

***Transforming the Culture of Assessment to an Online Model:  
“There is More Than Meets the Eye”***

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**Abstract**

The unprecedented COVID-19 pandemic required higher education institutions to transform their academic and technological infrastructures with the goal of continuing to provide their students with high-quality academic services in an environment conducive to learning. One such institution is the Southern University Law Center (SULC), which needed to subvert the trap of institutional inertia, manage crises, and exhibit its adaptability, resilience, and dedication to continuously improve its program of legal education during the COVID-19 pandemic. Using a retrospective analytical approach, the presenters examined the processes, challenges, and successes of transforming a traditional, student-centered, in-person formative assessment process for over 900 students into a novel online method. Disruptions of in-person learning during the pandemic required SULC, a graduate-level professional school, to implement new assessment technologies and different pedagogical modalities through a Learning Management System (LMS). These changes were implemented while balancing myriad challenges of increasing student accommodations, expanding our curricular offerings, and training faculty, staff, and students to use online learning platforms and techniques. Presenters will provide strategies and resources to help professional schools and other higher education institutions utilize innovative assessment practices to collect and analyze data in assessment processes and improve student learning. The presentation aims to facilitate the exchange of ideas and explore more effective assessment practices and methods for the ongoing evaluation of an institution's educational programs, augment student learning outcomes, and discuss ways to successfully engage students in virtual learning environments.

Keywords: Assessments, COVID-19, Legal Education, HBCU

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## **Introduction**

The success of any program of education is dependent upon the academic performance and success of its students. Accordingly, an institution of higher education must be adaptable and appropriately prepared to grow with the climate and culture in which it is situated. In March 2020, Southern University Law Center (SULC), found herself forced to change the mode of delivery of its program of education from almost 100 percent in-person to distance education and remote learning. Mission & Values. Due to the COVID-19 global pandemic, Louisiana issued “stay at home” orders for its institutions of higher education. These orders transitioned us to remote learning. This article highlights one aspect of SULC’s program of legal education, course level assessments of institutional learning outcomes. Specifically, this article discusses the original assessment protocols that were in place prior to March 2020 and explains the changes that were made in order to continue, with almost no interruption. SULC used technology and a learning management system already in place to continue its process of assessing student learning in a remote environment. Finally, this article discusses the impact of converting the assessment protocols to an online process and highlights lessons learned through the experience of transforming to an online model of assessments.

## **Study Background**

In 1947, under the system of separate but equal, Southern University Law Center (SULC) was established by the Louisiana State Board of Education as a law school for African Americans at Southern University (Self-Study, p. 1). SULC's historic mission was one of opportunity and access to those whom the law excluded from a law school already in existence. While SULC is still a school of opportunity, the mission has broadened to provide opportunity and access to a diverse group of students from "underrepresented racial, ethnic, and socio-economic groups to obtain a high-quality legal education" (SULC, 2022). Although part of the Southern University System, SULC is separately accredited by the Southern Association of Colleges and Schools Council on Colleges (SACSCOC). Furthermore, SULC is also accredited by the American Bar Association (ABA). Both SACSCOC and the ABA require SULC to demonstrate that it identifies, evaluates, and publishes goals and outcomes for student achievement (SACSCOC, 2020; ABA 2015). In accordance with SACSCOC and ABA Standards, SULC established Institutional Student Learning Outcomes and implemented a formal process to measure and improve student learning utilizing both formative and summative assessment methods in its law school curriculum (ABA, 2015).

Prior to 2015, skills courses, such as Legal Analysis & Writing and Legal Research, utilized formative and summative assessment tools. However, most of a student’s grade was based on the student’s performance on a final examination at the end of the semester though some professors used mid-semester quizzes and examinations to provide early feedback to students. In 2014, SULC developed an Institutional Effectiveness Manual that provided a detailed and comprehensive guide for SULC’s process to facilitate a “Law Center-wide comprehensive assessment, planning and evaluation” that supports well-informed decision-making and uses results for improvement (SULC, 2014). This Manual outlines the processes for institution-wide analysis and gathers input from both academic and administrative units. With respect to the academic unit, SULC adopted an assessment plan based on “Nine Principles of Good Practice for Assessing Student Learning” (SULC, 2018; Hutchings et al., 2012). Using these Principles as a guidepost for comprehensive change, SULC, through its Institutional Effectiveness Committee, established an Institutional Assessment Cycle for all units and sub-units, including the Academic Unit of SULC (SULC, 2018).

