

Using Assessment Data to Engage Faculty in the Institutional Outcomes Assessment Process

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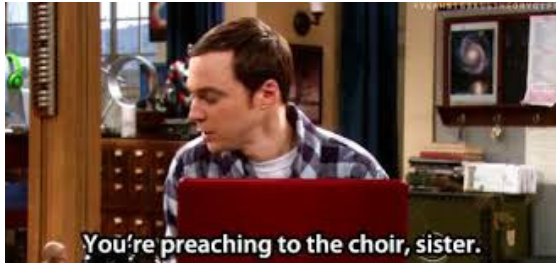
In this talk, I will:

- 1. Demonstrate ways to efficiently gather institutional assessment data
- 2. Demonstrate ways to use assessment data to engage colleagues in the assessment process
- 3. Provide examples of different ways to gather institutional data on “soft skills”

Institutional Assessment versus Institutional Housework



Moving the discussion forward



Institutional outcome measures assessment shifts the legal education lens from looking at whether students have achieved a passing grade in a series of classes to examining whether students have acquired core competencies – i.e. the core knowledge, skills, behaviors and attributes of successful new lawyers.



Institutional Assessment Design Challenges

- 1. Design a method that would work across courses
- 2. Get students' "best efforts"
- 3. Allow faculty to teach and assess in the way they feel is most effective in their courses
- 4. Minimize extra work asked of faculty
- 5. Spread the work amongst faculty

Institutional Assessment Design Challenges

- 6. Recognize that most outcomes involve nuanced skills that develop over time
- 7. Get data that would give us a “rough cut” overview of collective student achievement
- 8. Keep costs down

Two methods of gathering institutional data




	Criteria			
	4	3	2	1
Body language	Assessments reflect dual and helpful the audience	Make assessments on purpose that enhanced audience	Very little assessment for descriptive purposes	No
Eye contact	Begin attention of entire audience with the use of direct eye contact	Consistent use of direct eye contact with audience	Employed occasional eye contact with audience	No
Introduction and closure	Student delivers topic and brings attention to the situation of the audience and on the second	Student displays clear introductory or closing remarks	Student clearly uses introduction and closing remarks, but not both	Prep
Pacing	Good use of pauses and student aware of appropriate time intervals	Delivery is polished, but does not meet appropriate time intervals	Delivery is at least and does not meet appropriate time intervals	Dis
Pauses	Student displays calm, self-confident manner when still, with no mistakes	Student makes mistakes, but quickly recovers from them; displays calm in all sections	Displays mild nervousness, but remains composed throughout	Dis
Voice	Use of final speech and audience maintain the interest of the audience	Intentional use of inflection, but does not necessarily use final speech	Displays some level of inflection throughout delivery	Dis

Outcome: Graduates will demonstrate the ability to work effectively in culturally diverse environments

- **Criteria:**
- **Demonstrate self-awareness about the role cultural experiences play in one’s own perceptions and analyses*
- **Recognize the difficulty inherent in identifying one’s own biases and when one is acting based upon those biases*
- **Demonstrate an understanding that cultural experiences influence lawyers, judges and clients in context of legal decision-making and legal representation*



Cultural Sensibility




Method One: Self-Report Survey

- Clients are more likely than lawyers to perceive legal problems through their own cultural lens
- Lawyers do not bring culturally biased assumptions into the lawyer/client relationship
- While most people can't accurately identify when they are acting based upon stereotypes and biases, I generally know when I am doing so


Relating results to teaching

- Bias blindspot




Relating results to teaching:

- Legal objectivity






Relating results to teaching:

- Student resistance



Method Two: Criterion Referenced Rubrics

Outcome: Graduates will demonstrate effective legal analysis and reasoning skills

