

FINAL
AALS Survey of Law Schools
On Programs and Courses Designed to Enhance Bar Examination Performance

Committee on Bar Admissions and Lawyer Performance*
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I. Introduction

In the Spring of 1999, the AALS Committee on Bar Admissions and Lawyer Performance became aware of a trend in the states to raise the scores required to pass the bar examination. In the past decade, at least 10 states have raised their passing scores and others are evaluating proposed increases.¹ As a result of those changes, the percentages of test takers passing the bar has also dropped.² It is unclear why this trend exists. In some cases, the review of the passing rate took place as part of the regular review process that occurs in the state. In others, no rationale was provided at all.³

While complete statistical evidence is not available, a review of that which exists, in combination with anecdotal evidence gleaned from law professors and deans at various AALS meetings, suggest that several categories of students face a higher possibility of failing a bar examination than others. Reports from state bar examiners indicate that passage rates of minority students are often lower than those of white students.⁴ The LSAC National Longitudinal Bar Study,

* The Committee on Bar Admissions is to be commended for its achievement in producing this report. Susan L. Brody (John Marshall) chaired the committee through the design and conduct of the survey and Jane M. Spinak (Columbia) succeeded as chair and guided the report to completion. Other committee members who contributed to the production of report included Linda L. Ammons (Cleveland State), Michael J. Churgin (Texas), Roberto Corrada (Denver), Phoebe A. Haddon (Temple), Wallace J. Mlyniec (Georgetown), Patricia O'Hara (Notre Dame), Sharon L. Reich (Minnesota), Dennis Shields (Duke), Christopher Slobogin (Florida), and Luis Villaronga (Puerto Rico).

The Committee, and especially its two Chairs, would like to extend its thanks and gratitude for the exceptional and untiring assistance of H.G. Prince (Hastings), former Deputy Director of the AALS, who shepherded the Report to completion. H.G.'s commitment to this project was a key component in its finalization.

¹ Merritt, et al., Raising the Bar: A Social Science Critique of Recent Increases to Passing Scores on the Bar Exam, 69 U. Cin. L. Rev. 929 (2001) (forthcoming).

² Id.

³ Id

⁴ Danye Holley & Thomas Kleven, Minorities and the Legal Profession: Current Platitudes, Current Barriers, 12 T. MARSHALL L. REV. 299, 332 (1987).

published in 1998, also reflected a lower bar passage rate for minority group participants.⁵ Studies have shown a correlation between low LSAT scores and bar passage rates.⁶ At the January 2001 AALS conference, law school faculty and administrators indicated that many, but not all, students failing the bar come from the lowest academic quartile of the student body, suggesting a correlation between grades and bar passage rates.⁷ Other anecdotal evidence suggests that students who work, have family obligations, or learning issues also may be at risk.⁸ Finally, evidence indicates that those who take a bar review course increase their chances of passing the bar. Thus, those students who are financially unable to take such courses have a greater chance of failing than those who do.⁹

As a result of this phenomenon, the Committee decided to investigate whether these changes were having an effect on law school programs. The importance of bar passage rates to law schools may seem obvious to many people. Nonetheless, the Committee first discussed whether law schools should be concerned with bar passage rates. The Committee found many reasons to conclude that they should. Although some might question whether the bar examination is a good measure of either a person's ability to practice law or the success of a person's legal education, it remains a requirement for licensure. Thus, the profession's and the public's perception of both lawyers and law schools is in part dependent upon passing the bar. Schools whose students regularly fail the bar may lose credibility with the public or with the state or university board of directors that guarantee their existence. Law schools are designed as professional schools. As such, students who matriculate at a law school and graduate expect that they will be prepared to join the profession. While this expectation does not create a contractual obligation, the admission of a student carries a moral obligation on the part of a school to prepare him or her for a career as a lawyer. Failure of the graduate to pass the bar may be taken to indicate that the school has failed to meet that obligation. Most importantly, our fiduciary relationship with our students suggests that we have an obligation to maximize their chances for success.

At the same time that this study was being completed, the AALS Executive Committee committed itself to engage in discussions with the American Bar Association Council on Legal Education and Admissions to the Bar, the National Conference of Bar Examiners, the Law School Admissions Council and other relevant groups to address how applicants are examined for admission to the bar and how the pass scores are set. The purpose of these discussions will be to ensure that all

⁵ See Law School Admissions Council (LSAC) National Longitudinal Bar Study (1998), Executive Summary, p. viii (eventual pass rate for White participants was 96.7%; eventual pass rate for all study participants of color was 84.7%).

⁶ Joan Howarth, Teaching in the Shadow of the Bar, 31 U.S.F. L. REV. 927, 928 (Summer 1997)(citing Cecil J. Hunt, II, Guests in Another's House: An Analysis of Racially Disparate Bar Performance, 23 FLA. ST. U. L. REV. 721, 766-67 (1996).

⁷ Discussions with various members of the Association of American Law Schools, at the A.A.L.S. Annual Meeting in San Francisco, Cal. (Jan. 3-6, 2001).

⁸ W. Ray Williams, Hand-Up or Handout? The Americans with Disabilities Act and "Unreasonable Accommodation" of Learning Disabled Bar Applicants: Toward a New Paradigm, 34 CREIGHTON L. REV. 611, 613-14 (2001).

⁹ Mark Hyman, West Gives Bar/Bri Run for Bar-Review Market, BALTIMORE SUN, September 9, 1995, at 13C.

aspects of the important process of bar admission examination are considered and fully explored. Concerns have been raised that passage rates would not rise proportionately even if all law graduates were better prepared for the bar examination. As a related matter, many strongly advocate that it would be an error for law schools to form curricula to “teach to the bar.” Ultimately, the latter concerns suggest that it is not enough to ask what more law schools could be doing better to prepare graduates for the bar examination without asking about other aspects of the process.

Failure to pass the bar creates many adverse personal consequences for our graduates. Students who fail will not easily find employment. Studies have shown that employment is a major indicator of good physical and mental health.¹⁰ The sense of personal and professional failure and the financial insecurity that comes from failing the bar can be devastating. Given the ever increasing educational debt carried by our students, these feelings of failure can only be intensified by the specter of financial liability. Even if a graduate passes a subsequent examination, the delay in beginning a career may slow down or permanently affect a graduate’s personal and professional development. In addition, the resulting anger may be turned against the school, thus depriving it of a valuable alumnus or alumna in the future. With all this in mind, the Committee concluded that law schools must be concerned with bar passage rates.

In order to determine how law schools were reacting to bar passage rates, the Committee designed a questionnaire to study current practices. The Committee was interested in whether law schools alone or in cooperation with local or state bar associations offered bar preparation courses or other programs to supplement existing commercial bar review courses. The Committee also sought data to determine whether any of the offered courses or programs were effective. Our goal was to collect this information and to alert schools about the range of courses and programs offered to assist graduates preparing for the bar examination. Schools electing to provide such assistance would thus have a body of information from which to begin their planning.

During the Fall of 1999, survey questionnaires were sent to the deans of the 182 AALS member and fee-paid law schools. A second request for responses was made in the Spring of 2000. One hundred eight (108; 59.3%) of the schools returned completed questionnaires. The survey included two parts. The first part asked general questions about the programs and courses that law schools offered to their graduates and about any improvements in bar passage rates that had come about in recent years. The second part asked for information about specific programs. Richard A. White, a consultant for the A.A.L.S., completed the statistical analysis of the survey results included here. We have organized this report to highlight the findings that we believe will be most helpful to law schools. Part II-A consists of the 6 questions in the survey and either the statistical analysis of the answers and/or a narrative compilation of the responses. Part II-B contains the responses of law schools that shared information on specific activities, programs and courses designed to assist in bar passage. Appendix A contains the available bar preparation courses listed by each of the respondents that are not sponsored by the law school. They are arranged by law school and include the cost and “targeted group” if stated. Appendix B contains attachments describing 31 of the programs provided by the law schools in their responses to the survey. The appendices are available from the AALS national office upon request.

¹⁰ V. Lee Hamilton, Clifford L. Broman, William S. Hoffman & Deborah S. Renner, Hard Times and Vulnerable People: Initial Effects of Plant Closing on Autoworkers’ Mental Health, *JOURNAL OF HEALTH AND SOCIAL BEHAVIOR*, Jun. 1990, at 123.

II. Survey Results

SUMMARY OF RESULTS

The survey results reveal that a little more than one-third (38.9%) of the respondents sponsor a program, course or activity designed specifically to improve law graduates performance on the bar examination. A similar proportion (38.7%) of the respondents offers a program, course or activity that is believed to improve bar performance while not having that intended purpose. A total of 54.6% of the responding schools offer one or both types of the foregoing programs and, correspondingly, 45.4% of the respondents do not offer a program, course or activity that is designed or believed to enhance performance on the bar examination.

Programs specifically designed to assist students in passing the bar exam can be placed into four categories: law school designed and administered supplemental bar preparation programs; programs offered in partnership with commercial bar preparation organizations; bar exam strategies lectures; and individual mentoring and counseling programs. The schools offering such programs emphasize that they are intended to supplement rather than replace comprehensive commercial preparation courses. Typical components of programs specifically designed to improve bar examination performance include: lectures on the substantive areas tested on the bar exam; review of sample multiple-choice questions; essay-writing instruction and practice; and advice on stress and time management, outlining, test-taking techniques, and potential sources of financial support. The survey indicate that law graduates from 40.4% of the responding schools have available financial assistance from either the law school or some other entity such as a bar association, commercial lender, or commercial bar course provider.

Twenty-six (26%) of the responding schools indicated that they had observed noteworthy success or improvement in their bar passage rates in recent years. Apart from offering supplemental bar preparation programs, the success or improvement in passage rates was attributed to a number of factors, including improving general academic assistance, making students more aware of bar requirements and opportunities for preparation, increased rigor in the law school classroom, and heightened academic standards.

