

LEGAL EDUCATION AT THE CROSSROADS V. 3.0: CONFERENCE ON ASSESSMENT

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Conference Committee

David Thomson, *co-chair, Director, Lawyering Process Program, University of Denver, Sturm College of Law*

Michael Hunter Schwartz, *co-chair, Professor of Law, Associate Dean for Faculty and Academic Development, Washburn University School of Law*

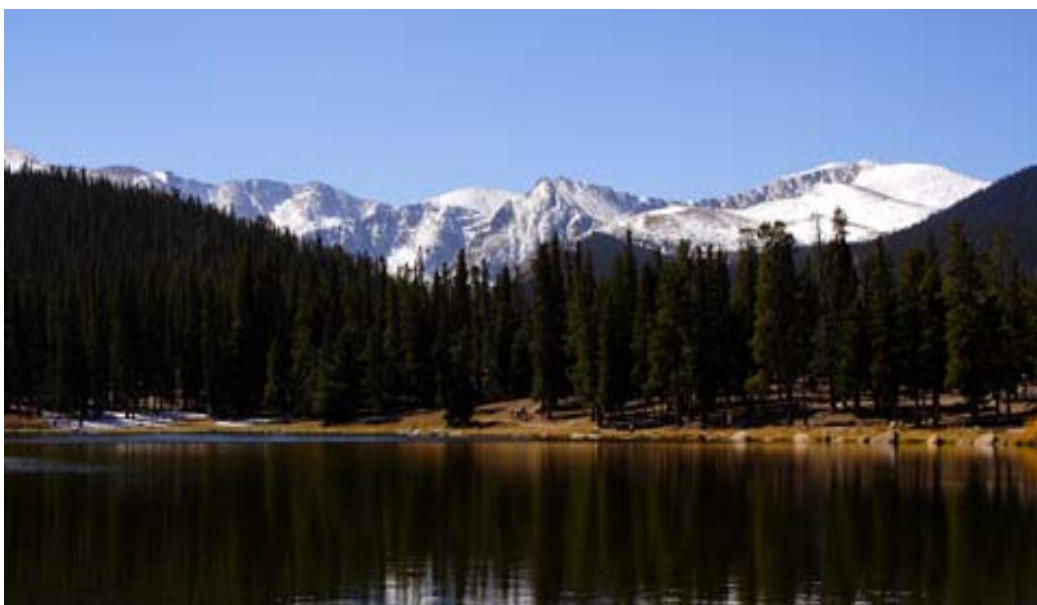
Judith Wegner, *Burton Craige Professor of Law, UNC School of Law*

Andi Curcio, *Professor of Law, Georgia State Law School*

Gregory Munro, *Professor of Law, University of Montana School of Law*

Roberto Corrada, *Professor of Law, University of Denver, Sturm College of Law*

ABOUT THE CONFERENCE



The University of Denver, Sturm College of Law welcomes you to "Legal Education at the Crossroads v. 3: A Conference on Assessment." This conference responds to the calls for better methods of student, teaching, and institutional assessment made in the Carnegie Report, Sullivan, et al., *Educating Lawyers: Preparation for the Profession of Law* (2007) and in Stuckey et al., *Best Practices for Legal Education* (2007). The conference will be particularly useful for law teachers and deans interested or engaged in developing and implementing outcomes measures for their schools. Speakers include **Greg Munro**, the leading expert on law school institutional assessment, **Steven Bahls**, the chair of the ABA committee developing an Outcome Measures accreditation standard, and **Christopher Johnson**, former general counsel at

GM North America, who will discuss the real world implications of outcomes assessment.

Other sessions will offer the latest thinking on student and teacher assessment from law teachers and scholars actively engaged in implementing and assessing best practices. Plenary speakers in these areas include: **David Thomson**, author of *Law School 2.0: Legal Education for a Digital Age* (2009) and an expert on the use of technology in legal education; **John Burwell Garvey**, director of New Hampshire's alternative to the bar exam that assesses a wide range of lawyering skills to certify its law graduates; and **Gerry Hess** and **Michael Schwartz**, co-directors of the Institute for Law Teaching and Learning and co-authors of *Teaching Law by Design: Engaging Students from the Syllabus to the Final Exam* (2009).

