Learning Outcome Number 2:</b> Students will demonstrate an understanding of the US substantive and procedural law that is relevant to their field(s) of interest and/or foreign-based practices.			
<b>(a) Substantive Law</b>	<b>Memo:</b> Students will draft legal memorandum in Legal Research & Writing. They will be graded, in part, on their ability to properly explain the relevant law.	<b>Memo :</b> Student 1 received forty (40) percent of points dedicated to the explaining the law.  Student 2 received forty (40) of the points dedicated to explaining the law.	
<b>(b) Procedural Law</b>			
<b>Learning Outcome Number 3:</b>			

Students will demonstrate the ability to communicate effectively in English, generally, and about legal topics in particular, both orally and in writing.			
<b>(a) Writing – English Generally</b>	<b>Memo:</b> Students will draft legal memorandum in Legal Research & Writing. The statement of facts in a legal memorandum should provide indicia of the author’s ability to write in English generally.	Student 1 received seventy (70) percent of the points dedicated to the statement of facts.  Student 2 received sixty-five (65) percent of the points dedicated to the statement of facts.	Criteria for the Statement of Facts included: <ul style="list-style-type: none"> <li>• Completeness</li> <li>• Relevance</li> <li>• Precision &amp; Clarity</li> <li>• Flow &amp; Readability</li> <li>• Spelling &amp; Grammar</li> <li>• Organization</li> </ul>
<b>(b) Writing – Legal topics</b>	<b>Memo:</b> Students will draft legal memorandum in Legal Research & Writing. The discussion section of a legal memorandum should provide indicia of the author’s ability to write about legal topics in particular.	Student 1 received thirty-four (34) percent of the points corresponding to legal writing mechanics.  Student 2 received thirty-five (35) percent of the points corresponding to legal writing mechanics	Criteria for legal mechanics in the Discussion section included: <ul style="list-style-type: none"> <li>• Headings</li> <li>• Large Scale Organization</li> <li>• Use of the CREAC Paradigm</li> <li>• Paragraphing</li> <li>• Sentence Structure</li> <li>• Citations</li> <li>• Spelling &amp; Grammar</li> <li>• Precision &amp; Clarity</li> <li>• Flow &amp; Readability</li> <li>• Tone</li> </ul>
<b>(c) Oral</b>	<b>Presentation</b>  Students will prepare and give a 10 to 15 minutes	Student 1 received one-hundred (100) percent of the points on the presentation.	

	presentation comparing an aspect of the United states legal system with the legal system of their home country.	Student 2 received one-hundred (100) percent of the points on the presentation.	
<b>Learning Outcome 4:</b> Students will demonstrate a familiarity with US case analysis, legal reasoning, the skills needed to conduct legal research and draft legal memoranda and other legal communications.			
<b>(a) case analysis &amp; legal reasoning</b>	<b>Memo</b> Students will draft legal memorandum in Legal Research & Writing. They will be graded, in part, on their ability to provide a thorough & critical analysis of the facts as applied to relevant law.	Student 1 received thirty (30) percent of the points corresponding to legal analysis.  Student 2 received thirty (30) percent of the points corresponding to legal analysis.	
<b>(b) legal research</b>	<b>Memo</b> Students will complete a series of research exercises in Legal Research & Writing covering caselaw, statutory, and administrative law research.	Students 1 received thirty-five (35) percent of the points on the research exercises.  Student 2 receive thirty-five (35) percent of the points on the research exercises.	

<b>(c) Memo drafting</b>	Students will draft legal memorandum in Legal Research & Writing.	<p>Student 1 received forty-five (45) percent of the points on the legal memorandum.</p> <p>Student 2 received forty-five (45) percent of the points on the legal memorandum.</p>	
<b>(d) other legal communications.</b>	<p><b>Client letter</b></p> <p>Students will perform legal research and draft a client letter for a fact pattern with two issues</p>	<p>Student 1 received forty (40) percent of the points on the client letter.</p> <p>Student 1 received forty (40) percent of the points on the client letter.</p>	

Online Graduate Programs  
Report on  
Master of Science (MS) &  
Master of Laws (LLM)  
Programs  
2023

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TO: Assessment Committee

FROM: Tom Rosenberger, Asst. Dean and Director for Online Programs

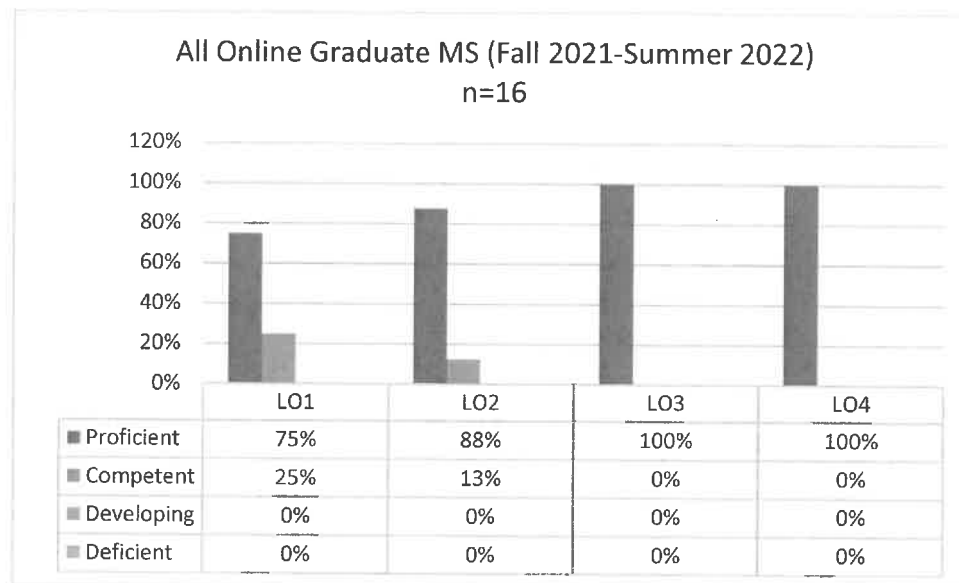
DATE: January 17, 2023

SUBJECT: **Assessment Report on MS and LLM Learning Outcomes (2021-22 Graduates)**

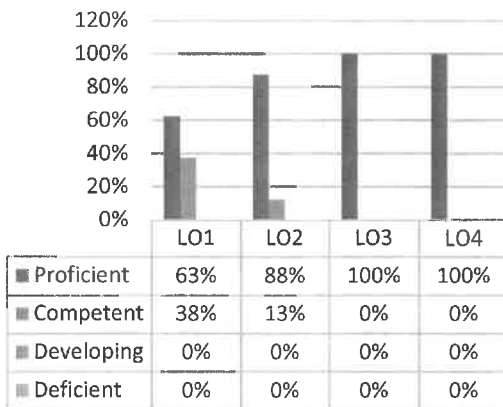
As you know, when the school sought to launch its second MSLS and LLM concentration, Financial Compliance and Risk Management, it received a recommendation from the New York State Department of Education to offer freestanding degrees rather than a series of concentrations under the umbrellas of the LLM, MSLS, and Advanced Certificate in Legal Studies. Given that each program/degree combination is considered to be a freestanding program offering, assessment data will now be provided per program/degree.

