



**Examining the Evidence:
Assessment in Law
Student Affairs**

Panelists

1. **Trent Kennedy** - Embracing Assessment
2. **Gianina Baker** - Using Learning Outcomes in Student Services Assessment
3. **David Jaffe** - Assessing Law Student Wellness at the Campus Level
4. **Chad Christensen** - Getting More from Student Engagement Assessment
5. **Rosemary Queenan** - Student Affairs Assessment and Accreditation

Q&A at the End

Embracing Assessment

Micro-Session Outcomes

Participants will be able to:

1. Define assessment in law student affairs; and
2. Articulate the value of assessment in student affairs practice

Embracing Assessment

Defining Assessment

“A continuing program of evaluation of student personnel services... to ensure the achievement by students of the objectives for which the program is designed.”

-The Student Personnel Point of View, 1949

“...in a culture of assessment staff members recognize that they must collect evidence systematically to demonstrate accountability to their stakeholders, and that they must use that evidence to improve.”

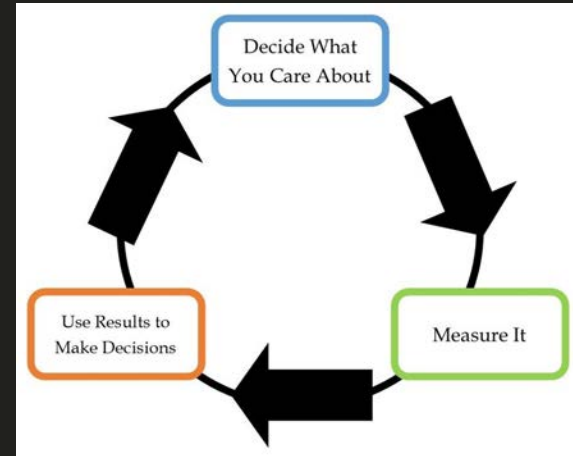
-John Schuh, 2013

Embracing Assessment

Defining Assessment



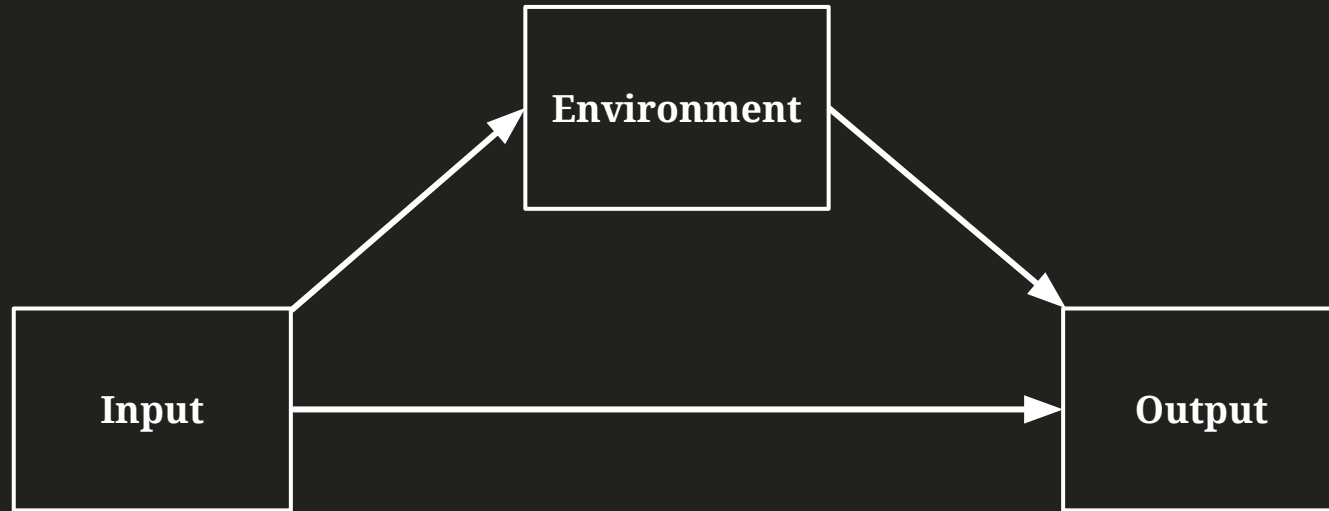
JMU Center for Assessment & Research Studies



Trent Kennedy Institute for Starting Simple

Embracing Assessment

Defining Assessment



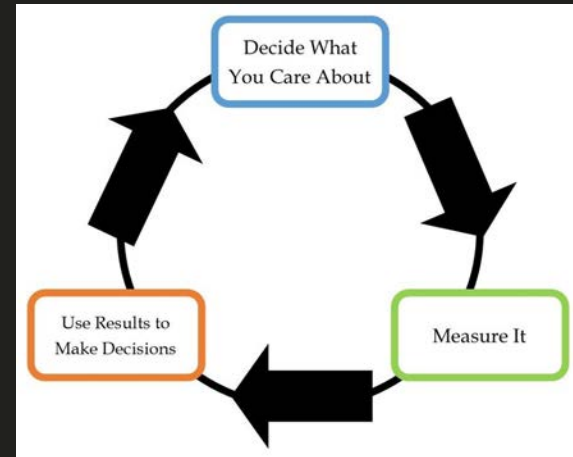
Alexander Astin's I-E-O Model of Student Involvement

Embracing Assessment

Defining Assessment



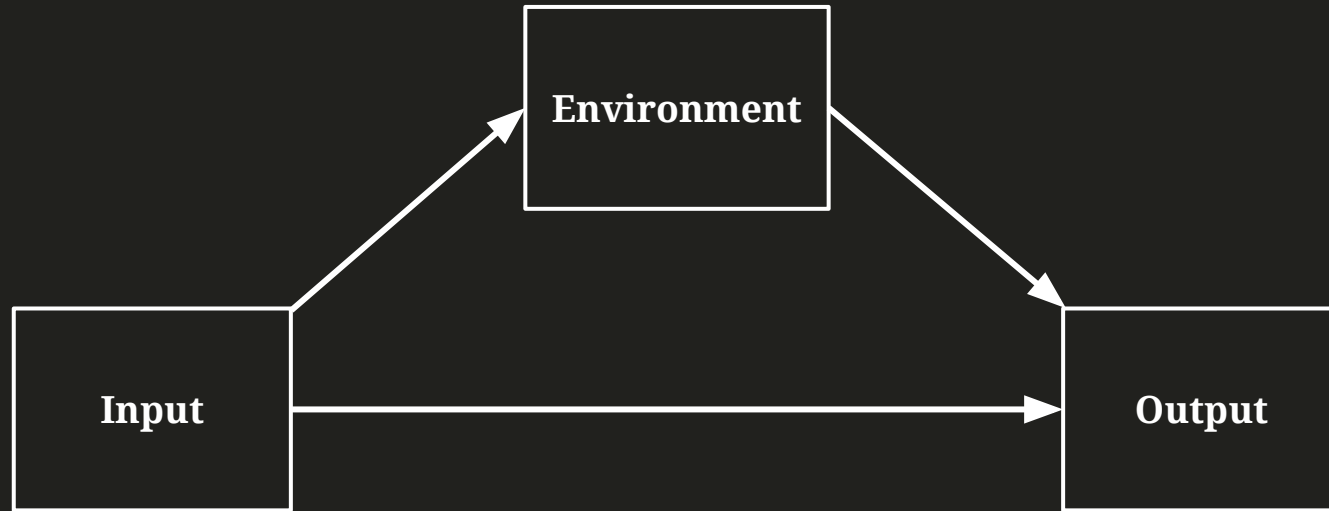
JMU Center for Assessment & Research Studies



Trent Kennedy Institute for Starting Simple

Embracing Assessment

Defining Assessment



Alexander Astin's I-E-O Model of Student Involvement

Embracing Assessment

Value of Assessment

Your Work is Meaningful.

-You are accountable to some stakeholders (including yourselves).

Assessment can tell you whether you're delivering on your commitments.

-Improvement is valued and valuable.

Assessment can tell you where you can get better.

-Documenting your work makes it easier to communicate.

Assessment can tell others to give you more resources.

Embracing Assessment

So how'd we do?

1. How do we define assessment in law student affairs?
2. What three functions does assessment serve in our meaningful work?

Using Learning Outcomes in Student Services Assessment

Gianina Baker

Assistant Director,
National Institute for Learning Outcomes Assessment

www.learningoutcomesassessment.org

National Institute for Learning Outcomes Assessment (NILOA)

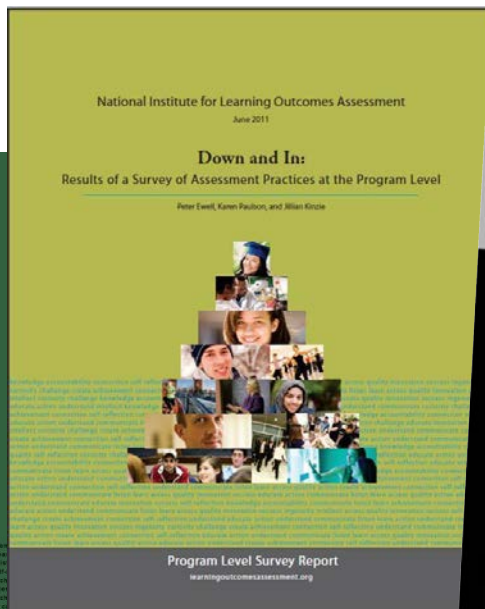
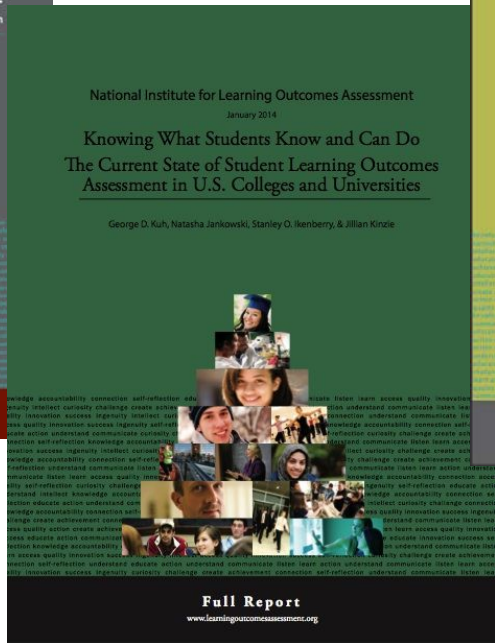
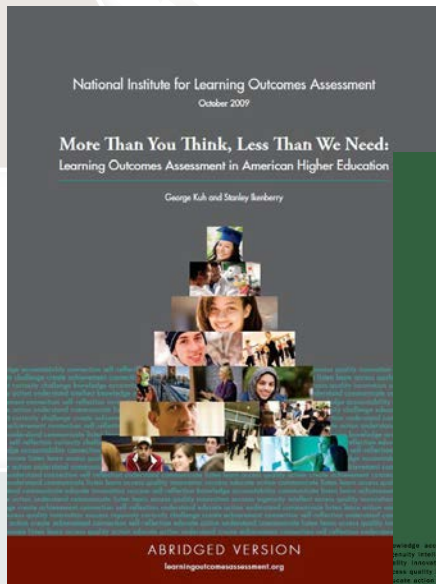
NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

