



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. **Degree Level and Program Name:** JD Law
2. **College/School:** School of Law
3. **Assessment Overview** - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

We assess the six JD learning outcomes on a rolling three-year cycle. Each year we (1) collect data for two outcomes, (2) review last year's data for two other outcomes, and (3) implement improvements for the two outcomes reviewed the prior year. This staggered process ensures every outcome moves from evidence to action within three years.

Faculty assess learning outcomes using direct measures from embedded assignments, including papers, essays and other examination formats, as well as performance in clinical experiences. Specific levels of performance are defined and assessed using rubrics.

4. **Student Learning Outcomes & Benchmarks** -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Outcome 3: Graduates will demonstrate the ability to practice law in an ethical and professional manner. Law students are assessed using their performance in Professional Responsibility, a required second year course using the Learning Outcome 3 Ethics Rubric. The benchmark for success is for 80% of Students to achieve the level of competent or exemplary in all areas of the Learning Outcome 3 rubric.

Outcome 6: Graduates will be prepared to exemplify Jesuit and Mercy traditions by pursuing justice and serving their communities.

Law students are assessed for this learning outcome by verifying completion of a required service project during orientation, successful completion of a required clinical experience, and completion of diversity and cultural awareness training. The benchmark of success is that 90% of students complete all three requirements.



5. **Institutional Outcomes** - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning

6. **Assessment Period:** Select the academic year for which you are reporting results (i.e. when data were collected):
2023-2024

7. **Program Assessment Results** -Briefly summarize the assessment results and how they relate to benchmark(s).

For Outcome 3, the Learning Outcome 3 Ethics Rubric is used to assess students on three competencies based on embedded assessments for all students in the required Professional Responsibility course. Review of data indicates the program benchmark ($\geq 80\%$ Competent/Exemplary in all areas) was not met since only 77% of students achieved competent or higher in all three areas. The weakest area was Competency 1, recognizing ethical issues, where just 79% (97/123) achieved the benchmark. Performance in Competency 2, understanding ethical duties, and Competency 3, applying ethical duties to new facts, was very strong; in each category 90% (111/123) of students met the target. This indicates that students generally perform well once an ethical issue is identified, but they need more structured opportunities to practice spotting those issues in varied contexts.

For Outcome 6, 100% of students completed both the Clinical Training requirement and Diversity and Cultural Awareness training. Additionally, at least 90% of students appear to have completed a service project during the law school's required orientation, as indicated by pre-event sign-up sheets; however, the collection process revealed a weakness in our process since attendance was not verified on-site for the service projects.

8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

For Outcome 3, to address the gap between issue spotting and other competencies, faculty teaching Professional Responsibility (PR) will deploy additional instruction and practice with issue-spotting common PR scenarios in the required PR course; results will be examined during the next cycle.

For Outcome 6, to strengthen future data collection and documentation for the service project, we have implemented dual authentication tracking for on-site attendance (pre-event sign-up and during event sign-in). This planned action ensures continued and accurate monitoring of whether we are meeting the benchmark.