

# CLEVELAND-MARSHALL COLLEGE OF LAW

## OFFICE OF THE DEAN

Annual Assessment Report by the Cleveland-Marshall College of Law  
for the 2009-2010 Academic Year  
August 1, 2010

### I. Introduction

The Cleveland-Marshall College of Law at Cleveland State University is accredited by the American Bar Association and is a member of the Association of American Law Schools. During the 2006-2007 academic year, the College of Law engaged in an extensive internal strategic planning process. As a result of that process, we wrote the following mission and vision statements, which provide useful context for understanding this assessment report.

**Mission:** The mission of the Cleveland-Marshall College of Law is to foster a more just society through legal education, service, and scholarship. The Law School provides the opportunity for a rigorous legal education, enabling a diverse population of students to become accomplished, ethical citizen-lawyers who will make significant contributions to the region, the nation, and the world.

**Vision:** The Cleveland-Marshall College of Law will continue to be a major foundation of the legal community in the region, having educated outstanding lawyers, judges, public servants, and business people. For more than a century, the Law School has provided an opportunity to qualified students to improve their own lives by serving others. Towards that end, the Law School will enhance its tradition as an institution committed to excellence in teaching, service, and scholarship and other intellectual inquiry. The Law School will be recognized for the capacity of its graduates to counsel and represent their clients effectively, and for the ability of its students, graduates, and faculty to think critically about our society's strengths and weaknesses and to have the theoretical, doctrinal, and practical legal expertise to promote social justice, individual freedom, and economic growth. The Law School will be distinguished as an accomplished and highly regarded public law school, renowned for being creative, accessible, and compassionate.

### II. Strategic Goals

During the College of Law's extensive strategic planning process, we developed the following six strategic goals for the next five years. Three of these goals relate directly to students (highlighted below); the remaining three goals serve other, broad institutional interests.

**Goal #1:** **Substantially improve our graduates' first-time bar passage rate on the Ohio Bar Exam.**

**Goal #2:** **Enhance the quality and diversity of the student body, and expand the professional opportunities available to them.**

- Goal #3: Improve the scholarly reputation and productivity of our faculty.
- Goal #4: Develop signature programs or centers of excellence at the law school.
- Goal #5: Strengthen our curriculum and expand our teaching strategies to maximize the educational experience for our students in order to prepare them to practice law in the 21<sup>st</sup> century.**
- Goal #6: Expand our long-standing commitment to public service.

The following analysis of our assessment practices is keyed to the three highlighted strategic goals relating to students.

### **III. Outcomes**

#### **A. Improve Bar Passage Rates**

The College of Law's first intended outcome is to improve the first-time bar passage rate for its graduates on the Ohio State Bar Examination in accordance with the Cleveland State University Board of Trustees' resolution. At its June 25, 2003 meeting, the CSU Board of Trustees passed the following resolution:

#### **“RESOLUTION 2003-36 STANDARDS FOR ADMISSION TO THE COLLEGE OF LAW AND CURRICULUM REVIEW**

**BE IT RESOLVED**, that the Provost and the President, with all reasonable speed, be directed to work with the faculty to establish admissions standards for the College of Law to include undergraduate academic performance, LSAT scores, and other appropriate criteria designed to achieve a passage rate of the Ohio State Bar Examination, which would place the College of Law in the top one-third of such colleges with regard to the bar passage rate annually; and that they inform the Board of Trustees of said standards, and that the Provost and/or the President report to the Board of Trustees on an annual basis the results of said standards with the goal of achieving the top one-third standard within five years.

**BE IT FURTHER RESOLVED**, that the Provost and the President are instructed to meet with the Dean of the College of Law and appropriate members of the law faculty to review curriculum and other support mechanisms for achieving the goal of reaching the top one-third standards.”

## **B. Enhance Student Body and Expand Professional Opportunities**

The College of Law's intended outcome on this strategic goal is actually threefold. First, we seek to increase the quality of each successive entering class. Second, we hope to achieve this goal without sacrificing our law school's commitment to diversity and opportunity, including our Legal Careers Opportunity Program (LCOP). Third, we wish to provide our graduates with a broad spectrum of professional opportunities upon their graduation from Cleveland-Marshall.

## **C. Maximize Educational Experience**

The College of Law's intended outcome is to maximize the educational experience of our students so that they will be prepared to practice law in the 21<sup>st</sup> century. We believe that this goal will be satisfied with the use of better teaching and testing methodologies, the provision of a for-credit, ABA-approved bar preparation course (Ohio Bar Exam Strategies and Tactics), and assisting at-risk students via our Academic Excellence Program (AEP).