A smaller percentage (9.8%) of schools indicated that they had observed an improvement in the passage rate for a specific group of students, such as minority group students or those with low LSAT scores. Only 9.2% of the respondents (ten schools) responded to Optional Question 6 concerning comparative bar passage rate for different groups of students. Five schools reported that minority group passage rates were lower than non-minority and three schools reported that the minority group passage rate was higher. It is not possible, however, to draw valid conclusions from such limited data. The Committee remained concerned, however, that schools should examine whether there are steps that can be taken to address the apparent disparity between bar examine success rates for minority group and non-minority group students. As noted in Part B of the report, any such efforts should be conducted with appreciation of the need to avoid causing a stigma to attach to those who participate in the programs.

PART A

QUESTION 1A Does your law school provide or sponsor any activities, programs or courses specifically designed (in whole or in part) to enhance bar examination performance?

Forty-two (38.9%) of the 108 respondents answered “yes” to this question. A much larger percentage of the private schools offer these programs, 29 (47.5%) of the 61 responses from private schools, compared to 13 (27.7%) of the 47 public school respondents.

1A	Yes		No	
	#	%	#	%
Public	13	27.7	34	72.3
Private	29	47.5	32	52.5
All	42	38.9	66	61.1

QUESTION 1B Does your law school provide or sponsor any activities, programs or courses that are not specifically designed to enhance bar examination performance, but which you believe improves bar exam performance?

Forty-one (38.7%) of all respondents answered “yes” to this question. The percentage of private schools offering this type of program (39.0%) is not significantly different from that of public schools (38.3%).

1B	Yes		No	
	#	%	#	%
Public	18	38.3	29	61.7
Private	23	39.0	36	61.0
All	41	38.7	65	61.3

COMBINED ANALYSIS OF QUESTIONS 1A AND 1B

Twenty-four (22.2%) of the respondents said their schools provide both programs specifically designed to enhance bar examination performance and other courses not specifically designed for that purpose, but that they believe improves bar exam performance. Eighteen (16.7%) said they have specific programs only; 17 (15.7%) said they have other programs only; and 49 (45.4%) said they have neither. The table below stratifies the responses by public and private, small, medium and large metropolitan area size, and small, medium and large enrollment size. Schools in larger metropolitan areas are much more likely to provide these programs. Only 10 (23.8%) of the schools in large metro areas said they provide neither, compared to 33 (66.0%) of those in small metro areas. A similar pattern can be seen in the stratification by enrollment size. Only 4 (15.4%) of the schools with a large enrollment size said they provide neither, compared to 21 (67.7%) of those with a small enrollment size. Since enrollment size and metropolitan area size are positively correlated, it may be either or both the resources available in larger metro areas and those available at larger law schools that contribute to this difference.

1A & 1B	Both		Specific Only		Other Only		Neither	
	#	%	#	%	#	%	#	%
Public	7	14.9	6	12.8	11	23.4	23	48.9
Private	17	27.9	12	19.7	6	9.8	26	42.6
Lg. Metro	16	38.1	8	19.1	8	19.1	10	23.8
Med. Metro	4	25.0	3	18.8	3	18.8	6	37.5
Sm. Metro	4	8.0	7	14.0	6	12.0	33	66.0
Lg. Enrol.	8	30.8	7	26.9	7	26.9	4	15.4
Med. Enrol.	12	23.5	7	13.7	8	15.7	24	47.1
Sm. Enrol.	4	12.9	4	12.9	2	6.5	21	67.7
All	24	22.2	18	16.7	17	15.7	49	45.4

QUESTION 1C Please complete a copy of the attached form for each activity, program or course referred to in 1a or 1b above.

Responses are shown in Part B of this report. Fifty-five of the respondents completed questionnaires that provide information on 107 activities, programs, and courses.

QUESTION 2 Please list all commercial and other bar preparation courses in your jurisdiction that are **NOT** sponsored by your law school. Include course name, approximate cost (enter zero if free), whether course is targeted toward a specific group or category of students, and if so, what group (e.g., minority group, economically disadvantaged, nontraditional students).

The table below shows the number of bar preparation courses not sponsored by the law schools that the respondents listed. Note that there is no certainty that respondents listed all available courses and it is likely that the 13 who listed none just did not answer this question. But these data do show a pattern similar to the one seen in the previous analysis of Questions 1A and 1B. There are more courses available to students in large schools and schools in large metropolitan areas.

2	None		One		Two or Three		Four or Five	
	#	%	#	%	#	%	#	%
Public	1	2.1	16	34.0	22	46.8	8	17.0
Private	12	19.7	8	13.1	34	55.7	7	11.5
Lg. Metro	7	16.7	2	4.8	21	50.0	12	28.6
Med. Metro	3	18.8	4	25.0	8	50.0	1	6.3
Sm. Metro	3	6.0	18	36.0	27	54.0	2	4.0
Lg. Enrol.	3	11.5	1	3.9	16	61.5	6	23.1
Med. Enrol.	8	15.7	11	21.6	26	51.0	6	11.8
Sm. Enrol.	2	6.5	12	38.7	14	45.2	3	9.7

All	13	12.0	24	22.2	56	51.9	15	13.9
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Appendix A shows the available bar preparation courses listed by each of the respondents that are not sponsored by the law school. They are arranged by law school and include the cost and “targeted group” if stated.

QUESTION 3A Does your school or some other entity, other than in connection with employment, provide financial assistance for bar preparation?

Forty-two (40.4%) of the 104 respondents who answered this question said “yes.” A higher percentage of the public schools (47.8%; 22 of 46) have financial assistance available for bar preparation, compared to private schools (34.5%; 20 of 58).

3A	Yes		No	
	#	%	#	%
Public	22	47.8	24	52.2
Private	20	34.5	38	65.5
All	42	40.4	62	59.6

QUESTION 3B If yes, please describe briefly.

The responses to this question fell into five categories: commercial loans, non-commercial loans, discounts, scholarships and miscellaneous assistance.

1. Commercial Loans that were specifically mentioned include:

- Law Access
- Law Loans
- Law Achievers

2. Non-Commercial Loans were described as:

- Law School interest free loans
- Law School loans for students without good credit ratings
- University financial aid
- University emergency loans
- State Bar loans if sitting for that state bar examination

3. Discounts included:

- PMBR discounts to American Bar Association or Black Law Student Association members
- BarBri discounts to students entering low paying jobs; BarBri representatives receive the course free

- Some law schools negotiate with private courses for free or discounted courses for some students

4. Scholarships included:

- Law school scholarships or small grants to one or more students
- Law School Alumni/ae scholarship funds
- Bar Associations scholarships
- Some Minority Participation in Legal Education (MPLE) students receive financial assistance

5. Miscellaneous:

- One women’s bar association provided child care for graduates with children who needed quiet study time

QUESTION 4A With respect to your student body as a whole, have you observed noteworthy success or improvement in bar passage rates in recent years?

Twenty-six (26.0%) answered “yes” to this question. A larger percentage of public school respondents (32.6%) said that they have observed improvement in bar passage rates, compared to respondents from private schools (20.7%).

4A	Yes		No	
	#	%	#	%
Public	15	32.6	31	67.4
Private	12	20.7	46	79.3
All	27	26.0	77	74.0

QUESTION 4B Please describe any identifiable reasons for that success or improvement.

Respondents formulated answers that fell into two categories: general and/or specific efforts by the law school to improve overall performance by their students in all aspects of their law school careers and specific activities or programs to assist students in passing a bar examination. Many schools have a variety of academic assistance programs or components of the regular substantive curriculum that these schools believe have a residual effect of assisting students with the bar exam. We will briefly outline those strategies first. Because much has been written on the variety of academic assistance programs available, however, we focus here predominantly on programs dedicated exclusively to bar exam preparation.

Law School structural and curricular policies which were noted in the responses as supportive of bar passage included:

- Making students more aware of bar requirements

- Steering students toward or emphasizing subjects that will be tested on the bar
- Increasing awareness of bar examination preparation
- Faculty commitment to teaching
- Increased rigor in the classroom
- Curriculum revision and offering co-curricular resources for bar examination preparation
- Establishing a bar examination coordinator and providing faculty mentoring
- Heightened academic standards
- Changed grading policies

In addition, some schools noted that the quality of their students and/or faculty was the best indicator of bar passage rates at their schools.

Programs specifically designed to assist students in passing the bar exam appear to fall into one of four categories: law school designed and administered supplemental bar preparation programs; programs offered in partnership with commercial bar preparation organizations; bar exam strategies lectures; and individual mentoring and counseling programs. School-sponsored bar review programs typically are offered as multi-session programs during spring semester of the third year. Schools do not charge for these courses, other than for the purchase of books and study aids, but many require attendance at all sessions for those who register. Typical components include lectures on the substantive areas tested on the bar exam; review of sample multiple-choice questions; essay-writing instruction and practice; and advice on stress and time management, outlining, test-taking techniques, and potential sources of financial support.

Programs offered in cooperation with commercial organizations also tend to be given at no cost to the students. Some are one-day programs that focus on stress management, organizational skills, outlining, and test-taking techniques. Others are multi-session reviews that appear to be an introduction to the more comprehensive review programs offered during the summer. Some of these programs are referred to as “jump starts” to the summer review programs.

A number of schools offer single-session bar exam strategies lectures. These vary from one hour to one day in length, and focus less on substantive law and more on how to prepare for the bar exam and on the importance of allocating sufficient time and effort to the task of preparation.

Individual mentoring and counseling programs take different forms. Some schools identify at-risk students and provide individual counseling regarding substantive courses related to subjects tested on the bar that these students should consider taking during their second or third years. Others provide individualized assistance on study techniques, stress and time management, and on financial resources that may help fund commercial courses or enable the student to avoid employment and focus full attention on exam preparation.

One common thread among these programs, particularly school-sponsored review programs and programs offered in cooperation with commercial organizations, is that nearly all contain a prominent disclaimer that they are not a substitute for the more comprehensive commercial preparation courses. Rather, everything from one-day to full-semester programs are offered as a supplement to or a “jump start” to the comprehensive commercial programs. As such, many of these programs, particularly the multi-session programs, tend to be concentrated in schools that have a segment of students that may benefit from additional preparation assistance.

