

## **Developing a Comprehensive Assessment Plan: Lessons Learned**

**This presentation will describe the University of Dayton School of Law’s assessment initiatives at the macro and micro level, with the goal that Dayton’s experiences will benefit faculty and administrators now embarking on the assessment process. At the macro level, we will describe the process we 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 university and law school administration—and provide suggestions for successful and productive interactions among these groups around the topic of assessment. At the micro level, 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. Participants will walk away from the presentation with materials useful for engaging in assessment at both the institutional and programmatic levels.**

**UNIVERSITY OF DAYTON SCHOOL OF LAW**  
**LEARNING OUTCOMES & CRITERIA**  
*MARCH 2009*

**Learning Outcome 1: Graduates will demonstrate knowledge and understanding of the law.**

Criterion 1: In the context of the course studied, students will identify, describe, and interpret the fundamental terms, rules, and principles, including alternative formulations, such as minority rules, model rules, and significant state variations.

Criterion 2: In the context of the course studied, students will compare two or more principles, cases, arguments, etc. and determine the extent to which they are similar or dissimilar.

Criterion 3: In the context of the course studied, student will critically read the applicable authority, identify the key rules within each authority, and synthesize those rules into a logical framework for analysis.

Criterion 4: In the context of the course studied, students will demonstrate an understanding of the impact of legal rules on society and its various sub-groups.

**Learning Outcome 2: Graduates will exhibit issue-spotting skills.**

Criterion 1: When given a set of facts, the student will identify and diagnose the problem to determine the fundamental tasks, including generating alternative solutions and strategies; developing a plan of action; implementing the plan; and keeping the planning process open to new information and new ideas.

Criterion 2: When given a set of facts, the student will identify each potentially applicable legal theory as it relates to the facts.

Criterion 3: When given a set of facts, the student will identify each legal proposition or rule relevant to each potentially applicable legal theory.

Criterion 4: When given a set of facts, the student will analyze the factual and legal sufficiency of each element of each applicable legal proposition.

**Learning Outcome 3: Graduates will demonstrate analytical and problem-solving skills.**

Criterion 1: In the context of a factual or theoretical problem, the student will analogize the facts or circumstances in the problem to known cases or principles and apply precedent in solving the legal problem.

Criterion 2: In the context of the course studied, students will apply known principles of law to given facts to determine if the principle controls, and if so, the likely outcome of the case.

Criterion 3: In the context of a factual or theoretical problem, the student will articulate pertinent practical implications, tactical considerations, ethical issues, human-relation issues, and other non-legal factors (such as race, gender, class, sexual orientation or other group status) bearing on the problem.

Criterion 4: In the context of a factual or theoretical problem, the student will demonstrate creative thinking by appropriately applying policies and rationales from across different legal areas (*e.g.*, property, torts, contracts, etc.) and non-legal disciplines (*e.g.*, economics, sociology, etc.).

**Learning Outcome 4: Graduates will communicate effectively and efficiently to individuals and groups.**

Criterion 1: In the context of a class or other learning opportunity, students will write briefs, memos, letters and other legal documents that are clear, concise, thoughtful, well-organized, professional in tone, appropriate to the audience and the circumstances, and if appropriate, contain proper citation to authority.

Criterion 2: In the context of a class or other learning opportunity, students will speak in a clear, concise, thoughtful, well-organized, professional manner that is appropriate to the audience and the circumstances.

Criterion 3: In the context of a class or other learning opportunity, students will demonstrate understanding of the basic principles of communication (verbal and non-verbal).

Criterion 4: In the context of a class or other learning opportunity, students will demonstrate active, empathetic, and effective listening in communications with others, including legal professionals and lay persons.

**Learning Outcome 5: Graduates will perform effective and efficient legal and non-legal research.**

Criterion 1: In the context of a class or other research opportunity, students will devise and implement a coherent and effective research design or plan for various types of research projects and in doing so, exhibit an understanding of the limitations created by time and financial constraints.

