



Outcomes & Impacts **CURRICULUM & TEACHING**

Curriculum & Teaching
Institutional Research



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Curriculum and Teaching Institutional Research (IR) Reports and Findings

MCL conducts ongoing quantitative and qualitative studies of the quality and efficacy of its academic and co-curricular programs, events and activities. Summative evaluations, such as bar exam and employment outcomes, are reported in the Student Success Outcomes & Impacts report. This reports compiles several studies focused on student attainment of the skills, knowledge, habits of mind and heart, perspectives, ethics, and other attributes of contributing members of the society and the legal profession, as they progress through the MCL curriculum.

Studies are described in brief here and then presented in summary on the following indicated pages.

Clinical Student Self-Assessment as an Indirect Measure of Institutional Learning5-8

In MCL's legal clinics, students work under the supervision of licensed attorneys to provide legal information to the public. Over the course of each semester, students complete written self-assessments in which they reflect on their development and assign themselves competency scores across five core areas: 1) Professional Communication; 2) Problem Solving; 3) Ethical Practice; 4) Organizing and Managing Work; and 5) Developing Professional Identity & Independent Learning.

Student reflections are paired with faculty evaluations — a form of direct assessment — using a shared three-level rubric: Exemplary (2), Competent (1), and Developing (0). The dual nature of the process allows students to compare their self-ratings with faculty feedback, creating space for metacognitive learning and promoting habits of ongoing self-reflection and professional identity formation.

This indirect assessment approach provides a valuable window into how students perceive and articulate their own growth, particularly concerning lifelong learning and self-directed improvement—core elements of the targeted Institutional Learning Outcome (ILO). When analyzed across multiple semesters, this data enables the law school to identify trends in reflective capacity, professional self-awareness, and the evolving maturity of its students as legal practitioners. By integrating this self-assessment process into required clinical experiences, MCL is cultivating reflective, adaptive professionals.

Non-Graded Assessment in Doctrinal Courses, Fall 2024 Semester Analysis9

MCL's doctrinal, elective, and legal writing courses feature formative assessment activities, referred to as non-graded assessment. These non-graded assessments are used alongside traditional performance indicators—such as multiple-choice question (MCQ) scores and capstone projects—to measure student proficiency at the CLO and PLO levels, ultimately contributing to the evaluation of Institutional Learning Outcomes (ILOs).

In Fall 2024, the doctrinal faculty selected one of three assessment rubrics for use in their courses, with all participating faculty opting for either the writing or class discussion rubric. Faculty were asked to incorporate three assessments over a 15-week semester. Data and feedback collected from both the summer (elective courses), and fall (doctrinal courses) assessment periods were analyzed to inform and refine strategies for future semesters.

This initiative represents a significant step toward enhancing skill-based competency evaluation, fostering student engagement in self-assessment. By incorporating both direct (faculty assessment) and indirect (student self-reflection) assessment methods, MCL enhances its existing outcome assessment framework, ensuring a more comprehensive and nuanced evaluation of student learning.

Annual In-Class MCQ Quiz Performance Report..... 10

Standardized multiple choice quizzes (MCQ) are administered 3 to 4 times per semester in courses tested in MCQ format on the bar exam. These quizzes feature questions of varying difficulty, providing a thorough formative assessment of student knowledge. The scores from these quizzes contribute to the overall course grade, reflecting students' progress and understanding of the material.

MCQ subject courses span two consecutive semesters, from fall to spring. Following each semester, student performance is evaluated and monitored to track improvement. Performance data is analyzed at the professor, subject, and campus levels to assess both student progress and the effectiveness of learning and support activities.

Over the past eight years, student performance has improved from fall to spring in seven of those years. During the 2023-2024 academic year, subject-level performance increased from fall to spring in every subject. At the campus level, student performance improved from fall to spring at the SLO, Kern, Hybrid, and Empire campuses, while performance at the MCL campus remained stable. Overall, institutional performance saw a notable increase of 5.9% from fall to spring.

Relationship Between Formative Student MCQ Performance & Summative Essay Exam Performance..... 11-13

Standardized multiple-choice quizzes (MCQ) are administered three to four times per semester in MCL courses on subjects included in the MCQ section of the bar exam. These quizzes feature questions of varying difficulty, providing a formative evaluation of student knowledge. At the end of the semester, students take a summative bar-style essay exam including two bar-style essays graded according to faculty approved guidelines.

Starting with 2018 data, MCL began examining the relationship between MCQ performance and end-of-term, bar-style essay scores. This effort aims to (1) assess the validity of MCQ quizzes as reliable outcome measures, (2) enable early student intervention, and (3) improve predictions related to graduation and bar passage. These and other assessment outcomes also inform curricular recommendations at the subject and professor levels, creating opportunities for faculty coaching and learning activity expansion.

Each semester, average MCQ and essay scores are calculated for every student and then analyzed. A correlation analysis of 3,721 pairs of MCQ and essay score averages collected over six years (12 semesters) showed a Pearson correlation coefficient of 0.27 and a Spearman correlation coefficient of 0.29, suggesting a weak positive relationship between formative MCQ and summative essay exam performance. A positive correlation indicates that higher MCQ averages tend to predict higher essay averages, and lower MCQ averages correlate with lower essay averages. Conversely, a negative correlation implies that as MCQ averages increase, essay averages decrease, or vice versa.

Notably, the correlation often becomes stronger when examined at the course or subject level. For example, in the Spring 2024 semester, a review of MCQ and essay averages in six sections of Constitutional Law (n = 53) produced a Pearson correlation coefficient of 0.51, indicating a moderate positive relationship between MCQ and essay scores within that subject.

