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Implementing A First-Year Research Assessment

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ABA Standard 314:

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

Key Findings

- Student performance was stronger in classes with a robust librarian presence. For example, Prof. D's class received five, 75-minute classes over the semester.
- 31% of students had problems finding the appropriate statute. Most often, this was because the initial search was overly broad or showed heavy reliance on the "Google-bar" functions of the search platforms.
- Students who used both Lexis and Westlaw scored marginally higher than students who used one platform; students who exclusively used Lexis had a higher correlation of mistaking a bill for the statute.

Next Steps

- For Fall 2017, librarians will go into each legal research class for a minimum of four classes.
- Classes will cover 1) case law, 2) statutes and codes, 3) secondary sources, and 4) a review session.

Want more information? A detailed report on this project is available at: scholarworks.law.ubalt.edu/all_fac/1051



Implementing LAW A First-Year Research Assessment





Objective Portion: 80% of Score

Subjective Portion

- Fact pattern written by Library Director Adeen Postar focusing on Maryland's Slayer Statute
- 4 pairs of questions: part (a) as the answer and part (b) as a research strategy explanation

Objective Portion

40 questions, plus a bonus question Questions drafted from a variety of sources & designed to cover all basic areas of identified in the RIPS-SIS Core Legal Research Competency Report, which was a response to the MacCrate Report.

3. Grading

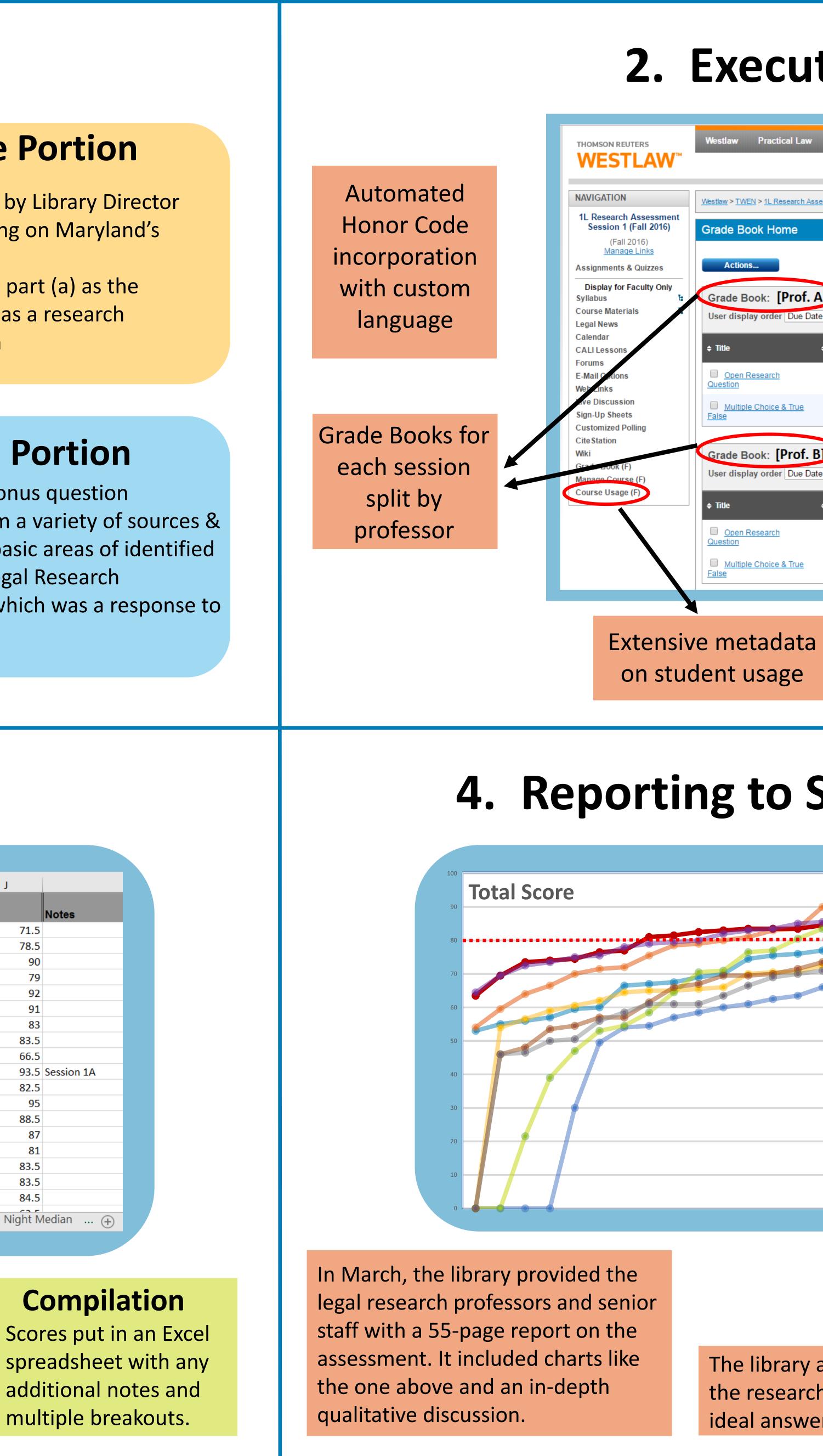
	С	E	G	Н	I	J	
			Grade- Mult.				
1	Full Name	ILS Professor Name	Choice Total	Grade- Open	Total Grade		Notes
41	Student A	Professor I	58	13.5	71.5	71.5	
42	Student B	Professor I	68	10.5	78.5	78.5	
43	Student C	Professor I	76	14	90	90	
44	Student D	Professor I	68	11	79	79	
45	Student E	Professor I	74	18	92	92	
46	Student F	Professor I	74	17	91	91	
47	Student G	Professor I	64	19	83	83	
48	Student H	Professor I	66	17.5	83.5	83.5	
49	Student I	Professor I	60	6.5	66.5	66.5	
50	Student J	Professor I	74	19.5	93.5	93.5	Session 1/
51	Student 1	Professor D	64	18.5	82.5	82.5	
52	Student 2	Professor D	78	17	95	95	
53	Student 3	Professor D	70	18.5	88.5	88.5	
54	Student 4	Professor D	68	19	87	87	
55	Student 5	Professor D	62	19	81	81	
56	Student 6	Professor D	64	19.5	83.5	83.5	
57	Student 7	Professor D	66	17.5	83.5	83.5	
58	Student 8	Professor D	68	16.5	84.5	84.5	
•	Grades Mult.	ChoiceScatter plot	Open Q Scatter I	Plot Total G	Grade Scatter Pl	lot Night M	1edian