Levels	Level 1	Level 2	Level 3	Level 4
Legal Analysis: Use of Facts	RARELY uses applicable facts and/or often uses inapplicable facts	SOMETIMES uses some applicable facts; and/or sometimes uses inapplicable facts	OFTEN uses most applicable facts and/or occasionally uses inapplicable facts	CONSISTENTLY uses all or almost all applicable facts; rarely uses inapplicable facts

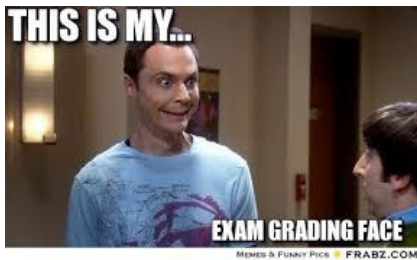
Dimension/
Criterion
Performance
Descriptors

Key

- Rubrics should work across courses



Do Rubrics Change What & How I Grade



Issues

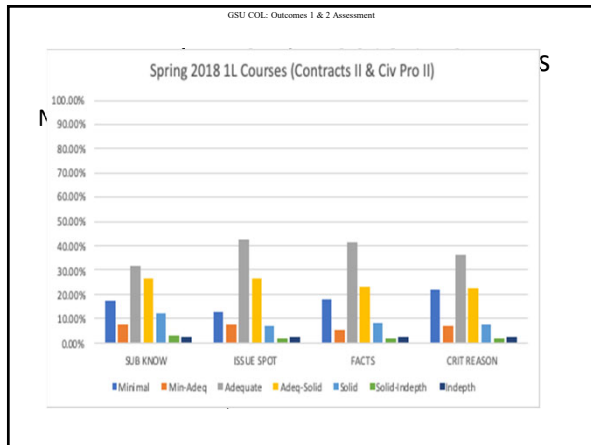
- May not be able to capture all dimensions
- Variations in how faculty use the rubric

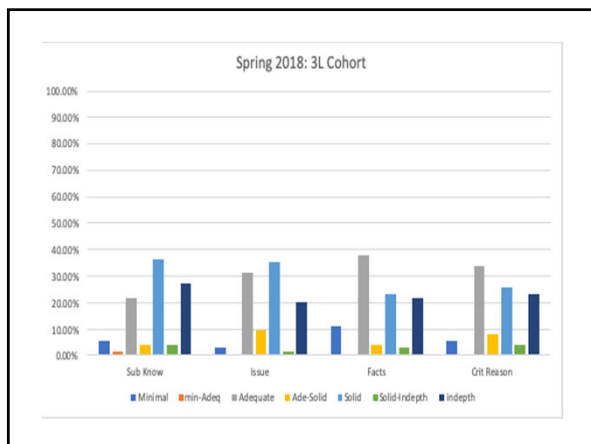


Rubric data

- Collect/ Analyze/Use it to Engage Faculty







Comparison 3L & 1L – Spring 2018

	SUB KNOW [%]	ISSUE SPOT [%]	FACTS [%]	CRIT REASON[%]
Minimal	5.41/17.51	2.70/12.90	10.81/17.97	5.41/22.12
Min-Adeq	1.33/7.37	0.00/7.37	0.00/5.07	0.00/6.91
Adeq	21.82/31.8	31.08/42.40	37.84/41.47	33.78/36.41
Adeq-Solid	4.05/26.27	9.46/26.27	4.05/23.04	8.11/22.58
Solid	36.49/11.9	35.14/6.91	22.97/8.29	25.68/7.83
Solid-In-depth	4.05/2.76	1.35/1.84	2.70/1.84	4.05/1.84
In-depth	27.03/2.30	20.27/2.30	21.82/2.30	22.97/2.30

Bar Fail

	Sub Know	Issue%	Facts %	Crit Reas %
Minimal	0.00%	12.50	25.00	12.50
min-Adeq	0.00%	0.00	0.00	0.00
Adequate	25.00%	50.00	50.00	25.00
Ade-Solid	12.50%	25.00	12.50	50.00
Solid	50.00%	0.00	0.00	0.00
Solid-Indepth	12.50%	12.50	12.50	12.50
in-depth	0.00%	0.00	0.00	0.00

