GOING ABOVE AND BEYOND ABA STANDARD 309(B)

AN INNOVATIVE APPROACH TO TARGET AT-RISK STUDENTS AND PROVIDE ACADEMIC SUPPORT BEFORE DAY ONE OF LAW SCHOOL

INTRODUCTION & GOALS

1. Introduce innovative approach for pre-law school academic support.
2. Enhance academic support with a 2-week orientation course.
3. Utilize data for personalized academic support.
4. Provide materials for implementing a similar approach.

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Interactive Activity: *What are your current methods of identifying and supporting at-risk students at your institution?*

ABA STANDARD 309(B) AND ITS LIMITATIONS

ABA Standard 309(b) requires law schools to provide academic support "designed to afford students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession."

Limitations at outset of law school.

1. Limited predictive ability.
2. Narrow focus on academic abilities.
3. Lack of contextual information.
4. Subjective self-reported weaknesses.
5. Insufficient assessment of non-cognitive factors.

CHALLENGES IN THE 1L YEAR WITHOUT EARLY ACADEMIC SUPPORT

1. Academic struggles and difficulty keeping up.
2. Decreased confidence and motivation.
3. Increased risk of academic sanctions.
4. Negative emotional and psychological effects.
5. Impaired professional development.
6. Unequal opportunities.

Interactive Activity: *Have any of you found LSAT scores & UGPAs to be unreliable predictors of students' readiness and success?*

APPROACH OVERVIEW

-Innovative approach in providing academic support when compared to traditional methods.

-2-week intensive course during orientation hyper focused on skill development and data collection.

-Results in timely intervention and tailored support using actionable data.

-Enhances preparedness and academic performance.

-Fosters long-term success in law school.

COMPONENTS OF THE 2-WEEK COURSE

Introduction/Pre-Course work (All Online)

Reading and Case Briefing

Socratic Discussion and Demystification

Introduction to Outlining

Introduction to Essay Writing

Multiple-Choice Quizzes and Review

Live Session Discussions and Exercises

Final Examination

Reflective Practice and Self-Assessment

Interactive Activity: *How many of you are introducing and giving students an opportunity to practice these skills before your doctrinal classes begin?*

UTILIZING DATA FOR TAILORED ACADEMIC SUPPORT

Mindset: Control of Learning Beliefs	Self Efficacy for Learning and Performance	Cognitive Strategy Use	Critical Thinking	Self-regulation	Resource Management Strategies
35	30	47	40	62	65
26	28	33	33	58	50
29	33	42	42	65	59
32	30	47	38	70	60
36	30	47	43	67	62

Overall Course Grade	Completion	Quizzes	Essays	Final Exam
64%	93%	69%	68%	62%
72%	57%	81%	73%	75%
67%	57%	68%	80%	75%
60%	86%	71%	40%	62%
75%	100%	49%	88%	67%
80%	64%	78%	78%	79%
73%	86%	49%	70%	71%
82%	93%	61%	83%	74%

...l Exam MC National ...mparison	Final Exam Essay National Comparison
1.24	0.34
0.34	1.24
-0.20	0.64
-0.02	0.34
N/A	N/A
0.88	1.24
0.70	0.94

Analysis Percent Score	Application Percent Score	Knowledge Percent Score	Reading Comprehension Percent Score	Socratic Learning Skills Percent Score	Reading Comprehension - Case Briefing Skills Percent Score	Reading Comprehension Inference Percent Score
50	75	80	41.67	80	66.67	50
50	87.5	80	91.67	90	100	50
50	87.5	100	83.33	90	100	100
50	87.5	80	50	60	0	50
100	50	50	58.33	60	33.33	50
100	87.5	90	66.67	80	33.33	100
50	75	100	66.67	80	33.33	50
100	62.5	60	91.67	80	100	50

DEVELOPING A SIMILAR APPROACH

Where do I start?

What data can you quickly acquire?