Criterion 2: In the context of a class or other research opportunity, students will demonstrate knowledge of the hierarchy and weight of authority.

Criterion 3: In the context of a class or other research opportunity, students will recognize and make efficient use of the most fundamental tools of legal and non-legal research, both print and electronic.

**Learning Outcome 6: Graduates will demonstrate competency in legal practice skills.**

Criterion 1: In the context of a class or other learning opportunity, students will capably manage a legal project from its inception to its conclusion.

Criterion 2: In the context of a class or other learning opportunity, students will conduct an effective factual investigation.

Criterion 3: In the context of a class or other learning opportunity, students will competently interview and counsel clients.

Criterion 4: In the context of a class or other learning opportunity, students will conduct an effective negotiation.

**Learning Outcome 7: Graduates will recognize and resolve ethical dilemmas.**

Criterion 1: When given a problem involving an ethical dilemma, students will articulate the nature and sources of ethical standards; the means by which ethical standards are enforced; and the processes for recognizing and resolving ethical dilemmas.

Criterion 2: When given a problem involving an ethical dilemma, students will make moral and ethical judgments based on accepted legal, ethical, and professional standards after prioritizing conflicting values and beliefs.

**Learning Outcome 8: Graduates will exhibit and continue to develop professional competency.**

Criterion 1: In the context of a class or other learning opportunity, students will develop self-learning skills which allow them to take on a new area of law and understand that area.

Criterion 2: In the context of a class or other learning opportunity, students will identify the limits of their personal skills and knowledge and articulate options for addressing those limits.

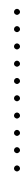
Criterion 3: Outside of the classroom, students will choose to participate in opportunities to increase knowledge and skills.

**Learning Outcome 9: Graduates will adopt the Marianist charism of faith, service, community, and inclusivity in their professional and personal life.**

Criterion 1: In the context of a class or other learning opportunity, students will contribute to the profession's fulfillment of its responsibility to ensure that adequate legal services are provided to those who cannot afford to pay for them.

Criterion 2: In the context of a class or other learning opportunity, students will participate in activities designed to improve the justice system and the profession, such as ridding both of bias based on race, religion, ethnic origin, gender, class, sexual orientation, or disability.

Criterion 3: In the context of a class or other learning opportunity, students will demonstrate diversity skills, such as sensitivity to social and cultural difference.



---

University of Dayton  
School of Law

**Assessment  
Committee**



*Planning Guide*

# Assessment Committee

## *Planning Guide*

### Overview

*“We assess what we value.”*

Lloyd Bond, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching

Assessment is a systematic and on-going process of collecting, interpreting, and acting on information relating to the goals and outcomes developed to support the institution’s mission and purpose. It answers the questions: (1) What we are trying to do? (2) How well are we doing it? And (3) How can we improve what we are doing?<sup>1</sup>

As described below, this Committee has been tasked with developing a plan for assessing student learning outcomes at the School of Law.<sup>2</sup> The purpose of the plan is not to evaluate individual courses or faculty members, nor is it to evaluate the performance of individual students. Rather, we are charged with developing a plan that will provide meaningful information on whether our graduates as a group have the knowledge, skills, and values that our faculty desires.

But the assessment process must involve more than mere data gathering. The ultimate goal of this process is to improve student learning, and that goal can only be accomplished if the faculty evaluates and acts upon the data gathered. Faculty participation and collaboration must be an essential component of any plan. We must act as a faculty to identify and build upon our program’s strengths and identify and address its weaknesses.

Further, it is important to recognize that the work of the Committee (and the faculty as a whole) will be ongoing. The assessment plan will always be a work in progress.

---

<sup>1</sup> Sandi Osters & F. Simone Tiu, *Writing Measurable Student Learning Outcomes* <http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf> (accessed June 9, 2008).

<sup>2</sup> The Committee has not been charged with developing a plan to assess other aspects of the School of Law. Our mandate is limited to developing a plan to assess student learning outcomes.

## The Task

### Assessment Plans of Individual Units

The University of Dayton follows an assessment plan for the general assessment process at UD. Additionally, each individual unit (as defined by the executive leaders at UD) follows its own assessment plan, designed to best meet its particular needs.