In the fall of 2014, SULC modified its assessment protocols to use formative and summative assessments for designated courses as an internal measure of its adherence to institutional learning outcomes. SULC's assessment of its Juris Doctor Course Assessment Learning Outcomes involves processes that enhance student learning by systematically measuring students' academic performance against learning objectives and using the information as a basis for planning and decision-making.

SULC assesses its Juris Doctor Program using a multi-measures approach. The SULC Assessment Cycle supports the evaluation of student learning in two important areas.

1. Legal Doctrine - student learning outcomes focus on the doctrinal content of the core competencies measured on a Bar Examination; and
2. Legal Writing and Analysis- student learning outcomes focus on legal writing and analysis necessary to prepare students to pass a Bar Examination and practice law.

Beginning in the Fall of 2014, students were assessed in at least two (2) required courses during any regular academic semester (SULC, 2014, p. 43). The decision to assess student performance at every stage in the law school matriculation was motivated by the goal of ensuring successful performance on the Bar Examination. The assessments determine student performance in four essential areas necessary for successful performance on the Bar Examination, which are: 1) issue spotting; 2) analysis; 3) quality of writing; and 4) doctrinal knowledge.

The rubric used to evaluate student performance in these areas focuses on four levels of performance: Excellence (E), Accomplished (A), Developing (D), and Beginning (B). The targeted performance level was 50% of students assessed needed to perform at the Excellent (E) and Accomplished (A) levels on Formative (F) and Summative assessments (S). The data showed that the performance level of 50% of students performing at the excellent and accomplished level on each assessment variable for formative and summative assessments was met at each review cycle. Even though it has met its 50% performance benchmark at each review cycle, SULC is committed to raising this performance benchmark by implementing changes to improve the performance of students scoring at the "developing" and "beginning" stages. The following examples are illustrations of some changes SULC has made to seek improvement based upon its analysis of the assessment results.

In the fall of 2015, the faculty voted to set a 50% performance benchmark for assessments in the "Excellent" and "Accomplished" categories (SULC Faculty Meeting Minutes, November 18, 2015). During the 2016-2017 year, the faculty elected to include student learning outcomes for every course offered during each academic semester. In addition to the student learning outcomes, faculty members were encouraged to meet with other professors to develop a common hypothetical to administer to their students for the formative assessment. During the early part of the fall 2016, the administration encouraged professors to have conferences with students regarding their assessment results and to refer those low performing first- and second-year students to Academic Support who assessed in either "Beginning" or "Developing" categories.

In 2016, SULC implemented the previously approved courses, Lawyering Process I & Lawyering Process II, to help develop entering law students' analytical, writing, and critical thinking skills (SULC Faculty Meeting Minutes, August 24, 2016). The course was the product of several intense discussions in the Quality Enhancement Plan (QEP) Committee

meetings, and the newly implemented course was created to address skills deficiencies that could impact students' long-term success.

In 2018, SULC decided to implement a uniform system regarding how it administers its formative and summative assessments (SULC Faculty Meeting Minutes, September 18, 2018). Formative Assessments would all be administered mid-semester and on a specific date while under the supervision of the Institutional Accountability & Accreditation Unit. Initially, the new Formative Assessment Day was on a Saturday. However, the Saturday date for assessments proved to be unmanageable due to numerous scheduling conflicts; therefore, Formative Assessment Day was moved to a Wednesday.