Hybrid JD Symposium Learning Outcomes Attainment 202514-15

The annual Symposium of Hybrid Online JD Students at MCL provide the opportunity for enrichment experiences, community building, and skills development exercises in a residential setting. Learning outcomes for each symposium are determined and assessed each year both before the event and after, by student self-report survey. Survey results are published for students and guide MCL curriculum and teaching at all levels of the Hybrid Online JD program, both throughout the year and at each annual Symposium.

Analyses of pre and post levels of familiarity and understanding of practice areas such as estate planning and employment law covered in the Symposium, awareness of the litigation process and various stages like discovery, and issues in practice such as ethical use of AI, show attendees experienced marked improvement from participating in the 2025 Symposium. Evaluation of human factors such as connectedness to fellow students, faculty, and staff showed most students improved their connection to all groups, and comfort with public speaking in class and among classmates and professors rose drastically from pre-Symposium levels.



Clinical Student Self-Assessment as an Indirect Measure of Institutional Learning

As part of MCL's broader outcomes assessment strategy, the student self-assessment process used in the legal clinics serves as a key example of indirect assessment, grounded in student reflection and self-evaluation. This form of assessment is particularly well-suited to measuring progress toward one of the law school's fifth Institutional Learning Outcome (ILO): *Graduates will be able to reflect on their values, learning, and performance as these relate to their responsibilities as professionals to continuously learn, evolve, and achieve self-fulfillment.*

In MCL's legal clinics, students work under the supervision of licensed attorneys to provide legal information to the public. Over the course of each semester, students complete written self-assessments in which they reflect on their development and assign themselves competency scores across five core areas:

- **Professional Communication**
- **Problem Solving**
- **Ethical Practice**
- **Organizing and Managing Work**
- **Developing Professional Identity & Independent Learning**

These reflections are paired with faculty evaluations—a form of direct assessment—using a shared three-level rubric: Exemplary (2), Competent (1), and Developing (0). The dual nature of the process allows students to compare their self-ratings with faculty feedback, creating space for metacognitive learning and promoting habits of ongoing self-reflection and professional identity formation.

This indirect assessment approach provides a valuable window into how students perceive and articulate their own growth, particularly concerning lifelong learning and self-directed improvement—core elements of the targeted ILO. When analyzed across multiple semesters, this data enables the law school to identify trends in reflective capacity, professional self-awareness, and the evolving maturity of its students as legal practitioners.

By integrating this self-assessment process into the clinical experience, MCL affirms its commitment to cultivating reflective, adaptive professionals and enhances its capacity to evaluate and support student achievement of key institutional learning goals.

Background and Use of Clinical Assessment Data in Program Improvement

The clinical assessment tools used at MCL were designed and piloted in 2022 as part of a broader initiative to strengthen the law school's assessment infrastructure. Developed collaboratively by clinical faculty and academic leadership, the tools were intended to capture both direct faculty evaluations and indirect student self-assessments across key competency areas. Following a successful pilot, the assessments were fully implemented across all clinical courses in 2023.

Each assessment cycle captures rich qualitative and quantitative data related to the five core competencies. Professors evaluate students twice per semester using a shared rubric, while students complete reflective self-assessments using the same criteria. Since their full rollout, these assessments have generated multi-semester data sets that provide critical insight into student development, teaching effectiveness, and programmatic strengths and gaps. Analysis of this data supports the law school in tracking longitudinal trends in student competencies across different clinical programs, identifying alignment (or misalignment) between student self-perceptions and faculty evaluations, Assessing the effectiveness of curriculum design and instructional methods, targeting faculty development and support based on observed patterns.

Importantly, because the self-assessment component is tied to one of the law school's Institutional Learning Outcomes—focused on reflective practice and continuous professional growth—this data serves a dual purpose: assessing skill development while also evaluating how well the law school fosters habits of lifelong learning and self-directed improvement. As MCL continues to build a culture of evidence-based decision-making, the clinical assessment process provides a model for how systematic, well-aligned assessment practices can directly inform curriculum refinement, program review, and institutional effectiveness.

Codes and Analysis of Student Self-Reflections

A systematic coding process analyzes the rich qualitative data from student self-assessments in the legal clinics. Each student's self-reflection is reviewed and coded using a predefined set of qualitative codes. These codes were developed through an iterative process to reflect key themes relevant to legal education and professional identity formation. For example, the "Tone" code is applied when a student identifies the need to improve their professional tone in communication, either in writing or in oral advocacy. Other codes may capture themes such as ethical awareness, goal setting and achievement, time management, collaboration, and client interaction skills.



