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HASTINGS  
COLLEGE  
OF THE LAW

**EDUCATIONAL POLICY  
COMMITTEE MEETING**

**February 11, 2016**

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## NOTICE OF MEETING

The Educational Policy Committee of the University of California Hastings College of the Law Board of Directors will meet on Thursday, February 11, 2016.

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

DATE: Thursday, February 11, 2016

PLACE: UC Hastings College of the Law  
A. Frank Bray Board Room  
1-Mezzanine  
198 McAllister Street  
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>*

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*For further information please contact Elise Traynum, Secretary of the Board of Directors, 198 McAllister Street, San Francisco, CA 94102, (415) 565-4787. 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 accommodation, please contact the Secretary's Office by 10 a.m. on Monday, February 8, 2016, for accommodations.*



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

**EDUCATIONAL POLICY COMMITTEE**

**OPEN MEETING  
AGENDA**

February 11, 2016 - 9:00 a.m.  
UC Hastings College of the Law  
Snodgrass Hall  
1-Mezzanine  
A. Frank Bray Board Room  
198 McAllister Street  
San Francisco, California 94102

1. Roll Call

Marci Dragun, Chair  
Claes Lewenhaupt  
Mary Noel Pepys  
Chip Robertson  
Sandi Thompson

2. Public Comment (Oral)
- \*3. Approval of Minutes - November 12, 2015 (Written)
4. Report of Associate Academic Dean (Oral)
5. Report of Provost & Academic Dean:
- 5.1 Initial Assessment of Flexible JD Option: Presented by  
Professor David Levine  
and Senior Assistant Dean June Sakamoto (Written)
  - 5.2 Admissions and Retention Plans: Presented by  
Sr. Assistant Dean Sakamoto (Written)
  - 5.3 Update on Bar Passage Efforts (Written)

5.4 Update on Library and Technology Reorganization (Oral)

5.5 Other Informational Items, including Academic Programs and Student Services (Oral)

\*6. Adjournment

**EDUCATIONAL POLICY COMMITTEE MEETING**

Roll-Call

Here    Absent

- |                          |                          |                           |
|--------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Marci Dragan, Chair       |
| <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   |
| <input type="checkbox"/> | <input type="checkbox"/> | Sandra Thompson           |

Start time: \_\_\_\_\_:\_\_\_\_\_ a.m.

**EDUCATIONAL POLICY COMMITTEE  
OPEN 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: November 12, 2015



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

**EDUCATIONAL POLICY COMMITTEE**

**MINUTES**

Thursday, November 12, 2015 – 9:00 a.m.

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

1. Roll Call

Chair Marci Dragun called the meeting to order at 9:00 a.m. and the Secretary called the roll.

Committee Members Present in Answer to Roll Call

Chair Marci Dragun  
Director Claes Lewenhaupt (by telephone)  
Director Chip Robertson  
Director Mary Noel Pepys  
Director Sandra Thompson

Staff Present:

Chancellor & Dean Frank H. Wu  
General Counsel Elise Traynum  
Provost & Academic Dean Elizabeth Hillman  
Associate Academic Dean Heather Field  
Assistant Dean, Graduate Division June Sakamoto

2. Public Comment

Chair Marci Dragun opened the Public Comment Period. Hearing no requests from the public to speak, the Public Comment Period was closed



3. Approval of meeting minutes – November 12, 2015

Chair Marci Dragun called for approval of the August 13, 2015, Minutes. A correction was made to the Minutes on page 2, paragraph 1. Chair Simon's name was replaced with Chair Corcoran.

Hearing no further corrections, the Minutes were approved and ordered filed as corrected.

4. Report on Admissions and Financial Aid- Class of 2018

Senior Assistant Dean of Enrollment Management, June Sakamoto presented the Admissions Summary as distributed. She reported that law school applications were up, slightly from previous years and that the financial aid resources were very helpful to the College in competing for students with excellent metrics. She noted that the College's new admissions timeline strategy was much preferred in that the College could make scholarship offers early in the admissions process. Previously, the admissions decision was made and then the student was requested to apply for financial aid. Now, students are provided with financial aid packages upon their acceptance to the College.

Senior Assistant Dean of Enrollment Management, June Sakamoto commented that the Board's action of dedicating some \$6 million dollars to the new 1 L class paid off as the 1 L class has solid GPA and LSAT indicators. The average award for 1L students in 2013-14 was \$12,388, while the average award for 1 Ls in 2014-15 was \$20,105. The awards do not include scholarships awarded to students from endowed funds. She noted that need-based grants were available, as well.

Senior Assistant Dean of Enrollment Management, June Sakamoto presented the financial aid strategy for the classes of 2016, 2017 & 2018. Chancellor & Dean Frank H. Wu commented that the Board's decision to direct reserves toward financial aid was paying off in that the College could do more to match packages offered to prospective students like other law schools. The Directors expressed their approval, and their collective disposition that the increased scholarship funds assist the College in gaining students with high metrics, as well as keeping the College accessible to those students in need of financial aid.

Next, Assistant Dean Graduate Division June Sakamoto presented four scenarios for Enrollment Management's plan for prioritizing metrics and prioritizing revenue. All four scenarios were based upon class size, 280, or 300, or 320, or 350, respectively. She juxtaposed that to the fact that similar scholarship bands and yields were provided to the 2015 applicant pool, as well as the fact that 95% of the incoming class received financial aid scholarships. The average award was \$20,191. The discount rate for 2015-2016 students was 46%. Provost & Academic Dean Beth Hillman recommended Scenario M1 with a class size of 280. She noted that this would mean a cost of scholarships would be similar, i.e. \$6,182,080 with an uptick of the tuition discount rate from 46% to 49.23%.

A lengthy discussion ensued without the Committee taking any formal action.

5. Report of Provost & Academic Dean on other informational items, including Academic Programs and Student Services

The Committee joined Provost & Academic Dean Beth Hillman in thanking Associate Academic Dean Heather Field for the great job she did in her service as Associate Academic Dean. Provost & Academic Dean Beth Hillman reported that Professor Jeff Leftsin and Professor Miye Goishi would share the responsibilities of the office of Associate Academic Dean.

6. Adjournment

There being no further business to come before the Educational Policy Committee, the Open Meeting was adjourned at 10:00 a.m.

Respectfully submitted,

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Elise K. Traynum, Secretary

**REPORT ITEM**

1. **REPORT BY:** Associate Academic Dean Jeffrey Lefstin
2. **SUBJECT:** Report of Associate Academic Dean
3. **REPORT:** Oral Report.

**REPORT ITEM**

1. **REPORT BY:** Professor David Levine and  
Senior Assistant Dean June Sakamoto
2. **SUBJECT:** Initial Assessment of Flexible JD Option
3. **REPORT:** Written Report