A draft assessment plan for each unit including the School of Law, must be submitted to the University of Dayton Assessment Committee by August 15, 2008. The initial task of this Committee is to draft such a plan.

#### Unit assessment plans must contain each of the following:

- ❖ Definition of the unit (Note: The Dean has designated the School of Law as the “unit.”)
- ❖ Mission and goals of the unit mapped to broader university goals/mission/strategic plan (Note: The A copy of the Strategic Plan 2007-11 is attached as Appendix A.)
- ❖ Outcomes mapped to university-wide learning outcomes (*see* Appendix B) as listed in the University Assessment Plan (*see* Appendix C) (Units are not expected to cover *all* of the university-wide learning outcomes but must map their outcomes to **at least one** of the university-wide learning outcomes.) (Note: Identifying the School of Law’s desired outcomes is the first step in designing our Assessment Plan.)
- ❖ Accreditation requirements, if applicable (Note: With the possible exception of the new bar passage requirements set forth in Interpretation 301-6 of Standard 301 of the ABA Standards for Approval of Law Schools (*see* Appendix D), the ABA has yet to set forth any outcomes required for accreditation.)
- ❖ Timeline for assessment - both short term (steps accomplished every year) and long term (planning activities)
- ❖ Definition of "players" - those responsible for assessment (individuals, committee, etc.)
- ❖ Areas in which units will collaborate on assessment programs - joint efforts, if applicable (for example, general education and library literacy, or graduate programs and corresponding undergraduate programs) (Note: The College and some other University bodies have multiple units, which may well collaborate. The School of Law with its single unit will probably not engage in any joint efforts.)
- ❖ Description of the process involved - what gets done by whom - define responsibilities

- ❖ How assessment will be documented, including the assessment plan, revisions to the plan, measurement results, and actions taken as a result of assessment (Note: The School of Law must submit an annual assessment summary to the University Assessment Committee. The School of Law must evaluate at least one goal (outcome) per year.)
- ❖ How assessment results will be used (Note: The University is intent upon having each unit do more than simply assess for the sake of gathering data. We are expected to “close the loop” by taking action where assessment indicates a need for change.)
- ❖ How assessment results will be communicated to constituents - internal and external audiences (both external to the unit within UD and external to UD, such as accrediting bodies, employers, and prospective students)
- ❖ Measurements to be used - include multiple measures, multiple sources, direct and indirect measures (Note: Multiple measures are expected to be the norm, not the exception.)
- ❖ Involvement or role of students in assessment
- ❖ Constraints, if any, of communicating results to external audiences
- ❖ How information will be reported to the University Assessment Committee
- ❖ How results will be tracked over time

## Background Materials

Before we begin developing the School of Law’s assessment plan, you may find it helpful to familiarize yourself with some of the recent literature relating to the use of outcome measures by law schools. Attached for your review are two recent publications.

- ❖ Roy Stuckey et al., *Best Practices for Legal Education* ch. 8 (Clinical Legal Education Association 2007) (exploring the best practices in assessment) (see Appendix E)
- ❖ ABA Sec. Leg. Educ. & Admis. to the Bar Outcome Measures Committee, *Interim Report of the Outcome Measures Committee* (ABA 2008) (recommending that the ABA reframe the current accreditation standards to focus more on outcomes) (see Appendix F)

Also attached for your review are example learning outcome assessment plans from Georgia State University College of Law (see Appendix G); Marquette University Law School (see Appendix H); and the University of Hawaii’s William S. Richardson School of Law (see Appendix I). Example learning outcomes from J. Reuben Clark (BYU) Law School and Seattle University School of Law are contained in Appendix J.

## Learning Outcomes

Identifying the learning outcomes the School of Law desires for its students will be our first major task.

