

8-10-2017

Educational Policy Committee Meeting - Packet 08/10/2017

UC Hastings Board of Directors

Follow this and additional works at: https://repository.uchastings.edu/board_materials_2017

Recommended Citation

UC Hastings Board of Directors, *Educational Policy Committee Meeting - Packet 08/10/2017* (2017).
Available at: https://repository.uchastings.edu/board_materials_2017/70

This Educational Policy Committee is brought to you for free and open access by the Board of Directors Agenda and Materials at UC Hastings Scholarship Repository. It has been accepted for inclusion in 2017 Board of Directors Agenda and Materials by an authorized administrator of UC Hastings Scholarship Repository.



HASTINGS
COLLEGE
OF THE LAW

**EDUCATIONAL POLICY
COMMITTEE MEETING**

August 10, 2017



NOTICE OF MEETING

The Educational Policy Committee of the University of California Hastings College of the Law Board of Directors will meet on Thursday, August 10, 2017.

EVENT: Meeting of the University of California,
Hastings College of the Law Board of Directors
Educational Policy Committee

DATE: Thursday, August 10, 2017

PLACE: UC Hastings College of the Law
A. Frank Bray Board Room
198 McAllister Street, 1-Mezzanine
San Francisco, CA 94102

STARTING TIME: 9:00 a.m.

AGENDA: See Attached

This notice is available at the following University of California, Hastings College of the Law website address: <http://www.uchastings.edu/board>

For further information please contact Elise Traynum, Secretary of the Board of Directors, 198 McAllister Street, San Francisco, CA 94102, and (415) 565-4851. You are encouraged to inform Ms. Traynum of your intent to speak during the public comment period 72 hours in advance of the meeting.

The University of California, Hastings College of the Law subscribes to the Americans with Disabilities Act. If you need reasonable accommodations, please contact the Secretary's Office by 10 a.m. on Monday, August 7, 2017.



**UNIVERSITY OF CALIFORNIA
HASTINGS COLLEGE OF THE LAW**

**EDUCATIONAL POLICY COMMITTEE MEETING
AGENDA**

Thursday, August 10, 2017 – 9:00 a.m.
UC Hastings College of the Law
A. Frank Bray Board Room
198 McAllister Street, 1-Mezzanine
San Francisco, California 94102

1. Roll Call

Chair Marci Dragun
Director Simona Agnolucci
Director Claes Lewenhaupt
Director Mary Noel Pepys
Director Chip Robertson

2. Public Comment (Oral)

- *3. Approval of Minutes – May 11, 2017 (Written)

4. Overview of Academic Programs and Initiatives
Presented by Interim Provost & Academic Dean Evan Lee and
Academic Dean Designate Morris Ratner
 - 4.1 Status of LEOP (Written)
 - 4.2 Implementation of Bar Success Reforms (Written)
 - 4.3 Hiring of New Academic Skills Faculty (Written)
 - 4.4 Bar Exam Support provided to the Class of 2017 (Written)

- *5. Adjournment (Oral)

EDUCATIONAL POLICY COMMITTEE MEETING

Roll-Call

Here Absent

- | | | |
|--------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Chair Marci Dragun |
| <input type="checkbox"/> | <input type="checkbox"/> | Director Simona Agnolucci |
| <input type="checkbox"/> | <input type="checkbox"/> | Director Claes Lewenhaupt |
| <input type="checkbox"/> | <input type="checkbox"/> | Director Mary Noel Pepys |
| <input type="checkbox"/> | <input type="checkbox"/> | Director Chip Robertson |

Start time: _____:_____ a.m.

EDUCATIONAL POLICY COMMITTEE MEETING

Public Comment Period

This item is reserved for members of the public to comment on non-agenda and agenda items.

EDUCATIONAL POLICY COMMITTEE MEETING

ACTION ITEM: Approval of Minutes: May 11, 2017



**UNIVERSITY OF CALIFORNIA
HASTINGS COLLEGE OF THE LAW**

**EDUCATIONAL POLICY COMMITTEE
MEETING MINUTES
MAY 11, 2017**

1. Roll Call

Chair Marci Dragun
Director Simona Agnolucci
Director Claes Lewenhaupt
Director Mary Noel Pepys
Director Chip Robertson

Chair Marci Dragun called the meeting to order and the Secretary called the roll for the Educational Policy Committee meeting.

2. Public Comment
None.

- *3. Approval of Minutes – February 9, 2017
Chair Dragun called for approval of the February 9, 2017 minutes. The minutes were approved.

4. Report on 2016 – 2017 Bar Passage Initiatives
Presented by Interim Provost & Academic Dean Evan Lee

Interim Provost & Academic Dean Evan Lee began his report on 2016-2017 bar passage initiatives by discussing current bar programs available to the class of 2017. The class of 2017 may benefit from expanded bar sweeps programming, a strategy-sharing panel of students who passed the bar, and special sessions dedicated to helping with memorization techniques. Interim Provost & Academic Dean Lee noted that while all students are signed up for a bar review course, a significant problem is that students are having difficulty completing their commercial bar review coursework. A question was asked about how to incentivize students to attend their bar review courses in person, even if the classes are not “live.” Interim Provost & Academic Dean Lee said there will be designated space to watch the bar review videos on campus in order to encourage

students to attend these video streams together. Additionally, because students have struggled with the MBE portion of the bar exam, the College will offer a free online MBE module. Special emphasis will be placed on making MBE instruction available to students through expanded bar exam training taught by UC Hastings faculty.

For currently matriculating classes of 2018 and 2019, there will be a number of programmatic innovations and curricular reforms aimed at better preparing students for the bar exam.

Programmatic innovations include:

Outcome Assessment. There have been methods developed to gather data on students' grasp of legal skills. There will be skills instruction during 1L orientation and throughout the semester through the SAC teaching fellow program. The program involves students completing multiple assignments over the course of the semester. These assignments will be assessed by student teaching assistants who are at the top of their class. 1L students will receive feedback about how to improve their legal analysis, how to better apply rules to facts, and how to improve issue-spotting.

Training on MBE Questions. Students will receive more testing on and exposure to MBE-style questions through course exams. Faculty will receive training in order to learn how to draft MBE-style questions for their exams.

Curricular reforms include:

One-Unit Teaching Fellow Modules. One-unit modules in which the SAC teaching fellow program will be in practice. As Constitutional Law is now optional in the first year, two units will be available—one in the fall semester and one in the spring semester—to be appended to a core first year class. These one-unit modules will be used to implement the outcome assessment program described above. Upper-division courses of Constitutional Law II, Evidence, and Criminal Procedure are all now mandatory.

Continuous Legal Analysis. Interim Provost & Academic Dean Lee further discussed how students better learn legal analysis when it is integrated into all coursework, rather than existing as an independent class. As such, throughout all three years, professors will be teaching legal analysis skills through their coursework.

Elimination of Credit/No Credit Option for Bar Courses. Lastly, Interim Provost & Academic Dean Lee noted that data analytics have shown that when students take bar courses for a grade there exists a significant improvement in bar passage. As such, bar courses will no longer be offered as credit/no credit.

A lengthy discussion then ensued about the duration of 1L orientation.

