

*University of Dayton School of Law  
Assessment Committee  
Draft Assessment Plan  
August 15, 2008*

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

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**University-Wide Learning Outcome**

*Number 1 – Scholarship: Students will develop and demonstrate advanced habits of academic inquiry.*

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**Learning Objective: Students will demonstrate knowledge of the law.**

Condition	Content Reference	Proficiency	Assessment Options
In the context of the course studied, 95 % of students will	state the meaning and content of basic legal terminology and definitions of terms of art.	with 90% mastery	Testing (essay, multiple choice—pre & post) Papers (reflection & research)
In the context of the course studied, 95 % of students will	identify and describe the fundamental rules and principles, including alternative formulations. <sup>1</sup>	with 90% mastery	Work samples Rating scales Checklists Ranking
In the context of the course studied, 95 % of students will	state how specific information <sup>2</sup> is used or organized.	with 90% mastery	Behavior logs Portfolios Problem situations Observation ( <i>i.e.</i> , class participation) Self-assessment Skill demonstration

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<sup>1</sup>Such as minority rules, model rules and significant state variations

<sup>2</sup>Systems of classification, analytical criteria, policies and rationales, trends and tendencies, and methodology and forms

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

**University-Wide Learning Outcome**

*Number 1 – Scholarship: Students will develop and demonstrate advanced habits of academic inquiry.*

**Learning Objective: Students will demonstrate understanding of the law.**

Condition	Content Reference	Proficiency	Assessment Options
In the context of the course studied, 95% of students will	paraphrase relevant terms, rules and principles, classifications and categories, concepts, criteria for decision-making, policies and rationales, and trends and tendencies.	with 90% mastery	Testing (essay, multiple choice—pre & post)
In the context of the course studied, 95% of students will	compare two or more principles, cases, arguments, etc., and determine the extent to which they are similar or dissimilar.	with 90% mastery	Papers (reflection & research) Work samples Rating scales
In the context of the course studied, 95% of 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.	with 90% mastery	Checklists Ranking Behavior logs Portfolios
In the context of the course studied, 95% of students will	reason from known information to unknown.	with 90% mastery	Problem situations Observation ( <i>i.e.</i> , class participation) Self-assessment
In the context of the course studied, 95% of students will	interpret the meaning of relevant terms, rules and principles, classifications and categories, concepts, criteria for decision-making, policies and rationales, and trends and tendencies.	with 90% mastery	Skill demonstration
In the context of the course studied, 95% of students will	predict or extrapolate from known information by identifying implications and consequences so as to anticipate or predict likely results.	with 90% mastery	
In the context of the course studied, 95% of students will	recognize how the legal principles described above are applied in practice.	with 90% mastery	

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

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**University-Wide Learning Outcome**

*Number 1 – Scholarship: Students will develop and demonstrate advanced habits of academic inquiry.*

*Number 3 – Diversity: Students will develop and demonstrate intellectually informed, appreciative, and crucial understanding of the cultures, histories, times, and places of others.*

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**Learning Objective: Students will identify legal and factual issues.**

Condition	Content Reference	Proficiency	Assessment Options
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.	with 90% mastery	Testing (essay, multiple choice—pre & post) Papers (reflection & research)
When given a set of facts, the student will	(1) identify each potentially important fact or set of facts; (2) distinguish among legally significant facts, background facts, emotional facts, and irrelevant facts; (3) identify each potentially applicable theory as it relates to the facts; (4) identify each legal proposition or rule relevant to each legal theory; and (5) analyze the factual and legal sufficiency of each element of each applicable legal proposition.	with 90% mastery	Work samples Rating scales Checklists Ranking Behavior logs
In the context of a factual or theoretical problem, the student will	articulate how the application of the law may be affected by group status ( <i>e.g.</i> , race, class, gender, religion, sexual orientation).	with 90% mastery	Portfolios Problem situations Observation ( <i>i.e.</i> , class participation) Self-assessment Skill demonstration