**General Student
Reflection Codes**

**Professional
Communication
Reflection Codes**

**Problem Solving
Reflection Code**

**Ethical Practice
Reflection Codes**

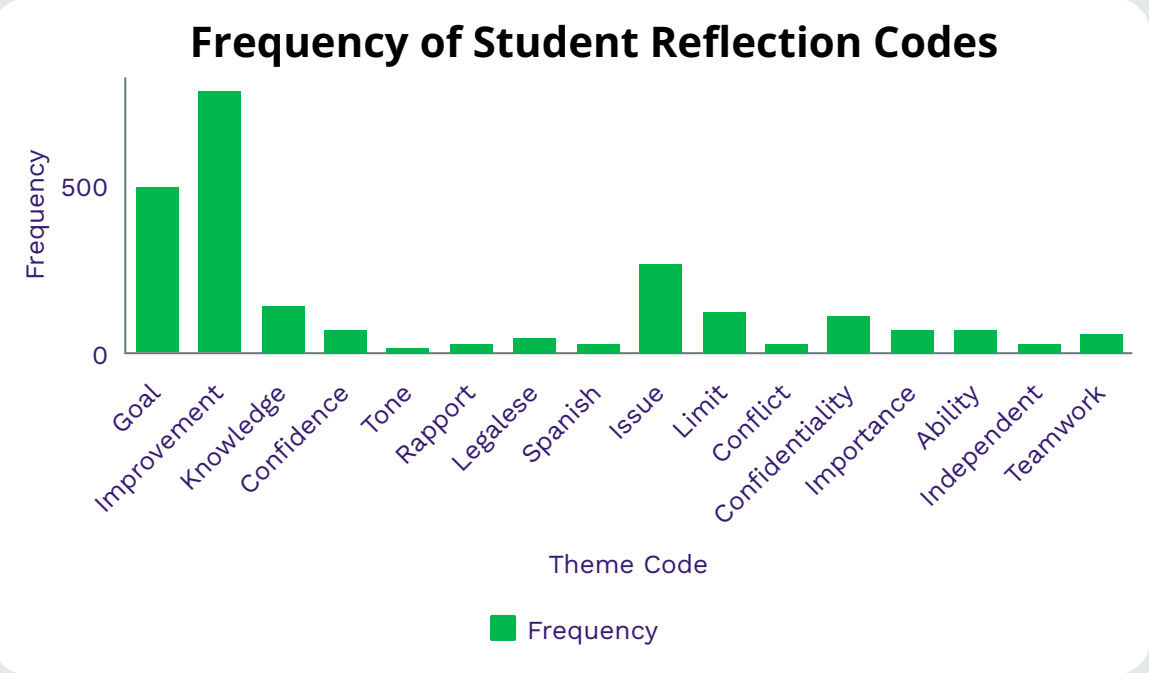
**Organizing &
Managing Work
Reflection Codes**

**Developing
Professional Identify
& Independent
Learning Reflection
Codes**

CODE	DESCRIPTION OF CODE
Goal	The student mentions having a goal for the clinic, working towards achieving or improving something.
Improvement	The student mentions improvement, achieving a goal, or skill growth in any category.
Knowledge	The student mentions learning/understanding legal topics covered in the clinic, including procedural steps, necessary forms, etc.
Confidence	The student mentions becoming more confident and wanting to overcome feeling uncomfortable and anxious.
Tone	The student mentions wanting to develop a professional tone, a less casual tone, etc.
Rapport	The student mentions wanting to learn how to create a rapport with a client
Legalese	The student mentions learning how to avoid legalize (i.e., using straightforward language when speaking to a client, not using a lot of legal terms the client doesn't have the context to understand)
Spanish	A Spanish-speaking student mentions working with Spanish speaking clients, the importance of assisting Spanish speaking clients.
Issue	The student mentions identifying issues, relevant legal issues, issue spotting, sorting relevant & irrelevant facts.
Limit	The student mentions identifying the ethical boundaries of the clinics, students may only provide legal information, not legal advice, or if matter was outside the scope of practice.
Conflict	The student identifies that they have a conflict of interest (they know the person attending the clinic), that a conflict exists in the situation before them, that they are biased about the situation, etc.)
Confidentiality	The student mentions maintaining confidentiality for clients in the clinic.
Importance	The student mentions the importance of organization in legal practice, the clinic, etc.
Ability	The student mentions their ability to stay organized during the clinic.
Rapport	The student mentions wanting to learn how to create a rapport with a client.
Independent	The student mentions the importance of looking for the answer, being proactive, and researching issues.
Teamwork	The student mentions the importance of professional teamwork, working well with others, value of professional relationships to legal profession.

**Frequency of
Reflection Codes For
2023 - 2024 Students
Self-Assessments**

Goal	489
Improvement	781
Knowledge	136
Confidence	66
Tone	12
Rapport	26
Legalese	39
Spanish	21
issue	266
Limit	118
Conflict	25
Confidentiality	110
Importance	68
Ability	63
Independent	24
Teamwork	52



Insights from Frequent Self-Assessment Themes

The high frequency of the Improvement (781 instances), Goal (489 instances), and Limit (266 instances) codes in student self-reflections provides valuable insight into how students are engaging with their clinical education and internalizing key aspects of professional development.

The frequency of the Improvement code indicates that students are not only aware of their growth but are also able to articulate specific areas of progress across the five core competencies. This suggests that the clinic structure, combined with regular feedback and opportunities for reflection, supports skill development and confidence-building in a way that students can clearly recognize and describe.

The frequent appearance of the Goal code demonstrates that students are using the reflection process to set meaningful, forward-looking objectives for themselves. These goals often relate to enhancing communication, deepening legal analysis, or managing responsibilities more effectively—evidence that students are actively engaging in self-directed learning and taking ownership of their professional trajectory.

The Limit code reveals another critical layer of learning: students are increasingly aware of the ethical boundaries and scope limitations inherent in clinical work. By identifying and reflecting on these boundaries, students show a developing understanding of professional responsibility, which is essential for ethical lawyering and aligns with the school's commitment to instilling principled practice.

Together, these three codes highlight the effectiveness of the self-assessment model in encouraging intentional reflection, professional self-awareness, and ethical sensitivity. They also underscore the role of the clinics in preparing students not just to practice law, but to reflect, adapt, and grow throughout their careers.

Student Reflection Sample Competency: Professional Communication

Reflection 1

There are many different areas in which I can work on my communication skills. One aspect of communication that is extremely important where I need improvement is being clear and concise when I am communicating. I have a bit of a hard time trying to communicate without using legalese so what I am trying to say to the client can sometimes get convoluted. My goal for the end of the semester is to be able to interact and communicate with clients and classmates both effectively and respectfully while also being clear. I think this will get easier with time but it is definitely something that I can work to improve.

Reflection 2

So far I think I have gotten much more effective at professional communication. My goal for the end of the semester was to be able to interact and communicate with clients and classmates both effectively and respectfully while also being clear. A couple things that I struggled with in particular were being clear and concise. I think I am well on my way to accomplishing this goal. That being said there are still things that I can work on such as my use of legalese. I think with time I will also be able to overcome this struggle but it is still something I am cognizant of.