For the Formative Assessment Day, students took the assessment in classrooms at the Law Center. Proctors distributed hard copies of the hypotheticals to the students who composed essay responses and uploaded them to LiveText®. In past years, hypotheticals were saved in LiveText and students were required to retrieve the hypothetical from the LiveText® website. However, several issues surfaced during this process such as: students having problems with their laptops, bad internet connection during the exam period, and students having difficulty recalling their passwords. These and other issues led the administration to modify the assessment process.

As it relates to the summative assessment question administered during the final examination, students were given approximately 30 minutes (later increased to 45 minutes) to read, identify the issues, and answer the posted questions. The students completed their answers in the Exam 4 software, and submitted their assessment answers, together with the other final examination answers. The entire examination was administered by proctors during a four-hour timeframe in various classrooms throughout the Law Center.

## **COVID-19's Impact on the Implementation of Online Assessments**

### **Implementation of Virtual Program**

On March 11, 2020, SULC just completed its in-person Spring Formative Assessment Day. We successfully managed to get all 650 students into each of their assigned classrooms to take their 45-minute formative assessment for all twelve assessment courses being administered that semester. The next day, John Bel Edwards, the governor of the State of Louisiana, announced on the local news that the first case of COVID-19 had been diagnosed in Louisiana and he issued an Executive Order, forcing all institutions to shut down indefinitely due to the rapid spread of the highly infectious COVID-19 disease (Proclamation Number 25 JBE, 2020). The Chancellor called an immediate special faculty meeting to announce that SULC would discontinue all in-person classes for one week while the faculty receive training on how to conduct remote classes using the Zoom platform. Before the meeting ended, a letter was generated and circulated to both SACSCOC and to the ABA, seeking permission to conduct virtual classes for all students until the end of the 2020 calendar year.

SULC quickly realized the enormous burden of training a faculty that had little to no experience with conducting virtual classes for legal education. While Zoom was a common feature in most corporate boardrooms, it was extremely new for an Historically Black College and University (HBCU) like SULC which caters to less affluent students than the other three legal institutions in the State of Louisiana. During this week of training, faculty, staff, and

students grappled with the consequences of dealing with life, family, and work during a global pandemic. Some students spiraled into depression because of the loss of connection with family and friends. SULC's aging faculty and staff members struggled with deciding whether to retire or risk exposing themselves or their loved ones to the coronavirus by continuing with their chosen profession. With the Chancellor's leadership, the SULC family decided to plow forward for the benefit of our students and our beloved institution.

With the spring 2020 formative assessments behind us, SULC turned its focus to the final examination cycle. SULC administrators selected a software company to allow students to take final exams remotely, and it appointed several staff members to assist faculty with uploading their final examinations into the software. Due to the heightened awareness of the moment, SULC encouraged its faculty to be as gracious as possible with grading final exams considering the uncertainty of the pandemic and the depressing effect it was having on everyone in the country.

Three months into the global shutdown, SULC participated in more than 30 meetings with McKinsey & Company, along with ABA-sponsored seminars, and other self-help conferences, hoping to learn better strategies to assist with navigating the pandemic while trying to continue in the higher education environment. One of the strategies SULC adopted was the implementation of a uniform system for managing its required courses. First, SULC requested all professors teaching the same course to have a list of topics that each professor must cover during the 14-week semester and to cover these topics in sequential order. Secondly, SULC appointed a "lead" professor for each required course, to mentor new and junior professors teaching these courses. Finally, SULC mandated all professors teaching required courses to use the same textbook and invited these professors to also consider using a uniform final examination.

The uniform system was constructed on the premise that each student must receive the necessary instruction to complete the course and to also be prepared for their upcoming bar examination. In addition, SULC used the uniform system to simplify the course so that a fellow professor should the need arise could temporarily take over and continue with the course in the event the assigned professor contracted COVID-19 or was otherwise unable to complete the semester. Thus, faculty began the Fall 2020 semester with a new uniform agenda.

