1. Executive Summary

Loyola University New Orleans College of Law was established in 1914. The College of Law offers both civil law and common law curriculums, full time day and part-time evening programs, as well as five joint degree programs. Critical and analytical thinking, ethics and professionalism, and a commitment to serve the community of the 21st century is fostered and encouraged. The College of Law faculty is a community of scholars committed to academic excellence in teaching and scholarship, as well as service to others.

The College of Law has enjoyed a great deal of success during the years. Through the Memorandum of Understanding with the university, the College has shored up its finances and ensured that all donations to the College are restricted for internal use. This has allowed the College to increase its faculty numbers, complete a four-story, 16,000 square foot addition to the building and purchase the Dominican Conference Center, which will house the Stuart H. Smith Law Clinic and Center for Social Justice.

The pursuit of excellence is marked by success in national and international Moot Court competitions, and the placement of students in judicial clerkships, private law firms, and public interest positions. Dedication to public service is demonstrated by the clinical and poverty law programs, which are rated among the nation’s best.

It is a priority to increase the number of Loyola College of Law students who graduate with a study abroad experience. This goal is particularly significant in the legal world dealing with a global economy and legal matters which transcend geographic boundaries. The College of Law instituted a program offering a Certificate in International Studies in 1994. Foreign summer programs extend to Austria, Brazil, Costa Rica, Hungary and Russia. Co-operative agreements with universities in Austria, Brazil, Costa Rica, Hungary, Iraq, Mexico, Russia, South Korea, Turkey, and the United Kingdom have resulted in plans for such beneficial projects as joint LL.M. programs, student and faculty exchanges, and electronic colloquia.

The Stuart H. Smith Law Clinic and Center for Social Justice is a fully functioning legal clinic which allows third-year law students the opportunity to represent indigent clients under the supervision of experienced attorney faculty. By participating in the Law Clinic, student practitioners not only have an opportunity to experience firsthand representation of clients, but also to further the Jesuit ideals of scholarship and service by providing legal representation to the needy. Currently, more than one hundred third-year law students participate in the Clinic.
2. Unit Identification or Profile Summary (1 page max)

2.1 Official name of the unit and the mission or purpose statement of the unit

Loyola University New Orleans College of Law

In the Jesuit tradition of academic rigor, pursuit of justice, and service to others, the College of Law will educate future members of the Bar to be skilled advocates and sensitive counselors-at-law committed to ethical norms in pursuit of dignity for all.

2.2 General statement and descriptive information concerning the unit

The College of Law operates as three law schools, day Common Law, day Civil Law, and evening Civil Law. The law school program equips students with qualifications that enable them to seek employment in any field where a law degree might be a prerequisite.

2.2.1 Headcounts of full-time and part-time staff

7/31/10 - 44 full-time staff
7/31/10 - 38 part-time student workers
7/31/10 - 6 part-time staff

2.2.2 Headcounts of faculty (if appropriate): tenured, tenure track, full-time extraordinary and part-time adjunct

07/31/10 Faculty count:
22 - tenured in ordinary faculty
6 - tenured in library faculty
11 - tenure-track in ordinary faculty
2 - tenure-track in library faculty
8 - law clinic faculty
9 - full-time extraordinary in the ordinary faculty
23 - part-time extraordinary including unpaid adjunct faculty

2.2.3 Headcounts of full-time and part-time undergraduate students (if appropriate)

Not applicable

2.2.4 Headcounts of full-time and part-time graduate students (if appropriate)

Data per STATS Screen
Fall, 2009 Law School student headcount 902; Student Course Credit Hours 12,608
Fall, 2010 Law School student headcount 855; Student Course Credit Hours 11,978

2.2.5 Retention rates of full-time degree-seeking students by program: fall-to-fall and fall-to-spring.
2.2.6 Graduation rates for entering students by cohort year by program.

To be provided by Office of Institutional Research

3. Assessment

3.1 General statement on how assessment is conducted within the unit

[A] Faculty
Faculty is obligated to carry out three major functions within the unit.

[a] Teaching. At the completion of each semester, students complete a detailed assessment of every teacher. Following review by the Associate Dean for Academic Affairs and the Dean, these assessments are tabulated and circulated both to the individual teacher and the entire professorial faculty. The dean uses these assessments as part of her annual faculty assessment for the purposes of salary adjustments. Teaching assessments are kept on file and used for purposes of tenure, promotion and other special awards such as distinguished professorships. All instructors seeking tenure or promotion are observed in their classroom by senior members of faculty who teach in similar subject areas. All adjunct professors are observed on a regular basis and persistent adverse reports result in a cessation of their appointments.