Internal assessments of the effectiveness of these various programs generally take the form of student evaluations and informal feedback. A few attempt to compare the bar pass rates of participants in the special programs to those who choose to not participate, and they tend to report a positive correlation. None, however, have engaged in a statistically verifiable analysis of whether the programs materially effect a student's chance of passing the bar on a first attempt. All evaluations, however, have been positive and indicate without exception that students appreciate the additional assistance and the expression of support from the law school.

Finally, it should be noted that some schools allow graduates who have failed the bar examination to attend school-based bar assistance programs and one school created a specific program for graduates who had not passed the bar.

QUESTION 5A With respect to any particular group/category within your student body, have you observed noteworthy success or improvement in bar passage rates in recent years?

Only nine (9.8%) of the 92 respondents who answered this question said they had observed noteworthy success or improvement in bar passage rates in recent years. The difference between public and private school responses is not significant.

5A	Yes		No	
	#	%	#	%
Public	5	12.2	36	87.8
Private	4	7.8	47	92.2
All	9	9.8	83	90.2

QUESTION 5B If yes, which group(s)/category(ies)? [See answer to Question 5C below.]

QUESTION 5C Please describe any identifiable reasons for that success or improvement.

As with the answer to 5A, there were few responses to Questions 5B and 5C. The responses did include the following observations:

- Some schools noticed an overall improvement for all students
- Some schools noticed an improvement for African-American students; one school credited the student initiated hiring of an African-American Bar Mentor
- One school noted that students with low academic averages who take substantive courses tested on the bar and do well in those courses marginally improve their performances
- One school noted improvement of students with low LSAT scores, low law school GPA's and minority students
- One school identified students who were assisted in organizing and writing essays through a specific workshop for that purpose

QUESTION 6 **OPTIONAL:** If you compare bar passage rates of particular groups/categories of students at your school, providing this information would be extremely useful to the Committee. The information will be held strictly confidential and in no way associated with individual schools. Please provide rates for first-time takers in your jurisdiction for Fall 1998.

Only ten respondents provided information that compared bar passage rates of minority students to non-minority students. Five schools reported minority passage rates lower than non-minority rates (4 public schools and 1 private school). Two reported no difference (1 public and 1 private). Three reported minority passage rates higher than non-minority rates (all 3 private). Note that drawing valid conclusions from data from so few schools is not possible.

PART B

Improving Performance for Particular Groups of Students

As noted in the introduction, reports from bar examiners often indicate a lower passage rate for minority group students than for white students. Reasons exist to believe that passage rates are likely to be lower for any student who has suffered educational or socio-economic disadvantage and therefore have a lower LSAT score or law school grade point average. Consequently, the question arises whether law schools that engage in supplemental bar preparation programs make an attempt, and have any success, in improving the performance of any particular group of students needing assistance. The responses to the survey indicate that only a modest number of law schools dedicate significant time and resources to the question of minority and at-risk student performance on the bar, and the law schools that do engage in such efforts are dedicated and thoughtful. Following are some general observations about such efforts and descriptions of programs at specific law schools that suggest potential benefit for particular groups of disadvantaged students. Website addresses are included for those law schools that have gone so far as to dedicate web space to their programs. The law schools discussed below are representative but not intended to be exclusive.

Follow-up conversations by a law student research assistant with the people running special programs across the country produced several interesting themes among the general observations.

- A deterrent to higher participation in academic support programs is the perceived stigma associated with taking part in the programs.
- Most feel that it is important to leave programs open to all students to lessen the stigma felt by participants, but commented that, in general, those students who need assistance the most often access programs the least.
- Most agree that offering bar prep programs in the final year or after graduation is simply too late.
- There is often a backlash against those who participate in “by invitation only” programs which can exacerbate feelings of alienation by minority or other identified students. Students who were not given the added tutoring or support feel those in the program received an extra “edge.”

The following summaries include information from both the returned surveys as well as phone conversations when possible or appropriate. The descriptions include a sampling of general academic assistance programs in addition to programs designed to focus more specifically on preparation for the bar examination.

1. American University College of Law, Wash DC

Contact: Bob Dinerstein
202-274-4141
202-274-4000 (general #)
www.wcl.american.edu

The law school engages in a number of activities that may benefit for particular groups of students:

African Americans and the Law Conference: Founders' Event. Annual conference. While it is open to all, the conference focuses on African Americans and therefore there is high attendance within that group. Emphasis on practical aspects of preparation and alumni reports on their experiences with the bar. Has included a breakout session on bar passage in the past, which included two bar examiners and a couple of recent bar takers. Student attendance includes some 3Ls, 2Ls, and recent graduates. General sense was that it was helpful to those in attendance, and more students could benefit from attendance.

Visits by Bar Examiners. Open to all. Visits to campus by New York and Maryland bar examiners to give an overview on what they are looking for in bar answers.

Law School Panels. Open to all. Panels of faculty, administrators and deans on bar preparation issues and the differences between law school exams and bar exams.

Legal Analysis Study Group Pilot Program. Open to all, but emphasized for Legal Analysis Study Group (LASG) members (students who perform lower on conventional indices such as undergraduate GPA & LSAT scores).

BAR/BRI B.E.A.T. Program. Commercial bar preparation course. Previously paid for ½ cost for students; last two years offered for free.

All the programs at American University are voluntary. The Legal Analysis Study Group (LASG) has been particularly successful for entering 1Ls. The Director is looking at ways to expand that program into 2L & 3L bar prep. The programs offered stress general acclimation to law school and pre-attorney experiences.

2. Nova Southeastern University, Florida

Contact: Barry Goldman, Student Coordinator OR
Kathy Cerminara, Assistant Professor, OR
Jane Cross – 954-262-6100
goodmanb@nsu.law.nova.edu
crossj@nsu.law.nova.edu
cerminarak@nsu.law.nova.edu
http://www.nsulaw.nova.edu/Student/student_programs/arp/default.cfm

Nova Southeastern has a highly developed program with three administrators involved, each of whom has a separate focus on academic support for students. There was consensus that the biggest problem was that the most successful students were showing up for the programs not those that needed them the most. While the Academic Support Program at Nova does not focus on minorities per se, they are aware that they may have different issues, and the school makes every effort to address those. Activities include:

- *Academic Resources Program, jointly with MLER, Inc.* For 1Ls. Goal is to provide support for persons having trouble in the first year. Open invitation to all students but special effort made to inform minority group students about the program. Intensive course with individualized bar prep focusing on writing and study skills. First year students have Teaching Assistants, directed by specific professors, who provide guided tutoring review sessions. The program includes

highly detailed website links for students, professors, and TA's (including how to outline, write exam answers, etc.).

The program was successful, but the offering has been modified in recent years because the local minority bar associations have provided a similar program.

- *TJ Reddick Bar Association Supplemental Bar Prep Course* – Constructed by local attorneys to assist minority students with bar preparation. Open invitation, but since minority attorneys are sponsors, the program usually attracts minority students.
- *(Detailed web page devoted to Academic Resources Program)*.
http://www.nsulaw.nova.edu/Student/student_programs/arp/default.cfm

3. Santa Clara University School of Law, California

Contact: Dennis Higa, Academic Success Program
408-554-4319 OR
Rodney Fong, Academic Success Program
408-551-1609
<http://www.scu.edu/law/resources/asp/asp.html>

Santa Clara emphasizes that whatever help a school decides to offer it is crucial to do it early in the student's law school career. Schools should attempt to catch those students who are struggling in their first year, not later. Santa Clara's activities include:

- *Academic Success Program*. Voluntary program open to students with low undergraduate GPA or LSAT, or to minority group students. Works on writing skills, legal analysis, time and stress management. The focus is on 1st year students, especially those with low GPAs and minority group students.

The program is split into two sections: Fall and Spring. The Fall program creates peer groups of 10-15, run by 2L & 3L students. Organization, outlining, and exam writing are emphasized. Meets every other week. The Spring program is still voluntary, but limited to those students whose first semester grades were low. Participants receive individual tutoring. Mr. Higa commented that this group still perceives some stigma, but the "backlash" phenomenon disappears over time. About 40-60% of all the students who are eligible to participate do so.

- *Legal Process*. Open to those with low law school GPA. Goals are to improve legal writing and analysis skills, time management, introduce Calif. bar. This is a for-credit class with mandatory attendance for the bottom 30% of 2nd year class.
- *(Detailed web page with links for academic support)*.
<http://www.scu.edu/law/resources/asp/asp.html>

4. Capital University Law School, Ohio

Contact: Dean Anthornia Steele
Student Services
614-236-6310 (general #)

<http://www.law.capital.edu/>

The law school's principal bar preparation efforts include:

- *Supplemental Bar Exam Program*. Open to "at risk" bar candidates, based on law school GPA (2.6 or lower). Offers individual support through workshops and individual critiques. Focus on essay writing, multiple choice, and time/stress management.
- *Super Start 2000*. Open to all current bar candidates.

5. St. John's University School of Law, New York

Contact: Prof. Daniel Furlong
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The law school's principal bar preparation efforts include:

- *Bar Examination Preparation*. Voluntary and open to all, but students in the lower 1/3 of the class based on law school GPA are encouraged to attend. Commented that the target group with the highest risk of failure often does not attend. Three-part program: BAR/BRI program; one-day program on Multi State Exam; and series of review sessions by law school professors.

Academic Support Program. Open to all, but students with low law school GPA encouraged to attend. Series of sessions and tutorials intended to improve essay-writing skills.

General Observations

Fifty-five of the respondents completed questionnaires that provide information on 107 activities, programs, and courses. The following points summarize some of the information provided on these programs.

- Eleven (10.3%) have mandatory participation.
- Twenty-nine (27.1%) have a formal assessment method.
- Twenty-two (20.6%) are shown by formal assessment to be effective.

Respondents reported that the programs were designed to improve performance in various areas. The following lists the areas suggested on the questionnaire followed by the number of programs reported to improve performance in that area.

- Essay (75; 70.1%).
- Multiple choice (53; 49.5%).

- Performance (43; 40.2%).
- Specific subject matter (37; 34.6%).
- Time management during the bar exam (49; 45.8%).
- Stress management during the bar exam (44; 41.1%).

Respondents also indicated that the programs, activities or courses also were designed to improve performance in the following ways:

- Overall law school preparedness including preparing for classes, understanding legal analysis and methods, improving research and writing skills, handling law school stress and time requirements, and developing effective study habits.
- Overall life skill assistance including time and stress management, financial planning, and independent learning skills.