STRUCTURE OF THE CONFERENCE

The Assessment Conference will include seven general sessions and workshops, as well as five Show & Tell sessions throughout the duration of the conference. During each Show & Tell Session, six presentations will run simultaneously; the Sunday sessions will repeat once. Participants will be able to tailor the conference to fit their individual interests by choosing which presentation to attend during each Show & Tell session. The presentations will discuss the various forms of assessment, as well as provide innovative assessment materials, describe alternative methods of assessment, and introduce new technology in support of assessment. Each Show & Tell session will include materials that participants can use when they return to their own campuses. Each session will model effective teaching methods by actively engaging the participants.

Instead of printing a notebook of materials, conference organizers decided instead to prepare a website for the conference that contains all presenter materials. Some printed materials will be provided (including this document) and some presenters will offer short handouts at their presentations. By putting presenter materials and session ideas on the conference website, we not only save trees, but we create a resource

CONFERENCE MATERIALS AND UPDATES

to all of the legal academy on law school assessment, including those who could not join us for the conference.

In addition, throughout the conference, updates will be broadcast on Twitter by the @LEC3A account. That way, folks who could not be with us will be able to follow the conference as it unfolds. If you post to your own Twitter account during the conference, please use the hashtag #LEC3A.

DETAILS: SHUTTLES, BAGGAGE CHECK & SUPER SHUTTLE

Shuttle service to and from the Sturm College of Law:

Included in your information packet for the conference is a schedule of buses which will be running from the Courtyard Marriott, Loews, and the Double Tree Hilton. Guests staying at the DoubleTree will also have the alternative of using Denver's light-rail system instead of our shuttles. Also included in your information packet is a map with walking directions from University of Denver Light Rail Station to the entrance of the law building.

Super Shuttle for Sunday:

We expect that many of you will be checking out of your hotels before coming to campus for the final half-day of the conference on Sunday morning. For those of you who plan to head directly to the airport when the conference adjourns, we have contracted with Super Shuttle to come to campus at noon and transport you to Denver International Airport. Super Shuttle has agreed to give all conference attendees a discounted rate of \$17.00 per person (cash). These shuttles were reserved in advance, and so if you did not reserve a seat, please inquire at the registration desk about whether there is available space on one of the shuttles leaving on Sunday for the airport.

Baggage Check on Sunday:

If you are checking out of your hotel, you may bring your bags to the law school and check them in Room 145. There will be someone on duty all morning, and until 1:00 p.m. Please gather your bags from Room 145 immediately after the conference concludes at Noon.

CONFERENCE SCHEDULE

September 11th, 2009: Introduction to the Assessment Conference

5:00 - 6:00 PM

Welcome Reception

6:00 - 7:00 PM

Dinner & Welcoming Remark by *Dean Martin Katz*

7:15 - 8:00 PM

Introduction to the Conference by *Greg Munro - Room 165*

Professor Munro will discuss the growth of the assessment movement in law schools, the forces behind that movement, and the impetus behind this conference. He will talk about mission and student and institutional outcomes as prerequisites to successful law school assessment programs. Finally, he will discuss the objectives and opportunities involved in this assessment conference and the format for the conference.