SULC continued having its assessment professors collaborate and develop an assessment question every semester. Each assessment question was designed to test the students' understanding of a topic that should have been adequately covered during the first two months of the course. The fact pattern and question were expected to be no more than one letter-sized page in length and contained one question sufficient for a student to completely answer within the allotted time. Like our original in-person process, all assessments were conducted on one day with no other classes held on that day. During our in-person assessments, we expected certain complications from students such as traffic delays, parking issues, and other personal family interruptions. Once the pandemic happened, our usual assessment disruptions were mitigated because everything shifted to a contactless process.

Without our own learning management system, SULC elected to utilize a system that its students and faculty had already become familiar with the Westlaw Educational Network (TWEN). SULC's Institutional Accountability & Accreditation Unit developed a process whereby assessment questions were pre-loaded onto the TWEN course page for each

assessment professor. The student would obtain the question from the respective TWEN page for their professor and course, and then draft their response within 45 minutes. The student would then deposit their essays into their professor's respective assignment drop box. The process appeared flawless, but, somehow, students and faculty found a way to make the process more complicated than it should have been. Thankfully, student participation in course-level assessments increased because of the online format and students felt safe completing their assessments from home without having to expose themselves to potentially infected classmates.

Unfortunately, the increase in student participation did not mean faculty members met their respective deadlines for grading and uploading the results. During the Fall 2020 semester, less than 90% of assessments were graded and professor feedback for some students was minimal. Student anxiety grew. Without a timely graded assessment, some students were left to wonder how they would fare on the final examination for that course. Faculty peer pressure was applied, but faculty participation increased only slightly.

While manipulating our assessment process, SULC was also in the middle of planning and hosting a virtual committee review from SACSCOC relative to our ten-year accreditation cycle. The visiting SACS Committee commended SULC for its efforts in maintaining its assessment process during the pandemic but later introduced the idea of using third-party graders to mitigate our assessment woes. After several conferences with the Chancellor, the SULC faculty chose to use a grading system in which twenty third-party graders were selected to assess student performance on the formative assessments and to upload results into the LiveText website.

Using third-party graders increased the number of timely graded assessments. The new process was welcomed by faculty members because outside graders relieved them of this responsibility. The influx of third-party graders answered our need for more feedback for our students. Yet, we came to learn that these assessment graders although licensed attorneys, were not seasoned professors. Some of the feedback from these graders was either ambiguous or incomplete. Some students were confused as to how they should interpret the scoring and many of them disputed their performance results with their professors. Feedback was confusing because students were restricted from contacting the assessment graders because we needed to preserve student anonymity and guard the assessment's objectivity.

In the 2022-2023 Academic Year, SULC entered its second year of using assessment graders for the formative assessment process. With hiring new graders and training all graders, SULC improved this aspect of our assessment process. Students now receive objective and anonymous feedback from individuals who are familiar with the subject matter and the institution. More importantly, SULC's new process mimics the procedure that the State of Louisiana uses to administer its bar examination to law graduates.

### **Statistics/ LMS system**

During the Fall of 2020, SULC implemented a virtual formative assessment process to accommodate 1,385 assessments in different parts of the country, with different testing times and different assessment courses, on the same day. The process included importing student rosters, sending calendar reminders to students, setting up assignment availability, uploading instructions, uploading assessment questions for each course, and exporting student answers when completed.

SULC uses the TWEN course management tool to administer the formative assessment, and the LiveText® Learning Management System to record, grade, and analyze student submissions. The summative assessment was administered during final exams via ExamSoft™ and graded in LiveText®. Administering an online assessment correctly involves a significant investment in both technology and instructor training (Ward, 2019).

In the Fall of 2020, the TWEN course page was used to create 61 online sections of assessment courses. Student rosters were imported into the online courses so that the assessment courses would automatically populate on the student dashboards in TWEN on assessment day. After the assessments were completed, student submissions were exported from TWEN; and uploaded and graded in LiveText®.

### **Assessment Results, comparisons from previous years**

At the start of the 2019-20 academic year, SULC faculty began evaluating its 50% benchmark for purposes of determining whether the performance benchmark of 50% should be raised. Faculty also began reviewing and studying all facets of its assessment process to improve the reliability of the assessment data. At the start of the 2022-23 academic year, the faculty revisited the 50% benchmark and increased the student performance benchmark for assessments in the "Excellent" and "Accomplished" categories to 75%.