5. Report on Employment Outcomes for Class of 2016
Presented by Interim Provost & Academic Dean Evan Lee

Interim Provost & Academic Dean Lee presented his report on the employment outcomes for students from the class of 2016. He reported that the number of students who are employed nine months after graduation has increased by one percent to 66.7 percent. Nine months after graduation, 200 out of 300 graduates from the class of 2016 had jobs that either required bar passage or a J.D. degree. This one percent increase is significant considering the bar passage rate had decreased in the previous year. For purely J.D. advantage jobs, the number of students employed in those positions increased by over six percent. Interim Provost & Academic Dean Lee acknowledged that the Career Office has worked diligently to track down each student from the class of 2016 to inquire about their employment. This is critical because if graduates are not contacted to report their employment status, they are marked as “unemployed” for the purposes of these reports. He also noted that the employment rate of recent graduates is just slightly behind in comparison with other University of California law schools.

A lengthy discussion ensued about JD advantage jobs and clerkship opportunities.

6. Report on Visiting Scholar Fees
Presented by Interim Provost & Academic Dean Evan Lee

Interim Provost & Academic Dean Lee discussed the visiting scholars program. He noted that the price of the UC Hastings program can be prohibitively high, compared to other institutions, and thus, discussed lowering the price of the visiting scholar program.

A lengthy discussion ensued about the LLM program and its growth in a competitive market. Chancellor & Dean David Faigman noted that there may be a finite number of people interested in LLM programs, but said he will be traveling to Europe and Asia next year in order to attract LLM students from those areas.

*7. Adjournment
There being no further business to come before the Educational Policy Committee, the meeting was adjourned.

REPORT ITEM

1. **REPORT BY:** Interim Provost & Academic Dean Evan Lee and
 Academic Dean Designate Morris Ratner

2. **SUBJECT:** Overview of Academic Programs and Initiatives

3. **REPORT:** Written

Background:

- To allow for the items listed on the Agenda, we present the attached memoranda.

Attachments:

- 4.1 Status of LEOP
- 4.2 Implementation of Bar Success Reforms
- 4.3 Hiring of New Academic Skills Faculty
- 4.4 Bar Exam Support provided to the Class of 2017

MEMORANDUM

To: Educational Policy Committee
From: Evan Lee and Morris Ratner
Date: July 28, 2017
Re: Report

This report addresses four items: (1) LEOP; (2) implementation of bar success reforms adopted by the faculty last year; (3) hiring of new academic skills faculty; and (4) bar exam support provided over the summer to the Class of 2017.

I. LEOP

LEOP Director Jan Jemison unexpectedly announced her retirement on June 29, 2017, and resigned the same day. Her sudden retirement has had staffing and programming implications.

A. Staffing

Interim Associate Director. Within approximately one week of Jan's resignation, we hired Debbie Myers, an experienced academic support professional who knows UC Hastings and LEOP, having previously and recently worked as a LEOP Graduate Fellow and as an adjunct teaching Legal Analysis. Debbie is serving on a temporary basis as Interim Associate Director of LEOP to help us meet immediate programming needs, provide continuity for students and the community, and help with the transition to a new permanent Director.

Student, Alumni, and Faculty Engagement. We have assembled a team of LEOP Student Coordinators, LEOP Alumni Mentors, and LEOP Faculty Advisors to assist with implementation of programming, and to provide peer, academic, and professional advising to new LEOP 1Ls. Faculty Advisors include Alina Ball, Veena Dubal, Kate Bloch, and John Crawford. We are still working on identifying LEOP alumni who are able to volunteer their time to the LEOP Alumni Mentorship program; so far, we have received commitments from Catalina Lozano (Class of 1981), Maria Dominguez (Class of 2013), and Gregory Berlin (Class of 2016).

Director. Finally, we have commenced a national search for a new LEOP Director. A number of promising candidates have already applied, so we believe that we will be able to hire a permanent LEOP Director that the entire LEOP community will be excited about. However, some of the most promising candidates are contractually committed to other institutions for the coming year. As a result, the new Director may not be in place until summer 2018.

B. Programming

LEOP has three main elements: admissions, community, and academic support. The admissions and community-building components will continue without interruption this year. As of the date Jan resigned, we were in the process of adapting LEOP's academic support function to better align with current school-wide academic support programming. Special support aimed at

leveling the playing field for LEOP admits will still be made available, in ways that complement and are mindful of new options we have developed for all students in the past few years.

The main pieces of LEOP's academic support programming, which includes a LEOP Orientation and a revamped LEOP TA program, will be structured this coming year in a manner that complements and aligns with newer support options available to all students. For example, the general UC Hastings Orientation this year will include three days of academic programming, including sessions on class preparation, an introduction to legal reasoning and analysis, and an introduction to the outlining process. LEOP's orientation programming will supplement that by introducing students to good legal writing and case analysis more generally, providing LEOP students foundational building blocks from which to work. Similarly, the LEOP TA program will be streamlined to take into account (1) the legal analysis instruction all students will receive as part of the revamped 1L curriculum described below; and (2) a revamped ASP program that will provide course-specific Discussion Groups (this year, in the Contracts course). LEOP students will therefore be required to attend weekly TA-led discussion sessions only in the one class where they will not have access to other class-wide support options, but will also continue have access to additional LEOP-focused academic support resources in all classes.

II. Implementation of Bar Reforms

After receiving notice of the July 2016 bar exam results in November 2016, the faculty acted quickly to adopt a number of reforms, including new teaching and testing requirements with regard to bar-tested subjects, a revamped 1L curriculum, and the elimination of the Credit/No-Credit ("CR/NC") option for the Class of 2019 and later entering classes.

New teaching and testing requirements in bar classes. In February 2017, the faculty resolved as follows:

- (1) "Faculty teaching first year classes will teach legal analysis explicitly and ensure that students are provided individualized feedback on their legal analysis;"
- (2) "Professors teaching a subject tested on the bar¹ shall coordinate and propose a list of topics that must be covered as part of teaching the course, regardless of who the instructor is, in an effort to teach topics routinely covered on the bar exam;"
- (3) "All MBE-tested courses'² final examinations shall contain a substantial proportion of essay and MBE-type multiple-choice questions;" and
- (4) "Faculty teaching subjects tested on the bar exam, as listed above, shall assess the students using an exam that is at least in part closed book."

¹ For a list of bar-tested subject classes, see <http://www.uchastings.edu/about/admin-offices/academic-support-gateway/bar-passage-support/uchastingsbarcourses1.pdf>.

² *Id.* See also <http://www.ncbex.org/exams/mbe/preparing/>.

Attached as Exhibit A is a memorandum from Academic Dean Designate Morris Ratner to all faculty explaining these new requirements and offering various forms of support to faculty in order to meet them.