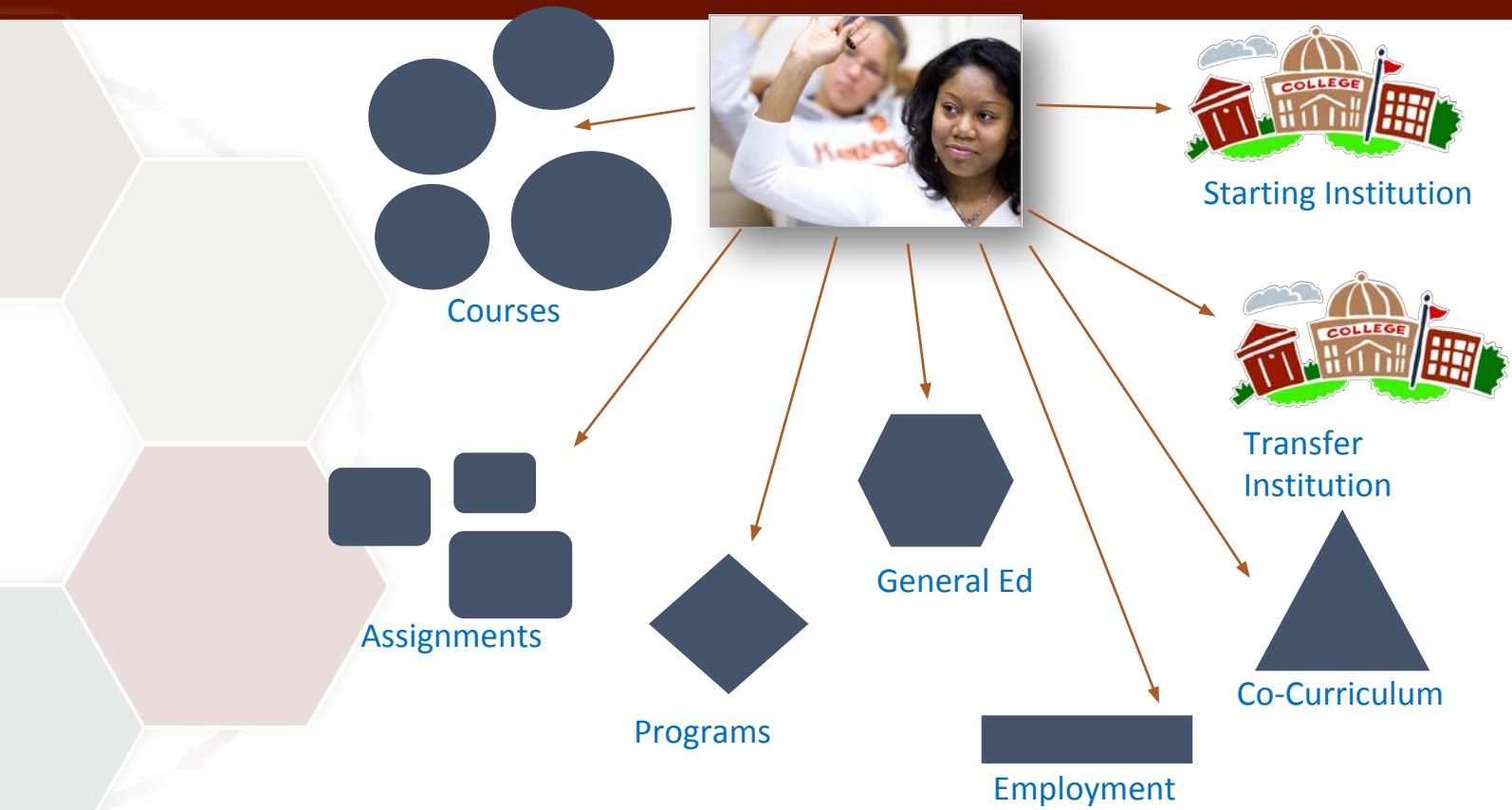
- Surveys
- Web Scans
- Case Studies
- Focus Groups
- Website
- Occasional Papers
- Resources
- Newsletter
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Assessment Event Calendar
- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile
- Tuning



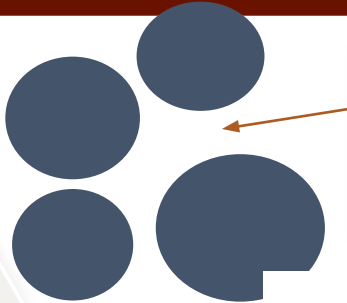
**Far too little is known about assessment
practices on campuses around the
country**

NILOA Surveys





CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION



Courses



Starting Institution



Assignments



Transfer Institution



General Ed



Co-Curriculum

Programs



Employment

HOW WE WORK and ORGANIZE OUR DATA

NILOA Policy Statement


May 2016

5 principles to help guide effective assessment work

National Institute for Learning Outcomes Assessment
May 2016

Higher Education Quality: Why Documenting Learning Matters

A Policy Statement from the National Institute for Learning Outcomes Assessment



Policy Statement
www.learningoutcomesassessment.org

Principle 1. Develop specific, actionable learning outcomes statements.

Assessment for student success begins with specific, actionable learning outcomes statements.

82% of campuses have SLO statements
Concrete, clear proficiencies students are to achieve -- *reference points for student performance common to all undergraduates across all majors.*

*Actionable = "A **habit** of addressing genuine campus questions, a track record of using evidence of student learning in productive ways, and a history of documenting improvement..."*

Kuh et al., 2015, p. 12

Standard 302. LEARNING OUTCOMES (American Bar Association)

Students achieve competency in the following learning outcomes:

1. Knowledge and understanding of substantive and procedural law;
2. Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
3. Exercise of proper professional and ethical responsibilities to clients and the legal system;
4. Other professional skills needed for competent and ethical participation in the legal profession (such as, interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation); and
5. Using the law to solve real-world problems and to create a more just society.

List of Law Student Learning Outcomes, Capital University Law School:

https://law.capital.edu/uploadedFiles/Law_School/Library/Examples%20of%20Law%20School%20Learning%20Outcomes.pdf

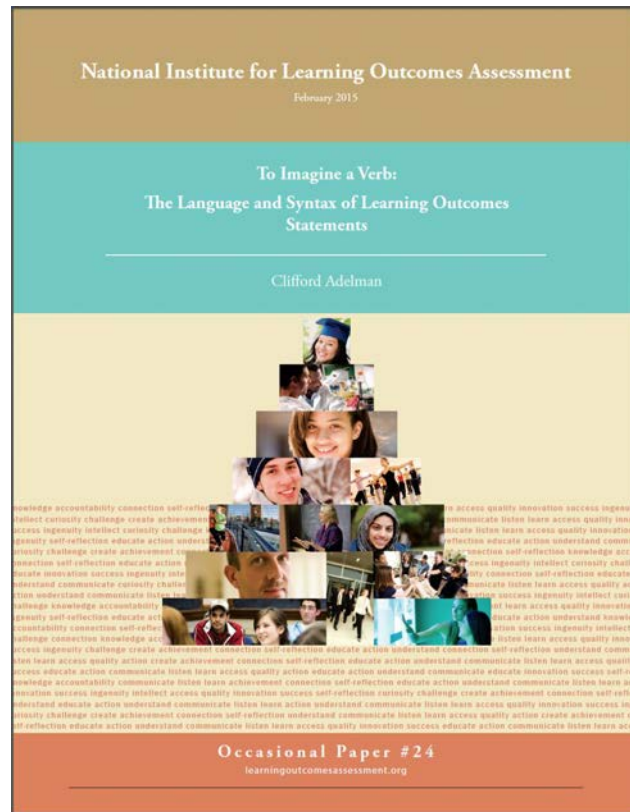
Principle 1. Develop specific, actionable learning outcomes statements.

Instead of ...

“The student develops an awareness of the importance of collaborative work.”

Consider ...

“The student negotiates a strategy for group research or performance, documents the strategy so others may understand it, implements the strategy, and communicates the results.”



Learning Frameworks



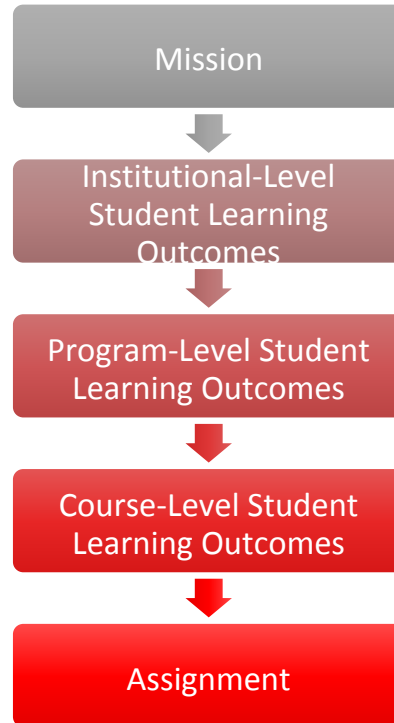
- Learning frameworks allow us to all agree on the learning we are striving and designing towards, not how we will get there, but to align our practices.
- It sets us up to allow students and others to put forward evidence to be validated by shared evaluative criteria.
- How should learning outcomes frameworks be used to reflect and inform cocurricular professional development programs and experiences for law students who are considering multiple career pathways?

Some learning frameworks



1. Degree Qualifications Profile: DQP
2. LEAP Essential Learning Outcomes: LEAP ELOs
3. Tuning (History, Communications, etc.)
4. Employability Skills Framework
5. Common Employability Skills (NACE)
6. Common Core State Standards
7. Beta credentials framework
8. Your own institutional learning outcomes
9. Council for the Advancement of Standards (CAS)
10. International frameworks

Principle 2. Connect learning goals with actual student assignments and work.

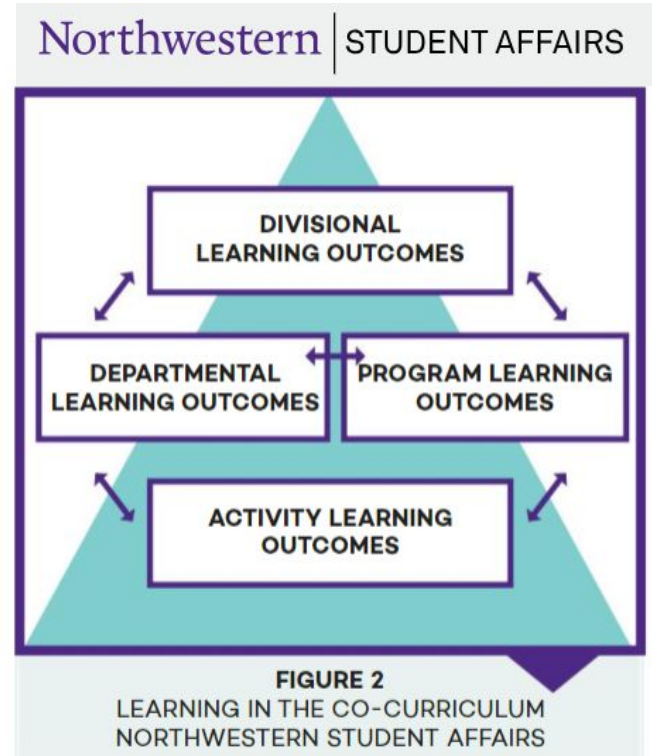


Layered, Aligned Outcomes

Departmental Learning Outcomes: describes learning they influence, outcomes **FLOW** from Divisional Learning outcomes

Program level: describes kind of learning influenced through programs, activities, services

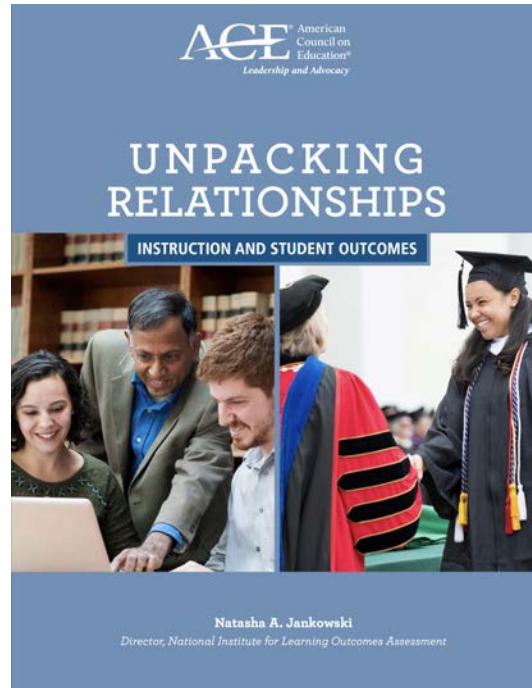
Activity level: what students learn from participation in a **SINGLE** activity, workshop



Principle 3. Collaborate with relevant stakeholders, beginning with faculty.