**Learning Outcome: Graduates will demonstrate analytical and problem-solving skills.<sup>3</sup>**

**University-Wide Learning Outcome**

*Number 1 – Scholarship: Students will develop and demonstrate advanced habits of academic inquiry.*

*Number 3 – Diversity: Students will develop and demonstrate intellectually informed, appreciative, and crucial understanding of the cultures, histories, times, and places of others.*

*Number 5 – Practical Wisdom: Students will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge values, and skills in their chosen profession or major course of study*

*Number 6 – Critical Evaluation of Our Times: Students will evaluate the challenges of their times in light of the past.*

**Learning Objective: Students will demonstrate analytical and problem-solving skills.**

Condition	Content Reference	Proficiency	Assessment Options
In the context of a factual or theoretical problem, the student will	evaluate, criticize, and synthesize legal argumentation.		Testing (essay, multiple choice—pre & post) Papers (reflection & research)
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.		Work samples Rating scales Checklists Ranking Behavior logs
In the context of a factual or theoretical problem, the student will	evaluate factual and legal arguments and predict a reasonable conclusion which solves the problem.		Portfolios Problem situations Observation ( <i>i.e.</i> , class participation) Self-assessment Skill demonstration
In the context of a factual or theoretical	articulate pertinent practical implications, tactical considerations, ethical issues, and human relation issues arising out of the problem.		

<sup>3</sup> Reason by analogy, reach reasonable conclusions, demonstrate non-legal aspects of judgment, demonstrate integrated judgment, analyze critically and create original theories.

**Learning Outcome: Graduates will demonstrate analytical and problem-solving skills.<sup>3</sup>**

problem, the student will		
In the context of a factual or theoretical problem , the student will	exhibit an understanding of the significance of facts in relation to what the student knows about the law.	
In the context of a factual or theoretical problem , the student will	apply rules, policies and rationales creatively in non-obvious situations.	
In the context of a factual or theoretical problem, the student will	evaluate how group status, including marginalized group status ( <i>i.e.</i> , race, class, gender, religion, and sexual orientation) affects the analysis and conclusion to the problem.	
In the context of a factual or theoretical problem, the student will	make a sound decision after integrating all pertinent legal and non-legal factors into the problem-solving process.	
In the context of a factual or theoretical problem and with respect to the knowledge of the law and problem-solving, the student	analyze the utility, effectiveness and social implications of alternative solutions in the context of guiding principles.	
In the context of a factual or theoretical problem , the student will	evaluate the plausibility of success of potential theories and arguments and discriminate between plausible and implausible possibilities.	

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

**University-Wide Learning Outcome**

*Number 1 – Scholarship: Students will develop and demonstrate advanced habits of academic inquiry.*

*Number 3 – Diversity: Students will develop and demonstrate intellectually informed, appreciative, and crucial understanding of the cultures, histories, times, and places of others.*

*Number 4 – Community: Students will develop and demonstrate understanding of practice in the skills necessary for learning, living, and working in communities of support and challenge.*

**Learning Objective: Students will demonstrate skill in oral and written communication.**

Condition	Content Reference	Proficiency	Assessment Options
In the context of a class or other learning opportunity, students will	demonstrate understanding of the basic principles of communication (verbal and non-verbal) and active, empathetic listening.		Testing (essay, multiple choice—pre & post) Papers (reflection & research)
In the context of a class or other learning opportunity, students will	demonstrate understanding of the barriers and bridges to communication.		Work samples Rating scales Checklists Ranking Behavior logs
In the context of a class or other learning opportunity, students will	assess the perspective of the recipient of the communication and use effective methods of communication.		Portfolios Problem situations Observation ( <i>i.e.</i> , class participation) Self-assessment
In the context of a class or other learning opportunity, students will	prepare and present informational briefings and persuasive speeches to both expert and lay audiences.		Skill demonstration
In the context of a class or other learning opportunity, students will	demonstrate effective listening in communications with others, including a professor, a judge, another lawyer, a client, or a community member.		