Reflection 3

I think I have made tremendous progress this semester regarding my professional communication skills. At the beginning of the semester I had trouble being clear and concise. In addition, I had a hard time not using legalese while speaking with clients. I believe that I am now able to be both clear and concise as well as speak to clients using non-legalese. I believe that through time/experience speaking with clients and with the assistance of my professors/classmates I was able to improve in both of these areas. That being said I still have room to grow. Although I have improved there is always room to grow and I think I can always improve on my communication skills.

Analysis of Student and Professor Competency Scoring

As part of the clinical assessment process, both students and professors rate student performance in five core competencies—Professional Communication, Problem Solving, Ethical Practice, Organizing and Managing Work, and Developing Professional Identity & Independent Learning—using a standardized three-point scale: Developing (0), Competent (1), and Exemplary (2). These assessments are completed at two key points in the semester: the midterm and the final. The comparison of student self-scores and faculty scores offers valuable insight into how students perceive their own development and how those perceptions align with faculty evaluations.

Midterm Assessment Results (143 respondents):

- 26.32% of students rated themselves higher than their professors did.
- 48.03% of students rated themselves lower than their professors.
- 25.66% matched their professors' scores.

Final Assessment Results (143 respondents):

- 17.24% rated themselves higher than their professors.
- 39.31% rated themselves lower than their professors.
- 43.34% matched their professors' scores.

Interpretation and Insights:

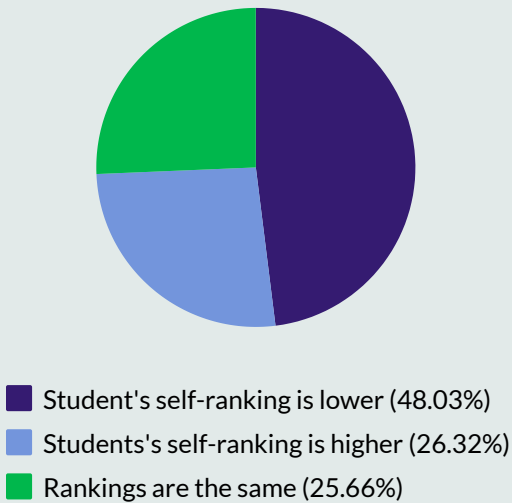
The percentage of students whose self-assessments matched their professors' evaluations increased significantly from 21% at midterm to 45% at the final, indicating improved calibration between self-perception and external assessment. This suggests that as the semester progresses, students become more accurate and reflective in evaluating their own performance, likely influenced by feedback, mentoring, and their evolving clinical experience.

The number of students who overrated themselves decreased from 29% at midterm to 18% at the final, which may reflect a more grounded understanding of expectations, increased humility, or deeper insight into the complexity of legal work.

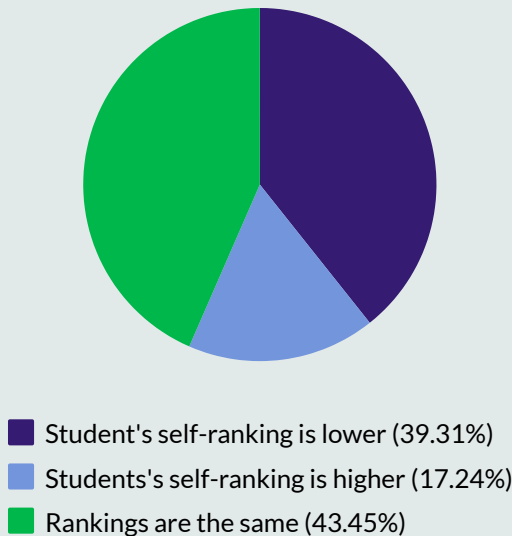
A notable number of students—52% at midterm and 41% at the final—rated themselves lower than their professors did. While some degree of modesty is expected, this trend may also indicate a lack of confidence or difficulty recognizing personal progress, especially in a high-stakes professional environment. This highlights an opportunity for faculty to provide more explicit affirmations of growth and to support students in developing accurate self-assessment skills.

Comparison of Professor and Student Competency Rankings

Comparison of Midterm Rankings



Comparison of Final Rankings



Thanks to those who contributed to this project...

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...and the deepest gratitude goes to the students whose commitment to self-reflection made this research possible. Your openness, thoughtfulness, and dedication are at the heart of this project!



Direct Faculty Assessment in Doctrinal Courses

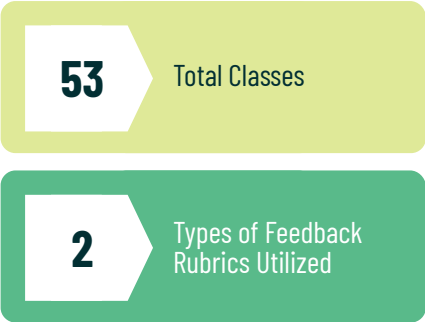
Fall 2024 Semester Analysis

In Summer 2024, MCL launched a strategic initiative to integrate non-graded assessments into doctrinal, elective, and legal writing courses. This initiative builds on MCL’s ongoing outcome audit process and is designed to establish a standardized framework for evaluating skill competencies through a combination of student self-reflection and direct faculty assessment. The primary goal of this initiative is to align non-graded assessments with Course Learning Outcomes (CLOs), which are mapped to Program Learning Outcomes (PLOs) for the JD, MLS, and LLM programs.