#### **Master of Science (MS) Program Direct Assessment**

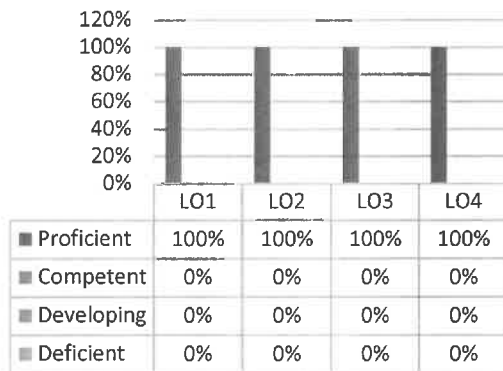
All MS program LOs are now assessed using the Thesis work product. MS Thesis papers from students who graduated between Fall 2021 and Summer 2022 were evaluated by the Thesis course professor, who used a rubric that aligns with the LOs. This assessment was kept separate and distinct from grades awarded for course performance. At least 75% of students scored *proficient* across all LOs and no students scored as *developing* or *deficient* in any LO.



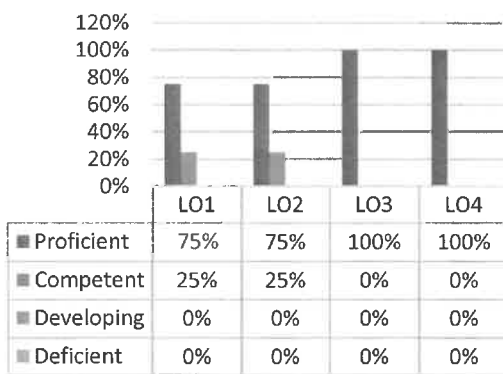
**MS in Cybersecurity and Data Privacy  
(Fall 2021-Summer 2022) n=8**



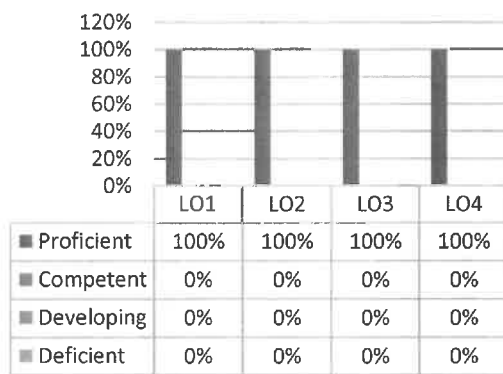
**MS in Financial Compliance and Risk  
Management (Fall 2021-Summer  
2022) n=2**



**MS in Health Law and Healthcare  
Compliance (Fall 2021-Summer  
2022) n=4**



**MS in Human Resources: Law,  
Leadership, and Policy (Fall 2021-  
Summer 2022) n=2**

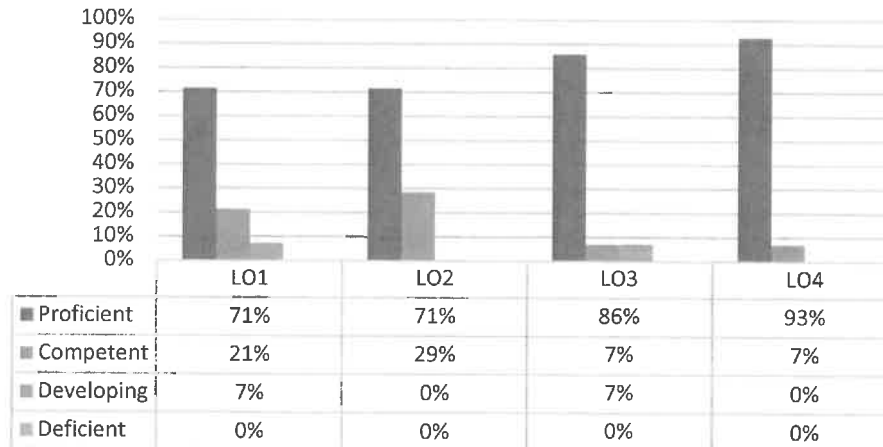


The MS in Government Affairs and Advocacy was relaunched in an online format in 2022. As a result, there is no existing LO data for this reporting cycle.

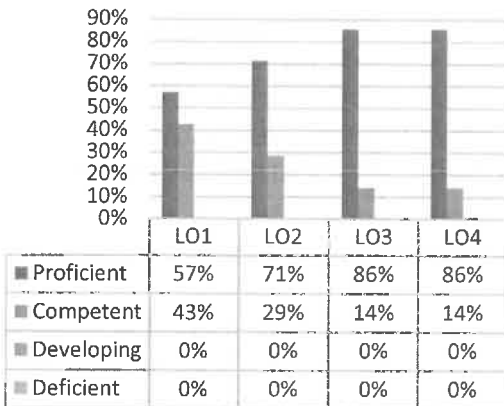
### LLM Program Direct Assessment

All LLM program LOs are now assessed using the Thesis work product. LLM Thesis papers from students who graduated between Fall 2021 and Summer 2022 were evaluated by the Thesis course professor, who used a rubric that aligns with the LOs. This assessment was kept separate and distinct from grades awarded for course performance. At least 70% of students scored *proficient* across all LOs and no students scored as *deficient* in any LO.

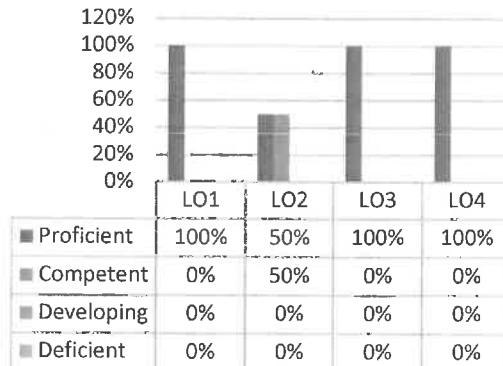
**All Online Graduate LLMs (Fall 2021-Summer 2022)**  
n=14



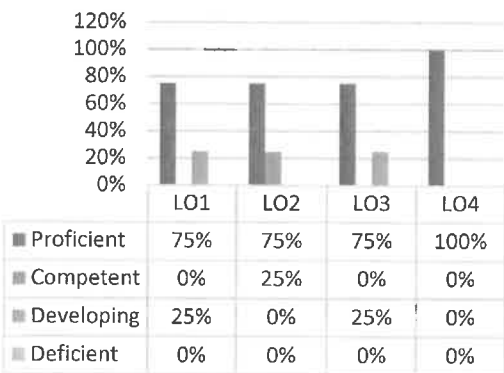
**LLM in Cybersecurity and Data Privacy (Fall 2021-Summer 2022) n=7**



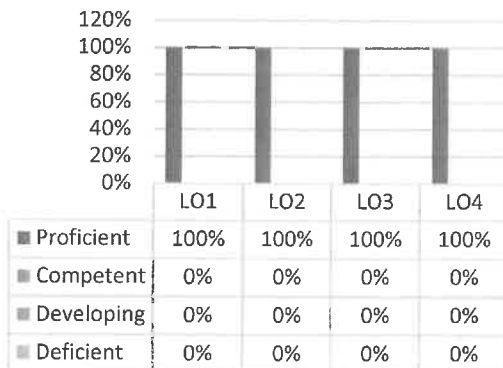
**LLM in Financial Compliance and Risk Management (Fall 2021-Summer 2022) n=2**



**LLM in Health Law and Healthcare Compliance (Fall 2021-Summer 2022) n=4**



**LLM in Human Resources: Law, Leadership, and Policy (Fall 2021-Summer 2022) n=1**



The Health Law and Healthcare Compliance student who scored as *developing* in two LO categories received considerable academic success attention and, upon graduation, was considered to be a *retention and persistence* success story. Since graduation, that student has found a new job where they are using their acquired skills.

