

Florida A&M University College of Law

Response to Accreditation Committee Decision June 2013

This memorandum sets forth the responses requested by the Accreditation Committee in its June 2013 decision. The responses are set forth in the order requested.

CONCLUSION ONE: COMPLIANCE WITH STANDARD 301 PROGRAM OF LEGAL EDUCATION; STANDARD 303 ACADEMIC STANDARDS AND STANDARD 501 ADMISSIONS

- a. The Law School's academic support program is sufficient to ensure each student a satisfactory opportunity to complete the program, graduate, and become a member of the legal profession.**

Comprehensive Overview of the Academic Support Program & Bar Preparation Program

Critical and analytical skill building is a key factor in preparing students for success in law school and on the bar exam. At FAMU, this process begins in the first year of law school with the academic success program, and continues through bar preparation. Since a number of bar passage studies indicate that a student's graduating GPA is best predictor of success on the bar exam and similarly, one's first year GPA is the strongest predictor of the graduating GPA, a student's success in the first year of school is crucial to bar passage. The Academic Success and Bar Preparation Program is dedicated to helping students achieve academic success starting with First Year Orientation and continuing throughout law school, during preparation for the bar exam.

Orientation

The Academic Success and Bar Preparation Program (ASBP) has a five-pronged approach to facilitate our goals of increased GPAs, enhanced overall academic performance, and a higher first attempt bar exam passage rate. The *first prong* involves early intervention with entering students during Fall Orientation. To jump start students' preparation for law school, a series of critical skills workshops are taught to introduce new students to the rigors of law school and more importantly to assist incoming students with bridging the gap to law school. During orientation, new students are introduced to the fundamental skills needed to succeed in law school, (i.e. time management, learning styles, note taking, and study strategies) on the bar exam and in the practice of law. Students are also informed of the correlation between first year GPA, graduating GPA and bar passage so that they understand from the outset, the potential impact of poor performance in the first year of law school. Early delivery of this message is key

to launching the Introduction to Analytical Skills (IAS) course which is the second prong of our strategy to improve 1L GPA's and overall law school performance.

To further meet the needs of our students, ASBP made additional modifications to the Fall 2013 New Student Orientation program in order to improve and intensify the introduction of critical skills. ASBP added more information on critical reading skills, strengthened our discussion on the need to read and brief cases and incorporate study strategies, such as completing practice essay and multiple choice problems throughout the semester. Additionally, students were also introduced to the importance of learning style identification, understanding the Socratic Method and their role in the Self-Regulated Learning Cycle.

Introduction to Analytical Skills I & II

The *second prong* of our program is weekly critical skills development classes designed to help entering and continuing students to develop the skills they need for processing the information in their substantive courses. In 2012, a mandatory critical skills course was approved for all entering first year law students. The courses are titled Introduction to Analytical Skills (IAS) I and II.

The IAS I course is taught during the Fall semester for one hour and fifteen minutes weekly for ten weeks. The IAS I course uses a “building block” approach that begins as early as New Student Orientation and continues throughout the first semester with the most basic components of the law school experience such as time management, understanding course frameworks, synthesis, and building course outlines. These skills help students manage resources in the first year of school so that they can be more efficient and productive with their time. The next building block is the introduction of IRAC, the process by which students learn to analyze legal issues. Most 1L professors require students to use this model of analysis throughout the courses and on the final exams. By teaching students the IRAC model of analysis early, students can practice these skills throughout the semester, honing them before the final exam. The final building block for the IAS I course concentrates on the application of these skills to the “analysis” component of IRAC, because this is where most 1L students struggle. Once students have learned the analytical process, the course turns to strategies for answering multiple choice and essay questions and final tips for studying for final exams.

IAS II is offered during the second semester of the first year. While reinforcing the critical thinking and other skills taught during IAS I, this class concentrates on the direct improvement of test-taking skills in both the essay and multiple choice formats. Specifically, IAS II promotes this improvement of skills by administering practice exams and teaching self-assessment techniques which will augment students' ability to recognize and cure deficiencies in their work. To encourage student participation and engagement, each first-year doctrinal section

is assigned a specific IAS professor to work with the students and the faculty member teaching the substantive course. This process has led to collaboration between doctrinal faculty and IAS faculty.

Evaluation of Analytical Skills Mandatory Course

Advanced Analytical Skills I & II

In the Fall 2010 semester, ASBP added an advanced critical skills workshop series designed to help students to fine tune analytical and writing skills as a *third* prong of ASBP. However, in 2011, the workshop series was further developed into a course delivery format to meet the needs of upper-level students and was appropriately titled Advanced Analytical Skills (AAS). The ultimate goal of the course is to help students master the fundamental techniques and methods to improve academic performance through a variety of hands-on activities and practice exercises. Through instruction and practice, this course builds upon the each student's critical reading, critical writing, and analytical skills. The AAS course is voluntary for upper-level students with the exception of upper-level students who are on academic probation. AAS helps to "bridge the gap" for those students who continue to struggle with analytical skills. For students who have begun to develop issue-spotting, analytical writing and test taking skills in the first year, the Advanced Analytical Skills course allows them to master these skills in preparation for law school final exams and the bar exam.

Advising for Students on Academic Probation/ Probation Phases Program

For students on academic probation, ASBP has implemented a three-phase initiative called the Probation Phases Program. This program provides a three-tier opportunity for all probationary students to rectify those academic deficiencies which contributed to their probationary status. Each student is assigned an ASBP professor to work with them one on one through each phase of the Probation Phases Program. The three phases of the program appear as follows:

PHASE I—The Assessment Phase

This phase provides students the opportunity to confront those factors that have, in their view, caused their poor academic performance. This type of self evaluation requires the student to assume accountability and to focus their attention on specific areas for improvement.

- a. Students are required to complete a series of questions evaluating their time management, commitment, study habits, work ethic, and other factors that have impacted upon their academic probationary status.
- b. After completion of their self-evaluation, they meet with an assigned ASBP professor to discuss their self-assessment and the factors contributing to their deficiencies.

PHASE II—“Planning For Success” Phase

This phase assists students in determining the scope of study needed to achieve academic improvement. In addition, it forces students to examine the efficiency of their time management and to assess the nature of their time priorities in the context of optimum law school studies.

- a. Students develop a study schedule that provides time for skills enhancement, designates times for the various types of study (i.e. briefing, outlining, and practicing) and includes goals for success.
- b. Upon completion of their study schedules, students meet with their assigned ASBP professor to discuss and further develop their plans.

PHASE III—“Learning the Skills for Success” Phase

This phase focuses on the enhancement of essential critical and academic skills. First year probation students must attend the Introduction to Analytical Skills course and upper-level law students on academic probation must attend the Advanced Analytical Skills course.

- a. Students are required to attend all Academic Success classes (as designated above).
- b. Student attendance and participation in the course are monitored.
- c. Academic Success Faculty are available for individualized counseling.
- d. Attendance and participation of particular students are reported to the Academic Standards Committee upon request of the Committee.

