

Program-Level Assessment: Annual Report

Program: Juris Doctor (J.D.)

Department: Law

Degree or Certificate Level: Professional

College/School: School of Law

Date (Month/Year): 7/2022

Primary Assessment Contact: Erika Cohn (committee chair)/Ann Scarlett (Associate Dean)

In what year was the data upon which this report is based collected?

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Learning Outcome #5* – Graduates will demonstrate competency in additional skills that are essential for effective lawyers.

Performance criteria:

5.1 Graduates will capably manage legal projects (case, memorandum, mediation, transactions, etc.) from inception to conclusion.

5.2 Graduates will identify and be familiar with

5.3

Civil Practice (all sections): add-on rubric (collected for Spring 2021 and Fall 2021)

Civil Advocacy Clinic: assessment rubric (collected for Spring 2021)

Entrepreneurship & Community Development Clinic: assessment rubric (collected for Fall 2021)

Human Rights at Home Litigation Clinic: assessment rubric (collected for Spring 2021 and Fall 2021)

Field P3p P3ractice

For the multiple-choice quiz in Civil Procedure used to evaluate students' understanding of arbitration and mediation, 85% of responses were correct, but that was deemed to show only exposure to the skill rather than competency.

5.

If no changes are being made, please explain why.

7. **36 78**

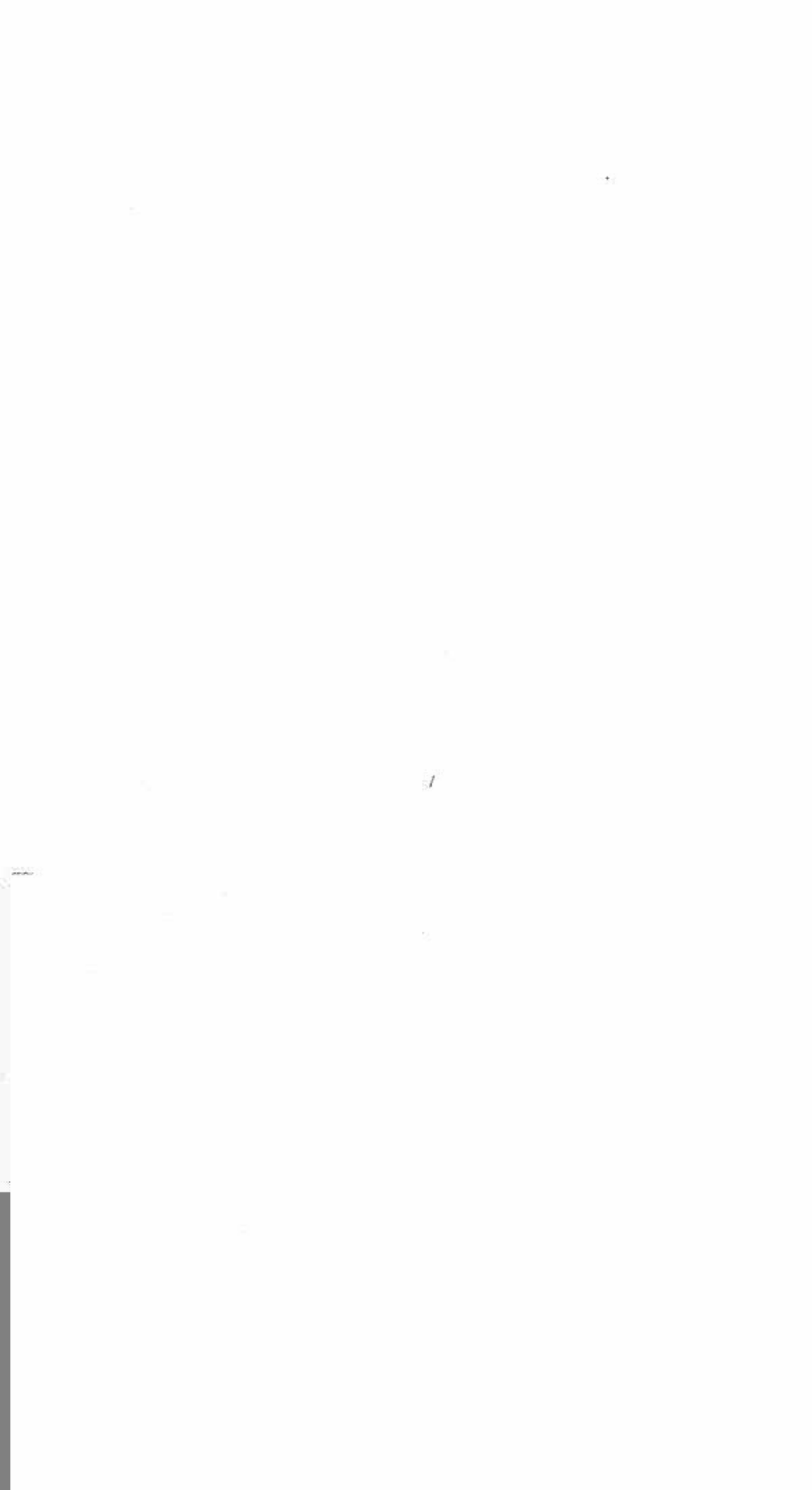
CIVIL PRACTICE
L.O. 5 Rubric
Professor Roediger