[b] Research. All faculty are expected to engage in legal and scholarly research. Faculty research and scholarship is part of the Dean’s assessment of faculty for salary adjustments. Revised standards for more stringent review of faculty scholarship were adopted by the faculty and became effective September 21, 2009. Below is the link to the revised standards as well as a link to the standards for the annual evaluation of faculty performance.

Statement of Standards for Promotion and Tenure

Annual Evaluation of Faculty Performance

[c] Service. All members of faculty are required to engage in some service oriented work. This work includes such activities as faculty and university-wide working committees, student mentoring, pro bono legal activities, and general community service. All members of faculty are expected to report their service activities and these are taken into account when the annual salary review is made.

[B] Senior Staff
All senior staff report directly to the Law Dean.
The dean calls regular meetings and receives reports concerning the operation of the various departments. ‘Admissions’ is an exception to this rule because law school admissions are under the purview of the Faculty Admissions Committee. The Assistant Dean of Admissions is, in effect, the executive officer of that Committee. The dean therefore receives reports from the Committee regarding the general operation of ‘Admissions’.

Assessment of senior staff occurs annually and is carried out via the standard forms provided by Human Resources.

[C] Support Staff
All support staff report to senior staff supervisors who in turn report to the Dean. Support staff are assessed using the standard Human Resources forms. Although members of the faculty do not supervise support staff, they provide Associate Dean Jumonville with detailed performance reports relevant to the assessment of those who provide secretarial services for the faculty.

3.2 Outline the unit's program goals for the previous year (include how these goals are strategic to both the unit’s and the university’s mission; these should be based on the unit’s strategic plan)

The renovation of the Dominican Conference Center is expected to be completed during summer 2011. Upon completion the Conference Center will house the Stuart H. Smith Law Clinic and Center for Social Justice.

Expansion of International Programs: The College of Law has forged co-operative relationships with law schools in Turkey, Moscow, Netherlands Antilles, Iraq, South Korea, Costa Rica and Greece (pending as of this writing). Additionally, we are exploring additional opportunities in Europe, Asia and in Latin American countries.

3.3 Outline the unit's student learning outcomes for the previous year

With regard to student learning outcomes, the goals of the College of Law are as stated in the Law Bulletin: “The College of Law is committed to excellence in legal education in the tradition of its spiritual heritage, not mere technical competence. “ Each individual law course has specific goals for students to master the legal concepts embodied in the substantive area of law taught in the course.

3.4 Describe the previous year's assessment activities, both of internal (within Loyola) and external (outside Loyola) factors affecting the unit

The entering class of 2010 was consciously limited to 269 students, a marked decrease from 2009’s class of 325 entering freshmen. By limiting the number we were able to raise the entering credentials to an average LSAT of 154 and GPA of 3.34 as opposed to 2009’s average LSAT of 153 and GPA of 3.26. At the same time, the minority enrollment
rose from 32.5% to 33.2% with the greatest numbers of minorities being African-American and Hispanic.

The enhancement of the Academic Support Program, with a comprehensive program designed to ensure success of all students, is showing positive results. It is anticipated that the cumulative effect of this program will be evident within a three year period.

There has been a marked increase in faculty scholarship over the past year. Thirty-eight members of the faculty have authored major articles or books, and at the time of this report there are a number of submitted articles awaiting selection. Faculty members are also involved in a wide range of public service activities. The law school as been able to attract highly credentialed visitors and scholars and this has contributed to the enhanced national reputation. Starting in 2011 Hilary Allen will join the faculty on tenure track and Suzanne Scalise will join the College of Law as an instructor in the Academic Support Program.

3.5 Describe the assessment of community-based learning, community-engaged activities, or community related goals (if applicable)

Described in section 4.5 below

3.6 Briefly describe the results found through the assessment of the previous year's program goals, student learning outcomes, and any community-related goals

Faculty scholarship has increased over the past year, the Academic Support Program has been expanded with a comprehensive program designed to ensure success of all students, and the College of Law has experienced an increase in the number of International Programs offered to law students.

4. Summary of Achievements

4.1 Unit as a whole

Faculty scholarship has increased over the past year. We have experienced growth in the number and successes of our student competition programs Moot Court and Trial Advocacy. The Law Clinic has served as a vital source for low income members of the community by providing services in the areas of discrimination, family law immigration services and criminal defense.

4.2 Faculty achievements/service

Increase the scholarly output of faculty.