# UC Hastings Law School Part-Time Degree Research

1<sup>st</sup> Round Quantitative Research

JANUARY 2016

B R C O E

UC BERKELEY RESOURCE CENTER FOR ONLINE EDUCATION

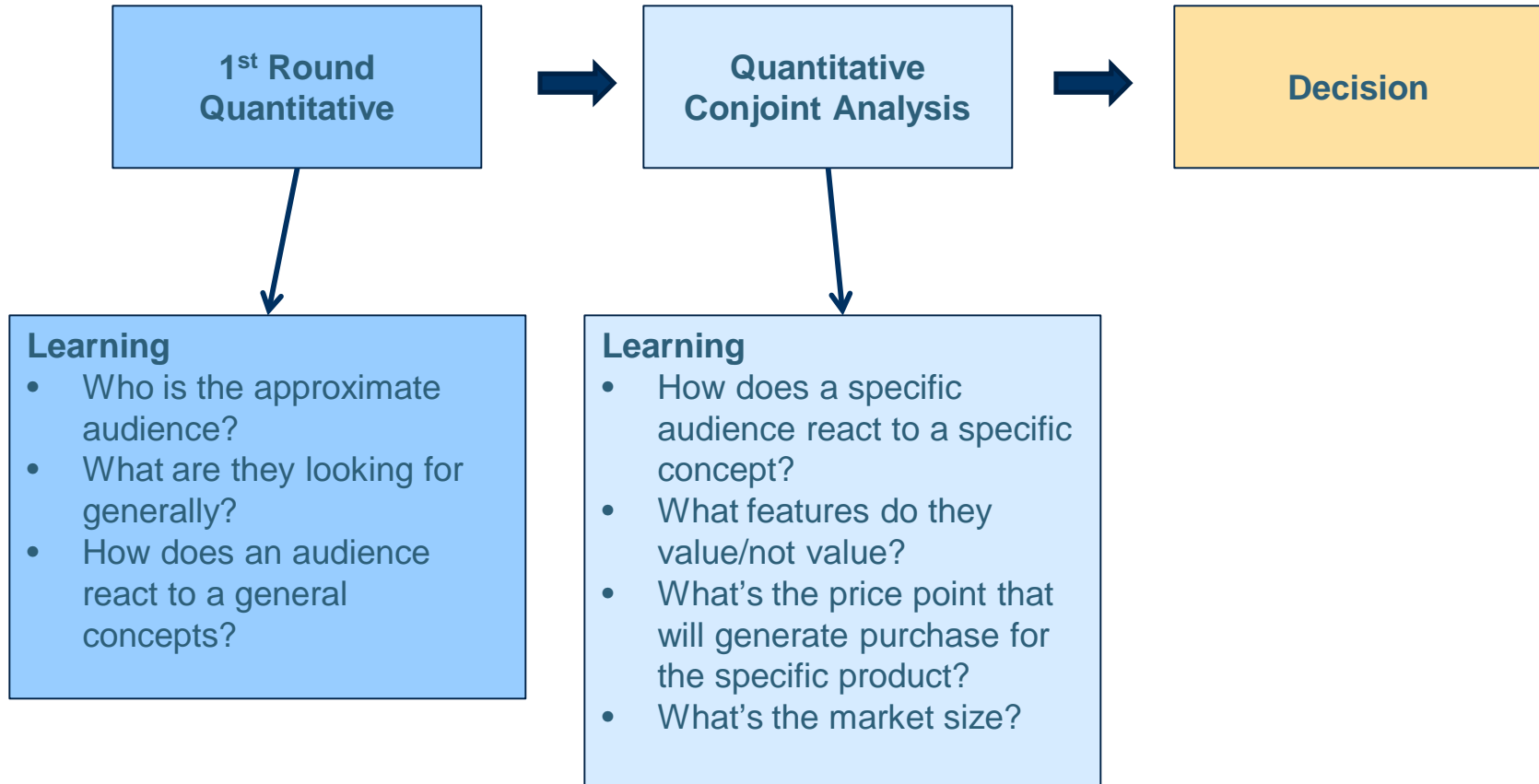
**Berkeley**  
UNIVERSITY OF CALIFORNIA

# Background

BRCOE was asked to support UC Hastings College of Law as they consider creating a part-time JD program. The purpose of this research is to inform their decision-making, specifically related to:

- Identifying the target audience
- Exploring and refining the program concept and its potential components
- Clarifying key triggers to strengthen program appeal
- Understanding the reasons for potential interest and how they might be maximized

# Where this research fits in the process . . .



# Approach

1632 people were surveyed online between December 30, 2015 and January 12, 2016. The final, qualified respondent sample size was 120. Results are statistically projectable at a 95% confidence level.

Potential Participants were screened as:

- Living in the San Francisco area
- Between the ages of 21 and 40
- Having a bachelor's degree
- Having an undergraduate GPA of 3.0 or higher
- Definitely or probably pursuing an additional degree in the next 5 years
- Considering law degree

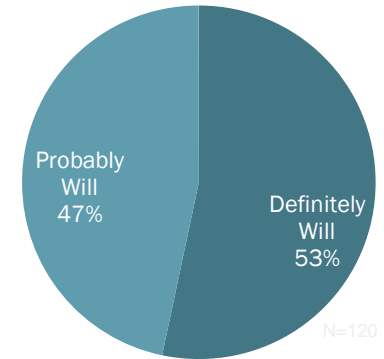


# Considering a Degree

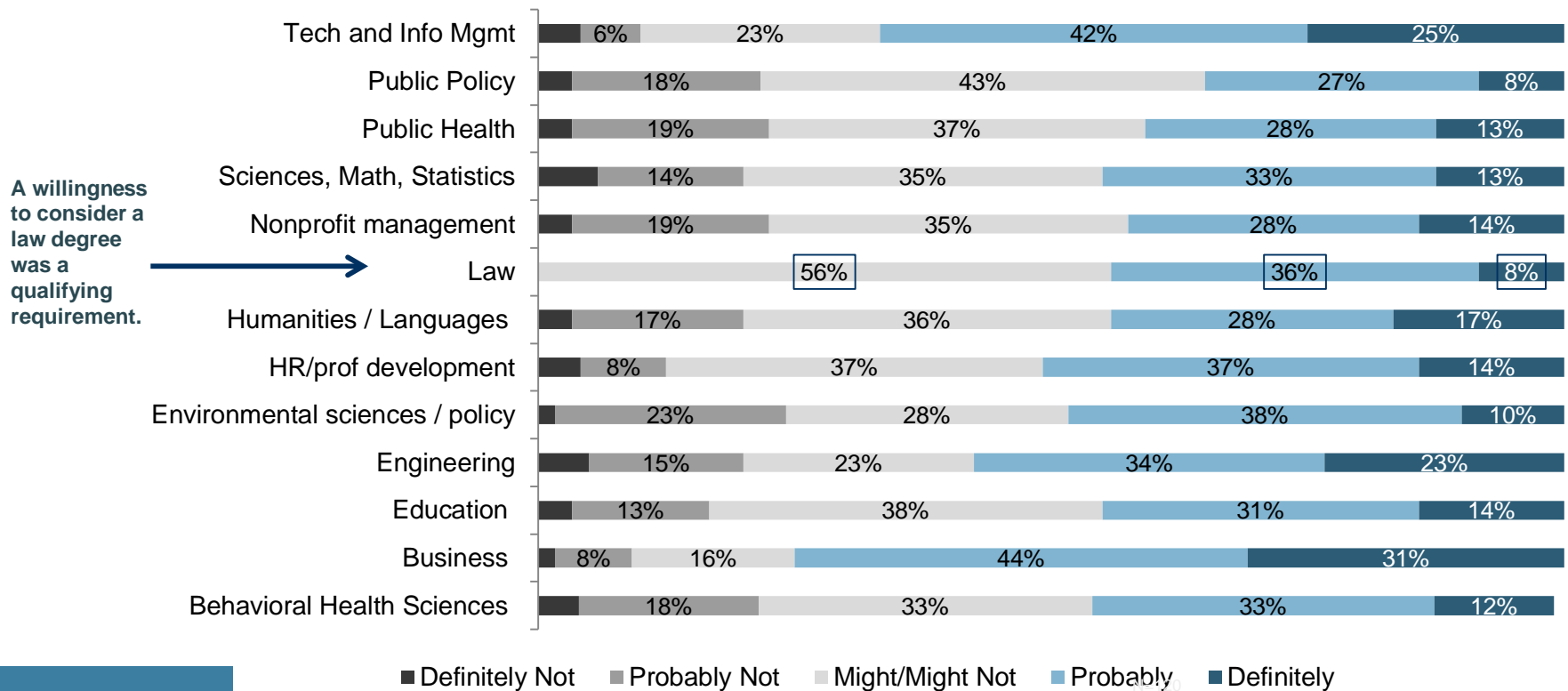
# Potential Candidates are considering a variety of degrees, outside the Law too

Just under one in ten is committed to pursuing a law degree.

Likelihood of degree in next 5 years

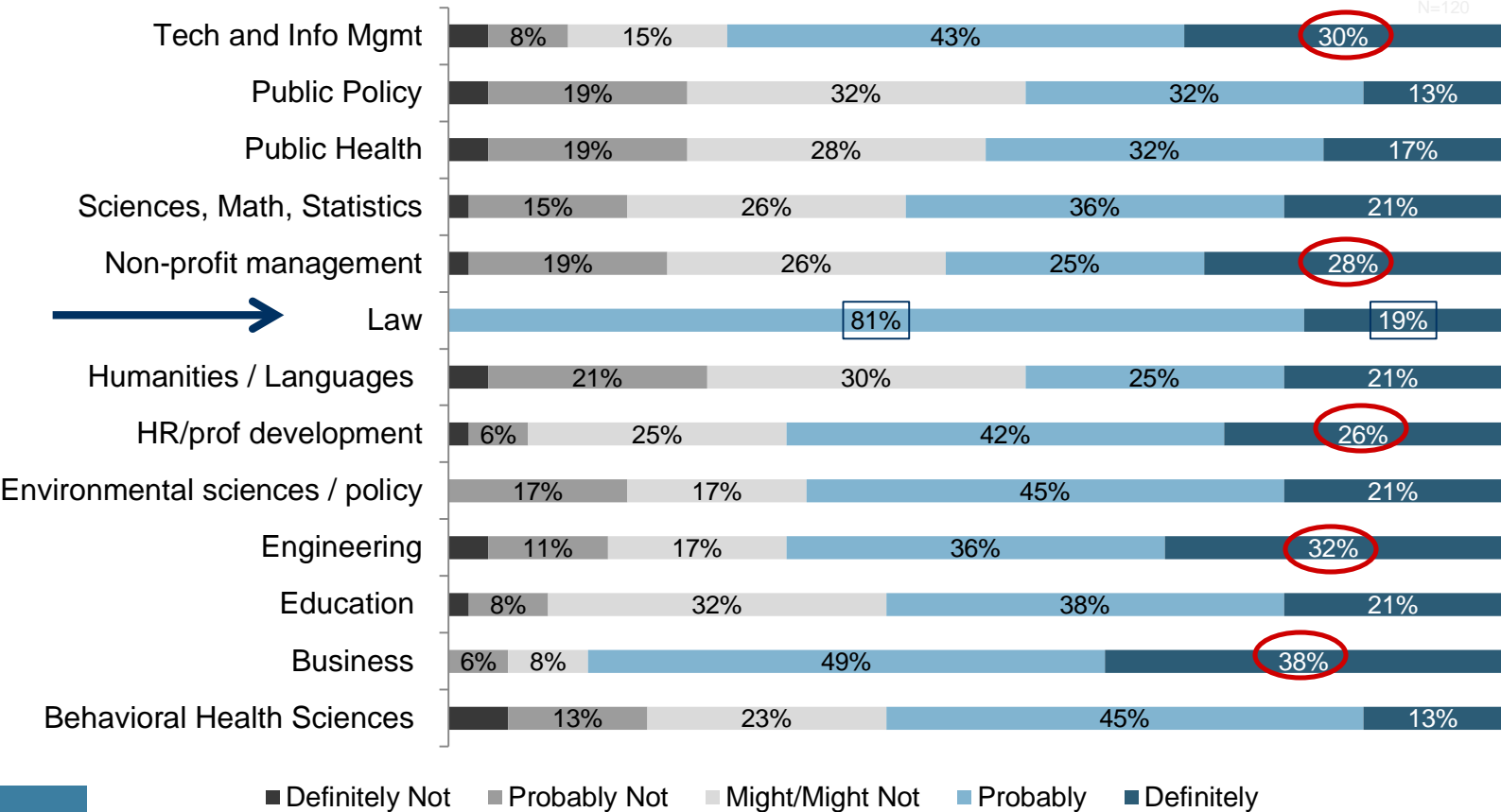


Degree Fields Considered



Those considering pursuing a law degree are also strongly considering degrees related to business, IT management, non-profit management, HR or engineering.