From the Fall of 2019 to the Spring of 2022, the overall student performance results for the formative and summative assessments exceeded the benchmark of 50% (See Table 1.) Students participated in the first online assessment testing environment in the Fall of 2020. From the Fall of 2020 to the Spring of 2021, student performance results on the summative assessment decreased in Issue Spotting, Analysis, and Doctrinal Knowledge (See Figure 1). The results indicated that students were adjusting to the online testing environment.

From the Fall of 2021 to the Spring of 2022, student scores on the summative assessment in Issue Spotting and Quality of Writing increased; however, scores in Analysis and Doctrinal Knowledge decreased (See Figure 1). The Spring of 2022 marked two years of the formative and summative online assessment process. As shown in Table 1, during the Spring of 2022, the impact of feedback from the formative assessment greatly improved student performance in Analysis from an overall score of 51.3% on the formative assessment to an overall score of 80.75% on the summative assessment. SULC professors continued to review the formative assessment feedback with students each semester. Individualized feedback promoted students' acquisition of the skills that professors generally intended to teach and test such as communicating clearly in writing, recognizing important legal issues, synthesizing applicable legal precedent, and developing persuasive policy arguments (Schwarcz & Farganis, 2017).

Years	Issue Spotting	Issue Spotting	Analysis	Analysis	Quality of Writing	Quality of Writing	Doctrinal Knowledge	Doctrinal Knowledge
	Formative	Summative	Formative	Summative	Formative	Summative	Formative	Summative
Fall 2019	69.40%	76.57%	61.93%	70.73%	75.44%	79.22%	61.33%	73.43%
Spring 2020	75.99%	87.17%	61.26%	80.71%	77.23%	86.43%	67.91%	86.17%
Fall 2020	79.67%	90.51%	69.58%	80.11%	83.88%	86.68%	77.29%	86.11%
Spring 2021	81.95%	88.98%	66.10%	78.04%	78.65%	87.66%	72.54%	82.22%
Fall 2021	77.55%	86.45%	60.67%	82.02%	74.43%	85.45%	67.58%	86.08%
Spring 2022	71.15%	89.34%	51.27%	80.75%	70.10%	89.44%	60.53%	84.76%

Table 1: Formative and Summative Assessment Results for  
Fall 2019 through Spring 2022 by ISLO