III. Conclusion

The AALS Committee on Bar Admissions and Lawyer Performance concluded that preparation for the bar examination is important issue for law schools as well as their graduates. The survey reveals that while many schools have taken steps to address this concern by instituting programs specifically designed to improve bar performance, many more have yet to begin efforts of this type. While there is not a single type of program that would be suitable for every school, the following recommendations should be considered by each school considering such a program, taking into account the school's assessment of the needs of its student body. Schools should begin to prepare students for the challenge early in the law school rather than waiting until the period just before the bar examination, preparation should address the various types of questions that will be faced on the bar examination, students should receive instruction in the life skills that will allow them to perform to their potential on the examination, and schools should explore possibilities for providing financial assistance to students who may not be able to afford a commercial bar preparation course or avoid working during the typical preparations period. It is also important for schools to try to measure the success of their supplemental bar preparation programs so that improvements can be made. Assessments will also be helpful in the very important process of schools sharing information about different approaches to providing bar preparation assistance to their students.

The remaining pages show the information provided for each activity, program, or course. The first section includes 14 programs that were identified by the respondents as being shown by formal assessment to be effective. Note these are not the only programs respondents think are effective, only those where respondents answered affirmatively when asked if the results of formal assessment show the program to be effective. The second section includes descriptions of 33 additional programs that did not report formal assessments demonstrating effectiveness. The information in the latter group, however, is still very important in reflecting the range of activities conducted by the law schools.

Additional information derived from the school responses is available from Appendix A, regarding available bar preparation courses not sponsored by the responding school, and Appendix B,

containing attachments describing 31 of the programs provided by the responding schools. The appendices are available from the AALS national office upon request.

PROGRAMS SHOWN BY FORMAL ASSESSMENT TO BE EFFECTIVE

UNIVERSITY OF CALIFORNIA, HASTINGS COLLEGE OF THE LAW

COURSE:

O! The Bar! (Orientation to the Bar Program) -- Workshops

DESCRIPTION:

Academic support program. Students are introduced to each portion of the Bar and taught by experts in the field.

HOW IS ELIGIBILITY DETERMINED?

All graduating seniors may participate.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Student evaluations.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Students report better understanding of grading and content of each section before they start studying, so they can maximize time during study period.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students voice increased confidence going into Bar.

COURSE:

O! The Bar! -- Writing Component

DESCRIPTION:

Academic support program. A limited number of graduating seniors compare different approaches to Bar study and have the opportunity to write answers to each portion of the Bar. Attorneys, who recently passed the Bar, meet with students to review their work and provide tips about bar passage.

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Student evaluations.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

Continued...

COMMENT ON RESULTS OF ASSESSMENT:

Students report greater understanding of their own strengths and weaknesses and better understanding of steps involved in Bar study.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students appreciate the individual contact with recent successful Bar applicants. We are tracking Bar passage.

COURSE:

LEOP's Performance Skills Test Workshop

DESCRIPTION:

To expose students to this section of the Bar, enable students to practice writing answers and receive feedback.

HOW IS ELIGIBILITY DETERMINED?

Special admissions to law school.

LEOP

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Performance.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Student evaluations and tracking Bar passage.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Students learn about this section's special formats and requirements.

COURSE:

LEOP's Bar None Program +

DESCRIPTION:

Supplement to the Bar review course. Provides strategies to successfully answer Bar exam questions and practice writing essay, performance, and MBE exams during the summer.

HOW IS ELIGIBILITY DETERMINED?

Special admissions to law school.

LEOP

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Specific subject matter.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Student evaluations and tracking Bar passage.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Students learn about the Bar, their strengths and weaknesses.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Helps students receive feedback about programs.

COURSE:

Legal Analysis Course

DESCRIPTION:

First year and upper division Legal Methods class.

ATTACHMENT INCLUDED (SEE APPENDIX B)

MANDATORY PARTICIPATION

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

Other students enrolled with permission of instructor.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Helps students perform legal analysis across the curriculum.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Students are graded by the instructor. Academic performance is tracked during law school and Bar.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Course grounds students in legal analysis techniques and writing.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students acquire skills integral to functioning as a lawyer. Provides early feedback in terms of progress.

COURSE:

Legal Writing Program

DESCRIPTION:

Students learn to brief cases, identify legal rules from a number of cases, identify relevant issues, and present arguments in writing.

MANDATORY PARTICIPATION

HOW IS ELIGIBILITY DETERMINED?

All first-year students -- part of first-year curriculum.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Students graded by instructor.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Grounds students in legal analytic techniques.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Skills are integral to functioning as a lawyer.

CALIFORNIA WESTERN SCHOOL OF LAW

COURSE:

CWSL Supplemental Bar Review Program

DESCRIPTION:

See attached.
ATTACHMENT INCLUDED (SEE APPENDIX B)

Continued...

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

Memorizing; categorizing; retrieving information.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

Compare with school-wide pass rates; compare with matched cohorts; compare with expected performance based on grades; LSAT, etc.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Analysis is in progress. Preliminary analysis reveals that some students who were expected to fail based on grades do in fact pass.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

It has some promise. However, it is difficult to overcome weaknesses developed over three years of law school. An earlier intervention is needed.

CASE WESTERN RESERVE UNIVERSITY LAW SCHOOL

COURSE:

Academic Enrichment Program

DESCRIPTION:

Though targeted to first year students, we think that this program- designed to assist students in developing skills for success in law school- help them become better learners and test-takers, and thus has an impact on bar examination performance.

HOW IS ELIGIBILITY DETERMINED?

Undergraduate GPA and LSAT.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

Comparing statutes v. common law, Socratic method.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Comparing PFYA v. actual FYA.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Students predicted to under perform in their first year are doing, grade wise, better than expected.

CITY UNIVERSITY OF NEW YORK SCHOOL OF LAW AT QUEENS COLLEGE

COURSE:

PMBR

DESCRIPTION:

We have hired Kenny Dym to provide the 6 day PMBR (Multistate) course, with books, to our students. It's a commercial course.

HOW IS ELIGIBILITY DETERMINED?

Graduating 3Ls.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Feedback forms received from graduates; upward trend in performance of graduates on MBE.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Graduates attribute improvement in facility with MBE questions to this course.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Very worthwhile and highly successful. Students are strongly encouraged to attend.

COURSE:

Edna Wells Handy

DESCRIPTION:

Mentoring around the "putting the bar in perspective", managing time, prioritizing. Individual appointments for counseling, following group instruction.

HOW IS ELIGIBILITY DETERMINED?

Self-identification.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Time management during the bar exam.

Stress management during the bar exam.

Studying, handling preparation along with life's burdens.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Student/alumni feedback forms.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Our students are older on average, with fewer resources and tend to be the mainstay of extended family with need to work as well. Ms. Handy is very helpful in having them set priorities.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Although some students who don't have the burdens of those for whom Ms. Handy's services were retained to benefit do see her, she provides reassurance and boosts confidence.

COURSE:

Bar Exam Preparation Coordinator

DESCRIPTION:

We have one person coordinating the schools efforts to improve bar exam pass rate: arranging PMBR, Edna Handy's hours, review sessions offered by faculty, offering advice on choosing bar review course electives, maintaining resources and materials, etc.

HOW IS ELIGIBILITY DETERMINED?

Appointments as needed.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Specific subject matter.

Time management during the bar exam.

Stress management during the bar exam.

Accessing other services we provide.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Alumni feedback forms.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Students gain confidence, report having made use of skills and/or information received from this person.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

There appears to be greater confidence and success on the exam among students who have had direct contact. Co-ordination of other services facilitates better access by students of same.

CLEVELAND STATE UNIVERSITY CLEVELAND-MARSHALL COLLEGE OF LAW

COURSE:

Essay Workshop

DESCRIPTION:

Six to eight sessions during Bar Prep period where grads write essays and receive feedback.

ATTACHMENT INCLUDED (SEE APPENDIX B)

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

We obtain scores of all who participate and compare them to scores of all bar takers.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Raised pass rate for lower half of class.

DEPAUL UNIVERSITY COLLEGE OF LAW

COURSE:

Bar Exam Tactics Session

DESCRIPTION:

A three hour lecture covering testing methods, timing, subjects tested, scoring, common mistakes to avoid, how to prepare, skills (MBE attack strategies, essay process and writing system).

HOW IS ELIGIBILITY DETERMINED?

Must be a graduating 3L to attend the lecture.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Attendance is required and names are verified for a pass/fail on the bar exam list given to the university.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

For a new program the pass rate of attendees was good for the number of 3Ls that chose to take advantage of this program. As it becomes better known to students, I anticipate higher attendance and higher pass rates for that group.

UNIVERSITY OF IOWA COLLEGE OF LAW

DESCRIPTION:

Three-year heavy emphasis on writing skills. First-year small writing sections taught by full-time faculty in both semesters. Five units upper-level writing required, at least two directly supervised by full-time faculty. Program supported by a Writing Resource Center- a professionally staffed service available to all students wishing to work on their writing skills.

HOW IS ELIGIBILITY DETERMINED?

Open to all students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Writing proficiency.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Only regular student evaluations.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Writing programs are regularly our students most highly regarded element of their law school experience.

WILLIAM MITCHELL COLLEGE OF LAW

COURSE:

Bar Exam Workshop

DESCRIPTION:

A 6 part workshop (12 hours over 6 weeks) on the process of taking the Minnesota and Multistate Bar. Based on examples from the 6 MBE subjects as tested in MBE and MN essays. Concludes with 2 3/4 hour mini Bar exam (7th session). In Jan 2000 we will add another workshop to teach the MPT.

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

Anyone is welcome.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Performance test starting 1/00.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Just started to measure success on MN Bar for those who attend 50% or more of workshop sessions vs. those who do not do so (50% or less).

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Pass rate for 50% or more attendees: 7/98= 66.67%; 2/99= 83.3%; 7/99= 100%.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

This has been taught, in one form or another, since Fall 1987. No empirical data kept until 1998.