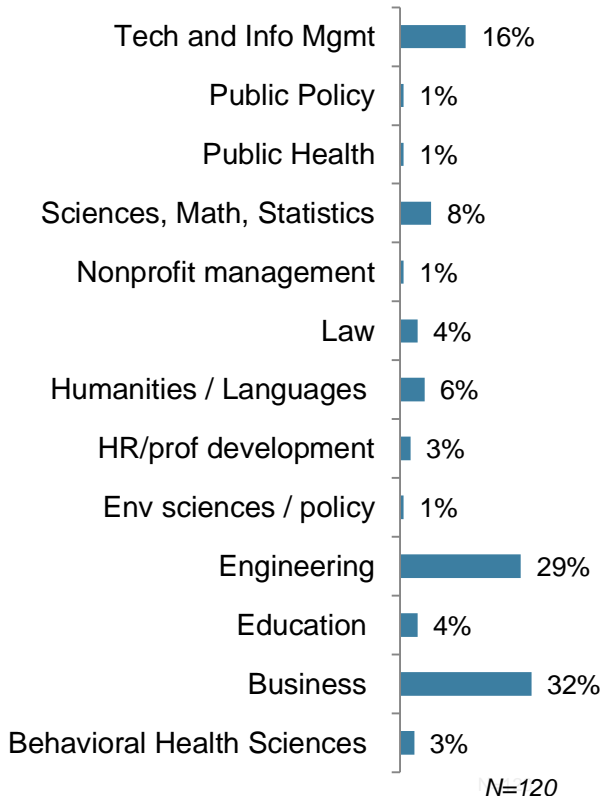
Likely to Pursue Degree Field (among strongly considering law)



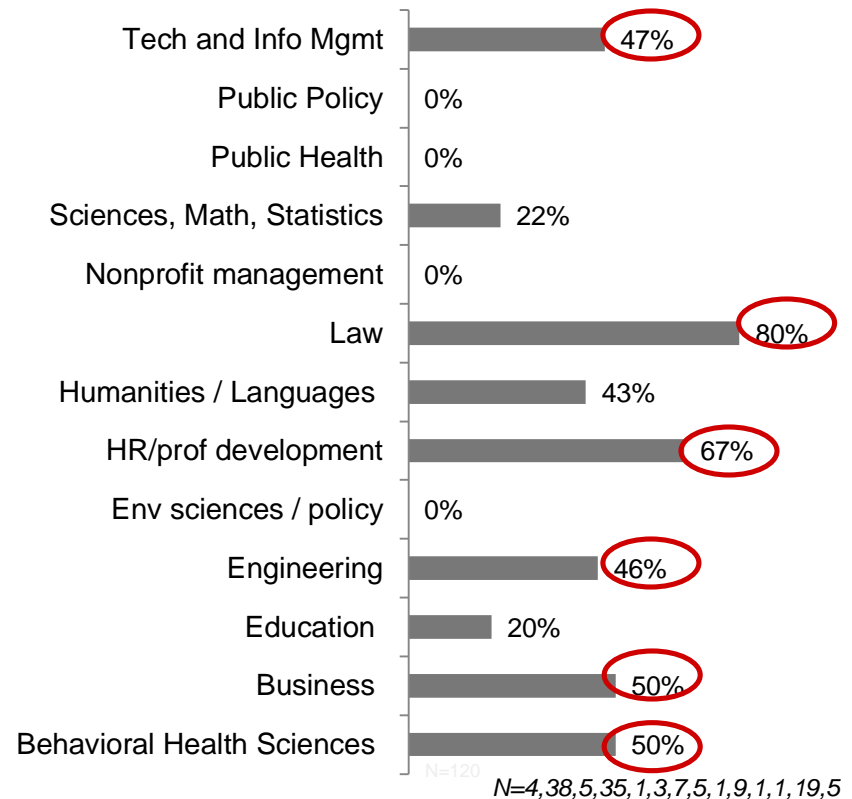
# Degree Fields with Greatest Interest in Law

Those with the strongest interest in pursuing an advanced law degree (definitely or probably will) are most likely to have an undergraduate degree related to law, human resources, business, behavioral health sciences, IT management, or engineering.

**Undergraduate Degree Field**



**Percent of Degree Saying Definitely/Probably Pursue Law Degree**



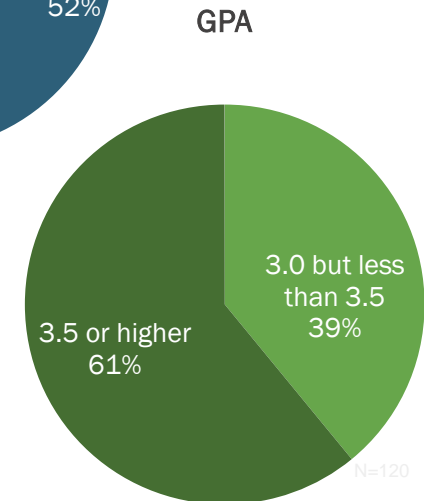
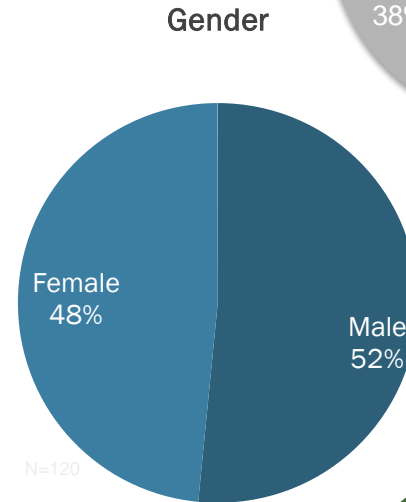
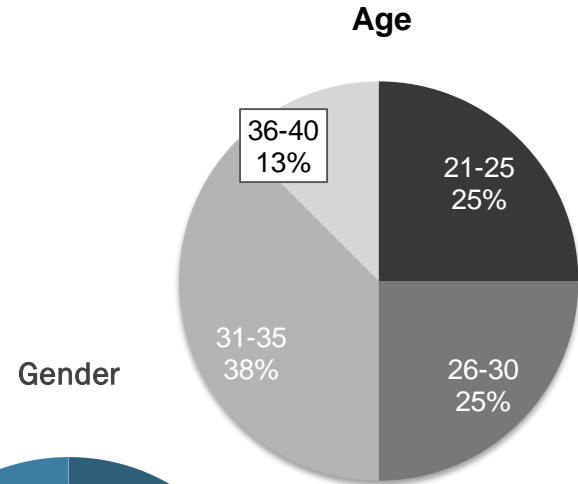
# Profile of 'Definitely Pursuing'

another degree in the next 5 years

Those most committed to further education are in their late 20s or early 30s. They had an undergraduate GPA of at least 3.5. A substantial mix are employed in technology or business.

## Current Occupation

<i>Technical (Net)</i>	<u>39%</u>
<i>IT/Tech Management</i>	23%
<i>Engineer</i>	16%
<i>Business (Net)</i>	<u>33%</u>
<i>Middle Management</i>	20%
<i>Accountant</i>	5%
<i>Sr. Management</i>	8%
<i>Other</i>	16%
<i>Unemployed/Student/Homemaker</i>	11%

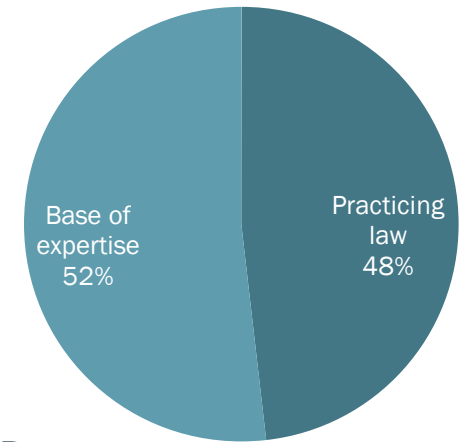


Q1. Which of these categories includes your age?  
 Q3. And, what was your grade point average (GPA)?  
 Q30. What is your gender?  
 Q7. What is your current occupation

# Current Occupation and Anticipated Benefits of a Law Degree

Most participants work in business or engineering. A law degree would provide a general understanding of legal issues and is expected to expand career opportunities. A substantial number do not intend to practice law.

Expected Application



## Current Occupation

<u>Technical (Net)</u>	<u>37%</u>
IT/Tech Management	20%
Engineer	17%
<u>Business (Net)</u>	<u>35%</u>
Middle Management	20%
Accountant	7%
Sr. Management	8%
Other	14%
Unemployed/Student/Homemaker	10%

## Anticipated Benefits of a Law Degree

General understanding of law	33%
Career change/opportunities	25%
Personal growth	10%
Specific topic of law	9%
No real impact	8%

## Barriers to getting a law degree

Time	34%
Money	38%
Difficult topic	9%
Process issues	5%
No barrier	30%

Q7. What is your current occupation?

