

## Indiana University School of Law – Indianapolis 2004-2005 PRAC Learning and Assessment Report

### Narrative:

Indiana University School of Law – Indianapolis is an integral part of the IUPUI campus and supports its efforts in building a university of the first rank, yet takes care to emphasize its status as an independent professional component of Indiana University. The law school is accredited by the American Bar Association (ABA).

The Indiana University School of Law – Indianapolis has articulated its' missions as being:

- To provide an excellent graduate and professional legal education for its students;
- To contribute through research, writing, and publication to knowledge, understanding and improvement of law, legal institutions, and legal processes;
- To serve the university, the legal and academic professions, and the wider society;
- To maintain a vibrant and humane community of persons engaged in various aspects of teaching, learning, scholarship, service, and support for those activities.

While the law school is collectively committed to these broad missions, it is also committed to fostering wide intellectual and professional freedom to its faculty. Because of the intellectual and professional freedom of its faculty, the law school has not adopted any formalized methods or requirements for assessing learning outcomes as anticipated by the Principles of Undergraduate Learning (PUL's). While a trend is developing for adapting the PUL's to legal education with a conference and publication of the Symposium issue, *Seven Principles of Good Practice for Legal Education*, 49 J. LEGAL EDUC. 367 (1999), this law school has not undertaken any consideration for their application here.

At the present time, faculty on the tenure or long-term contract track typically use the standardized course and faculty evaluation form from the Testing Center at the conclusion of each semester. The results are tabulated and reported on the faculty member's Annual Survey to the Dean of the law school for use in determining salary recommendations. The results are also included in the materials submitted to the law school's Promotions and Tenure Committee for use in determining the faculty member's progress toward promotion and tenure. A number of faculty, notably those in the law school's clinical ranks, combine the standard evaluation form with one tailored to obtain feedback related to the specific course. For example, it may ask for input on the teaching methods employed – such as the use of simulation, role-playing, or technology-based information sharing.

In a typical law school course, assessment of student performance and learning is based upon a final examination at the conclusion of the semester. A few faculty members may give an additional mid-term test or provide a pre-exam workshop to assist students with test-taking skills. Assigning the final grade for each student in each course and reporting it to the administration is the responsibility of the faculty member. Further reporting of learning outcomes is not required or expected.

As a cumulative measure of student learning, the law school tracks performance of its graduates on the Indiana bar examination.

**Bar Passage Rates:**

The passage rate for the July 2004 and February 2004 bar examinations are presented below:

Date	Total Candidates	Total Pass Rate	IU-I Candidates	IU-I # Passing	IU-I Pass Rate
February 2004	261	65%	81	51	63%
July 2004	552	78%	203	150	74%

**Conclusion:**

The law school has established a Teaching Committee which has engaged faculty members in dialog related to teaching issues over the past several years. The Teaching Committee encourages the sharing of teaching methods and is open to suggestions about improving the quality of teaching. The Teaching Committee may be the logical vehicle to generate discussion about the principles of good practice for legal education in the future.