Mandatory Student Conferences and Academic Support Advising

The *fourth* prong of our program consists of one-on-one meetings with both probation students and students who are in good standing, for more focused work on skills such as essay writing, study strategies, etc. Students who are on academic probation are required to attend weekly workshops and meet with ASBP Instructors regularly. Additionally, students may be referred to ASBP by doctrinal or Legal Methods professors, or may seek assistance on their own. The department maintains regular office hours and students may schedule appointments to meet with ASBP professors as needed. ASBP professors assign practice essays and provide detailed feedback for individuals and small groups. ASBP currently sees dozens of students each week for individual counseling. As an added feature in Fall 2012, all first year law students are required to meet with their assigned Introduction to Analytical Skills (IAS) professor within the first month of law school.

ASBP Supplement Library

Students are strongly encouraged to study throughout the semester by doing focused and regular essay and multiple choice practice problems. ASBP, with the invaluable assistance of Mildred Graham in Alumni Development, received a nearly \$30,000 grant for student support. The grant funded a substantial ASBP Supplement Library which contains approximately \$20,000 worth of supplements. These supplements provide tens of thousands of practice problems for our students for dozens of courses in the 1L, 2L, 3L, and 4L years. Students are permitted to borrow books, at no cost, for a designated period of time. Currently, students are borrowing over 100 books each week in preparation for midterm and final exams. Recently, a representative of Aspen Publishing commented that FAMU's supplement library was the most extensive ASP library she had seen at any law school. Currently the ASBP Supplement Library houses over 700 books. As a result of its usefulness, many graduates have donated their gently used supplemental and commercial bar materials for use in ASBP Supplement Library.

Early Registration for the Bar Application Workshop

The Academic Success and Bar Preparation Program conducts a 4-hour Saturday workshop in mid September in order to give students detailed and important information about registering early for the Florida Bar Application. Completing the bar application is a crucial step law students must take towards licensing. By completing the registration for the bar application prior to January 15 of their first year in law school, students save \$300 in exam filing fees, insure their eligibility to be sworn in after they pass the bar exam, and become eligible to participate in the Certified Legal Internship Program, upon character and fitness approval. During the workshop, students receive a detailed description of the eligibility requirements for professional licensing, including character and fitness requirements. Students then go online and with guidance begin filling out the bar application with a special focus on the most difficult application items. The Executive Director of the Florida Board of Bar Examiners also conducts a special presentation during the Bar Application Workshop. Prior to the creation of the workshop, there was a noticeable number of graduates who passed the bar exam but were ineligible to be sworn in due in part to the late filing of their bar applications. The purpose of this workshop is to make sure all students can be sworn in immediately upon passing the exam.

Multistate Professional Responsibility Examination (MPRE) Review

The Multistate Professional Responsibility Exam (MPRE) is administered by the National Conference of Bar Examiners (NCBE) and is given three times each year in March, August and November. Students can register for and take the MPRE while in law school; they generally take the exam in their second or third year of law school. The Academic Success and Bar Preparation Program and Professor Joseph Richard Hurt join together to conduct a 3-hour review of the MPRE to assist students in passing the exam prior to each administration. The workshop is scheduled prior to

the August, November and March MPRE examination to allow students to take both a commercial MPRE review course and our review course to optimize their opportunities to pass the exam.

Bar Exam Success Training (BEST) Program

In December 2009, ASBP began a new program called the Bar Exam Success Training (BEST) Program. As the *fifth* prong of ASBP, the BEST Program provides a higher level of individualized structure and support for FAMU graduates who are taking the bar exam. The BEST Program compliments the commercial bar review program that each student takes by incorporating essay and multiple-choice writing workshops, by providing essay grading and feedback, individualized tracking and exam training, and a thorough structured study plan to assist students in passing the bar exam. Graduates that participate in the BEST Program pass at a higher overall bar passage rate than their equally situated counterparts that chose *not* to participate in the structured BEST Program.

A. PROGRAM DESCRIPTION

The BEST Program is a twelve-week program available to students after graduation. Participation is on a voluntary basis; however, we strongly encourage students to participate fully. The BEST Program is free of charge to all FAMU first time bar takers, as well as alumni who have previously attempted, unsuccessfully, to pass the bar exam.

The BEST Program begins immediately after graduation, and runs in addition to and simultaneously with the commercial bar review courses that most graduates take over the 10-12 week bar preparation period. BEST is not a substitute for a commercial bar review program. Rather, the Program is comprised of two main components described below. Also the BEST Program has an early start study component that takes place prior to graduation during graduates' final year of law school for students interested in starting their bar exam preparation before graduation.

B. Pre-BEST EARLY START PROGRAM

In an effort to further stress the importance of early effective bar exam preparation, the ASBP developed the Pre-BEST Program. As a kick-off to the Pre-BEST Early Start Program, ASBP in conjunction with the Student Bar Association hosts the BEST Open House and "BAR PREP" Rally. The goal of the BEST Open House and "BAR PREP" Rally is to stress to students the importance of proper planning for the bar exam prior to graduation and to encourage students by showing that the COL is vested in their bar preparation efforts. Students are given the opportunity to find out how the BEST Program works and to hear from COL alums who participated in the BEST Program and passed the bar exam on the first try. Additional topics discussed during the Open House included: family and financial preparation for the bar exam preparation period, the importance of purchasing a

commercial bar review course, and the necessity of completing the bar application and conversion application prior to the final semester of law school. Students who are interested in starting their bar preparation prior to graduation, are provided a three-month early start study schedule that underscores the importance of effectively and comprehensively reviewing bar exam tested subjects.

C. BEST ORIENTATION

The BEST Orientation is conducted prior to graduation in order to make sure that graduating students are prepared to begin bar preparation immediately after graduation. The BEST Orientation provides a detailed overview of the bar exam assistance offered by the BEST Program during the bar review period. Additionally, students are given a detailed description of the Florida Bar Examination including tested subjects and formats for testing each subject and information pertaining to the grading and scoring process. Essay writing, multiple choice strategies, and self assessment skills are taught at a subsequent workshop. Students also receive instruction on how to properly create a study plan.

D. BEST BAR EXAM SKILLS WORKSHOPS

During the first week of the bar preparation period, the ASBP faculty conducts skills workshops for both in-state and out-of-state bar examinees. The goal of the skills workshops is to aid graduates in refining the skills needed to pass the bar examination. During the first workshop, students review strategies and protocols for preparing and successfully answering essay questions on the bar exam. The second workshop is designed to review strategies and tactics for answering multiple choice questions. Both workshop are three hours long and involve a skills lecture, a practice question segment, and detailed instruction on building self-assessment skills. This is a great start for students as they begin the arduous task of preparing for the bar exam. As an added feature in 2012, ASBP added a 3-hour Multistate Performance Test (MPT) Workshop for out-of-state bar exam takers. For the July 2012 bar exam preparation period, over 110 students attended BEST Program bar skills workshops.

E. BEST STRUCTURED WEEKLY SCHEDULES

The BEST structured weekly study schedules are a major component of the BEST Program. The schedules are posted on TWEN on each Friday afternoon, beginning one week prior to the start of the official bar preparation period through the actual week of the bar exam. The schedules map out all of the work students complete during the bar review period. The schedules incorporate the commercial bar review lectures, reading assignments, practice multiple choice and essay questions, as well as their simulated exams. In addition, the schedules include four 3.5 hour BEST Program simulated exams, supplemental lectures, and essay review sessions as described below. The practice questions provided by the bar review companies are divided and placed on the schedule to provide consistent and

comprehensive coverage through frequent topic rotation. The BEST study schedules are designed to insure that graduates read all of the subject matter outlines and complete over 3,500 practice Multistate Bar Exam (MBE) questions, all of the released Florida essay questions and hundreds of Florida multiple choice questions.