Q8. You mentioned that you (definitely will/probably will/might or might not) consider a law degree. How would a law degree benefit you in your career?

# Interest in UC Hastings Concept

# UC Hastings Part-Time Professional JD Concept

## ***Concept Statement as Presented.***

*A highly respected California Law School is considering offering a more flexible, and specific Doctors of Jurisprudence (J.D.) Degree in a format that will accommodate working students' schedules and professional interests.*

*University of California—Hastings College of Law is considering offering a Part-Time Professional JD degree in which students will have a streamlined first year course load and have many more options to pursue electives, relevant to legal implications in a particular industry or discipline. This program design allows students to pursue their degree while continuing to work; and increases the likelihood that their degree will be directly applicable and complimentary to their career aspirations. UC Hastings is located in the Civic Center area of San Francisco.*

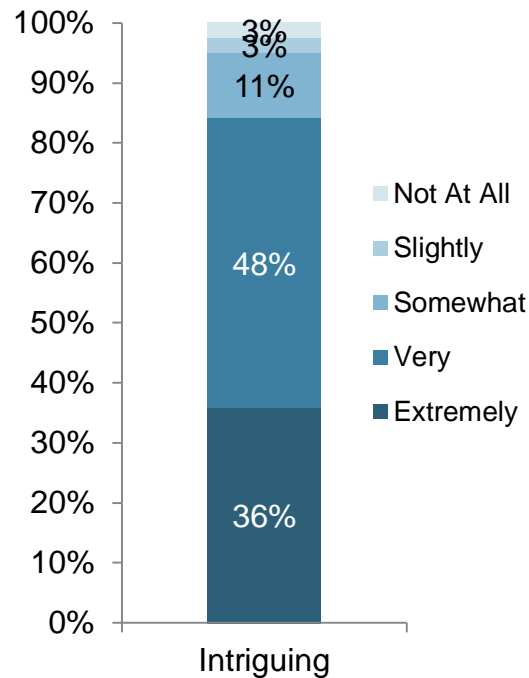
## ***Potential Online Component Statement as Presented.***

*Another approach being considered is to offer this degree in a partially online format to accommodate working students' schedules and professional interests. This would still have a streamlined first year course load, and would also have options to pursue electives online. This program design allows students to pursue their degree in a much more flexible format, while continuing to work and advance their careers.*



# Respondents Rated Concept as Very Intriguing

Key Interest Measures

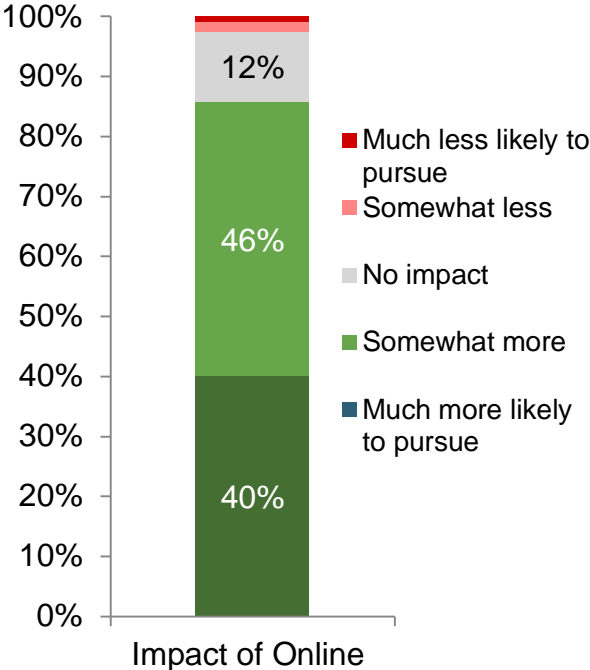


N=120

Q11. Overall, how intriguing is this degree program to you?

# An Added Online Component Increases the Likelihood of Pursuing the Degree

Key Interest Measures



N=120

Q13. How, if at all, does this partially online approach impact your interest in this degree program?

# Impact of Online Component

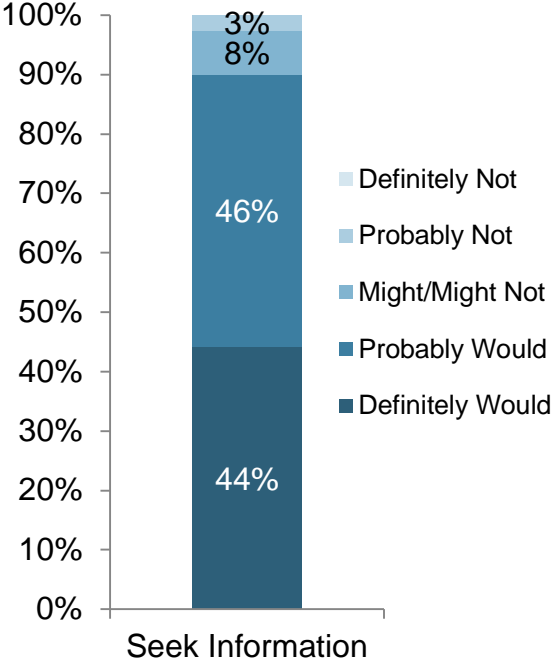
The possibility of an online component strengthens their resolve to pursue a degree. For those intrigued by the UC Hastings concept, an online component enhances their interest.

	Impact of Having an Online Component				
<i>Reaction to the UC Hastings Concept</i>	Much More Likely to Pursue	Somewhat More Likely to Pursue	Not Impact on the Decision	Somewhat Less Likely to Pursue	Much Less Likely to Pursue
Extremely Intrigued	58%	40%	2%	0%	0%
Very Intrigued	38%	53%	9%	0%	0%
Somewhat, Slightly, or Not At All Intrigued	5%	37%	42%	11%	5%

	Impact of Having an Online Component				
<i>Considering an Advanced Degree in Next 5 Years</i>	Much More Likely to Pursue	Somewhat More Likely to Pursue	Not Impact on the Decision	Somewhat Less Likely to Pursue	Much Less Likely to Pursue
Definitely Will Pursue	52%	36%	9%	2%	2%
Probably Will Pursue	25%	63%	9%	4%	0%

# Extremely High Willingness to Seek Information

Key Interest Measures



N=120

Q18. If you heard about this program, how likely would you be to request more information?

# Reasons for Interest

The ability to work while going to school is very appealing and the topic is interesting. .  
Potential for online courses allows students to participate on their own schedule and carries an implication that the material is more up to date.

## Concept Overall

<i>Flexibility</i>	42%
<i>Topic/program of interest</i>	29%
<i>Location/close</i>	12%
<i>School reputation</i>	9%
<i>Enable opportunities</i>	9%

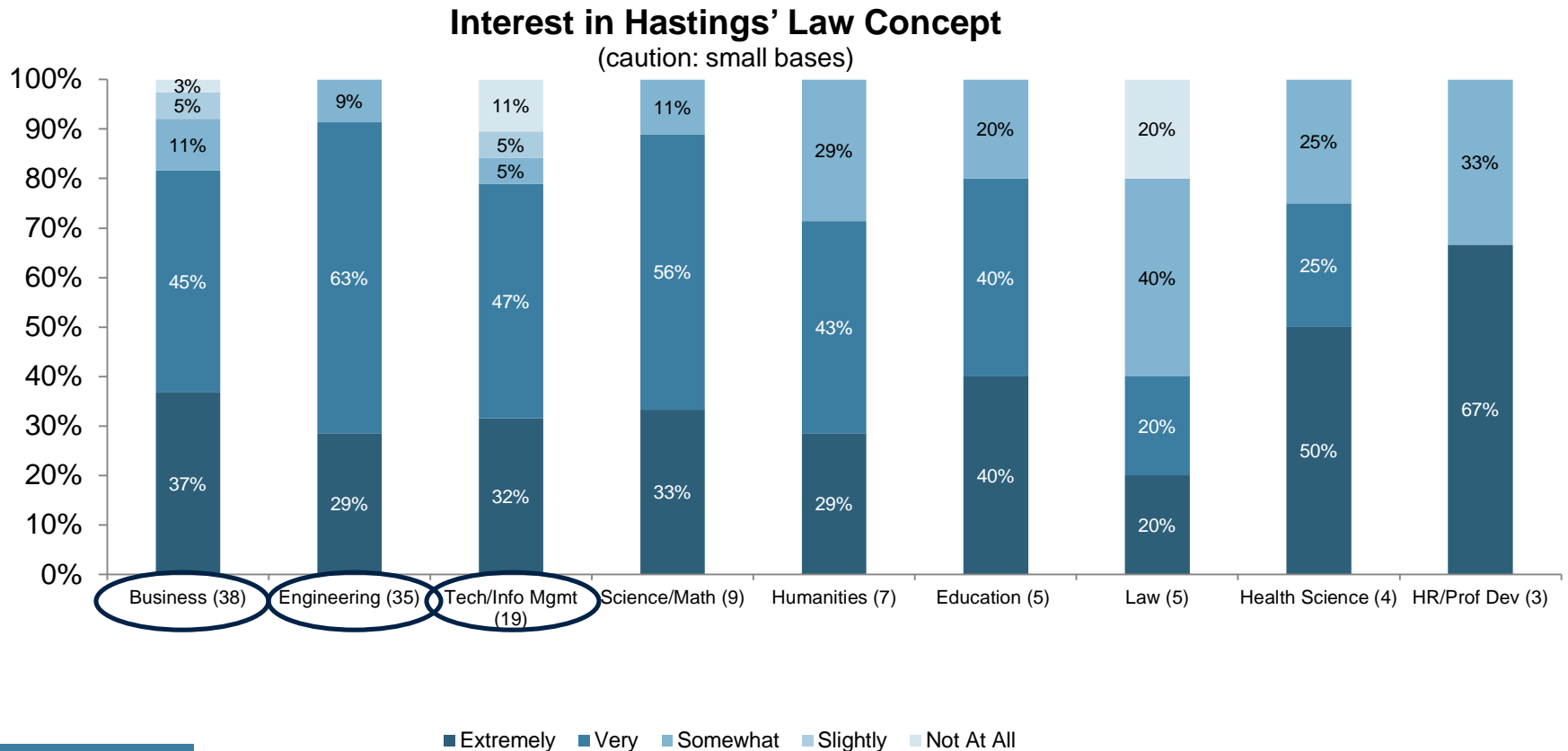
## Online Component

<i>Like online/better approach for me</i>	44%
<i>Flexibility</i>	31%
<i>Topic/program of interest</i>	9%
<i>Concerns about online/learning style</i>	8%
<i>Financially better online</i>	5%

# Intrigued by Concept by Undergraduate Degree

Those with degrees in business, engineering or technology show substantial interest in this law degree.

