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FROM: Adell Amos, Associate Dean for Academic Affairs *A. Amos*

CC: Stuart Chinn, Associate Dean for Programs and Faculty Research
Jennifer Espinola, Law Dean of Students
Jill Elizabeth, Academic Affairs Manager

RE: School of Law Assessment Report AY 16-17

Date: August 4, 2017

Please find attached an update on the School of Law's assessment activities in AY 16-17.

Please do not hesitate to reach out if you have any questions.

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Annual Departmental Assessment Report

Department or Program: School of Law

Academic Year of Report: January 2017-May 2017

Department Contact Person for Assessment: Adell Amos, Associate Dean for Academic Affairs

Section 1: Learning Objectives Assessed for this Report

For each major in the department, list the learning objectives that were assessed during this period.

1. Bar Passage
2. Learning Outcomes
3. Academic Success

Section 2: Assessment Activities

For each learning outcome, describe what information was collected, how it was analyzed and discussed, and the conclusions that were drawn from the analysis. In the narrative, reference all relevant means of collecting information about learning goals, including direct measures (e.g. assessment of student assignments), indirect measures (e.g. overall grade patterns in a particular course, student reflections on learning, SERU data), and qualitative information (e.g. faculty observations, student input). While the choice of which assessments are most meaningful is up to the department, a mix of direct and indirect measures is requested.

Bar Passage

In January 2017, Associate Dean Amos submitted a memo articulating the School of Law's Assessment Efforts. At that time, the next steps for the bar passage learning objective were to summarize world café feedback, articulate a strategic plan, and to measure the impact of these efforts on summer 2017 bar results.

Learning Outcomes

The next steps for learning outcomes were to engage faculty in conversation on course planning, learning outcomes, universal design for learning, TEP resources and engagement, and curricular mapping of threshold concepts.

Academic Success

For academic success, the next steps were to design and implement a date tracking tool to look at the effectiveness of the interventions we have adopted with regard to academic success.

Section 3: Actions Taken Based on Assessment Analysis

For each learning goal assessed for each major, describe any actions taken as a result of assessment information, or plans to take action during the next academic year. Describe how the actions or action plans are meant to address the issues arrived at through the assessment activities in Section 2.

Bar Passage

At the February Faculty Meeting, Professor Raban as Chair of the Academic Success Committee made four recommendations to the faculty:

- Continue to update the database and analyze the data.
- Remove students' option to turn off their rank on their unofficial online transcript, and, if a student turns it off, it is automatically turned on the next time the student accesses the system. Law School Registrar, Elaine Seyman reported at the March faculty meeting that this had been accomplished.
- Develop a program of academic support and target those at greatest risk.

- Develop a strategy to distribute to the students the data in a way that would be most salient for them.

In reviewing the data, it appeared that demographic factors and if/ how many bar courses a student took did not impact bar passage results. The strongest indicators of bar passage success or failure were being in the bottom quartile and the percentage of work a student completed of bar prep and simulated MBEs.

The feedback from the world café was shared with the Academic Success Committee who drafted action items from the information collected. As a result, the Bar Boot Camp curriculum has been revamped, the student affairs team will reach out to each student three times over the course of the summer with personalized feedback on their bar prep progress, and the School of Law signed an exclusive contract with a single bar prep provider in order to maximize the available diagnostics and resources.

In October, Dean of Students Espinola will engage with the Academic Success Committee to review the data from BarBri and Kaplan against the performance of the summer 2017 bar takers.

Learning Outcomes

With respect to course level learning outcomes, sixteen courses were reviewed and approved for permanent approval by the law school's curriculum committee, law faculty, and the UOCC.

The LRW program hosted Professor Mary Beth Beazley for a dynamic faculty colloquium on her article, *Writing for a Mind at Work: Legal Writing and the Science of Reading*, and for a presentation to students about persuasion, in which they wrote poems, sonnets, haiku, and limericks to develop the theme of their appellate briefs.

At the May faculty meeting, Associate Dean Amos and Associate Dean Chinn distributed a memo regarding the new ABA standards on student learning outcomes and assessments to the faculty. The memo articulates the timeline established by the ABA, describes the new standard, recommends a set of principles to guide our collective work, and proposed a process for the next few academic years.