Revamped 1L Curriculum. The faculty also voted in February 2017 to remove one class from the 1L spring term. Starting this academic year, 1Ls will elect between Constitutional Law I and a Statutory Course, taking whichever course they did not elect as a 1L in their 2L year. That reduction in 1L credits has enabled us to add academic skills training pervasively, to all students, across the 1L curriculum. Each of the four 1L Inns will have one doctrinal class in the fall 2017 and spring 2018 semesters that includes a full unit of skills instruction. The professors teaching those classes, whom we colloquially refer to as “Sack professors,” will teach case briefing, rule synthesis, analogical reasoning, the sequencing of legal analysis (e.g., “IRAC”), course outlining, exam outlining, and MBE-like multiple-choice test taking skills.³ This skills instruction will be fully embedded in the doctrinal courses, meaning that Sack professors will teach these skills at points in their 1L courses where it makes sense to do so given the law the students are studying.

Elimination of the CR/NC option. In April 2017, the faculty voted to eliminate the CR/NC option. Accordingly, we have amended Academic Regulation 1007, which abrogates the rule permitting that election except as to rising 3Ls who were grandfathered out of the recent faculty action.

III. New Academic Skills Faculty

We have invested in new academic skills faculty. Academic and Professional Success Lecturers Margaret Greer, Jennifer Freeland, and Juan Carlos Ibarra were initially hired as staff, when we contemplated that they would spend only a minority of their time engaged in instruction. But Margaret Greer has quickly become both a for-credit bar preparation instructor and the de facto front line coordinator of all bar success programming, and Jennifer Freeland and Juan Carlos are both primarily now working to create academic success programming, online, in the 1L legal analysis modules, and in “Law and Process” classes that combine doctrinal and intensive skills instruction. As a result, we have put them on three-year faculty contracts, giving them a stature that better reflects the important role they now play in the curriculum. In addition, we hired a well-reviewed skills class and clinical adjunct, Betsy Candler, to teach primarily Law and Process classes on a two-year contract. Finally, we hired Erin Clarke to serve as the first Writing Lecturer, part of a measured transition away from complete dependence on adjunct faculty to teach legal writing.⁴ These faculty hires represent a necessary investment in academic skills support.

³ An updated Fall 2017 template is attached as Exhibit B. Assistant Dean for Academic and Professional Success Stefano Moscato coordinates implementation of the integrated skills modules. Fall 2017 Sack professors are Stefano Moscato (Civil Procedure), Zach Price (Civil Procedure), Aaron Rappaport (Criminal Law), and David Takacs (Torts). Spring 2018 Sack professors are John Crawford (Property), Rory Little (Criminal Law), Naomi Roht-Arriaza (Torts), and Lois Weithorn (Criminal Law). Academic and Professional Success Lecturers Jennifer Freeland and Juan Carlos Ibarra will support Sack professors, help design and implement lesson plans, and create content on the Academic Resources Page that can be used in the modules and by professors teaching other classes. Spring 2018 Sack professors will reinforce most of the same skills being taught in the Fall 2017 term, but build on rather than merely duplicate the Fall 2017 template.

⁴ We have also made additional non-skills-based faculty hires, including Jessica Vapnek, an experienced rule of law advocate, who will serve as Lecturer and Global Programs Advisor to support our LLM program and teach legal

However, the College is not relying entirely on specialized faculty to carry the water on skills instruction. Instead, as described above, regular faculty across the curriculum are responsible for bringing skills instruction oriented toward bar success.

IV. Summer Bar Exam Support for the Class of 2017

UC Hastings provided expanded support for our May 2017 graduates who are studying for the bar. As in recent years, we offered:

- Faculty and alumni mentor programs;
- Summer group essay writing sessions;
- A private bar essay writing tutor program;
- Individual advising with a bar success professional (this year, with Academic and Professional Success Lecturer Margaret Greer);
- A bar lunch program; and
- Moral support from across the College in the form of inspirational emails and videos sent to our graduates.

Attached as Exhibit C is a memorandum from Margaret Greer describing all of that programming, including student utilization, and reflecting on how we hope to further improve on it in the coming year.

This year, for the first time, we did something to support our graduates that we did not do in prior years. Based on information from private bar companies suggesting that the Class of 2016 completed relatively less of its private bar preparation coursework than did other graduates from California law schools, we decided to monitor our graduates' self-reported progress this year in real time, and to coach and support those individual graduates who fell behind. Although it is clearly too soon to tell, the results look promising. Relatively more of our graduates this year reported completing more of their bar courses than in the prior year. Margaret's memo, attached, describes our efforts and the results of those efforts in detail.

writing to LLM students and various additional lecturers and visiting professors to help fill out the curriculum in the coming year. For example, Shanin Specter of Kline & Specter will serve as a Professor from Practice in the coming year, and Thomas L. Greaney, the Chester A. Myers Professor of Law Emeritus from Saint Louis University School of Law and Francis McGovern, Professor of Law at Duke Law School, will both serve as high profile visiting professors.

MEMORANDUM

To: All Faculty
From: Morris Ratner
Cc: Evan Lee
Date: June 5, 2017
Re: Continuing Bar Pass Challenges; New Requirements for Faculty Teaching Bar-Tested Subjects; Resources

I am writing to catch you in the early stages of your planning for the coming academic year to provide information regarding our continuing bar pass challenges, to remind you of the new teaching requirements the faculty unanimously adopted at the February 24, 2017 faculty meeting, and to identify resources available to help you meet them.

At the February 24 meeting, the faculty resolved as follows:

- (1) "Faculty teaching first year classes will **teach legal analysis explicitly** and ensure that students are provided **individualized feedback** on their legal analysis;"
- (2) "Professors teaching a subject tested on the bar¹ shall coordinate and propose a list of topics that must be covered as part of teaching the course, regardless of who the instructor is, in an effort to **teach topics routinely covered on the bar exam**;"
- (3) "All MBE-tested courses² final examinations shall contain a substantial proportion of essay and **MBE-type multiple-choice questions**;" and
- (4) "Faculty teaching subjects tested on the bar exam, as listed above, shall assess the students using an exam that is at least in part **closed book**."

We adopted these resolutions as part of our effort to improve bar outcomes and in light of our July 2016 bar pass rate for first-time test takers. The UC Hastings bar pass rate for first time test takers who sat for the February 2017 California Bar Exam was 27%,³ a downward departure from our historical February first time pass rates, which have fluctuated in recent years between 39% and 71%. Although the small numbers make comparisons difficult, at 27% our first-time pass rate was below the 45% average pass rate of first-time test takers from ABA-accredited schools in California.⁴ While the graduates who sat for the February 2017 bar exam did not benefit from our recent reforms, the 27% pass rate underscores our continuing challenges.

¹ For a list of bar-tested subject classes, see <http://www.uchastings.edu/about/admin-offices/academic-support-gateway/bar-passage-support/uchastingsbarcourses1.pdf>. If you believe a course should be added to or removed from this list, please contact Academic and Professional Success Lecturer Margaret Greer at mgreer@uchastings.edu.

² *Id.* See also <http://www.ncbex.org/exams/mbe/preparing/>.

³ Only 15 graduates took the California Bar Exam for the first time in February 2017, out of 151 total takers who were UC Hastings graduates. The first time pass rate for UC Hastings was 27%. The total pass rate for UC Hastings was 48%. The Bar has not broken out a repeater pass rate for us, yet.