### *Content*

Learning outcomes are the knowledge, skills, and attitudes/values that students should be able to demonstrate by the time they graduate. What do we value? In short, we need to answer three questions:

- 1) What does the model School of Law graduate know? (This question focuses on doctrinal principles.)
- 2) What can the model School of Law graduate do? (This question focuses on major skills, such as communication.)
- 3) What does the model School of Law graduate value? (This question focuses on the student's ethics and attitudes towards the profession.)

The learning outcomes adopted by Marquette Law School provide a good example of how a law school might achieve this mix of objectives:

At the completion of the professional Law program, the graduate is able to:

1. Communicate with clients, decision-makers, and the range of other stakeholders in the legal system in a manner expected of a new lawyer. (Major skills)
2. Demonstrate knowledge of core areas of legal doctrine and of the processes through which law is created, developed, and changed and legal rights and duties are enforced, adjudicated, and ascertained in a manner expected of a new lawyer. (Doctrinal principles)
3. Employ strategies for identifying, analyzing, researching, and solving legal problems in a manner expected of a new lawyer. (Major skills)
4. Employ strategies for organizing and managing professional time, working cooperatively with others, and meeting professional deadlines in a manner expected of a new lawyer. (Major skills)

5. Demonstrate an understanding of the fundamental values of the American legal profession, among them the delivery of competent representation, the exercise of high ethical standards, the promotion of justice, the respect for the rights and responsibilities of others, the improvement of the profession, and the centrality of professional self-development. (Ethics and attitudes)

6. Embrace a professional life that advances the Jesuit mission of service to the poor, marginalized, and underrepresented in society. (Ethics and attitudes)

Our first task is to compile a list of six to twelve fundamental learning outcomes, which reflect the University of Dayton School of Law's unique perspective. In identifying these outcomes, it is important to consider the School of Law's stated mission. The formal mission statement as articulated in our recent Self Study is as follows:

The mission of the University of Dayton School of Law "is to enroll a diverse group of intellectually curious, self-disciplined and well motivated men and women to educate and train them in substantive and procedural principles of public and private law. The School seeks to graduate highly qualified attorneys who will uphold the highest professional standards, who are sensitive to the impact of Judeo-Christian ethics on the law, and who recognize that service to others, rather than personal financial gratification, is the chief measure of professional competence."

An informal mission statement is found on the School of Law's website:

Our mission as a law school reflects our character and purpose, derives from our traditions, and inspires our aspirations. Our mission and our vision have important implications for how law is taught here - and how you can expect to be treated as a student.

As an integral part of the University of Dayton, a Catholic university founded by members of the Society of Mary in 1850, we share the University's commitment to serving others and offering an education that blends theory and practice. Like the University, we also highly value the role of faculty as teachers and mentors, as well as scholars.

Central to our curriculum and our teaching is the notion of developing complete professionals. The traditional approach to legal education prevalent at law schools across the country, centering upon the case method and legal reasoning, is augmented by development of the professional skills that our students will rely upon as practitioners and an enhanced appreciation for ethics and community service that will distinguish them as lawyers and leaders in the years ahead.

As a law school with a growing reputation, we are committed to developing and offering outstanding programs of study. We continually invest in those areas most important to the education of our students - our dedicated faculty, our innovative curriculum, and the physical environment in which our students' education takes place.

The *MacCrate Report*, which is attached as Appendix K, might also provide some food for thought.

#### *Format*

The ideal learning outcome is short, simple, and centered on the student, rather than the institution. In drafting learning outcomes, it is important to keep the following principles in mind.

#### **Learning outcomes should be defined by action terms that are:**

- Measurable
- Observable
- Performed by the learner

#### **Why?**

Outcomes that are vague or do not refer to actions performed by the learner cannot be easily assessed. We cannot measure what occurs in a student's mind (*e.g.*, the student understands concept X"), but we can measure actions taken by a student (*e.g.*, the student defines, explains, and provides examples of concept X).

