

# Structuring Assessment for Accreditation by Professional Organizations

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*Assessing Excellence in Education: SPH Course Evaluations*

**Alexis V. Marbach**, Education Coordinator, SPH

*Assessments and Continuous Improvement in the College of Engineering*

**Stormy Attaway**, Assistant Professor of Mechanical Engineering and ME Coordinator for Special Programs, ENG

*Assessment Data and Review Structure: Mechanical Engineering*

**Caleb Farny**, Lecturer of Mechanical Engineering, ENG

*The School of Law Assessment Initiatives*

**Peggy Maisel**, Associate Dean for Experiential Education and Clinical Professor of Law, LAW



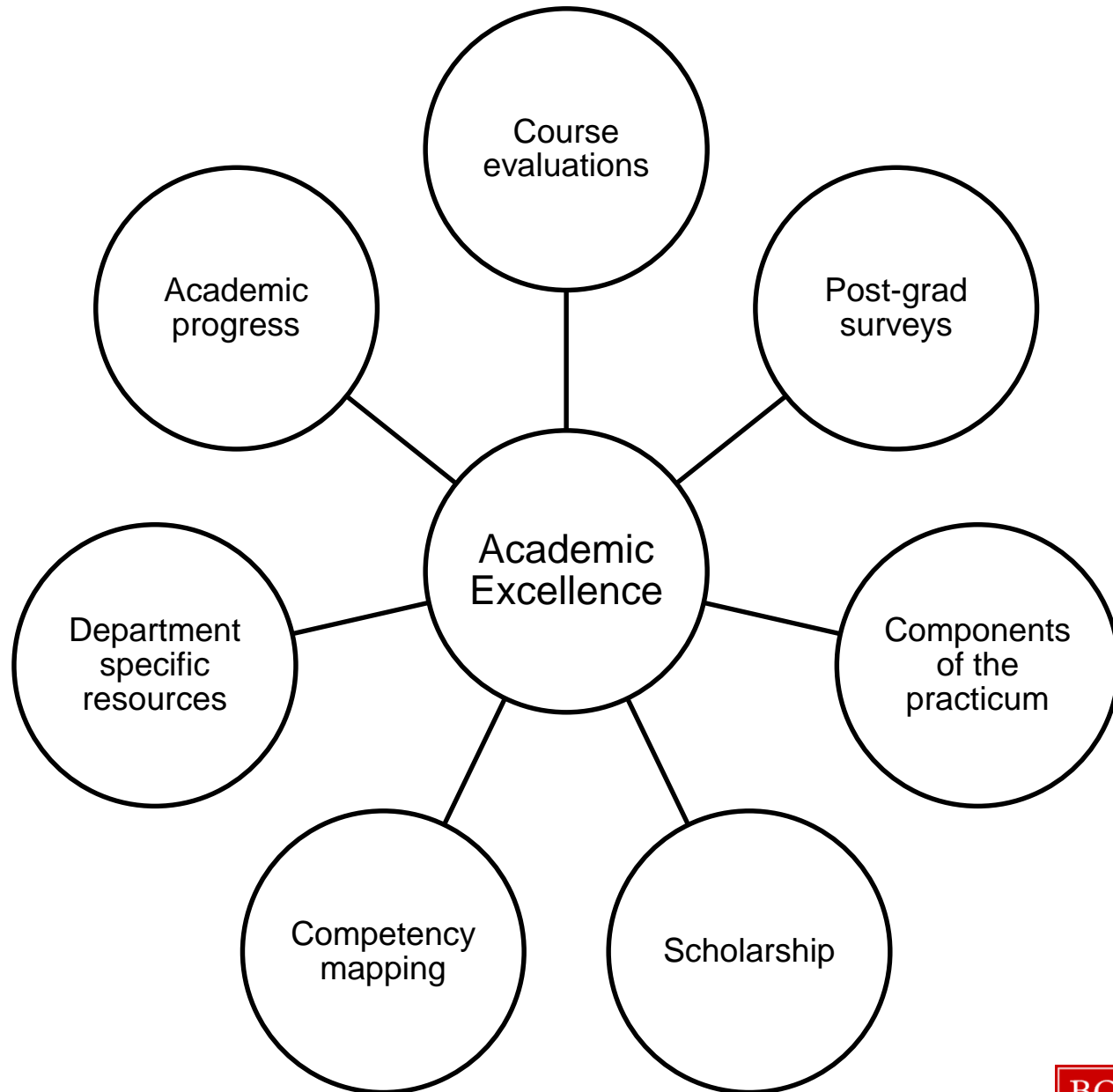
# Assessing Excellence in Education: SPH Course Evaluations

Alexis V. Marbach, MPH  
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**Boston University** School of Public Health





**Course evaluations are one element of our overall evaluation work at BUSPH, and all of the data points working together help us to tell the story of academic excellence at SPH.**

- Additionally, the pieces come together in our work towards CEPH accreditation

**Within the context of other data points at SPH:**

- Post-grad surveys: Graduate Exit Survey, Career Services 6 month post-grad survey, Alumni Surveys
- Components of the practicum: Field supervisor survey, student self-evaluation, final evaluation from field-supervisor, practicum finale, completion of how-to seminars
- Scholarship: publications, presentations, research, APHA abstracts
- Competency Maps: For all core courses and required courses within each concentration
- Department specific resources: focus groups, departmental surveys
- Academic progress: Grades, graduation rates

# Course evaluations allow us to gain insight into:

- Effectiveness of varied teaching methods
- Course organization
- Course sequencing
- Faculty development needs
- Ways that faculty are succeeding in the classroom

# Structured, Systematic, Centralized

- Easier to compare across courses, regardless of course format
- Central management takes the onus off of each faculty member or department to develop, organize, manage, and review
- Allows SPH the chance to observe trends across the educational programs as a whole

# Course evaluations are in service to our mission:

*To improve the health of local, national and international populations, particularly the disadvantaged, underserved and vulnerable, through excellence and innovation in education, research and service.*

To improve the health of local, national and international populations, particularly the disadvantaged, underserved and vulnerable, through

# **excellence and innovation in education,**

research and service.