⁴ Compare UC Hastings' February 2017 bar outcomes with the first time and total pass rates of the following law schools: Cal Western (first time 45%/total 44%); Golden Gate (first time 33%/total 36%); Loyola (first time 67%/total 65%); McGeorge (first time 50%/total 32%); Pepperdine (first time 59%/total 53%); Santa Clara (first time 69%/total

The faculty's decision to convert evolving norms into new baseline teaching requirements represents a culture shift and will require us to make new up-front investments in teaching. I offer a few reflections to ease any anxiety that may cause. First, many of us have already adopted these pedagogical approaches to varying degrees. Second, some of the most time-intensive requirements, e.g., that we provide individualized feedback and test in part with MBE-like multiple choice questions, can be met in relatively more or less time-intensive ways. You can technically comply with the new baseline on individualized assessment by providing individualized feedback on a final exam, even though formative (pre-final) assessment is the gold standard to which we hope to move. And you can choose to include only a relatively small number of MBE questions on your final exam as you work on your own or with colleagues to build up an exam bank. Third, we have assembled resources to help everyone adapt to the new requirements, described more fully below.

I. Teaching Legal Analysis Explicitly

On February 24, the faculty voted as follows: **"Faculty teaching first year classes will teach legal analysis explicitly."**

Teaching legal analysis explicitly is a continuum, in terms of the degree to which we address core skills. At one end of the spectrum, faculty may simply highlight the bone structure of legal analysis during Socratic dialogue in class, perhaps referring to the reading materials students are using in orientation and the Sack classes, described below. At the other end of the spectrum is the level of skills instruction involved in the legal analysis modules we are offering to all 1Ls next year. Each Inn will have one doctrinal class in the fall 2017 and spring 2018 semesters that includes a full unit of skills instruction. The professors teaching those classes, whom we colloquially refer to as "Sack professors," will teach case briefing, rule synthesis, analogical reasoning, the sequencing of legal analysis (e.g., "IRAC"), course outlining, exam outlining, and MBE-like multiple-choice test taking skills.⁵ This skills instruction will be fully embedded in the doctrinal courses, meaning that Sack professors will teach these skills at points in their 1L courses where it makes sense to do so given the law the students are studying.

The following resources are available to help you as you think about how to teach legal analysis in your doctrinal classes.

- Assistant Dean for Academic and Professional Success (ADAPS) Stefano Moscato has selected excerpts from the following materials to use in the academic portion of fall 2017

54%); Southwestern (first time 24%/total 41%); Thomas Jefferson School of Law (first time 24%/total 29%); UCLA (first time 64%/total 65%); USD (first time 53%/total 53%); USF (first time 31%/total 52%).

⁵ A Fall 2017 template is attached as Exhibit A. As ADAPS, Stefano Moscato coordinates implementation of the integrated skills modules. Fall 2017 Sack professors are Stefano Moscato (Civil Procedure), Zach Price (Civil Procedure), Aaron Rappaport (Criminal Law), and David Takacs (Torts). Spring 2018 Sack professors are John Crawford (Property), Rory Little (Criminal Law), Naomi Roht-Arriaza (Torts), and Lois Weithorn (Criminal Law). Academic and Professional Success Lecturers Jennifer Freeland and Juan Carlos Ibarra will support Sack professors, help design and implement lesson plans, and create content on the Academic Resources Page that can be used in the modules and by professors teaching other classes. Spring 2018 Sack professors will reinforce most of the same skills being taught in the Fall 2017 term, but build on rather than merely duplicate the Fall 2017 template.

orientation and in the 1L legal analysis modules: Peter T. Wendel, DECONSTRUCTING LEGAL ANALYSIS: A 1L PRIMER (2009), at 103-121 (available at <http://www.wklegaledu.com/academic-success-series/id-5337/deconstructing-legal-analysis-a-1l-primer>); Linda H. Edwards, LEGAL WRITING AND ANALYSIS (4th ed. 2015), at 67-129 (available at <http://www.wklegaledu.com/aspen-coursebook-series/id-9781454857983/legal-writing-and-analysis-fourth-edition>); and Tracey George & Suzanna Sherry, WHAT EVERY LAW STUDENT REALLY NEEDS TO KNOW (2009), pages 1-19 (available at <https://www.amazon.com/What-Every-Student-Really-Needs/dp/073558236X>). Stefano is ordering a special edition of a book by Wolters Kluwer that includes these and other materials that all incoming 1Ls will use. We will either post copies of these excerpts on the Faculty Resource Page or supply you with a courtesy hard copy from Wolters Kluwer, such that you need not order your own courtesy copies.

- Academic and Professional Success (APS) Lecturers Jennifer Freeland and Juan Carlos Ibarra have collected additional resources on our Academic Resources Page, <http://www.uchastings.edu/about/admin-offices/academic-support-gateway/student-academic-resources.php>. Jennifer and Juan Carlos are regularly adding content to this page that you may wish to cross-reference in your classes. These additional resources include video tutorials addressing key academic skills. You may wish to list this page as a recommended resource in your syllabus.
- You may also attend faculty colloquia in the coming year devoted to this topic, and/or speak with faculty who have historically focused on teaching skills, including last year's Sack professors, Zach Price, Morris Ratner, Naomi Roht-Arriaza, and David Takacs. You may also speak with Laurie Zimet, Director of Academic Support, and with our APS Lecturers Jennifer Freeland and Juan Carlos Ibarra.

II. Providing Individualized Feedback

On February 24, the faculty voted as follows: **Faculty teaching 1L doctrinal subjects will “ensure that students are provided individualized feedback on their legal analysis.”** Individualized feedback on students’ legal analysis includes feedback that is tailored to each student either provided by the professor directly or via TAs the professor trains and closely monitors. It does not include the mere posting of sample answers.

The resolution does not state whether the individual feedback has to be in the nature of *formative* (pre-final exam) assessment/feedback, or whether it is sufficient for professors teaching bar-tested subjects to provide individualized feedback on *final* exams.⁶ While individualized feedback on legal analysis provided on students’ final exams complies with the resolution, formative assessment, such as feedback on midterms or other writing deliverables prior to the date of the final exam, is the gold standard because it gives students the chance to act on the feedback to improve their final grades. (From now on, PACE evaluation forms will ask students to rate professor feedback.)

⁶ If the feedback is given on an assignment required in a 1L class, I encourage you to utilize the Master Calendar that Stefano Moscato and Katey Mason will maintain for each Inn showing all due dates, to minimize scheduling conflicts. Closer to the start of the fall term, Stefano will send more information about that Calendar.

Resources are available to assist you:

- The Faculty Resource Page on Canvas contains copies of sample class exercises and evaluation rubrics. To access those samples, click on “Files,” and select the “Teaching Assistants” folder and, within that, “TA Exercises – Samples” file, and the “Sample Faculty Writing Exercises” file. In addition, under Panopto Recordings on that page, there is a recording of a faculty teaching colloquium led last year by David Takacs and Laurie Zimet re effectively working with TAs.
- The AD’s office will maintain and administer a TA fund, which pays a stipend of \$300 per TA to professors teaching large doctrinal classes. TAs must be closely supervised by the professor and should give feedback pursuant to a written rubric. Director of Academic Support Laurie Zimet has offered to train TAs professors hired via this fund.