During the period 2008-2011 38 members of the faculty authored following:

32 Ordinary faculty: 14 books, 22 book chapters, and 46 articles.
4 Law Clinic faculty: 8 book chapters and 5 articles
2 Library faculty: 7 articles
1 Visiting faculty: 2 articles

Continuation of summer research stipends contributes greatly to this productivity. Additionally, faculty mentoring and a strong colloquium program have created a culture which values scholarship. Below is a link to faculty acknowledgements for the 2008-2009 through 2010-2011 academic years.

http://law.loyo.edu/meeting-minutes

4.3 Staff achievements/service

Loyola University New Orleans College of Law’s Volunteer Income Tax Assistance Program which offers free income tax preparation to low-to-moderate income tax payers provided service to 779 clients during the 2011 filing season at three locations. The VITA program led by the College of Law’s Budget Director Andrew Piacun and staffed by volunteer students continues the tradition of service begun by Tax Law Professor William Neilson. The growth of the program demonstrates the continued expansion of services offered by the VITA program and the impact on the community.

4.4 Student achievements

Moot Court Program
- Loyola University College of Law’s Criminal Procedure Moot Court Team placed First Overall in the 22nd Annual National Criminal Procedure Tournament hosted by the University of San Diego School of Law.

- Loyola's Cultural Heritage Law Moot Court Team became the champions of the inaugural DePaul University College of Law National Cultural Heritage Law Moot Court Competition.

- Loyola College of Law's Moot Court First Amendment Moot Court Team advanced to the semifinals in the 20th Annual First Amendment Moot Court Competition hosted by Vanderbilt University School of Law and the First Amendment Center.

- Loyola University College of Law’s Mardi Gras Moot Court Team placed First Overall in the 15th annual Mardi Gras Moot Court Competition hosted by Tulane Law School.

- Moot Court Students Placed Second Overall in Information Technology and Privacy Law Competition in Chicago, Illinois.
• Environmental Law Moot Court Team Made Its Mark as students Caitlin Byars (oralist), Lindsey Crow (oralist/brief writer) were named best oralists in two of the three preliminary rounds.

Trial Advocacy Program
• A.B.A. National Criminal Justice Trial Advocacy Competition Semi-Finalist
• A.A.J. Student Trial Advocacy Competition – Dallas Regional Placed 6th and 8th
• Texas Young Lawyers’ Association National Trial Advocacy Competition Semi-Finalist
• Louisiana State Bar Association Mock Trial Competition Second Place

Black Law Students Association
The Black Law Student Association of Loyola University College of Law has placed several students in positions on the Black Law Students Association national and regional boards.

4.5 Community engagement achievements (if appropriate)

The Law Clinic Community Justice Section:
• with the Southern Poverty Law Center, Lawyer’s Committee for Civil Rights Under Law, and the Southern Disability Law Center, filed a class action lawsuit in federal court against the Louisiana State Department of Education on behalf of special needs students.
• is local counsel on the Ridgely, et al v. Federal Emergency Management Agency, et al, Case No. 07-2146 (E.D. LA), in which a $2.65 million settlement was reached (hearing for final approval scheduled Nov. 10, 2010). The class action lawsuit is about whether FEMA improperly denied continued housing assistance in connection with Hurricanes Katrina or Rita.

The Law Clinic Family Law Section handled:
• A relocation custody case involving a parent with Munchausen’s Syndrome by Proxy and an international kidnapping. The clinic was appointed to represent an infant child while in court on another case.
• Louisiana’s first contestation case where a mother established that her former husband and the legal father was not the father of her child and that her present husband was the father.
• A child custody case with allegations of sexual abuse of a minor child. The clinic was appointed to represent the child.
The Law Clinic Workplace Justice Section:

- This clinical component seeks to address some of the issues attendant to labor abuse in New Orleans post-Katrina and will examine these issues in the context of the extant legal framework available to protect their rights as well as in light of human rights concepts.

- An immigrant worker remained unpaid after working for a major hotel for over six months as a parking attendant. The student practitioner investigated the facts, spoke to witnesses, drafted and filed a petition in state court under the provisions of R.S.-LSA 23:631 et seq., challenged a motion to dismiss and propounded discovery to defendants. The claim was eventually settled favorably.

- A service industry worker sued for discrimination on the basis of age under the Age Discrimination in Employment Act of 1967, 29 U.S.C. §621. Federal court appointed student practitioners to represent the worker, who, inter alia, successfully defended a summary judgment, sought relief under Federal Rule of Civil Procedure 56(f) and prepared a response to a second summary judgment.