Using the Data to Engage Faculty

- A. Are we satisfied with the 1L performance, especially the percentage of students who are at Level 1? If not, what can we do to improve that performance?
- B. Are we satisfied with 3L student performance, especially the percentage of students at Level 1 in their third year? If not, what can we do to improve that performance?
- C. What implications does the data have for focusing bar exam remediation during law school

Ideas for productive discussions

- Have a guided discussion
- Remind faculty of the project's iterative nature
- Remind faculty we are not looking for a publishable paper
- Invite those with concrete ideas to make edits/changes/join committee



One more request

- Two take aways

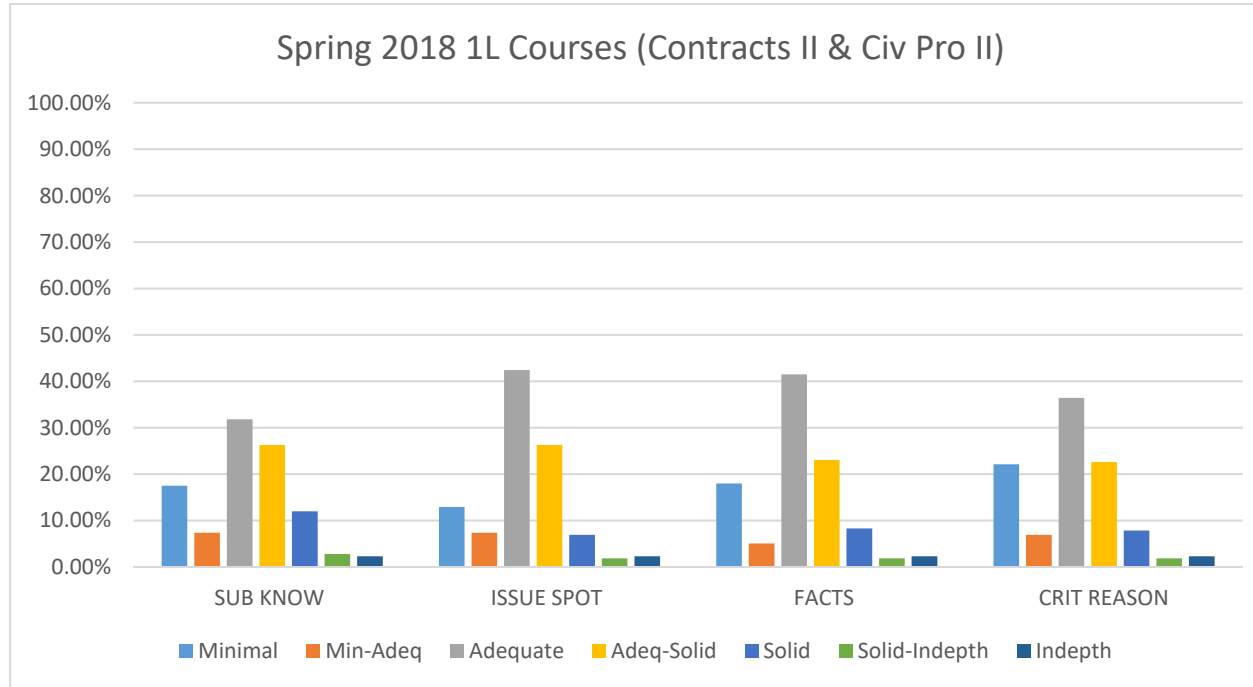


Questions/Discussion



Criterion Competence Outcomes 1 and 2	Proficiency Level				
	Level 1	Level 2	Level 3	Level 4	N/A
<i>Knowledge of substantive law & procedural rules:</i> demonstrated an understanding of the legal and procedural rules; clearly explained the law applicable to the legal question, problem, or case	Demonstrates knowledge and understanding of FEW applicable legal and procedural rules	Demonstrates knowledge and understanding of SOME applicable legal and procedural rules	Demonstrates knowledge and understanding of MOST applicable legal and procedural rules	Demonstrates knowledge and understanding of ALL or ALMOST ALL applicable legal and procedural rules	N/A
<i>Legal Analysis - Issue Spotting:</i> correctly identified legal issues based upon relevant law and policy considerations	Spots and analyzes FEW relevant issues and/or MANY irrelevant issues	Spots and analyzes SOME issues and SOME irrelevant issues	Spots and analyzes MOST issues and FEW irrelevant issues	Spots and analyzes ALL or ALMOST ALL relevant issues and NO irrelevant issues	N/A
<i>Legal Analysis - Use of Facts:</i> Correctly identified and used applicable facts and reasonable inferences from facts, based upon relevant law and policy considerations	Uses FEW applicable facts and/or MANY inapplicable facts	Uses SOME applicable facts and SOME inapplicable facts	Uses MOST applicable facts and FEW inapplicable facts	Uses ALL or ALMOST ALL applicable facts and DOES NOT use inapplicable facts	N/A
<i>Legal Analysis - Critical Reasoning:</i> made appropriate arguments, comparisons, and distinctions to the legal question, problem, or case based upon applicable law	Engages in critical analysis (considering both sides and perspectives) of FEW applicable issues and/or raises FEW arguments related to the question, problem, or case	Engages in SOME critical analysis (considering both sides and perspectives) of SOME issues and/or engages in SOME arguments relate to the question, problem, or case	Engages in critical analysis (considering both sides and perspectives) of MOST issues and MOST arguments relate to the question, problem, or case	Engages in critical analysis (considering both sides and perspectives) of ALL or ALMOST ALL issues and ALL or ALMOST ALL arguments relate to the question, problem, or case	N/A
<i>Legal Analysis – Policy:</i> Raised applicable policy arguments when analyzing a legal question, policy, or case	Raises FEW or NO applicable policy arguments	Raises SOME applicable policy arguments	Raises MOST applicable policy arguments	Raises ALL or ALMOST ALL applicable policy arguments	N/A