September 12th, 2009: Conference Day 2

8:00 - 8:30 AM

Breakfast

8:30 - 10:00 AM

Large Group Presentation on Student Assessment presented by *Michael Hunter Schwartz, John Burwell Garvey, and David Thomson - Room 165*

In this presentation, Michael Hunter Schwartz will start the discussion with an interactive, clicker-based overview of basic principles and methods of effective formative and summative student assessment. John Garvey will then describe his ground-breaking work in connection with the Daniel Webster Scholar Program (DWS) with a focus on how conference participants can apply DWS ideas to their courses and law school curricula. He will talk about the multiple assessment methods used in DWS, including standardized

clients, and the benefits of adopting multiple assessment methods. He will conclude his portion of the presentation by anticipating the future evolution of the program. David Thomson will round out the session with an exploration both of the challenges to expanding student assessment given prevailing law school class sizes and student-faculty ratios and of the technological tools available to law professors to make their efforts at assessment more scalable, i.e., workable without killing ourselves.

10:00 - 10:20 AM

Break

10:20 - 11:05 AM

Show & Tell Session 1: Summative Assessment

Working Professionally with Others: Summative Assessment of Students' Small Group Contributions by *Sophie Sparrow, Professor of Law, Franklin Pierce Law Center - Room 259*

We know that effectively working with others is crucial for lawyers' success, but how do we teach and measure those skills? More critically, how do we assess students' behavior in large classes? In this session, participants will learn how to apply team-based learning research and peer evaluation to assess these skills in classes of seven to seventy-seven. This will be a hands-on session where participants will engage in team-based learning while learning about assessing students' professional behavior.

Thinking Critically about Teaching Goals through Designing Effective Assessment Rubrics by *Sandra Simpson, Assistant Professor, Gonzaga University School of Law* and **Using Outcomes Measures and Rubrics to Enhance Professional Learning in an In-House Clinic** by *Kimberly O'Leary, Professor, Thomas M. Cooley Law School - Room 255*

In this session, the presenters will describe how each came to appreciate building and using rubrics, one in a Legal Research and Writing course and one in an in-house clinical program. Then, the participants will divide into groups and draft one objective performance outcome and multiple rubrics for measuring it, with the assistance of the presenters. Participants will enhance their

understanding of how to build rubrics for the classes they teach.

Assessment for Interviewing and Counseling Skills by *Sande Bubai, Clinical Professor of Law and Director, Public Interest Law Department, Loyola Law School* and **Assessing Interviewing and Counseling Simulations** by *Arnold Siegel, Clinical Professor of Law and Director of Legal Writing and Ethical Lawyering Programs, Loyola Law School - Room 270*

This presentation will begin with a brief description of our Ethical Lawyering program especially focusing on the interview and counseling component. Then we will look at the different types of assessment, including, guided self-evaluation, oral assessment and written assessment. Finally, we will show some parts of actual student interviews and engage the audience in a discussion about the use of the various assessment tools.

Summative Student Assessment through Oral Examination: A Midterm Experiment in a Small Doctrinal Class Setting and Preliminary Thoughts About Scaling the Concept to a Larger Class Environment by *Joan MacLeod Heminway, Professor of Law, The University of Tennessee College of Law - Room 170*

This session reviews the use of an oral midterm examination in a small (10-student) Securities Regulation class in the spring 2009 semester. The presentation describes the planning for and conduct of the assessment, focusing on (among other things) the time involved as compared to essay exams, the development of meaningful assessment rubrics, and the lack of anonymity. In the session, the instructor also shares her evaluation of the experience and her currently envisioned potential changes for use of the same assessment device in spring 2010, and brainstorms the use of a similar oral summative assessment device in a larger doctrinal class setting.

Thinking Outside the Boxes: Using Electronic Portfolios to Encourage Student Reflection and Self-Assessment by *Susan Dailey, Professor; Kevin Barry, Professor, Quinnipiac University School of Law* and **Structured Peer Feedback: Creating Experts from Novice Learners** by *Hillary*

Burgess, Assistant Professor of Academic Support, Hofstra University Law School - Room 155

Quinnipiac University School of Law began a pilot e-portfolio writing project two years ago to help students improve their writing by providing a framework for reflection and self-assessment. The original e-portfolio project has now been reconfigured as a collaboration between the legal skills and clinical programs, both in-house and externship. In the e-portfolio, students will collect artifacts of their learning over the course of three years. The project offers integrated opportunities for ongoing guided reflection and self-assessment that unites legal writing with other lawyering experiences, all of which build skills and enable the formation of professional identity.