The LLM in Government Affairs and Advocacy was relaunched in an online format in 2022. As a result, there is no existing LO data for this reporting cycle.

### **MS and LLM Combined Results/Observations**

Overall, direct assessment data for MS and LLM graduates indicate strong attainment of program LOs among MS and LLM students and within each of the five programs.

However, this data does not tell the story of an underlying student success challenges observed by program leaders and faculty. Anecdotally, student advisement meetings began demonstrating that the duration of the Thesis course (seven weeks) was too short for students to complete a high-quality paper, and (2) the occurrences of MS students struggling to perform high-quality academic and legal research, by the time they reach the end of their program, was too high. These observations have resulted in two substantial adjustments:

1. After careful planning, the programs piloted an Academic Success Counselor service for three consecutive semesters. The Academic Success Counselor proactively and reactively supports students at all stages of their program lifecycle to scaffold their academic research, writing, and study skills. Status reports are provided to program leadership on a weekly basis and results are evaluated at the conclusion of each semester. After three semesters, there is no intention of discontinuing this pilot because the Academic Success Counselor has managed to turn around several high-risk learners.
2. During the 2022-23 academic year, the Thesis course was split into two consecutive halves, each worth 1.5 credits to allow for a doubling of time allot to produce a high quality product. The first, *Thesis: Research*, was designed to give MS students a focused opportunity to fine-tune the research skills they learned in their first course, Introduction to Law and Legal Methods for Non-Lawyers, improved upon in other courses, and are expected to demonstrate at proficient level in Thesis. The second, *Thesis: Writing*, now provides students a full session where they pick up on the work they have already completed and enter a writing phase with solid materials from which to draw. This change will be monitored for effectiveness through direct and indirect assessment. Early evidence is demonstrating that the expanded timeline for Thesis is resulting in fewer incompletes.

### **Next Steps**

OGP will prioritize the addition of the “oral communication” requirement for all MS and LLM students, by way of a required presentation of the final Thesis.

Additionally, the pre-post model for comparing student achievement of LOs between the first course, Introduction to Law and Legal Methods for Non-Lawyers, and Thesis, has not been implemented.

Online Graduate Programs  
Report on  
Certificate  
Programs  
2022

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TO: Assessment Committee

FROM: Tom Rosenberger, Asst. Dean and Director for Online Programs

DATE: December 15, 2022

**SUBJECT: Assessment Report on Advanced Certificate Learning Outcomes (2021-22 Graduates)**

Given that the assessment plan for the full degree programs within OGP (LLM and MS) calls for assessment of LOs using the paper or project produced for the required capstone Thesis course, and given that the CT programs do not require a Thesis course, a new data collection mechanism needed to be identified for the CTs. In the Fall of 2022, the AC requested that the OGPs recommend and implement an assessment protocol, and report findings to the AC. The Assistant Dean and Director for Online Programs thought there might be a way to harvest data from the Canvas LMS and create student portfolios.

The portfolio approach involved the collection of prior coursework demonstrating achievement of program learning outcomes by way of assignment grading rubric data extraction. OGP courses use standard grading rubrics that include one or more criteria that can be aligned with each LO. In order to harvest this data retroactively, the program's instructional designer looked at each CT student's courses and transcribed grading data that aligned with LOs as follows:

<i>Program Learning Outcome:</i>	<i>Standard Grading Rubric Criteria:</i>
LO 1: Demonstrate a deep understanding of an area of law.	Used <b>Understanding</b> criterion: <i>There is evidence of an exemplary understanding of the key concepts and ideas from the course or module.</i>
LO 2: Developed practical skills relevant to my area of study.	Used <b>Critical Analysis</b> criterion for assignments that were <b>practical</b> in nature (such as a memo assignment): <i>Applies the learning from the module materials and wider reading and shows a sophisticated and in-depth application of the knowledge to the real world.</i>
LO 3: Demonstrate the ability to interpret, synthesize, and apply legal information.	Used <b>Critical Analysis</b> criterion for <b>theoretical</b> assignments that asked for interpretation, synthesis, and application (not overlapped with LO 2 assignments). <i>Applies the learning from the module materials and wider reading and shows a sophisticated and in-depth application of the knowledge to the real world.</i>
LO 4: Demonstrate writing capacity within the context of law.	Used <b>Clarity and Conventions</b> criterion: <i>Outstanding clarity of expression with ideas and comments fully developed. Fully adheres to academic conventions of writing and referencing;</i> and <b>Sources and Evidence</b> criterion: <i>An exemplary use of authoritative and relevant sources and a sophisticated use of academic ideas, details, and sources.</i>

The standard grading rubric criteria use a performance scale of *Outstanding, Proficient, Emerging, Unsatisfactory, and Not Present*. While assignment grading allows for different weight to be given to different criteria, each criterion is scored on this four-mark scale, allowing actual point values to be extracted and normalized for the purpose of this assessment report. The data presented, below, is normalized to a scale of 0-100%.

## Results

Ten students completed their CT during the Summer 2021-Spring 2022 period – five in Cybersecurity and Data Privacy, two in Financial Compliance and Risk management, and four in Health Law and Healthcare Compliance. Six students had no prior legal degree, while the other four did.

### **Cybersecurity and Data Privacy**

	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>
Student #1	100%	100%	97%	95%
No Law Degree	100%	80%	93%	93%
	100%		100%	85%
	80%		100%	80%
	80%			90%
	100%			85%
Avg:	<b>93%</b>	<b>90%</b>	<b>98%</b>	<b>88%</b>

Student #2	100%	78%	100%	89%
No Law Degree	97%		86%	
			86%	
Avg:	<b>98%</b>	<b>78%</b>	<b>91%</b>	<b>89%</b>

Student #3	100%	100%	100%	100%
No Law Degree	100%		100%	100%
				100%
Avg:	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Student #4	100%	100%	97%	100%
Prior Law Degree	100%		100%	100%
Avg:	<b>100%</b>	<b>100%</b>	<b>99%</b>	<b>100%</b>

<b>CSDP Means</b>				
	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>
CSDP (All)	98%	92%	97%	94%
CSDP (Prior Law Degree)	100%	100%	99%	100%
CSDP (No Law Degree)	97%	89%	96%	92%

### **Financial Compliance and Risk Management**

Note that only two students make up this data pool – one with a prior law degree and one without.

