Assessment Summary Learning Outcome: Advocacy Skills

Achievement of Student Learning Outcome 3 was measured using Performance Criteria B: “Students will demonstrate in writing the ability to propose and defend a solution to a legal problem or the ability to seriously evaluate an important legal question.” The work (assignment) assessed were two Winter Term Writing Assignments completed in January 2020. Each day of the two-day program, students were to complete a written assignment that required them to: read, understand, and evaluate cases (by identifying key components and synthesizing related cases); identify the legal issues, distinguish between relevant and irrelevant facts, develop a legal theory; articulate (in writing) the strengths and weaknesses in a client’s position by analyzing similar or favorable facts (and distinguishing dissimilar or unfavorable facts) and communicate their analysis effectively and appropriately in writing. The writing assignments that students produced where then assessed in small group sessions with other students and a supervising faculty member. Students engaged in peer-review of the student work product with faculty guidance. Faculty were provided with sample answers in advance of the small group sessions and discussion guides (to prompt discussion and make sure students grasped the basic analysis and writing skills). Faculty and students were also given rubrics by which to evaluate and comment on student work products. Students used the rubrics to peer-review other students’ written work and to also self-assess their own. (So they could later compare their self-assessment under the rubric with their peer’s assessment of their work).

How was achievement of the student learning outcome measured? Discuss what work/assignment(s) was/were assessed and describe the instrument (rubric, etc.) or criteria (scoring sheet, exam answer key, etc.) that was used to measure learning.

Analysis of Results: Based on the results for this student learning outcome assessment, what are the major conclusions? Describe the strengths and or challenges in your program that impact these results. Be sure to note areas that will require special/continued attention.

Findings: What are the results of the assessment of this student learning outcome?

Supporting Documentation (Attach rubrics, scoring sheets, or exam questions)

Since the last assessment cycle, what improvements have been made to increase student achievement of this outcome? Improvements may include new assessment plans, processes, instruments, assignments, faculty training and or curricular changes.

Who was primarily responsible for this assessment?

Who is primarily responsible for the improvement plan?

What is the target date for implementation?

George Mason University
AY 2019-2020

LAW : JD Law

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We evaluated whether our students succeeded in learning four core concepts in law and economics: market structure, externalities, marginal cost/marginal benefit, and asymmetric information. These four concepts were selected as central to law and economics by the four teachers of Economics for Lawyers: Megan Stevenson, James Cooper, Murat Mungan, and Nuno Garoupa. To evaluate whether our students successfully understood these concepts we included two multiple-choice questions per concept in the final examination or the midterm. Megan Stevenson provided eight such questions to serve as a template; the other professors were free to either use those exact questions or use another question of comparable content and difficulty.

Across all four classes, an average of 80-90% students answered the test questions correctly within each of the four categories. Below is the average score for each of the four concepts across the different classes, as well as the individual scores per question and per class.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Average Score</th>
<th>Individual Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market structure</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Externalities</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>Marginal cost/marginal benefit</td>
<td>79.5%</td>
<td></td>
</tr>
<tr>
<td>Asymmetric information</td>
<td>92.75%</td>
<td></td>
</tr>
</tbody>
</table>

Megan Stevenson
- Market structure: 100% (Q1, perfect competition) 88% (Q32, monopoly)
- Externalities: 50% (Q15, Coase theorem) 100% (Q19, externalities in general)
- Marginal cost/marginal benefit: 67% (Q12, Learned Hand formula) 50% (Q17, socially optimal precaution)
- Asymmetric information: 86% (Q24, adverse selection) 94% (Q25, moral hazard)

James Cooper
- Market structure: 100% (perfect competition, M) 80% (monopoly, M)
- Externalities: 80% (property v. liability rules) 97% (tragedy of commons, M/MB)
- Marginal cost/marginal benefit: 93% (socially efficient level of activity) 77% (optimal precaution, AI)
- Asymmetric information: 91% (moral hazard) 94% (adverse selection)

The major conclusion is that the vast majority of students appear to be achieving the learning outcome being measured.

Supporting Documentation
Learning Objectives in Law and Economics.docx (supporting documentation included in assessment plan).