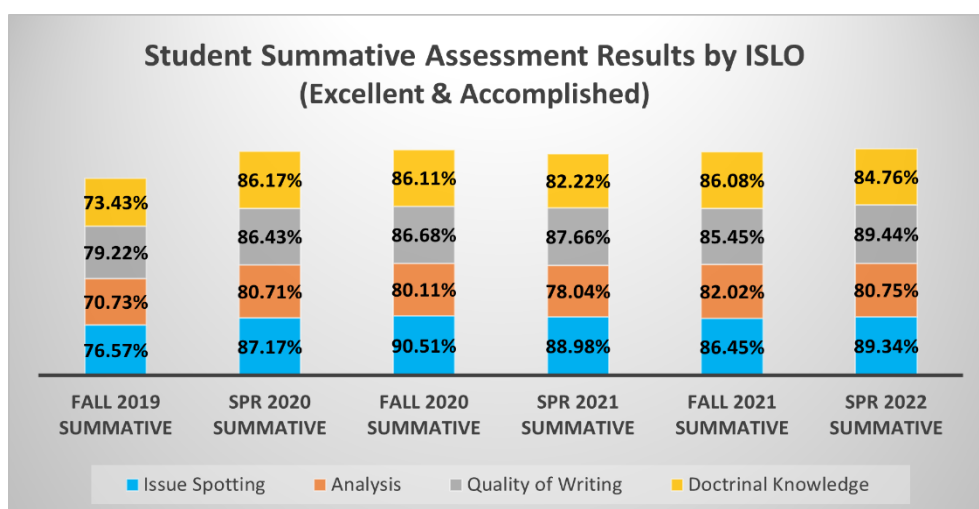


Figure 1: Summative Assessment Results by Institutional Student Learning Outcome

### Reduction in Assessment courses

The number of sections for the assessed courses in the Fall of 2020 more than doubled the number from the Fall of 2019 due to increased enrollment. Twenty-nine (29) sections were assessed in the Fall of 2019 and sixty-one (61) sections were assessed in the Fall of 2020 (See Table 2). In the Fall of 2021, the number of assessed courses was reduced from twelve to seven, resulting in fewer course sections. The reduction in the number of courses assessed increased efficiency and collaboration among faculty members.

Semester	Assessment courses (no. of sections)
Fall 2019	29
Fall 2020	61
Fall 2021	30
Fall 2022	22

Table 2: Number of assessment courses

### Percent Change in the participation of students

SULC experienced an increase in enrollment, resulting in course sections increasing to accommodate higher enrollment. According to Law School Admission Council (LSAC) data, as of June 10, the number of law school applicants this cycle is up about 17% from the previous year, and up about 15% from the year before (Kuris, 2021). During the Fall of 2020, SULC also witnessed a positive upward trend in the number of students who took part in the formative assessment. The student participation rate for the formative assessment grew from 83% in the Fall of 2019 to 94% in the Fall of 2020 when virtual assessments were implemented (See Table 3).

Semester	Formative Assessment Participation Rates
Fall 2019	83%
Spring 2020	91%
Fall 2020	94%
Spring 2021	97%
Fall 2021	98%
Spring 2022	95%
Fall 2022	98%

Table 3: Formative Assessment Participation Rate

### Student Accommodations / Conflicts

During what appeared to be myriad successes with higher student participation rates, the virtual student accommodation process posed problems. The LiveText learning management system did not allow timers to be set up on assignments or allow for extended time on assignments for students requiring accommodation. SULC utilized the TWEN course management tool to address student conflicts and to enter student accommodations. TWEN was used to create courses for students with conflicts, set up timers on assignments, and adjust the amount of time required for testing students with accommodations (See Figures 5 and 6).

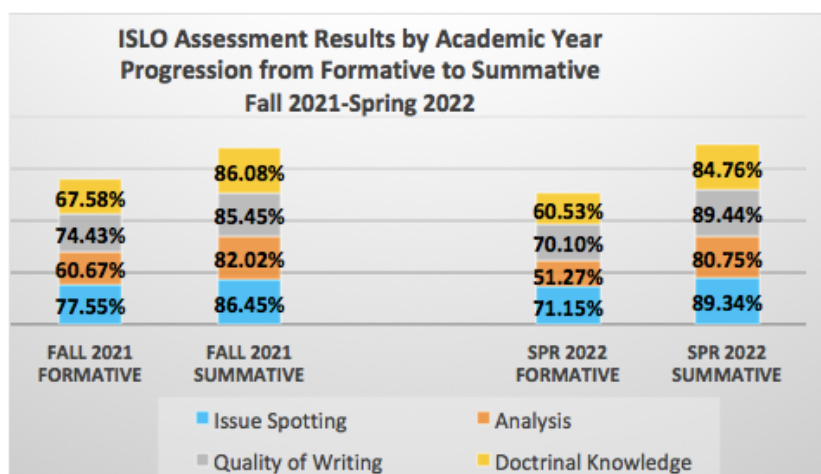


Figure 2: Formative and Summative assessment results by ISLO by the 2021-22 Academic year

