

INSIGHTS INTO FACULTY ADOPTION AND STUDENT ASSESSMENT: LESSONS LEARNED FROM BUILDING BAR SKILLS MODULE AUTHORS



AccessLex Spring Sync **Workshop**

[#AccessLexSpringSync2025](#)



Through student-focused initiatives, research and policy advocacy, nonprofit **AccessLex Institute** works to help purpose-driven students find their path from aspiring lawyer to fulfilled professional.

In partnership with our nearly 200 member law schools, improving access and positively influencing legal education have been at the heart of our mission since 1983.



Introductions



Brad Charles, J.D.

Thomas M. Cooley Law School
Professor of Law



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Introductions



Laura Webb, J.D.

University of Richmond School of Law
Associate Dean of Student Success
Professor of Law, Legal Practice



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Agenda



I. What and Why:

Modules can help your school with NextGen UBE preparation and more



II. Where and How:

Use in individual courses or more broadly, in a variety of modalities



III. Who:

Focus on the students: Their experience and their learning

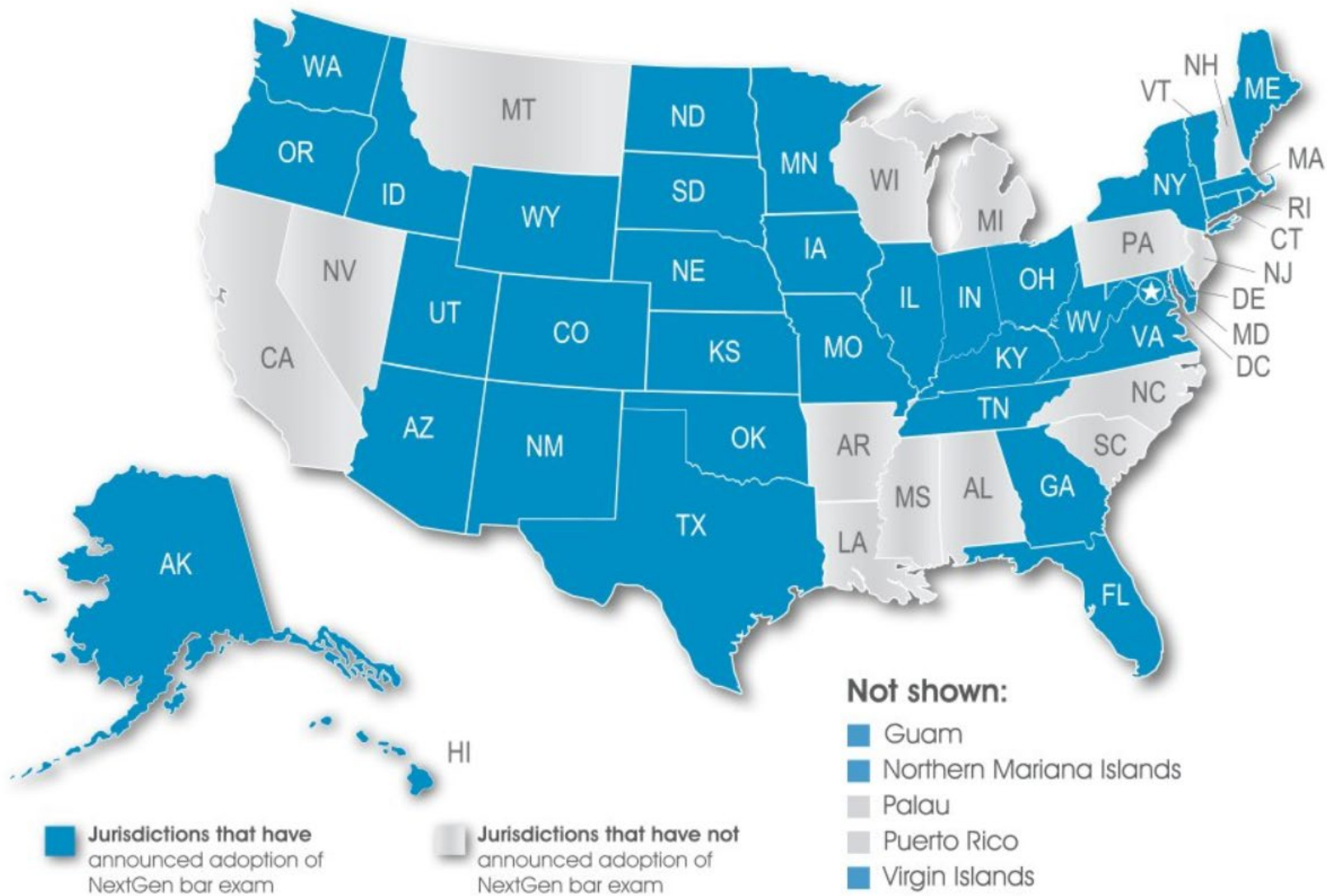
I. WHAT AND WHY

What: **NextGen Uniform Bar Exam**

- “NextGen UBE”
- July 2026
- UBE sunsets in February 2028
- Digital, no paper



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What: The NextGen UBE Format

Tuesday

Morning Session 3 Hours	MCQ (36 min)	IQS (24 min)	MCQ (36 min)	IQS (24 min)	PT (60 min)
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Afternoon Session 3 Hours	MCQ	IQS	MCQ	IQS	PT
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Wednesday

Morning Session 3 Hours	MCQ	IQS	MCQ	IQS	PT
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Optional State Portion



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Morning Session 3 Hours	MCQ	IQS	MCQ	IQS	PT
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What: **The Modules**

