

WSCUC Review Team Report – Recommendation 3

Updated 10/19/2023

RECOMMENDATION 3: Address pressing issues facing the Law School, including permanent leadership, admissions profile, improvement in bar passage rate, fiscal stability, and the placement of graduates. CFR(s): 1.6, 2.1, 2.6, 2.10 – 2.14, 4.4, 4.5 POINT PERSON(S): Eileen Fung, Interim Provost and Vice President of Academic Affairs, Susan Freiwald, Dean, School of Law					
TASKS List the steps that will lead to accomplishment of the recommendation	INDIVIDUAL(S)/ GROUP(S) RESPONSIBLE	INDICATORS THAT THE SPECIFIC TASK HAS BEEN ACCOMPLISHED	DESIRED OUTCOME(S)	STATUS Work Not Yet Started, In Progress, or Complete?	DUE DATE (EXP)
Before the beginning of the 2019-20 academic year, the Provost will provide an update on the status of a search for a permanent Dean, who will be in place by the end of the Interim Dean's term on June 30, 2020.	The Provost and others.	The Dean of the Law School is permanent rather than interim.	<u>Permanent Leadership.</u>	Complete. Dean Freiwald began serving a five-year on 7/1/2019.	Summer of 2019
Obtain ranked status in U.S. News through improvements in bar pass, employment, and reputation. Use enhanced marketing, outreach, and strategic deployment of scholarship funds to improve reputation, application rates and yield.	Dean of the School of Law, Dean of Academic Services, Dean of Student Affairs, Senior Director of Admissions and Financial Aid and team, Communications / Marketing team, Faculty, alums, and others involved in outreach	The median LSAT moves into the mid 150's and the 25 th percentile median Undergraduate GPA stays above 3.0.	<u>Improvement in Admissions Profile</u> The median LSAT and Undergraduate GPA scores are higher at the 25 th , 50 th , and 75 th levels.	Work is still in progress.	Rolling
Bring in new leader of the Academic and Bar Exam	Dean of the School of Law, Associate Dean of	Stability in leadership and messaging of the ABES	<u>Improvement in Bar Passage Rate.</u>	In progress. Significant curricular reform has been	Rolling

<p>Support Program and revamp current approach. While implementing significant curricular overhaul, consider additional curricular, teaching and service initiatives based on an evaluation of quantitative and qualitative data and the pertinent literature. Continue to work on increasing rigor in the culture.</p>	<p>Academic Affairs, Academic and Bar Exam Success (ABES) faculty, Academic Support faculty, all full-time faculty.</p>	<p>faculty. More changes to curriculum and teaching practices to reflect best practices. Greater participation by students in bar-related programming during law school and deeper commitment to bar study by them post-graduation. Higher success rate on bar exam.</p>	<p>First time and repeater bar pass scores improve with first time scores close to the state average for accredited law schools. Ultimate bar passage scores (within 2 years of graduation) should be at or above 75%.</p>	<p>passed and implemented. We have a two new Co-Directors of ABES (hired spring 2019 and 2020), and they have increased support services, programmatic organization, and student engagement in all years of law school and after graduation. Data analysis ongoing.</p>	
<p>Reduce the law school's expenses through efficiencies and strategic cuts. Continue to increase annual fundraising results and focus on current use, expense-reducing funds and on partnerships with foundations. Raise JD net tuition by reducing the discount rate after obtaining ranked status. Increase tuition from non-JD programs including an enhanced Graduate Tax Program and new graduate and other programs.</p>	<p>Dean of the School of Law, and the Associate Dean for Academic Affairs. The Budget and Planning Director and the Assistant Dean, Development and Alumnae Relations and team. The Director for the Tax Program.</p>	<p>Tuition and fundraising revenues rise and come from diverse sources. Operating expenses decrease.</p>	<p><u>Fiscal Stability</u> Out of its own revenue and fundraising, law school covers its operating expenses and contributes sufficient funds to the University to cover its share of University-provided services.</p>	<p>In progress. For FY21, the law school projects being able to contribute significantly to help cover the pandemic expenses above the negotiated contribution rate, without recourse to reserves (i.e., from the excess of revenue over expenses). Discount rate is down a lot as well as operating expenses. We raised \$6.1 million for an endowed chair last year and continue to support program expansion through donor funds. Our tuition rates for the Graduate tax program are up and we are developing a new program with Andersen.</p>	<p>One to two more years</p>

<p>New team in Office of Career Services implementing a new, individualized approach that connects students and graduates directly to jobs rather than instructing groups on skills. Enhanced, expanded alum mentoring program and alum job sourcing program. Better use of metrics to track performance and hone approach.</p>	<p>Dean of the School of Law, Director of the Office of Career Services and Alumnae Relations and team.</p>	<p>More alumni and student mentor pairs year over year, more students meeting with career counselors and leveraging career planning services, an increases in interviews and job listings, job matches increase for our students and our graduates.</p>	<p><u>Placement of Graduates</u> Graduate employment rate improves to match, if not exceed, those of other law schools in our region.</p>	<p>The Office of Career Services began working on all of the tasks listed upon a change in leadership in the summer of 2018. All listed activities are in progress and are starting to yield results. The pandemic's effect on the legal market will set back our employment outcomes.</p>	<p>Graduate employment outcomes increase over time along with rising bar pass, but taking into account pandemic effects.</p>
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1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

GUIDELINE: The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.

2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

GUIDELINE: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.

2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

GUIDELINE: The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.

2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.

GUIDELINE: The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.

2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its cocurricular programs and uses the results for improvement.

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.

GUIDELINE: Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.

2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.

2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.

GUIDELINES: Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.

4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

GUIDELINE: Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.

4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.