Student Name: '

CP1

Semester: Fall 2021

¹ SLU Law has adopted Learning Outcomes (LO) to measure student success. These are available on our website and sections of the LOs are referenced here in the evaluations as well



Additional Comments:

s/ Brendan Roediger



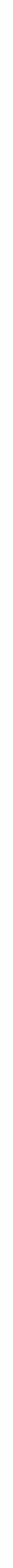
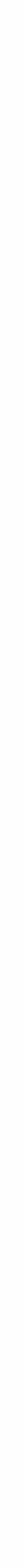
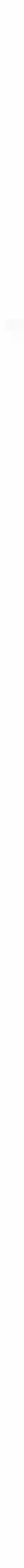
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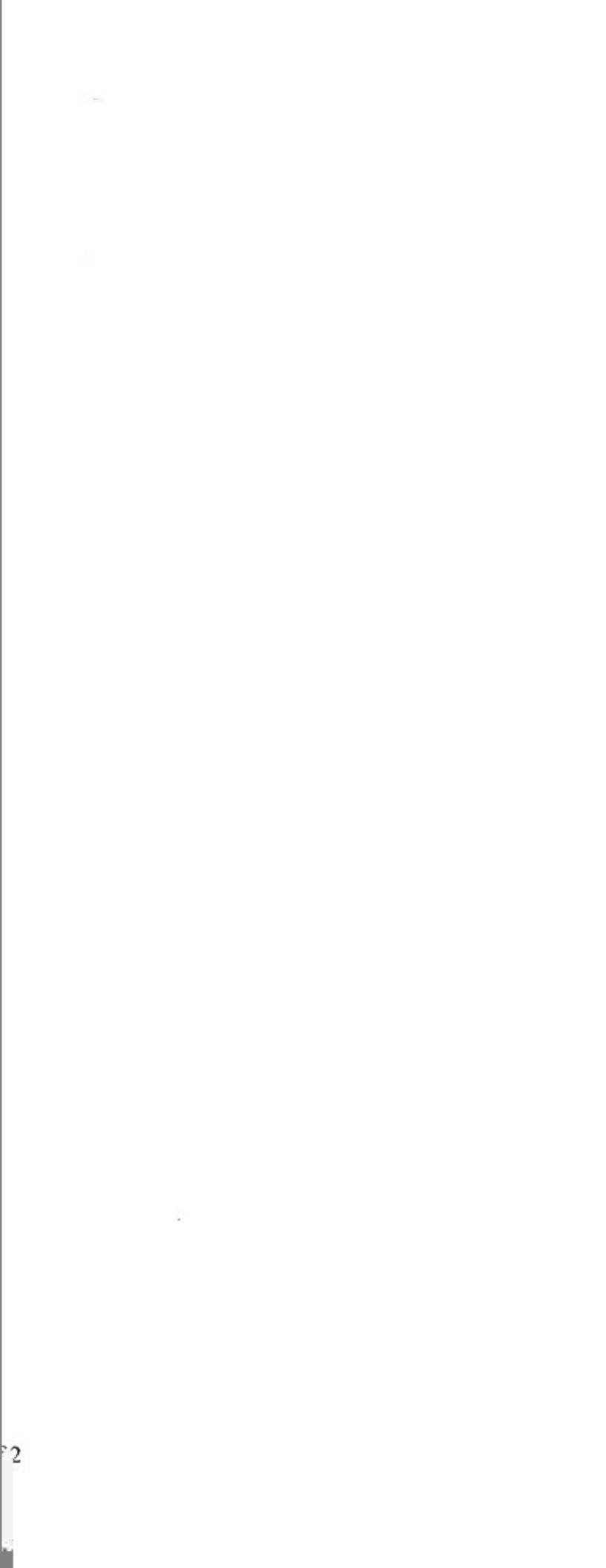