**In order to determine if we are working in service to our mission, we need to evaluate our educational programs.**



# Online evaluations

| Section 1. Course Design and Implementation   | Strongly Disagree                | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Course goals and objectives were clearly stated at the beginning of the semester.                      | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I acquired new information (facts and concepts I understand) in this course.                           | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I acquired new skills (things I can do) in this course.  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. The course was organized in a way which facilitated learning.  | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. The course was well paced (covered an appropriate amount of material in each session).                 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Coursework (readings/assignments) was distributed appropriately throughout the course.                 | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The course connected course material to other disciplines in public health.                            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. The course gave me the tools to learn more about this subject on my own.                               | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Comments:</b> Things you like about the organization of this course.<br><input type="text"/>           |                                  |                       |                       |                       |                       |
| <b>Comments:</b> Suggestions you have to improve the organization of this course.<br><input type="text"/> |                                  |                       |                       |                       |                       |

### **Assets:**

- Removes any administrative component from faculty workload
- Allows students to complete on their own schedule (reflecting our student centered focus on course evaluations)
- Removes identifiable elements (handwriting, turning the evaluation in late in person, demographic information)
- Removes resource and time intensive process of calculating individual scores by hand (or by using scantron sheets)

### **Barriers:**

- Faculty appreciated the instantaneous feedback
- Technology (students do not always have access to a computer if the evaluation is being administered in the classroom)
- Change in response rate (paper survey response rates between 75 % and 92.4% and online survey response rate between 78.7% and 61.8%)

### **Survey tool itself:**

- Revised with input from faculty and student senate
- Questions were designed with student learning in mind
- Evaluation of faculty ability to educate the student in the course, not of the faculty
- Take 10-15 minutes to complete
- Each section has both quantitative and qualitative questions

## STUDENTS

### Resources

- Academic Calendar
- Academic Support
- Commencement
- Communication Resources
- Core Course Tutoring Program
- Concentrator's Guides
- Courses
  - \*\*\* Course Evaluations
- Faculty & Staff Directory
- Forms
- Grades & Transcripts
- Health & Wellness
- Housing
- Library & Study Space
- Plagiarism Tutorial
- Policies
- The Practicum
- Progress to Your Degree
- Registration
- Screen Announcement Request
- Student Awards and Honors
- Student Handbook

# COURSE EVALUATIONS



The Boston University School of Public Health is dedicated to excellence in teaching. We count on you to give us feedback, and we read every comment submitted. Your faculty and leadership within each department comb through each evaluation to learn more about what is working and what could be improved on. At the end of the semester, your comments will be available for viewing by the BUSPH community via the [course evaluation website](#). Your thoughtful responses on this evaluation provide an easy way for your peers to access information about how you felt about the course and may be helpful in the course selection process.

## Video from Lisa Sullivan:

<http://www.bu.edu/sph/students/resources/courses/course-evaluations/>

## Goals of the video clip (filmed in January 2015):

- Increase visibility of the course evaluations
- Have an influential faculty member express the value of the course evaluations and discuss ways that evaluations have impacted their class
- Provide faculty with a visual to accompany their emails to students regarding course evaluations

# Administrative elements

- Ongoing collaboration with the Data Coordinating Center
- Setting the schedule
- Addressing student and faculty questions
- Reviewing the evaluations

**Schedule accounts for the last day of class and the day when grades are turned into the registrar (student evaluations are submitted before students are able to see their grades).**

### **Five dates set:**

- Initial invitation (Students receive an email directing them to their personal evaluation dashboard)
- First, second, and third reminders
- Final reminder (also the close date)

**Administrator helps to answer questions from students and faculty:**

### **Student questions:**

- I lost the link!
- I never got the email!

### **Faculty concerns:**

- When can I see my evaluations?
- How do I add questions? (We tell faculty that they are unable to add questions to the official course evaluation form, but are able to ask supplemental questions through a blackboard survey or through a focus group facilitated by an external party such as the Education Office, a curriculum coordinator, etc.)
- How can I boost response rate? (direct faculty to BUSPH Teaching and Advising site: <http://www.bu.edu/sph/faculty-staff/teaching-and-advising/evaluating-teaching/improving-response-rates/>)

# Post-review, evaluations:

- Are included as part of Annual Faculty Review (AFR)
- Inform decisions on teaching awards
- Inform changes in curricula

## Review process:

Once grades are submitted and course evaluations close, DCC conducts the data analysis, summary statistics are sent to department chairs .

Timeline is structured in this way to make sure that there is no opportunity for the grades to be influenced by course evaluations.

After the close of evaluations to students, one month where faculty are able to view their own evaluations and chairs are able to see evaluations for their departments, where evaluations are not public to the whole SPH community.

During this review period, the Education Office reviews each qualitative comment and removes any comments that use inappropriate language.

- Qualitative comments are placed in context of concentration. Qualitative disciplines such as Social and Behavioral Sciences tend to yield comments that are incredibly passionate and descriptive, quantitative disciplines such as Epidemiology tend to yield brief and direct comments.

Move from PowerPoint to online dashboard to show evaluations from Sophie Godley and Mike LaValley from Fall 2014 to highlight:

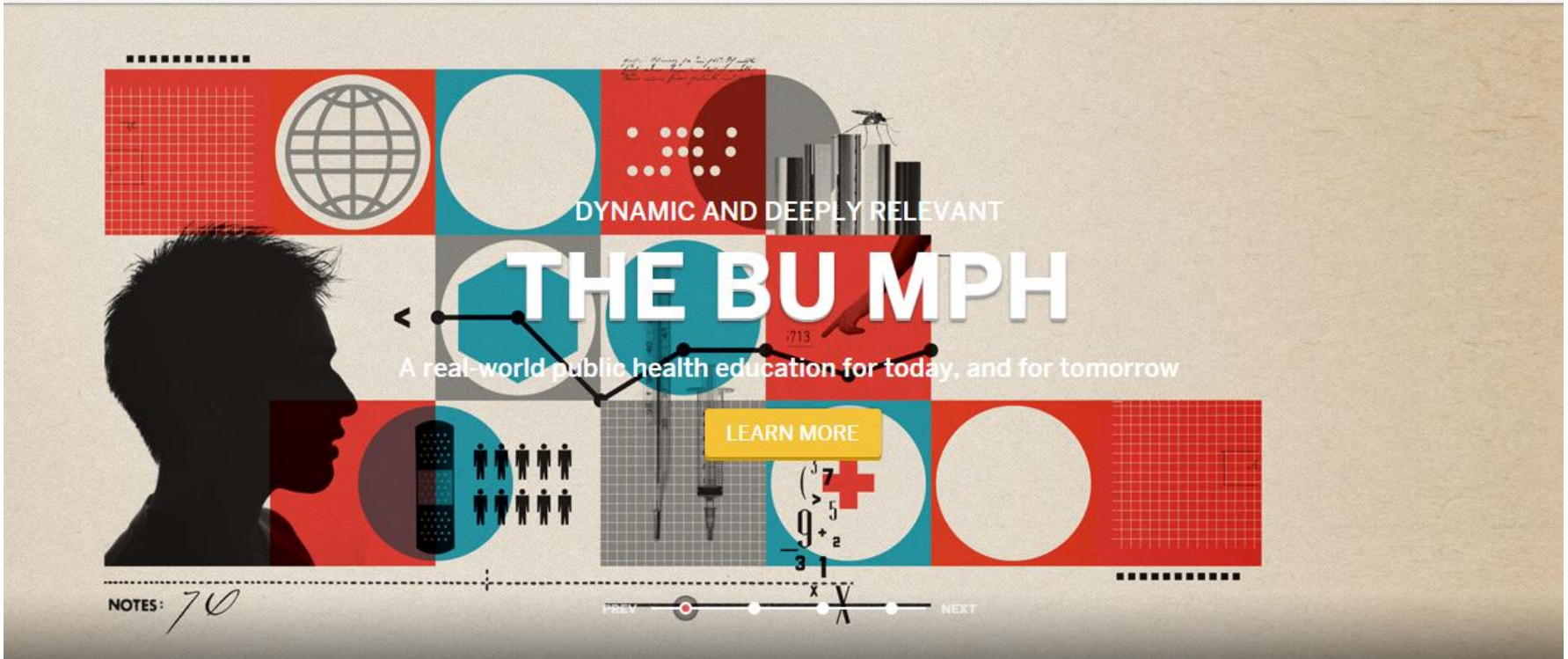
- The different kinds of feedback a faculty member could receive based on the nature of the discipline (quantitative or qualitative)
- The differences in reviewing evaluations depending on course enrollment.