Other degree fields report interest, but have very low representation in this research.

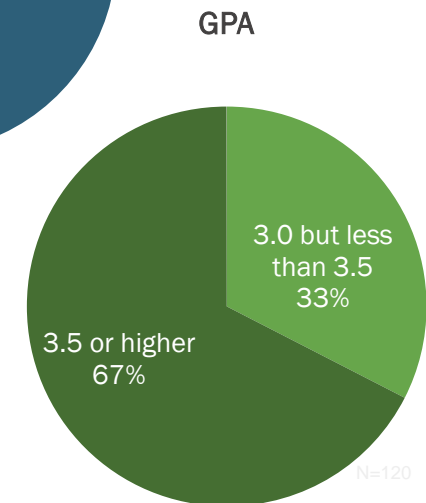
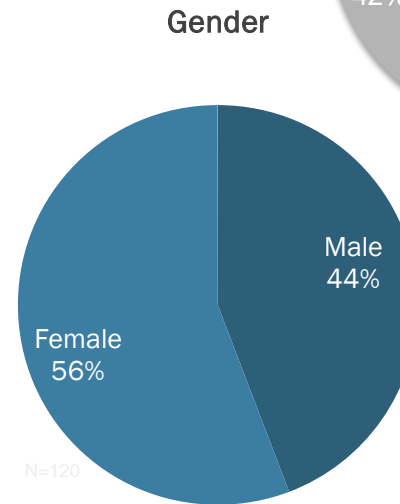
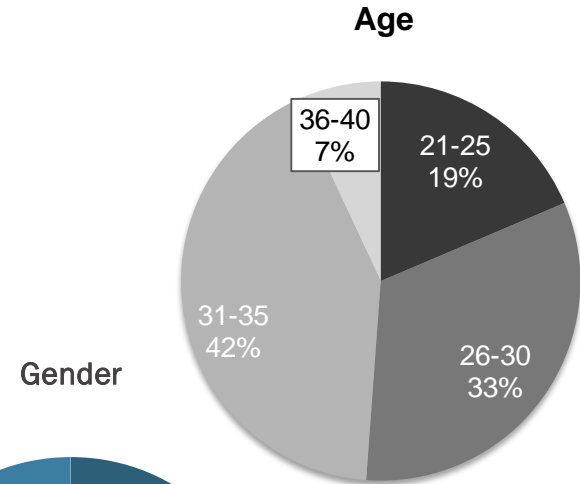


# Profile of 'Extremely Intrigued'

Those most intrigued by the concept are more likely to be women, in their low 30s who had an undergraduate GPA of 3.5 or higher. Four in ten are currently employed in technical and engineering fields.

## Current Occupation

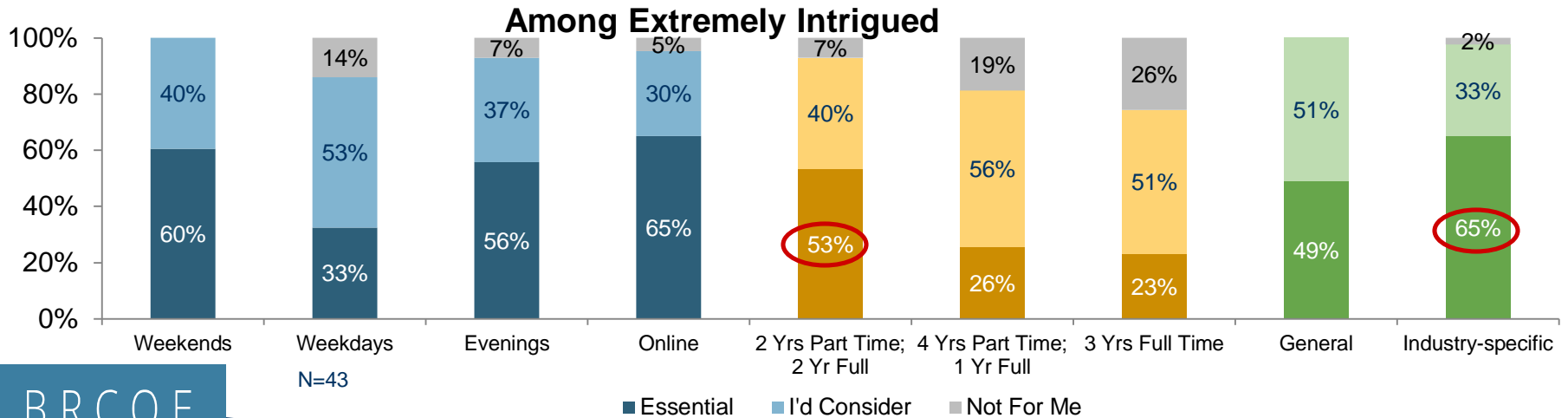
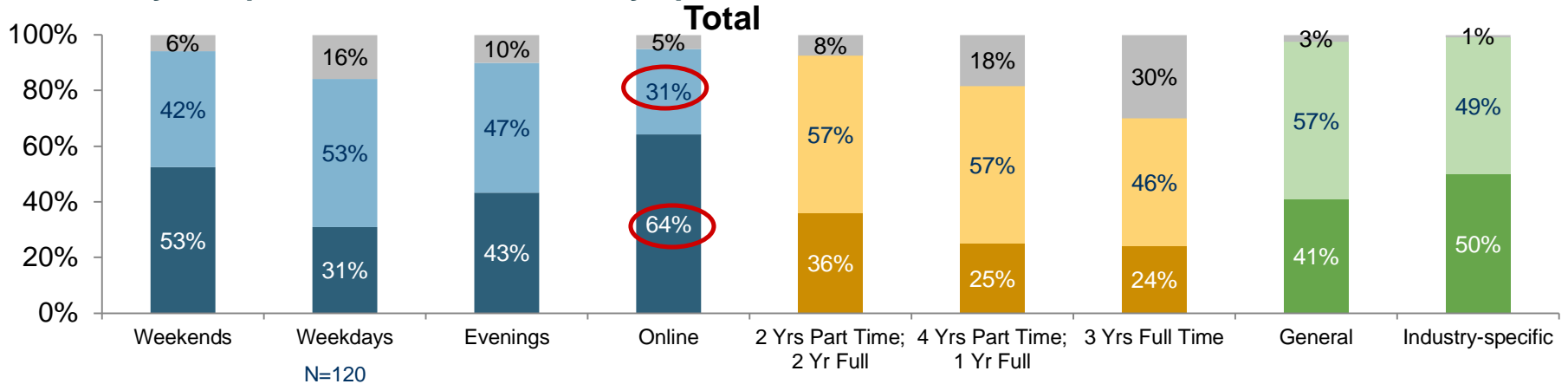
<i>Technical (Net)</i>	<i>40%</i>
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<i>Engineer</i>	<i>17%</i>
<i>Business (Net)</i>	<i>26%</i>
<i>Middle Management</i>	<i>14%</i>
<i>Accountant</i>	<i>6%</i>
<i>Sr. Management</i>	<i>6%</i>
<i>Educator</i>	<i>9%</i>
<i>Other</i>	<i>16%</i>
<i>Unemployed/Student/Homemaker</i>	<i>9%</i>



Q1. Which of these categories includes your age?  
 Q3. And, what was your grade point average (GPA)?  
 Q30. What is your gender?  
 Q7. What is your current occupation

# Program Considerations

Virtually all report that an online component essential or worth considering. Those most intrigued by the program are distinctly more interested in a four year program that offers two years part time and has industry-specific electives.