F. BEST PROGRESS TRACKING

BEST Program Progress tracking is another core component of the BEST Program. Tracking charts are in the form of Excel spreadsheets that allow students to track their progress weekly and over the entire bar review period. The tracking charts also allow the ASBP professors to detect areas of weakness or non-progress. After students complete the assigned questions for each day, they simply fill in the number of questions they answered correctly for each subject that day. The form automatically calculates the percentages daily, weekly and by subject matter. Graduates are provided an Overall Tracking Chart that allows them to input the weekly totals so that they can see a comprehensive picture of their performance over the 10-12 week period.

G. BEST PRACTICE EXAMS

The BEST Program conducts four practice exams over the bar review period to give our new graduates multiple opportunities to do practice exams in a proctored setting, under exam conditions. The four simulated practice exams include 50 MBE questions and two Florida essays. The goal of the simulated exams is to reduce exam anxiety by demystifying the exam experience, providing students the opportunity to practice timing strategies and allowing graduates to see how they are performing in relation to their fellow BEST Program participants. The practice exams also allow the ASBP professors to benchmark graduates against previous years' scores on each exam for performance analysis. During the July 2013 bar preparation period, over 100 graduates participated in the weekly BEST simulated exams. Additionally, each student submitted one of the two Florida essays completed during each simulated exam to the BEST Program for grading and feedback.

H. BEST ESSAY GRADING AND INDIVIDUALIZED FEEDBACK

The FL Bar Exam includes three one-hour essay questions on the morning of the first day of the bar exam. Students have access to released essays dating back several years, along with selected student answers and model answers, provided in the bar review course material. The BEST Program enlists the assistance of faculty, alums, and members of the local bar to serve as essay graders. ASBP provides training material for the BEST volunteer graders to insure that they grade in accordance with methods used by actual bar graders. The graders provide detailed written feedback for each student throughout the bar review period. During the July 2013 bar preparation period, five members of the College of Law faculty and four

adjuncts volunteered weekly to assist with grading student essays. One hundred essays per week on average were graded for each of the four BEST Program simulated exams.

I. BEST INDIVIDUALIZED COUNSELING AND MENTORING

First-time takers are assigned an ASBP professor to work with them throughout the bar preparation period. The assigned ASBP professor is referred to as the graduates' "bar coach". During the 12-week July 2013 bar cycle, ASBP professors met with graduates (the majority weekly), answered countless emails, made volumes of telephone calls, and provide much needed overall support to graduates during the bar exam preparation period. The BEST Program is designed to provide individualized counseling on an "as needed" basis and on a daily basis, the ASBP staff received/sent multiple emails, met with walk-ins, and received telephone calls from graduates with questions or those simply in needed of a pep talk and additional guidance relating to their bar preparation efforts.

J. BEST SUPPLEMENTAL LECTURES

Both commercial bar review companies provide subject matter lectures using attorneys and professors. The lectures are a combination of live lectures and video playback. Periodically, students will complain that the lectures provided by their bar review companies were inadequate. The BEST Program schedules supplemental lectures using professors and adjuncts who routinely teach those bar subjects to insure students have adequate information for the bar exam.

K. BEST SECOND CHANCE PROGRAM

The Second Chance Program is offered to FAMU alumni who have not been successful in passing the bar exam or first or subsequent attempts. The program is structured the same as the BEST Program; however students receive a modified schedule since they generally choose not to sit through the commercial bar review lectures. Additionally, due to limited resources, Second Chance students do not receive the same level of individualized attention as do the BEST Program first time students.

b. Attrition rate of the students in the first year of law school, including academic and other reasons.

The Committee has expressed concern regarding increased overall attrition percentage for the 2011-2012 academic year. While the first-year attrition of the class that entered in the Fall, 2011 represented a significant increase, it appears to have been an aberration and should not be viewed as a reoccurring event. As the reports below reflect, the attrition rate for the 2010-2011 and the 2012-2013 academic years are relatively lower, indicating that 2011-2012 was an anomaly.

1st Year JD Attrition			
	2010-2011	2011-2012	2012-2013
Academic	37 (12.8%)	42 (16.5%)	29 (11.4%)
Transfers	9 (3.2%)	33 (12.9%)	19 (7.4%)
Other than Transfers	28 (9.7%)	28 (11.0%)	17 (6.4%)
TOTAL	74	103	65
%	25.7	40.6	25.4

2nd Year JD Attrition			
	2010-2011	2011-2012	2012-2013
Academic	4 (2.2%)	1 (0.5%)	2 (0.8%)
Transfers		4 (1.7%)	2 (0.8%)
Other than Transfers	4 (2.2%)	3 (1.3%)	4 (1.5%)
TOTAL	8	8	8
%	4.4	3.5	3.1

3rd Year JD Attrition			
	2010-2011	2011-2012	2012-2013
Academic	0	0	0
Transfers			
Other than Transfers	1(0.6%)	1(0.3%)	0
TOTAL	1	1	0
%	0.6	0.3	0.0

4th Year JD Attrition			
	2010-2011	2011-2012	2012-2013
Academic			
Transfers			
Other than Transfers			
TOTAL			
%	0.0	0.0	0.0

To address the specific concerns of the Accreditation Committee related to attrition the following in-depth analysis is provided. The analysis provides a detailed review of the attrition statistics by reason for attrition. It should be noted that the rate of academic dismissal was impacted by revised academic policies as well as traditional retention challenges. A closer look at the statistics show that of the 103 first year students who did not return, 75 were either academically dismissed or transferred to another law school, raising two entirely separate issues which should be addressed separately. The rate of transfers for 2011-2012 was unusually high and inconsistent with transfer rates in 2010-2011 and 2012-2013.

2011-2012 - 1st Year JD Attrition Breakdown		
		Overall Attrition %
Academic Dismissal	42	16.5
Transfers	33	12.9
Administrative	7	2.7
Personal	4	1.5
Health	3	1.2
Financial	6	2.3
Other	8	3.2
TOTAL	103	40.6%

Impact of Change in Academic Standards Policies

As reported in the Self Study and in the previous ABA responses, the College of Law revised its academic standards in 2011, implementing the following changes:

- increased the minimum grade point average for eligibility to petition for readmission from 1.67 to 1.85;
- clarified the process and expectations for petitions for readmission after dismissal;
- instituted an “academic alert” policy for students with grade point averages above the 2.0 minimum but nonetheless are at academic risk; and
- instituted a policy of academic dismissal for students with grade point averages of 1.6 or below after the first semester of full-time study or after the second semester of part-time study.

One of the collateral consequences in implementing the new initiatives was an increase in academic dismissals from 37 in 2010-2011 to 42 in 2011-2012. The College of Law was mindful of the potential effects of the new policies, but was confident that the policies were consistent with the intent of ABA Standard 303(c).