III. Course Coverage

On February 24, the faculty voted as follows: **"Professors teaching a subject tested on the bar shall coordinate and propose a list of topics that must be covered as part of teaching the course, regardless of who the instructor is, in an effort to teach topics routinely covered on the bar exam."** Some of us have already started to have these conversations. I will seek one volunteer in each bar-tested subject to take the lead on initiating and reporting back on the outcomes of these discussions.

Resources to support you in this effort include:

- APS Lecturer Margaret Greer created a file on the Faculty Resource Page on Canvas titled “CA Bar Essay Issues Matrix” that, for each bar tested subject, provides a list of the most frequently tested issues.
- As she did last year, Margaret will also send a bar company issues outline to each faculty member teaching a bar-tested subject in the coming academic year.
- The National Conference of Bar Examiners provides subject outlines for MBE-tested subjects: <http://www.ncbex.org/pdfviewer/?file=%2Fdmsdocument%2F201>.
- In his faculty teaching colloquium, a recording of which is in the Panopto Recordings file on the Faculty Resource Page on Canvas, Kaplan’s Chris Fromm provides additional information regarding the most frequently tested issues on the bar exam.

IV. Including MBE-Style Questions on Exams in MBE-tested Subjects

On February 24, the faculty voted as follows: **"All MBE-tested courses’ final examinations shall contain a substantial proportion of essay and MBE-type multiple-choice questions."** This means that final exams in MBE-tested subjects cannot be all-essay or all-multiple choice. They must include a mix of the two testing formats. Please be aware that MBE-style

questions follow a specific format, and the multiple-choice questions you have used in the past may not comport with the faculty's resolution. MBE-style questions follow the basic format of the multiple-choice questions on the bar exam, which include a factual stem that calls on students to apply legal rules to the question's facts.

Resources to help you draft MBE-style questions include:

- The National Conference of Bar Examiners maintains sample questions on its website: <http://www.ncbex.org/exams/mbe/preparing/>.
- Mary Kay Kane reports that the NCBE intends to release approximately 25-30 additional sample questions per subject on its website as early as June or July of this year. We'll post a link on our bar passage support page (<http://www.uchastings.edu/about/admin-offices/academic-support-gateway/bar-passage-support/index.php>) when the new questions are added.
- Kaplan has shared 2016 MBE resources with us, available here: http://encore.uchastings.edu/iii/encore/record/C_Rb687890_Skaplan%20bar%20review_P0%2C1_Orightresult_U_X3?lang=eng&suite=cobalt and http://encore.uchastings.edu/iii/encore/record/C_Rb687860_Skaplan%20bar%20review_Orightresult_U_X3?lang=eng&suite=cobalt. Margaret Greer will be distributing additional Kaplan materials to faculty. Kaplan has agreed we may use these as practice questions in class, as long as we attribute the questions to Kaplan.
- As she did last year, Margaret Greer will send a memorandum to each faculty member teaching an MBE-tested subject identifying additional sources of practice MBE questions.
- Chancellor & Dean Emeritus Mary Kay Kane has expertise in MBE question drafting. You can watch a video of her faculty teaching colloquium on this subject on the Faculty Resource Page on Canvas under the "Panopto" file.
- Faculty teaching MBE-style subjects have started to coordinate to create question banks. The Civil Procedure and Constitutional Law faculty did so last year. I understand that certain Torts faculty are doing so this year.

V. Closed Book Final Exams in Bar Subject Classes

On February 24, the faculty voted as follows: **"Faculty teaching subjects tested on the bar exam, as listed above, shall assess the students using an exam that is at least in part closed book."** In other words, at least a part of the final exam in every bar-tested subject must be closed book. As Jeff Lefstin indicated at the February 24 faculty meeting, exams with separately-timed open- and closed-book portions are extremely difficult and error-prone to administer, and should thus be avoided. It is possible, though, for faculty teaching bar-tested subjects to administer formative assessments that are open book, leaving only the final exam closed book. In addition, Jeff and Records are exploring options such as permitting faculty to give final exams that are part

proctored closed-book and part take home. Jeff will follow up with more guidance regarding the options

Ex. A

1L Integrated Legal Analysis Module (Fall Term)

This module is fully integrated into doctrinal classes taught by Sack Teaching Fellow professors and thus is not a separate course. The expectation is that Sack Teaching Fellow professors will take responsibility for ensuring that the core elements of the module (i.e., the skills covered in Weeks 1-8 and 13) are integrated into our courses, in coordination with the Academic and Professional Success Lecturers (“APS Lecturers”), and with guidance from the Associate Dean for Academic and Professional Success (“ADAPS”). The assignments are ungraded, but good faith completion of them is a requirement for passing the doctrinal course to which the module is attached. The Sack Teaching Fellows will perform the same function we did in the first two years of that program’s rollout, i.e., trained and with guidance from the Sack Teaching Fellow professors, Fellows will provide feedback on the two writing assignments. Working in conjunction with the professors, Academic and Professional Success Lecturers will help students self-assess and will provide feedback regarding the students’ case briefs and course outlines. In the initial year of the rollout of this module, Sack Teaching Fellow professors will communicate with each other and with ADAPS regarding how we implement the module in each of our courses.

Student Learning Outcomes

Sack Teaching Fellow professors’ syllabi should include the following student learning outcomes, in addition to subject-specific outcomes:

- Students will be able to brief court decisions;
- Students will be able to distill and synthesize course content in “course outlines”;
- Students will be able to engage in legal analysis, including identifying legal issues raised by a factual problem, correctly stating applicable legal rules, and applying the elements of those rules to the facts while reasoning by analogy to key court decisions and addressing reasonable counter-arguments; and
- Students will be able to demonstrate their understanding of and ability to apply the law in an MBE-style multiple choice testing format.

Sample Schedule

This is just a sample schedule. Each Sack Professor should adapt this schedule to fit his or her course schedule, mindful of other deadlines students may have (e.g., the LWR schedule, which I am told LWR will circulate next month). The legal analysis components need not take place only one of five hours per week. In some weeks, you may not have an explicit hour of Legal Analysis instruction. In others, you might have a few hours. Nor is the exact sequence of skills instruction listed below essential. It is essential, however, that Sack Professors have 13 hours of explicit skills instruction; that the instruction progressively build skills along the lines set out in Weeks 1-8 and 13 of the template, below, which includes integrated instruction on case briefing, IRAC, course

outlining, exam outlining, exam writing, and MBE test-taking skills; and that Sack Professors use active learning techniques¹ and provide formative assessments.²

Week 1: Case Briefing

Professors will require students to submit a case brief on the day of class, and will have students review each other's case briefs during class, comparing to samples of "good" and "bad" case briefs.

Week 2: Rules, Elements, and Facts; Reasoning by Analogy

In coordination with APS Lecturers, professors will lead an in-class legal analysis exercise that requires students to connect the dots among rules, their elements, and a set of hypothetical facts. Students will then be asked to reason by analogy in a simple exercise done in class.

Week 3: Distilling Rules from Multiple Cases

Preferably using cases from class, or, if not, using a special set of cases selected for purposes of this class day, students will be required to distill a rule from multiple cases. They should turn in rule statements before class.