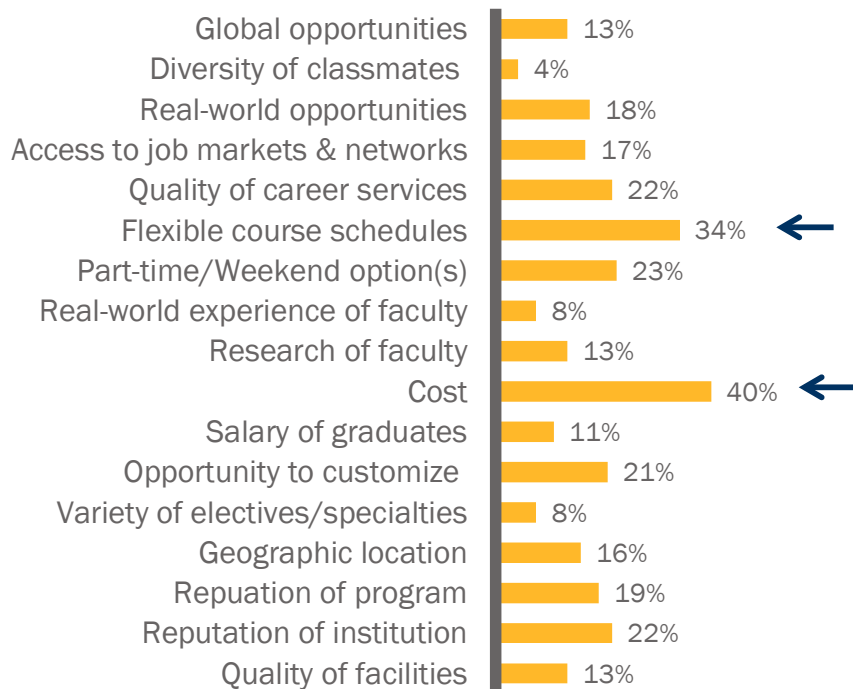




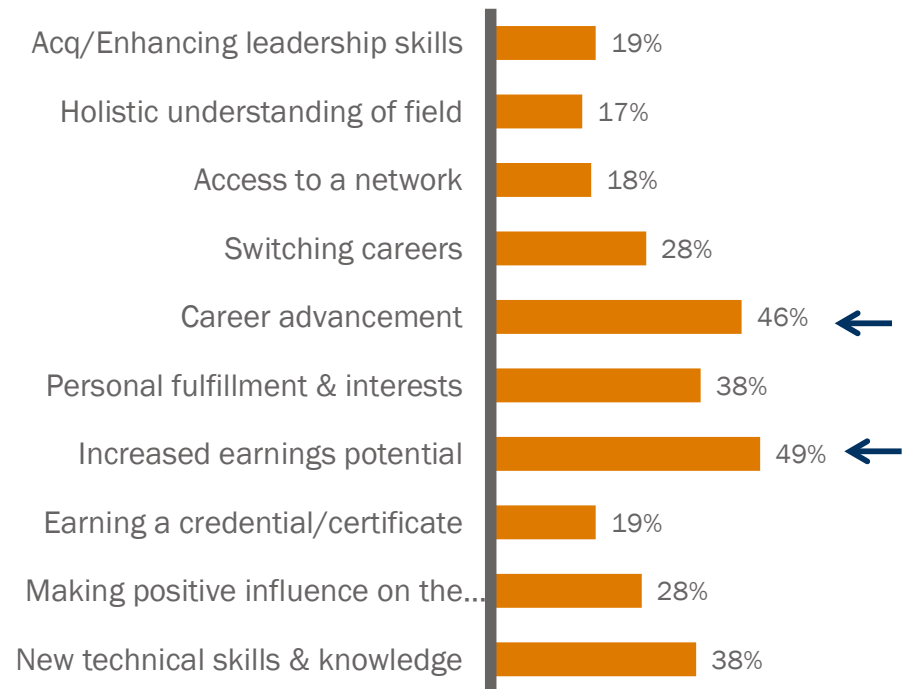
# Motivations for Considering Another Degree

**Cost and program flexibility are the most frequently mentioned considerations in choosing a degree program. Student motivation is largely career advancement and earnings based.**

## Most Important Considerations



## Most Important Motivations



Most of the students answers and language reflect a multi-faceted interest in fields beyond pure Law

The multi-faceted interests of students should affect:

- Our formation of a course offering
- The inclusion of industry specific electives in the curriculum



*Note: this word cloud is a composite of all the fields that were expected to benefit from a background in law. It depicts the relative number of times any particular field was volunteered. The larger the font, the more mentions each field received. All answers were unaided; no list was provided.*

# Key Findings

**The concept as presented is very intriguing to this audience overall.**

**About half of those interested in the degree do not intend to practice law; rather, they see it as a valuable skill set to enhance their current career.**

- The features/ flexibility offered by other programs, outside the law, affect the attractiveness of the Hastings offering.

**The approach offers the flexibility to pursue the degree while employed. UC Hastings' reputation and location add to its appeal.**

- Flexibility is clearly a key category benefit. Consideration should be given to a configuration that can maintain flexibility over the long term

# Key Findings

**The potential for an online component holds widespread and substantial appeal.**

- Online delivery conveys an up-to-date and modern approach to coursework.
- It offers the flexibility to schedule for individual convenience.
- Only a handful of participants reported hesitation with online learning.
- Lack of Online Delivery could be a competitive vulnerability in the future.

# Key Findings

- **The most interested audience is women 21-35 working in middle management, engineering or technology.**

They had a distinctly higher GPA in their undergraduate work. They can be targeted by their undergraduate majors. They are motivated to advance their careers and earning potential, yet need the scheduling flexibility to balance work and family commitments.

This group prefers:

- night or weekend classes
- a four-year (two part-time, two full-time) program
- an online component
- industry-specific electives

# Issues to Consider in Further Research

On the basis of this research, UC Hastings may wish to consider the following in its program and marketing planning regarding a part-time professional JD.

1. **Evaluate the potential for a flexible degree targeted to women 35 and younger, in middle management of business, technology or engineering fields.** This group shows a keen interest in the concept and its potential to advance their careers.
2. **Recognize the importance of flexibility and the connected perception of online and flexibility for this target.** Most are employed and have families. They consider flexibility in scheduling and delivery methods to be essential to choosing the program. Online = Flexible for them.
3. **Consider industry-specific electives.** A substantial number of those looking at the program are not interested in practicing law. They recognize the value of the expertise to support their current occupations and goals.
4. **Remember that multiple degree fields are being considered by this target audience.** It will be essential to successful program marketing to keep the competitive marketplace in mind.

# Questions?

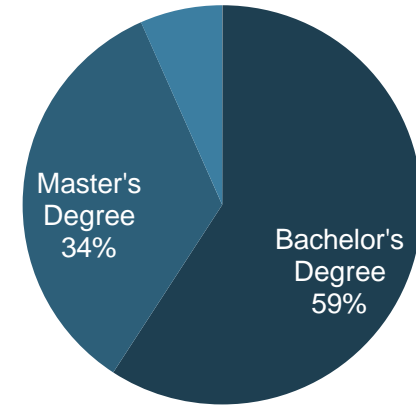
# APPENDIX



# Participant Profile

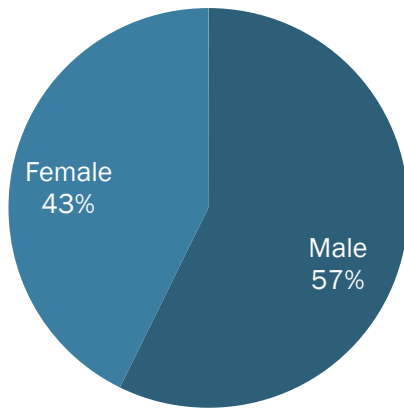
Doctorate  
7%

## Highest Degree Completed



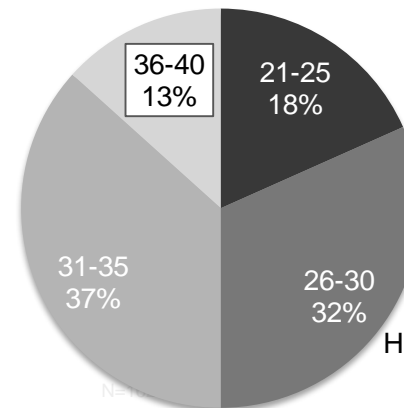
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## Gender



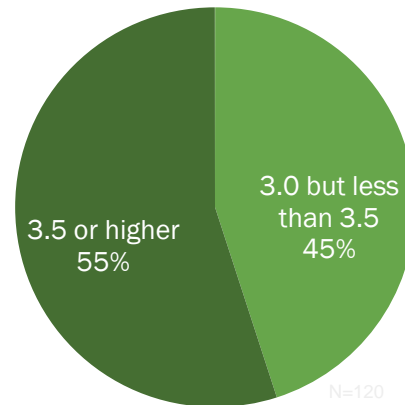
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## Age



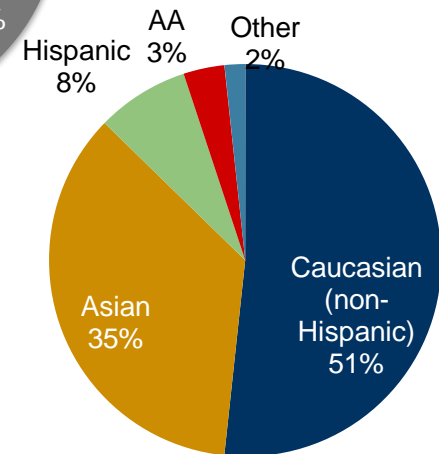
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## GPA



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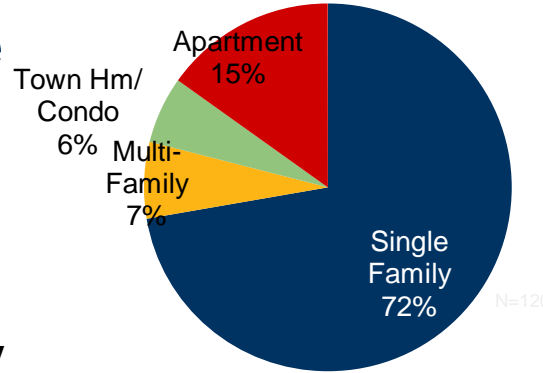
## Ethnic Heritage