On the other hand, policies such as “academic alert” (a warning program for students in good standing but academically under-performing) and the addition of the first year Introduction to Analytical Skills Course (IAS) have had the opposite effect in 2012-

2013, significantly contributing to the reduction of the number of academic dismissals from to 42 (16.5) to 29 (11.4%), the lowest in three academic years. The academic alert program and IAS have served as early intervention for students with academic deficiencies and those in the danger zone for not succeeding in law school or passing the bar exam on their first attempt. The law school has only had one full year of implementation of the academic initiatives and is eager to see a two to three year snapshot of the collaborative effect of all the policies.

Impact of the Introduction to Analytical Skills

At the conclusion of the 2012-1013 academic year, the College of Law collected and analyzed data from various sources, including the Registrar’s Office and the Office of Admissions in order to conduct an evaluation of the effectiveness of the Introduction to Analytical Skills (IAS) I and II course. The law school then analyzed the LSAC entering credentials (LSAT, U-GPA, and Index Scores) of both the entering classes of 2011 and 2012 and compared that data to earned COL GPAs in specified ranges throughout the first two semesters of matriculation at the COL. While the initial analysis could not fully assess the effectiveness of the courses, it was nonetheless a starting point in light of the sample size and short time period in which the course has been required.

Included below is a detailed report that contains a summary of the IAS course, and an analysis of how students in 2011 performed (without IAS) in contrast to how students performed in 2012 (with IAS). The College of Law also included detailed charts and tables to illustrate both incoming LSAC entering data and COL matriculation results. Review of the comparisons of the incoming classes of 2011 and 2012 show noticeable gains in the overall GPA at the end of each semester that the IAS course was administered as a required course. (See Impact Table) It is also particularly interesting to note that the incoming LSAT, undergraduate GPA, and index score averages were higher, overall, for students entering the COL in 2011. Nevertheless, students matriculating in 2012 with slightly lower LSAT scores, grade point averages, and index scores had higher grade point averages than students matriculating in 2011.

Impact of IAS Course on Incoming Classes						
Incoming Class of 2011 & 2012 Overall Averages	LSAT	Undergrad GPA	LSAC Index	First Semester GPA	Second Semester GPA	Cum GPA And 2nd Semester
Incoming 2012 Class	147	3.079	2.59	2.48	2.51	2.6
Incoming 2011 Class	148	3.083	2.68	2.33	2.47	2.5

FAMU COL LSAC DATA & MATRICULATION REPORT (Tables 1-5)
ENTERING STUDENTS IN 2011 and 2012

Tables 1, 2 and 3 show the LSAT, LSAC Index Score, and Undergraduate GPA for students entering the FAMU College of Law (COL) during the Fall 2011 and Fall 2012 semesters.

Table 1. LSAT Ranges for Incoming Classes 2012 & 2011
 The IAS course was required for the incoming Class of 2012; however, it was not required for 2011.

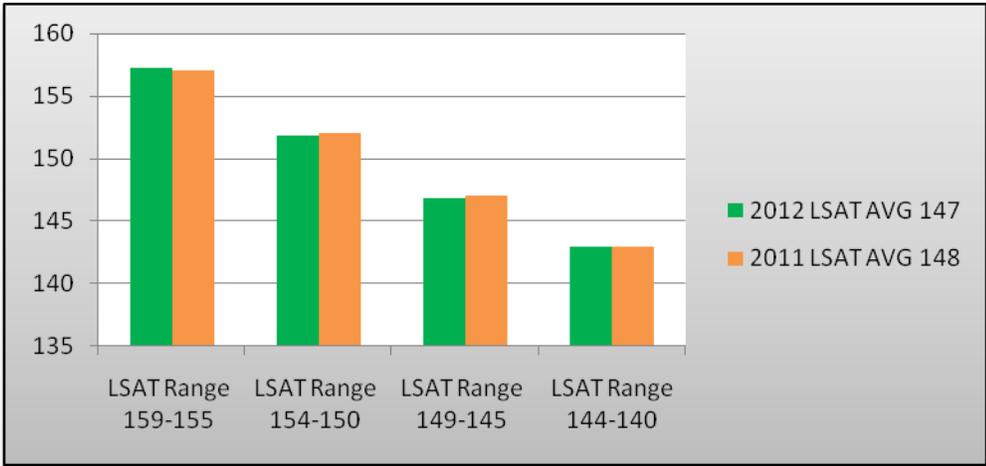
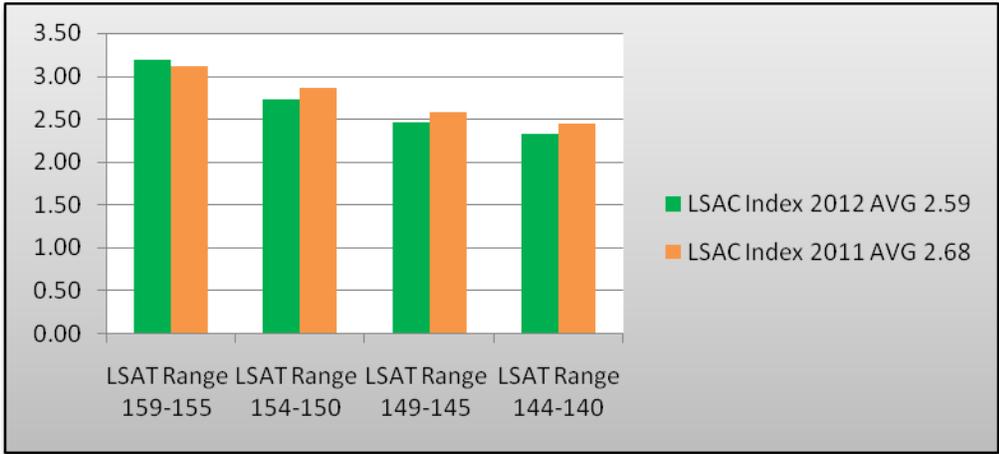


Table 2. Index Ranges for Incoming Classes 2012 & 2011
 The IAS course was required for the incoming Class of 2012; however, it was not required for 2011.



Tables 3, 4, and 5 show the complete matriculation picture for students entering the COL during the Fall 2011 and Fall 2012 semesters, through the end of their first two semesters of law school. The Introduction to Analytical Skills (IAS) I and II course was added to the COL curriculum as a required course for *all* entering first year students beginning Fall 2012. Students entering the COL in 2011 and prior were *not* required to attend a critical skills course during their first year of matriculation at the COL.

Table 3. Undergraduate GPA Ranges for Incoming Classes 2012 & 2011
 The IAS course was required for the incoming Class of 2012; however, it was not required for 2011.