By incorporating both direct (faculty assessment) and indirect (student self-reflection) assessment methods, MCL enhances its existing outcome assessment framework, ensuring a more comprehensive and nuanced evaluation of student learning. These non-graded assessments are used alongside traditional performance indicators—such as multiple-choice question (MCQ) scores and capstone projects—to measure student proficiency at the CLO and PLO levels, ultimately contributing to the evaluation of Institutional Learning Outcomes (ILOs).

In Fall 2024, doctrinal faculty selected one of three assessment rubrics for use in their courses, with all participating faculty opting for either the writing or class discussion rubric. Faculty were asked to incorporate three assessments over a 15-week semester. Data and feedback collected from both the summer (elective courses) and fall (doctrinal courses) assessment periods were analyzed to inform and refine strategies for future semesters. This initiative represents a significant step toward enhancing skill-based competency evaluation, fostering student engagement in self-assessment.

Stats at a glance

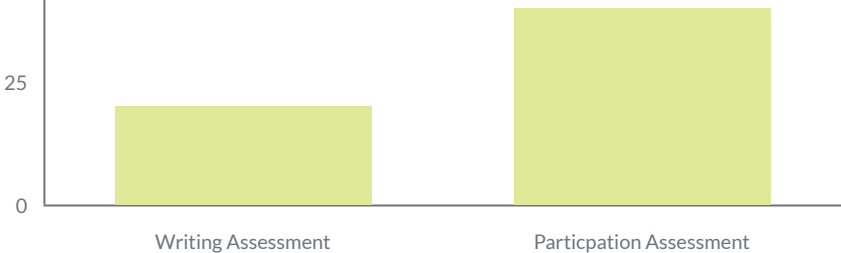


41%
of Professors who used class discussion rubrics completed three assessments

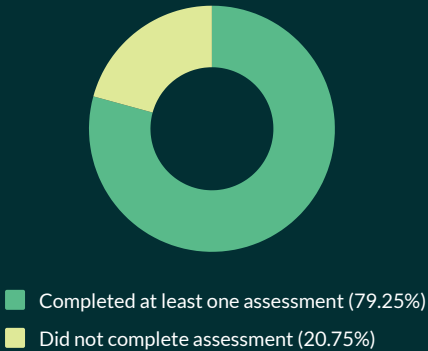
Common Faculty Feedback

- 1 Fitting three additional assessments into their curriculum was difficult.
- 2 Students were less likely to complete the writing assignments if they didn't 'earn points'.
- 3 Faculty value providing feedback on class discussions and awarding improved analysis, argument, and application in class.
- 4 Some faculty dislike the use of rubrics, preferring customized feedback or numeric scores.

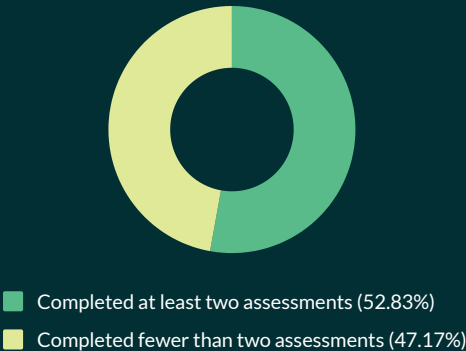
% of Professors Who Used Writing vs. Participation Assessments



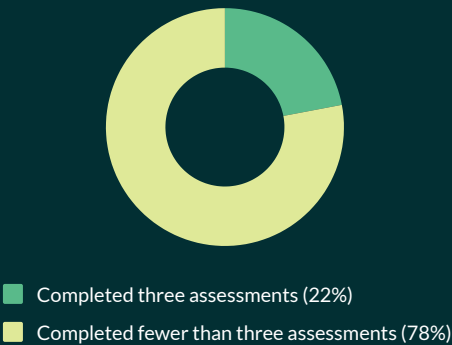
% Who Completed One Assessment



% Who Completed Two Assessments



% Who Completed Three Assessments





Campus
Comparison

MCQ REPORT

Annual In-Class MCQ Quiz Performance Report

Standardized multiple choice quizzes (MCQ) are administered 3 to 4 times per semester in MCQ subject courses. These quizzes feature questions of varying difficulty, providing a thorough formative assessment of student knowledge. The scores from these quizzes contribute to the overall course grade, reflecting students' progress and understanding of the material. Performance data is analyzed at the professor, subject, and campus levels to assess both student progress and the effectiveness of learning and support activities.

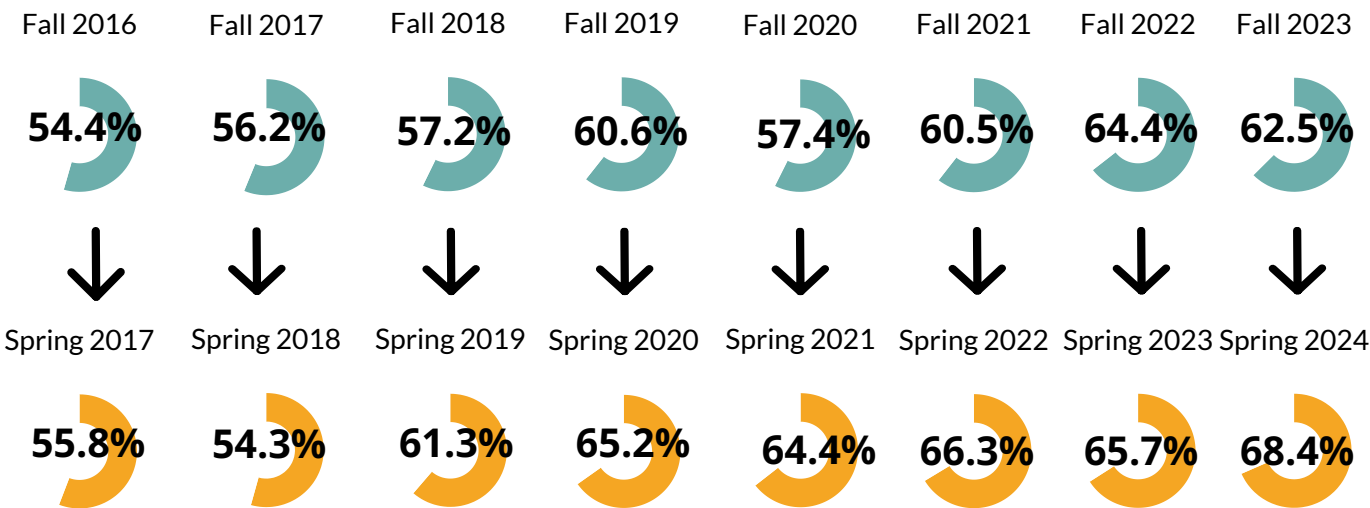
MCQ subject courses span two consecutive semesters, from fall to spring. Following each semester, student performance is evaluated and monitored to track improvement. Over the past eight years, student performance has improved from fall to spring in seven of those years.