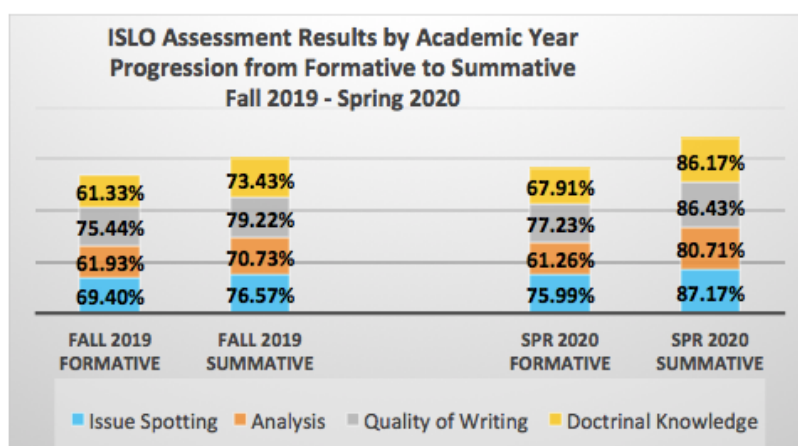


Figure 3: Formative and Summative assessment results by ISLO by the 2019 -20 Academic year

## Impact during accreditation/ Continuous Improvement

There is indeed more than meets the eye when implementing changes at an organization. Creating and establishing a new process at any institution is seldom a simple task and is often marred by counterproductive elements of institutional inertia (Rosenbaum, 2021) and organizational culture (Bryson, 2008). The body of literature highlights the fact that organizational culture and managing organizational change are inextricably linked, often locked in an invisible battle to be a dominating force of the institution. When the culture of an institution is not pliable or responsive to both internal and external factors, change is often difficult to inculcate. Fortunately, SULC's leadership successfully used the presence of a global pandemic and the impetus of looming accreditation deadlines to catalyze necessary change at the institution. Table 1 describes the changes that were made to modify SULC's assessment process:

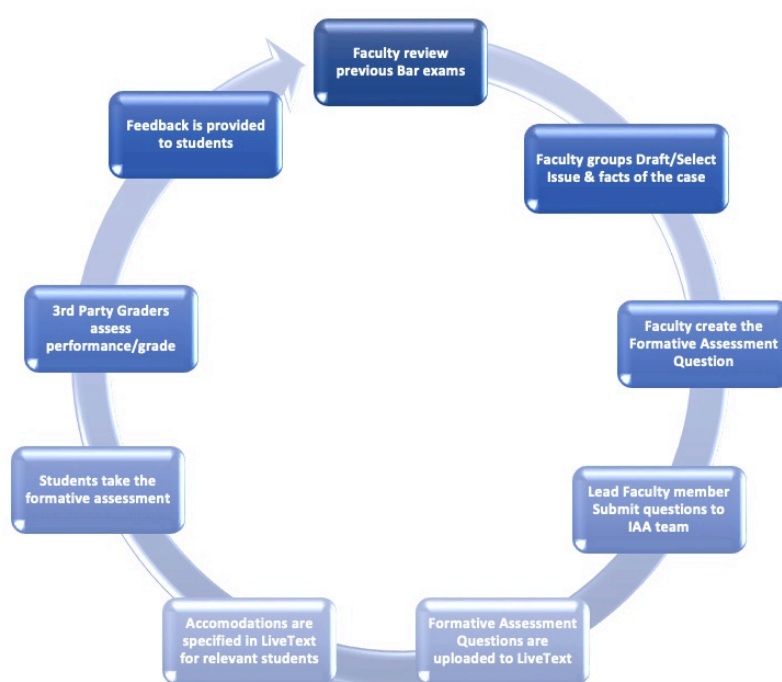


Figure 4: New SULC Formative Assessment Process

## Lessons Learned

Overall, one of the most successful features of our institution's assessment change included SULC administrators remaining flexible to modifications to the established plans while continuously improving components of assessment operations. Several challenges were not accurately anticipated before implementation during this transition. Specifically, to establish the online assessment process, SULC faculty agreed to use both a common textbook and uniform syllabi for all courses. However, crucial components were initially overlooked that proved to be problematic: the depth and sequencing of course coverage. As a result of one inconsistency, the institution adjusted to ensure that students in every section were receiving comparable instruction about the topic that would be tested on the assessment.