Anecdotal data indicates program has been a success. Former students have expressed this and have contributed information which was used to improve the program.

QUINNIPIAC UNIVERSITY SCHOOL OF LAW

COURSE:

Litvin's Quinnipiac Supplemental Bar Course

DESCRIPTION:

See attached syllabus.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Open to first time takers graduating from QC.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Specific subject matter.

Time management during the bar exam.
Stress management during the bar exam.
IS THERE A FORMAL ASSESSMENT METHOD? Yes

Continued...

COMMENT ON FORMAL ASSESSMENT METHOD:

Copyright Litvin- statistical comparison- example attached. These are to be published in some form or an article next summer.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Since I teach the course, what can I say. I believe it to be the best supplemental program in the U.S. And I am usually more modest.

SOUTHWESTERN UNIVERSITY SCHOOL OF LAW

COURSE:

Academic Support Program- Core Class

DESCRIPTION:

Two week summer class followed by weekly classes in academic year. Focuses on study skills essential for law school with frequent practice exams.

HOW IS ELIGIBILITY DETERMINED?

Undergraduate GPA and LSAT.

Economic or educational disadvantage.

Special admissions to law school.

Years out of school.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Directed more at law school study than bar study.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Comparison of grades earned by group with those eligible but not selecting the class.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Tend to score about 1/2 grade higher (as a group) than the law school median grade.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Excellent for socializing students to the study of law. Raises student awareness about opportunities.

Raises awareness about individual learning styles and how to adapt to law school teaching.

COURSE:

Unlocking the Mysteries of the Bar

DESCRIPTION:

Two hour informational meeting: includes bar grading practices, how to be a commercial bar consumer, recent bar passers on a panel.

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

But open to all interested graduating students.

Continued...

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

Life skills before and during Commercial Bar Review.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Bar results, compare pass rates for attendees/non-attendees, questionnaire.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Low predictor (low LGPA) students who attend program pass at a higher rate than non-attendees with similar LGPA.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The students find it very beneficial with useful information for preparing to study for and take the bar.

STETSON UNIVERSITY COLLEGE OF LAW

COURSE:

Florida Related Courses

DESCRIPTION:

Courses which emphasize particular areas of Florida Law and/or practice which are featured on the Florida Bar Examination. (See attached for list of related courses.)

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Who chooses to sign up.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Performance.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Course evaluation.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Continued high enrollment.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Very successful and highly recommended by our students.

WASHBURN UNIVERSITY SCHOOL OF LAW

COURSE:

First Year Small Section program and Optional Supplemental Instruction Program

HOW IS ELIGIBILITY DETERMINED?

All students eligible.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

We compare performance of those in S.I. groups with those who don't participate, based on entering index scored.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Performance is better.

WEST VIRGINIA UNIVERSITY COLLEGE OF LAW

COURSE:

Legal Research and Writing

DESCRIPTION:

Three semester required program; first and second semester is intensive legal research and writing with focus on preparation of litigation documents. Third semester is appellate advocacy.

MANDATORY PARTICIPATION

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Students complete evaluations of program and program is reviewed by Academic Planning Committee.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Students and faculty report that Legal Research and Writing improves performance on essays and practice components of BAR.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

This program is essential to bar exam success.

WIDENER UNIVERSITY SCHOOL OF LAW

COURSE:

Bar Preparation Program

DESCRIPTION:

The program consists of eight Saturday sessions. Six sessions focus on each of the six multistate subjects. The remaining two sessions focus on essay writing skills and on time/stress management.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Available to all graduating students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Specific subject matter.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Two methods: (1) written survey of program participants and (2) compare bar passage rates for program's participants with graduating class.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? Yes

COMMENT ON RESULTS OF ASSESSMENT:

Survey of program participants was very positive and bar passage rate of participants who attended more than half of the program's sessions exceeded that of graduating class.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The program has been successful. It was offered for the first time last year and the response to the program was very positive so the program has been scheduled again this year.

OTHER PROGRAMS

UNIVERSITY OF AKRON C. BLAKE MCDOWELL LAW CENTER

COURSE:

Bar Exam Awareness

DESCRIPTION:

Informal meetings with students, primarily graduating students, held each semester.

HOW IS ELIGIBILITY DETERMINED?

Open to all students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Overall awareness of the bar exam process.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Seems to be very helpful to our students.

COURSE:

Academic Support Program

DESCRIPTION:

Tutoring.

HOW IS ELIGIBILITY DETERMINED?

Undergraduate GPA and LSAT.

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Law school success, which translates to bar exam success.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Too new to know for sure.

COURSE:

Bar Exam Review

DESCRIPTION:

Program that reviews MBE and essay portions of exam.

HOW IS ELIGIBILITY DETERMINED?

Open to all students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students report that they feel better prepared for the actual exam after learning about the exam through this program.

AMERICAN UNIVERSITY WASHINGTON COLLEGE OF LAW

COURSE:

African Americans and The Law Conference: Founders' Event

DESCRIPTION:

Panel at 4/1 Conference on African Americans and the Law Conference- emphasis on practical aspects of preparation, reports of (and by) alumni, re their experiences with the bar.

HOW IS ELIGIBILITY DETERMINED?

Open to all- conference focused on African Americans, who therefore formed majority of audience.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Informal feedback praised "common sense" nature of advice. One alum spoke about failing NY bar and gave her view of why she thought she failed and how she changed her approach the second time around.

COURSE:

Visits by Bar Examiners

DESCRIPTION:

We plan to have a NY and MD bar examiner (the latter an alumnus of WCL) speak to students later this semester re: what they look for on exam answers, plus overall preparation advice. We're also trying to schedule someone in from VA.

HOW IS ELIGIBILITY DETERMINED?

Open to all.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Not answered

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

First session 4/7; later one in May.

COURSE:

Law School Panels

DESCRIPTION:

Law school panels of faculty- administrators and administrators (academic deans, dean of students, registrar, director of career services) addressed students at two sessions (for full and part-time) on bar preparation issues.

HOW IS ELIGIBILITY DETERMINED?

Open to all.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Preparation for exam; strategy for exam (study to pass, not "ace" exam), encourage students to focus on preparation, seriousness of exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Programs seemed to be useful as ways to emphasize importance of early preparation, making sufficient time available for studying, not working before if possible (or stopping work several weeks before if not), difference between law school exams and bar exam.

COURSE:

Legal Analysis Study Group Pilot Program

DESCRIPTION:

This semester (spring 2000), the instructor in our legal analysis study group (LASG), a voluntary program for students who perform lower on conventional indices (pre-law school), conducted a pilot program on bar passage. Bar/Bri donated tapes and the multistate text.

HOW IS ELIGIBILITY DETERMINED?

Undergraduate GPA and LSAT.

Emphasized for LASG students but open to all.

Continued...

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Specific subject matter.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Program is ongoing this semester. Staff believe there needed to be more publicity (and earlier publicity) to maximize effectiveness. Initial informal feedback on substantive coverage has been positive.

COURSE:

Bar/Bri "B.E.A.T." Program

DESCRIPTION:

Pre-bar course offered by Bar/Bri; two years ago we paid half the cost for students. Last year and this year the program was free. It extends over several weekends in the spring.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

UNIVERSITY OF CALIFORNIA AT DAVIS SCHOOL OF LAW

COURSE:

Tutorial Program (indirect)

DESCRIPTION:

We have a first year tutorial program to assist students in transitioning into the analytical structure of law study exam taking, outlining; brief writing.

HOW IS ELIGIBILITY DETERMINED?

Open to all IL's.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

COURSE:

Bar Courses (Indirect)

DESCRIPTION:

We try to make traditional bar courses available every semester.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

COURSE:

Examination Styles (indirect)

DESCRIPTION:

Various professors alter their exams to include multiple choice and/or performance-type exercises which provide practice on these types of exam processes.

MANDATORY PARTICIPATION

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Multiple choice.

Performance.

IS THERE A FORMAL ASSESSMENT METHOD? No

UNIV. OF CALIFORNIA AT LOS ANGELES SCHOOL OF LAW

COURSE:

Special Session on How to Prepare for the Bar Exam

DESCRIPTION:

Professor Knaplund, who directs our Academic Support Program, and the Dean of Students hold two one hour sessions in Nov. for third year students to discuss bar prep. They discuss courses to take to prepare for the bar; financial aid options such as bar loans; time management by encouraging students to consider bar prep as a "full time job" and find childcare and avoid working.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

It is offered to third year students that are graduating in May.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

COURSE:

Law School Summer Program

DESCRIPTION:

Designed for students entering law school before their 1st semester. The goals of the summer program are to make students feel comfortable and confident about entering law school; to identify many of the implicit assumptions about studying & lawyering skills; to set up support networks for the students w/ faculty & other 1st yr students; to identify those who may need support programs in the fall.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Undergraduate GPA and LSAT.

Economic or educational disadvantage.

Students are selected on the basis of several factors, including college records, years out of school, non-resident status, and other special circumstances, etc.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Time management during the bar exam.

Legal Analysis, Legal Writing, effective study techniques and strategies.

IS THERE A FORMAL ASSESSMENT METHOD? No

COURSE:

Exam Workshop

DESCRIPTION:

Exam workshops are offered in the second half of each semester of the first year. Students spend 1st hour discussing exam strategies, and then write answers to actual exam questions. All first year students will receive a schedule of the exam topics several weeks before the workshops begin. All first year students are encouraged to attend.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

All first year students are encouraged to attend.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

IS THERE A FORMAL ASSESSMENT METHOD? No

COURSE:

Teaching Fellow Led Study Groups

DESCRIPTION:

Second and third year students with excellent academic record lead study groups that help 1st yr students develop effective study skills and learn how to approach questions on exams. 1st year students during the fall semester may be asked to be included in the group. In the spring semester, students are invited on the basis of 1st semester grades. There are groups for 2 courses per section in fall, one course in spring.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

During the first year fall semester students volunteer; Spring semester eligibility is determined by fall semester grades.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Multiple choice.

IS THERE A FORMAL ASSESSMENT METHOD? Not answered

COURSE:

Special Section of Wills and Trusts for Second and Third Year Students

DESCRIPTION:

This is an Academic Support section of Wills & Trusts. There are study groups and optional weekly writing assignments in addition to the mid-term. Selection is based on student GPA.