Week 4: IRAC and "sub-IRAC-ing" or "elementizing"

In coordination with APS Lecturers, professors will lead an in-class legal analysis exercise that uses a multi-element rule, and preferably, multiple cases, instructing students how to organize legal analysis where different decisions help with application of distinct rule elements.

Week 5: Outlining, Part I

In coordination with APS Lecturers, professors and/or Sack Teaching Fellows will discuss outlining strategies and present sample outlines of a portion of the class to date.

Week 6: Exercise 1

Students will be given a legal analysis written exercise, to be evaluated by Sack Teaching Fellows using rubric created by professor, after being trained by Sack professors who "calibrate" Fellow feedback. The exercise can be given in-class or in a take-home format.³

Week 7: Exercise 1 (Review)

Professor will review sample exercise answers.

¹ See <http://www.crlt.umich.edu/tstrategies/tsal>.

² See <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>.

³ Prior-year experience of Sack Teaching Fellow professors suggests that having at least one timed exercise helps surface those students whose grasp of the material is insufficiently tight or who have time management problems that a take-home may not reveal.

Week 8: Multiple Choice Strategy

Students will have 20 minutes to answer 10 practice multiple choice questions. Professors will then review strategies for answering them during the remainder of the hour.

Week 9: Outlining, Part II

Students will have been required to submit an outline for a segment of the class. Review of sample outlines.

Week 10: Exercise 2

Students will be given a legal analysis written exercise, to be evaluated by Sack Teaching Fellows using rubric created by professor, after being trained by Sack professors who “calibrate” Fellow feedback. The exercise can be given in-class or in a take-home format.

Week 11: Exercise 2 (Review)

Professor will review sample exercise answers.

Week 12: Condensed Outlines – Magic Sheets

[Description to come.]

Week 13: Pulling it All Together – Exam Outlining and writing

APS Lecturers in coordination with Sack Teaching Fellow professors will lead an hour session on exam outlining, connecting the dots among case briefing, course outlining, legal analysis, and exam outlining.

MEMORANDUM

To: Interim Academic Dean Evan Lee and Academic Dean Designate Morris Ratner
CC: Assistant Dean for Academic & Professional Success Stefano Moscato
From: Academic and Professional Success Lecturer Margaret Greer
Date: July 26, 2017
Re: Summer Support for May 2017 Graduates Studying for the California Bar Examination

U.C. Hastings provided May 2017 graduates, who studied for and took the July 2017 California Bar Examination, with a number of resources and support systems to assist them during bar review. Below is a summary of those resources and support systems.

I. Monitoring and Outreach to Graduates Falling Behind in Bar Course Studies

Success on the bar exam is tied, in part, to a graduate's completion of the bar review course assignments.¹ This summer, for the first time, the College received access to current graduates' bar course completion data.² Throughout bar review, the A.D.A.P.S. department kept track of the course completion data for the 245 May 2017 graduates who were registered to take the July 2017 California Bar Examination and reached out to the graduates who fell seriously behind.³

Prior studies and data analyses do not suggest that this kind of late-stage intervention has the potential to markedly move the needle on bar passage. However, given the anecdotal reports from graduates who failed the July 2016 exam that they were just below or very close to the cut score, we believe that programming that nudges at-risk graduates across the finish line of bar preparation could be impactful.

The A.D.A.P.S. department separated at-risk graduates into two categories: 1) Graduates who reported completing less than 51 percent of the assigned coursework and 2) Graduates who reported completing between 51 percent and 74 percent of the assigned coursework. The department checked in on the graduates' progress on four dates -- June 12, June 27, July 5, and July 24.

¹ Last year, the College received information from one commercial bar company suggesting that approximately 43% of our May 2016 graduates completed less than 70% of their bar review course assignments. We were informed that relatively fewer students at other schools fall that far behind. We were also informed that most of our students completed a relatively greater percentage of the practice tests, but that they completed less than 60% of the substantive law lectures.

² The bar review course completion data is self-reported by the graduates.

³ On May 15, 2017, graduates were informed via email that the College had access to the bar review course completion data and would be reaching out to graduates throughout bar review to check in on their progress and to offer assistance. Graduates were informed that they could opt out of the program. Although no graduates opted out of the program before it began, a small fraction of graduates notified us after the second check in that they preferred to not engage in the program. According to our records, approximately 184 graduates used Barbri, 22 graduates used Kaplan, and 31 graduates used Themis. The figures are approximations because individuals can choose to not have their names reported in the bar review courses' completion tracking programs. The State Bar no longer releases a list of graduates who sit for the Bar Examination. As a result, the figure is an approximation based off of graduate exit survey responses, commercial bar course participation lists, and the transcript request list that the State Bar sent to the College's Records Office.

A. Data Summaries⁴

1) Barbri

Date	Completed < 51% of Assigned Work	Completed > 50% of Assigned Work	Completed >=75% of Assigned Work	On Pace w/ or Above Course Completion Average
June 13	34/190 = 18 percent	156/190 = 82 percent	127/190 = 67 percent	144/190 = 76 percent
June 27	27/189 = 14 percent	166/189 = 86 percent	130/189 = 64 percent	143/189 = 76 percent
July 5	21/188 = 11 percent	167/188 = 89 percent	129/188 = 69 percent	143/188 = 76 percent
July 24	32/184 = 17 percent	152/184 = 83 percent	104/184 = 57 percent	136/184 = 73 percent

2) Kaplan

Date	Completed < 51% of Assigned Work	Completed > 50% of Assigned Work	Completed > =75% of Assigned Work
June 13	5/23 = 22 percent	18/23= 78 percent	13/23= 57 percent
June 27	5/22 = 23 percent	17/22= 77 percent	14/22= 64 percent
July 5	7/22 = 32 percent	15/22= 68 percent	15/22= 68 percent
July 24	5/22 = 23 percent	17/22= 77 percent	16/22= 73 percent

3) Themis

Date	Completed < 51% of Assigned Work	Completed > 50% of Assigned Work	Completed > =75% of Assigned Work
June 13	6/35 = 17 percent	29/35= 83 percent	20/35= 57 percent
June 27	5/34 =	29/23=	22/34=

⁴ After each check in, we learned that some graduates were no longer sitting for the July 2017 California Bar Examination. As a result, the number of graduates using a given course decreased after each check in.

	15 percent	85 percent	65 percent
July 5	3/33 = 9 percent	30/33= 91 percent	22/33= 67 percent
July 24	2/31 = 6 percent	29/31= 94 percent	21/31= 68 percent

The attached “Bar Review Course Completion Data Summary Graphs” offer a visual summary of the course completion progress.⁵ In each graph, the blue line tracks the percentage of graduates who completed less than 51 percent of the assigned work, the red line tracks the percentage of graduates who completed more than 50 percent of the assigned work, and the yellow line tracks the percentage of graduates who completed 75 percent or more of the assigned work. The “Barbri Course Completion Data Summary Graph” includes a green line which tracks the percentage of graduates who were on pace with or above the course completion average.