Link: [course evaluation website](#)



# Notes for dashboard conversation from Sophie (faculty perspective)

- Identify theme for the semester
- Focus on constructive criticism
  - Example of student who was taken aback by conversation about social justice and racial equity work in a safer sex class (student couldn't see the connection) so for the next course offering, Sophie included explicit and clear language that stated that the course would address racial equity work.
  - Example from PH510, students said that they wanted more direct feedback from Sophie instead of all graded feedback coming from TAs. Sophie is currently moving to a system where she grades at least one assignment from each student throughout the course (instead of the TAs grading all of the work) so that each student gets some direct feedback from her
  - Example from PH510 where students who had never had class with Sophie expressed that they felt that they had a harder time forming bonds with her. Sophie implemented a breakfast for students who she had never worked with before to get to know them and form those bonds and connections earlier.
- **Reminder to not “fling the pendulum too far” and respond to every single piece of criticism.**



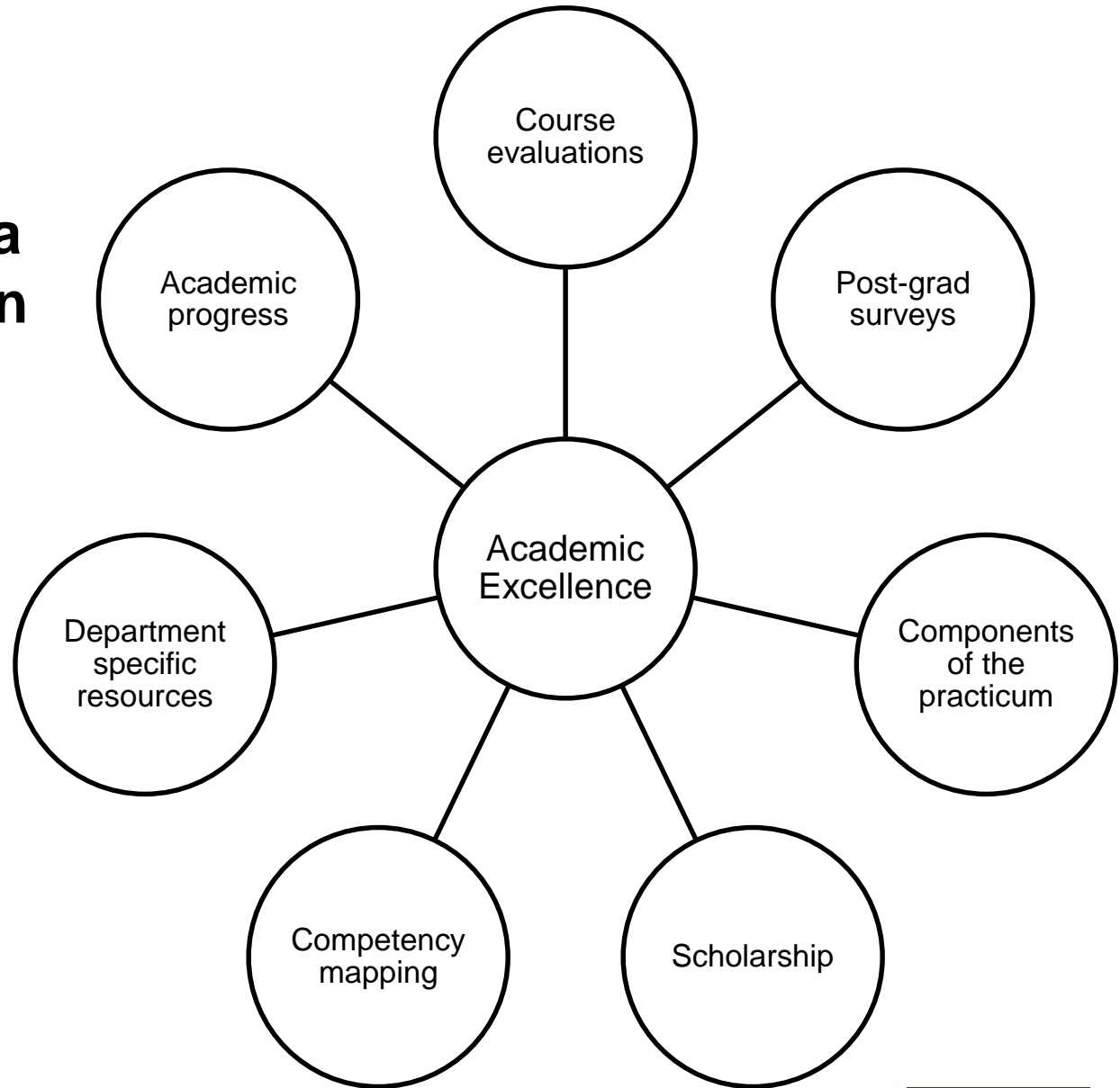
# Brief and broad overview of the BU MPH, draw connections between course evaluations and ideas for BU MPH

- Example: Using an interdisciplinary and cross-departmental lens early in the program
- Examples of students who were unable to see the connection between some of the core work and their concentration
  - (“I am an SB concentrator, why do I have to know about environmental health”)
- Examples of students who told us that they wanted to go deeper into their course of study but were getting more of an overview of certain concepts
  - (curriculum revisions will emphasize building depth, not just breadth)

# Future directions

- Review course evaluation tool
- Explore technology around course evaluations
- Match faculty in peer-to-peer reviewing processes to help digest and make sense of feedback
- Close the loop with students around what we've learned

**Course evaluations are one element of a larger evaluation plan.**



**All of these elements work together.**

Alexis V. Marbach  
Education Coordinator

[amarbach@bu.edu](mailto:amarbach@bu.edu)

# Assessments and Continuous Improvement in the College of Engineering

Stormy Attaway  
Mechanical Engineering

# Engineering Accreditation

- ABET (formerly Accreditation Board for Engineering and Technology) accredits engineering programs
- All engineering undergraduate programs at BU are ABET-accredited
- ABET review is every 6 years (if you're good!)