Subjective

Graded against a rubric out of 20 points. Each answer reviewed by 2 librarians

Objective

Automatic grading through TWEN Each question worth 2 points, for a total of 80.



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2. Execution Westlaw Practical Law TWEN Training Tools Practice Ready Store Resources Savanna Nolan A 🚹 University of Baltimore Print this page TWEN Help Grade Book Home Grade Book Navigation Icon Key Actions... Grade Book: [Prof. A] Assign Users 📥 Recover Deletions r display order | Due Date 🔻 민 🖽 41.00 rade Book: [Prof. B] er display order Due Date 🔻 Assign Users 🛛 🛓 kecover Deletions Open Resear 🚺 🖽 Grade Edit 11/13/2016 10:00 PM 🚺 🖽 Multiple Choice & True <u>Grade</u> E 11/13/2016 10:00 PM Automated grading of objective section 4. Reporting to Stakeholders Percentage of Students with Scores ≥ 80% Subjective Objective Total 47.8% 34.8% 17.4% Prof. A 16.7% Prof. B 20.8% 42.7% 81.8% 59.1% Prof. C 36.4% Prof. D 74% 69.6% 60.9% 21.7% 26.1% 47.8% Prof. F 52.2% 43.5% 17.4% Prof. G 26.1% 13% 13% 32% 32% 36% Prof. H 60% 76% 56% Prof. 38.8% 47.9% 41.8% Day 50% Evening 17.4% 39.1% 48.3% 36.5% 38.9% **Total**

The library also created a 30 minute video review of the research assessment for students. It presented ideal answers and addressed common mistakes.