In June, Law Instructional Librarian Megan Austin created a guide to library resources on learning outcomes and assessments: <http://researchguides.uoregon.edu/learning-outcomes-and-assessment>.

Academic Success

In March, Dean of Students Espinola reminded faculty of the recently adopted attendance policy and requested their assistance in staying connected with students.

In August, Associate Dean Amos will host a meeting for pro tem instructors to discuss, among other topics, what we might do to support students in passing the bar.

Section 4: Other Efforts to Improve the Student Educational Experience

Briefly describe other continuous improvement efforts that are not directly related to the learning goals above. In other words, what activity has the department engaged in to improve the student educational experience? This might include changes such as curriculum revisions, new advising approaches, revised or new co-curricular activities, etc. Describe the rationale for the change(s) and any outcomes resulting from the change(s).

Co-Curricular Credit Bearing Activities

The ABA's June 2015 Guidance Memo states that assessment of certain outcomes may consider co- and extra-curricular activities. Associate Dean Amos has, in consultation with the student editors-in-chief, designated one faculty member as the lead instructor for each of our three journals. This has increased

accountability and faculty engagement. A faculty member has been designated as lead instructor for each journal for the upcoming academic year. To enhance skill development and to support students engaged in Moot Court competitions, Associate Dean Amos has added an Advanced Appellate Advocacy course to the fall semester as well as a one credit oral advocacy course in spring semester.

CRES Curricular Reform

In Spring 2015, the CRES Program provided a comprehensive self-evaluation of its program for the University's program review. In the Dean's response to the findings, an implementation plan for reform was articulated. The implementation plan had three emphasizes: admissions efforts, curricular reform, and strengthening relationships with core faculty.

Over the summer of 2016, Professor Tippett conducted a textual analysis of all CRES course syllabi. In the Fall 2016, the CRES Faculty gathered to discuss places in the CRES curriculum where readings overlapped.

Professors Erik Girvan and Liz Tippett, CRES Faculty Co-Directors authored a proposal for Graduate Council to create a final project option within the M.A. and M.S degrees in Conflict and Dispute Resolution. Effective Fall 2016, students may choose to complete with either a terminal project, a thesis, or a course concentration. This reform aims to address persistent problems in the program around thesis/terminal project advising and timely graduation rates. The primary goal of the Course Concentration option is to give students a way to develop that specific expertise to complement the conflict resolution theory and skills that they learn in the CRES program.

The work of the faculty co-directors to reform the CRES curriculum has improved student experience and overall program quality. We will continue to monitor student time to degree and employment to assess the impact of these reforms.

Section 5: Plans for Next Year

Briefly describe tentative assessment plans for the next academic year. Which goals will be assessed and how? What actions will be taken as a result of this years' analysis of assessment information? What other plans does the department have to improve the student educational experience? What are the budgetary implications of any proposed actions? How will those be addressed?

Bar Passage

With the exclusive contract with Barbri for bar preparation, Oregon Law will gain access to curriculum that can be used for an academic support workshop series, supplemental materials for faculty to incorporate into their course offerings, and diagnostic tools for assessing students during each year of law school. The Academic Success Committee will review those materials and create an implementation plan for their use. Bar data tracking will continue with the July 2017 bar exam results posted in October. A qualitative assessment of July 2017 bar exam takers will be conducted to evaluate the usefulness of the revised Bar Bootcamp, and the personalized outreach that was done in June and July leading up to the exam.

Learning Outcomes

In August, the faculty will discuss and draft institutional level learning outcomes for the JD curriculum.

In order to dedicate resources to this work, the law school has established an Assessments and Outcomes Committee chaired by Professor Andrea Coles-Bjerre. This committee will first work to finalize the student learning outcomes that the UO School of Law expects of each student and publish the results on our website.

Academic Success

As this year's Galen Scholar, Professor Michelle McKinley will study the JD writing requirement and make recommendations for improving rigor and accountability and to leverage the writing requirement for maximizing the student's learning experience and career goals.