	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>
Student #5	100%	100%	93%	93%



No Law Degree	80%	100%	100%
Avg:	<b>90%</b>	<b>100%</b>	<b>93%</b>

Student #6	100%	100%	100%	100%
Prior Law Degree	100%	90%		
		100%		
Avg:	<b>100%</b>	<b>97%</b>	<b>100%</b>	<b>100%</b>

FCRM Means				
	LO1	LO2	LO3	LO4
FCRM (All)	95%	98%	97%	98%
FCRM (Prior Law Degree)	100%	97%	100%	100%
FCRM (No Law Degree)	90%	100%	93%	96%

#### Health Law and Healthcare Compliance

	LO1	LO2	LO3	LO4
Student #7	95%	97%	93%	100%
No Law Degree	90%			100%
Avg:	<b>93%</b>	<b>97%</b>	<b>93%</b>	<b>100%</b>

Student #8	95%	93%	80%	98%
No Law Degree	80%		100%	90%
	100%			100%
Avg:	<b>92%</b>	<b>93%</b>	<b>90%</b>	<b>96%</b>

Student #9	90%	87%	97%	98%
Prior Law Degree	100%	100%		100%
				90%
Avg:	<b>95%</b>	<b>93%</b>	<b>97%</b>	<b>96%</b>

Student #10	85%	80%	83%	83%
Prior Law Degree	100%		100%	90%
	100%			100%
Avg:	<b>95%</b>	<b>80%</b>	<b>92%</b>	<b>91%</b>

HLTH Means				
	LO1	LO2	LO3	LO4
HLTH (All)	94%	91%	93%	96%
HLTH (Prior Law Degree)	95%	87%	94%	93%
HLTH (No Law Degree)	92%	95%	92%	98%

#### **Averages Across All Program Disciplines**

	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>
Prior Law Degree	98%	93%	97%	97%
No Law Degree	94%	93%	94%	95%
All Students	96%	93%	95%	96%

#### **Comment on Data Collection Methods**

For this first cycle, data was collected retroactively and by program staff. It took considerable time and effort to carefully identify assignments that would serve as solid evidence of LOs and to maintain validity through the process of harvesting grading information and translating it into comparative data aligned with LOs. Further, we (OGP) believes there could be an opportunity to bring students into the program assessment process as a way to foster self-reflection and self-assessment using work samples that they believe to be best representative of their achievement.

OGP requests from the AC feedback on this first attempt to provide LO data for the CT programs and welcomes suggestions for process improvement.




# Graduate Exit Survey 2022



# Albany Law School

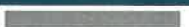


## Exit Survey for 2022 Graduates

### 1 - What degree will you earn at graduation?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
JD	(1)	44	80.00%		1.51
International LL.M	(2)	0	0.00%		
LL.M in Advanced Legal Studies	(3)	5	9.09%		
M.S. in Legal Studies	(4)	6	10.91%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
55/55 (100%)	1.51	1.05			




### 2 - To what extent do you agree with the following statements? (JD)

#### 1. I am able to demonstrate foundational knowledge and understanding of substantive and procedural law.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	25	56.82%		4.48
Agree	(4)	15	34.09%		
Neutral	(3)	4	9.09%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
44/55 (80%)	4.48	0.66			

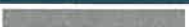


### 2 - To what extent do you agree with the following statements? (JD)

#### 2. I am able to demonstrate ability to communicate effectively in the legal context, in writing and orally.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	24	54.55%		4.50
Agree	(4)	18	40.91%		
Neutral	(3)	2	4.55%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
44/55 (80%)	4.50	0.59			

### 2 - To what extent do you agree with the following statements? (JD)

#### 3. I am able to demonstrate basic legal research, legal analysis, legal reasoning and problem-solving skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	26	59.09%		4.55
Agree	(4)	16	36.36%		
Neutral	(3)	2	4.55%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
44/55 (80%)	4.55	0.59			

## Albany Law School

### Exit Survey for 2022 Graduates

#### 2 - To what extent do you agree with the following statements? (JD)

##### 4. I am able to demonstrate the ability to exercise proper professional and ethical responsibilities to clients and to the legal system.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	27	61.36%		4.57
Agree	(4)	16	36.36%		
Neutral	(3)	0	0.00%		
Disagree	(2)	1	2.27%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
44/55 (80%)	4.57	0.62			

#### 2 - To what extent do you agree with the following statements? (JD)

##### 5. I am able to demonstrate knowledge and understanding of the lawyer's professional responsibility to advance the mission of service to the underrepresented and to ensure all individuals have equal access to the privileges of our justice system.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	24	54.55%		4.53
Agree	(4)	18	40.91%		
Neutral	(3)	1	2.27%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	1	2.27%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
44/55 (80%)	4.53	0.55			

#### 2 - To what extent do you agree with the following statements? (JD)

##### 6. I am able to demonstrate an awareness and understanding of the knowledge, skills, and values necessary to be a competent and effective lawyer in a multicultural world.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	24	54.55%		4.48
Agree	(4)	18	40.91%		
Neutral	(3)	1	2.27%		
Disagree	(2)	1	2.27%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
44/55 (80%)	4.48	0.66			

#### 3 - To what extent do you agree with the following statements? (International LL.M)

##### 1. I am able to demonstrate a basic understanding of the US legal system

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	0	0.00%		
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	
Response Rate	Mean	STD			
0/55 (0%)	0.00	0.00			

## Albany Law School

### Exit Survey for 2022 Graduates

#### 3 - To what extent do you agree with the following statements? (International LL.M)

2. I am able to demonstrate an understanding of the US substantive and procedural law that is relevant to their field(s) of interest and/or foreign-based practices.

Response Option	Weight	Frequency	Percent	Percent Responses					Means
Strongly Agree	(5)	0	0.00%						
Agree	(4)	0	0.00%						
Neutral	(3)	0	0.00%						
Disagree	(2)	0	0.00%						
Strongly Disagree	(1)	0	0.00%						
I'm not sure what this means	(0)	0	0.00%						
				0	25	50	75	100	
Response Rate	Mean	STD							
0/55 (0%)	0.00	0.00							

#### 3 - To what extent do you agree with the following statements? (International LL.M)

3. I am able to demonstrate ability to communicate effectively in English, generally, and about legal topics in particular, both orally and in writing.

Response Option	Weight	Frequency	Percent	Percent Responses					Means
Strongly Agree	(5)	0	0.00%						
Agree	(4)	0	0.00%						
Neutral	(3)	0	0.00%						
Disagree	(2)	0	0.00%						
Strongly Disagree	(1)	0	0.00%						
I'm not sure what this means	(0)	0	0.00%						
				0	25	50	75	100	
Response Rate	Mean	STD							
0/55 (0%)	0.00	0.00							

#### 3 - To what extent do you agree with the following statements? (International LL.M)

4. I am able to demonstrate a familiarity with US case analysis, legal reasoning, the skills needed to conduct legal research and draft legal memoranda and other legal communications.