-LSAT

-UGPA

-Undergraduate Major

-Individual Areas of Concerns

Consider: What data, if any, are you currently collecting in your orientation program?

Data you should be collecting…

-Reading comprehension levels

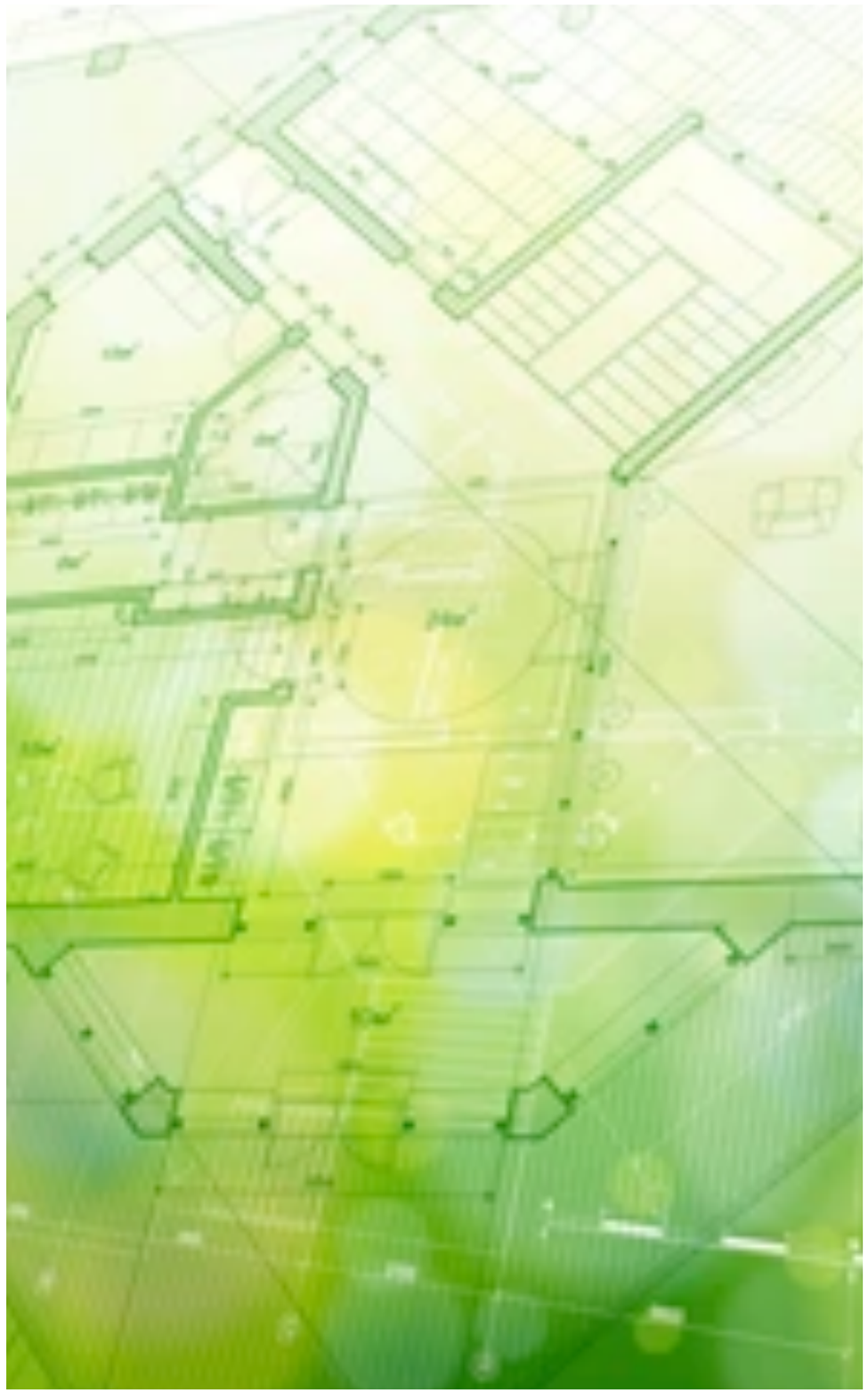
-Case reading abilities

-Analytical thinking/reasoning skills

- Legal Writing and Communication

-Knowledge acquisition proficiency

-Knowledge application



DEVELOPING A SIMILAR APPROACH (CONT.)