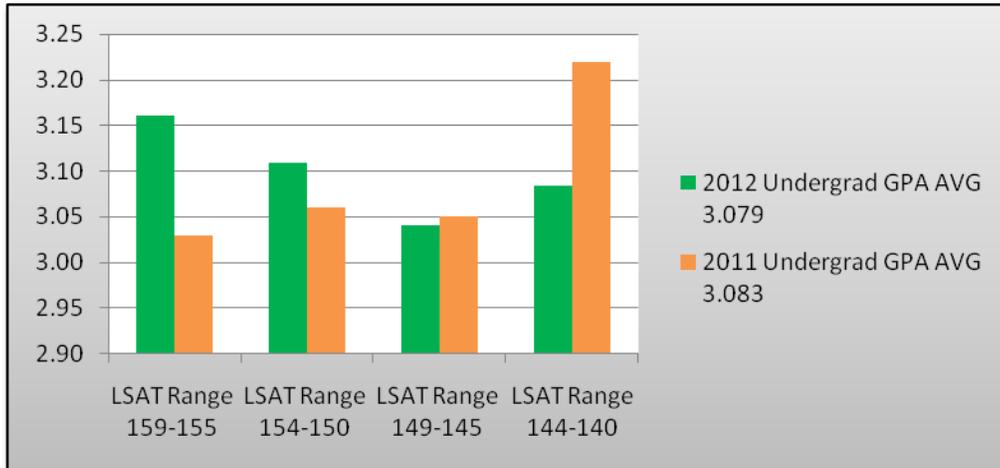
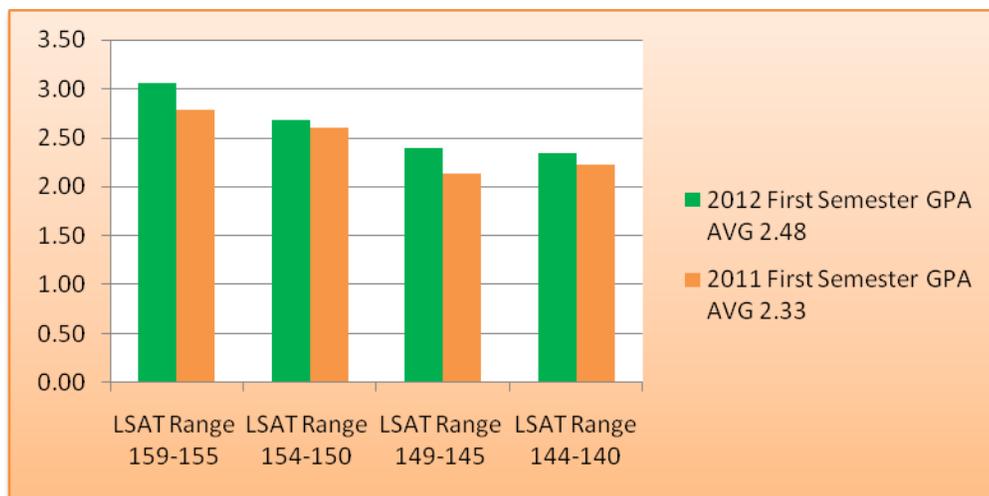


Table 4. 1st Semester GPA Ranges
 IAS course was required for the incoming Class of 2012; however, it was not required for 2011.



FAMU COL LSAC DATA & MATRICULATION REPORT (Tables 1-5)
Continued ENTERING STUDENTS IN 2011 and 2012

Table 5. 2nd Semester GPA Ranges
IAS course was required for the incoming Class of 2012; however, it was not required for 2011.

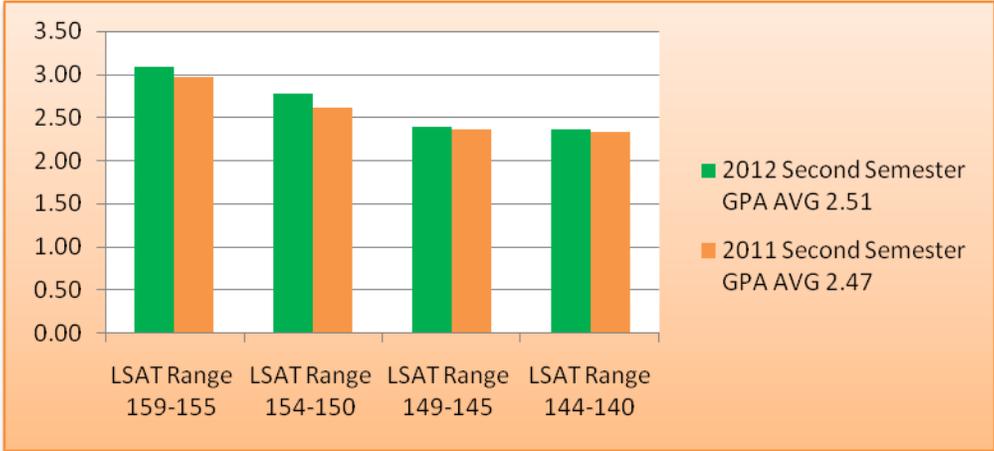
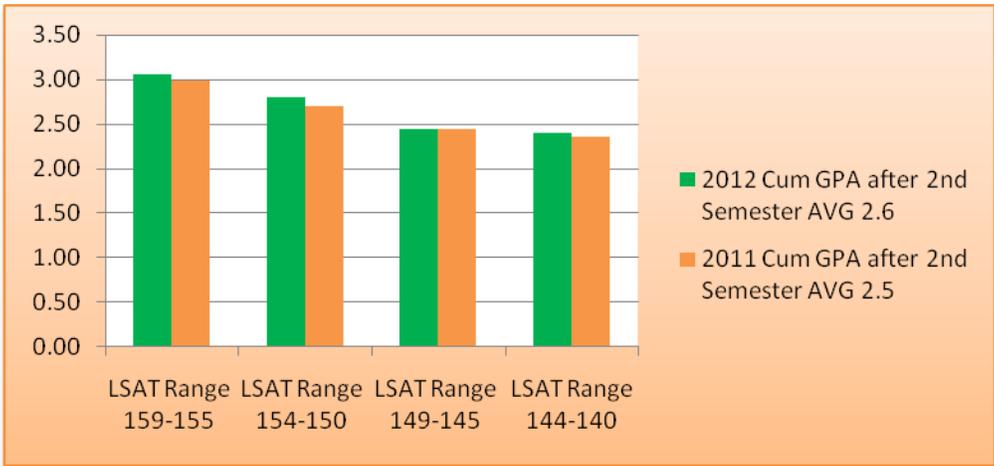


Table 6. CUMALATIVE GPA (After 2 Semesters) Ranges
IAS course was required for the incoming Class of 2012; however, it was not required for 2011.



Increase in Transfers for 2011-2012

Student attrition has been a focal point of discussion in law schools for many years. Not surprising, it is almost impossible to isolate a single non-academic factor or reason as to why law students do not matriculate. Recent College of Law data reports that students leave for a variety of reasons ranging from financial difficulties, personal considerations, employment obligations, health issues and even motivation problems. With that in mind, the College of Law is making every effort to retain all law students, not just first-year students.

One major concern for the College of Law was the increase in student “transfers” from 2010-2011 (9) to 2011-2012 (33). Below are number of factors that have contributed to the increase:

- receipt of the ABA Site Team report and their effect on the perceptions of some student about the law school;
- marked increase in the recruiting efforts from “higher ranked” law schools encouraging transfers from FAMU;
- negative press resulting from premature “disclosure” of ABA accreditation findings and requests for information;
- inability to separate the law school’s reputation from the public challenges facing the main campus in Tallahassee such as the Robert Champion hazing incident and the SACS probation;

The College of Law began taking proactive measures last year to decrease the number of "transfers", which we believe substantially contributed to the considerably smaller number of “transfers” for the 2012-2013 academic year (19). Some of the initiatives were:

- Awarding of merit-based scholarship to top-performing students at the end of the first year who had not entered on scholarship;
- Holding town hall meetings to inform the students of our status with the Accreditation Committee;
- Placing renewed focus on faculty-student mentor program;
- Inviting the University President and Provost to attend First Year Orientation.