Response Option	Weight	Frequency	Percent	Percent Responses					Means
Strongly Agree	(5)	0	0.00%						
Agree	(4)	0	0.00%						
Neutral	(3)	0	0.00%						
Disagree	(2)	0	0.00%						
Strongly Disagree	(1)	0	0.00%						
I'm not sure what this means	(0)	0	0.00%						
				0	25	50	75	100	
Response Rate	Mean	STD							
0/55 (0%)	0.00	0.00							

#### 3 - To what extent do you agree with the following statements? (International LL.M)

5. I meet eligibility and application requirements to take the US bar exam.


Response Option	Weight	Frequency	Percent	Percent Responses					Means
Strongly Agree	(5)	0	0.00%						
Agree	(4)	0	0.00%						
Neutral	(3)	0	0.00%						
Disagree	(2)	0	0.00%						
Strongly Disagree	(1)	0	0.00%						
I'm not sure what this means	(0)	0	0.00%						
				0	25	50	75	100	
Response Rate	Mean	STD							
0/55 (0%)	0.00	0.00							

## Albany Law School

### Exit Survey for 2022 Graduates

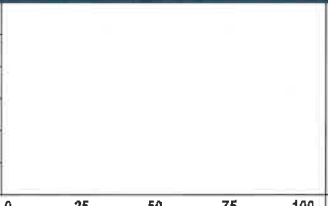
#### 3 - To what extent do you agree with the following statements? (International LL.M)

6. I am able to demonstrate the ability to exercise proper professional and ethical responsibilities to clients and to the legal system.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	0	0.00%		
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	
Response Rate	Mean	STD			
0/55 (0%)	0.00	0.00			

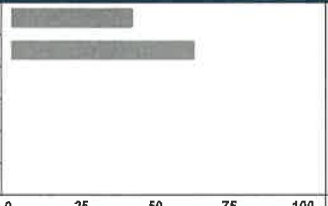
#### 3 - To what extent do you agree with the following statements? (International LL.M)

7. I am able to demonstrate knowledge and understanding of the lawyer's professional responsibility in the united states to advance the mission of service to the underrepresented and to ensure all individuals have equal access to the privileges of our justice system.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	0	0.00%		
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	
Response Rate	Mean	STD			
0/55 (0%)	0.00	0.00			

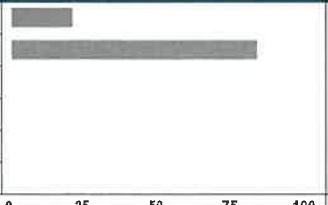
#### 4 - To what extent do you agree with the following statements? (LL.M. Graduates in Advanced Legal Studies)

1. I am able to demonstrate advanced knowledge and understanding of the core doctrines of law that are relevant to their legal practice and career or relevant to their area of concentration.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	2	40.00%		4.40
Agree	(4)	3	60.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
5/55 (9.09%)	4.40	0.55			

#### 4 - To what extent do you agree with the following statements? (LL.M. Graduates in Advanced Legal Studies)

2. I am able to demonstrate ability to communicate effectively in the legal context, in writing and orally.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	1	20.00%		4.20
Agree	(4)	4	80.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
5/55 (9.09%)	4.20	0.45			



## Albany Law School

### Exit Survey for 2022 Graduates

#### 4 - To what extent do you agree with the following statements? (LL.M. Graduates in Advanced Legal Studies)

##### 3. I am able to demonstrate advanced legal research, legal analysis, legal reasoning and problem-solving skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	2	40.00%		4.40
Agree	(4)	3	60.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
5/55 (9.09%)	4.40	0.55			

#### 4 - To what extent do you agree with the following statements? (LL.M. Graduates in Advanced Legal Studies)

##### 4. I am able to demonstrate an understanding of contemporary legal scholarship and an ability to participate in and potentially publish their own work in scholarly debate.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	1	20.00%		4.20
Agree	(4)	4	80.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
5/55 (9.09%)	4.20	0.45			

#### 5 - To what extent do you agree with the following statements? (M.S. in Legal Studies)

##### 1. I am able to demonstrate knowledge and understanding of fundamental substantive and procedural law as it relates to the student's chosen area of concentration

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	6	100.00%		5.00
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
6/55 (10.91%)	5.00	0.00			

#### 5 - To what extent do you agree with the following statements? (M.S. in Legal Studies)

##### 2. I am able to demonstrate ability to communicate effectively in writing and orally.



Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	6	100.00%		5.00
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
6/55 (10.91%)	5.00	0.00			

## Albany Law School

### Exit Survey for 2022 Graduates



#### 5 - To what extent do you agree with the following statements? (M.S. in Legal Studies)

##### 3. I am able to demonstrate basic research, analysis, reasoning and problem-solving skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	6	100.00%		
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
6/55 (10.91%)	5.00	0.00			

#### 5 - To what extent do you agree with the following statements? (M.S. in Legal Studies)

##### 4. I am able to demonstrate the ability to exercise proper professional and ethical responsibilities to clients and to the legal system.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	6	100.00%		
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
6/55 (10.91%)	5.00	0.00			

## Albany Law School

### Exit Survey for 2022 Graduates

#### 6 - Which bar review course will you be taking this summer?

Response Rate 42/55 (76.36%)

- Barbri.
- Kaplan
- Kaplan
- Kaplan
- Themis.
- Barbri
- Barbri
- I used Barbri for Winter Prep
- Barbri
- Barbri
- Themis
- Barbri
- Barbri
- Barbri
- Barbri
- BARBRI
- Kaplan
- Barbri
- Barbri
- Barbri
- Kaplan
- Themis
- Kaplan
- Kaplan
- Helix
- Barbri
- Kaplan
- Kaplan
- Kaplan
- I took Barbri for the February 2022 bar exam
- Kaplan
- Barbri
- Kaplan
- Themis
- Kaplan
- Barbri
- Barbri
- Barbri
- Barbri
- Kaplan
- Barbri
- Kaplan.

## Albany Law School Exit Survey for 2022 Graduates

**7 - Will you be in Albany during your bar prep?**

Response Rate	42/55 (76.36%)
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- No
- Yes
- Yes
- Yes
- Yes
- For three weeks of it
- Yes
- Yes
- Yes
- Yes
- Yes
- No
- Yes
- No
- n/a
- Yes
- No
- Yes.
- No
- Yes
- Yes
- no
- Yes
- Yes
- Yes.
- Yes.
- No
- Yes
- No; I am taking the bar in MA.
- yes
- I was at home during my bar prep
- Yes
- No
- For the most part. I might spend a few days a month elsewhere, but otherwise should be in Albany.
- Yes
- Yes
- Yes
- Yes.
- Part-time.
- Yes
- No
- Yes

## Albany Law School

### Exit Survey for 2022 Graduates

#### 8 - Do you plan to attend any of Albany Law School's summer bar prep programming?

Response Rate 42/55 (76.36%)

- No
- Possibly
- Maybe
- Yes
- No
- No, didn't know there were any
- Yes
- Possibly
- Probably
- Maybe
- Maybe—I have no clue what the school is doing
- No
- Yes
- Yes remote
- yes
- Yes
- Only if remote
- Undecided,
- No
- Yes
- Yes
- no
- No
- Maybe
- Yes.
- Yes.
- Maybe
- Yes
- No.
- no
- I passed the February bar exam
- Maybe
- If virtual option then yes
- I do. How much? I don't know yet. I'll have to see what works best for me, but I do plan to attend to some extent.
- Maybe.
- Was not aware this existed
- Yes
- No.
- No, already took it in the spring.
- Yes
- No
- Yes.

