BATTLING BIASES
CHRISTINA S. CHONG
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AGENDA

- THE TECHNIQUE
- THE STUDY
- THE RESULTS
- BREAKOUT SESSION
THE TECHNIQUE

The beginning...
First, Understand the exam

- Acknowledge that bias exist.
- Realize you can’t change the situation.
- Don’t fight the question or the law.

Second, Understand yourself and apply objective logic

(1) Identify your biases (if any).

(2) Reading Comprehension. Search for **words or phrases** that eliminate ambiguity.

(3) Use **objective logic, the law, marking techniques, and IRAC** to find the best answer. DO NOT let **subjective feelings** impact your analysis.

(4) If you don’t know the law, then use the **common sense of a “normal, average, American” person** to select the best answer.
THE STUDY

BATTLING BIASES: HOW CAN DIVERSE STUDENTS OVERCOME TEST BIAS ON THE MULTISTATE BAR EXAMINATION


University of Maryland Journal of Race, Religion, Gender, and Class Symposia, University of Maryland, Francis King Carey School of Law

University of San Francisco, School of Law

Logic for Lawyers, 2 units, CR/NCR
- 1 hour and 50 minutes, once a week

3Ls only – Spring 2016 to Fall 2017 (4 semesters)
- Spring 2018 not included
WEEK #1 Entrance Exam
One-hour
24 Released MBE QS
Open Book = Law Provided
MBE subjects only

GOAL: Measure if the students’ skills improved

WEEK #13 Exit Exam
One-hour
24 Released MBE QS
Open Book = Law Provided
MBE subjects only
THE STUDY

WEEK #1
Entrance Exam

WEEK #13
Exit Exam

GOAL: Measure if the students’ skills improved
THE STUDY

WEEK #1
Entrance Exam

WEEK #6
Learn Technique

SUBSTANCE

WEEK #9 or #10
Retention Exam

SKILLS

WEEK #13
Exit Exam

- Sample Approach and IRAC
- Speed Reading and Timing
- Reading Comprehension and Markings
- Incorrect Answers and Modifiers
- Journaling and Attack Plans

One-hour 24 Released MBE QS Closed book Law from homework
## The Results

<table>
<thead>
<tr>
<th>Semester</th>
<th># of Students</th>
<th>Average Diagnostic Score</th>
<th>Average Exit Score</th>
<th>Average Increase</th>
<th>High and Lows for Increases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>25</td>
<td>48.0%</td>
<td>66.1%</td>
<td>+16.1%</td>
<td>High: +55% Low: +4%</td>
</tr>
<tr>
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**90 students**  54.7%  72.63%  18.2%
## THE RESULTS

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### 90 students
- **54.7%**
- **72.63%**
- **18.2%**
THE RESULTS

- 78% outperformed LSATs (14 out of 18)
- Logic students were more likely to have a higher total score

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<tr>
<th>Rank</th>
<th>Not significant</th>
<th>Rank 2</th>
<th>+77.70 points</th>
<th>Rank 3</th>
<th>+61.05 points</th>
<th>Rank 4</th>
<th>Not significant</th>
<th>Rank 5</th>
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Did not take Logic

Took Logic
BREAKOUT SESSION

Qualitative Data
- Student testimonials
- Hands-on experience
- Using data to make good programmatic decisions
- Working w/ the administration
- Answer Qs about article

Measuring Skills on Essay Exams
- Legal Analysis of Evidence at UC Irvine
- Entrance and Exit Exam that measures their improved essay-taking skills

Share Your Ideas
- What have you done? What worked? What didn’t?
- How do you measure your success?
- What are we missing?
- What role do psychological facts play (e.g. grit, anxiety)?
QUESTIONS?

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