Learning Outcomes:

1. Students will understand how to effectively prepare for and participate in class, including how to meaningfully engage in Socratic classroom dialogue.

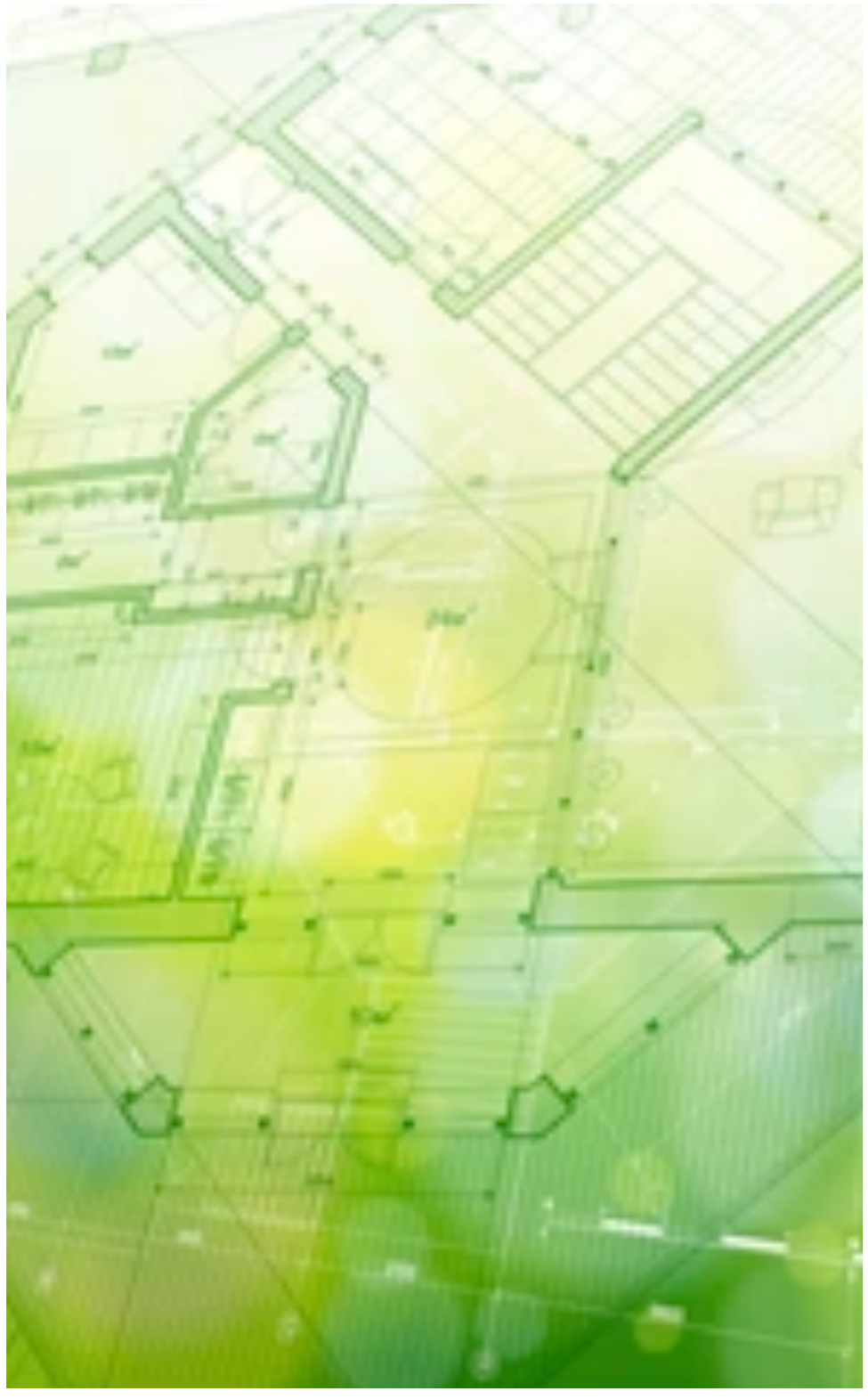
2. Students will be able to synthesize class notes, case briefs (and commercial outlines) into a course outline they can use to study for a final exam.