## Albany Law School Exit Survey for 2022 Graduates

9 - Have you reached out to a faculty member to serve as a summer bar exam "coach"?	
Response Rate	42/55 (76.36%)
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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## Albany Law School

### Exit Survey for 2022 Graduates

#### 10 - Is there anything else you think the school might be able to do to assist you with your summer bar prep?

Response Rate 26/55 (50.91%)

- N/A
- No
- No
- Offer free housing for those who need to work to maintain a living so that they might succeed the first time
- Offer more support to students during bar prep period.
- I have no clue what the school is even doing. School seems all over the place on this.
- Weekly optional check-ins, separate review of essays/questions
- Just constantly reaching out to make sure everyone is okay. Have professors say that they are willing to be coaches.
- n/a
- Continue to send emails regarding bar prep
- N/a
- I heard that food used to be offered to students studying; I hope it still is
- Clarity about library hours and post-graduation email access
- no
- No
- No
- No
- No
- The school could have assisted in helping me figure out the best way to manage both MA and NY, but brushed me off repeatedly. An individual faculty member eventually went out of their way to help where the school had refused to. I will be interfacing with them on an individual basis, should I need assistance, NOT the school. (I am still rather upset about how that whole situation played out, and hope that your new hire for this position has the common courtesy that his predecessor lacked, or at least does not have the rudeness that his predecessor displayed).
- at this point, no not really
- N/A
- No
- No
- Not that I can think of right now.
- Do not restrict the classroom capacity or have more sessions available for ALA 2
- Yes
- No.
- No, not that they would anyway, all the administrators care about is money not the students.

#### 11 -

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	42	95.45%	<div><div></div></div>	1.05
No	(2)	2	4.55%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
44/55 (80%)	1.05	0.21			

#### 12 - Did you pass the MPRE?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	38	90.48%	<div><div></div></div>	1.10
No	(2)	4	9.52%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
42/55 (76.36%)	1.10	0.30			

## Albany Law School Exit Survey for 2022 Graduates

13 - How many times did you take the MPRE?	
Response Rate	38/55 (69.09%)
• 1	
• 1	
• 1	
• 1	
• 1	
• 1	
• 2	
• 3	
• 1	
• 1	
• 1	
• 1	
• 1	
• Once	
• 1	
• 2	
• 1	
• 1	
• 1	
• 1	
• 1	
• 1	
• 1	
• 2	
• 1 - March 2021	
• 1	
• 1	
• 1	
• 1	
• 1	
• 3	
• 1	
• 1	
• Once.	
• 1	
• 1	
• 1	



## Albany Law School

### Exit Survey for 2022 Graduates

#### 14 - Additional Comments:

Response Rate	11/55 (20%)
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• I am so thankful for the opportunities the Online Graduate Programs allowed me to have while working full time and expecting my first child. This program was fast-paced and challenging, yet rather flexible and easily tailored to my personal needs. I couldn't have asked for a better group of professors and administrative staff to work with. The health law concentration was well constructed and I now feel confident in my abilities as a health law professional. It is truly a pleasure being a part of the Albany Law School community.

• N/A

• Very disappointed with my overall experience at the law school. Some very good professors, but I do not think I can recommend the law school to anyone I know to be seriously considering going to law school. The administration is tone deaf and un-self aware beyond belief. I will definitely not be donating any money to the school after I graduate—and I know that I am in the group of the students that the school relies on to donate. Quite frankly, that is not my problem. I have said this repeatedly and I will say it again: the school has absolutely no accountability, and that will only change once SUNY buys them out.

• Professor Brescia's accelerated legal ethics class was great. It ended two weeks before the MPRE.

• Super important to take legal profession before taking it and use Barbri study guide as much as possible

• Professor Dodds remains the worst professor I have had in my academic career. I have nothing against her personally, and I hope she's gotten better in the two years since I had her, for the sake of her students, but she provided unclear instructions and did not effectively teach the basics of IRAC and legal writing. The amount of work she gave was unreasonable, including a writing assignment that required upwards of 30 pages to complete and a final memo in which she changed the scope of the assignment multiple times because of student comments about its length. Had I been required to take another class with her, I would have transferred. Despite the fact that I appreciated every other professor I had and most other aspects of my law school career, I will not donate a dime to the school as long as she is employed there.

• Received a score of 121

• It is truly unfortunate that, after over 19 years of education, the single worst educator that I have had the displeasure of "learning" from was also one of the first that I met as a 1L at Albany Law School. As arguably one of the most pivotal classes in a law student's legal education, Intro to Lawyering / Legal Writing should be a class where students feel comfortable making mistakes, and knowing that they will be taught how to learn from those mistakes. Unfortunately, Professor Ciji Dodds seemed to take even the slightest error as some sort of affront, opting to publicly berate students (and guest speakers, to their faces, for that matter) instead of using these mistakes as educational opportunities. Not only was it abundantly clear from the start that mistakes were not acceptable, the fact that the instructions and "advice" provided during office hours directly contradicted what was said during class further served to set students up for failure from step one. In addition, Professor Dodds played favorites, going as far as to tell certain sections of her class that they were the "good section", and that they were lucky they were not in the "bad section". Keep in mind, this was within the first month of law school. I know for a fact that Professor Dodds alone was the reason that myself and numerous students seriously considered transferring out of Albany Law School. Above all else, the most egregious part of having survived Professor Dodds' class was the fact that, when faced with numerous student complaints, Albany Law School refused to step in, refused to offer a sympathetic ear, and refused to even consider that, if enough students report the same issue, with the same professor, in the same semester, the issue may not be with the students, but with the common denominator. Despite having had the experiences I have outlined above, and the near countless other negative interactions with Professor Dodds that were thinly veiled as "preparing us to deal with difficult bosses", I am incredibly proud to soon be able to call myself an Alumni of our incredible institution. It is my sincere hope that, as an individual who has now drawn my educational career to a close, my voice will be heard and considered more than when I was "just" a first year student, and that this feedback can be used to the benefit of all future Albany Law students. Thank you.

• I took Professor Brescia's accelerated Legal Pro class to prepare, and only did one additional practice exam outside of that class to prepare.

• 84 second time taken, 102 third time taken

• Took the MPRE before the professional responsibilities course- which should waive the classroom requirement




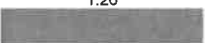



# Graduate Exit Survey 2023









# Albany Law School

## Class of 2023 Exit Survey

### 1 - What degree will you earn at graduation?






Response Option	Weight	Frequency	Percent	Percent Responses	Means
JD	(1)	117	90.70%		1.26 
International LL.M	(2)	0	0.00%		
LL.M	(3)	4	3.10%		
M.S.	(4)	7	5.43%		
Certificate	(5)	1	0.78%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
129/211 (61.14%)	1.26	0.82			

### 2 - What is your program discipline?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Cybersecurity and Data Privacy	(1)	5	41.67%		2.67 
Financial Compliance and Risk Management	(2)	1	8.33%		
Government Affairs and Advocacy	(3)	1	8.33%		
Health Law and Healthcare Compliance	(4)	3	25.00%		
Human Resources: Law, Leadership, and Policy	(5)	2	16.67%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
12/211 (5.69%)	2.67	1.67			






### 3 - To what extent do you agree with the following statements? (JD)

#### 1. I am able to demonstrate foundational knowledge and understanding of substantive and procedural law.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	43	36.75%		4.28 
Agree	(4)	65	55.56%		
Neutral	(3)	8	6.84%		
Disagree	(2)	1	0.85%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
117/211 (55.45%)	4.28	0.63			

### 3 - To what extent do you agree with the following statements? (JD)

#### 2. I am able to demonstrate ability to communicate effectively in the legal context, in writing and orally.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	49	41.88%		4.37 
Agree	(4)	63	53.85%		
Neutral	(3)	4	3.42%		
Disagree	(2)	1	0.85%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
117/211 (55.45%)	4.37	0.60			