**c. Bar Passage Rates: First-Time Bar Passage Rate for July 2013
Florida Bar Exam; Ultimate Bar Passage Rate for 2008-2012**

Below are the July 2013 Florida Bar Examination results. As the chart below shows, the College of Law continued a steady trend of improvement with the release of the scores. The 71.7 percent overall score is within 5.5 percentage points of the state average of 77.2 percent.

In addition to scoring above 70 percent, the score represents a nearly 19.1 percent increase in the first time bar passage rate which is a 36% increase in the first-time bar passage rate from July 2009 until July 2013..

The College of Law also had its highest number of first-time takers sit for the July 2013 exam at 152. There were 109 first-timers who passed the exam.

Bar Exams	1 st Timer	State Average	Differential
July 2013	71.7%	77.2%	-5.5%
July 2012	68.1%	80.2%	-12.1%
July 2011	65.3%	80.1%	-14.8%
July 2010	62.5%	79.2%	-16.7%
July 2009	52.6%	80.0%	-27.4%

Florida Board of Bar Examiners

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September 23, 2013

JULY 2013 GENERAL BAR EXAMINATION OVERALL METHOD

The Supreme Court of Florida has released the following bar examination statistical information developed by the Florida Board of Bar Examiners. These results apply to the July 2013 General Bar Examination administered on July 30-31, 2013 in Tampa, Florida. This datum applies to only those persons sitting for both Parts A and B of the examination for the first time.

	Number Taking	Number Passing	Percent Passing
University of Miami School of Law	299	237	79.3
University of Florida College of Law	321	283	88.2
Stetson University College of Law	234	209	89.3
Florida State University College of Law	188	163	86.7
Nova Southeastern University College of Law	242	198	81.8
St. Thomas University College of Law	152	112	73.7
Florida Coastal School of Law	310	209	67.4
Barry University School of Law	123	92	74.8
Florida A&M University College of Law	152	109	71.7
Florida International University College of Law	122	101	82.8
Ave Maria School of Law	78	45	57.7
non-Florida law schools	852	615	72.2
Totals	3073	2373	77.2

The Florida Bar Examination consists of the following:
General Bar Examination (Part A and Part B)
Multistate Professional Responsibility Examination

Notice: The enclosed results reflect the performance of individuals on the July 2013 General Bar Examination. These statistical data do not represent an evaluation of the listed law schools.

**Florida Agricultural and Mechanical University College of Law
Ultimate Bar Pass Rate Data
2008-2012**

<u>Ultimate Bar Pass Rate 2008-2012</u>					
Five Year Comprehensive Summary					
Graduates	743				
Less: Non-Persisters & Never Attempted	72		Non-Persisters Unknown	19 53	72
Net Takers	671				
70% of Net Takers	470				
<u>Total</u>	<u>Totals</u>	<u>Florida</u>			
Bar Exam Takers	586	586			
Bar Exam Passers	515	515			
Failed	76	76			
Unknown	53	0			
Pass Rate %	87.88%				
<i>A law school's bar passage rate shall be sufficient, for purposes of Standard 301-6, if the school demonstrates that it meets any one of the following tests; 1) That for students who graduated from the law school within the five most recently completed calendar years: <u>(a) 75 percent or more of these graduates who sat for the bar passed a bar examination</u>, or (b) in at least three of these calendar years, 75 percent of the students graduation in those years and sitting for the bar have passed a bar examination.</i>					
Updated 9/6/13					

**Florida Agricultural and Mechanical University College of Law
 Ultimate Bar Pass Rate Data
 2008-2012**

<u>Ultimate Bar Pass Rate 2008</u>						
Graduates	141					
Less: Non-Persisters & Never Attempted	10		Non-Persisters Unknown	5 5		<u>10</u>
Net Takers	131					
70% of Net Takers	92					
<u>Total</u>	<u>TOTAL (1 Jurisdiction)</u>	<u>Florida</u>				
Bar Exam Takers	124	124				
Bar Exam Passers	111	111				
Failed	18	13				
Unknown	5	0				
Pass Rate %	89.52%					
<p><i>A law school's bar passage rate shall be sufficient, for purposes of Standard 301-6, if the school demonstrates that it meets any one of the following tests; 1) That for students who graduated from the law school within the five most recently completed calendar years: <u>(a) 75 percent or more of these graduates who sat for the bar passed a bar examination</u>, or (b) in at least three of these calendar years, 75 percent of the students graduation in those years and sitting for the bar have passed a bar examination.</i></p>						
Updated 9/6/13						

**Florida Agricultural and Mechanical University College of Law
Ultimate Bar Pass Rate Data
2008-2012**

<u>Ultimate Bar Pass Rate 2009</u>					
Graduates	132				
Less: Non-Persisters & Never Attempted	8		Non-Persisters Unknown	6 2	<u>8</u>
Net Takers	124				
70% of Net Takers	87				
<u>Total</u>	<u>TOTAL (1 Jurisdiction)</u>	<u>Florida</u>			
Bar Exam Takers	106	106			
Bar Exam Passers	94	94			
Failed	12	12			
Unknown	2	0			
Pass Rate %	88.68%				
<p><i>A law school's bar passage rate shall be sufficient, for purposes of Standard 301-6, if the school demonstrates that it meets any one of the following tests; 1) That for students who graduated from the law school within the five most recently completed calendar years: <u>(a) 75 percent or more of these graduates who sat for the bar passed a bar examination,</u> or (b) in at least three of these calendar years, 75 percent of the students graduation in those years and sitting for the bar have passed a bar examination.</i></p>					
Updated 9/6/13					

**Florida Agricultural and Mechanical University College of Law
Ultimate Bar Pass Rate Data
2008-2012**

<u>Ultimate Bar Pass Rate 2010</u>						
Graduates	144					
Less: Non-Persisters			Non-Persisters	4		<u>14</u>
& Never Attempted	14		Unknown	10		
Net Takers	130					
70% of Net Takers	91					
<u>Total</u>	<u>TOTAL (1 Jurisdiction)</u>	<u>Florida</u>				
Bar Exam Takers	109	109				
Bar Exam Passers	96	96				
Failed	13	13				
Unknown	10	0				
Pass Rate %	88.07%					
<p><i>A law school's bar passage rate shall be sufficient, for purposes of Standard 301-6, if the school demonstrates that it meets any one of the following tests; 1) That for students who graduated from the law school within the five most recently completed calendar years: (a) 75 percent or more of these graduates who sat for the bar passed a bar examination, or (b) in at least three of these calendar years, 75 percent of the students graduation in those years and sitting for the bar have passed a bar examination.</i></p>						
Updated 9/6/13						