- An immigrant worker fell off a roof he was repairing and hit the ground with such force that he lost consciousness for several minutes; he permanently damaged one of his arms and developed vision problems. When he sought worker compensation benefits under the provisions of R.S.-LSA 23:1021 et seq., the employer engaged in a protracted effort to shield himself from liability because he failed to pay and maintain worker’s compensation insurance. The case was partially tried by the student practitioners, but settled before it concluded.

The Law Clinic Criminal Defense Section:

- The law clinic was appointed by the Louisiana Supreme Court to file briefs and present oral argument on behalf of a pro se appellant. The court accepted certiorari to address a conflict in the circuits regarding the application of the Habitual Offender Statute.

- Currently, the law clinic represents a child charged with second degree murder and armed robbery.

- In another high profile case, the law clinic was appointed to represent a client after he was convicted of three counts of attempted manslaughter and one count of aggravated battery. The client was a star football player at Tulane University. A family member got into a fight with several other patrons of a bar and he intervened. In the scuffle several people were stabbed. The client was charged with attempted second degree murder. In spite of his affirmative defense of self defense and defense of others he was convicted and sentenced to 10 years in jail. The clinic has been representing him for two years in post trial matters and currently has a writ pending in the Louisiana Supreme Court.

The Law Clinic Immigration Section:
provides free legal services to indigent people, for whom legal representation can mean the difference between a decent life in the United States and either permanent separation from U.S. family members, or severe abuse or harm if returned to their home countries.

5. **Budget for previous year and upcoming year's goals** (2 pages max)

The law school’s financial status is determined by the existence of a Memorandum of Understanding between the central administration and the law school. The MOU is scheduled to be reviewed by the Law Dean and the University Administration by April 30, 2013. The MOU provides the law school with the ability to make long term plans based on its own viability rather than the added contingency of the operating needs of the College. Under the current arrangement, the law school is financially secure although the introduction of new programs is dependent upon other sources of revenue.

5.1 Previous FY salary, operating, and total budgets.

5.1.1 Previous FY budget discussion

In May, 2003, the College of Law signed its second Memorandum of Understanding (MOU) with the University which details the financial relationship between the College of Law and the University. The present MOU, which originally was in effect from 8/1/03-7/31/06, has been extended and is scheduled to be reviewed by the University President and the Dean of the College of Law on April 30, 2013. Under the present MOU the University will receive 20% of regular tuition and summer tuition revenues generated by the College of Law while the remainder of the revenues generated by the College of Law’s regular and summer tuition revenues (80%) will be made available to the College of Law. In addition, the College of Law receives fees generated by Continuing Legal Education and sales of its Law Review publication as well as application fees and forfeitures.

During FY10, the College of Law generated $27.687 million in gross revenues and provided the University with $5.271 million for its share of revenues. This left the College of Law $20.540 million for its operations plus $1.876 million in surplus dedicated to a capital account in accordance with the MOU.

The funding available to the College of Law during FY10 was adequate for the staffing and operations of the College of Law. Highlights include a tuition discount percentage of 19.62%, funding of a variety of speakers and conferences on many aspects of the law, funding of 28 summer research grants which have generated a considerable amount of scholarly research, continuation of a bar preparation program, support of student organizations competing in regional, national and international competitions, funding for 41 faculty members to attend educational conferences, and the needed upgrade of faculty and administration computer equipment. The $1.876 million surplus generated in FY10 is dedicated to building expansion at the College of Law.
5.2 Upcoming FY salary, operating and total budgets.

5.2.1 Upcoming FY budget discussion

As discussed in 5.1.1 above, the Memo is in effect for FY11.

Projections for FY11 indicate that the College of Law will generate $27.281 million in gross revenues and will provide the University with $5.391 million for its share. For FY11, the College of Law has budgeted $21.241 million for its operations plus $0.649 million in anticipated surplus to be dedicated to a capital account in accordance with the MOU.

It is anticipated that the funding available to the College of Law during FY11 will be adequate for the staffing and operations of the College of Law. Highlights of the FY11 budget include a tuition discount percentage increased to 22.11%, the renovation of the recently acquired Dominican Conference Center which will be the home of the Stuart Smith Clinic for Social Justice, the hiring of three new tenure-track faculty members, the expansion of the academic support program to assist students in need of additional instruction, continuing 5% annual increase in the book budget allocation for the Law Library, and continued funding of speakers and conferences, summer research grants, student organizations competing in regional, national, and international competitions, and funding for faculty travel to educational conferences.

