

LAW

LW-LAW-JD

2017-2018

ACM:

Faculty:

Student Learning Outcomes

SLO Count: 7

Name	Content
1. Legal knowledge.	Students will demonstrate knowledge of the law and its role in society.
2. Legal analysis/reasoning.	Students will demonstrate competency in legal analysis and reasoning.
3. Written/oral communication.	Students will demonstrate competency in written and oral communication.
4. Professional/problem-solving skills.	Students will demonstrate competency in the professional and problem-solving skills required of law school graduates entering the legal profession.
5. Legal ethics/professionalism.	Students will demonstrate professionalism and a commitment to the principles of professional responsibility.
6. Service.	Students will demonstrate knowledge of the importance of service to the profession and to the community at large, including the legally underserved.
7. Law in global context.	Students will demonstrate an awareness of the operation of law in a global context.

Does this program have specialized accreditation?

Yes

Accreditation Activities

- Visit (Academic year: 2018-19)
- Annual Report

Assessment Activities and Results

Assessment Activity Count: 6

Assessment Activity: The Pennsylvania Bar Exam.

Please provide a brief name for this assessment activity.	The Pennsylvania Bar Exam.
Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.	This is an examination administered by the Pennsylvania Bar Examiners to determine whether our graduates have gained sufficient understanding of the law and legal reasoning to be able to practice law. A high percentage of our graduates take the PA Bar exam, so it is the most useful Bar exam to assess our success in meeting these fundamental learning goals.
What were the findings from this assessment?	In July 2017, Temple Law's Bar passage rate was 83%.

<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>We are undergoing a three year assessment of Bar passage to understand the reasons for students' failure to pass the Bar. We have created a course, Survey of Legal Topics, to prepare students for the Bar exam, and offer spots in the course first to third-year students with low GPAs (who are at risk of failing the Bar). We have also hired a new administrator who will focus on academic success to assist these students; she will begin work next week.</p>
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Assessment Activity: Exams.

<p>Please provide a brief name for this assessment activity.</p>	<p>Exams.</p>
<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>All first year students are enrolled in a set curriculum of nine courses, seven of which are graded with an end-of-semester exam, and some of which include mid-semester exams. These are designed to test students' skills on these SLOs - some courses focus more on some SLOs and some more on others.</p>
<p>What were the findings from this assessment?</p>	<p>We focus on the first-semester GPA to determine whether students are academically at risk and at risk of failing the Bar. Past studies have shown us that students' GPAs correlate strongly with Bar passage, such that students who are under a certain GPA are far more likely to fail the Bar.</p>

<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>We have tried various methods to assist these students, ranging from providing faculty mentors to enrolling them in classes aimed to improve their learning. The new academic success staff member will focus on these questions in her work.</p>
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Assessment Activity: Legal research and writing requirements.

<p>Please provide a brief name for this assessment activity.</p>	<p>Legal research and writing requirements.</p>
<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>All first year students must complete the Legal Research and Writing course in their first year. They must demonstrate competence in basic legal research, legal analysis and reasoning, and legal writing. Fall semester assignments involve predictive writing, providing a senior attorney with an exposition of the relevant law such that the senior attorney can pursue the client's objectives. Spring semester assignments involve persuasive writing, providing a judge with a legal argument that will persuade them to decide in favor of the student's client.</p>
<p>What were the findings from this assessment?</p>	<p>Though students receive different grades in this course, all students must demonstrate basic competence in LRW in order to graduate.</p>

<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>We work with students at risk to ensure that they have sufficient upper-level writing courses to enable them to address any challenges they faced in the course.</p>
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Assessment Activity: Upper-Level Writing Requirements.