Principle 4. Design assessment approaches that generate actionable evidence about student learning that key stakeholders can understand and use to improve student and institutional performance.



Unpacking Relationships: Instruction and Student Outcomes (Jankowski, 2017)

Examines five areas of intersection between instruction and student outcomes:

1. Transparency
2. Pedagogical Approaches
 - a. Emphasizes active, applied, and experiential learning
3. Assessment
4. Self-Regulation
5. Alignment

2018 Survey Results

Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018). [*Assessment that matters: Trending toward practices that document authentic student learning.*](#) Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

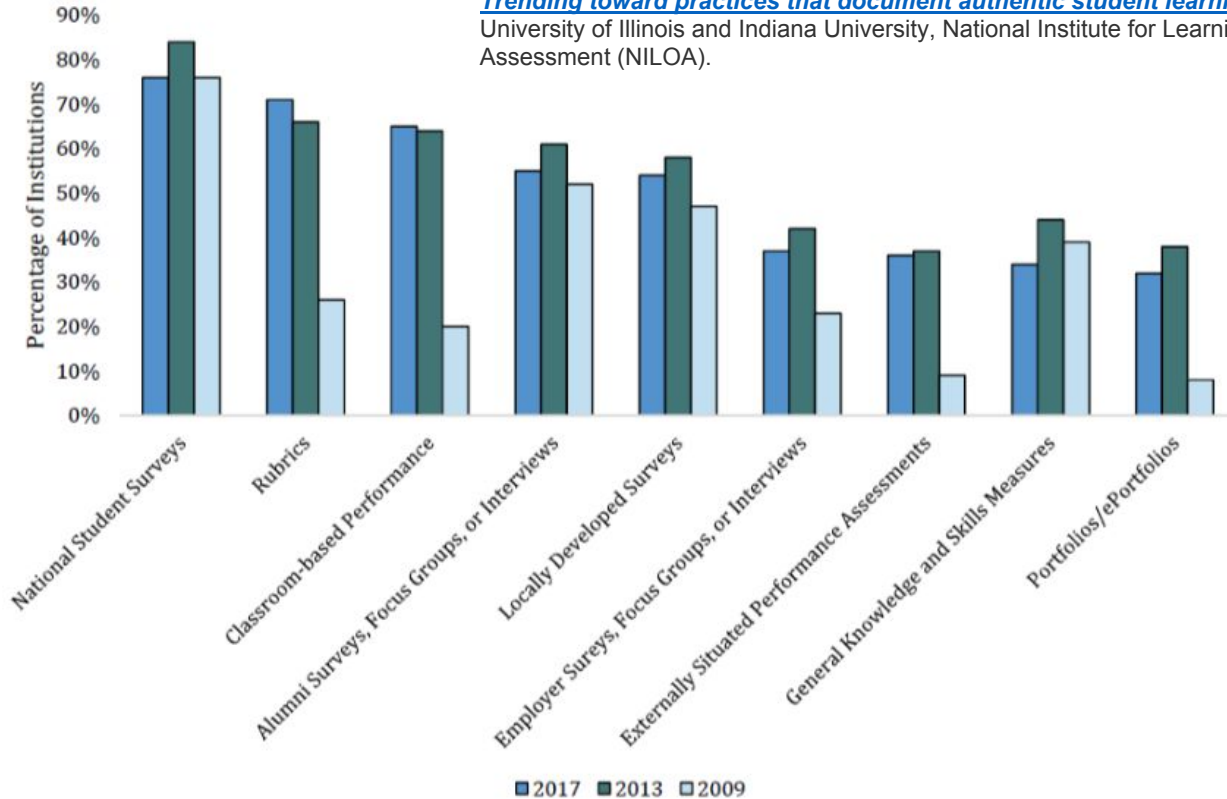
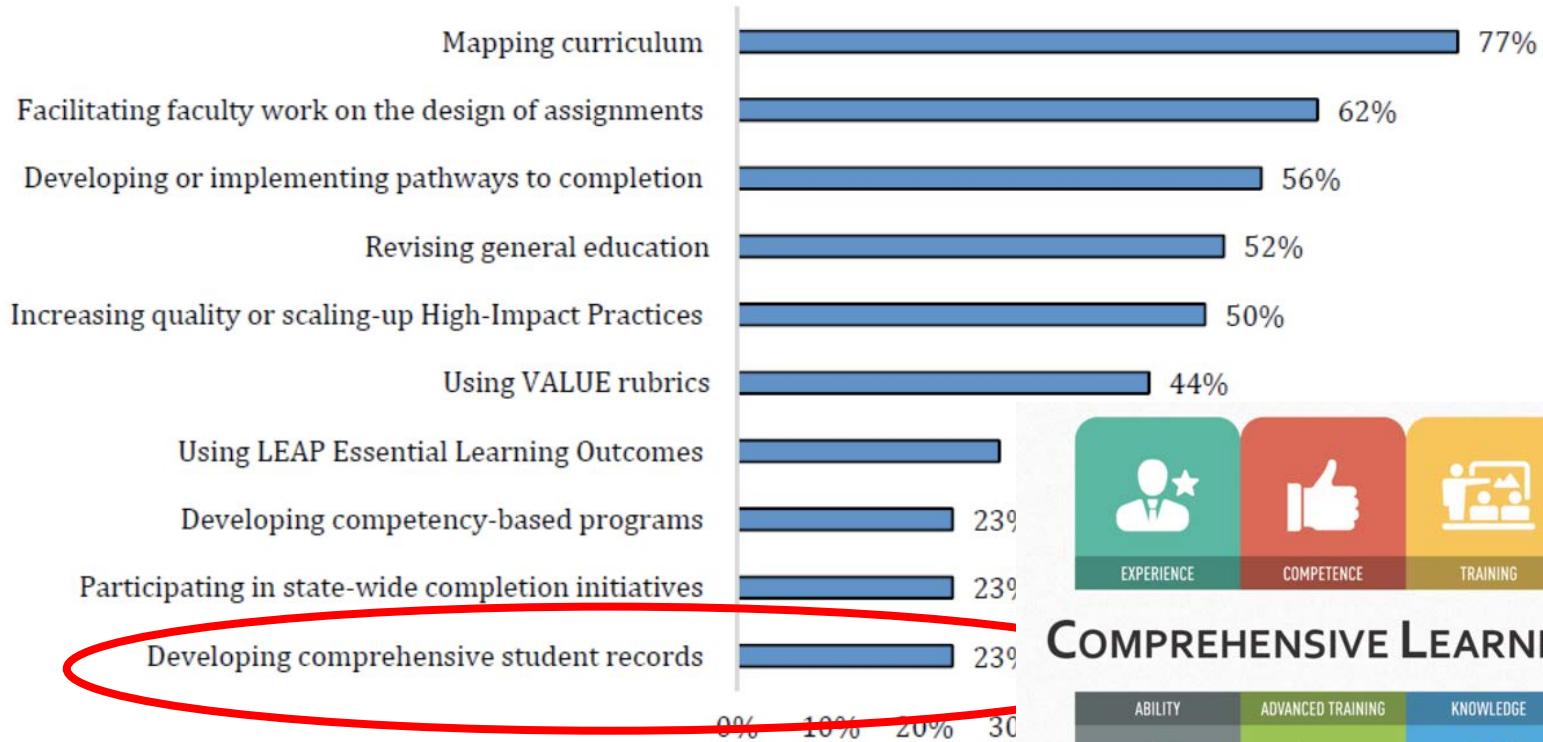


Figure 5. Comparison of use of selected assessment approaches, 2017, 2013, and 2009.



COMPREHENSIVE LEARNER RECORD



Extent of involvement in national, regional, and

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
Critical Thinking								
SLO 4: Analysis and use of evidence		Introduced		Reinforced	Reinforced		Reinforced	Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
Communication								
SLO 6: Written communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
SLO 7: Oral communication skills		Introduced	Reinforced		Reinforced	Mastery / Assessed		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Introduced		Reinforced	Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced	Reinforced		Reinforced		Mastery / Assessed
Project Management								
SLO 10: Interpersonal and team skills			Introduced		Reinforced		Reinforced	Mastery / Assessed
SLO 11: Self-regulation and metacognitive skills	Introduced			Reinforced	Reinforced	Reinforced		Mastery / Assessed

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Exam Questions		Exam Questions		Exam Questions	Exam Questions	Exam Questions	Capstone Portfolio
SLO 2: Disciplinary methods		Exam Questions		Exam Questions		Exam Questions		Capstone Portfolio
SLO 3: Disciplinary applications	Exam Questions		Exam Questions		Class Project		Term Paper	Capstone Portfolio
Critical Thinking								
SLO 4: Analysis and use of evidence		Term Paper		Lab Paper	Class Presentation		Term Paper	Capstone Portfolio
SLO 5: Evaluation, selection, and use of sources of information	Annotated Bibliography	Term Paper		Lab Paper		Term Paper		Capstone Portfolio
Communication								
SLO 6: Written communication skills	Reflection Essays			Lab Paper		Term Paper	Term Paper	Capstone Portfolio
SLO 7: Oral communication skills			Class Presentation	Poster Session	Class Presentation	Class Presentation		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Reflective Paper		IRB/ACUC Proposal	Reflective Paper			Capstone Portfolio
SLO 9: Academic integrity	Class Assignments & Exams	Exams & Term Paper	Class Exams	Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper	Exams & Term Paper	Capstone Portfolio
Project Management								
SLO 10: Interpersonal and team skills			Peer Review of Team Skills		Project Client Feedback		Peer Review of Team Skills	Capstone Portfolio
SLO 11: Self-regulation and metacognitive skills	Class Assignments & Exams			Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper		Capstone Portfolio

Student Affairs

	Learning Experience 1	Learning Experience 2	Learning Experience 3	Learning Experience 4
Learning Outcome 1	Exposure/ Participation	Reinforce/ Development		Attainment/ Achievement
Learning Outcome 2	Reflective Assignment	Presentation	Project Development	
Learning Outcome 3	Stand alone	Coupled with a course		

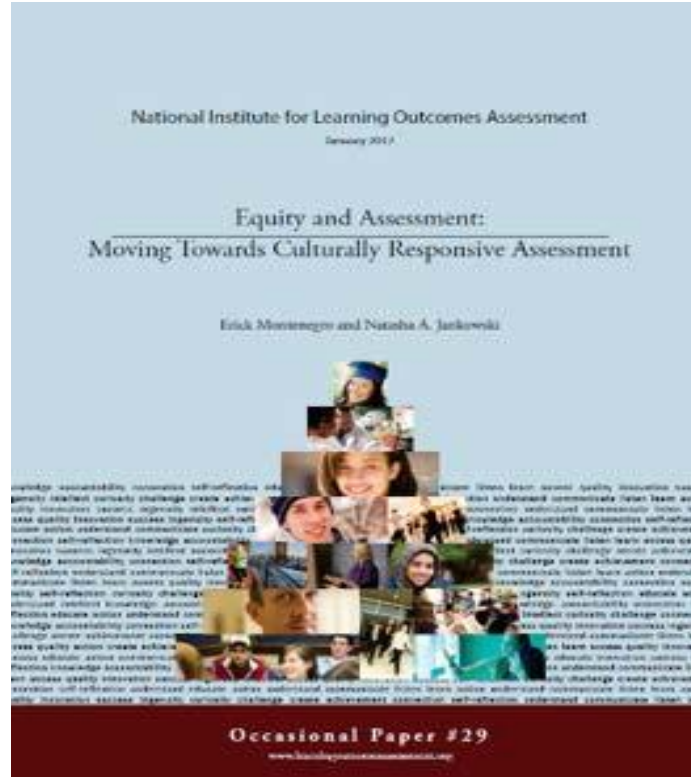
Example: Kent Law

Learning Outcomes	Performance Indicators	Designated Course(s)
1. Graduates will demonstrate knowledge and understanding of substantive law and procedure.	a. Understand and apply foundational concepts of substantive and procedural law, including fundamental terms, rules, and principles of law, public policy, underlying theory, and alternative formulations, such as minority rules.	<i>Torts, Contracts, Criminal Law, Property, Civil Procedure, Constitutional Law, Professional Responsibility²</i>
	b. Understand the manner in which the law, both statutory and judge-made, evolves.	<i>Torts, Contracts, Criminal Law, Property, Civil Procedure, Legislation, Constitutional Law</i>
2. Graduates will demonstrate competence in legal analysis and	a. Analyze sources of law (constitutions, statutes, common law decisions, and administrative regulations) to determine their meaning.	<i>Torts, Contracts, Criminal Law, Property, Civil Procedure, Legislation, Constitutional Law, Professional Responsibility</i>