6. Planning and goals for the upcoming year (2 pages max)

6.1 General statement describing the process of strategic planning in the unit and how the strategic plan has informed the development of the upcoming year's goals.

The general plan includes the following: Completion of the renovation of the Dominican Conference Center to house the Stuart H. Smith Law Clinic and Center for Social Justice, expansion of the LLM Program, addition of existing international programs and other centers, bar pass rate improvement, increase in faculty development and recruitment, widening of our national reputation, continuing to lower attrition rate, increase in scholarships and donations, extend operation of career services prospects, and increase student diversity.

6.2 Describe how the unit’s strategic plan supports the mission or strategic goals of the university.

The College of Law embraces the strategic goals of the university in many areas of its operation:
1. Enhance Jesuit Values
   Many programs offered at the College of Law strive to instill Jesuit values in our students including the community services performed by the students in our Law Clinic as described in section 4.5 above. Additionally our students volunteer in other venues through the College of Law Pro Bono Program where students provide free services at legal aid clinics and through the VITA tax preparation program.

2. Improve Student Retention
   Through the institution and expansion of our Academic Support Program the College of Law has made strides to target students at-risk academically. Additional efforts are underway to enhance the upper-class scholarship program to provide greater awards to students. It is anticipated that the higher awards will help limit the number of students who seek transfer to other law schools.

3. Enhance Reputation and Stature
   Concerted efforts and support has been provided to members of the law faculties affording them with the opportunity to attend educational conferences and to present scholarly works at these conferences. As noted in section 4.2 above the College of Law has experienced a significant increase in faculty scholarship with members of the faculty presenting scholarly works at 25 conferences around the world.

6.3 Describe the program goals for the upcoming year. (Indicate how assessment during the previous year has been used to inform the development of the upcoming year's goals.)

[A] Completion of the renovation of the Dominican Conference Center to house the Stuart H. Smith Law Clinic and Center for Social Justice.

[B] Continued growth of the LLM program. In fall 2007 the College of Law enrolled its initial class in the United States Law LLM Program for international students. Four students participated in the 24 credit hour curriculum. Since the initial year, the LLM program has accepted 4 students in 2008-2009, 4 students in 2009-2010 and 6 students in 2010-2011. In an effort to bolster the LLM Program, through the fall 2011 semester we have offered ½ scholarships for the LLM participants.

As a result of the historical accident, the Louisiana Purchase, and the extensive foreign summer school program that includes legal studies in Austria, Hungary, Russia, Costa Rica, and Brazil, Loyola College of Law is uniquely placed in the world of legal education to offer a meaningful LL.M program for law graduates from Civil Law jurisdictions. The LL.M is being offered without an increase to the existing professorial staffing levels or additional administrative assistance. The effect of an LL.M program sends a message to our present and incoming students that Loyola is a school with an international reputation, and this in turn will make our degree program more attractive.
[C] Improved Bar Passage.

The College of Law provides bar preparation courses for the law students during the summer leading up to the bar examination. These courses, taught by Loyola faculty, are scheduled to coincide with and augment the Bar Bri courses offered by commercial vendors. Additionally, the enhanced Academic Support Program offers new courses in analysis and legal writing as well as one-on-one tutoring for students requiring assistance. Early assessment of this program has shown marked improvement in student achievement. A new guided curriculum for at-risk students has also been instituted.

[D] Lower Attrition Rate.

It has been possible to identify a number of reasons that students leave Loyola following their first year of study.

[1] Each year a number of students do not meet the required standard to progress into second year. In an attempt to minimize the academic attrition, an extended academic support program has been introduced. Students may seek help independently and those students whose fall examination results indicate limited progress are assigned to the program.

In 2010 the law faculty approved a revision in the first year curriculum in which students at risk have their schedules altered, removing them from the customary spring Moot Court class and directing them to the academic support program.

Beginning in fall 2011, four members of the faculty will be permanently assigned to the academic support program, doubling the number of faculty in the prior two years.

[2] A number of highly ranked law schools throughout the country are prepared to accept students in the second year if they have completed a satisfactory first year of study. This applies even if they had been rejected as first year students. In an attempt to counter this, we have introduced a targeted scholarship/financial aid program for upper-class students.