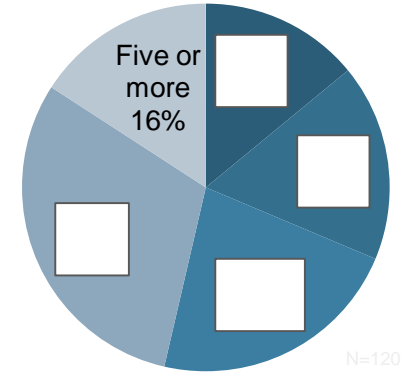
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# Participant Profile

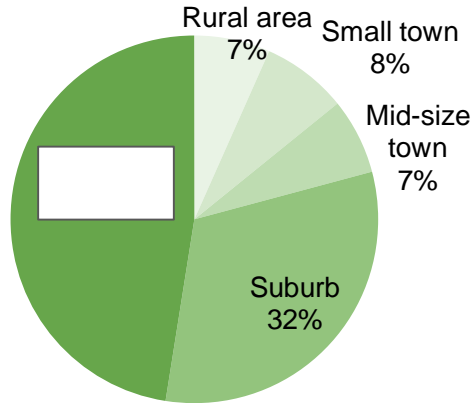
**Dwelling**



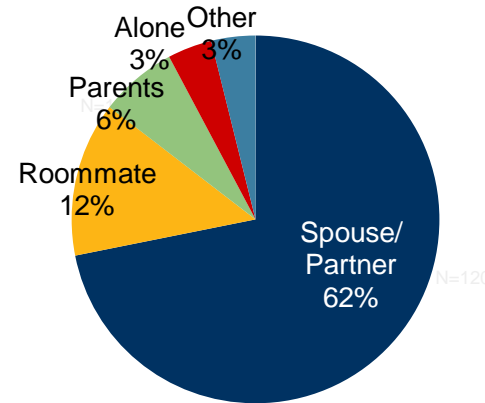
**Number in HHLD**



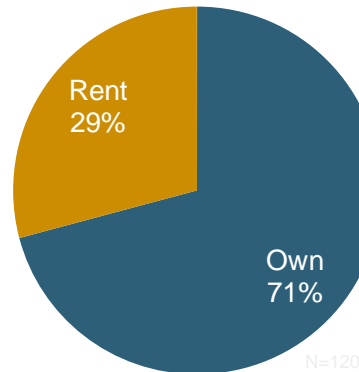
**Community**



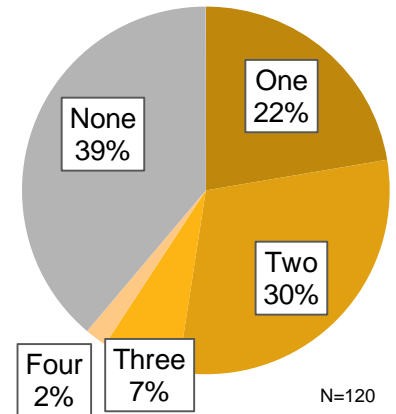
**Household**



**Home Ownership**



**Number of Children at Home**



- Q22. Including yourself, how many people live in your household?
- Q23. How many minor children live in your household?
- Q24. With whom do you live?
- Q26. Do you own or rent your home?
- Q27. In what type of dwelling do you live?
- Q28. In what type of community do you live?

**REPORT ITEM**

1. **REPORT BY:** Senior Assistant Dean June Sakamoto
2. **SUBJECT:** Admissions and Retention Plans
3. **REPORT:** Written Report

# 2015-16 Admissions Update

February 11, 2016



**UC HASTINGS**

COLLEGE OF THE LAW

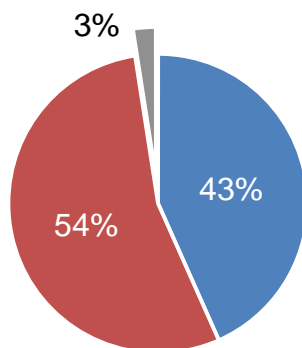
EST. 1878

# National Applicant/Application Update\*

Region	Applicant		Application	
	#	% change	#	% change
Far West	3,539	2.4%	26,369	-2.4
Midsouth	3,397	7.8%	34,720	2.4%
Northeast	4,443	3.6%	31,824	0.7%
...	...	...	...	...
<b>TOTAL</b>	<b>27,183</b>	<b>2.4%</b>	<b>174,013</b>	<b>0.5%</b>

Last year, at this time LSAC had 48% of the preliminary final applicant count by January 22.

Application Volume



■ Increase ■ Decrease ■ No Change

National Applicants	#	% change
Female	14,318	5.4%
Male	12,822	-1.0%
Asian	3,102	2.9%
Black or African American	3,260	-3.0%
Caucasian/White	17,894	2.4%
Hispanic/Latino	3,070	8.0%

\* Data from LSAC

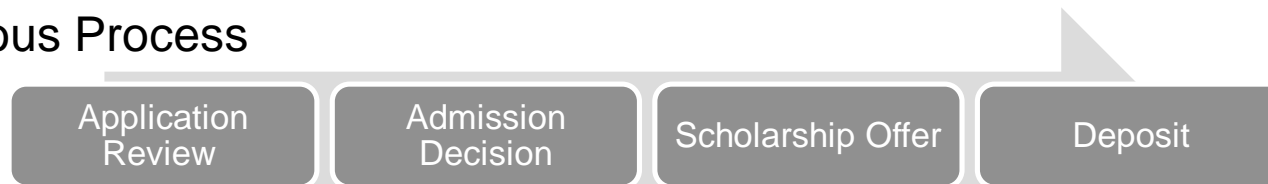
As of 1/22/16



# UC Hastings Applicants and Process 2015-16\*

		Current	2015	2014	2013
Total Applicants		1800	1864	1828	2361
Applicants by LSAT	75%	162	162	163	164
	50%	158	158	159	159
	25%	153	154	155	155
Applicants by GPA	75%	3.70	3.68	3.68	3.68
	50%	3.44	3.46	3.48	3.47
	25%	3.17	3.19	3.22	3.22

## Previous Process



## New Process

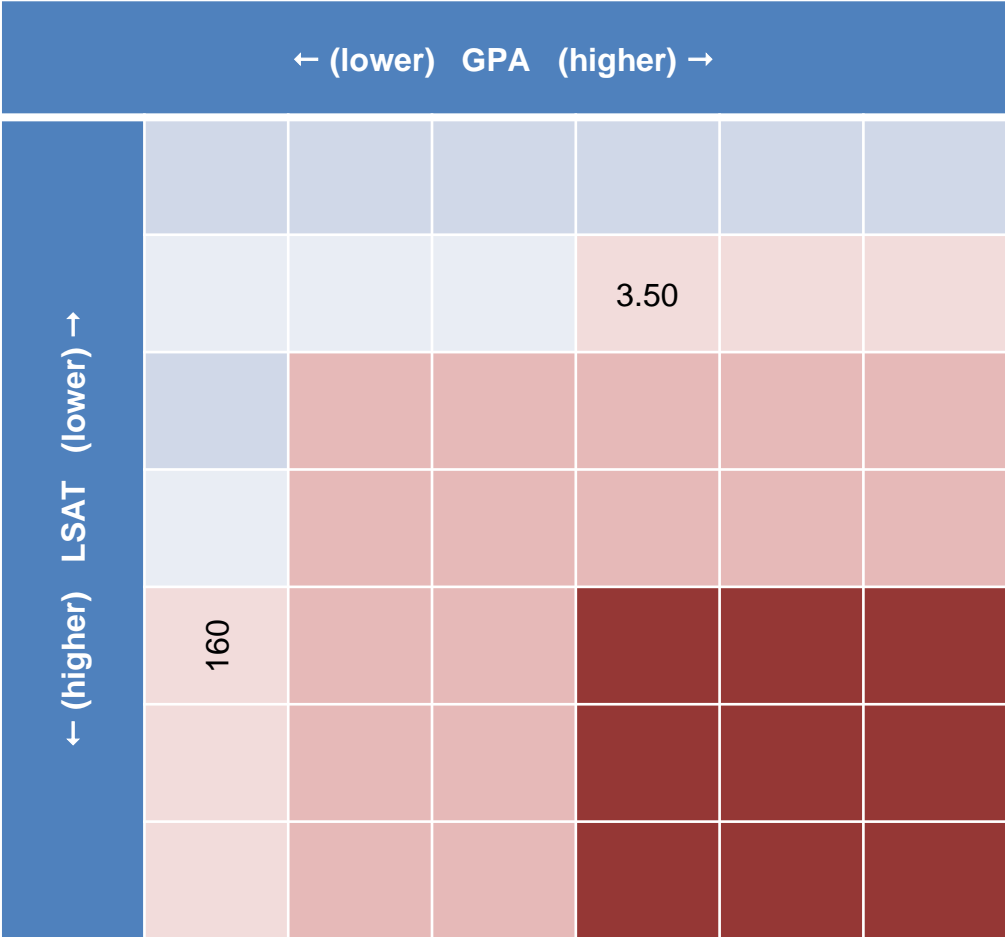


PLUS: Improved coordination with Advancement on Communications.