ATTACHMENT INCLUDED (SEE APPENDIX B)

MANDATORY PARTICIPATION

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Multiple choice.

Performance.

Specific subject matter.

Continued...

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The study groups have helped students feel more motivated and connected to law school. Many students in the study groups do better in Wills & Trusts than their GPA would predict.

COURSE:

Study Groups for Community Property for Second and Third Year Students

DESCRIPTION:

An extra hour a week of Community Property as part of the academic support program, where students can participate in a relatively small and informal discussion group to review the preceding week's materials, clear up any questions, and work on written problems modeled on final exam and bar exam questions. The purpose of this additional non-credit hour is to develop study and exam-taking skills.

ATTACHMENT INCLUDED (SEE APPENDIX B)

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

Specific subject matter.

Improve final and bar exam taking skills.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The study groups have helped students feel more motivated and connected to law school. Many students in the study groups do better in Community Property than their GPA would predict.

COURSE:

First Year Property Section 9

DESCRIPTION:

Special elective for the first year curriculum. Designed to improve students' study and exam taking skills. The class is small and includes many writing exercises and small group exercises all with extensive individual feedback. The students will also be required to attend Teaching Fellow led study groups and the exam workshop. Please see attached detailed description.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

Students with first semester grades below "C" are encouraged to apply.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

Class will teach independent learning skills, and improve exam performance.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Program is effective because there is improvement in student grades after the course, especially for students who come into the class with fall GPAs below 70.

CAPITAL UNIVERSITY LAW SCHOOL

COURSE:

Supplemental Bar Exam Program

DESCRIPTION:

Individual support for "at risk" bar exam candidate in the form of workshops and individual critiques.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

Since the law school has determined that students with a grade point average of 2.6 and below are "at risk" for failing the Bar Exam, we compare only this group's pass/fail rate.

COMMENT ON RESULTS OF ASSESSMENT:

The assessment shows modest gains.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

This program serves the purpose of providing individual support for our "at risk" students. As the program matures, we expect to see more substantial gains, likewise, once the Ohio Bar Exam stabilizes and students and law schools adjust to all the recent changes, we expect to see a higher bar passage rate.

COURSE:

Super Start 2000

DESCRIPTION:

See attached.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Open to all July 2000 bar exam candidates.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

IS THERE A FORMAL ASSESSMENT METHOD? Not answered

COMMENT ON FORMAL ASSESSMENT METHOD:

This program will be implemented Spring Semester 2000.

CASE WESTERN RESERVE UNIVERSITY LAW SCHOOL

COURSE:

Bar Examinations Workshop

DESCRIPTION:

Two day workshop which focuses on essay and multiple choice test-taking skills; logistics; time and stress management; practice tests. In summer Professor review and critique practice essay responses.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

But we do have participant's fill out evaluation form; are planning a post-exam survey.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

We believe that the program had a positive impact, but no real scientific basis. With the workshop, July 1999 pass rate was 85% versus 80% without the program.

THE CATHOLIC UNIVERSITY OF AMERICA SCHOOL OF LAW

COURSE:

Co-Sponsor BAR/BRI Multistate Prep (Mini Course)

DESCRIPTION:

Mini review/practice test/feedback deferred by Bar/Bri.

HOW IS ELIGIBILITY DETERMINED?

Voluntary- available to all interested students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Multiple choice.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Gives students opportunity to start review early and to take practice text.

COURSE:

Virginia Civil Procedure Review

DESCRIPTION:

Three session review of Virginia Civil Procedure by practicing attorney (offered first time this year).

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Voluntary- available to students taking VA bar.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

We have a concern that students taking VA exam need specific information RE:VA Procedure since it is so heavily tested.

CHAPMAN UNIVERSITY SCHOOL OF LAW

COURSE:

Bar Exam Workshop

DESCRIPTION:

The workshops run over an eight week period. See attached memo and workshop schedule for details.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Available to all graduating seniors.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Specific subject matter.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Mock one day exam given at the end of course. We will analyze success based on future bar performance.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? No

COMMENT ON RESULTS OF ASSESSMENT:

New program.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Again, this is a brand new program. We will not be able to assess it until after bar exam results are available in Nov 2000.

CLEVELAND STATE UNIVERSITY CLEVELAND-MARSHALL COLLEGE OF LAW

COURSE:

MPT Workshops

DESCRIPTION:

Students take MPTs and receive feedback.

ATTACHMENT INCLUDED (SEE APPENDIX B)

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Performance.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

Not yet.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Just starting this Spring.

COURSE:

Academic Support

DESCRIPTION:

Tutoring

ATTACHMENT INCLUDED (SEE APPENDIX B)

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Good law school performance translates to good bar performance.

UNIVERSITY OF DENVER COLLEGE OF LAW

COURSE:

Pre Bar Review- Bar Review Lectures

DESCRIPTION:

One time lectures by professors in: Constitutional Law, Criminal Law, Family Law, Secured Transactions, Evidence, Contracts, Civil Procedure, Administrative Law, Criminal Procedure.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Seems to be helpful to those students who attend.

UNIVERSITY OF FLORIDA FREDRIC G. LEVIN COLLEGE OF LAW

COURSE:

Academic Success Program

DESCRIPTION:

Seven workshops on skills to survive the first semester of law school; seven additional workshops on basic grammar; tutors for first semester classes.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

All students may attend.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

Specific subject matter.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Approximately 40% of students participate in the program. The program has decreased the number of students on probation after the first semester.

FORDHAM UNIVERSITY SCHOOL OF LAW

COURSE:

One Day Workshop- The Bar Exam: Pass the First Time

DESCRIPTION:

Workshop on how to study for the bar, time management.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Time management during the bar exam.

Stress management during the bar exam.

Study skills management.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

This program was provided to students for the first time in June 1999.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students verbally expressed that the workshop helped.

GEORGETOWN UNIVERSITY LAW CENTER

COURSE:

Tutorial Program

DESCRIPTION:

The first year Tutorial Program is structured to develop student skills in analyzing fact patterns, identifying relevant legal issues, briefing cases, taking notes, and writing essay exams.

MANDATORY PARTICIPATION

HOW IS ELIGIBILITY DETERMINED?

Demonstrated or expressed need of student.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay writing for law school exams.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

There is extremely low academic attrition in the first year; students report that the Tutorial Program has helped them master the learning skills necessary to enjoy a productive learning experience and do well on law school exams.

UNIVERSITY OF HOUSTON LAW CENTER

DESCRIPTION:

Various courses that cover subjects on the Bar Exam (see attached list). See attached course description.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

These are upper level courses offered as electives.

IS THERE A FORMAL ASSESSMENT METHOD? Not answered

HOWARD UNIVERSITY SCHOOL OF LAW

COURSE:

HUSL Bar Passage Preparation Program

DESCRIPTION:

This is an essay writing course directed toward bar exam answers. It consists of five sessions on Saturdays. The program is taught by the staff of PTEX.

HOW IS ELIGIBILITY DETERMINED?

Membership in the graduating class.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

We have a survey completed by the students and we look at the results.

COMMENT ON RESULTS OF ASSESSMENT:

This is our first year using this format.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

We are receiving very positive feedback from students.

INDIANA UNIVERSITY SCHOOL OF LAW-BLOOMINGTON

COURSE:

Legal Education Opportunity Program

DESCRIPTION:

LEOP students meet as a group with volunteer faculty members 8 to 10 times per semester to discuss law school coursework, study skills, and exam techniques. Students work individually and in groups with a faculty member.

HOW IS ELIGIBILITY DETERMINED?

Undergraduate GPA and LSAT.

Economic or educational disadvantage.

Law school GPA.

Special admissions to law school.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

Specific subject matter.

Preparation for class; preparation for law school exams; research/writing.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

No formal empirical studies are done; however, students are asked to give feedback about the program and what worked best for them.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Anecdotal evidence from follow-up with students who have completed the program is quite positive. Sessions are usually well attended.

INDIANA UNIVERSITY SCHOOL OF LAW, INDIANAPOLIS

COURSE:

Dean's Tutorial Society Program

DESCRIPTION:

Group sessions and individual tutoring for students at risk.

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Very helpful.

LOUISIANA STATE UNIVERSITY LAW CENTER

COURSE:

Louisiana State Bar Exam Review Course

HOW IS ELIGIBILITY DETERMINED?

No eligibility requirements.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

Specific subject matter.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The course is taught by Law Center faculty members and adjuncts. I think it is an effective course.

LOYOLA UNIVERSITY NEW ORLEANS SCHOOL OF LAW

COURSE:

Skills Program

DESCRIPTION:

Offers short courses on topics such as: how to write for the bar exam; civil law torts for common law students; panel of recent grads speak on bar prep; professor advises how to prepare.

HOW IS ELIGIBILITY DETERMINED?

Anyone who wants to attend.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.
Specific subject matter.
Time management during the bar exam.
Stress management during the bar exam.
IS THERE A FORMAL ASSESSMENT METHOD? No
RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:
Helpful.

JOHN MARSHALL LAW SCHOOL

COURSE:
JMLS Sunday Bar Prep Course
DESCRIPTION:
Discuss performance test approaches/time and do six performance tests developed at JMLS.
HOW IS ELIGIBILITY DETERMINED?
Any graduate taking the bar.
DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:
Performance.
Specific subject matter.
Time management during the bar exam.
Stress management during the bar exam.
IS THERE A FORMAL ASSESSMENT METHOD? No
RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:
Gives the applicants confidence and creates goodwill for the school. Anecdotal reports say helped applicants to pass.

COURSE:
Cross Curriculum
DESCRIPTION:
This course provides comprehensive review, practice and testing of analytic and expressive skills taught in the required substantive law courses of the first-year curriculum. The substantive law addressed in this course may vary somewhat from semester to semester. However, the course always uses substantive law drawn from the fields of Civil Procedure.
HOW IS ELIGIBILITY DETERMINED?
Law school GPA.
DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:
Essay.
Performance.
Specific subject matter.
Time management during the bar exam.
Stress management during the bar exam.
IS THERE A FORMAL ASSESSMENT METHOD? No
RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:
Students report writing under stress becomes much easier by the completion of the course.