3. When given a legal problem to solve, students will be able to identify the legal doctrines implicated by the facts; create basic arguments by applying facts and rules; write a legal answer organized around IRAC through which they will communicate their reasoning to the question posed.

4. Students will have a basic understanding of some of the differences between law school and their undergraduate experience, including the daily workload.

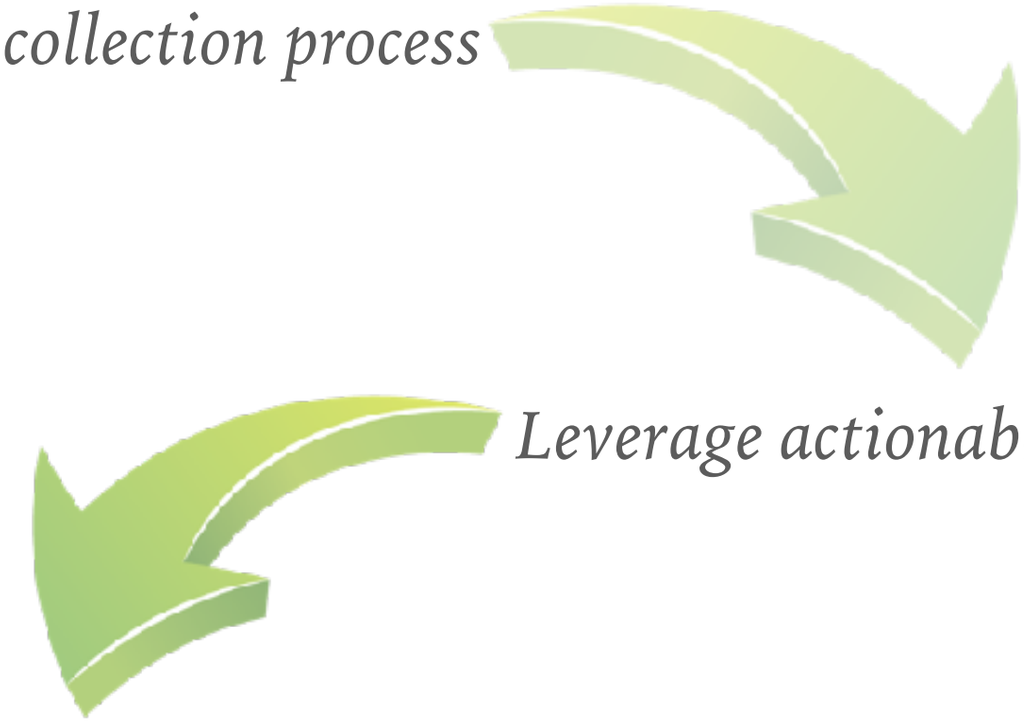
5. Students will have a basic understanding of many of the critical law school success factors and will gain a basic awareness of their own competencies and motivations with respect to many of the critical law school success factors.

6. Students will become aware of the pathway that will help them reach their goals and will begin to develop relationships with their peers that is critical to succeeding.



CONCLUSION AND TAKEAWAYS

Establish a sustainable data collection process



Leverage actionable data

Enhance student success

Transcend ABA Standard 309(b)

Q&A AND CONTACT INFORMATION

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