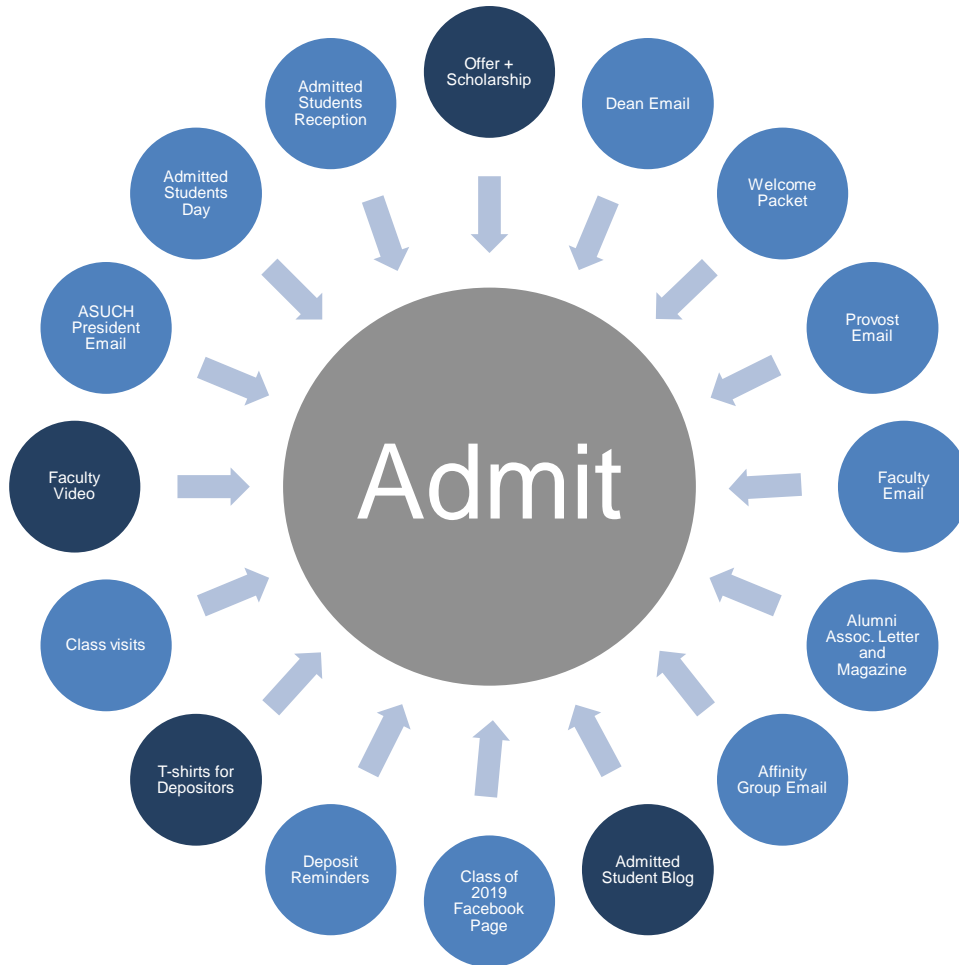
\*As of 1/26/16

# Financial Aid Strategy (data driven)

Scenario 160	Class Size 300
Students Receiving Aid	285
Per Student Tuition	\$43,486
Gross Tuition Revenue	\$13,045,800
Cost of Scholarships	\$6,399,600
Net Tuition Revenue	\$6,399,600
Average Award	\$23,320
Discount Rate	\$53.63%
Admit Rate	46%



# Yield Strategy

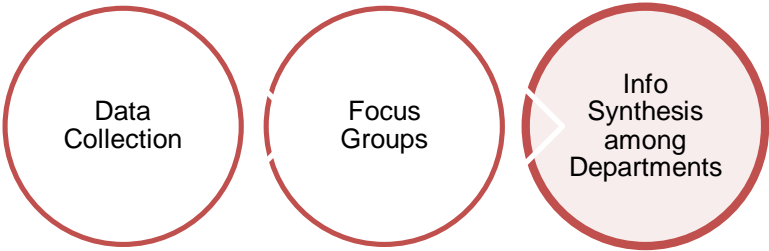


- Swag
- Consistent Visual Message
- Multi-media
- Differentiated Messaging





# Retention Efforts



**REPORT ITEM**

1. **REPORT BY:** Provost & Academic Dean Elizabeth Hillman
2. **SUBJECT:** Update on Bar Passage Efforts
3. **REPORT:** Written Report

# Bar Passage

January 2016 Update



**UC HASTINGS**

COLLEGE OF THE LAW

EST. 1878

# Action Items – Enrollment Management

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Action taken or recommended	1 <sup>st</sup> bar impact
1. Reduce class size	July 2015
2. Raise GPA threshold for continuation	July 2015
3. Reduce # of disqualified students readmitted	July 2016
4. Increase in % of credentials-based aid	July 2018



# Action Items – Curriculum

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Action taken or recommended	1 <sup>st</sup> bar impact
1. Increase sections of Critical Studies courses (bar prep classes) to cover 60% of 3L's in 2016, up from 30% in 2015	July 2016
2. Integrate bar essay questions into 1L classes	July 2017
3. Increase % of students subject to Academic Supervision	July 2015
4. Increase requirements for students subject to Academic Supervision (including, in particular, students near the DQ threshold)	July 2015
5. Increase emphasis in academic advising on students taking bar classes	July 2015
6. Use faculty members to assist with bar curriculum, support other faculty	July 2015

# Action Items – Curriculum (cont.)

Action taken or recommended	1 <sup>st</sup> bar impact
7. Increase use of in-class closed-book exams	July 2015
8. Increase use of multiple choice questions on exams	July 2015
9. Impose more restrictive exam rescheduling policies	July 2015
10. Integrate bar essay questions into 2L/3L bar classes	July 2015
11. Encourage more individualized feedback and opportunities for evaluation before the final exam	July 2015
12. Convene faculty groups by bar subject to review/coordinate curriculum/coverage and to share techniques/tools	July 2015
13. Enforce class attendance and assignment completion	July 2015
14. Extend summer stipend eligibility to include pedagogical innovations	variable
15. Create/expand upper-level writing curriculum	undetermined

# Action Items – Extra-curricular Programming

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Action taken or recommended	1 <sup>st</sup> bar impact
1. Expand orientation to provide legal analysis skills preparation	July 2017
2. Implement unified workshops, Bar Day, and expanded faculty lecture series (together, “ <i>Ready, Set, BAR!</i> ”)	July 2014 Increased July 2015
3. Incentivize student participation in bar pass programming with opportunity to win free/discounted bar prep program	July 2015
4. Hold panel to educate students about different bar prep programs & require better data disclosure by bar prep companies	July 2015
5. Hold student town hall on bar passage (Spring 2015)	July 2015
6. Recruit and assign faculty bar mentors	July 2015

# Action Items – Post-Graduation Support

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Action taken or recommended	1 <sup>st</sup> bar impact
1. Bring bar prep lectures back to campus, set aside study rooms	July 2014
2. Provide access to BarEssays at discount	July 2014
3. Provide regular messages of support	July 2013
4. Compile & share tips from prior passers	July 2014
5. Provide 3 days of lunch to Oakland bar takers	July 2013
6. Ensure students take bar prep courses and incentivize compliance, provide discounted prep courses and bar study loans to students	Ongoing
7. Continue faculty bar mentors	July 2015
8. Make bar consultant available to support post-grad bar studiers	July 2015



# New Bar Pass Initiatives for Class of 2016

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Idea	Impact
1. 60 % in the Critical Studies (bar prep) course	2016
2. Expanded orientation with academic success programming	
3. Bar prep programming from 1L year forward	
4. Academic advising and programming through expanded student services and dedicated director of bar passage support	
5. Curriculum re-focus on bar exam testing and topics	



# Additional Ideas – Curricular/Extra-Curricular + Other

Idea	1 <sup>st</sup> bar impact
1. Administer simulated bar exam to 3Ls (see #3 intersession idea)	1 yr out
2. Have students do more practice essays/PTs during <i>Ready, Set, BAR!</i> (and possibly over summer), and hire readers to grade and provide feedback on bar essays and PTs	1 yr out
3. Create 1 week voluntary (mandatory but not credit-bearing, or mandatory 1 unit CR/NC) January intersession to: --provide academic support/Baby Bar to 1Ls --provide bar prep to 3Ls (maybe focus on MBEs?)	1-3 yrs out
4. Create 2-3 day mandatory(?) “boot camp” before beginning of 2L fall semester for academic support/Baby Bar	2 yrs out
5. Administer “Baby Bar” to 1Ls (see #3 intersession idea) or rising 2Ls (see #4 2L boot camp idea)	2-3 yrs out
6. Expand orientation further (possibly allocate 1 CR/NC unit)	3 yrs out
7. Allocate 1 unit to 1L PREP/Orientation and reduce LRW to 2 units	3 yrs out
8. Hire professional bar expert consultant to advise us	
9. Reduce enrollment further and raise metrics of incoming students	3 yrs out

**REPORT ITEM**

1. **REPORT BY:** Provost & Academic Dean Elizabeth Hillman
2. **SUBJECT:** Update on Library and Technology Reorganization
3. **REPORT:** Oral Report

**REPORT ITEM**

1. **REPORT BY:** Provost & Academic Dean Elizabeth Hillman
2. **SUBJECT:** Other Informational Items, including Academic Programs And Student Services
3. **REPORT:** Oral Report

Agenda Item: \*6  
Educational Policy  
February 11, 2016

**EDUCATIONAL POLICY COMMITTEE MEETING**

Meeting adjourned at \_\_\_\_:\_\_\_\_ p.m.