

2020-21 Strategic Plan (Example)

(Hypothetical) School of Law

Use this form create a new plan or to change any of the following fields:

- Included Subordinate Units
- Unit Mission
- Unit Objectives
- Assessment Indictors (other than results)
- Quality Improvement Initiatives (other than dates, actions, or assessment)

If none of these fields have changed from the previous strategic plan, use the Strategic Plan Update form. When using this form, complete all fields even if they have not changed.

Included Subordinate Units: Department of Paralegal Studies, Center for Legal Aid

MISSION STATEMENT

Unit Mission Statement: The Utah Valley University School of Law prepares its graduates with the legal, analytical, and communications skills needed to be professionally successful stewards of the local, national, and global communities using the highest standards of professional competence and integrity in the practice of law and allied legal professions.

OBJECTIVES

Repeat this section as necessary by copying and pasting for each objective.

Objective Name: Learning

Objective: Law School students will gain the legal, analytical, communications, and ethics skills required for practicing law and allied professions in dynamic legal environments.

Supported UVU Objectives:

Click to select one primary objective and, optionally, up to two additional objectives.

Primary Objective (required): Achieve 2: Mastery of Learning Outcomes

Additional Objective (optional) Achieve 1: Completion

Additional Objective (optional): Click to select an objective

Supported UVU Objective Rationale: While completion of degrees is a significant indicator of success and is used in the indicators for this objective, students' preparation for an achievement

of academic success is first and foremost about learning. Law students cannot achieve their educational goals or academic success without mastering the legal, analytical, communication, and ethical skills required by the legal profession.

Objective Name: Engagement

Objective: Law School students will engage the local, national, and global communities in professional practice.

Supported UVU Objectives:

Click to select one primary objective and, optionally, up to two additional objectives.

Primary Objective (required): Engage 2: Outreach

Additional Objective (optional) Click to select an objective

Additional Objective (optional): Click to select an objective

Supported UVU Objective Rationale: By providing services such as legal aid and engaging in community projects, the School of Law uses its expertise to enhance the regional, national, and global communities.

Objective Name: Success

Objective: Law School students will achieve professional success in licensure, bar admission, and employment appropriate to their programs.

Supported UVU Objectives:

Click to select one primary objective and, optionally, up to two additional objectives.

Primary Objective (required): Achieve 3: Employment and Further Education

Additional Objective (optional) Click to select an objective

Additional Objective (optional): Click to select an objective

Supported UVU Objective Rationale: As a school offering professional degree programs, law school students achieve professional success through bar admission, paralegal licensure, and employment.

Objective Name: Professionalism

Objective: The Law School faculty will demonstrate the highest standards of professional competence, scholarly effort, and teaching effectiveness.

Supported UVU Objectives:

Click to select one primary objective and, optionally, up to two additional objectives.

Primary Objective (required): Engage 3: Employee Engagement

Additional Objective (optional) Click to select an objective

Additional Objective (optional): Click to select an objective

Supported UVU Objective Rationale: The quality of faculty is essential to fulfilling the School of Law's mission. The Law School faculty must meet the standards of the American Bar Association for professional qualifications and scholarly work, and it must be able to translate that expertise into effective teaching practices.

ASSESSMENT INDICATORS

Repeat this section as necessary by copying and pasting for each assessment indicator.

Assessment Indicator Name: Moot Court

Assessment Indicator: Percentage of students participating in moot court prior to graduation.

Assessed Objective: Learning

Rationale: Moot court is a primary tool for developing and applying skills and knowledge necessary for practicing law, particularly applying legal knowledge.

Threshold of Objective Achievement: 75% of law school students will participate in moot court competitions prior to graduation.

Data Year: 2019-20

Results: Only 17% of graduates participated in a moot court competition during their studies. Student opinion surveys state that students do not participate frequently in moot court competitions and other opportunities for simulated practice because of the cost of travel.

Assessment Indicator Name: Student Learning Outcomes

Assessment Indicator: Formative (discussion, observation, peer-evaluation, etc.) and summative (exams, presentations, etc.) assessments are used to determine competency of the learning outcomes (below) established by ABA.