# ABET Process

- Submission of Self Study Report for every program
- Followed by visit by team of evaluators (some from academia, some from industry)

# COE Assessment Team

- The College of Engineering has a Director of Curricular Assessment and Improvement
- Every Department has an Assessment (or ABET) Coordinator
- Team reports to the COE Undergraduate Committee
- This team coordinates the Self Study Reports, meeting for the year leading up to the visit

# Objectives and Outcomes

- ABET mandates 11 Student Outcomes (SO) A-K, which are skills or knowledge that students must possess at the time of graduation
- Every program must have their own Program Educational Objectives (PEO), and show the mapping of the SO's onto the PEO's

# Selected SO

- A: Ability to apply knowledge of mathematics, science and engineering
- B: Ability to design and conduct experiments, as well as to analyze and interpret data
- G: Ability to communicate effectively

# Course-Level Data

- Students:
  - Course and Teacher Evaluations
  - Attainment of SO A-K within that course
- Faculty:
  - Instructor Course Assessment Form which includes emphasis levels for SO A-K
  - Periodically gather course materials

# Instructor Course Assessment Form

- Questions on Form:
  - What did you change since the last time that you taught this course?
  - What were particularly successful elements of the course?
  - What didn't work as well as you had hoped?
  - What would you change the next time you teach this course?

# Program-Level Data from Students

- Attainment of SO A-K in program (New: fill out every spring semester)
- Feedback in Town Hall Meetings
- Seniors fill out national survey (EBI; benchmark with peer institutions)

# Other Program-Level Data

- Input from Departmental Visiting Committee and/or Industrial Advisory Board
- Feedback from Alumni
- Faculty: involvement depends on the department
  - Course Review Panels in ME (next presentation)



# Continuous Improvement

- Our policies and procedures are driven by the desire to continuously improve our undergraduate programs
  - It's not “about ABET”
  - We report what we do to ABET
- Important for faculty buy-in

# Assessment Data & Review Structure: Mechanical Engineering

Caleb Farny  
ABET Coordinator, ME Dept

# Department Curriculum Oversight

## Questions

- What are the students learning?
- Can we identify and address deficiencies?

## Faculty assessment structure

- Undergraduate Committee: monthly meeting
- Course Coordinators
  - Multi-year service
  - Set course goals and targets
- Course Review Panels: multiple meetings every 3 years
 

|                         |                         |
|-------------------------|-------------------------|
| Design                  | Engineering Mathematics |
| Fluid & Thermal Systems | Laboratory              |
| Manufacturing           | Mechanical Systems      |

|             |  |  |   |   |  |
|-------------|--|--|---|---|--|
| FRESHMAN 1  | ENG EK 100<br>Freshman Seminar<br>(0)  | ENG EK 127/128<br>Engineering<br>Computation/++<br>(4) | CAS CH 131<br>Principles of General<br>Chemistry<br>(4) | CAS MA 123<br>Calculus I<br>(4)                                     | CAS WR 100<br>Writing Seminar<br>(4)               |
| FRESHMAN 2  |  | ENG EK 131 or ENG EK 132<br>Intro Engineering<br>(2)   | CAS PY 211<br>Physics I<br>(4)                          | CAS MA 124<br>Calculus II<br>(4)                                    | CAS WR 150<br>Writing & Research<br>Seminar<br>(4) |
|             |  | ENG EK 102<br>(2) - Same as Linear Algebra             |   |   |  |
| SOPHOMORE 1 | ENG EK 210<br>(2) Intro Engineering Design                                       | ENG EK 307<br>Electric Circuits<br>(4)                 | CAS PY 212<br>Physics II<br>(4)                         | CAS MA 225<br>Multivariate Calculus<br>(4)                          | Social Science<br>Elective<br>(4)                  |
| SOPHOMORE 2 | ENG EK 156<br>(2) Design & Manufacture   | ENG EK 301<br>Engineering<br>Mechanics I<br>(4)        | Natural Science<br>Elective<br>(4)                      | CAS MA 226<br>Differential Equations<br>(4)                         | Humanities Elective<br>(4)                         |
| JUNIOR 1    | ENG ME 359<br>Introduction to Computer<br>Aided Design<br>(2)                    | ENG ME 305<br>Mechanics of Materials<br>(4) X          | ENG ME 304<br>Energy and<br>Thermodynamics<br>(4) X     | ENG ME 303<br>Fluid Mechanics<br>(4) X                              | Social Sci or Humanities<br>(4)                    |
| JUNIOR 2    | ENG ME 360<br>Product Design<br>(4)  | ENG ME 302<br>Engineering<br>Mechanics II<br>(4)       | ENG ME 306<br>Materials Science<br>(4) X                | ENG ME 419<br>Heat Transfer<br>(4) X                                | ENG ME 366<br>(2) Prob. & Stat.                    |
| SENIOR 1    | ENG ME 460<br>Electro-Mechanical<br>System Design<br>(4) [Fall Only]             | Advanced Elective<br>(4)                               | Advanced Elective<br>(4)                                | ENG ME 310<br>Instrumentation and<br>Theory of Experiments<br>(4) X |  |
| SENIOR 2    | ENG ME 461<br>Mechanical Engineering<br>Capstone Experience<br>(4) [Spring Only] | Advanced Elective<br>(4)                               | Advanced Elective<br>(4)                                | General Education<br>Elective<br>(4)                                |  |

**Committee structure**  
**College Undergrad Comm**  
**Mechanical Systems**  
**Engineering Common**  
**Fluid & Thermal Systems**  
**Design Committee**  
**Electives**  
**X: Laboratory Committee**