Example: Law School Curriculum Map

	Law Courses	Electives	Activities and Experiences that Provide Support	Possible Careers	Learner Identified
Learning Outcome 1	Courses that support the learning outcomes	Courses that address and reinforce specific outcomes	Co-curricular elements that support specific outcomes	Possible career paths related to the map	Elements identified by learners as supporting learning outcomes
Learning Outcome 2					

Current Conversations



Culturally Responsive Assessment Concepts (Montenegro & Jankowski, 2017)

Mindful of the student population it serves

Uses appropriate language for ALL students when developing learning outcomes

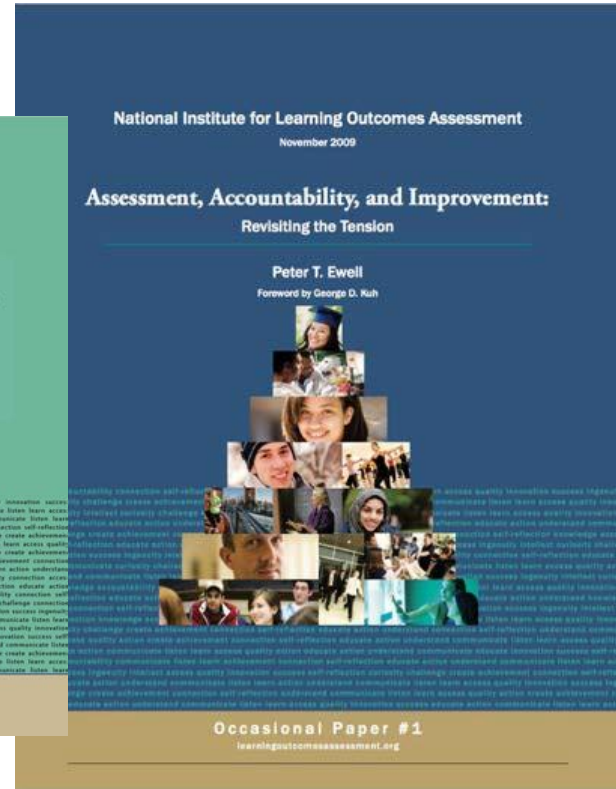
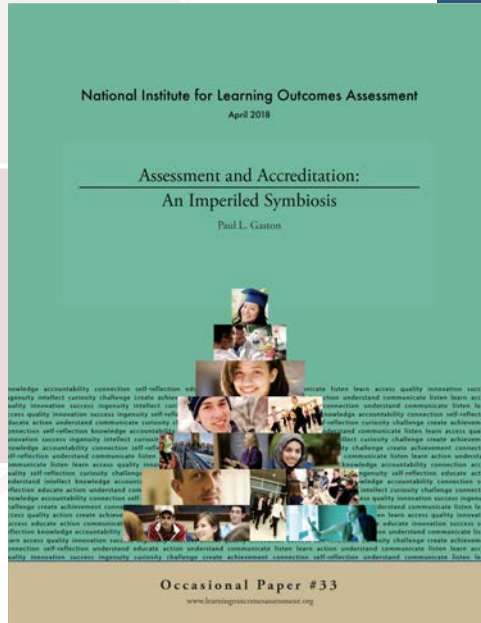
Develops and/or uses tools appropriate for different students

Acknowledges student differences in planning phases

Intentional in using assessment results to improve student learning

“What is needed is not to help learners conform to the ways of higher education, thus reinforcing inequities and expectations based on ideologies the students may ascribe to, but to empower students for success through intentional efforts to address inequality within our structures, create clear transparent pathways, and ensure that credits and credentials are awarded by demonstration of learning, in whatever form that may take.”

Principle 5. Focus on *improvement* and *compliance* will take care of itself.



Improvement and Accountability



Table 1

Two Paradigms of Assessment

	Assessment for Improvement Paradigm	Assessment for Accountability Paradigm
Strategic Dimensions		
<i>Intent</i>	Formative (Improvement)	Summative (Judgment)
<i>Stance</i>	Internal	External
<i>Predominant Ethos</i>	Engagement	Compliance
Application Choices		
<i>Instrumentation</i>	Multiple/Triangulation	Standardized
<i>Nature of Evidence</i>	Quantitative and Qualitative	Quantitative
<i>Reference Points</i>	Over Time, Comparative, Established Goal	Comparative or Fixed Standard
<i>Communication of Results</i>	Multiple Internal Channels and Media	Public Communication
<i>Uses of Results</i>	Multiple Feedback Loops	Reporting



Value and Purpose of Assessment

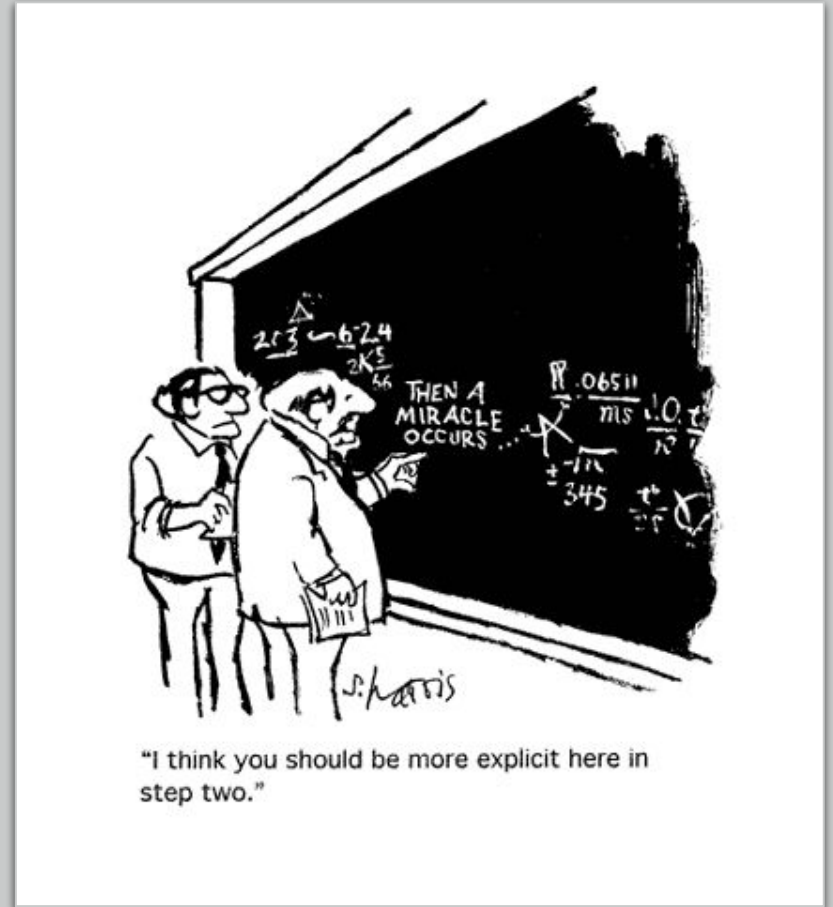
Why do we do assessment?

What is the value and purpose of engaging in assessing student learning?

“The real purpose of assessment should be continuous improvement of teaching and learning”
~Workshop participant

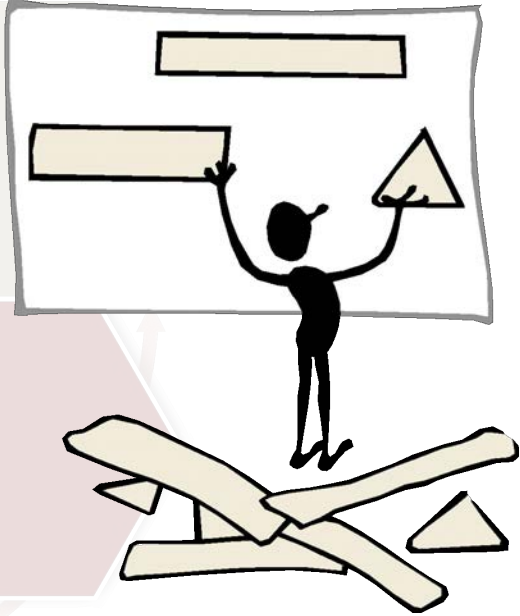
What does good assessment look like for us here?

Why do we think that what we are doing, for these students, will lead to enhanced learning, at this time?



Theories of Change

- Why do we think the changes we make will lead to better outcomes?
- What is assumed in the changes we select as it relates to how students understand and navigate higher education?




For instance...

- Coverage and content
- Opportunities and support
- Intentional, coherent, aligned pathways
- Within each of these is the belief about **root causes** – why students were not learning or not meeting the outcome and the mechanism by which the institution can help them succeed



Assessment as good questions about teaching and learning

- What do we want our students to know and be able to do?
- What opportunities do we provide for developing these abilities? Are our courses “aligned”?
- How do we know if and how well students are achieving course and program goals? What is the evidence?
- How do we use that evidence to strengthen teaching, course design, curriculum, and other aspects of the student experience?
- How can we work together on these questions, building a collaborative culture of evidence and improvement?



*Many institutional leaders have little experience talking publicly about data that represents the core of their school's performance—about what actually happens to students in classrooms, laboratories, studios, practice fields, and beyond. **But with practice and patience, we will all get better at deciding what to measure, how to measure it, and using what we learn to improve the quality.***

-George Kuh (2007), Risky Business, *Change Magazine*

Questions



Email us: niloa@education.illinois.edu

National Institute for Learning Outcomes Assessment
University of Illinois at Urbana-Champaign
51 Gerty Drive, MC-762
Suite 196
Champaign, IL 61820

Assignment Library: www.assignmentlibrary.org

Degree Qualifications Profile: www.degreeprofile.org

NILOA Website: www.learningoutcomesassessment.org

Join Our Email List: goo.gl/DDU56q

References

- Adelman, C. (2015, February). [To imagine a verb: The language and syntax of learning outcomes statements.](#) (Occasional Paper No. 24). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.
- Ewell, P. T. (2009, November). [Assessment, Accountability, and Improvement: Revisiting the Tension.](#) (NILOA Occasional Paper No. 1). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.
- Jankowski, N. A. (2017). [Unpacking Relationships: Instruction and Student Outcomes.](#) Washington, DC: American Council on Education.
- Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018). [Assessment that matters: Trending toward practices that document authentic student learning.](#) Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
- Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. T., Hutchings, P., & Kinzie, J. (2015). Beyond compliance: Making assessment matter. *Change: The Magazine of Higher Learning*, 47(5), 8-17.
- Kuh, G. D. (2007). Risky business: Promises and pitfalls of institutional transparency. *Change: The Magazine of Higher Learning*, 39(5), 30-35.
- Montenegro, E., & Jankowski, N. A. (2017, January). [Equity and assessment: Moving towards culturally responsive assessment.](#) (Occasional Paper No. 29). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
- National Institute for Learning Outcomes Assessment. (2016, May). [Higher education quality: Why documenting learning matters.](#) Urbana, IL: University of Illinois and Indiana University, Author.

