

Indiana University School of Law – Indianapolis 2003-2004 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 missions of Indiana University School of Law – Indianapolis are:

- 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).

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.

Over the past two years, the Teaching Committee of the law school faculty considered issues relating to comprehension and writing of English. At the end of the spring semester 2003, the committee advised the faculty of the plan to create and administer a diagnostic test to the entering class to provide insight into the nature and extent of the problem. The test was not given

at the beginning of this year due to logistical and other issues that required further reflection. However, the Teaching Committee remains committed to the task, and work is ongoing toward the goal. The present plan is to develop a diagnostic test that entering students would take in the computer lab sometime during orientation. A test run was conducted before the 2003-2004 school year concluded and will be used to construct the testing for the future.

Additionally, an electronic classroom performance system was demonstrated to the faculty during the fall 2003 semester. This system, which is becoming the educational leader in real-time, interactive wireless response pad technology, was favorably reviewed by the law professors attending the demonstration. It is expected to be implemented by a number of clinical professors in the legal research and writing program in the fall 2004 semester. The system under consideration may be visited at <http://einstruction.com>.

As a cumulative measure of student learning, the law school tracks performance of its graduates on the Indiana bar examination and their ability to obtain law-related occupations.

Bar Passage Rates:

The passage rate for the July 2003 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*			81	51	63%
July 2003	535	74%	204	174	73%

* This figure is subject to change following the review of failing applicants' appeals.

2003 Employment Statistics:

The employment statistics for the most recent reporting period are provided below: (Students graduated in December 2002, May and August 2003.)

Employed	217	88.6%
Unemployed, Seeking Work	17	6.9%
Studying for Bar Full Time	7	2.9%
Enrolled in Degree Program	4	1.6%
Total Class of 2003	245	100%

EMPLOYMENT CATEGORIES

Private Practice	111	51.2%
Law Firms	106	48.9%
Started Own Practice	5	2.3%
Business	42	19.4%
In-House Legal	11	5.1%
Management	6	2.8%

Other Business	25	11.5%
Government	35	16.1%
Judicial Clerkships	6	2.7%
Public Interest	9	4.2%
Military	3	1.3%
Academic	6	2.8%
Unknown Type	5	2.3%

EMPLOYMENT LOCATIONS

Employed Out of State	32	14.7%
Employed in Indiana (outside Indianapolis)	49	22.6%
Employed in Indianapolis	134	61.8%
Unknown Military Location	2	0.9%

AVERAGE STARTING SALARY

Of the 217 employed graduates, 112 reported salary (52%).

The median starting salary for these graduates is **\$55,000**.

Law Firms		\$70,000
2-10 lawyers	\$45,000	
11-25 lawyers	\$55,000	
26-50 lawyers	\$78,000	
51-100 lawyers	\$80,000	
101-250 lawyers	\$80,000	
251-500 lawyers	\$85,000	
501 and up lawyers	\$100,000	
Business		\$55,000
In-House Legal	\$52,500	
Management	\$65,000	
Other Business	\$56,500	
Government		\$38,000
Federal	\$40,044	
State	\$37,900	
Local	\$35,000	
Judicial Clerks		\$51,050
Public Interest		\$37,500
Indianapolis		\$59,000
Indiana (outside Indianapolis)		\$51,000
Out of State		\$70,000

The above figures are reported starting salaries or estimates by new practitioners for their first year income. These figures do not include bonuses, fringe benefits, raises, fees for special cases, revenue from bringing in new clients, etc.

Conclusion:

The recent interest in additional and electronic assessment methods at the law school indicates a positive movement towards incorporating the principles of good practice for legal education in the future.