## Review Data: Self-assessment

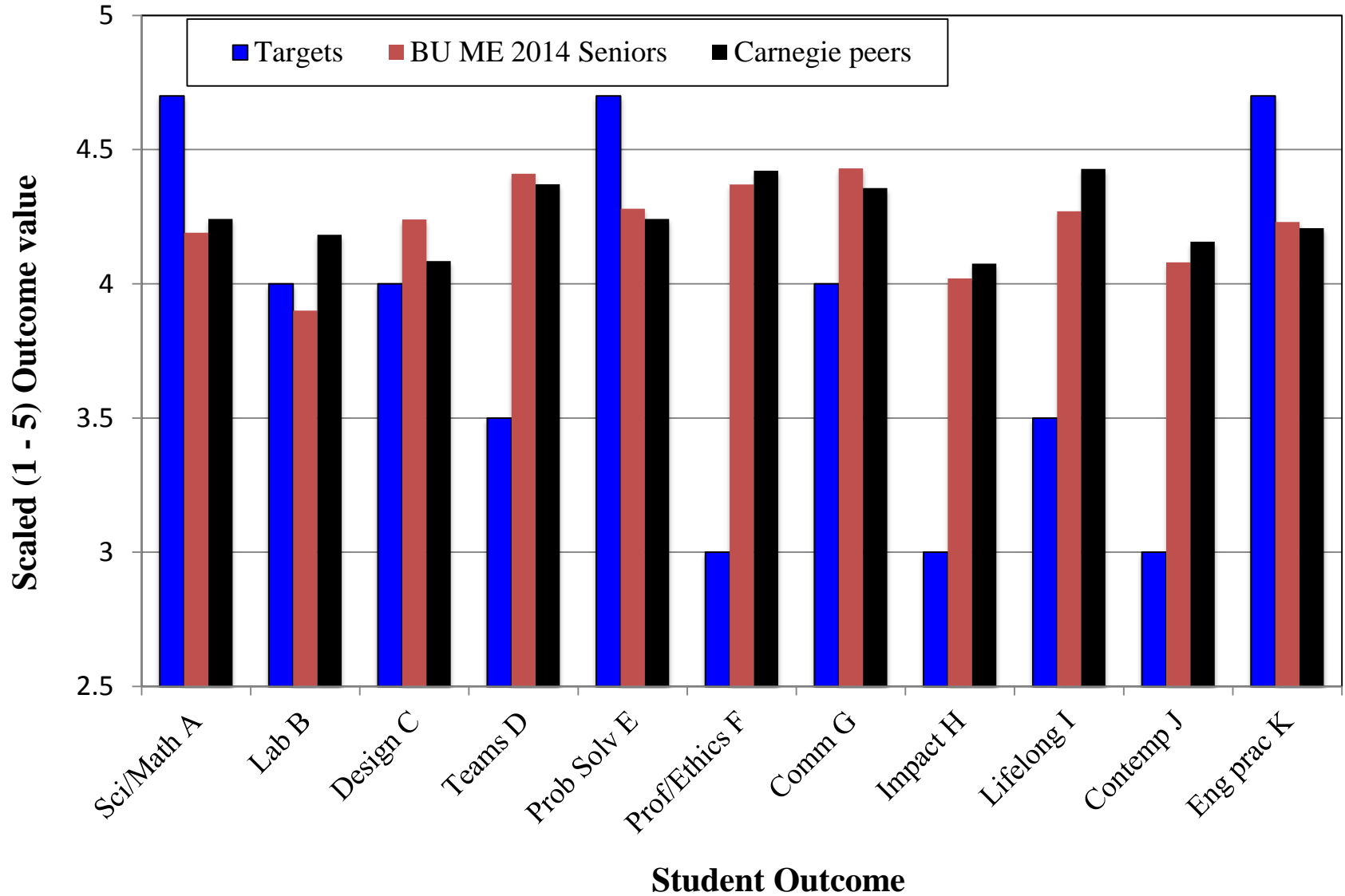
### Self-assessment + Course-level

- Student course evaluations (ABET Student Outcomes)
- Faculty course assessments
- Town Hall feedback

### Self-assessment + Program-level

- Educational Benchmarking Inc. (ABET Student Outcomes)
- Faculty program targets
- Senior exit survey
- Concept framework map

# Program-level Assessment Comparison



## Review Data: Direct Evidence

Direct evidence + Course-level

- Targeted course results

Direct evidence + Program-level

- Fundamentals of Engineering exam results
- Senior Capstone Design course assignments