Summative Assessment: Making Evidence Exams More Relevant and Realistic by Fred Galves, Professor of Law, University of the Pacific, McGeorge School of Law and **Virtual Reality Testing: The Use of Technology in Connecting Evaluation with Realities of Courses and Practice** by Kimberlee Kovach, Director, Evans Center for Conflict Resolution, South Texas College of Law - Room 125

Weeks before the exam, students receive a case packet consisting of a complaint, answer, motions, discovery exhibits (such as photographs, documents, affidavits, deposition testimony, diagrams, etc.), jury instructions, and case law (using either a real or hypothetical case). This case-packet approach more accurately models how a real attorney would become familiar with the legal, factual, and evidentiary issues in an actual case before firing off legal opinions and judgments. The students receive this case packet early so they can start to work up the case, get to know the factual background intimately, and anticipate potential admissibility issues. The students still are required to react to the exam questions and apply their legal knowledge and skill on the spot in that the students would not know *exactly* what may happen during the hypothetical trial or hearing until they get into the exam and have to react to the new developments in the case using their knowledge of evidence and the underlying facts.

11:05 - 11:25 AM
Break

11:25 - 12:10 PM

Show & Tell Session 2: Formative Assessment

Incorporating Effective Formative Assessment Into Course Planning: A Demonstration and Toolbox by Barbara Glesner Fines, Associate Dean for Faculty Development, Ruby M. Hulen Professor of Law, University of Missouri-Kansas City School of Law; Carolyn Grose, Associate Professor of Law, William Mitchell College of Law; Peter Joy, Professor and Director of the Criminal Justice Clinic, Washington University in St. Louis School of Law; Mary Lynch, Clinical Professor of Law Albany School of Law - Room 255

This workshop will provide attendees with the methodology and tools necessary to incorporate effective formative assessment into any course. The workshop will take the form of an interactive role play in which a faculty member who wants to incorporate formative assessment into a doctrinal course consults with faculty members who are familiar with both *Educating Lawyers* and *Best Practices for Legal Education*. Through the consultation, workshop attendees will be exposed to and involved in developing a toolkit that they can then use to incorporate formative assessment into their own courses. By focusing on the goals of the course (what is to be learned) and the goals of each assessment (how each assessment will evaluate whether students are learning what is being taught), the consultation will demonstrate how the teacher should structure the assessments to be criteria-referenced (focused on the learning outcomes) and not norm-referenced (based on how students perform relative to each other). The discussion will also highlight how the teacher can use the assessments to inform students of their level of professional development, how this process relates to their proficiency in the subject matter, and how formative assessments assist students in maximizing their learning. We will emphasize the points that formative assessments are feasible, there are multiple methods for assessing student learning throughout the semester, and faculty can ensure that summative assessments are also formative assessments.

Formative Assessment of Ethical Judgment: Clinical Course Models From the Past, Directions for the Future by Ann Juergens, Professor of Law, William Mitchell College of Law; Cathy Burnett, Professor, South

Texas College of Law; Christine Cimini, Associate Professor of Law, Sturm College of Law; Gemma Solimene, Clinical Associate Professor of Law, Fordham University School of Law; Alicia Alvarez, Clinical Professor, University of Michigan Law School; Donna Lee, Associate Professor, CUNY School of Law - Room 270

As the ABA moves toward an outcome measure model of assessing the work of law schools, we need to develop new assessment models and tools for the goals we seek to achieve. This interactive session will consider how one goal of many clinical programs -- taking responsibility for justice in the legal system -- might be assessed. We will examine evaluation models that seek to measure the students' understanding of the impact of law on the poor and a lawyer's responsibility for ensuring a just legal system. We will share some examples with the group and will briefly analyze their effectiveness. What are their strengths and weaknesses? Are their attempts to measure professional judgment and/or understanding of justice valid and reliable? We will then work together to develop a new assessment tool focused on this same aspect of ethical judgment that incorporates the work of educational theorist and assessment expert, Grant Wiggins.