GSU COL: Outcomes 1 & 2 Assessment



N=217 for the Spring 2018 semester

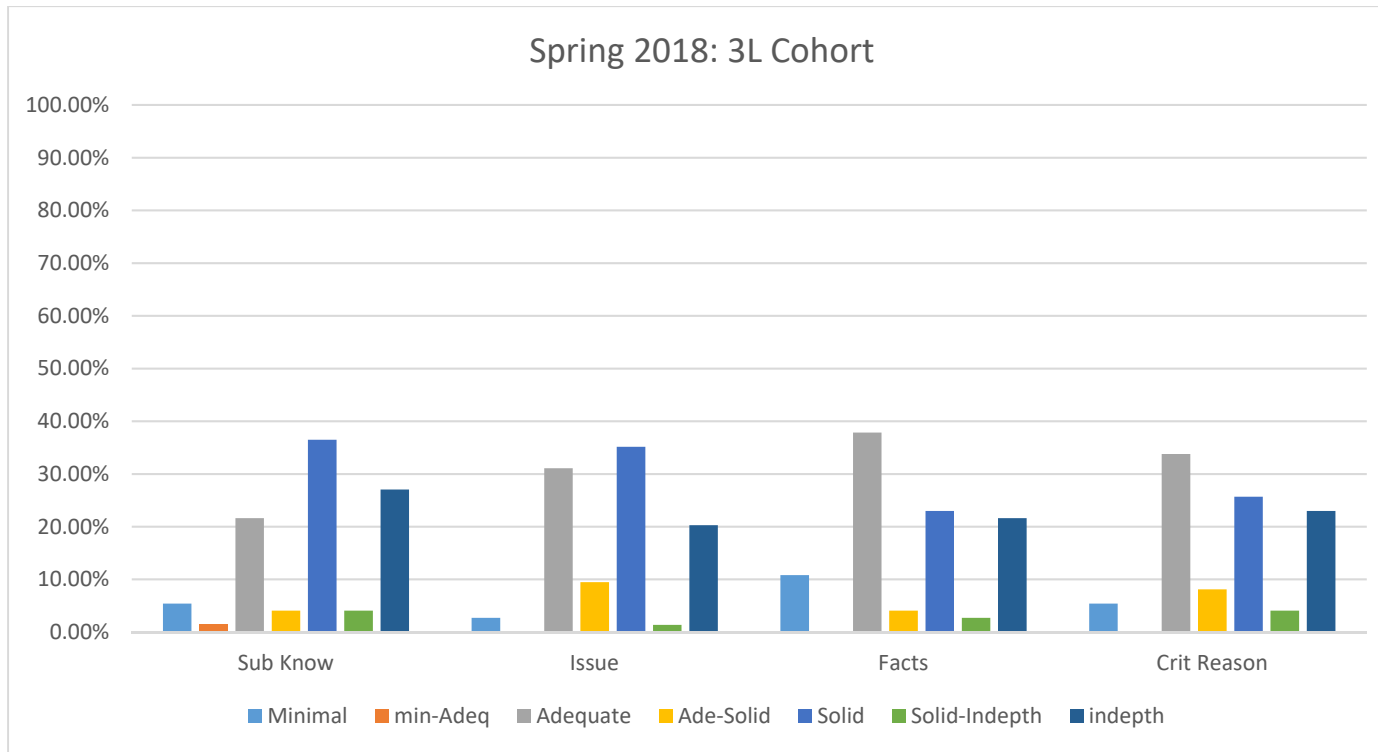
140 had both Contracts & Civ Pro Rubrics (avg combined rubric scores reported for each competency)

39 had only Contracts Rubrics; 38 had only Civ pro Rubrics

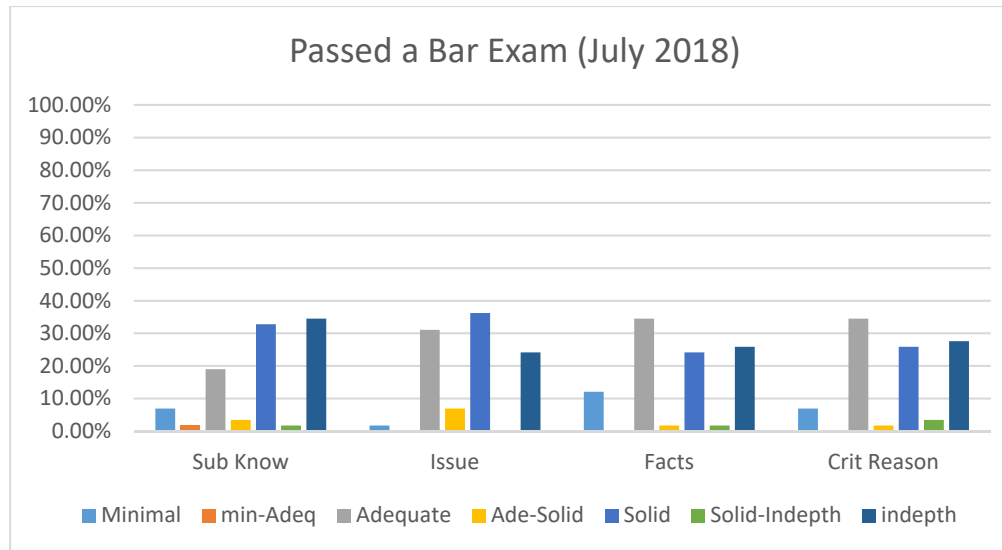
	SUB KNOW	ISSUE SPOT	FACTS	CRIT REASON
Minimal	17.51%	12.90%	17.97%	22.12%
Min-Adeq	7.37%	7.37%	5.07%	6.91%
Adequate	31.80%	42.40%	41.47%	36.41%
Adeq-Solid	26.27%	26.27%	23.04%	22.58%
Solid	11.98%	6.91%	8.29%	7.83%
Solid-In-depth	2.76%	1.84%	1.84%	1.84%
In-depth	2.30%	2.30%	2.30%	2.30%

There is between 20- below adequate level.