# Direct evidence framework

I: **Introduce** concept

R: **Reinforce** concept

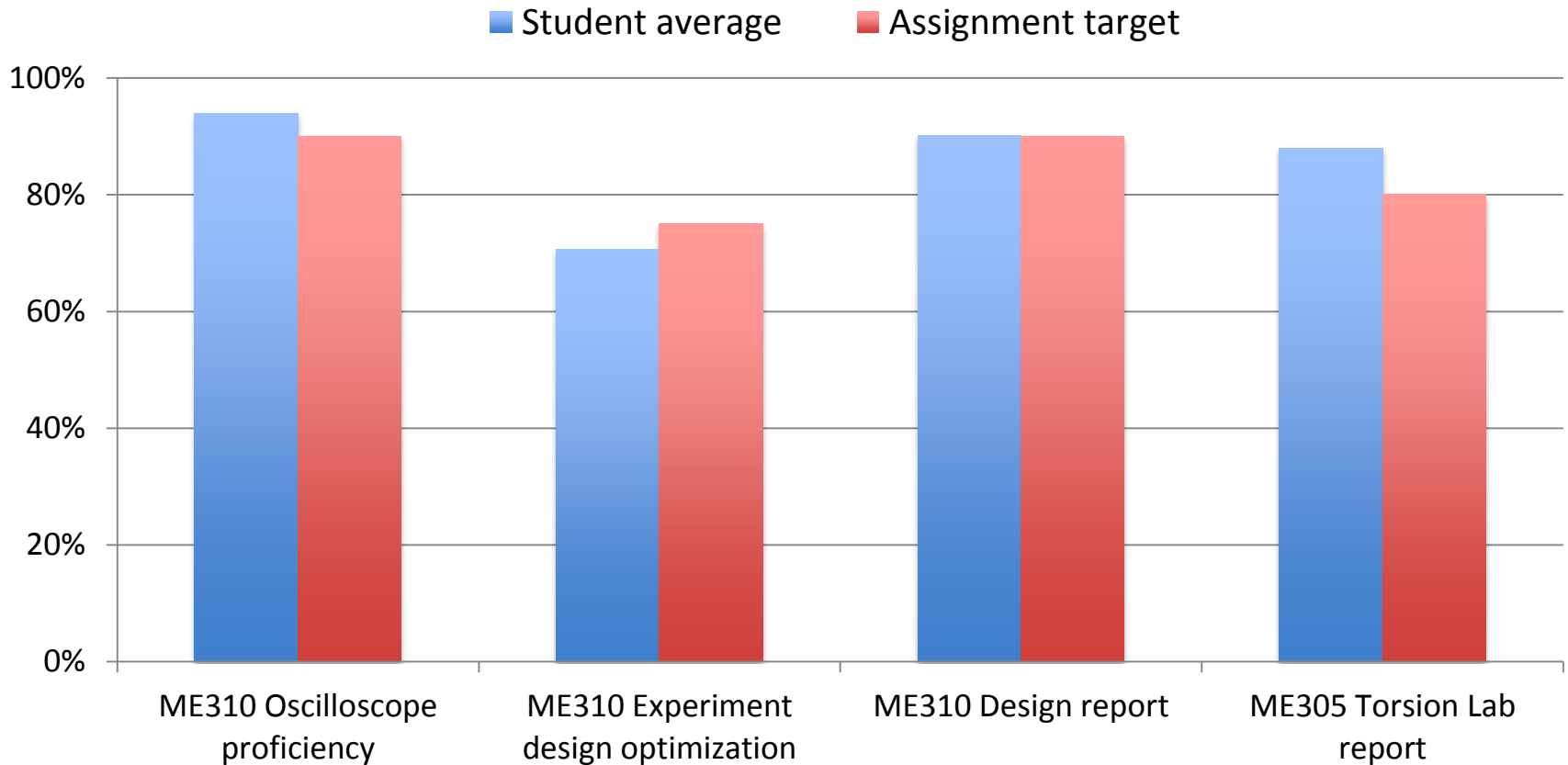
E: **Emphasize** concept

Only assess student work for “Emphasize” designation

| Outcome | FRESH |           |       | SOPH  |       |       | JUNIOR |       |       |       |       |       | SENIOR |       |       | Senior Year Outcome Achievement |       |       |       |
|---------|-------|-----------|-------|-------|-------|-------|--------|-------|-------|-------|-------|-------|--------|-------|-------|---------------------------------|-------|-------|-------|
|         | EK100 | EK127/128 | EK13x | EK301 | EK307 | EK102 | EK156  | ME302 | ME303 | ME304 | ME305 | ME306 | ME3S9  | ME360 | ME366 |                                 | ME419 | ME310 | ME460 |
| A       |       |           |       | I     |       | I     |        | R     | R     | R     | E     | R     |        | R     | I     | R                               | R     |       | E     |
| B       |       |           |       | I     |       | I     |        | R     | R     | R     | E     | R     |        |       |       | R                               | E     |       | R     |
| C       |       |           |       | I     |       |       |        |       |       |       |       |       |        | R     |       | E                               |       | E     | E     |
| D       |       |           |       | I     |       |       |        |       |       |       |       | R     |        |       |       | R                               | R     | E     | E     |
| E       |       |           |       | I     |       | I     |        | R     | R     | R     | R     | E     |        | R     | R     | R                               | R     |       | E     |
| F       | I     |           |       | E     |       |       | I      |       | R     |       |       |       | R      |       |       |                                 |       |       | E     |
| G       |       |           |       | I     |       |       |        | E     | E     | R     | E     | R     |        | I     |       | R                               | R     | E     | E     |
| H       | I     |           |       | I     | I     |       |        |       | R     |       |       |       |        |       |       |                                 | E     |       |       |
| I       |       |           |       | I     |       |       |        |       | R     |       | R     | R     |        |       |       |                                 | R     | E     | R     |
| J       | I     |           |       | I     |       |       |        |       |       | E     |       | R     |        |       |       | R                               | R     |       | R     |
| K       |       | I         |       | I     |       |       |        | E     | R     | I     | R     | E     | E      | E     | R     | R                               | E     |       | E     |



## Outcome B: Ability to design & conduct experiments



- Results based on 2014 data
- Continue process every 3 years, identify long-term trends

## Structural recommendations

- Current Mech. Eng. structure based on long-term evolution
- Identify program-wide outcomes
  - Set goals
  - Continuously request student, faculty feedback
- Divide program into thematic areas
  - Charge faculty active in these areas with responsibility for improvement
- Identify “direct evidence data”: Proficiency of students in outcome areas
- Distribute workload across active faculty

# The School of Law Assessment Initiatives

Peggy Maisel

Associate Dean for Experiential  
Education

# ABA Standards for Approval of Law Schools: Standard 302

## LEARNING OUTCOMES

A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

- a) Knowledge and understanding of substantive and procedural law;
- b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
- c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and
- d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

# Learning Outcomes for the JD Program

- Students will possess knowledge and understanding of substantive and procedural law;
- Students will possess the ability to perform legal analysis and reasoning, legal research, problem solving, and written and oral communication in the legal context;
- Students will understand proper professional and ethical responsibilities to clients and the legal system; and
- Students will possess professional skills needed for competent and ethical participation as a member of the legal profession.

# Tools to Improve Program

- Modified Course Evaluations. The Outcomes Committee developed a supplemental student course evaluation form to obtain data on student learning that will be piloted in one course in Fall 2014.
- Modified Exit Survey (by 2015 graduation)
- Rubric for Certification Papers - The Outcomes Committee has developed and reviewed a draft Rubric. This will next be reviewed by the JD Committee.
- Mapping the curriculum

# Curricular Changes Made as a Result of Assessment

- The librarians teaching the research program met and analyzed the library research survey data. They modified the research courses based on this information in Fall 2014.
- The evaluations for the externship program have been summarized and reviewed by the program director and staff. As a result a new evaluation instrument has been developed to obtain student information on learning outcomes and this will be administered in Fall 2014.
- The law faculty decided to discontinue a first year Legislation course and substitute a course in Administrative Law effective Spring 2016.
- The JD Committee recommended that the Dean establish a new committee to investigate and make recommendations on whether to institute a new Lawyering Course in the first year that would incorporate the current Research and Writing course.

# ABA Standards for Approval of Law Schools: Standard 315

## EVALUATION OF PROGRAM OF LEGAL EDUCATION, LEARNING OUTCOMES, AND ASSESSMENT METHODS

The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degrees of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.



**Civil Procedure § B**  
**Fall 2014**  
**Professor Gugliuzza**

**Course Evaluation: Learning Objectives**

Although you will have the opportunity to complete the law school's formal course evaluation in a few weeks, I am interested in obtaining your feedback on the following questions, which relate to specific learning objectives I have for this course. In addition to providing a numerical response to each question, I hope you will elaborate using the space provided. Please feel free to suggest ways in which the course could be altered to better achieve each learning objective.

1. A primary goal of this course is to enhance your understanding of the rules, statutes, and doctrines that govern the initiation and conduct of civil litigation in the United States. Has this course improved your understanding of those bodies of law?

|                        |   |                      |   |                     |
|------------------------|---|----------------------|---|---------------------|
| Not at all<br>improved |   | Somewhat<br>improved |   | Greatly<br>improved |
| 1                      | 2 | 3                    | 4 | 5                   |

2. Although this course is primarily focused on procedural law, we have analyzed cases and problems that arose in many different areas of substantive law (antitrust, civil rights, employment discrimination, etc.). Has this course improved your understanding of substantive law?

|                        |   |                      |   |                     |
|------------------------|---|----------------------|---|---------------------|
| Not at all<br>improved |   | Somewhat<br>improved |   | Greatly<br>improved |
| 1                      | 2 | 3                    | 4 | 5                   |

3. During this course, we have studied several different types of laws, including constitutional provisions, statutes, administrative rules, and common law doctrines. Did this course improve your understanding of the interaction between those different types of laws?

|                     |   |                   |   |                  |
|---------------------|---|-------------------|---|------------------|
| Not at all improved |   | Somewhat improved |   | Greatly improved |
| 1                   | 2 | 3                 | 4 | 5                |

4. Did this course improve your ability to perform legal analysis and reasoning?

|                     |   |                   |   |                  |
|---------------------|---|-------------------|---|------------------|
| Not at all improved |   | Somewhat improved |   | Greatly improved |
| 1                   | 2 | 3                 | 4 | 5                |

5. Did this course improve your problem-solving skills?

|                     |   |                   |   |                  |
|---------------------|---|-------------------|---|------------------|
| Not at all improved |   | Somewhat improved |   | Greatly improved |
| 1                   | 2 | 3                 | 4 | 5                |

**Default Question Block**

Which section were you in?