During the 2023-2024 academic year, subject-level performance increased from fall to spring in every subject. At the campus level, student performance improved from fall to spring at the SLO, Kern, Hybrid, and Empire campuses, while performance at the MCL campus remained stable. Overall, institutional performance saw a notable increase of 5.9% from fall to spring.

Fall to Spring Change in Student Performance (% Correct)	
Academic Year	Change
Fall 2023 to Spring 2024	+5.9%
Fall 2022 to Spring 2023	+1.3%
Fall 2021 to Spring 2022	+5.8%
Fall 2020 to Spring 2021	+7.2%
Fall 2019 to Spring 2020	+4.6%
Fall 2018 to Spring 2019	+4.1%
Fall 2017 to Spring 2018	-1.9%
Fall 2016 to Spring 2017	+1.4%
Fall 2015 to Spring 2016	+9%

1362
Quizzes
Administered
2015-2024

Overall Percentage of Correct Responses – All Students, School-Wide





Relationship Between Formative Student MCQ Performance & Summative Essay Exam Performance

Standardized multiple-choice quizzes (MCQ)—formerly MBE quizzes—are administered three to four times per semester in subjects included in the MCQ section of the California State Bar Exam. These quizzes feature questions of varying difficulty, providing a formative evaluation of student knowledge. At the end of the semester, students take a summative bar-style essay exam including two bar-style essays. No forced curve is applied, but essays are graded according to faculty approved guidelines.

In 2015, MCL began collecting and analyzing results from these MCQ quizzes in required courses. Starting with 2018 data, MCL expanded its research to examine the relationship between MCQ performance and end-of-term, bar-style essay scores. This effort aims to (1) assess the validity of MCQ quizzes as reliable outcome measures, (2) enable early student intervention, and (3) improve predictions related to graduation and bar passage. These and other assessment outcomes also inform curricular recommendations at the subject and professor levels, creating opportunities for faculty coaching and learning activity expansion.

Each semester, average MCQ and essay scores are calculated for every student and then analyzed. The scatterplot below displays 3,721 pairs of MCQ and essay score averages collected over six years (12 semesters). A correlation analysis showed a Pearson correlation coefficient of 0.27 and a Spearman correlation coefficient of 0.29, suggesting a weak positive relationship between formative MCQ and summative essay exam performance.

A positive correlation indicates that higher MCQ averages tend to predict higher essay averages, and lower MCQ averages correlate with lower essay averages. Conversely, a negative correlation implies that as MCQ averages increase, essay averages decrease, or vice versa.

Notably, the correlation often becomes stronger when examined at the course or subject level. For example, in the Spring 2024 semester, a review of MCQ and essay averages in six sections of Constitutional Law (n = 53) produced a Pearson correlation coefficient of 0.51, indicating a moderate positive relationship between MCQ and essay scores within that subject.

2018-2024

12 Semesters

Essay and MCQ scores were collected over a six-year period.

3,721

Formative MCQ and Summative essay scores were gathered from required courses.

2.7

Overall Pearson correlation coefficient of 2.7 and a Spearman correlation coefficient of 2.9.

1L - 3L

Data was collected from 1L, 2L, and 3L courses.

Essay Exam Score vs. MBE Quiz Average



Examination of Correlation Strength Among Subjects

Correlation strength varies but generally aligns with the overall data set or increases when examined by subject or cohort.

For instance, an analysis of MCQ and essay score averages in five concurrent sections of Constitutional Law (N=53) revealed a moderate Pearson correlation coefficient of 0.51, while seven sections of Criminal Law (N=75) showed a moderate coefficient of 0.36.

In the same semester, five Evidence sections (N=45) produced a weak positive correlation of 0.27, five Contracts sections (N=60) yielded 0.24, and seven Torts sections also showed 0.24—each classified as weak positive and consistent with the overall data set.

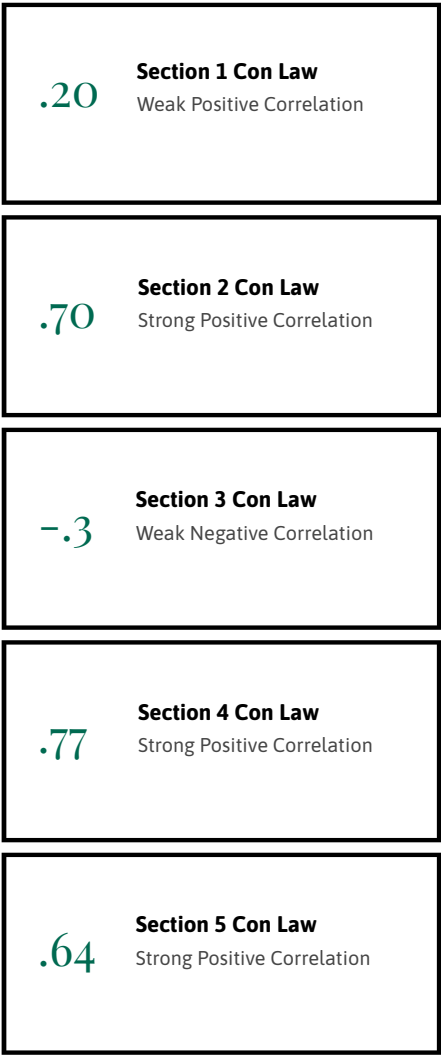
Meanwhile, five Civil Procedure classes (N=49) resulted no significant correlation of 0.042, and five Real Property classes (N=46) produced 0.18.