Based on the data for each course, it appears as though the May 2017 graduates completed a greater percentage of the assigned bar review coursework than did the May 2016 graduates.⁶

B. Outreach Efforts

1) Individual Messaging

Following the first check in, graduates, whose reports indicated that they had completed less than 75 percent of the work assigned by their respective bar review courses, received individual emails regarding their progress. The first set of individual emails was sent on June 12 and 13, 2017. All of the graduates were reminded that they could schedule 1:1 appointments with me. Graduates, whose reports indicated that they had completed less than 51 percent of the work assigned by their bar review courses, were offered the opportunity to work with one of the College’s free B.E.S.T. essay tutors.

44 percent of the graduates who were emailed responded. As a result of the outreach, 6 graduates were matched with a B.E.S.T. tutor, 9 graduates met with me to discuss study strategies and to develop individualized study plans, and 8 graduates emailed and ask for advice relating to MBE resources and time management. 5 graduates informed me that they were not updating the course completion data.

The second set of individual emails was sent on June 27 and June 28, 2017. 16 percent of the graduates who were emailed responded. The outreach resulted in 4 graduates meeting with me to develop study plans and 1 graduate being matched with one of the College’s free B.E.S.T. tutors. The second round of reports revealed an increase in the number of Barbri students in the

⁵ Exhibit 1 – Bar Review Course Completion Data Summary Graphs.

⁶ Last summer, one bar review course company informed us that 43 percent of May 2016 graduates, who used the course, completed less than 70 percent of the work assigned by the course. As of July 24, 2017, only 27 percent of May 2017 graduates using that same course reported completing less than 75 percent of the assigned work. Another bar review course company informed us that last summer, 45 percent of the May 2016 graduates, who used the course, completed 75 percent or more of the work assigned by that course. This year, 57 percent of the May 2017 graduates using that same course reported completing 75 percent or more of the assigned work, for a 12 percent increase over the May 2016 graduates’ completion rate.

greater than 50 percent completion category and 8 of the graduates who were new to the category had moved up from the less than 51 percent completion category.

The A.D.A.P.S. department checked in on the graduates' progress on July 5, 2017. The third round of reports indicated that 6 additional Barbri graduates had moved up from the less than 51 percent completion category to greater than 50 percent completion category. Three of those graduates had met with me to discuss study strategies and 2 of the 3 graduates had previously been matched with B.E.S.T. tutors. Following the July 5 check in, I contacted graduates who reported completing less than 70 percent of the assigned work and had not previously received an email from me regarding their course completion data. The final check in revealed that throughout bar review, the percentage of graduates who used Kaplan and Themis and completed more than 75 percent of the assigned work, increased. It is noteworthy that throughout the bar prep process, over 70 percent of graduates using Barbri were on pace with or above the course completion average.

After results for the July 2017 California Bar Examination are released in November and after we are able to compile individual graduate pass/fail data, we will be able to analyze whether graduates who were contacted regarding their progress passed the exam and whether there is a correlation between an increase in overall course completion and bar passage.

2) Group Messaging

In addition to the individual emails, the A.D.A.P.S. department sent the May 2017 graduates multiple emails advising them to follow their bar review course schedules and to contact me if they wanted to discuss bar study strategies and to work with me to develop personalized study schedules. These emails included video clips, time management tips, and general expressions of support and encouragement.⁷ In an effort to support and motivate graduates, the A.D.A.P.S. department also arranged for professors to send the graduates encouraging emails throughout bar review. The professors' messages also advised the graduates to complete their course assignments. Based on the positive comments professors received from graduates and the number of graduates who viewed the video messages, it appears as though the professor's messages were well received.⁸

II. B.E.S.T. Summer Group Sessions and Individual Tutoring

B.E.S.T. is U.C. Hastings' free supplement to private commercial bar review courses. The B.E.S.T. program, consists of two parts: 1) Group Sessions and 2) Individual Tutoring. Both components of the B.E.S.T. program are designed to encourage graduates to begin writing practice essays from the start of bar review, which has been shown to improve bar performance.

A. B.E.S.T. Group Sessions

The group session series began with a special one-hour session entitled "Memorizing Everything for the Bar Exam." The session, which included a review of memory techniques and mnemonic devices, was led by Cliff Smoot, a U.C. Hastings graduate. Graduates found the

⁷ Exhibit 2 – Group Emails and Links to Video Messages.

⁸ 144 graduates viewed the June 13, 2017 professor video message and 108 graduates viewed the June 30, 2017 professor video message.

Memorizing Everything for the Bar Exam presentation and the mnemonics spreadsheet that Cliff provided to be very helpful. Graduates emailed me and requested copies of the spreadsheet throughout bar review. At each subsequent essay session, the graduates reviewed a California Bar Exam essay subject, wrote a practice bar essay under real time conditions, and debriefed the answer as a group.

Group Session and Date	Live Attendance	Online Views ⁹
Memorizing Everything for the Bar – June 1, 2017	30	24
California Civil Procedure – June 8, 2017	17	9
Professional Responsibility – June 15, 2017	8	8
Community Property – June 22, 2017	7	2
Performance Test – June 29, 2017	8	5
Wills and Trusts – July 13, 2017	6	2

The graduates who attended the essay sessions received the invaluable benefit of writing a bar exam essay answer and debriefing the answer in a setting where they could ask the professor or lecturer who was leading the session specific questions about the subject matter, writing strategies, and essay approaches.

Based off of individual meetings with graduates and reports from B.E.S.T. tutors and alumni and faculty mentors, we know that a number of graduates were hesitant about writing practice essays, in part because they were anxious that they had not memorized enough law yet. This anxiety, though natural, prompts some student to defer practice exam writing until too late in the bar study process. Next summer, in order to increase utilization of the B.E.S.T. group session program and to encourage graduates to begin writing essays earlier in the bar review period, we plan to make several changes to the B.E.S.T. group session program. First, we plan on removing the review component of the group session and begin each session with the graduates writing a practice essay. Second, we plan on scheduling bar course specific group sessions. Doing so will help to ensure that the graduates have covered the subject in their bar review course before the session takes place. After the administration of the California Bar Examination, we will send the graduates a survey which asks them to provide feedback on the B.E.S.T. group session program. We will take that feedback into consideration as we plan for next summer.

B. B.E.S.T. Individual Tutoring

This summer, we matched 72 J.D. graduates with B.E.S.T. tutors.¹⁰ During each one-hour tutoring session, the graduate and the tutor reviewed a bar exam essay answer that the graduate submitted to the tutor before the session. Graduates also learned strategies and techniques for

⁹ All sessions were recorded and posted on the Prior Bar Lectures and Workshops Canvas page for graduates who were not studying on campus.

¹⁰ Last summer, 43 May 2016 graduates participated in the B.E.S.T. individual tutoring component of the program.

improving their writing at the individual tutoring sessions. A graduate could meet with his or her tutor up to three times. All tutors were provided with a B.E.S.T. tutor guide and attended or watched a recording of the B.E.S.T. tutor training session. All tutors and tutees will receive a survey after the administration of the bar examination. The survey results will provide us with information on program usage. We will also ask the tutees and tutors for suggestions on how we can improve the program for next summer.

