## 1. BRIEF EXECUTIVE SUMMARY OF KEY ASSESSMENT/PROGRAMMATIC ENHANCEMENT INITIATIVES:

Currently, skills courses do not have an overall course design requirement or assessment tools required other than the student evaluations. One of the main initiatives for this year regarding assessment is to delve into rubric design for each skills course. The rubrics will list the core competencies addressed for each skills course, as well as a method for assessment both by the professor and student.

## 2. TOP STUDENT LEARNING OUTCOMES/GOALS (SLO) OR KEY PERFORMANCE INDICATORS (KPI) ADDRESSED IN THIS ASSESSMENT PLAN (What are the top SLOs that your department is focusing on for the current year? Example: Students will be able to ... upon completion of the program.)

For each skills course, the SLO’s will differ depending upon the substantive area of law. However, each skills course should include student learning techniques which address: lawyering skills, issue identification, research skills on both substantive and procedural issues, oral and legal writing skills, case evaluation and strategic decision making, development of professional identity, specifically regarding issues of professionalism and ethics.

## 3. ASSESSMENT (What measures/tools are you using to assess your top SLOs or KPIs cited above, and what are the corresponding target goals?):

Ultimately, rubrics will assist in listing the core competencies and then assessing such competencies in the following three criteria: 1) Highly skilled, 2) Skilled, and 3) Deficiently Skilled.

## 4. ASSESSMENT/DATA LOCATION (Where are the assessments/data located, or is the data being generated?):

The data is being generated.

## 5. EVALUATION METHODS (How are the assessment results evaluated, or what criteria/rubrics are you using to determine progress or success or need for improvement relevant to the SLOs and KPIs cited above?):

As Coordinator, the assessment results will be evaluated and assessed periodically. In a single skills course, the development will be difficult to assess improvement. However, part of the initiative is to also provide skills tracks which will offer more courses and opportunities for assessment, including self-assessment.

## 6. SUMMARY OF RESULTS/OUTCOMES (What have you learned from the data, and how have these results informed your enhancement actions?):

Data is being collected this year through student and faculty surveys to measure the type and format of skills courses as well as administrative assessment for each skills course. Additionally, student evaluations collected for every skills course include assessment regarding “appropriateness of the amount of material covered” “quality of assigned materials” and specific instructor assessment regarding "organization and clarity in presentation” “preparation” “ability to challenge and stimulate thinking” “knowledge and understanding of the subject” “skill in eliciting and guiding class discussion” “willingness to respond to questions” “quality of the instructor’s responses to questions” “performance in creating a classroom atmosphere conducive to learning” “availability after class” and “overall effectiveness” - This data allows the administration to evaluate each instructor and ensure the course is engaging and effective.

## 7. USE OF RESULTS [Assessment use CODE: 1. Curricular Revision/Enhancement; 2. Course Revision/Enhancement; 3. Pedagogical Enhancement; 4. Program Review Process Revision; 5. Student Goals Revision & Articulation of SLOs; 6. Assessment Criteria Revision; 7. Assessment Methodology Revision; 8. Other (e.g. Website Updates, Intranet Enhancements, & Source document Uploads); A. New Protocol/Process Implementation; B. New Assessment Methodology Implementation; C. New Policy Implementation; D. Budget Adjustment; E. Faculty/Staff Development/Training; F. Student Academic Support/Services Enhancement; G. Strategic Planning Initiative/Reprioritization of Action Plan; H. Other] Please indicate all that apply:

1, 2, 3, 4, 6, 7, 8 including website updates; A – new local rules for skills courses including appearance of grades on transcript; B. New Assessment based on rubric design and grading scale; C. New policy regarding administration of skills courses; E. Skills Faculty orientation which will include new rubric design and assessment; F. Ability of students
to register for skills courses in a more practical manner, advertise skills courses directly to student body; G. Development of both long and short term goals for skills office.

8. RESOURCES/TIMELINE/APPROVALS (Based upon the modifications/adjustments and program/course changes included in the USE OF RESULTS section identify the timeline (implementation dates), resources, and approvals required to implement programmatic changes.):

Many of the administrative changes such as marketing and registration can be implemented immediately without a formal proposal through skills faculty; however, changes to the policies, procedures and design of a tethered skills track must be formally proposed and submitted to the skills committee and include a full faculty vote. The administrative changes we seek to implement by Fall 2012. The more formal changes will be proposed in Spring of 2013 and hopefully implemented in Fall of 2013. See Short and Long term goal table.