SOURCES OF LAW STUDENT UNWELL-BEING



SURVEY OF LAW STUDENT WELL-BEING (SLSWB, 2014)

-Supported by the ABA Enterprise Fund and the Dave Nee Foundation


-15 law schools (about 11,300 law students)

Approximately 3,400 Respondents= Response Rate of Roughly 30%

Suffering in Silence: The Survey of Law Student Well-Being and the Reluctance of Law Students to Seek Help for Substance Use and Mental Health Concerns (the "Law Student Survey")

Jerry Organ, David Jaffe, Kate Bender, 66 J. Legal Educ. 116
(2016)

Alcohol, Drugs and Prescription Drug Use

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom-left towards the top-right, positioned in the lower right quadrant of the slide.

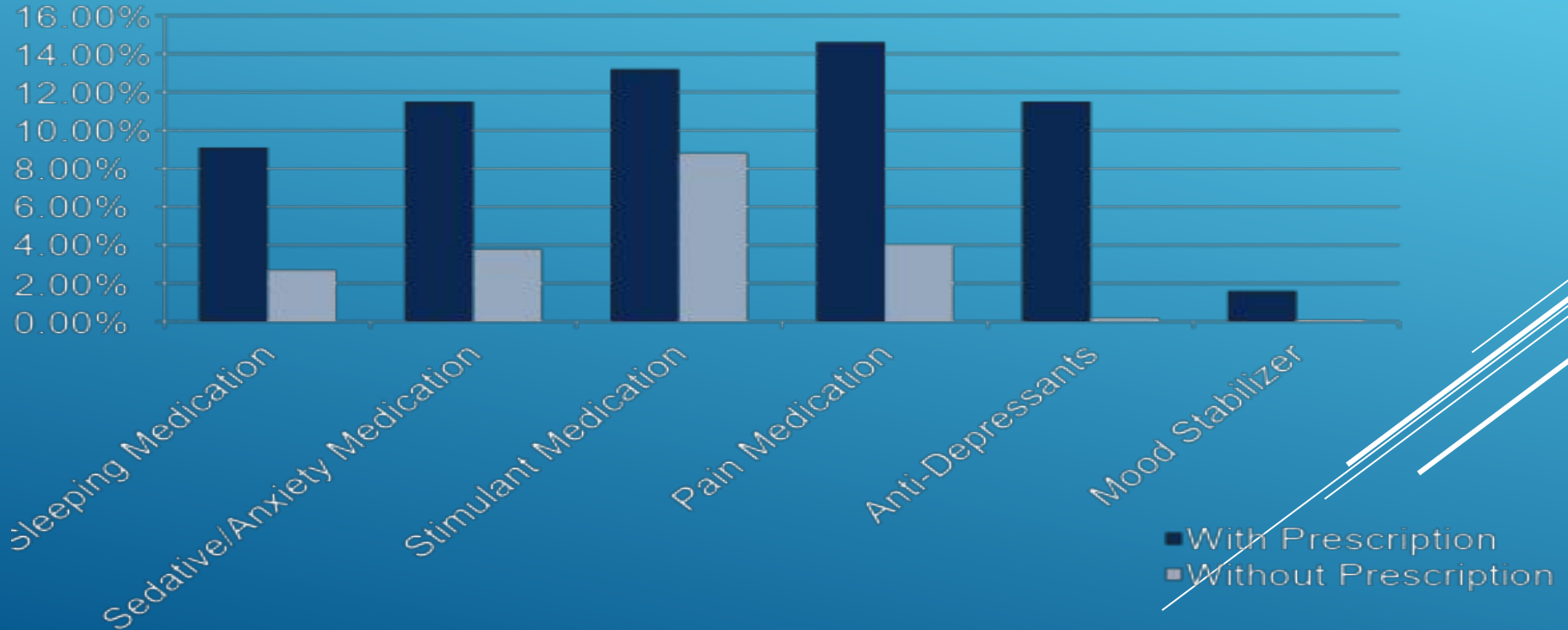
Alcohol Consumption	SLSWB	Healthy Minds (Grad)	Healthy Minds (Undergrad)
Prior 30 days - Drank enough to get drunk	53%	39%	61%
Prior 2 weeks - Binge drank at least once	43%	36%	45%
Prior 2 weeks - Binge drank 2 or more times	22%	12%	30%

- ▶ Use of marijuana and cocaine (increased since the 1991 AALS survey)
- ▶ 25% (12 months) and 14% (30 days) have used marijuana.
- ▶ 6% (12 months) and 2.5% (30 days) have used cocaine.

STREET DRUGS



PRESCRIPTION DRUG USE (PAST 12 MONTHS)



- ▶ **12.6%** of respondents with a prescription had given away their prescription drugs in the prior 12 months (stimulants most frequent, followed by sedatives and pain medication)
- ▶ **14.4%** of respondents used prescription drugs without a prescription in the prior 12 months (stimulants most frequent, followed by sedatives and pain medication)

DISTRIBUTION AND MISUSE

A decorative graphic consisting of several parallel white lines of varying lengths and orientations, located in the bottom right corner of the slide.

Most common reasons for prescription stimulant use without a prescription:

- ▶ To concentrate better while studying (67%)
- ▶ To increase my alertness to study longer (64%)
- ▶ To increase my alertness to work longer (46%)
- ▶ To concentrate better while working (45%)
- ▶ To prevent other students (who are also using prescription stimulants) from having an “edge” (20%)

PRESCRIPTION STIMULANTS

A decorative graphic consisting of several parallel white lines of varying lengths and orientations, located in the bottom right corner of the slide.

MENTAL HEALTH CONCERNS

A decorative graphic consisting of several parallel white lines of varying thicknesses, slanted diagonally from the bottom left towards the top right, located in the lower right quadrant of the image.

Depression & Anxiety

Depression/Anxiety SCREEN
Depression
Screened Positive: 17% [PHQ-2]
Anxiety
Screened Positive: 37% -23% mild to moderate -14% severe

Depression & Anxiety

Depression/Anxiety Diagnosis	Comparison
Depression	
Diagnosis: 18% in lifetime, 17% of whom were diagnosed since starting law school	15% of undergraduate students and 17% of graduate students from the Healthy Minds Study
Anxiety	
Diagnosis: 21% in lifetime, 30% of whom were diagnosed since starting law school	14% of undergraduate students and 15% of graduate students from the Healthy Minds Study

- ▶ 20% have thought seriously about suicide sometime in their life
- ▶ 6% have thought seriously about suicide in the last 12 months
- ▶ 9% of respondents have hurt themselves in the last 12 months (17% of whom have done so two or more times in the past month)

FREQUENCY OF SUICIDAL THOUGHTS & SELF-INJURY

A decorative graphic consisting of several parallel white lines of varying lengths and orientations, located in the bottom right corner of the slide.

HELP SEEKING BEHAVIORS



- ▶ If you believed you had an alcohol or drug problem, how likely would you be to seek assistance from:
- ▶ **81%** - a health professional
- ▶ **30%** - LAP (Lawyer Assistance Program)
- ▶ **14%** - dean of students
- ▶ But only 4% had actually used a health professional for alcohol or drug issues

**FOR DRUG AND ALCOHOL
CONCERNS**

A decorative graphic consisting of several parallel white lines of varying lengths and orientations, located in the bottom right corner of the slide.

FOR MENTAL HEALTH CONCERNS

If you believed you had a mental health problem, how likely would you be to seek assistance from:

- ▶ **a health professional: 79%**
- ▶ **dean of students: 15%**

42% thought they needed help for emotional or mental health problems in the past year

But only half of those reported actually receiving counseling



- ▶ Threat to job or academic status
- ▶ Potential threat to bar admission
- ▶ Social stigma
- ▶ I can handle it myself

FACTORS THAT DISCOURAGE SEEKING HELP

A decorative graphic consisting of several parallel white lines of varying lengths and orientations, located in the bottom right corner of the slide.

- ▶ **44%** report a better chance of getting admitted to the bar if a mental health problem is hidden.
- ▶ **49%** report a better chance of getting admitted to the bar if a substance use problem is hidden.
- ▶ **71%** agree or strongly agree that law students do not seek help for fear of the professional consequences.

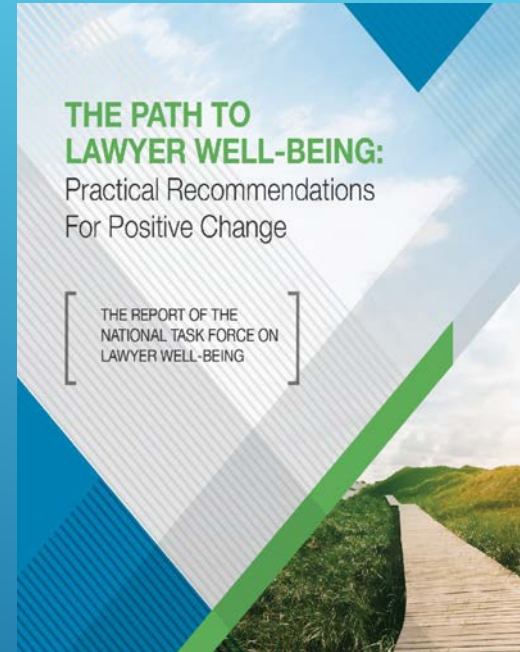
**SURVEY RESULTS:
LAW STUDENTS
ARE SCARED TO ASK FOR HELP**

A decorative graphic consisting of several parallel white lines of varying lengths and orientations, located in the bottom right corner of the slide.

THE PATH TO LAWYER WELL-BEING:

PRACTICAL RECOMMENDATIONS FOR POSITIVE CHANGE

THE REPORT OF THE NATIONAL TASK
FORCE ON LAWYER WELL-BEING



RECOMMENDATIONS FOR LAW SCHOOLS

A decorative graphic consisting of several parallel white lines of varying thicknesses, slanted diagonally from the bottom-left towards the top-right, crossing the text area.

- ORIENTATION
- PROVIDE TRAINING TO FACULTY
- ATTENDANCE POLICY
- MENTAL HEALTH AND SUBSTANCE USE RESOURCES
- PEER MENTORS; STUDENT ORGANIZATIONS
- CURRICULUM (PR/ETHICS)
- ONSITE PROFESSIONAL COUNSELORS
- CONFIDENTIAL RECOVERY NETWORKS; STATE LAPS; LAW SCHOOL PROGRAMS
- LIMIT ALCOHOL-CENTERED SOCIAL EVENTS


AND CONTINUE TO LEAD BY EXAMPLE!



SO WHAT: DOES THIS HAVE ANY
CONNECTION TO LEARNING
OUTCOMES?



HOW YOUR DATA CAN BE CAPTURED AND USED

- OVERCOMING “IGNORANCE”; SUPPORTING YOUR PLATFORM
 - RESPONDING TO UNRECOGNIZED NEEDS
 - CAUTION: TEST IT, AND BE PREPARED FOR THE RESPONSES...
- 
- A series of several parallel white lines of varying thicknesses, slanted diagonally from the bottom-left towards the top-right, crossing the right side of the text area.