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(d)

100%







The first of these is the fact that the system is not a simple linear system. The relationship between the input and the output is non-linear, and this makes it difficult to model the system using traditional linear models.

The second of these is the fact that the system is not a simple time-invariant system. The relationship between the input and the output changes over time, and this makes it difficult to model the system using traditional time-invariant models.

The third of these is the fact that the system is not a simple single-input single-output system. The system has multiple inputs and multiple outputs, and this makes it difficult to model the system using traditional single-input single-output models.

The fourth of these is the fact that the system is not a simple deterministic system. The system is subject to random noise and disturbances, and this makes it difficult to model the system using traditional deterministic models.

The fifth of these is the fact that the system is not a simple continuous-time system. The system is a discrete-time system, and this makes it difficult to model the system using traditional continuous-time models.

The sixth of these is the fact that the system is not a simple single-rate system. The system has multiple sampling rates, and this makes it difficult to model the system using traditional single-rate models.

The seventh of these is the fact that the system is not a simple single-channel system. The system has multiple channels, and this makes it difficult to model the system using traditional single-channel models.

The eighth of these is the fact that the system is not a simple single-mode system. The system has multiple modes, and this makes it difficult to model the system using traditional single-mode models.

The ninth of these is the fact that the system is not a simple single-parameter system. The system has multiple parameters, and this makes it difficult to model the system using traditional single-parameter models.

The tenth of these is the fact that the system is not a simple single-variable system. The system has multiple variables, and this makes it difficult to model the system using traditional single-variable models.

The eleventh of these is the fact that the system is not a simple single-state system. The system has multiple states, and this makes it difficult to model the system using traditional single-state models.

The twelfth of these is the fact that the system is not a simple single-action system. The system has multiple actions, and this makes it difficult to model the system using traditional single-action models.

The thirteenth of these is the fact that the system is not a simple single-object system. The system has multiple objects, and this makes it difficult to model the system using traditional single-object models.

The fourteenth of these is the fact that the system is not a simple single-agent system. The system has multiple agents, and this makes it difficult to model the system using traditional single-agent models.

The fifteenth of these is the fact that the system is not a simple single-environment system. The system has multiple environments, and this makes it difficult to model the system using traditional single-environment models.

The sixteenth of these is the fact that the system is not a simple single-task system. The system has multiple tasks, and this makes it difficult to model the system using traditional single-task models.

The seventeenth of these is the fact that the system is not a simple single-goal system. The system has multiple goals, and this makes it difficult to model the system using traditional single-goal models.

The eighteenth of these is the fact that the system is not a simple single-reward system. The system has multiple rewards, and this makes it difficult to model the system using traditional single-reward models.

The nineteenth of these is the fact that the system is not a simple single-penalty system. The system has multiple penalties, and this makes it difficult to model the system using traditional single-penalty models.

The twentieth of these is the fact that the system is not a simple single-action-reward system. The system has multiple action-reward pairs, and this makes it difficult to model the system using traditional single-action-reward models.



08

Professor



ormed changes made in previous years?

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)
2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

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Questions 12 – 14 are True/false – please circle the correct answer.

12. Laws are passed by elected officials.

- a). True
- b). False