- A1
- A2
- B1
- B2
- C1
- C2

We would appreciate your feedback on the Lawyering Lab – its content, format, and the extent to which you feel it achieved the specific learning objectives it could improve it in the future.

The Lawyering Lab is an introduction to a range of essential skills and perspectives for law practice, complementary to the analytical skills that are the chief curriculum. Emphasizing client-driven problem-solving (as opposed to litigation and case reading), the Lab is intended to create awareness of the important negotiation, drafting, and teamwork. It is not intended to impart mastery of those skills but to introduce you to the challenges in doing those things well and work on them throughout law school, even as most of your first year work focuses on analytical skills.

With that in mind, please assess whether the Lawyering Lab helped you to diagnose and develop your competence in each of the following areas. Please also comment on each item how the course could be improved, as well as any other thoughts.

|  | 1 - Not at all        | 2                     | 3 - Somewhat          | 4                     | 5 - Very much so      | Comments             |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| Problem Solving                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Client Counseling                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Professional Responsibility/Ethical Issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| General Transactional Skills               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Contract Comprehension and Drafting        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Negotiation                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Teamwork                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Reflecting on and Learning from Experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |

Please assess each of the following, and comment on each:

|   | 1 - Poor              | 2                     | 3 - Good              | 4                     | 5 - Excellent         | Comments             |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| The Lawyering Lab Faculty   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Written course materials (Stent problem and related articles, instructions) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Lab communications (emails before and during the Lab, Blackboard, etc.)     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Attorney simulation participants  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Tuesday Networking Lunch and Panel  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Friday presentation by Steve Jones  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |

Please comment on whether you found the simulation problem (the Medino/BSC stent problem) to be engaging/helpful to your professional development.

Which session was most valuable to you and why?

What suggestions do you have regarding the different types of learning experiences that occurred during the Lab – classroom instruction, simulations (client assignments)?

Please comment on your experience working with a team throughout the Lab.

Please comment on the format (one week, dedicated module) and schedule of the Lawyering Lab.

Have this course and your experience during it influenced your potential course choices and/or career direction. If so, how, and why or why not?

- Yes
- No

Comments:

Are there additional topics/areas/skills you would like to see covered in the Lawyering Lab?

How could we improve the Lawyering Lab?

Overall evaluation of the Lawyering Lab experience:

- 1 - Poor
- 2
- 3 - Good
- 4

Please share any additional thoughts about the Lawyering Lab.

Thank you!

## Lawyering Lab Student Final Course Evaluation Results Summary

### **Response Summary:**

- Response Rate: 75% of 1L Class (156/208)  
(Comparable rates across all 6 sections: 17-18% for 5, 13% for 1)
- Overall Rating: Mean = 3.69
- Most Valuable Session: Client Counseling, closely following by Negotiation.
- Influenced course choice/career direction for 58% percentage of attendees.

### **Highlights:**

- Client Counseling Simulation (skills development and alumni participants)
- Negotiations Exercise
- Team-based Work
- Faculty (quality of teaching/engagement with new faculty)
- Steve Jonas Presentation

### **Areas for Improvement:**

#### **Logistics:**

- Tighter schedule (compress to 3-4 days).
- Establish and communicate full schedule in advance.
- Provide coffee breaks/lunch.

#### **Substantive:**

- Increase simulations/skills-based exercises and decrease lectures/large classes.
- Offer choices/exposure to varying practice areas.
- Reflect/recognize Public Interest orientation of some students.
- Reformulate Practitioner Lunch Panel to facilitate networking/connection with alums.
- Make teams smaller to foster opportunities for/participation by all members.
- Change names of parties to preclude students researching/discovering actual deal/results.
- Consider adding grades to incentivize student investment/participation.

**Diagnosing/Developing Competencies: Mean Score: 3.67**

| <b>Competency</b>                   | <b>Score</b> | <b>Comment Themes</b>  |
|-------------------------------------|--------------|--|
| Client Counseling                   | 4.30         | Hugely interesting and helpful to students. Some clients appeared to not have received sufficient info for preparation.  |
| Teamwork                            | 4.09         | Helpful to have to work in assigned teams; opportunity for trying different roles. Built relationships between students. |
| Negotiation                         | 4.07         | Pair exercise as well as the main negotiation were both very useful .  |
| General Transactional Skills        | 3.94         | Good introduction to many of these skills; some confusion about what these are.  |
| Contract Comprehension & Drafting   | 3.87         | Good first exposure to this for many students. Additional guidance and feedback would be helpful.                        |
| Problem Solving                     | 3.74         | Occurred both with the actual problem and in working through issues as teams.  |
| Reflecting/Learning from Experience | 3.67         | Helpful for some; too much for others.   |
| Prof. Responsibility/Ethical Issues | 3.21         | Did not arise for most during the Lab; topic was not overtly addressed by most faculty/clients.                          |

**Assessment of and Comments on: Mean Score: 3.97**

| <b>Topic</b>                     | <b>Score</b> | <b>Comment Themes</b>   |
|----------------------------------|--------------|---|
| Lab Faculty                      | 4.55         | Stellar comments overall. Loved the opportunity to connect with faculty, appreciated faculty commitment to Lab. |
| Attorney Simulation Participants | 4.49         | Majority positive; some comments re apparently needing additional info, wish for more feedback.                 |
| Steve Jonas Presentation         | 3.97         | Engaging speaker, and info provided context/wrap up for the week's experiences.                                 |
| Written Course Materials         | 3.83         | Stent problem overall received position feedback. Divergence re utility of supplemental articles.               |
| Lab Communications               | 3.49         | Significant preference for schedule to be set and disseminated <i>in toto</i> in advance.                       |
| Tuesday Networking Lunch/Panel   | 2.96         | Concerns re limited opportunities to actually network with attending attorneys, size of room.                   |

**Detailed Responses in Full Report.**

## BOSTON UNIVERSITY SCHOOL OF LAW – COURSE EVALUATION

We value your candid and constructive feedback on how school administrators and instructors may work to improve the quality of teaching at BU Law.

Please record your responses to each numbered question on a separate scantron sheet. Write free text comments directly on this form. Write the name of the course and instructor on the scantron, but do not write your name on the scantron or this survey form. Use a #2 pencil or pen. Results of this questionnaire will be distributed to administrators and faculty, and will be available to students online in the “Academic Info” section on StudentLink.