One of the biggest hurdles was trying to garner faculty buy-in about the changing assessment process. Administrators often find themselves conciliating faculty and students when a major

change occurs, and this process was no different. Overall, institutions should expect resistance whenever implementing changes and must practice consistent, continuous engagement with all the stakeholder groups. SULC leadership utilized Special Faculty Meetings to discuss the assessment process changes and gather feedback and address the concerns of faculty. The Institutional Accountability and Accreditation (IAA) staff provided relevant information (statistics, software features, etc.) to affected groups well in advance of the change to facilitate the process. Due to the elongated timeline and planning, the IAA Unit was able to celebrate small victories as the process unfolded, which helped to augment morale, sustain progressive momentum, and keep the team on task.

## **Conclusion**

The SULC, an institution that was initially created for an African American man to obtain a legal education, has expanded to a comprehensive professional institution with a diverse faculty and staff who educate a diverse and growing student population. SULC has positioned itself for continuous improvement of its assessment processes to ensure the success of each of its students. Some of the strategies implemented to remain competitive are offered below as recommendations that can be replicated by other institutions of higher education.

## **Create/Use an Institutional Effectiveness Resource**

As institutions navigate the transformation of their assessment practices, it is important to have resources and policies that can guide leadership through the desired change. For our institution, SULC relied heavily on its Institutional Effectiveness Manual. This was an invaluable resource for the IAA team who recognized the importance of updating the document to capture the new assessment process. To save administrators time and to assist with planning, an institutional effectiveness resource should be created. If such a resource already exists, it would benefit institutional leaders to ensure that it is regularly updated with innovative best practices.

## **Implement an Effective Communication Plan**

As institutions learn from the COVID-19 pandemic, it is important to establish or strengthen policies and procedures for effective communication. The enormity of the COVID-19 pandemic forced all SULC's constituents to communicate in various new ways to maintain accountability of its assessment processes. SULC learned how to take all its daily on-campus operations for assessment and transform it into virtual implementation and delivery. The success of this process required a great deal of time and effort, far beyond the 40-hour work week.

At the onset of the pandemic, most operations were in a state of flux as SULC sought to provide at least the same level of excellence for its assessment processes. Effective communication proved to be crucial, more than ever before. Everyone had to be made aware of new assessment processes and changes in existing ones. The number of meetings steadily increased and the number of e-mail messages more than doubled, many of which required several follow-up phone calls. SULC also implemented a new phone system to ensure that each employee had a direct extension with the ability to forward calls to a specified phone number.

Although effective communication is a common term, it should not be viewed as such. Effective communication is important, and institutions should not assume that it will happen without being intentional. An effective communication plan should be a part of the institutional strategic plan, and it should be developed and implemented with input from constituents. Tasks as simple as checking e-mail several times per day with an appropriate timeframe for responding may be thought of as mundane but have proven to be very beneficial as institutions seek continuous improvement in this new COVID-19 reality.

### **Leverage and Invest in Technology**

Investing in technology is necessary. This investment is not limited to hardware and software but more importantly, investing in technologically savvy human capital. It is vital for institutions of higher education to employ highly competent information technology (IT) staff who are knowledgeable, skilled, and possess good interpersonal skills for IT support.

The immediate transition of the assessment process to a virtual model mandated the need for faculty, staff, and students to be trained on platforms such as Zoom, LiveText, and TWEN. The qualified and dedicated SULC IT Staff, under the auspices of IA&A, conducted a needs assessment shortly after the onset of the pandemic and in preparation for virtual accreditation visits. The results revealed a great need for updated hardware and software, along with the requisite training. SULC made the investment, and it would behoove institutions of higher education to have an IT Plan as a part of its strategic plan and to allocate a percentage of its annual budget for technology upgrades and training.

The background, best practices, lessons learned, and recommendations contained herein provided valuable guidance on how SULC transformed its culture of assessment into an online model. Yet, there is still more than meets the eye. For additional information, please visit the website of the SULC Office of Institutional Accountability and Accreditation (Southern University Law Center, 2022).

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