Designing Formative Assessments of Law Students' Critical Case Reading and Reasoning Ability for Doctrinal Classrooms by James F. Stratman, Associate Professor, University of Colorado Denver and Dorothy H. Evensen, Professor, Penn State University - Room 125

This session demonstrates how law student's critical case reading and reasoning ability may be formatively assessed as an integral part of doctrinal instruction. Our approach draws upon empirical test development research that was supported under two successive grants from the Law School Admissions Council, 2003-07. First, using two example items from one of our tests which focused a case in civil procedure, we will illustrate how we drew upon a basic construct of critical case reading skills to generate test items of varying degrees of difficulty, i.e., in terms of their cognitive and contextual demands. Second, we suggest ways short, similarly constructed sets of test items can be used at several points during a semester to integrate students' learning of doctrinal content with the development of their critical case reading and question-asking skills.

The Power of Positive Feedback by Paula Manning, Director and Associate Dean, Institute of Student and Graduate Academic Support, Whittier Law School and **Using On-Line Problem Sets, Modeling and Email To Provide Feedback** by Deborah Maranville, Professor of Law and Director, Clinical Program - Room 170

This session will explore techniques, tone and presentation in providing formative assessment to support our students' emotional, psychological and professional needs, while simultaneously building skills. Participants will be exposed to overarching "course skills rubrics" that help students assess how their strengths and weakness evolve from one assignment to the next. They will see on-line, right answer" problem sets and answer sheets that, combined with email feedback from the teacher, helped students both understand basic doctrine in the Civil Procedure course and "show their work" by stating the rules and applying them. Additionally, the session will demonstrate changes in tone and presentation that make feedback more effective.

Weekly Quizzes for Formative Assessment by Luke Meier, Assistant Professor of Law, Drake University Law School - Room 259

Formative assessment is widely recognized as an important component of the learning process. First-year law students, in particular, crave feedback. The large size of the standard first-year class, however, creates obstacles to systematically providing this feedback. Because of these obstacles, formative assessment often does not occur, which not only precludes an effective evaluation by the student of his or her approach to law school but also by the professor to determine whether the teaching methods used in class are successful. This session will demonstrate how the use of weekly quizzes contributes substantially to these formative assessment goals

Encouraging Self-Assessment: The Essential Skill by Margaret Martin Barry, Associate Professor; Catherine F. Klein, Professor of Law, Columbus School of Law, Catholic University and Beryl Blaustone, Professor, CUNY School of Law - Room 155

Much of legal education focuses on

evaluating student competencies. In courses that teach substantive law, the emphasis is on analysis of the law and its theoretical underpinnings. In clinical courses, the focus is on developing a range of lawyering skills as directly connected to the representation of clients. While formative assessment is emphasized more in clinical courses than in most substantive classrooms, student self-assessment is rarely the central goal in either setting. This interactive session will explore with participants the concrete learning goals for self-assessment, and will emphasize the centrality of this goal both for the student and the teacher.

12:15 - 1:30 PM

Facilitated Lunch Roundtable Discussions in breakout groups

1:40 - 2:10 PM

Show & Tell Session 3: Combining Summative and Formative Assessment

Cooperative Quizzes by Mary Pat Byrn, Associate Professor of Law, William Mitchell College of Law - Room 170

This session will "show and tell" the use of cooperative quizzes which provide the setting, context, and environment in which assessment becomes part of the instructional process. In this session, you will take part in a cooperative quiz, allowing me to model cooperative quizzes as well as discuss each step in the process. I will discuss how I introduce cooperative quizzes, the types of questions I include in the quizzes, how I facilitate the quizzes, and how I grade the quizzes. I will provide handouts of cooperative quizzes that I have used in the past during the session.