# Albany Law School

## Class of 2023 Exit Survey

### 3 - To what extent do you agree with the following statements? (JD)

#### 3. I am able to demonstrate basic legal research, legal analysis, legal reasoning and problem-solving skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	64	55.17%	<div><div></div></div>	4.50
Agree	(4)	47	40.52%	<div><div></div></div>	
Neutral	(3)	4	3.45%	<div><div></div></div>	
Disagree	(2)	1	0.86%	<div><div></div></div>	
Strongly Disagree	(1)	0	0.00%	<div><div></div></div>	
I'm not sure what this means	(0)	0	0.00%	<div><div></div></div>	
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
116/211 (54.98%)	4.50	0.61			

### 3 - To what extent do you agree with the following statements? (JD)

#### 4. I am able to demonstrate the ability to exercise proper professional and ethical responsibilities to clients and to the legal system.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	65	56.03%	<div><div></div></div>	4.52
Agree	(4)	47	40.52%	<div><div></div></div>	
Neutral	(3)	3	2.59%	<div><div></div></div>	
Disagree	(2)	1	0.86%	<div><div></div></div>	
Strongly Disagree	(1)	0	0.00%	<div><div></div></div>	
I'm not sure what this means	(0)	0	0.00%	<div><div></div></div>	
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
116/211 (54.98%)	4.52	0.60			

### 3 - To what extent do you agree with the following statements? (JD)

#### 5. I am able to demonstrate knowledge and understanding of the lawyer's professional responsibility to advance the mission of service to the underrepresented and to ensure all individuals have equal access to the privileges of our justice system.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	62	52.99%	<div><div></div></div>	4.45
Agree	(4)	47	40.17%	<div><div></div></div>	
Neutral	(3)	7	5.98%	<div><div></div></div>	
Disagree	(2)	1	0.85%	<div><div></div></div>	
Strongly Disagree	(1)	0	0.00%	<div><div></div></div>	
I'm not sure what this means	(0)	0	0.00%	<div><div></div></div>	
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
117/211 (55.45%)	4.45	0.65			

### 3 - To what extent do you agree with the following statements? (JD)


#### 6. I am able to demonstrate an awareness and understanding of the knowledge, skills, and values necessary to be a competent and effective lawyer in a multicultural world.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	64	55.17%	<div><div></div></div>	4.47
Agree	(4)	44	37.93%	<div><div></div></div>	
Neutral	(3)	7	6.03%	<div><div></div></div>	
Disagree	(2)	1	0.86%	<div><div></div></div>	
Strongly Disagree	(1)	0	0.00%	<div><div></div></div>	
I'm not sure what this means	(0)	0	0.00%	<div><div></div></div>	
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
116/211 (54.98%)	4.47	0.65			

**Albany Law School**  
**Class of 2023 Exit Survey**

**4 - To what extent do you agree with the following statements? (International LL.M)**

**1. I am able to demonstrate a basic understanding of the US legal system**

Response Option	Weight	Frequency	Percent	Percent Responses					Means
Strongly Agree	(5)	0	0.00%						
Agree	(4)	0	0.00%						
Neutral	(3)	0	0.00%						
Disagree	(2)	0	0.00%						
Strongly Disagree	(1)	0	0.00%						
I'm not sure what this means	(0)	0	0.00%						
				0	25	50	75	100	
Response Rate		Mean	STD						
0/211 (0%)		0.00	0.00						


**4 - To what extent do you agree with the following statements? (International LL.M)**

**2. I am able to demonstrate an understanding of the US substantive and procedural law that is relevant to their field(s) of interest and/or foreign-based practices.**

Response Option		Weight	Frequency	Percent	Percent Responses					Means	
Strongly Agree		(5)	0	0.00%	<div><div></div><div>0255075100</div></div>						
Agree		(4)	0	0.00%							
Neutral		(3)	0	0.00%							
Disagree		(2)	0	0.00%							
Strongly Disagree		(1)	0	0.00%							
I'm not sure what this means		(0)	0	0.00%							
Response Rate		Mean	STD								
0/211 (0%)		0.00	0.00								

**4 - To what extent do you agree with the following statements? (International LL.M)**

**3. I am able to demonstrate ability to communicate effectively in English, generally, and about legal topics in particular, both orally and in writing.**

Response Option		Weight	Frequency	Percent	Percent Responses					Means	
Strongly Agree		(5)	0	0.00%							
Agree		(4)	0	0.00%							
Neutral		(3)	0	0.00%							
Disagree		(2)	0	0.00%							
Strongly Disagree		(1)	0	0.00%							
I'm not sure what this means		(0)	0	0.00%							
					0	25	50	75	100		
Response Rate		Mean	STD								
0/211 (0%)		0.00	0.00								

**4 - To what extent do you agree with the following statements? (International LL.M)**

**4. I am able to demonstrate a familiarity with US case analysis, legal reasoning, the skills needed to conduct legal research and draft legal memoranda and other legal communications.**


Response Option		Weight	Frequency	Percent	Percent Responses					Means	
Strongly Agree		(5)	0	0.00%	<div><div></div><div>0255075100</div></div>						
Agree		(4)	0	0.00%							
Neutral		(3)	0	0.00%							
Disagree		(2)	0	0.00%							
Strongly Disagree		(1)	0	0.00%							
I'm not sure what this means		(0)	0	0.00%							
Response Rate		Mean	STD								
0/211 (0%)		0.00	0.00								


# Albany Law School

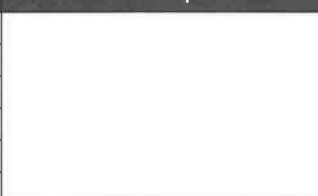
## Class of 2023 Exit Survey


4 - To what extent do you agree with the following statements? (International LL.M)

5. I meet eligibility and application requirements to take the US bar exam.

Response Option	Weight	Frequency	Percent	Percent Responses					Means
Strongly Agree	(5)	0	0.00%						
Agree	(4)	0	0.00%						
Neutral	(3)	0	0.00%						
Disagree	(2)	0	0.00%						
Strongly Disagree	(1)	0	0.00%						
I'm not sure what this means	(0)	0	0.00%						
				0	25	50	75	100	
Response Rate	Mean	STD							
0/211 (0%)	0.00	0.00							

4 - To what extent do you agree with the following statements? (International LL.M)									
6. I am able to demonstrate the ability to exercise proper professional and ethical responsibilities to clients and to the legal system.									
Response Option		Weight	Frequency	Percent	Percent Responses				
Strongly Agree		(5)	0	0.00%					
Agree		(4)	0	0.00%					
Neutral		(3)	0	0.00%					
Disagree		(2)	0	0.00%					
Strongly Disagree		(1)	0	0.00%					
I'm not sure what this means		(0)	0	0.00%					
					0	25	50	75	100
Response Rate		Mean	STD						
0/211 (0%)		0.00	0.00						