#### **Common problems with learning outcomes include:**

- Using vague terms, such as:
  - o Appreciate
  - o Become aware of
  - o Become familiar with
  - o Develop
  - o Know
  - o Learn
  - o Understand
- Describing actions taken by somebody other than the learner (*e.g.*,

“the program will help students to appreciate concept X” or “the course will provide students with the opportunity to learn about concept X”)<sup>3</sup>

The chart below provides a list of action terms relating to knowledge, skills, and attitude/values.<sup>4</sup>

Intellectual	Skill	Attitude
Discrimination, Concrete and Defined Concepts, Rule and Higher-order rule, Cognitive Strategies	Performance	Demonstration of a newly acquired value
<ul style="list-style-type: none"> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Compare</li> <li>• Contrast</li> <li>• Classify</li> <li>• Recognize</li> <li>• Identify</li> <li>• Apply</li> <li>• Explain</li> <li>• Describe</li> <li>• Organize</li> <li>• Solve</li> <li>• Verify</li> <li>• Express</li> <li>• Review</li> <li>• Indicate</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Test</li> <li>• Assess</li> <li>• Determine</li> <li>• Develop</li> <li>• Design</li> <li>• Create</li> <li>• Write</li> <li>• Demonstrate</li> <li>• Perform</li> <li>• Select</li> <li>• Construct</li> <li>• Prepare</li> <li>• Report</li> <li>• Practice</li> <li>• Write</li> <li>• Solve</li> <li>• Assemble</li> <li>• Communicate</li> <li>• Compute</li> <li>• Design</li> <li>• Estimate</li> <li>• Implement</li> <li>• Measure</li> <li>• Manage</li> <li>• Operate</li> <li>• Interpret</li> </ul>	<ul style="list-style-type: none"> <li>• Prefer</li> <li>• Choose</li> <li>• Emulate</li> <li>• Accept</li> <li>• Adopt</li> <li>• Integrate</li> <li>• Demonstrate</li> <li>• Select</li> </ul>

<sup>3</sup> Miami University, *Assessment: Assessment Basics*, [http://www.units.muohio.edu/led/Assessment/Assessment\\_Basics/Designing\\_Outcomes.htm](http://www.units.muohio.edu/led/Assessment/Assessment_Basics/Designing_Outcomes.htm) (accessed June 18, 2008).

<sup>4</sup> Taken from *Action Verbs for Learning Outcomes*, [http://sunny.crk.umn.edu/courses/itc/itc510/action\\_verbs\\_for\\_learning\\_outcomes2.htm](http://sunny.crk.umn.edu/courses/itc/itc510/action_verbs_for_learning_outcomes2.htm) (accessed June 20, 2008).

## Learning Outcomes Assessment Matrix

Once we have identified the School of Law's desired learning outcomes, we must devise a method of and timeline for assessing each outcome. Again, nothing we do will be etched in stone. Both the School of Law's desired outcomes and its methods of measuring those outcomes are expected to evolve over time. We are simply taking a first stab at this rather monumental task.

The Learning Outcomes Assessment Matrix, which is attached as Exhibit L, is intended to assist us in this task. For each learning outcome, we will need to identify the following:

- ❖ **Performance criteria/indicators:** Performance criteria are measurable and indicate the specific characteristics students should exhibit in order to demonstrate desired achievement of the learning outcomes. The expected performance should be specified by name, using an observable action verb which defines the level of learning expected (*e.g.*, list, interpret, discriminate, or define). DePaul University's Office for Teaching, Learning and Assessment describes the process as follows:<sup>5</sup>

Because a single learning goal may have several different outcomes, and because each of those outcomes may involve several different components, your assessment committee or faculty group will first have to select a few critical components to measure. For example, imagine an assessment committee that has collected student work from across several different courses and/or sections. The students may have responded to a wide variety of assignments –informal journal essays, research papers, lab reports, etc. However, regardless of the student work, the assessment should measure the SAME components of the learning goal, especially if the assessment results are to be compared over time or aggregated in some way. We recommend that you stick with three or four components to measure for any given assessment --for example, the faculty could agree to assess the clarity in the work, and/or the comprehensiveness, the awareness of bias, and/or relevance. Of course, in their own courses, individual faculty may choose to grade a student on many other components.