LSSSE

Getting More from Student Engagement Assessment
Chad Christensen, PhD

Presentation Overview

- 01 Student Engagement**
- 02 LSSSE & Assessment**
- 03 How Law Schools use LSSSE Data**

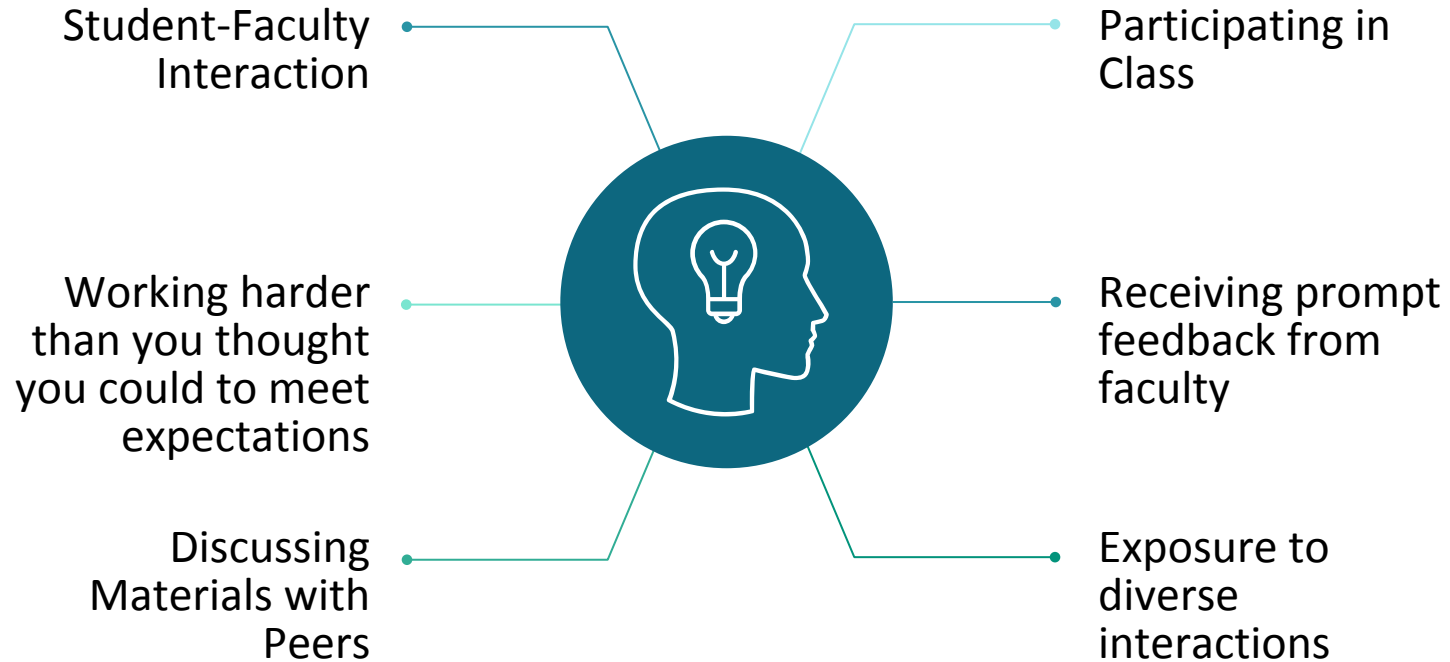
Premised on a simple but powerful observation:

Students who are most frequently engaged in educationally effective practices—studying, participating in class, discussing materials with peers, and receiving feedback from faculty, for example—learn more and are more satisfied than those who are less frequently engaged in such practices.



**Student
Engagement**

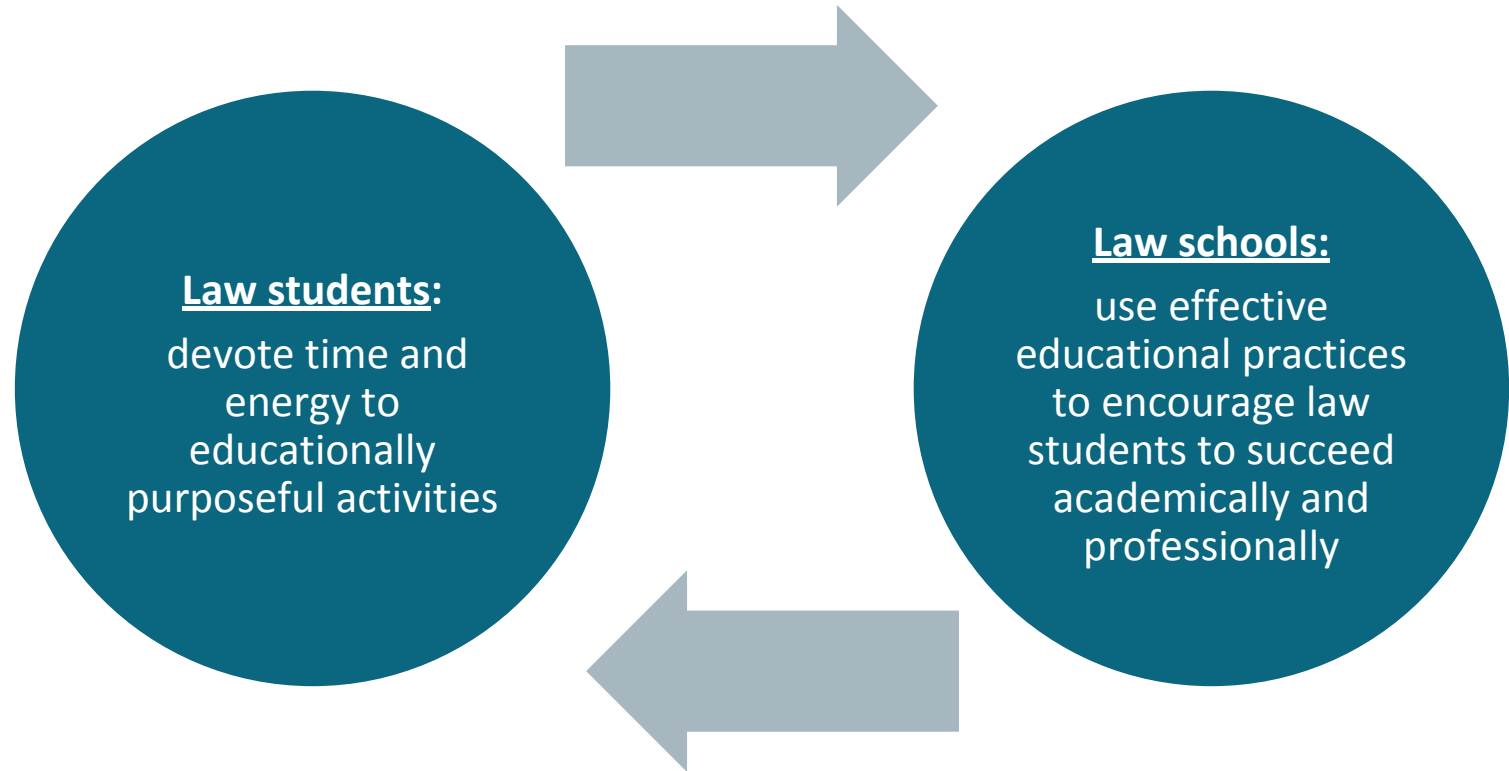
Student Engagement



ENGAGED STUDENTS LEARN MORE



Student Engagement is a two way street





LSSSE SURVEY

SURVEY CONTENT

LSSSE is a phenomenally rich dataset
—nearly 100 questions per year on a wide
variety of topics related to student
classroom experience, faculty interaction,
type and quantity of assessments, time
allocation, and perceived gains on a variety
of dimensions related to personal and
professional development.

- William Henderson, IU Maurer School of Law

LSSSE Topic Areas

	# of Questions	
(1) Intellectual Experiences	19	(1–19)
(2) Challenged By Exams	1	(20)
(3) Mental Activities	5	(21–25)
(4) Writing	3	(26–28)
(5) Enriching Educational Experiences	9	(29–37)
(6) Student Satisfaction	7	(38–44)
(7) Time Usage	12	(45–56)
(8) Law School Environment	10	(57–66)
(9) Quality of Relationships	3	(67–69)
(10) Educational and Personal Growth	16	(70–85)

LSSSE PARTICIPATION

- 200 Law Schools
U.S.: 181
Canada:17
Australia: 2
- Over 350k Responses
- Response rate is approximately 50% each year

Year	Law Schools	Respondents
2004	42	13,197
2005	53	21,653
2006	64	24,858
2007	79	25,770
2008	85	26,795
2009	82	26,641
2010	77	24,714
2011	95	33,395
2012	81	25,901
2013	98	28,172
2014	70	21,173
2015	80	21,849
2016	72	17,820
2017	77	20,574
2018	76	18,374

Mapping LSSSE Items

ABA Accreditation Standards

Shultz-Zedeck Effectiveness Factor

Carnegie Report

McCrate Report

Using LSSSE in Assessment

- ABA Accreditation
- Can inform the design of interventions across key areas
- Systematically identifies areas of strength & for improvement
- Reveals how students use law school resources
- Results are accessible and understandable by various internal and external stakeholders

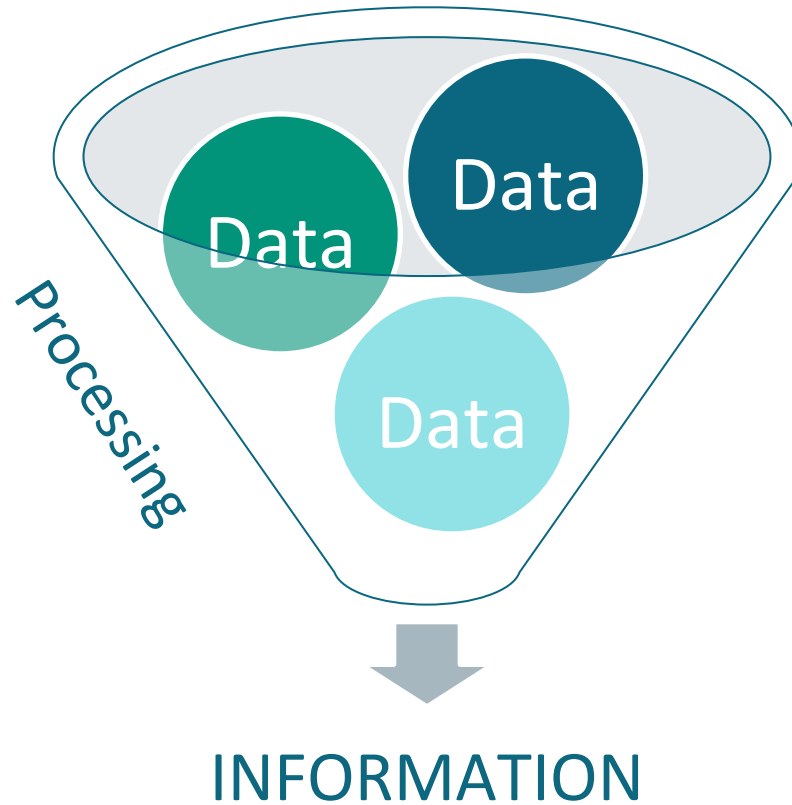
LSSSE's Goals

Provide research-based, actionable data, that law schools can use to improve legal education and inform strategic decision making.

Equip administrators, faculty and staff with accessible, understandable evidence about student behaviors and institutional conditions, so law schools can use their assessment results to develop and refine policy and practice.

Data collection is the easy part

Data vs Information



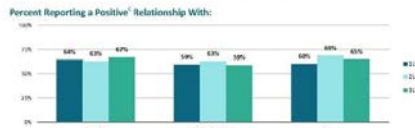
CLASSROOM ENGAGEMENT AND PREPARATION

Below are LSSEville Law students' responses to four questions that relate to learning experiences in and around classes.



QUALITY OF RELATIONSHIPS

How did LSSEville 1Ls students rate the quality of their relationships with faculty, administrators and other students?



STUDENT GAINS

Here we highlight the greatest gains students reported they gained from their experiences at your institution, as well as their evaluation of the support they received in this area.