4 - To what extent do you agree with the following statements? (International LL.M)								
7. I am able to demonstrate knowledge and understanding of the lawyer's professional responsibility in the united states to advance the mission of service to the underrepresented and to ensure all individuals have equal access to the privileges of our justice system.								
Response Option	Weight	Frequency	Percent	Percent Responses		Means		
Strongly Agree	(5)	0	0.00%					
Agree	(4)	0	0.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
I'm not sure what this means	(0)	0	0.00%					
				0	25	50	75	100
Response Rate	Mean	STD						
0/211 (0%)	0.00	0.00						

5 - To what extent do you agree with the following statements? (LL.M. Graduates in Advanced Legal Studies)										
1. I am able to demonstrate advanced knowledge and understanding of the core doctrines of law that are relevant to their legal practice and career or relevant to their area of concentration.										
Response Option		Weight	Frequency	Percent	Percent Responses		Means			
Strongly Agree		(5)	4	100.00%			5.00			
Agree		(4)	0	0.00%						
Neutral		(3)	0	0.00%						
Disagree		(2)	0	0.00%						
Strongly Disagree		(1)	0	0.00%						
I'm not sure what this means		(0)	0	0.00%						
					0	25	50	75	100	Question
Response Rate		Mean	STD							
4/211 (1.9%)		5.00	0.00							




# Albany Law School

## Class of 2023 Exit Survey


### 5 - To what extent do you agree with the following statements? (LL.M. Graduates in Advanced Legal Studies)

#### 2. I am able to demonstrate ability to communicate effectively in the legal context, in writing and orally.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	4	100.00%		5.00
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
4/211 (1.9%)	5.00	0.00			


### 5 - To what extent do you agree with the following statements? (LL.M. Graduates in Advanced Legal Studies)

#### 3. I am able to demonstrate advanced legal research, legal analysis, legal reasoning and problem-solving skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	4	100.00%		5.00
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
4/211 (1.9%)	5.00	0.00			


### 5 - To what extent do you agree with the following statements? (LL.M. Graduates in Advanced Legal Studies)

#### 4. I am able to demonstrate an understanding of contemporary legal scholarship and an ability to participate in and potentially publish their own work in scholarly debate.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	4	100.00%		5.00
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
4/211 (1.9%)	5.00	0.00			

### 6 - To what extent do you agree with the following statements? (M.S. in Legal Studies)

#### 1. I am able to demonstrate knowledge and understanding of fundamental substantive and procedural law as it relates to the student's chosen area of concentration

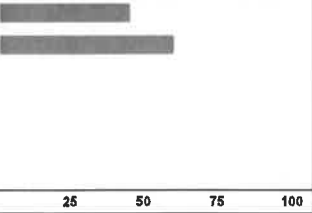
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	5	71.43%		4.71
Agree	(4)	2	28.57%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
7/211 (3.32%)	4.71	0.49			

# Albany Law School

## Class of 2023 Exit Survey

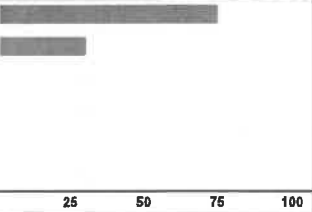
### 6 - To what extent do you agree with the following statements? (M.S. In Legal Studies)

#### 2. I am able to demonstrate ability to communicate effectively in writing and orally.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	3	42.86%		4.43
Agree	(4)	4	57.14%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
7/211 (3.32%)	4.43	0.53			

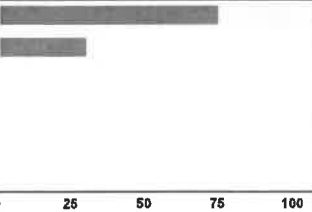
### 6 - To what extent do you agree with the following statements? (M.S. in Legal Studies)

#### 3. I am able to demonstrate basic research, analysis, reasoning and problem-solving skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	5	71.43%		4.71
Agree	(4)	2	28.57%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
7/211 (3.32%)	4.71	0.49			

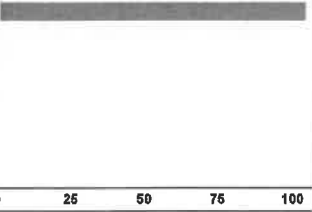
### 6 - To what extent do you agree with the following statements? (M.S. in Legal Studies)

#### 4. I am able to demonstrate the ability to exercise proper professional and ethical responsibilities to clients and to the legal system.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	5	71.43%		4.71
Agree	(4)	2	28.57%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
7/211 (3.32%)	4.71	0.49			

### 7 - To what extent do you agree with the following statements? (Certificate)


#### 1. I am able to demonstrate familiarity with established principles and practices in an area of law.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	1	100.00%		5.00
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
1/211 (0.47%)	5.00	0.00			

**Albany Law School**  
**Class of 2023 Exit Survey**


**7 - To what extent do you agree with the following statements? (Certificate)**

**2. I am able to demonstrate the ability to interpret, synthesize, and apply legal information.**


Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	1	100.00%		5.00
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
1/211 (0.47%)	5.00	0.00			

**7 - To what extent do you agree with the following statements? (Certificate)**

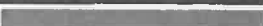
**3. I am able to demonstrate writing capacity within the context of law.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	1	100.00%		5.00
Agree	(4)	0	0.00%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
I'm not sure what this means	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
1/211 (0.47%)	5.00	0.00			

**8 - Did you take the Multistate Professional Responsibility Exam (MPRE)?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	103	88.79%		1.11
No	(2)	13	11.21%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
116/211 (54.98%)	1.11	0.32			

**9 - Did you pass the MPRE?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	88	86.27%		1.14
No	(2)	14	13.73%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
102/211 (48.34%)	1.14	0.35			

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10 - How many times did you take the MPRE?	
Response Rate	98/211 (46.45%)
• 1	
• 1	
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• Once  
• One

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#### 11 - Additional Comments:

Response Rate	20/211 (9.48%)
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- 84 on the first attempt after 1 semester of 1-L, 119 on the second attempt a year later
- Scheduled to take it again in March
- I will be taking it again in August after the bar exam. I don't think that the course of legal profession was beneficial at all to learning the material on the MPRE and the professor was more interested in discussing his book rather than the rules and application of those rules on the MPRE.
- I took the MPRE for a second time this morning. I am unsure of how I did but I felt more prepared this time around.
- N/A
- Put more emphasis on judicial conduct in professional responsibility classes
- Results from the second test have not come back yet.
- I am awaiting results for my second attempt.
- I am awaiting my results
- Regarding the MPRE, I would have benefited more from a professional responsibility course which focused on the rules as opposed to a "book" of random stories edited by the professor.
- Scored 111.
- I did not know only taking the school course was a bad idea. Basically, I was trying to rocket through everything. After 1L a week later I started 14 summer class credits, after summer finals, I tried to put whatever I had left in me to memorize my class outline, then when I got to the MPRE there was so much more information than what I outlined, failed by 20 points, my new tactic is to take the free course on Barbi
- FJBLGB
- The CDP program exceeded every expectation. Thank you.
- I have taken the MPRE, but the results have yet to be released.
- NONE.
- pending
- I took the March 2023 MPRE and have not yet received my score.
- I understand the challenges of delivering online courses that can run profitably and include both synch and asynch components. I think students would benefit from weekly hour long synchronous sessions with the instructors.
- Appreciate the design of the program to assist the working professionals. Dean Rosenberger has made himself available throughout. He has also been very instrumental in providing practical guidance, and working to avoid pitfalls where needed.