**Part I. Evaluating your instructor.** Please rate your instructor based on the following criteria using a 1-5 point scale, where 1=Poor and 5=Excellent. Leave the response blank if the criterion does not apply to you.

| Evaluate your instructor's:  | Poor<br>1 | Below<br>Average<br>2 | Average<br>3 | Above<br>Average<br>4 | Excellent<br>5 |
|--|-----------|-----------------------|--------------|-----------------------|----------------|
| 1. Clarity of presentation   |           |                       |              |                       |                |
| 2. Ability to manage discussion in class   |           |                       |              |                       |                |
| 3. Quality of responses to questions <u>in class</u>                               |           |                       |              |                       |                |
| 4. Availability outside of class   |           |                       |              |                       |                |
| 5. Quality of responses to questions <u>outside of class</u>                       |           |                       |              |                       |                |
| 6. Ability to stimulate interest in the subject matter                             |           |                       |              |                       |                |
| 7. Ability to facilitate development of analytical or other lawyering skills       |           |                       |              |                       |                |
| Please provide additional comments about what you liked or what could be improved: |           |                       |              |                       |                |
|  |           |                       |              |                       |                |

**Part II. Evaluating the course.** Please rate the overall quality of the course based on the following criteria using a 1-5 point scale, where 1=Poor and 5=Excellent. Leave the response blank if the criterion does not apply to you.

| Overall evaluation of the course:  | Poor<br>1 | Below<br>Average<br>2 | Average<br>3 | Above<br>Average<br>4 | Excellent<br>5 |
|--|-----------|-----------------------|--------------|-----------------------|----------------|
| 8. Value of class attendance to understanding the course                           |           |                       |              |                       |                |
| 9. Overall evaluation of the quality of course materials                           |           |                       |              |                       |                |
| 10. Overall evaluation of the quality of instruction                               |           |                       |              |                       |                |
| 11. Overall evaluation of the course experience                                    |           |                       |              |                       |                |
| Please provide additional comments about what you liked or what could be improved: |           |                       |              |                       |                |
|  |           |                       |              |                       |                |

**Part III. Evaluating teaching methods.** Please indicate how often each of the following teaching methods were used on a scale of 1-4, where 1=Never and 4=Often. Leave the response blank if the criterion does not apply to you.

| Evaluate how often the following methods were used:                                | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Often<br>4 |
|--|------------|-------------|----------------|------------|
| 12. Instructor lectures  |            |             |                |            |
| 13. Instructor calls on non-volunteers <u>without</u> prior notice                 |            |             |                |            |
| 14. Instructor calls on non-volunteers <u>with</u> prior notice                    |            |             |                |            |
| 15. Instructor encourages questions and comments from volunteers                   |            |             |                |            |
| 16. Class discussion covers the majority of assigned reading                       |            |             |                |            |
| 17. Instructor uses PowerPoint presentations/slides                                |            |             |                |            |
| 18. Instructor uses chalkboard   |            |             |                |            |
| 19. Instructor uses email to answer questions outside of class                     |            |             |                |            |
| 20. Instructor makes active use of course website                                  |            |             |                |            |
| Please provide additional comments about what you liked or what could be improved: |            |             |                |            |

**Part IV. Comparative costs.** Please complete the following statements about the money and time costs involved in this course compared to others. Leave the response blank if the criterion does not apply to you.

| Monetary costs:   | No cost<br>1 | Less costly<br>2 | About the same<br>3 | More Costly<br>4 |
|---|--------------|------------------|---------------------|------------------|
| 21. Compared to my other courses, the cost of required materials for this course was: |              |                  |                     |                  |

| Time costs:  | Much less<br>1 | Less<br>2 | About the same<br>3 | More<br>4 | Much more<br>5 |
|--|----------------|-----------|---------------------|-----------|----------------|
| 22. Compared to my other courses, the time required to meet course expectations was: |                |           |                     |           |                |

Please provide additional comments about what you liked or what could be improved:



**Objective:** To solicit constructive feedback from BU Law students on the format and content of the Course Evaluation Form.

**Process:** Student feedback will be solicited in two, 45-minute structured group sessions. All students will be invited to participate through email invitation by Dean Muir. Responses will be recorded at each session and filtered by 1L and upperclassmen.

The sessions will be conducted as a three-part process:

**Part 1: Introduction to the Evaluation & open-ended questions to assess general preferences of course administration and evaluation structure (10 minutes)**

1. When signing up for a class or beginning a new class, what type of information would you typically like to know from friends who have taken the class?
2. What has helped you learn in the classroom setting? Is there anything in particular that you felt allowed you to come away with a greater understanding of the material in one class than another?
3. Of all the classes you have taken so far, what would you say was the best class? Why? Is there anything that the professor did particularly well? Is there any method or aspect of teaching that was particularly useful?
4. If you had to choose between doing an evaluation on paper or on a computer, what would be your preference? (i.e. Scantron v. Qualtrix)

**Part 2: Assessment of current evaluation format, functionality, and content (asked upon completion of evaluation) (25 minutes)**

1. How long did it take you to complete the survey? (time the students)
2. How did you find the evaluation?
3. Do you think the questions were appropriate for an end-of-semester course evaluation?
4. Were the questions easy to understand? What would you change to make them more straightforward?
5. Were any of the evaluation questions particularly onerous?
6. What questions do you think will provide important information? Which do you think are unlikely to be of much use to students, the professor, and/or the administration?
7. What did you think of the format or structure of the evaluation? Is there anything you would change to streamline the evaluation?
8. Can you think of any important aspects of your courses that were not captured by the questions?
9. If you chose not to provide written comments, what discouraged you from doing so?

**Part 3: Pilot-testing of potential questions on learning outcomes (10 minutes)**

1. To what extent do you feel that you came away from the course with meaningful insight into the course's area of the law?  
A) To a great extent    B) Somewhat    C) Very little    D) Not at all
2. How would you restructure the class to further improve your learning outcomes?
3. To what extent do you feel your abilities in the following areas of legal learning has improved as a result of this course? If the criterion does not apply to you in this course, choose N/A.

| <b>Legal Learning</b>                         | <b>Great extent</b> | <b>Somewhat</b> | <b>Very little</b> | <b>Not at all</b> | <b>N/A</b> |
|---|---------------------|-----------------|--------------------|-------------------|------------|
| Legal analysis                                |                     |                 |                    |                   |            |
| Legal reasoning                               |                     |                 |                    |                   |            |
| Legal research                                |                     |                 |                    |                   |            |
| Problem solving                               |                     |                 |                    |                   |            |
| Oral communication                            |                     |                 |                    |                   |            |
| Understanding professional ethical boundaries |                     |                 |                    |                   |            |

4. What would you say are the top three things the professor wanted you to learn in this course?

# ABA Standards for Approval of Law Schools: Standard 314

## ASSESSMENT OF STUDENT LEARNING

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.