Testing Assessment Assumptions: Developing Studies to Measure the Impact of Formative Assessments on Student Learning Outcomes by Andi Curcio, Professor of Law, Georgia State University College of Law - Room 155

Law professors operate under many untested assumptions about the impact of our teaching and assessment methodologies on student learning. This presentation focuses on how to begin developing scholarship, and in particular, empirical scholarship, to test some of those assumptions.

Geared toward those without a statistical or social science background, the presentation provides an overview of developing and implementing an empirical research assessment study. Topics covered include how to: identify a research question, find a social science collaborator, plan and implement an empirical study, analyze the data and write up the results. Using the information presented, participants will be asked to break into small groups to begin brainstorming about how they might develop a research study based upon their own teaching or assessment practices.

Using Multiple Assignments to Assess Students by Melanie Jacobs, Associate Professor of Law, MSU College of Law and Pamela Perry, Associate Professor of Law, Widener University School of Law - Room 125

Professors Perry and Jacobs design and use assessments to teach their students doctrinal law and legal skills. They will describe the various assessments they use in their teaching and raise global issues regarding the use of multiple assessments in law schools. Among the global issues are: 1) teaching resources required for formative assessments, 2) using student assessments to evaluate students learning and professor teaching, 3) meaningful feedback for law students, and 4) motivating students to take advantage of multiple assessments.

Pre-Class Transmitted Assessments: At the Intersect of Formative and Summative Assessments in Traditional Law School Doctrine Courses by Danny Holley, Professor of Law, Center for Legal Pedagogy, Thurgood Marshall School of Law, Texas Southern University - Room 270

This presentation discusses the use of "previews" that are pre-class assessments in three substantive courses – Criminal Law, Evidence, and Criminal Procedure. In addition to discussing the instructional design of the assessment exercises, along with the measures of success of the exercises, this presentation includes a detailed illustration of one of the exercises and where it fits in the overall educational goals and objectives of the course and the sequential assessment of student skill acquisition.

Using Online Technology to Provide Feedback Opportunities for Students in Lecture Courses Through Peer, Self,

and Teaching Assistant Assessments by *Tshaka Randall, Assistant Professor of Law, Florida A & M University College of Law and Vernelia Randall, Professor of Law, University of Dayton School of Law - Room 255*

Most law school courses are typically assessed through a single, end-of-semester or end-of-year winner take all approach. As has been noted, this type of assessment is in all ways wrong if the goal of the assessment is to help increase student learning. For learning to occur, assessments must be frequent, accurate, and directed. The manner in which students ought to be assessed has been frequently discussed, but the means for doing so in a law school environment has proved more elusive. There are a number of barriers to assessing students in the manner generally recognized to be most effective in increasing student learning. The most frequently cited barrier is that of class size. The large size of many law school courses, especially those in the first year, makes the task of providing substantive formative and summative assessments a daunting one that many teachers are simply unwilling to undertake. However, the use of self, peer and teacher assistant evaluations, along with emerging technology, can create an environment that will allow for the frequent, accurate and directed assessments required for student learning. The presentation will address one means of providing this type of feedback.

2:10 - 2:30 PM

Break

2:30 - 3:15 PM

Large Group Presentation on Assessment of Teaching by *Gerry Hess, Professor of Law Gonzaga Law School - Room 165*

3:15 - 4:00 PM

Workshop: "Righting" the Teaching Evaluations - Room 165

Participants will work in groups to compare two to three example forms and will work to discuss what we hope to learn from student evaluations, rather than focusing on what questions should be in an agreed upon form.

4:00 - 4:30 PM

Assessment of the Conference Day Using the SGID Assessment Format -

Room 165

In this session, Carol Wallinger, Clinical Associate Professor, will lead an assessment of the conference so far.

4:30 - 6:30 PM

Break

6:30—8:30 PM

Conference Gala Dinner, Gottesfeld Room, Ritchie Center - Please see campus map in registration packet.