The performance criteria/indicators selected by Marquette Law School in relation to its desired outcome of producing students who “communicate with clients, decisionmakers, and the range of

---

<sup>5</sup> DePaul University Office for Teaching, Learning and Assessment, *The Assessment Process Handbook* 15

<http://assessment.udayton.edu/UD%20Access/Documents/Handbooks/Assessment%20HandbookDePaul%209-8-04.doc> (accessed June 14, 2008).



---

other stakeholders in the legal system in a manner expected of a new lawyer” illustrate how a learning outcome can be broken down into key components:

- Demonstrated ability to draft and edit legal memoranda, briefs, and other documents.
  - Demonstrated effective oral communication skills.
  - Employ appropriate methods of communication to the different stakeholders in the legal system.
- ❖ **Strategies:** The courses or activities that are designed to provide opportunities for students to learn, practice, and/or demonstrate the performance criteria. This identifies how the curriculum is aligned with the projected outcome. For program assessment, required courses are generally listed.
- ❖ **Assessment Method:** The assessment tool(s) that will be used to assess student learning. There are often countless ways to assess whether a particular learning objective has been met. Virginia Commonwealth University provides some tips on selecting assessment methods:

After you have identified goals and objectives, decide on appropriate assessment approaches. What sources of evidence could you gather that would convince you (and others!) that your students are reaching the desired learning objectives? Remember . . . comprehensive assessment strategies frequently require the use of more than one assessment to determine program effectiveness. Before you feel overwhelmed, here are a couple of points to keep in mind:

- Stagger assessments – not every assessment has to be conducted every semester or every year. They can be done on a biennial or triennial basis, if appropriate.
- Course grades – while a source of information about individual student achievement, these do not usually provide information about overall programmatic outcomes.

Here are some examples of assessment approaches:

*Direct Indicators of Learning* – students demonstrate what they know or can do

- assessments in a capstone course that gauge students’ total learning
- course-embedded assessments
- tests and examinations (locally or commercially produced) – be careful since what is tested needs to match well with your desired learning outcomes
- portfolios of work over time

- pre-test/post-test comparisons
- exhibitions
- clinical evaluations
- products such as papers or oral presentations
- videotaped or audiotaped performances or simulations
- observations of students in case studies or other problemsolving situations

*Indirect Indicators of Learning* – students or others report on student learning

- supported opinions of external reviewers
- surveying and exit interviewing of students
- surveying of alumni
- surveying of employers (about learning demonstrated on the job)
- analysis of curriculum and syllabi
- success of students in graduate school
- success in careers or employment<sup>6</sup>

It is important not to overlook measures that we already employ. For example, in its annual assessment progress report, the William H. Bowen School of Law noted:

The most prevalent and effective assessment device used by faculty at the School of Law is the traditional “Socratic” method of instruction employed at least to a degree in nearly all law school classes. This in-class question and answer dialogue with students allows the faculty member to assess the extent to which students have read material assigned for class, the level of the students’ understanding of underlying theoretical and policy themes, and the degree of maturation of student critical thinking skills. Using the Socratic method, faculty can make instant adjustments in teaching technique and course coverage in reaction to the level of student learning and understanding revealed during the dialogue.<sup>7</sup>

- ❖ **Context for assessment:** The course or other setting in which the assessment data will be collected. For program assessment it is not necessary—or even desirable—to analyze data from every course or setting in which the learning outcome is addressed, nor are data needed from every student. Sampling strategies can be used where appropriate.

<sup>6</sup> Virginia Commonwealth University, *WEAVE: A Quality Enhancement Guide for Academic Programs and Administrative and Educational Support Units* 5-6 (April 2002), <http://www.vcu.edu/quality/pdfs/WEAVEManual2002.pdf> (accessed June 20, 2008).

<sup>7</sup> Kenneth S. Gould, Prof. of Law and Chair, William H. Bowen School of Law Assessment Committee, University of Arkansas at Little Rock Assessment Progress Report Form / Spring 2003 1, <http://www.law.uarl.edu/academics/assessment/report03.pdf> (accessed June 20, 2008).