III. Mentoring Programs

All May 2017 graduates were offered the opportunity to participate in the the Faculty Bar Mentor Program and the Alumni Bar Passage Mentor Program. The mentors' primary functions were to offer the graduates support and encouragement and to check in with the graduates throughout bar review. All mentors received a training guide and were encouraged to contact me throughout bar review if they had questions or concerns relating to their mentees.

A. Faculty Bar Mentor Program

This summer, every graduate who wanted a faculty mentor got one. We matched 29 May 2017 J.D. graduates with 15 faculty mentors. In addition to providing support, some faculty mentors were willing to answer substantive questions and to read their mentees' practice essay answers. Following a June 6th check in with the mentors, 13 mentors responded and reported that they had made contact with their mentees.

B. Alumni Bar Passage Mentor Program

Similarly, every graduate who wanted an alumni mentor got one. We matched 28 May 2017 J.D. graduates with 27 alumni mentors.

IV. Advising with Academic and Professional Success Lecturer Margaret Greer

Throughout bar review, graduates met with me 1:1 to discuss bar exam related questions, to seek advice regarding resources and study strategies, and to ask substantive questions. Between May 15, 2017 and July 21, 2017, I advised 140 graduates in person, by phone, and via email.¹¹ As a result of these 1:1 meetings and conversations, I began to identify common problems/challenges that many of our graduates faced while studying for the bar exam. Two of the most common challenges that the graduates faced were 1) time management and 2) recognizing the importance of writing practice essays and working through MBE problems from the start of bar review.

The majority of graduates who fell behind and met with me to develop study plans reported that they fell behind because they started bar review one week late. The graduates with whom I spoke also reported that they spent too much time reviewing lecture handouts and outlines and not enough time writing practice essays or working through MBEs. As a result, they felt pressured for time and struggled to keep up with the assignments. Once we learned this summer that graduates thought that they needed to "learn" the law before they could practice, we

¹¹ This figure does not include repeat contacts that I had with graduates, including follow up appointments and phone conversations.

began sending messages to the graduates which encouraged them to practice each day.¹² Next year, we will need to begin informing students, before bar review begins, that they cannot afford to delay the start of bar review and that practice is a key component of the learning process. As a result of the 1:1 meetings and conversations, I also learned that some of the under utilization of the support resources was attributable to the fact that the graduates had issues with time management. In planning next summer's programs, we will consider how graduates can fit the supplemental resources, such as the mentoring programs and the B.E.S.T. group sessions, into their schedules and not feel as though the programs are interfering with the time that they have to study.

V. On Campus Resources and Support

A. Supplemental Study Resources – Coupon Codes

Graduates were provided with access to coupon codes for Adaptibar, BarEssays.com, and Critical Pass Flashcards. Adaptibar is a database of released NCBE questions. The online MBE resource can be used to take a simulated exam or to practice questions by subject. BarEssays.com is an online database of actual, graded CA Bar Exam essay answers. With the resource, graduates can see what a 50, 55, 60, 65, 70, 75 in each essay subject actually look like. Graduates can also review practice essays by comparing their answers to the actual, graded 70 answer, for example. Critical Pass Flashcards are an MBE resource that a number of graduates have reported as being a useful study aid.

B. Student Services Bar Coffee Wednesdays

Every Wednesday, beginning on May 24th and ending on July 19th, graduates could stop by Student Services for coffee, donuts, and snacks. The A.D.A.P.S. department supplemented the donuts and coffee with snacks. I was available to provide informal or drop in advising during Bar Coffee Wednesdays. Graduates, who otherwise would not have sought out help or advice, used the Bar Coffee Wednesdays as an opportunity to ask questions about test taking strategies and supplemental resources and to schedule 1:1 appointments.

C. Bar Study Pizza Social

On June 30, 2017, a Bar Study Pizza Social was hosted for the graduates in the Shark Tank. Approximately 50 graduates attended the event. Pizza and other refreshments were served. The event was designed to provide graduates with an opportunity to relax, to catch up with friends, and to ask me questions. Members of the A.D.A.P.S. department, Student Services, and the Career Office stopped by to wish the graduates luck.

D. Reserved Study Spaces and Simulated Exam Rooms

For graduates who were watching lectures online, we reserved rooms on campus for the graduates to watch the lectures. We also reserved rooms for graduates to take simulated exams.

¹² Exhibit 2 - Group Emails and Links to Video Messages: Bar Study Tips, A Message of Support from Professor Field (and Daisy), and A Message of Support from Professor Hadar Aviram.

When the bar review course company did not provide a proctor, I would start and stop the exams for the graduates.

E. Wellness and Stress Management Resources

Student Services organized free yoga classes for graduates throughout bar review. The classes were available from Monday through Friday, in the Tower. Classes began on May 22nd and ended on July 21st. The Chill Zone, which is on the 6th of the Library, was also advertised by Student Services as a location on campus where graduates could go to relax, meditate, or take a quick nap to reenergize,

F. Bar Exam Lunch Program

For the fifth year in a row, courtesy of donations from alumni, faculty, and staff, the College provided free lunch on each day of the July California Bar Examination to students taking the exam in Oakland, Santa Clara, and Burlingame. This year, 157 graduates participated in the program. Graduates greatly appreciated the gesture and enjoyed seeing the professors and staff members who served the lunches during the exam.

G. Online and Library Resources

During bar review, the graduates had access to a variety of study aids and resources that they could access online and through the Library. Examples of the online resources included the Prior Bar Lectures and Workshops Canvas page, the [Bar Passage Support Resources](http://uchastings.edu/about/admin-offices/academic-professional-success-gateway/bar-passage-support/index.php) webpage (<http://uchastings.edu/about/admin-offices/academic-professional-success-gateway/bar-passage-support/index.php>), and the Bar Passage Success Stories and Strategies blog.

The Canvas page is a database of bar exam skills workshops, bar prep presentations, and bar subject refresher lectures. The recordings cover a range of topics, including how to deal with the stress of bar review and the bar exam, how to write a passing bar exam essay, and how to systematically answer MBE questions.

The webpage is a 24/7 resource which students and graduates can turn to to learn about the College's bar prep programs, the California Bar Exam, bar exam accommodations procedures, and admission requirements. From the webpage, users can also access self study resources such as the Prior Bar Lectures and Workshop Canvas page and the Library's Bar Exam resources. The webpage also includes important contact for the College's Financial Aid and Disability Resources Program Offices.

The [Bar Passage Success Stories and Strategies blog](http://sites.uchastings.edu/bar-advice/) (<http://sites.uchastings.edu/bar-advice/>) provides recent alumni with a forum for sharing what helped them prepare for and pass the bar exam. Many of the alumni have provided their contact information and welcome questions from grads who are studying for the exam.

The [Library's California Bar Exam resources](http://libguides.uchastings.edu/ca-bar-exam) (<http://libguides.uchastings.edu/ca-bar-exam>) include an online database of released California Bar Examination essay questions and selected answers, essay and MBE strategy books, and 12 sets Critical Pass Flash Cards. In order to accommodate the demand for Critical Pass Flash Cards, the Library purchased 8 additional sets for graduates to use during bar review.

EDUCATIONAL POLICY COMMITTEE MEETING

Meeting adjourned at ____:____ a.m.