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

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In the context of a class or other learning opportunity, students will

provide constructive and useful feedback to others.

In the context of a class or other learning opportunity, students will

speak with confidence.

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.

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Committee Draft



**Graduates will perform effective and efficient legal and non-legal research.**

**University-Wide Learning Outcome**

*Number 1 – Scholarship: Students will develop and demonstrate advanced habits of academic inquiry.*

*Number 5 – Practical Wisdom: Students will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge values, and skills in their chosen profession or major course of study.*

**Learning Objective: Students will demonstrate skill in researching factual and legal issues.**

Condition	Content Reference	Proficiency	Assessment Options
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.		Testing (essay, multiple choice—pre & post) Papers (reflection & research) Work samples
In the context of a class or other research opportunity, students will	demonstrate knowledge of the hierarchy and weight of authority.		Rating scales Checklists Ranking Behavior logs Portfolios
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.		Problem situations Observation ( <i>i.e.</i> , class participation) Self-assessment Skill demonstration

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**Graduates will demonstrate competency in legal practice skills.**

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**University-Wide Learning Outcome**

*Number 5 – Practical Wisdom: Students will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge values, and skills in their chosen profession or major course of study.*

*Number 7 – Practical Wisdom: Students will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge values, and skills in their chosen profession or major course of study.*

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**Learning Objective: Students will develop critical practice skills.**

Condition	Content Reference	Proficiency	Assessment Options
In the context of a class or other learning opportunity, students will	conduct an effective factual investigation. <sup>4</sup>		Testing (essay, multiple choice—pre & post) Papers (reflection & research)
In the context of a class or other learning opportunity, students will	conduct an effective negotiation. <sup>5</sup>		Work samples Rating scales Checklists Ranking Behavior logs
In the context of a class or other learning opportunity, students will	organize and manage legal work. <sup>6</sup>		Portfolios Problem situations Observation ( <i>i.e.</i> , class participation)

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<sup>4</sup>Including determining the need for factual investigation; planning a factual investigation; implementing the investigative strategy; memorializing and organizing information in an accessible form; deciding whether to conclude the process of fact-gathering; and evaluating the information that has been gathered.

<sup>5</sup>Including preparing for the negotiation; conducting a negotiation session; and counseling the client about the terms obtained from the other side in the negotiation; and implementing the client's decision.

<sup>6</sup>Develop systems and procedures to ensure that time, effort, and resources are allocated efficiently; develop systems and procedures to ensure that work is performed and completed at the appropriate time; develop systems and procedures for effectively working with other people (especially people who are different than yourself based on race, gender, religion, class, or sexual orientation); and develop systems and procedures for efficiently administering a law office.

**Graduates will demonstrate competency in legal practice skills.**

In the context of a class or other learning opportunity, students will	interview and counsel clients.	Self-assessment Skill demonstration
In the context of a class or other learning opportunity, students will	interrogate witnesses.	
In the context of a class or other learning opportunity, students will	write briefs, memos and client letters clearly and effectively.	
In the context of a class or other learning opportunity, students will	draft legal documents, such as wills and contracts.	
In the context of a class or other learning opportunity, students will	represent a client in a civil or criminal trial, a deposition or an administrative hearing.	
In the context of a class or other learning opportunity, students will	work collaboratively with classmates and others to complete a task.	