Constitutional Law

Pearson Correlation Coefficients from Five Cohorts

An examination of the five Constitutional Law sections found that three out of the five had strong positive correlations, one had a weak positive correlation, while one had a weak to moderate negative correlation.

This data shows that in four out of the five sections, higher MCQ averages tend to predict higher essay averages, and lower MCQ averages are correlated with lower essay averages. In the Constitutional Law section, which yielded a negative correlation coefficient, students who performed well on formative MCQs did less well on summative essay exams than their peers whose MCQ scores were lower.



Real Property Fall to Spring Comparison

Doctrinal courses typically span two consecutive semesters, with part one in the fall and part two in the spring. Students who complete the fall semester proceed to the spring semester in the same cohort. In further research, correlations specific to fall were compared to correlations specific to spring to test whether a positive trend was demonstrated overall.

The analysis revealed a very weak correlation of 0.18 in five spring real estate classes (N=46). However, in one Real Estate section, the correlation shifted from 0.50 in the fall to 0.03 in the spring.

This change from a very weak positive correlation prompted further analysis, which found that students' MCQ averages increased from 68 to 84.87—a gain of 16.87 points fall to spring—while their essay averages rose by 2.02 points. The spring MCQ average of 84.87 also exceeded the school-wide Real Property average of 75.9 by 8.97 points, and the spring essay average of 77.93 surpassed the school-wide Real Property essay average of 75.65 by 2.28 points.

Although a stronger relationship between MCQ and essay scores was observed in the fall, the overall improvement in both measures from fall to spring likely contributed to the reduced correlation coefficient.

An examination of the curriculum matrix for this Real Property class shows that the professor incorporated 14 MCQ-focused learning activities into the Spring 2024 curriculum. These activities were designed to enhance student performance on MCQ assessments. This information furthers one of the goals of this research—examining student performance and its curricular context to gather information that can be used to advise and coach professors and guide curriculum improvements.

Fall 2023 Real Property Section I

Pearson Corellation Coefficient .50

Fall 2023	MCQ Average	Essay Average
Student A	78.8	77.33
Student B	63.6	78.67
Student C	81.3	71.67
Student D	75.8	82.67
Student E	61.5	71
Student F	89.2	79
Student G	89.7	73.67
Student H	44.4	74
Student I	43.4	75
Student J	80.7	84
Student K	44.7	72
Student L	84.5	79.67
Student M	72.7	77.33
Student N	49.9	69.33

MCQ Average= 68

Essay Average= 75.91

Spring 2024 Real Property Section I

Pearson Corellation Coefficient .03

Spring 2024	MCQ Average	Essay Average
Student A	83.3	81.33
Student B	83.3	76
Student C	86	77.67
Student D	97.3	83.67
Student E	86.3	70.67
Student F	94.3	77.33
Student G	83.5	79
Student H	86.3	69
Student I	83.5	83
Student J	70.8	75.33
Student K	91.8	83
Student L	72	80.67
Student M	75.3	80
Student N	94.5	74.33

MCQ Average= 84.87

Essay Average= 77.93

“Students who complete the fall semester proceed to the spring semester in the same cohort.”



Hybrid Symposium Learning Outcomes (HSLOs)

Students completing their degree via the hybrid online enrollment option are required to attend an annual on-site symposium. During the symposium, students participate in a series of plenary and breakout sessions led by law school faculty, with learning outcomes supporting program outcomes. This year's Hybrid Symposium Learning Outcomes (HSLO's) were:

- **HSLO1—Legal Process and Practice of Litigation:** Attendees will explore the legal process and practice of litigation, including depositions, mediation and negotiation, preparing a witness to testify, cross-examination techniques, drafting a settlement agreement, and the role of the appellate courts.
- **HSLO2—Oral and Written Presentation:** Attendees will develop and refine their ability to present information in a professional, clear, concise, and well-organized, manner, both orally and in writing, that is appropriate to the audience and the circumstances .
- **HSLO3— Ethical Use of AI:** Attendees will gain an understanding of the ethical use of AI and recognize its potential pitfalls.
- **HSLO4— Connectedness:** Attendees will foster meaningful connections with their classmates, professors, and law school administrators, creating a foundation for collaborative and supportive professional relationships.
- **HSLO5—Legal Careers:** Attendees will explore the pathways, qualifications, and practical considerations for pursuing specialized legal careers, including roles in the judiciary, criminal law, estate planning, employment law, and mediation.

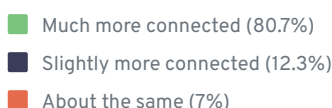
This in-person event is a vital component of the online JD curriculum, designed to enhance students' professional competencies through direct engagement with faculty, peers, and legal practitioners. Students complete a survey both before and after the conference to assess their attainment of the event's learning objectives.

 **93%**

of students reported feeling **much or slightly more connected** to their classmates **after attending** the symposium

As the symposium concludes, how connected do you feel to your classmates compared to when the event began?