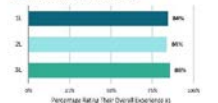
STUDENT SATISFACTION

This section identifies how satisfied your students were with their educational experience.

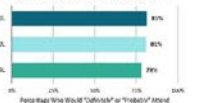
Use of and Satisfaction with Support Services

Support Service	1L	2L	3L
Academic Advising	51	60	67
Job Search Assistance	72	74	87
Financial Advising	85	85	78

Satisfaction with LSSEville Law



Would You Attend LSSEville Law Again?



For more information: You may access your 2014 and earlier LSSE results online through the secure LSSE Institution interface. Visit www.lsse.edu and select "Law School Law" from the user options to access that information, or call 844-662-6627 for assistance.
 1. In your opinion, how did your law school during the current school year affect how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often.
 2. Distribution of students responding "Very often" or "Often".
 3. Percent of 1Ls from "First-year only".
 4. Distribution of students responding "Very much" or "Quite a bit".
 5. Response rates: "Not at all" and "Not likely" were used for 1Ls, "Never" and "Not at all" and "Not likely" were used for 2Ls and 3Ls.
 6. Distribution of students responding "Satisfied" or "Very satisfied".
 7. LSSE 2014 EXECUTIVE SNAPSHOT

Diversity and Inclusion

Table 1 reports the average scores for the five survey questions that map onto ABA Standards and Interpretations related to diversity and inclusion. These questions highlight students' exposure to diverse perspectives and their perceptions of [SCHOOL NAME]'s ability to promote contact among students with diverse backgrounds. The average scores were calculated for six student groups: All Students, 1Ls, 2Ls, 3Ls, Females, and Males. The relevant ABA Standards and Interpretations are listed in the first column in brackets.

Table 1. Diversity and Inclusion: Average Question Scores for Six Student Groups

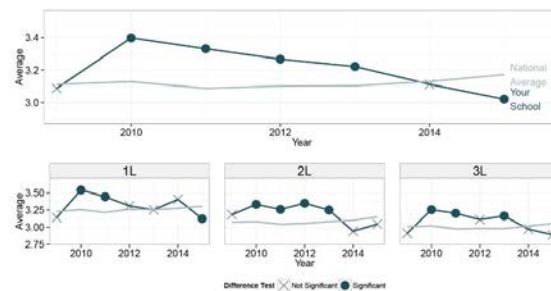
Survey Question [ABA Standard(s)]	All	1Ls	2Ls	3Ls	Females	Males
(1d) Included diverse perspectives in class work [206(a), 206-2]	2.58	2.45	2.63	2.65	2.62	2.54
(1s) Talked to students of different race/ethnicity [206(a), 206-2]	3.16	3.10	3.32	3.09	3.24	3.10
(1t) Talked to students of different backgrounds [206(a), 206-2]	3.01	3.00	3.04	2.99	3.02	3.00
(8d) School encourages contact among students from different backgrounds [206(a), 206-2, 302(d), 302-1]	2.66	2.73	2.68	2.58	2.70	2.63
(10k) Understanding people of other backgrounds [206(a), 206-2]	2.49	2.40	2.46	2.61	2.55	2.45

The cell colors in the table above reflect comparative rankings based on the average question scores. Green = Top 10% of all participating schools; Green = Top 25% of all participating schools; Gray = Middle 50% of all participating schools; Red = Bottom 25% of all participating schools; Red = Bottom 10% of all participating schools.

LSSE 2015 Mean Comparisons Report
LSSEville State University

Faculty Area	Class	LSSEville compared with:							
		LSSEville	Aggravated Peers	More than 900	Private Not Religious	LSSE 2014 & 2013	LSSEville		
Academic and Intellectual Experiences (continued)									
In your opinion, how did your law school during the current school year affect how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often									
I. Used e-mail to communicate with a faculty member	EMAIL	1L	3.08	3.23	3.17	3.22	3.13		
	2L	3.13	3.23	3.23	3.18	* -19	3.23		
	3L	3.03	3.30	*** -34	3.29	*** -32	3.33	*** -39	
II. Discussed assignments with a faculty member	FACGRADE	1L	2.81	2.83	2.76	2.81	2.72		
	2L	2.58	2.66	2.66	2.74	* -18	2.69		
	3L	2.55	2.71	2.74	* -23	2.77	** -26		
III. Talked about career plans or job search activities with a faculty member or advisor	FACPLANS	1L	2.24	2.38	2.32	2.36	2.35		
	2L	2.01	2.42	*** -41	2.20	*** -37	2.39	*** -41	
	3L	2.06	2.39	*** -42	2.40	*** -45	2.43	*** -48	
IV. Discussed ideas from your readings or in classes with faculty members outside of class	FACIDEAS	1L	2.13	2.23	2.17	2.18	2.13		
	2L	1.96	2.07	2.07	2.12	2.09	2.09		
	3L	1.96	2.09	2.08	2.09	2.09	2.04		
V. Received prompt feedback (written or oral) from faculty on your academic performance	FACFEED	1L	2.83	2.70	2.58	** 29	2.65	** 20	
	2L	2.82	2.50	2.45	* 20	2.53	2.49		
	3L	2.43	2.61	* -19	2.54	2.37	2.49		
VI. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	1L	1.65	1.67	1.58	1.66	1.64		
	2L	1.72	1.94	* -20	1.91	1.98	** -23	1.96	* -21
	3L	1.78	2.05	** -27	1.98	* -19	2.04	** -23	

Figure 17: Attend Same Law School: Average Question Score



If you could start over again, would you go to the same law school you are now attending?
 1 = Definitely No; 2 = Probably No; 3 = Probably Yes; 4 = Definitely Yes

USING LSSSE DATA



50 + 600 + 700 + 400

COMMISSION 60.000 | 70.000 | 85.000



- A. 525.000
- B. 670.000
- C. 452.000
- D. 570.000
- E. 750.000
- F. 1.250.000

Should be for what?

CITY PROJECT

50.000 + 70.000 + 75.000 + 35.000 + 15.000 + 72.000 =

650.000 + 700
700 + 0
Already used
Factor = 850000

SALE MAN

45.000

50% 60.000 35.000 25.000

700.000 /

35.000 50.000

STRATEGY 1

Now is in 1.1.10.1000
IDEA

ANALYSIS 25

MARKETING



GROUP 75

GROUP 77

1500

7000

1500-1500
1800
2700
2500
1500

72

65

12

450.000
37.000
18.000

15.000





Before you begin, consider the big picture

01

What do you plan to do with the data?

02

What burning questions do you have?

03

Hot topics at your law school?

04

How are you stacking up in educational practices



TRACKING LAW SCHOOL IMPROVEMENT EFFORTS

STUDENT SERVICES REPORT

Table 1. Student Services: Average Question Scores for Six Student Groups

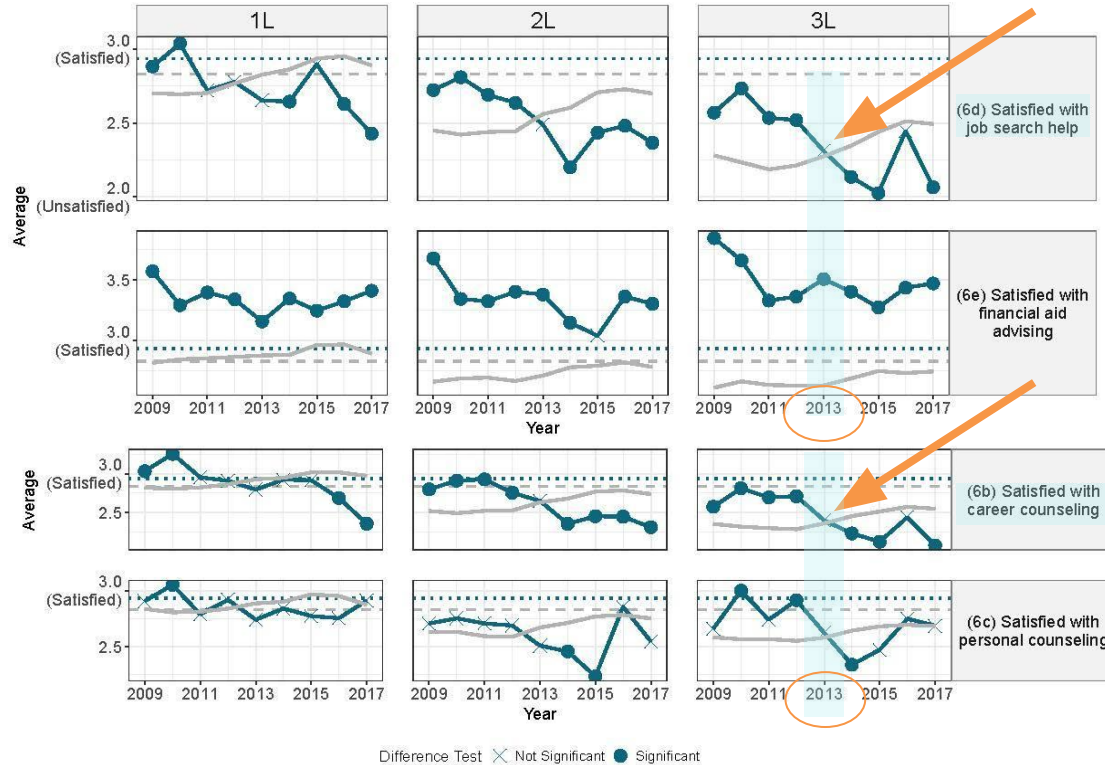
Survey Question	All	1Ls	2Ls	3Ls	Females	Males
(6a) Academic advising and planning	2.95	3.04	2.92	2.85	3.01	2.89
(6b) Satisfied with career counseling	2.26	2.36	2.31	2.07	2.13	2.37
(6d) Satisfied with job search help	2.30	2.43	2.37	2.06	2.19	2.40
(6e) Satisfied with financial aid advising	3.40	3.41	3.30	3.47	3.45	3.37
(8c) School provides support needed to succeed	2.96	3.14	2.85	2.81	2.94	3.02
(8e) School provides support needed to succeed in employment search	2.27	2.49	2.22	2.02	2.16	2.39
(8f) School helps cope with non-academic responsibilities	2.11	2.34	2.03	1.89	2.17	2.10
(8i) School provides financial counseling regarding education loans	2.94	3.02	2.85	2.91	2.97	2.93
(9c) Quality of relationships with administrative staff	5.16	5.13	5.22	5.15	5.30	5.06

Student Services Report

Purpose of the Report Reports the average scores for the nine survey questions that pertain to student services. These questions highlight students' exposure to academic services and support

LONGITUDINAL REPORT

Figure 21: Student Satisfaction: Average Question Scores



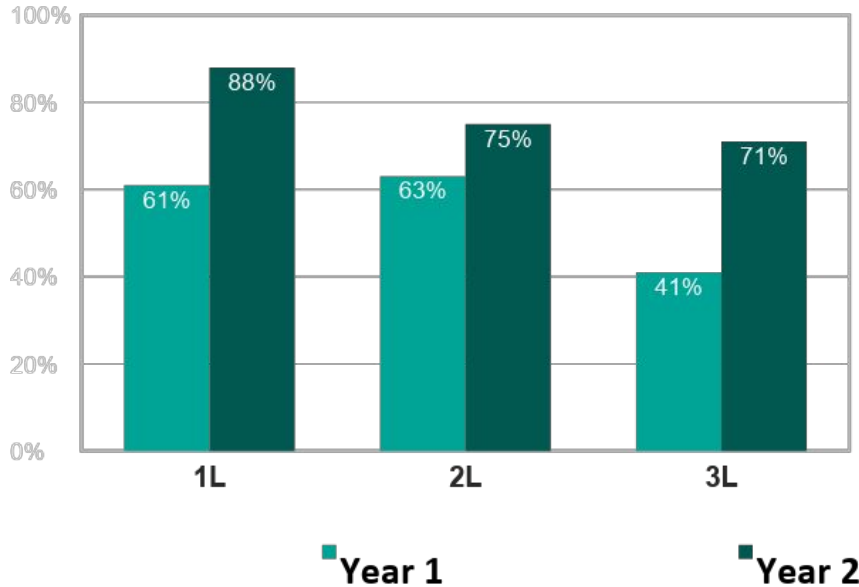
Has student use or satisfaction changed over time? What implications might this have on initiatives, staffing, etc.