29% of the 1L Cohort

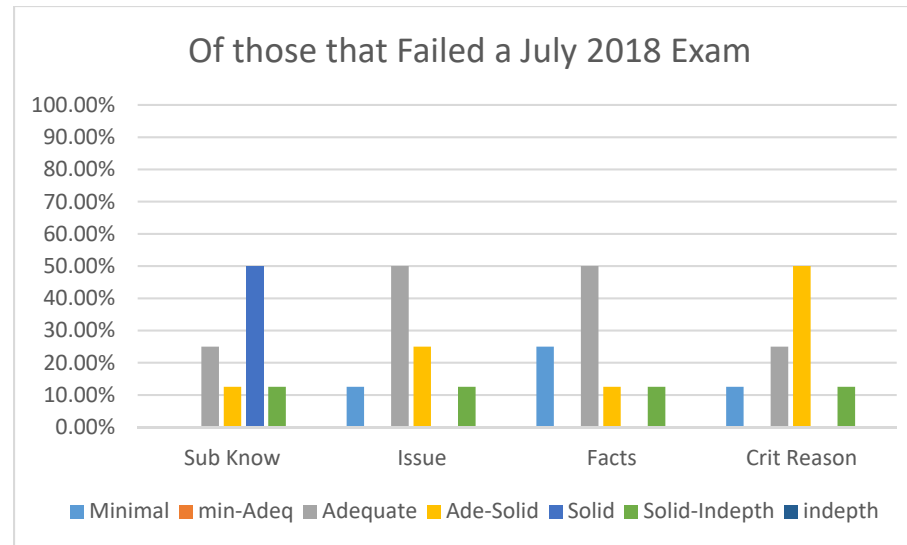


	Sub Know	Issue	Facts	Crit Reason
Minimal	5.41%	2.70%	10.81%	5.41%
min-Adeq	1.35%	0.00%	0.00%	0.00%
Adequate	21.62%	31.08%	37.84%	33.78%
Ade-Solid	4.05%	9.46%	4.05%	8.11%
Solid	36.49%	35.14%	22.97%	25.68%
Solid-In-depth	4.05%	1.35%	2.70%	4.05%
In-depth	27.03%	20.27%	21.62%	22.97%



N=58

	Sub Know	Issue	Facts	Crit Reason
Minimal	6.90%	1.72%	12.07%	6.90%
min-Adeq	1.72%	0.00%	0.00%	0.00%
Adequate	18.97%	31.03%	34.48%	34.48%
Ade-Solid	3.45%	6.90%	1.72%	1.72%
Solid	32.76%	36.21%	24.14%	25.86%
Solid-Indepth	1.72%	0.00%	1.72%	3.45%
In-depth	34.48%	24.14%	25.86%	27.59%



N=8

Please note, the student in the minimal ranking is not the same student, rather several students got this ranking. The solid/indepth is the same student throughout.

Students who failed the July 2018 Exam

	Sub Know	Issue	Facts	Crit Reason
Minimal	0.00%	12.50%	25.00%	12.50%
min-Adeq	0.00%	0.00%	0.00%	0.00%
Adequate	25.00%	50.00%	50.00%	25.00%
Ade-Solid	12.50%	25.00%	12.50%	50.00%
Solid	50.00%	0.00%	0.00%	0.00%
Solid-Indepth	12.50%	12.50%	12.50%	12.50%
Indepth	0.00%	0.00%	0.00%	0.00%