September 13th, 2009:
Conference Day 3

8:00 - 8:30 AM

Breakfast

8:30 - 10:00 AM

The ABA's Shift to an Outcome Measures Approach for Accreditation Standards by *Steve Bahls, President, Augustana College - Room 165*

The chair of the Student Learning Outcomes subcommittee of the ABA Standards Review Committee will describe the progress the committee has made in drafting proposed changes to the ABA Standards for Approval of Law Schools, which would shift the Standards from requiring certain areas of instruction (an inputs-based regime) to requiring that law schools assess whether law students are proficient in the knowledge, skills and values necessary to become an effective lawyer (an outputs-based regime). The presentation will discuss the issues the subcommittee is considering, a review of a rough, preliminary draft of what changes might look like, and will leave time for discussion.

Real World Implications of Outcome Measures Assessment by *Chris Johnson, Director of the Master of Laws Program in Corporate Law and Finance, Thomas M. Cooley Law School - Room 165*

10:00 - 10:15 AM

Break

10:15 - 11:00 AM

Show & Tell Session 4: Moving From

Student Assessment to Institutional Assessment

Getting Buy-in From Your Colleagues: The Challenges and Triumphs of Assessment Planning by *Sharon Sandeen, Professor; Marilynne Roberts, Associate Professor; and Tom Romero, Professor, Hamline University School of Law - Room 125*

Getting Buy-in From Your Colleagues will explain the challenges a law school faces in taking a comprehensive, program-level (top-down) approach to implementing assessment practices. Using their recent experience at Hamline University School of Law ("HUSL"), Professors Roberts, Romero, and Sandeen will explain the processes HUSL followed and the challenges it faced in drafting a comprehensive three-year assessment plan (see conference materials). Among the challenges to be addressed will be the "academic freedom," "if-it-ain't broke, don't fix-it" and "dumbing-down the curriculum" arguments and the institutional distrust problem. This presentation will be an interactive examination of the primary archetypes that an institution is likely to encounter in assessment planning and how programmatic assessment can be implemented in spite of skeptical colleagues. Audience members will also be invited to participate to play other roles, including themselves.

Developing a Comprehensive Assessment Plan: Lessons Learned by *Lori Shaw, Dean; Susan Wanrose, Professor; Victoria VanZandt, Associate Professor, University of Dayton School of Law* and **Getting Started: Faculty Retreat with Expert Consultant** by *Dee Pridgen, Dean; Denise Burke, Dean, University of Wyoming College of Law - Room 255*

Members of this panel presentation will discuss assessment initiatives at the University of Dayton School of Law and the University of Wyoming's College of Law with the goal that their experiences will benefit faculty and administrators now embarking on the assessment process. Presenters from both schools have undertaken assessment at the macro and micro levels. First, panel members will describe the process used to successfully develop an institutional assessment plan. In addition to mechanics and "how to," this part of the presentation will focus on the roles of key players—a law school Assessment

Committee, the faculty, and the university and law school administration--and provide suggestions for successful and productive interactions among these groups around the topic of assessment. We will also discuss Wyoming's use of a faculty retreat with an expert consultant to develop "learning outcomes" for program graduates, and the ensuing faculty curriculum survey. Second, we will discuss assessment efforts by some members of Dayton's legal writing faculty who are currently in the process of surveying recent graduates and major employers about their skills and practices. The survey data will be used to create learning outcomes for first-year LRW courses and update the legal writing curriculum to reflect the realities of current practice. Third, we will discuss Wyoming's development of a rubric for legal research papers. Participants are encouraged to participate in this conversation around assessment and will walk away from the presentation with materials useful for engaging in assessment at both the institutional and programmatic levels.