**Graduates will recognize and resolve ethical dilemmas.**

**University-Wide Learning Outcome**

*Number 1 – Scholarship: Students will develop and demonstrate advanced habits of academic inquiry.*

*Number 2 – Faith Tradition: Students will develop and demonstrate ability to engage in critical inquiry regarding major faith traditions.*

*Number 4 – Community: Students will develop and demonstrate understanding of practice in the skills necessary for learning, living, and working in communities of support and challenge.*

*Number 5 – Practical Wisdom: Students will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge values, and skills in their chosen profession or major course of study*

*Number 6 – Critical Evaluation of Our Times: Students will evaluate the challenges of their times in light of the past.*

*Number 7 – Vocation: Students will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation.*

**Learning Objective: Students will integrate legal, ethical, and professional standards into their decision-making process.**

Condition	Content Reference	Proficiency	Assessment Options
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.		Testing (essay, multiple choice—pre & post) Papers (reflection & research) Work samples
When given a problem involving an ethical dilemma, students will	comply with accepted legal, ethical, and professional standards.		Rating scales Checklists Ranking Behavior logs Portfolios
When given a problem involving an ethical dilemma, students will	make moral and ethical judgments based on prioritizing conflicting values and beliefs.		Problem situations Observation ( <i>i.e.</i> , class participation) Self-assessment Skill demonstration
When given a problem involving an ethical dilemma, students will	exhibit an appreciation of the varying roles of a lawyer – advocate to analyst.		

**Graduates will exhibit and continue to develop professional competency.**

**University-Wide Learning Outcome**

*Number 1 – Scholarship: Students will develop and demonstrate advanced habits of academic inquiry.*

*Number 4 – Community: Students will develop and demonstrate understanding of practice in the skills necessary for learning, living, and working in communities of support and challenge.*

*Number 5 – Practical Wisdom: Students will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge values, and skills in their chosen profession or major course of study*

*Number 7 – Vocation: Students will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation.*

**Learning Objective: Students will demonstrate a dedication to excellence.**

Condition	Content Reference	Proficiency	Assessment Options
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.		Testing (essay, multiple choice—pre & post) Papers (reflection & research) Work samples
In the context of a class or other learning opportunity, students will	attain and maintain the level of competence required to represent clients in an effective manner.		Rating scales Checklists Ranking Behavior logs Portfolios
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.		Problem situations Observation ( <i>i.e.</i> , class participation) Self-assessment
Outside of the classroom, students will	choose to participate in opportunities to increase knowledge and skills.		Skill demonstration

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

**University-Wide Learning Outcome**

*Number 2 – Faith Tradition: Students will develop and demonstrate ability to engage in critical inquiry regarding major faith traditions.*

*Number 3 – Diversity: Students will develop and demonstrate intellectually informed, appreciative, and crucial understanding of the cultures, histories, times, and places of others.*

*Number 4 – Community: Students will develop and demonstrate understanding of practice in the skills necessary for learning, living, and working in communities of support and challenge.*

*Number 5 – Practical Wisdom: Students will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge values, and skills in their chosen profession or major course of study*

*Number 6 – Critical Evaluation of Our Times: Students will evaluate the challenges of their times in light of the past.*

*Number 7 – Vocation: Students will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation.*

**Learning Objective: Students will demonstrate a desire to contribute to contribute to their profession and their world.**

Condition	Content Reference	Proficiency	Assessment Options
In the context of a class or other learning opportunity, students will	articulate ways of promoting justice, fairness, civility, and morality in one's own daily practice;		Testing (essay, multiple choice—pre & post) Papers (reflection & research) Work samples
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;		Rating scales Checklists Ranking Behavior logs Portfolios
In the context of a class or other learning opportunity, students will	contribute to the profession's responsibility to enhance the capacity of law and legal institutions to do justice		Problem situations Observation ( <i>i.e.</i> , class participation) Self-assessment
In the context of a class or other learning opportunity, students will	participate in activities designed to improve the profession;		Skill demonstration

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

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In the context of a class or other learning opportunity, students will

strive to rid the profession of bias based on race, religion, ethnic origin, gender, sexual orientation, or disability, and to rectify the effects of these biases.

In the context of a class or other learning opportunity, students will learning

Design a plan for selecting and maintaining employment that will allow the lawyer to develop as a professional and to pursue personal goals.

In the context of a class or other learning opportunity, students will

demonstrate diversity skills.

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Committee Draft