**Florida Agricultural and Mechanical University College of Law
Ultimate Bar Pass Rate Data
2008-2012**

Ultimate Bar Pass Rate 2011						
Graduates	171					
Less: Non-Persisters & Never Attempted	15		Non-Persisters	4		<u>15</u>
			Unknown	11		
Net Takers	156					
70% of Net Takers	109					
Total		TOTAL (1 Jurisdiction)	Florida			
Bar Exam Takers	141	141				
Bar Exam Passers	124	124				
Failed	17	17				
Unknown	11	0				
Pass Rate %	87.94%					
<p><i>A law school's bar passage rate shall be sufficient, for purposes of Standard 301-6, if the school demonstrates that it meets any one of the following tests; 1) That for students who graduated from the law school within the five most recently completed calendar years: <u>(a) 75 percent or more of these graduates who sat for the bar passed a bar examination</u>, or (b) in at least three of these calendar years, 75 percent of the students graduation in those years and sitting for the bar have passed a bar examination.</i></p>						
Updated 9/6/13						

**Florida Agricultural and Mechanical University College of Law
Ultimate Bar Pass Rate Data
2008-2012**

Ultimate Bar Pass Rate 2012						
Graduates	155					
Less: Non-Persisters & Never Attempted	25		Non-Persisters	0		<u>25**</u>
			Unknown	25**		
Net Takers	130					
70% of Net Takers	91					
Total		TOTAL (1 Jurisdictions***)	Florida			
Bar Exam Takers	106		106			
Bar Exam Passers	90		90			
Failed	16		16			
Unknown	25		0			
Pass Rate %	84.91%					
<p>** Please note that 15 of the 25 UNKNOWN graduates (60%) graduated in August 2012 or December 2012. These graduates did <u>not</u> take the February 2013 bar exam, which would have been their <i>first</i> opportunity to sit for the Florida bar exam after graduating from the FAMU COL. At least half of this group (AUG 12 and DEC 12 graduates) that deferred the February 2013 bar exam reported to the COL that they took the July 2013 Florida bar exam. To date, results for the July 2013 Florida bar exam have not been released.</p>						
<p><i>A law school's bar passage rate shall be sufficient, for purposes of Standard 301-6, if the school demonstrates that it meets any one of the following tests; 1) That for students who graduated from the law school within the five most recently completed calendar years: <u>(a) 75 percent or more of these graduates who sat for the bar passed a bar examination,</u> or (b) in at least three of these calendar years, 75 percent of the students graduation in those years and sitting for the bar have passed a bar examination.</i></p>						
Updated 9/6/13						

d. Profile of the 2013 Entering Class.

Fall 2013 Class Profile Comparison	
Applications Received	940
Number of Offers	491
Acceptance Rate (Percent)	52%
Number of Matriculates	150
Yield (Percent of Offers)	30%
LSAT	
75th Percentile	149
Median	146
25th Percentile	144
UGPA	
75th Percentile	3.36
Median	3.03
25th Percentile	2.71
Men	
Number	61
Percent	40.67%
Women	
Number	89
Percent	59.33%
Class Ethnic Breakdown	
Non-Minorities (Percent)	31.33%
Minorities (Percent)	68.67%
Minority Breakdown	
Black	42.67%
Hispanic	18%
Asian	2%
Native American	2.67%
Other	3.3%

CONCLUSION TWO: STANDARD 201 FINANCIAL RESOURCES AND STANDARD 509 CONDITIONAL SCHOLARSHIP RETENTION DATA

a. Financial Resources Adequate to Sustain a Sound Program of Legal Education.

As a result of the national recession and state revenue shortfalls since 2007, all the universities in the State University System of Florida, experienced deep budget cuts. FAMU's share of those state cuts total over \$37 million since 2007. The University made a commitment to preserve the quality of its academic programs in spite of these challenging circumstances, and made the necessary cuts strategically in order to honor its commitment. Thus, although the law school experienced budget cuts during this period, the University has sought to minimize these cuts and, in collaboration with the law school, identified strategies to maintain a sound program in legal education both now and into the future. These strategies are discussed in this section.

The University's commitment to the law school, even in these economically challenging times is demonstrated by the fact that the budget allocated to the College exceeds the funds generated by tuition revenues. In 2012-13, based on the credit hours taken by law students, it is estimated that the law school generated just over \$9 million in tuition and fees. For that same time period, the University allocated a budget of \$12,455,583 to the law school, considerably above the amount generated by the law school in tuition and fees.

The law school operating costs in recent years have consistently been near \$13,000,000 annually. Since the site team's visit in the spring, 2012, those operating cost have remained the same. Although beginning budget allocations have been short of the actual expenditures, the University has been responsive in supplementing the Law School's budget with cash infusions as needed and by continuing its commitment to ensuring that the law school's instructional, administrative and operational obligations are met.

After the 2011-2012 fiscal year, the College of Law became keenly aware that the University's degree of support was contingent on the appropriated budget from the state of Florida. It was also well aware that the dependency on additional cash infusions was not sustainable and thus the College of Law needed to be proactive and find cost effective avenues to reduce cost without affecting its ability to sustain a sound program of legal education. In July of 2012, the College of Law was allocated a budget of \$12,455,583. In an effort to avoid the need for additional University support and to meet the budget shortfalls in general operating cost, the College of Law made a number of cost saving measures and took advantage of cash savings from unexpected vacancies.

2012-2013 Reduction of Expenditures

Source of Savings	Amount of Cash Savings
Two law enforcement officers vacancies (temporarily filled by utilizing private security) ¹	\$100,000.00
Director of Law Librarian (temporarily filled with an Interim while searching for a permanent hire) ²	\$107,000.00
Director of Career Placement (temporarily filled with an Interim while searching for permanent hire) ³	\$100,000.00
Adjunct Cost was reduced	\$50,000.00
Faculty research stipends were reduced	\$25,000.00
A full professor resigned and the position was not filled until the next fiscal year (temporarily filled by existing faculty)	\$75,000.00
TOTAL SAVINGS	\$457,000.00

In July of 2013, the Dean of the College of Law had a budget meeting with the University Provost and Vice President of Academic Affairs. As a result of the meeting the College of Law was allocated \$12,655,737 with a written commitment from the law school to again make budget adjustments of over \$500,000.00 (of which \$250,000.00 would be permanent savings).

The response below outlines many of the commitments. These reductions were made while reserving the right to make future faculty staffing needs. Central to the law school's ability to make these adjustments is the recognition that due to our past efforts to absorb budget reductions, the College of Law has placed a heavier burden

¹ The two FAMU law enforcement officers have been replaced by 4 private security guards which has increased security visibility, increase the coverage area, eliminated over-time and decrease overall security cost.

² A permanent Director of Law Librarian has been hired. Resume attached as **Attachment 1**.

³ A recommendation for hire for the Career Placement Director has been made to the University Provost. Resume attached as **Attachment 2**.

on cash expenditures needed to meet operational expenses while restricting personnel salary commitment to that which was necessary to maintain a program of academic quality. The solution moving forward outlined below is therefore heavily dependent on addressing the recurring cash shortfall experienced by the law school while preserving our ability to address faculty hiring needs by maintaining rate commitments and at the same time reducing operational expenses.