- ❖ **Time of data collection:** Identifies when the assessment data will be collected.
- ❖ **Evaluation of Results:** Identifies the person/group responsible for determining the meaning of the assessment results and making recommendations for action.

## Getting Started

Please come to our first meeting with a list of 6 to 12 learning outcomes that you believe fit the School of Law's mission.

## 1. Learning Outcomes

Learning outcomes are the knowledge, skills, and attitudes/values that students should be able to demonstrate by the time they graduate. What do we value? In short, we need to answer three questions:

- 1) What does the model School of Law graduate know? (This question focuses on doctrinal principles.)
- 2) What can the model School of Law graduate do? (This question focuses on major skills, such as communication.)
- 3) What does the model School of Law graduate value? (This question focuses on the student's ethics and attitudes towards the profession.)

The Assessment Committees' first task is to compile a list of six to twelve fundamental learning outcomes, which reflect the University of Dayton School of Law's unique perspective. Your input on these outcomes is very much needed. This survey should take less than ten minutes to complete, but we hope that you will take the time to really think about your answers and to discuss them with your colleagues.

The ideal learning outcome is short, simple, and centered on the student, rather than the institution. In drafting learning outcomes, it is important to keep the following principles in mind.

Learning outcomes should be defined by terms that are:

- Measurable (though not necessarily quantifiable)
- Observable (We cannot measure what occurs in a student's mind (e.g., the student understands concept X"), but we can measure actions taken by a student (e.g., the student defines, explains, and provides examples of concept X)).
- Performed by the learner (Outcomes that are vague or do not refer to actions performed by the learner cannot be easily assessed.)

Thank you for your participation.

1. The Assessment Committee has compiled a draft list of student learning outcomes for your review. FOR EACH POSSIBLE LEARNING OUTCOME, PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE THAT IT IS AN ADVISABLE LEARNING OUTCOME.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Graduates will demonstrate knowledge and understanding of the law.	jñ	jñ	jñ	jñ	jñ
Graduates will exhibit issue-spotting skills.	jñ	jñ	jñ	jñ	jñ
Graduates will demonstrate analytical and problem-solving skills.	jñ	jñ	jñ	jñ	jñ
Graduates will communicate effectively and efficiently to individuals and groups.	jñ	jñ	jñ	jñ	jñ
Graduates will perform effective and efficient legal and non-legal research.	jñ	jñ	jñ	jñ	jñ
Graduates will demonstrate competency in legal practice skills.	jñ	jñ	jñ	jñ	jñ
Graduates will recognize and resolve ethical dilemmas.	jñ	jñ	jñ	jñ	jñ
Graduates will exhibit and continue to develop professional competency.	jñ	jñ	jñ	jñ	jñ
Graduates will adopt the Marianist charism of faith, service, community, and inclusivity in their professional and personal life.	jñ	jñ	jñ	jñ	jñ

2. Please list any suggestions you have for additional learning outcomes here.

3. Please set forth any additional questions, concerns, or suggestions you have for the Assessment Committee here.

# Dayton Law Faculty Workshop on Assessment

Dean Kloppenberg, Dean Perna, & the Assessment Committee cordially invite you to attend the first Dayton Law Faculty Workshop on Assessment.

**Tuesday, January 20**  
**12:30 – 1:30 P.M.**  
**Faculty Lounge**  
**Lunch Provided**

Over the coming weeks, the Assessment Committee will ask your assistance in developing the School of Law's new Assessment Plan. This workshop is intended to provide an introduction to the basics of assessment, including its role in faculty development.

## **Featured Speakers**

***Elise Bernal, Institutional Researcher for Academics, U.D. Office of the Provost***

***Stephen Wilhoit, LTC Associate Director, Faculty and Leadership Development***

*Assessment Committee: Harry Gerla, Jeff, Morris, Vernellia Randall, Lori Shaw (Chair), Victoria VanZandt*

**University of Dayton School of Law**