## **IV. Methods**

### **A. Improve Bar Passage Rates**

To assess our efforts to improve graduates' first-time bar passage performance on the Ohio Bar Examination we are using the official results of the Bar Examination as reported by the Ohio Supreme Court. To achieve the Cleveland State University Board of Trustees' goal that we be in the top one-third of Ohio law schools, we are monitoring and comparing our bar passage rate with the rates of the other eight law schools in the state.

### **B. Enhance Student Body and Expand Professional Opportunities**

#### **1. Admissions Statistics**

To assess our goal of improving the quality of the law school's entering classes, we are using the Admissions Office's records of all students admitted to study at the College of Law and their entering credentials, including both their LSAT (Law School Admissions Test) score and their undergraduate grade point average (UGPA). We are also collecting and analyzing the admissions statistics of the other eight Ohio law schools. To assess our commitment to diversity and opportunity, we are using admission statistics on minority enrollment and the LCOP program.

#### **2. The National Association of Law Placement ("NALP") Statistics**

To assess our goal of improving the professional opportunities of our graduates, we are using the College of Law's annual survey of its recent graduates concerning their employment

status. This information tells us about employment patterns and market trends, locally and nationally. The data identify type of employment, geographic location, size of the law firm or other legal entity, and starting salary.

### **C. Maximize Educational Experience**

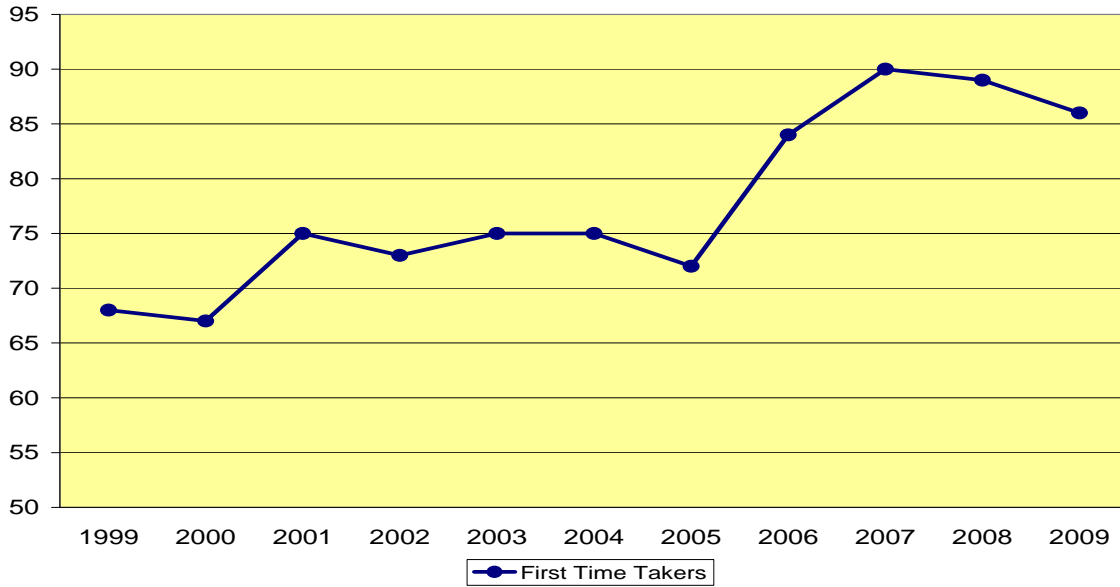
To assess our goal of maximizing the educational experience of our students, one method we are using is self-report measures among full-time law faculty members to determine whether they had changed their teaching and testing strategies over the last several years. In the spring of 2008, we conducted a survey of faculty members regarding their teaching and grading practices. In addition, we are analyzing the efficacy of a new, ABA-approved bar preparation course called Ohio Bar Exam Strategies and Tactics on our graduates' performance on the Ohio State Bar Examination. Finally, we are examining the impact of our Academic Excellence Program.