The table below shows cost saving by COL Dept and Account designations. The total amount proposed is in excess of \$520,000.00

2013-2014 Reduction of Expenditures

Cost Saving Measures	Cash Savings
Two unfilled faculty vacancies	\$182,998.88
IT - Fiber Optic Expense Eliminated	\$81,000.00
Adjuncts Cost Reduced	\$67,000.00
Research Assistants (funding replaced by offering course credit)	\$30,000.00
Two unfilled law enforcement vacancies (replaced by 4 private security guards)	\$160,000.00
TOTAL SAVINGS	\$520,998.88

In an effort to again be proactive, the College of Law is committed to hold cost at current levels for the next five years. This commitment will provide an annual expenditure projection for the law school of \$12,655,737⁴ for the next five years. The University will seek to meet this projection within the constraints of available funding and enrollment at the law school.

The table below outlines projected annual savings and the five year comparison. It is important to note by forging the hiring of faculty and staff, the College of Law is in no way releasing the allocated rate or dollars for those positions. The College in fact would classify the commitment as an administrative freeze on hiring. The law school reserves the right to discuss hiring needs with the University, if student enrollment and class coverage require that it is prudent to resume.

⁴ It is important to note that the amounts do not take into account University raises, faculty promotions and any adjustments pertaining to the state and federal legislation.

Annual and Five Year Reduction of Projection

Cost Saving Measures	Annual Cash Savings	Five Year Cash Savings
Three law enforcement officers vacancies will not be filled ⁵	150,000.00	750,000.00
One faculty position will not be filled	190,000.00	950,000.00
Adjunct Cost was reduced	25,000.00	125,000.00
Unused rate will not be filled	55,000.00	275,000.00
TOTAL SAVINGS	420,000.00⁶	2,100,000.00

It is imperative that the above commitments not affect the College's instructional obligations. Based on an analysis of the College's projected enrollment and the realities of admissions applicant pool landscape, the law school has concluded that the commitments would not impact the law school's ability to maintain a sound program of legal education. The College of Law assumes an entering class of between 150 and 200 students per year for the next five years.⁷ This class size makes

⁵ The Department of Campus Safety and Security is reviewing several proposals which would replace two to three law enforcement personnel with private security officers. The savings to the COL would be at a minimum \$160,000.00. The impact would be cost efficient and would also provide more physical presence for the law school community. University Officials have determined either proposal would allow us to maintain appropriate security and public safety for both its day and evening divisions by allowing supervisory oversight of the private security personnel by the two uniformed FAMU officers while at the same time eliminating high-cost overtime compensation currently incurred by compensating four FAMU officers for services in excess of 40 hours per week. Both the University's Department of Campus Safety and Security and the FAMU Division of Student Affairs are working with the College of Law to implement this plan. See **Attachment 3**. The three new vacancies will exist for the 2014-2015 academic year. However, to ensure that the campus safety is maintained, four new private security guards have been hired, which increase security visibility and increase the coverage area for the law school.

⁶ It is important to note by forging the hiring of faculty and staff, the College of Law is in no way releasing the allocated rate or dollars for those positions. The College of Law, in fact, would classify the commitment as an administrative freeze on hiring. The law school reserves the right to discuss the need with the University to resume hiring in the event increased student enrollment or class coverage become issues.

⁷ Prior to academic year 2013-14, the entering class numbered between 200 and 250, with occasional class sizes as large as 280. The reduction in matriculated students at FAMU College of Law is consistent with the nationwide trend.

it possible to reduce the number of first year day sections to two instead of three.⁸ Doing so would result in course enrollments between 50 and 67 students per section. Reducing the number of sections would result in a reduction in the total number of first year instructional hours taught by faculty by twelve in the fall semester and fifteen in the spring. By maintaining the current number of faculty, the second and third year curriculum would experience a corresponding increase in the total number of instructional hours taught by faculty. Those professors who no longer teach a first year section will be available to teach second and third year elective or required courses.⁹ As the result of moving 27 more instructional hours into the upper level curriculum, the College anticipates that it might reduce the number of adjunct professors hired each semester for an overall savings of up to \$40,500.¹⁰

Additionally the College of Law will continue its efforts to increase development funds, primarily in the form of gifts. A history of gift-giving for the past five years shows the following pattern of increase:

College of Law Development Earnings (5 years)		
Academic Year	Gross Amt. Raised	
Jul 2008-Jun 2009	266,836.00	
Jul 2009-Jun 2010	411,520.00	***
Jul 2010 -Jun 2011	345,544.00	***
Jul 2011 - Jun 2012	288,706.00	
Jul 2012-Jun 2013	317,400.00	
TOTAL	1,630,006.00	

⁸ Fall semester required courses are Civil Procedure I, Contracts I, Introduction to Analytical Skills (IAS) I, Legal methods I, Property I, and Torts I. Spring semester required courses are Civil Procedure II, Contracts II, Introduction to Analytical Skills II, Legal Methods II, Property II, Torts II, and Constitutional Law I. Excluding Legal Methods and IAS, there are currently three sections of each required course in the full time program and one section of each required course for the part time program. The College will retain the same number of sections for Legal Methods I and II, and Introduction to Analytical Skills I and II.

⁹ Second and third year required courses include Business Organizations, Evidence, Constitutional Law II, Criminal Law and Professional Responsibility.

¹⁰ We do not anticipate an exact correlation between the number of new upper level courses offered and the reduction in adjunct faculty.

b. Distribution of Conditional Scholarship Retention Data to Applicants Being Offered Conditional Scholarships

The College of Law distributes conditional scholarship data to all applicants being offered conditional scholarships at the time the scholarship offer is extended. A copy of an actual scholarship letter is attached as **Attachment 4** with the accompanying information regarding conditional scholarships. The College of Law began distributing the conditional scholarship data to all conditional scholarship recipients in the fall of 2013. The timing was consistent with the changes made by the ABA House of Delegates during the August 6, 2012 ABA meeting and in compliance with the *New ABA Standard 509 - Information and Guidance* email forwarded to the College of Law on behalf of Barry Currier on August 31, 2012.

Below is the data as currently posted on the FAMU College of Law website.

Scholarship Retention Data

Students Matriculating in	# Entering with Conditional Scholarships	# Whose Conditional Scholarships have since Been Reduced or Eliminated
2012-2013	2	2
2011-2012	5	3
2010-2011	4	2
2009-2010	9	5

THE LAW SCHOOL IS REMINDED THAT IT MUST COMPLY WITH THE REQUEST REGARDING THE COMMITTEE'S PROGRAM OF INTERIM MONITORING.

Florida A&M University was in receipt of your letter dated May 9, 2013 in which the Law School was informed of the Accreditation Committee's April 2013 review of its 2011 ABA Annual Questionnaire. Based on that review, the Committee requested that Florida A&M University College of Law ("the Law School") provide information regarding compliance with Standard 511 to the Accreditation Committee by August 1, 2013. The Interim Monitoring report was forwarded to the Committee and each of the Accreditation Committee's requested responses were set out in boldface, followed immediately by the Law School's response. The Interim Monitoring report is included with this response as a separate document entitled "*Florida A&M University - Interim Monitoring Report*"

July 31, 2013, we submitted an update on the activities of our Career Services Office related to the assistance offered our students in making sound career choices and on obtaining employment. At that time, our search for a Director of Career Services was nearing completion but not finalized. We are now pleased to report that we have concluded that search and the Dean has made a recommendation to the University Provost that an offer be extended to Elizabeth Dorworth as the new Director of Career Services. A copy of her resume is included as **Attachment 2**.