UNIVERSITY OF MARYLAND SCHOOL OF LAW

COURSE:

Tips on Passing the MD Bar Examination

DESCRIPTION:

Presented by representatives from the State Board of Law Examiners. Students receive test-taking tips from exam graders on the best techniques to answer the essay portion of the exam. The program is co-sponsored by the University of Maryland and University of Baltimore Schools of Law.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Open to all interested students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Time management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Anecdotal reports from students and graduates indicate that they believe the program is helpful because it provides general information about how the essays will be graded and reviewed. They also have the opportunity to ask questions about the exam, in a forum which would otherwise be unavailable to them.

UNIVERSITY OF NEBRASKA COLLEGE OF LAW

COURSE:

How to Take and Pass the Bar Exam

DESCRIPTION:

Information session provided each fall and spring by one of the Nebraska Bar Commissioners.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students who attend find it helpful.

STATE UNIVERSITY OF NEW YORK AT BUFFALO SCHOOL OF LAW

COURSE:

BEAT Program

DESCRIPTION:

The program focuses on bar preparation, including how to study, the format and exposure to the components of the bar examination, and an in-depth essay writing workshop.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

No eligibility criteria this year.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Follow up with results from the July 2000 bar examination.

COMMENT ON RESULTS OF ASSESSMENT:

First time offered, so no formal effectiveness assessment can be done at this time.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

As it is scheduled for March-April, no impression can be formed at this time.

COURSE:

Multistate Bar Examination Preparatory Program

DESCRIPTION:

Program covers the six substantive areas tested on the MBE. It requires substantial commitment of time by the students as it meets twice a week for 90 minutes. Simulated examinations and lectures are used for instruction.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

No eligibility requirements this year.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Multiple choice.

Performance.

Specific subject matter.

Time management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Testing throughout program. Follow-up from July 2000 Bar Examination results.

COMMENT ON RESULTS OF ASSESSMENT:

First time offered, so no formal effectiveness assessment can be done at this time.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Intensive program. Students feel that it is preparing them for the Multistate portion of the Bar Exam.

NORTHEASTERN UNIVERSITY SCHOOL OF LAW

COURSE:

MTS Bar Review Course

DESCRIPTION:

Taught by the owner of a proprietary bar review course, this not-for-credit course is offered free of additional charge to all third-year law students. It meets three hours each week for ten weeks. This company also offers a commercial course.

HOW IS ELIGIBILITY DETERMINED?

Students self-select.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Specific subject matter.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students who take this course have a higher pass rate than students who do not.

COURSE:

Analytical Skills Workshop

DESCRIPTION:

This workshop discusses study skills, conventions of legal analysis, and exam preparation strategies. Approximately 75% of the workshop time is spent on diagnosing exam questions, issue spotting, outlining and organizing exam answers. Students work individually and in groups on practice exam questions.

HOW IS ELIGIBILITY DETERMINED?

Students on academic probation after first semester of first year are required to participate in second semester.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The workshop is beneficial to students who attend regularly.

COURSE:

Legal Analysis Workshop

DESCRIPTION:

After a brief substantive introduction by the instructor, students participate in analyzing given problems. Students also prepare written answers to exam questions prior to class.

HOW IS ELIGIBILITY DETERMINED?

Students on academic probation after first semester of first year are required to participate.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The workshop is beneficial to students who attend regularly.

COURSE:

Legal Reasoning

DESCRIPTION:

This two-credit course works on improving students' written and verbal analytical abilities through in-class exercises that require student participation.

HOW IS ELIGIBILITY DETERMINED?

Upper-level students on academic probation are required to take this course.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

It is helpful in breaking down specific analytical tasks for students who do not yet understand how to do this.

NORTHERN ILLINOIS UNIVERSITY COLLEGE OF LAW

COURSE:

Upper-level Academic Support Program

DESCRIPTION:

Instructor led workshops emphasizing test-taking skills.

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

Yes for students on academic probation. No for other invited students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Time management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON RESULTS OF ASSESSMENT:

This program is too new for a formal assessment.

COURSE:

Bar Preparation Workshop

DESCRIPTION:

Introductory workshops to describe structure and content of bar exams, general test-taking techniques, availability of financial assistance and review courses, and importance of preparation and study.

HOW IS ELIGIBILITY DETERMINED?

All third year students are invited to attend.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Stress management during the bar exam.

We also address time and stress management while studying for the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The workshops are a useful general introduction to the bar examination.

NOVA SOUTHEASTERN UNIVERSITY SHEPARD BROAD LAW CENTER

COURSE:

Academic Resources Program

DESCRIPTION:

Held jointly with MLER, Inc. Intensive and individualized bar prep focusing on writing and study skills intended as an adjunct to a commercial bar prep course, primarily for minority students.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Open invitation, though minorities targeted.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

This intensive course seemed quite successful. The law school no longer sponsors it because the local minority bar assns. have taken it over and now provide a similar program.

COURSE:

Academic Resources Program

DESCRIPTION:

Once a month study sessions open to all third year students.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

All third years welcome.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Sessions generally attended by the best students who need it least but helped some students grasp the enormity of the task. No longer offered because of faculty changes.

COURSE:

TJ Reddick Bar Association Supplemental Bar Prep

DESCRIPTION:

Course constructed by local attorneys to assist minority students with bar preparation.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Anyone can attend but since it is sponsored by minority attorneys it usually attracts minority students.

Continued...

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Anecdotal evidence seems to show that the program is helpful to some students.

UNIVERSITY OF OKLAHOMA LAW CENTER

DESCRIPTION:

Lectures in note-taking, outlining, case-briefing, essay-question answering.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Of substantial assistance in taking essay exams, in law school and afterward.

ST. JOHN'S UNIVERSITY SCHOOL OF LAW

COURSE:

Academic Support Program

DESCRIPTION:

In both the spring of the first year and the fall of the second year, we run a series of sessions. Students are required to write an essay exam on a given subject. The exams are then gone over with professors. After that, student Teaching Assistants are available to review actual essays individually.

MANDATORY PARTICIPATION

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

Other interested students may also attend.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

The program was implemented for the first time in the spring of 1999.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Based on a review of spring transcripts of students who participated in the program last spring, the program in the spring of the first year is successful (as measured by improvement in GPA). We do not

yet have a means of assessing the results of the fall second year program, but attendance has proven to be a problem.

COURSE:

Bar Examination Preparation

DESCRIPTION:

The program consisted of three parts: (1) BAR/BRI-B.E.A.T. Program (which ran over four Saturday sessions and is aimed at Bar Exam essay writing); (2) A one-day program aimed at the Multistate Exam; and (3) a series of review sessions taught by law school professors on subjects that are frequently tested in the New York State Bar exam.

HOW IS ELIGIBILITY DETERMINED?

All students are invited. Students in the lower 1/3 of the class (law school GPA) are especially encouraged to attend.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

The program was implemented for the first time in the spring of 1999.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Positive for those who attended. However, many students with the highest risk of bar failure did not attend.

ST. MARY'S UNIV. OF SAN ANTONIO SCHOOL OF LAW

COURSE:

Bar Prep Series

DESCRIPTION:

Five week informational about bar and strategies with which to approach types of tests. Includes also info on study techniques, time/stress management and financial planning.

HOW IS ELIGIBILITY DETERMINED?

Open to all.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

Financial planning.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students appreciate seeing question format before BARBRI/PMBR; also, students sense support from the administration.

UNIVERSITY OF SAN DIEGO SCHOOL OF LAW

COURSE:

Academic Support Program

DESCRIPTION:

Study groups for at-risk first year students. Study skills, substantive review, and test taking skills are stressed.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Undergraduate GPA and LSAT.

Economic or educational disadvantage.

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

Evaluations by participants only. Their response is strongly positive.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Because the skills and information taught in our program overlap with those needed for the bar exam, there may be some long term carry-over benefits to the students involved in Academic Support.

SANTA CLARA UNIVERSITY SCHOOL OF LAW

COURSE:

Academic Success Program

HOW IS ELIGIBILITY DETERMINED?

Undergraduate GPA and LSAT.

Minority students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Successful in improving students' writing skills. Helpful in improving students' legal analysis. Helpful with time and stress management.

COURSE:

Legal Process

DESCRIPTION:

Writing course offered in the second year. Goals: improve students legal writing and analysis skills, time management, and an introduction to the California Bar.

MANDATORY PARTICIPATION

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

Continued...

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Successful in improving students' law school grades. The course is in its second year, and effectiveness as to bar results have not been evaluated.

SOUTH TEXAS COLLEGE OF LAW

COURSE:

Special Academic Supervision

DESCRIPTION:

Required courses for students with a law school GPA below a 2.333, focusing on bar related courses.

MANDATORY PARTICIPATION

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

We believe the program assists in bar passage by forcing at-risk students to take bar related courses, which they might otherwise avoid to pad their GPA.

SOUTHERN UNIVERSITY LAW CENTER

COURSE:

Louisiana Bar Review Course

DESCRIPTION:

The bar review course is scheduled for two hours per week in the spring semester. The course covers all nine parts of the Louisiana Bar Exam.

HOW IS ELIGIBILITY DETERMINED?

All third-year law students may enroll.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.
Specific subject matter.
Time management during the bar exam.
Stress management during the bar exam.

Continued...

IS THERE A FORMAL ASSESSMENT METHOD? Not answered

COMMENT ON FORMAL ASSESSMENT METHOD:

The course was added to the class schedule during the spring semester 2000. Student evaluations are not available yet.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The course has been well received by students and faculty.

SOUTHWESTERN UNIVERSITY SCHOOL OF LAW

COURSE:

SSP Student Success Program (Summer)

DESCRIPTION:

At risk first year students who will be entering second year of law school participate in 2 week (15 hour) program of small group tutorial and individual academic counseling.

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Time management skills during balance of law school.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON RESULTS OF ASSESSMENT:

No results yet.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The program is well received by students who are surprised that this free resource is offered by the school. Students respond very positively to the one-on-one conferences with alumni adjunct professors who allow students to be candid about their bad habits. Students are given a variety of drills emphasizing how to sequence their legal analysis and how to use the facts effectively in exam writing.