Post Symposium Results



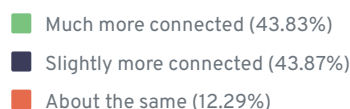
Pre-Symposium Results



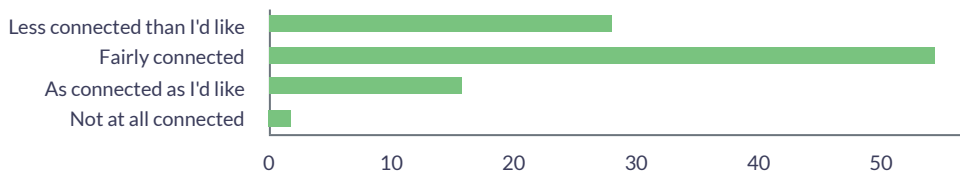
HSLO4—Connectedness

As this year's symposium comes to a close, how connected do you now feel to the faculty and administration?

Post Symposium Results



Pre-Symposium Results



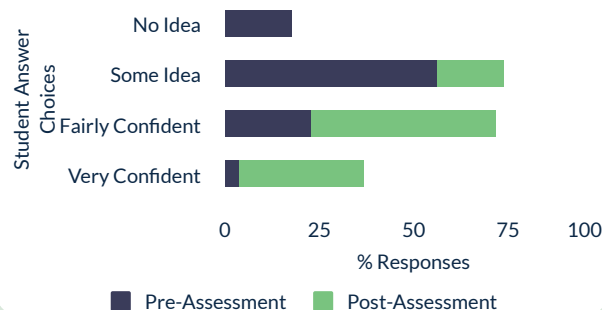
HSLO4—Connectedness

 **88%**

of students reported feeling **much or slightly more connected** to the faculty & administration **after attending** the symposium

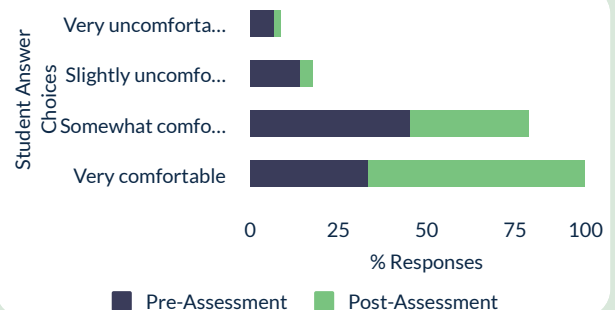
HSL01—Legal Process and Practice of Litigation

How confident are you in your understanding of the litigation process, including steps such as depositions, mediation and negotiation, preparing a witness to testify, cross-examination techniques, drafting a settlement agreement, and understanding the role of the appellate courts?



HSL02—Oral and Written Presentation

How comfortable do you feel speaking with, and in front of, your classmates and professors?

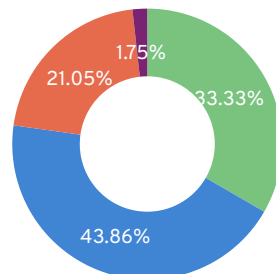


After today's AI presentations, how would you rate your familiarity with and understanding of the professional and ethical use of AI, and its limitations in legal practice?

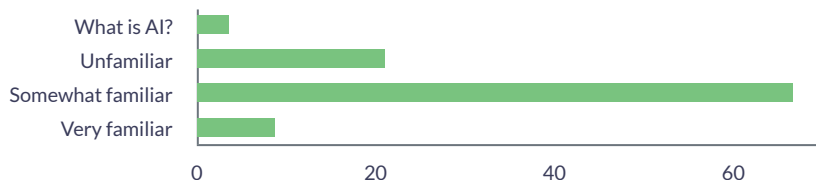
HSL03—Ethical Use of AI

Post Symposium Results

- Now very familiar (33.33%)
- Now somewhat familiar (43.86%)
- Now a bit more familiar (21.05%)
- No more familiar (1.75%)



Pre-Symposium Results

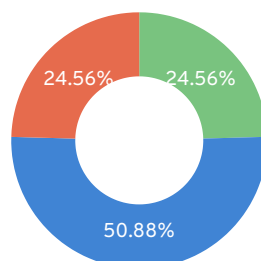


This year's symposium featured sessions on various practice specialties, exploring career pathways, qualifications, and practical considerations for fields such as the judiciary, criminal law, estate planning, employment law, and mediation. After attending one or more of these sessions, how would you rate your familiarity with the opportunities, requirements, and challenges of pursuing legal careers in these areas?

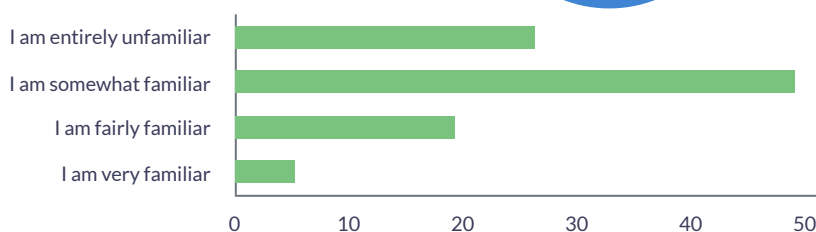
HSL05—Legal Careers

Post Symposium Results

- Now very familiar (24.56%)
- Now fairly familiar (50.88%)
- Now somewhat more familiar (24.56%)



Pre-Symposium Results



↑ **33%**

of students reported being **very familiar** with the professional and ethical use of AI **after attending** the symposium, compared to 5% of students who reported feeling very familiar before the conference.

↑ **75%**

of students reported being **very or fairly familiar** with the opportunities, requirements, and challenges of pursuing legal careers in targeted fields **after attending** the symposium, compared to 24% of students who reported being very or fairly familiar before the conference.