Students are rated poor, satisfactory, proficient, or outstanding in each area:

(a) Knowledge and understanding of substantive and procedural law;

(b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;

(c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and

(d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

Assessed Objective: Learning

Rationale: Student proficiency in the ABA learning outcomes demonstrates knowledge and acquisition of skills necessary for practicing law.

Threshold of Objective Achievement: All graduates should meet or exceed the satisfactory level in all areas and meet or exceed the proficient level in at least two areas.

Data Year: 2019-20

Results: In 2019, 86% of all law school graduates met or exceeded the satisfactory level on all ABA learning outcomes. 71% of graduates were proficient on at least two outcomes. These percentages have increased by 12% and 8%, respectively, since 2016. Students are particularly proficient in developing a thorough understanding of law. Deficiencies are most significant in legal reasoning and analysis, especially in applying knowledge in a real-world context.

Assessment Indicator Name: Employment

Assessment Indicator: Law school graduates' employment rate in legal professions.

Assessed Objective: Engagement

Rationale: Employment in professional legal practice engages graduates in the community at the local, national, or global level.

Threshold of Objective Achievement: Employment rate comparable to national average.

Data Year: 2018-19

Results: 66% of law school students graduating in Spring 2018 were employed in a full-time professional position in the law field. This percentage is slightly higher than the national average. 62% of those students who obtained a professional position were employed within the service region.

Assessment Indicator Name: Internships

Assessment Indicator: Internship Participation

Assessed Objective: Engagement

Rationale: Internship participation enhances community engagement, helps students apply learning to practice, increases bar exam pass rates, and improves employment opportunities.

Threshold of Objective Achievement: Student attainment of minimum service hours recommended by ABA.

Data Year: 2019-20

Results: Faculty surveys report that 23% of students did not meet minimum service hour requirements. Faculty indicates this may be a reflection of lack of sufficient opportunities for internships because of supervision restrictions. The Law School SWOT analysis determined that changing regulations on supervised legal practice creates the possibility of expanding internships.

Assessment Indicator Name: Accreditation

Assessment Indicator: Accreditation by the American Bar Association

Assessed Objective: Success

Rationale: Most states only administer the bar to graduates of ABA accredited schools. Chances of receiving employment in the profession with a degree from a non-accredited institution or without taking the bar are low.

Threshold of Objective Achievement: The Law School will maintain ABA accreditation

Data Year: 2019-20

Results: The UVU School of Law continues to demonstrate compliance with ABA Standards, maintaining full approval by ABA for the past three years. The school is currently preparing for the on-site evaluation scheduled for this year.

Assessment Indicator Name: Bar Exam

Assessment Indicator: Bar Passage Rates.

Assessed Objective: Success

Rationale: Students need to pass the bar to acquire professional placement.

Threshold of Objective Achievement: 90% of students taking a state bar exam within two years of graduation will pass.

Data Year: 2019-20 (Class of 2018)

Results: 84% of UVU law students passed the bar. Bar results indicate that UVU students are struggling the most with applying legal knowledge.

Assessment Indicator Name: Faculty Evaluation

Assessment Indicator: Faculty are reviewed annually to evaluate competence in areas such as teaching and service. The quality of scholarship is also considered such as presentations, conference attendance, publication, and research involvement. Faculty are rated as “exceeds expectations,” “meets expectations,” or “does not meet expectations”. Additional competency requirements are added specific to law faculty.

Assessed Objective: Professionalism

Rationale: Evaluating faculty annually ensures faculty maintain high standards of professional competence and helps determine necessary action where improvement is needed.

Threshold of Objective Achievement: Law faculty meet or exceed expectations. Faculty who do not meet expectations follow an improvement plan.

Data Year: 2019-20

Results: Nine of the 12 law school tenured or tenure track faculty are meeting or exceeding expectations. Two are not meeting expectations and following an improvement plan, and one (a tenured faculty member) is not meeting expectations and not following the improvement plan established by the chair. Although most faculty are meeting expectations, many are not exceeding expectations because they are underperforming in the area scholarly activity. Faculty members frequently noted lack of time, opportunity, and skill as major barriers to involvement in scholarly activity.