- The Modules
- Faculty guidance
- Where to find Modules



AccessLex.org/Building-Bar-Skills-Initiative



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Why: **ABA Standards**

- ABA Standard 302: School-wide learning outcomes
 - Including knowledge of substantive and procedural law; legal analysis and reasoning, legal research, problem-solving, written communication
- ABA Standard 314: Formative and summative assessments



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Why: **ABA Standards**

- Recent changes strengthen the standards on learning outcomes and assessment
- Standard 302
 - Minimum learning outcomes for every course: “specific and measurable”
 - Shared minimum outcomes for multiple sections of a course
- Standard 314
 - At least one formative assessment in first 1/3 of credit hours
 - Feedback “that allows students to evaluate their performance relative to the learning outcomes in a course”
 - Academic support for those who do not have “satisfactory” achievement



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II. WHERE AND HOW

Where: Options

- Individual Courses
 - Bar-tested topic classes
 - Skills classes
 - Targeted classes for struggling students
- Self-Directed Learning Resources



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Where: Options

- School-wide Workshops: ASP/ Doctrinal Collaborations

Continuing Orientation
Spring 2025



Academic Success Program Workshop: Property (Adverse Possession)

Friday, February 21 from 12-1 p.m. in the Moot Courtroom (Lunch provided)

This workshop offers a hands-on opportunity for 1L students to practice essential lawyering skills linked to concepts covered in 1L Property. Join Associate Dean of Student Success Laura Webb, Academic Success Program Director Krishnee Coley, and Property Professor Chris Cotropia for an ASP workshop focused on the topic of Adverse Possession.