COURSE:

Student Success Program- Evidence Lab

DESCRIPTION:

This workshop is designed to help students improve their approach to and understanding of the Federal Rules of Evidence as well as to provide guidance on how to organize an effective answer to an Evidence question.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

But open to all students currently taking Evidence.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? Not answered

COMMENT ON FORMAL ASSESSMENT METHOD:

We do review how students performed on the Evidence Final examination at the end of the semester.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students describe the workshop as beneficial because it offers a simulation and essay writing involving a conceptually difficult class.

STETSON UNIVERSITY COLLEGE OF LAW

COURSE:

Bar Exam Luncheon

DESCRIPTION:

A luncheon buffet is served to our students who are taking the Florida Bar Exam.

HOW IS ELIGIBILITY DETERMINED?

Open to all Stetson alums.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Time management during the bar exam.

Stress management during the bar exam.

So they do not worry about food during this time period.

IS THERE A FORMAL ASSESSMENT METHOD? Not answered

COMMENT ON FORMAL ASSESSMENT METHOD:

Only anecdotal stories and happy alum.

COURSE:

Practice Bar Exams

DESCRIPTION:

Co-sponsored by Bar/Bri and MicroMash. They provide us with tests to use during four simulated Multistate Bar Examinations.

HOW IS ELIGIBILITY DETERMINED?

Open to all.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

Other than school's performance on Bar Exam.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students utilize this program in varying degrees. Levels vary based on classes participation of the bar exam.

SUFFOLK UNIVERSITY LAW SCHOOL

COURSE:

Massachusetts Bar Preparation Course

DESCRIPTION:

12 weeks (non-credit course).

HOW IS ELIGIBILITY DETERMINED?

All students in last year are offered the program.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Associate Dean monitors course; written student evaluations.

COMMENT ON RESULTS OF ASSESSMENT:

Too early to determine.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Builds student confidence. Students greatly appreciate the course.

COURSE:

MTS Bar Review

DESCRIPTION:

Massachusetts bar preparation course- 12 weeks (non-credit course).

HOW IS ELIGIBILITY DETERMINED?

All students in last year are offered the program.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Associate Dean monitors the course; written student evaluations.

DOES ASSESSMENT SHOW PROGRAM TO BE EFFECTIVE? No

COMMENT ON RESULTS OF ASSESSMENT:

Too early to determine.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Builds student confidence. Students greatly appreciate the course.

SYRACUSE UNIVERSITY COLLEGE OF LAW

COURSE:

B.E.A.T. (Bar Exam Accelerated Training)

DESCRIPTION:

BarBri teaches four classes (in April) to prepare students for the bar review course. The classes are open to all third year students, and available free of charge.

HOW IS ELIGIBILITY DETERMINED?

Any third year student may attend.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

TEMPLE UNIVERSITY JAMES E. BEASLEY SCHOOL OF LAW

COURSE:

Spring Lecture Series

DESCRIPTION:

With the assistance of the commercial bar preparation courses and our alumni and faculty, we offer free lectures/workshops in the spring on the multistate topics, Pennsylvania Civil Procedure, Pennsylvania Evidence, essay writing for the bar exam, answering multiple choice questions on the multistate exam and stress and time management.

HOW IS ELIGIBILITY DETERMINED?

Open to all graduating students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Specific subject matter.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The program has been successful in raising student awareness about the demands of the bar exam and in encouraging them to begin their preparation early and to focus their full attention during the summer months.

THE UNIVERSITY OF TULSA COLLEGE OF LAW

COURSE:

Targeted Bar Review

DESCRIPTION:

Planning a special course on taking the bar exam- open to all students- but targeted to those with identified problems.

HOW IS ELIGIBILITY DETERMINED?

Undergraduate GPA and LSAT.

Economic or educational disadvantage.

Law school GPA.

Special admissions to law school.

Faculty recommendations.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

Comparison on bar passage for students 2.0 to 2.5 G.P.A.

COURSE:

Stress Management

DESCRIPTION:

Course offered by university for law students- for bar exam.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Anecdotal- "works".

VILLANOVA UNIVERSITY SCHOOL OF LAW

COURSE:

Bar Exam Review Course

DESCRIPTION:

Five to eight weekly 1 hour meetings offered to bottom 10% of 3rd year class to provide information on how to take multiple choice exams (MBE), how to write an answer to an essay question, and how to take the Multistate Performance test using actual bar questions and study materials.

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

Law school rank.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

The program provides students with much needed feedback and information in how to write an essay exam. For many students the course represents the first time they have received line-by-line feedback on an essay answer.

COURSE:

Bar/Bri Review Programs offered on-site

DESCRIPTION:

We provide Bar/Bri five hour lecture on PA Civil Procedure and this year will also provide Bar/Bri Early Bird videotapes at the law school.

HOW IS ELIGIBILITY DETERMINED?

Open to all 3rd year students.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students appreciate an early review of targeted material.

COURSE:

Essay Writing Workshop

DESCRIPTION:

Academic Support Director reviews student answers to Constitutional Law essay questions and provides tips on writing an essay answer.

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

Offered to bottom 10% of second year class.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students have improved from first essay to last; students implement suggestions for improvement when they received line-by-line feedback of their writing.

WASHBURN UNIVERSITY SCHOOL OF LAW

COURSE:

Washburn/Kansas University- Kansas Bar Review

DESCRIPTION:

Washburn and KU faculty offer a comprehensive bar review course. It is the primary bar review in the state.

HOW IS ELIGIBILITY DETERMINED?

Payment of course fee (\$500).

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

WHITTIER LAW SCHOOL

COURSE:

Bar Review Early Bird

DESCRIPTION:

We contract with BarBri to provide live lectures and some tapes for some specific course review in late spring for graduating students. Purpose is to get students to start to think and make plans for Bar examination.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? No

COURSE:

Academic Success Program

DESCRIPTION:

Voluntary program comprised of 3rd year tutors, ongoing workshops emphasizing study skills and techniques for preparation of exams.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Time management during the bar exam.

Stress management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students appreciate the law school's desire to help them succeed. Tutors say that it helps them begin to review materials for the Bar exam.

WIDENER UNIVERSITY SCHOOL OF LAW

COURSE:

Bar Refresher Course

DESCRIPTION:

The program consists of five Saturday sessions. It offers the opportunity to take practice exams under timed conditions to improve exam taking skills and to have answers reviewed and critiqued by faculty members.

ATTACHMENT INCLUDED (SEE APPENDIX B)

HOW IS ELIGIBILITY DETERMINED?

Available to former students who will be retaking the PA bar on Feb 2, 2000.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

IS THERE A FORMAL ASSESSMENT METHOD? Not answered

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

This program is presently being offered for the first time. An assessment will take place at the conclusion of the program.

COURSE:

Intensive Legal Analysis

DESCRIPTION:

Mandatory courses for second year students with cumulative GPA's under 2.3 in legal reasoning, analysis and writing.

MANDATORY PARTICIPATION

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Performance.

Continued...

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

This is the first year so no data available.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Approximately half of the students enrolled in the course saw significant improvement in semester GPA. If they continue to show this kind of performance in law school, they should improve chances for bar passage.

COURSE:

First Year Academic Support Program

DESCRIPTION:

Supplemental six week workshops for first year students in their second semester.

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

Mandatory for those with GPA's under 2.3 and any other student may participate.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

Students report improvement in study and exam skills. Because the program is voluntary (even those required to take it know there is no penalty for dropping out), attrition is significant, and long-term effects are difficult to assess. Anecdotally, students who participated fully in the program in their first year report better grades and good results on bar exams.

WILLAMETTE UNIVERSITY COLLEGE OF LAW

COURSE:

Pre Bar Review Course

DESCRIPTION:

This course is made available to our law students but is a Bar/Bri program staffed and administered by Bar/Bri.

HOW IS ELIGIBILITY DETERMINED?

All students may enroll.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

IS THERE A FORMAL ASSESSMENT METHOD? No

COMMENT ON FORMAL ASSESSMENT METHOD:

We will check our Oregon Bar results this summer checking for improvement.

COMMENT ON RESULTS OF ASSESSMENT:

Not yet. This is our first time to offer the program.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

I think it will be worthwhile, but this is our first time to offer it.

YESHIVA UNIVERSITY BENJAMIN N. CARDOZO SCHOOL OF LAW

COURSE:

Directed Studies Program

DESCRIPTION:

Requires students in the bottom 25% of the second and third-year classes to take six bar exam-related courses to graduate. Also provides guidance and counseling in course selection and scheduling.

MANDATORY PARTICIPATION

HOW IS ELIGIBILITY DETERMINED?

Law school GPA.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Specific subject matter.

IS THERE A FORMAL ASSESSMENT METHOD? Yes

COMMENT ON FORMAL ASSESSMENT METHOD:

We compare the bar pass rates of students in the Directed Studies Program to pass rates of students in the same GPA range from prior years.

COMMENT ON RESULTS OF ASSESSMENT:

This is only the second year of the program, so none of the participating students have taken the bar yet.

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

It is important for students who are at risk of failing the bar exam to take as many courses tested on the bar as possible. By requiring students to do so, the DS program should have some positive effects. Furthermore, the counseling is vital for students who may be unsure of their ability to handle the workload of certain courses.

COURSE:

Partnership with BAR/BRI

DESCRIPTION:

BAR/BRI, a bar preparation course, conducts an intensive 4-week program at Cardozo in the spring in order to help third-year students begin preparing for the bar exam.

HOW IS ELIGIBILITY DETERMINED?

All students are invited to attend.

DESIGNED TO ENHANCE PERFORMANCE IN THE FOLLOWING:

Essay.

Multiple choice.

Performance.

Specific subject matter.

Time management during the bar exam.

IS THERE A FORMAL ASSESSMENT METHOD? No

RESPONDENT'S OVERALL IMPRESSION OF PROGRAM:

In general, students who attended the BAR/BRI prep course last spring thought it was helpful in preparing for the bar, as well as for the summer bar preparation course itself. The program seems to give students a good sense of the amount of time and work involved in studying for the bar exam.