<p>Please provide a brief name for this assessment activity.</p>	<p>Upper-Level Writing Requirements.</p>
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<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>All graduates must complete a Serial Paper and a Research Paper, supervised by a full-time faculty member. The purpose of the Serial Paper is to improve student writing by giving students feedback on a series of shorter writing assignments completed throughout the semester. This includes formative feedback that allows the student to assimilate and operationalize the supervising faculty member's comments, by rewriting and resubmitting a particular writing assignment, and/or by completing subsequent writing assignments similar in form. An endeavor that satisfies the Serial Paper Component shall require the student to write a minimum of four (4) separate writing assignments and to have received detailed, written comments and other formative feedback from the supervising faculty member on each of those assignments. The assignments can consist of memoranda, white papers, legal documents or portions thereof, client letters, reflection essays, book reviews, Congressional or similar testimony, opinion essays (op eds), and any legal writing. The length of each assignment and the degree of independent research to be conducted by the student will be determined by the supervising faculty member, but the writing must be substantial, generally comprising at least 8,000 words. The purpose of the Research Paper Component is to improve a student's writing, research, organizational and analytical skills by giving students an opportunity to conduct substantial and in-depth independent research into a specific topic or area of the law and to analyze, organize and synthesize the results and implications of that work. An endeavor that satisfies the Research Paper Component shall require a student to conduct substantial research beyond the reading of material assigned for regular class discussion and to write a comprehensive, analytical piece of substantial length, generally comprising at least 8,000 words. This endeavor shall include formative feedback from the supervising faculty member, either by detailed, written comments on successive foundational assignments (e.g. thesis statement, research report, outline) or on a full draft that the student can revise and resubmit.</p>
<p>What were the findings from this assessment?</p>	<p>All graduates must complete this requirement. As with other courses, the administration keeps an eye on students whose performance in writing courses is substandard.</p>

<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>We are in the process of mapping and assessing upper-level courses including writing courses to determine how well they are serving our students.</p>
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Assessment Activity: The Professional Responsibility Requirement.

<p>Please provide a brief name for this assessment activity.</p>	<p>The Professional Responsibility Requirement.</p>
<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>All graduates are required to successfully complete a course in Professional Responsibility. Their knowledge is tested through an exam at the end of the semester.</p>
<p>What were the findings from this assessment?</p>	<p>All graduates met this requirement.</p>
<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>Though this course is an important component of professional responsibility, we are increasingly emphasizing learning around legal ethics questions that arise in practice settings through our clinical programs.</p>

Assessment Activity: The Professional Skills Course requirement.

Please provide a brief name for this assessment activity.	The Professional Skills Course requirement.
Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.	In order to graduate, students must successfully complete at least one of several pre-designated Professional Skills courses in which the student engages in lawyering exercises subject to constructive feedback from the faculty member and self-evaluation.
What were the findings from this assessment?	All graduates successfully completed at least one Professional Skills course.
How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.	We are in the process of mapping and assessing our external experiential learning program to gain a more comprehensive understanding of the strengths and weaknesses of this aspect of the curriculum.

Planned Assessment

Direct Assessment Activities

corresponding ID	Assessment Name	corresponding ID	Assessment Name
1	Portfolio	2	Practicum, Internship, Other Field Placement
3	Clinical Evaluations	4	Student Work in Capstone WITH Rubric
5	Student Work in Capstone WITHOUT Rubric	6	Student Work WITH Rubric in 1 or More Courses
7	Student Work WITHOUT Rubric in 1 or More Courses	8	Final Paper, Thesis, or Dissertation
9	National or Board Exam	10	Local Test or Exam
11	Juried Show, Performance, or Critique	12	Oral Presentation
13	Design Project	14	Group Project or Demonstration
15	Journal	16	Other

SLO	None	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Legal knowle dge.			X	X					X	X	X		X				

2. Legal analysis/ reasoning.			X	X					X	X	X		X				
3. Written /oral communication.			X	X					X	X	X		X				
4. Professional/ problem-solving skills.			X	X					X	X	X		X				
5. Legal ethics/ professionalism.			X	X					X	X	X		X				

6. Service.			X	X					X	X	X		X				
7. Law in global context.			X	X					X	X	X		X				

Indirect Assessment Activities

SLO	None	Current Student Survey	Graduating Student Survey	Alumni Survey	Employer Survey	Focus Groups	SFFs	Other
1. Legal knowledge.							faculty survey	X
2. Legal analysis/reasoning.							faculty survey	X
3. Written/oral communication.							faculty survey	X

4. Professional/problem-solving skills.							faculty survey	X
5. Legal ethics/professionalism.							faculty survey	X
6. Service.		X	X	X				
7. Law in global context.	X							