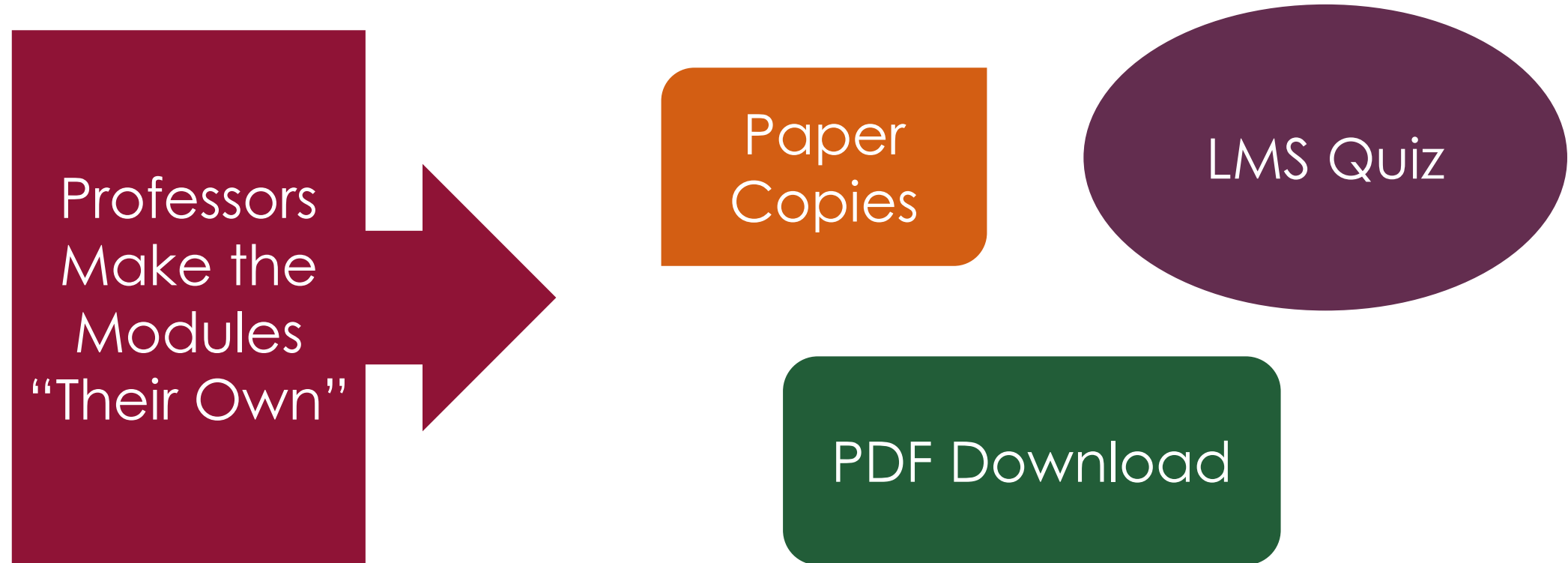
Before this workshop, you'll receive materials and instructions so you can complete a client task in a specific amount of time. During the workshop we'll go over answers and strategies for this type of task.



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How: Helping Professors **Adopt Modules**



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How: Emphasis on Self- Assessment

Student Self-Assessment Exercises

Use this worksheet to guide your self-assessment of your answer to practice comparing/contrasting an answer to a sample answer, noting the key differences between the two and identifying areas for continued growth.

Part I: Highlighter Exercise

The purpose of this exercise is to identify whether you are writing your answer in a logical and organized manner, following an IRAC (Issue-Rule-Analysis-Conclusion) format.

You will need three colored highlighters for this exercise (one pink, one yellow, and one green), as well as a blue or black pen.

Pull out the sample answer and complete the following steps.

Step One: Identify all Issue sentences and highlight them in pink.

A well written essay uses headings to identify the issues by stating what the issue is (starting with an "I") using words such as "whether" and "because." Your "Issue" sentence should identify the legal issue that you are trying to solve and predict the likely outcome of the problem. A good issue sentence goes even further and incorporates the facts that give rise to the issues you are trying to answer.

Step Two: Identify all overarching Rule and Rule Explanation sentences and highlight them in yellow.

Your overarching Rule sentences should identify the governing law for the issue and state the general rule, or cause of action with elements, that the court will use to resolve the issue. Your Rule Explanation sentences should provide further explanation of how specific parts of the overarching Rule apply to the issue.



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How: Helping Professors **Adopt Modules**

Most Engagement	Less Engagement	No Engagement
Give IQS or PT in class under timed conditions. Then review the answers together.	Assign Module as homework and require upload to LMS: "We're going to review the answers at the beginning of our next class."	Post Modules on LMS; students complete on their own time and self-assess.



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III. STUDENT EXPERIENCE

Who: **All About the Students**

- Feedback **to** students
- Feedback **from** students
- Students taking ownership



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Who: **All About the Students**

- Using AI for continued learning



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A large, stylized speech bubble graphic in a light blue color, centered on the slide. It has a tail pointing towards the bottom left. Inside the bubble, the word "QUESTIONS?" is written in white, bold, sans-serif capital letters. Below the text, there are several horizontal lines of varying lengths, suggesting a list or a series of questions.

QUESTIONS?