Assessment Indicator Name: Teaching Effectiveness

Assessment Indicator: Teaching effectiveness is, in part, evaluated through end-of-semester student-ratings and reviews and dean/administrator in-class evaluations. Teachers are rated using a rubric that assesses several areas related teaching effectiveness on a scale of 1-5. This rubric was developed based on national standards established in the *Standards for Educational and Psychological Testing*.

Assessed Objective: Professionalism

Rationale: Student and peer/supervisor feedback is an important indicator of teaching effectiveness and identification of areas that need improvement.

Threshold of Objective Achievement: Effective in 75% of the assessed areas (score of 4 or higher).

Data Year: 2019-20

Results: Faculty scored 4 or higher in 82% of assessed areas on student ratings and 79% of assessed areas on supervisor ratings. Supervisor rating of teaching effectiveness is consistently higher than student ratings. The response rate for student assessments is 46%. Analysis of student ratings indicates that they are biased to a statistically significant degree against people of color and women.

ASSESSMENT FINDINGS

Overall State of Achievement: The School of law currently faces significant challenges. It is marginally achieving its objectives for engagement, student success, and professionalism. It is not achieving its learning objective. A consistent pattern in these findings is lack of participation in applied legal activities (simulated practice and internships) leading to weaknesses in students' ability to apply law. This problem is at the foundation of learning deficiencies as limits achievement in engagement and student success.

Mission Rating: Satisfactory

Objective Learning Rating: Unsatisfactory

Objective Engagement Rating: Satisfactory

Objective Success Rating: Satisfactory

Objective Professionalism Rating: Satisfactory

Repeat this item as necessary by copying and pasting for each objective.

QUALITY IMPROVEMENT INITIATIVES

Repeat this section as necessary by copying and pasting for each initiative.

Quality Improvement Initiative Name: Internships

Problem Statement: Results of bar exams indicate that students are struggling with applying legal knowledge. The advisory board stated that there is considerable unmet demand for legal interns with local law firms. The Law School SWOT analysis determined that changing regulations on supervised legal practice create the possibility of expanding internships. This would enhance community engagement, help students apply learning to practice, increase bar exam pass rates, and improve employment opportunities.

Initiative Description: The Law School will develop an internships initiative to create additional opportunities to develop practical skills that will improve community engagement, learning, and professional success. The Law School will sponsor opportunities to interact with students on campus to connect firms and students, develop a standard internship curriculum, assign faculty member to supervise interns on a regular basis in-load, and develop administrative capacity to support the program.

Rationale: The internship initiative will provide opportunities to put legal knowledge into practice, enhancing student learning. It will provide legal expertise to the community, creating new opportunities for community engagement. Improved ability to apply law in practice will improve bar exam pass rates, strengthening professional success.

Goals: The internship initiative will (1) increase the number of students participating in internships, (2) increase the number of employers employing interns, (3) designate a faculty member to coordinate internships in load and hire two additional staff FTE to support internships, and (4) secure ongoing appropriated funding to support the internship program.

Resources: The Law School will require \$167,000 for staff expenses and \$22,500 for operational expenses. Space will be assigned in the LS 134 suite. One full-time and 2 50%-time staff hires will be needed.

Initiative Begin Year: 2021-21

Expected Initiative Completion Year: 2023-24

Action to Date: Proposed

Assessment Plan: Number of hires, funding allocated, number of employers hiring interns, number of interns hired.

VISION 2030

Please describe how your unit strategic plan supports or implements UVU Vision 2030 (see <https://www.uvu.edu/vision2030/>).

The School of Law quality improvement initiative implements the Engage strategy of Vision 2030. Partnering with local legal practitioners builds strong relationships with the community, offering UVU's expertise while providing opportunities for students to learn skills needed for workforce success.

AFFORDABILITY, EFFICIENCY, AND REALLOCATION COMPONENT

Repeat this section as necessary by copying and pasting for each action.

Action Name: Moot Court Fundraising

Action Description: The School of Law, in collaboration with Institutional Advancement, has raised funds to support greater participation in Moot Court competitions

Action Area: Enhanced Revenue

Revenue Generated (If applicable): \$17,800

Affordability Savings (If applicable):

Number of Students Affected:

Efficiency Savings (If applicable):

Resources Reallocated (If applicable):