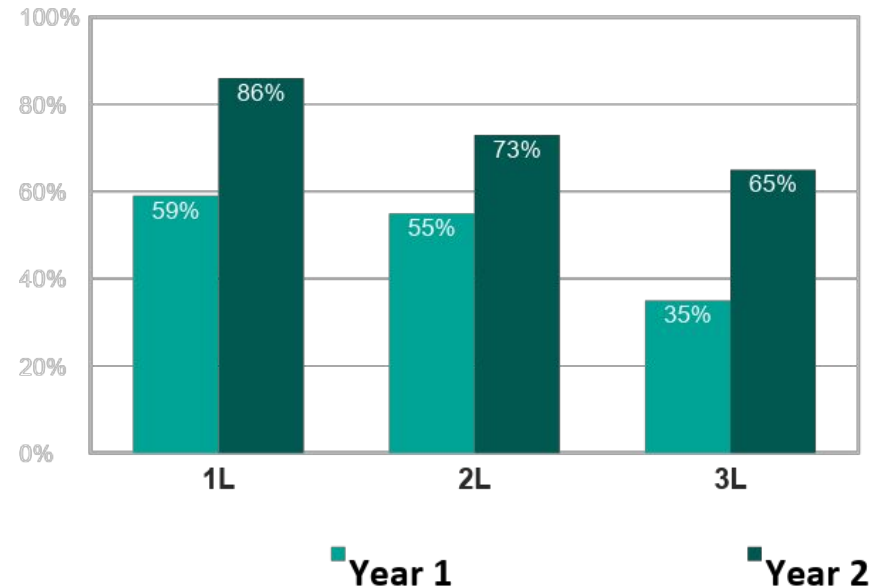
REAL WORLD EXAMPLE – LSSSE IN ACTION

Satisfaction: Career

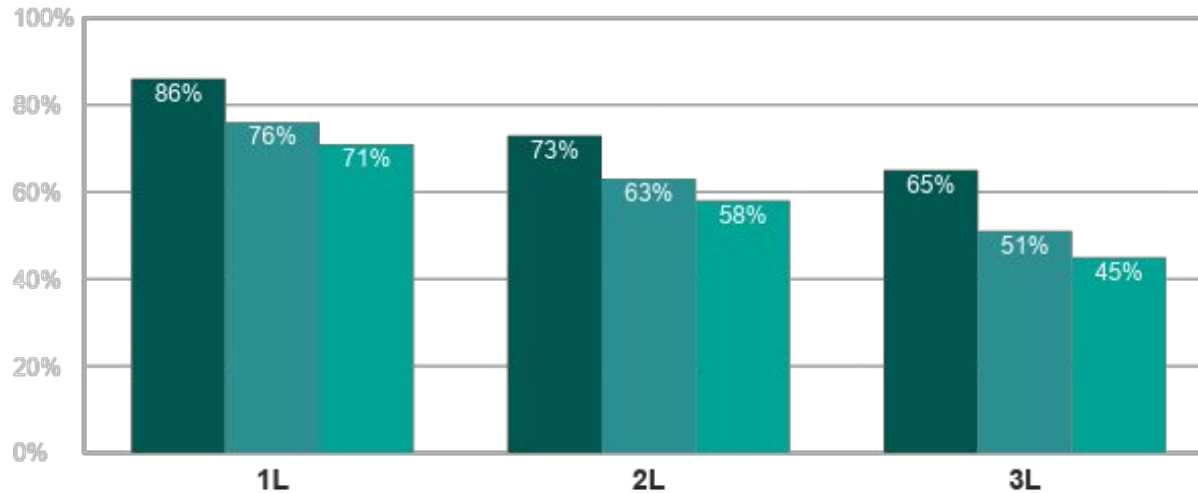
Career Counseling



Job Search Assistance



Job Search Assistance



■ Law School ■ Selected Peers ■ LSSSE Cohort

Sharing Results And Taking Action

- Think about potential audiences – find relevancy
- Consider various strategies for sharing results – deliver in small doses, add narrative
- Link to other assessment data to tell a more comprehensive story.
- Teach small groups about the data (faculty, student services, administrators)
- Share lessons learned, and action taken with campus constituents – especially students.



This is a school-wide effort



LSSSE AND ACCREDITATION

Accreditation Report

Table 2. Program of Legal Education: Average Question Scores for Six Student Groups

Survey Question [ABA Standard(s)]	All	1Ls	2Ls	3Ls	Females	Males
(1b) Prepared two or more paper drafts [302(b), 303(a)(2), 303-2]	2.99	3.45	2.68	2.73	3.02	2.96
(1c) Worked on paper integrating various ideas [302(b), 302(d), 302-1]	3.26	3.46	3.09	3.18	3.28	3.30
(1f) Worked with other students on projects [302(d), 302-1]	2.23	2.26	2.17	2.24	2.22	2.26
(1g) Worked with classmates outside of class [302(d), 302-1]	2.25	2.28	2.18	2.28	2.26	2.25
(1h) Put together ideas from different courses [302(b), 302(d), 302-1]	2.64	2.49	2.72	2.74	2.64	2.68
(1i) Participated in clinical or pro bono project [303(b)(2), 303-3]	1.73	1.06	1.68	2.62	1.81	1.58
(1o) Worked harder than thought possible to meet expectations [301(a)]	2.67	2.79	2.63	2.58	2.73	2.61

Accreditation Report

Purpose of the Report The primary purpose of the benchmarking results is to establish an objective baseline to identify key strengths and areas for improvement.

59 survey questions map onto one or more ABA Standards and Interpretations.

Average question scores are reported for six different groups (All Students, 1Ls, 2Ls, 3Ls, Females, and Males). Each average score is benchmarked against the respective scores for all schools that participated in LSSSE in 2017.

Accreditation Report



Look to “bright spots”



Look to recurring themes across class years



Surprises?



Are these important to your law school?

Survey Question [ABA Standard(s)]	All	1Ls	2Ls	3Ls	Females	Males
(5a) Field placements or law clinics [303(b)(1), 305]	0.78	0.80	0.79	0.76	0.83	0.69
(5b) Pro bono work or public service [303(b)(2), 303-3]	0.75	0.75	0.72	0.81	0.83	0.62
(5d) Worked with faculty on research project outside class [305(a)]	0.54	0.55	0.52	0.55	0.57	0.53
(5e) Participated in study abroad [307(a)]	0.26	0.34	0.17	0.24	0.29	0.22
(5f) Participated in law journal [305(a)]	0.65	0.78	0.60	0.58	0.69	0.60

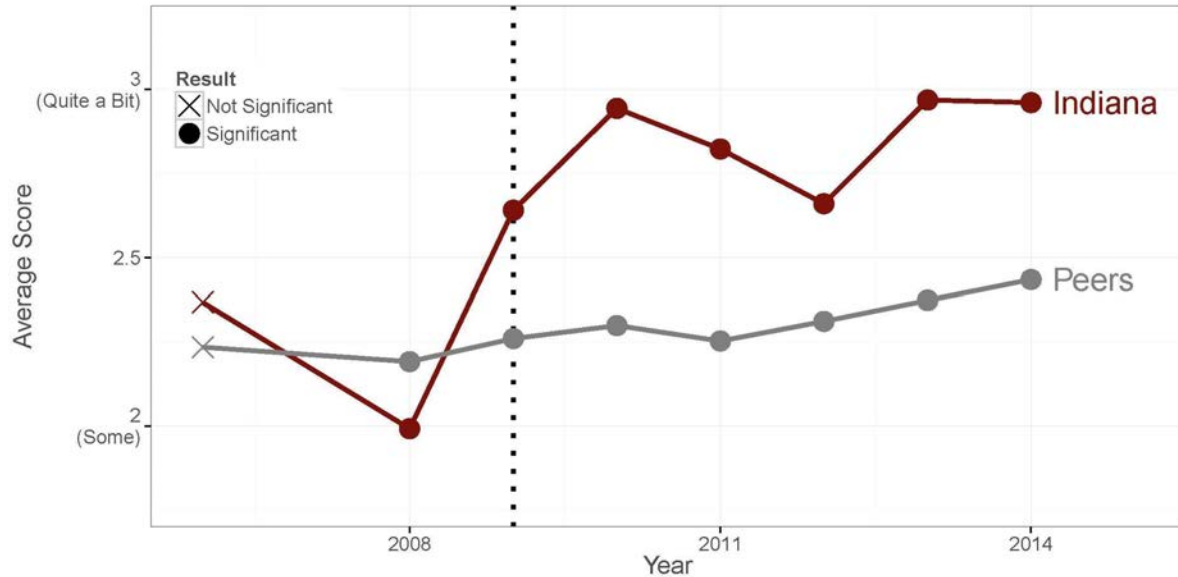


LSSSE AND CURRICULAR CHANGE

Examples

Teamwork/Collaboration

Working effectively with others



In 2009, Indiana University (IU) introduced a legal professions course into the 1L curriculum. This course teaches competencies that go beyond learning the law, placing special emphasis on a goal-oriented, collaborative approach to legal work.

We are here to help!



Thank you



Student Affairs Assessment & Accreditation

Rosemary Queenan
Albany Law School



Why Assess?

- Regional Accreditation
- Strategic Assessment and Evaluation of Student Services



Assessment

- **Regional Accreditation**
- **Standard: Support of the Student Experience**
 - Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

How?

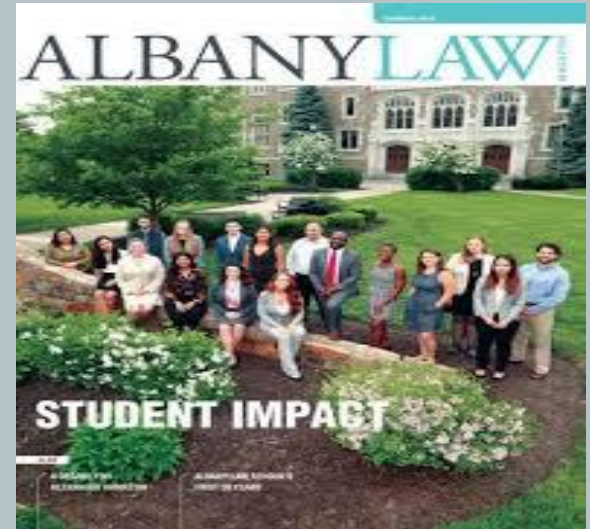
- Formal
 - Surveys: LSSE; Survey Monkey



- Informal
 - Town Hall Meetings
 - Meetings/focus groups with students and faculty

Using Assessment Results


- New Positions and Services
 - Assistant Dean for Diversity and Inclusion
 - On-site mental health counselor
- Revised programming
 - Orientation
- Other changes
 - Communication
 - Student Handbook
 - Faculty Advising



Things to Consider

- Scope of Survey
- Preparation for survey responses
- Connection to strategic plan and learning outcomes



The background features a complex, abstract pattern of glowing, translucent lines and shapes in shades of blue, purple, and pink. These elements are layered and overlapping, creating a sense of depth and movement. The overall effect is reminiscent of a digital or scientific visualization, such as a network diagram or a data visualization. The colors are vibrant and saturated, with some areas appearing brighter than others, suggesting a light source or energy flow.

Questions for Our Panelists?