Making Lemonade: Using Existing Summative Data for Broader Program Evaluation by Susan Brooks, Associate Dean, Drexel Earle Mack School of Law and **Pre and Post Testing: An Effective Instructional Tool for Professors and Students** by Jeff Minetti, Director of Academic Success, Stetson University College of Law - **Room 170**

This highly interactive session will demonstrate two illustrations of assessment tools and processes that are easily replicable across contexts and across institutions. One of these examples comes from Drexel Law, which, like many schools, routinely collects student evaluations from field supervisors at the end of six month externships (which we call "co-ops"). These evaluations provide a useful assessment of individual students, and also offer a meaningful snapshot of student performance with respect to key competency areas, including research, writing, and legal analysis, interviewing, ethics, and professionalism. The second illustration comes from Stetson University College of Law, and involves the use of pre and post testing as a means for helping students and teachers discern whether students have acquired the knowledge, skills, and/or values taught. Pre and post testing can also create meaningful opportunities for students to critically evaluate their own work.

Mapping Lawyer Competencies onto the Law School Curriculum to Confirm that it Prepares Graduates for Practice by Nelson Miller, Associate Dean, Thomas M. Cooley Law School - **Room 155**

This session describes how law professors can map lawyer competencies drawn from professional, research, and institutional sources onto the law school curriculum to assess whether courses and co- and extra-curricular offerings teach the required competencies. The session challenges some popular myths and common premises regarding lawyer competencies, while concluding that legal education should continue its present reforms to further integrate and align instruction to practice competencies.

How to Design a Comprehensive Summative Assessment: Some Advantages from the Thurgood Marshall School of Law First-Year Common Final Examination Process by Danyne Holley, Professor and Anthony Palasota, Professor, Center for Legal Pedagogy, Thurgood Marshall School of Law, Texas Southern University - **Room 155**

This presentation discusses the design of a comprehensive summative assessment developed in the form of common final exams for all substantive first-year courses at Thurgood Marshall School of Law. Methods of scoring, correlations, and findings provided by a national consultant for twenty years are presented along with advantages that have been identified. It presents how the professor assigned grades within a section are "scaled" to ensure that the grades assigned in a section cannot be affected by a professor grading easy or hard. This session also presents how the comprehensive common final exam process was developed to strike a balance between the need for standardization and fairness across sections in grading standards while at the same time allowing professors the academic freedom to structure their courses in a way that best fits their teaching styles and the topics they want to emphasize.

Building an Integrated and Sustainable Approach to Assessment: Practical Lessons In Institutional and Cross-Campus Commitment by Micah Yarbrough, Professor, Widener School of Law, Delaware Campus and Dr. Brigitte Valesy, Assistant Provost for Teaching, Learning, and Assessment, Widener University and **Getting Real: Using Assessment to Execute**

Mission by Nancy Ver Steegh, Vice Dean, William Mitchell College of Law - **Room 259**

This session explores how two schools, with different missions and structures, engage in student learning assessment. Presenters from Widener University School of Law and William Mitchell College of Law will describe two distinct approaches to institution-wide assessment activities and faculty engagement. Practical examples will be used to highlight unique features and shared commitments for building sustainable assessment practices. Participants will be encouraged to join in a summary dialogue of assessment opportunities and challenges.

A Funny Thing Happened On the Way to Institutional Assessment (at Pitt Law) by Mary Crossley, Dean and Lu-in Wang, Associate Dean, University of Pittsburgh School of Law - **Room 270**

We will recount the largely unplanned but instructive and replicable process by which the assessment of student learning outcomes evolved from a university-imposed, administration-centered, uninspiring, anxiety-inducing exercise to a collaborative, creative, mission-clarifying, confidence-building enterprise; analyze the factors contributing to that evolution; and offer tips for integrating assessment and curricular reform.

11:00 - 11:15 AM

Break (Pick up Box Lunches)

11:15 - 12:00 PM

Show & Tell Session 4: Moving from Student Assessment to Institution Assessment (Repeated)

This session is a repeat of the Show and Tell Session 4 from earlier this morning. The sessions will be in the same rooms listed in the previous section (see above). For further information, please view the conference schedules located on the first and second floors of the Sturm College of Law.

12:00 PM

Conference Concludes