[3] Students are very conscious of career opportunities following graduation, and following a successful first year often wish to transfer to law schools in those states where they ultimately wish to live and work. We are attempting to counter this by extending our contact with alumni throughout the entire country and setting up out-of-state mentoring programs. Our career services department has arranged for an increased number of prospective employers to interview at Loyola and has expressed a willingness to finance the trips of hiring officers of out-of-state firms. This proactive action has helped deter possible transferees. The program will continue.

[E] Create an environment that will attract highly qualified students, increase the scholarly output of faculty, hire new faculty who possess qualifications that are worthy of a nationally ranked law school.
Continued improvement of the physical plant of the College of Law; with the introduction of the Stuart H. Smith Law Clinic and Center for Social Justice the law school realizes an increase in classroom, office and work space. This expansion opens previously occupied space in the main law school building for reallocation to other departments and needs.

Curriculum changes were introduced that would immediately impact the incoming class of 2010-2011. At the faculty retreat in March 2011, the faculty approved several substantive changes to bolster the success of students including:

- Addressing students in the bottom quartile after the first semester, the first year and the second year by adjusting their required curriculum.
- Removing electives from the law bulletin and assigning the Associate Dean to make decisions on the electives in the best interest of the student.
- Hiring a director of the Academic Support Program

These changes, although controversial at first, have been embraced by the student body. It is anticipated that positive cumulative results will be evident in 2013.

Extra activities added included an increase in the number of competition Moot Court teams, increase in the number of competition Trial Advocacy teams and an increase in the opportunities for overseas study.

Increase the opportunities for students to engage in pro bono and live client experiences.

Increase the scholarly output of faculty.

During the 2008-2011 period, 38 members of the faculty authored the following:

- 4 Law Clinic faculty: 8 book chapters and 5 articles
- 2 Library faculty: 7 articles
- 1 Visiting faculty: 2 articles
The continuation of summer research stipends contributes greatly to this productivity. Additionally, faculty mentoring and a strong colloquium program have created a culture which values scholarship.

[G] Reorganize the College of Law administration for efficiency and to provide for the integration of key student services with increased focus on the practical aspects of legal education.

[1] Redesignate the offices of Law Skills and Career Services as the Office of Law Skills and Experiential Learning and the Office of Career Development and Law Practice, respectively.

[2] Integrate the activities of the office of Law Skills and Experiential Learning and the Office of Career Development and Law Practice with the Law Clinic to ensure that law graduates will have the practical skills necessary to practice law successfully upon graduation.

Student evaluations of Law Skills experience:
http://law.loyno.edu/planning-and-assessment-documents#lsevals

Student evaluations of Law Clinic experience:
http://law.loyno.edu/planning-and-assessment-documents#lcevals

6.4 Describe the student learning outcomes for the upcoming year. (Indicate how assessment during the previous year has been used to inform the development of the upcoming year's goals.)

For the upcoming year and with the guidance of our incoming new Dean, the College of Law plans to undertake a review of its assessment of student learning outcomes to make them more specific than those described in section 3.3 above.

6.5 Description of planned involvement of non-Loyola community in strategic goals or the activities planned to achieve those goals, such as community-based learning, community-engaged activities, or community-related goals (if applicable)

As described in section 4.5 above the various sections of the law clinic is the primary source of student community-engaged activities.

6.6 Description of the resources that will support the goals for the upcoming year

The aims expressed in 4.2 are supported directly from fees and tuition and indirectly through endowment, gifts, and physical plant.

6.7 Assessment plan for upcoming year's goals
For the upcoming year and with the guidance of our incoming new Dean, the College of Law plans to undertake a review of its assessment of its upcoming year’s goals to make them more specific than those described in section 6 above.

7. Appendices

7.1 Data collection tools for student data (Provide a copy of any tools that the unit uses to collect data about student achievement, such as senior exit exams, student learning outcome rubrics for courses, interview protocols for graduating seniors, etc.)

Below are links to the following analyses:

Bar Passage Rate Analysis 1993-2011

Louisiana Bar Breakdown Conditional/Fail

Bar Passage and Placement Statistics

7.2 Data collection tools for other data (Provide a copy of any other tools the unit might use to collect data not listed in 7.1)

Curriculum Analysis
http://law.loyno.edu/system/files/faculty-retreat-minutes-3-19-10_0.pdf
http://law.loyno.edu/system/files/faculty-retreat-summary-3-19-10_0.pdf

7.3 Assessment reports (At the unit’s discretion, provide a copy of any assessment reports that the unit has generated as a result of the previous year’s assessment activities)

Noted in 7.1 and 7.2.

7.4 Any supporting documentation the unit sees fit to include in the annual report

None at this time.