## **V. Findings**

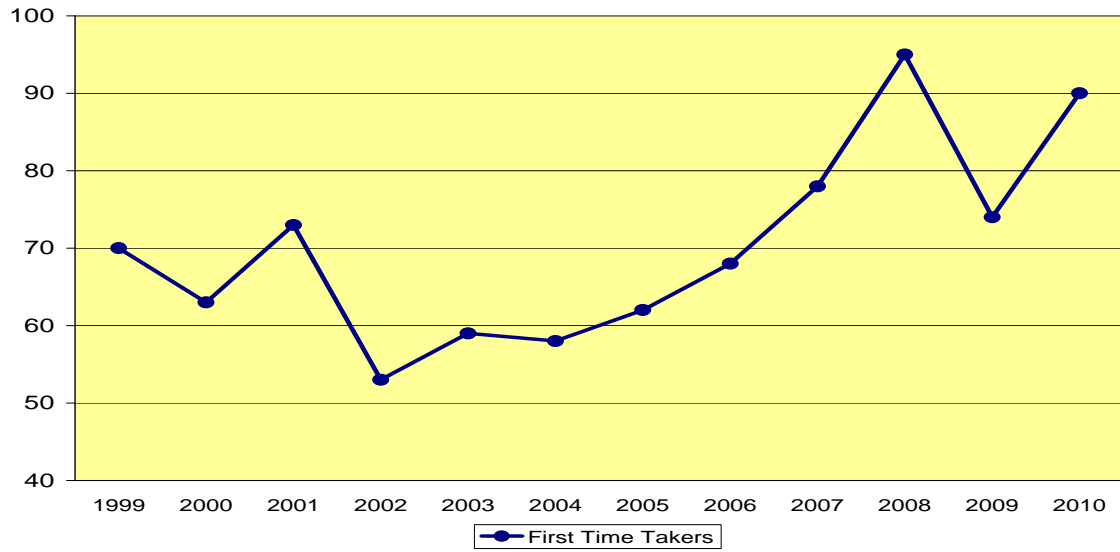
### **A. Improve Bar Passage Rates**

On the Ohio Bar Exam administered in July 2009, Cleveland-Marshall's first-time takers passed at a rate of 86%, and the law school, as a result, ranked 6<sup>th</sup> among the state's 9 law schools. On the next exam, administered in February 2010, Cleveland-Marshall students passed at a 90% rate, giving Cleveland-Marshall the 2<sup>nd</sup> highest pass rate for in Ohio for first-time takers. On the Ohio Bar Examination administered in February 2009, Cleveland-Marshall's first-time takers passed at a rate of 74% and ranked seventh in the state, dropping from a 95% passing rate and 4<sup>th</sup> place ranking in February 2008. On the July 2008 bar exam, Cleveland-Marshall's first-time takers passed at a rate of 89% (almost equaling the 90% rate in 2007) and ranked sixth out of the nine Ohio law schools for first-time takers. The attached Chart I summarizes the performance of the nine Ohio law schools on the Ohio State Bar Examination since 1999.

**July Ohio Bar Exam Pass Rate Percentages  
1999-2009**



**February Ohio Bar Exam Pass Rate Percentages  
1999-2010**



## **B. Enhance Student Body and Expand Professional Opportunities**

### **1. Enhance the Quality of the Entering Class**

As a result of the improvements in our Admissions Department from 2003 to 2007, the median Law Student Admission Test (LSAT) score for CM's combined full-time (FT) and part-time (PT) entering class increased from 152 to 154, and the median UGPA increased from 3.25 to 3.34. For FT students, the median LSAT increased from 152 to 155 and the UGPA increased from 3.25 to 3.37. To put this improvement in context, a student with an LSAT of 153 in 2003 was in the top half of the entering class. By 2007, a 153 LSAT score would put the student in the bottom quartile. As anticipated when the Action Plan was adopted, other Ohio law schools have employed aggressive measures to maintain or increase the credentials of their entering classes during this same time period.

Cleveland-Marshall continued to improve the quality of each entering class for the classes of 2008 and 2009. For the 2008 entering class, the median FT LSAT increased to 156 and the median UGPA was 3.38. For the PT class, the median LSAT was 152 and the median UGPA was 3.30. For the 2009 entering class, the median FT LSAT remained at 156, and the median UGPA increased to 3.46. For the PT class, the median LSAT increased to 155 and the median UGPA increased to 3.44.

Cleveland-Marshall matriculated 203 students in 2009, very close to the target set by the Plan for a 2009 entering class of 200 students. In 2009, Cleveland-Marshall admitted more students with higher credentials than it had in the past. From 1998 through 2008, there were more applicants with LSAT scores at or below 139 (on a scale of 120-180) than applicants with LSAT scores at or above 160. In 2009, the number of applicants with LSAT scores at or above 160 exceeded those at or below 139. The number of applicants with LSAT scores between 157 and 159 increased 50% from 2007 to 2008, and another 11 % from 2008 to 2009. The number of applicants with LSAT scores at or above 160 increased 43% from 2007 to 2008, and another 42% from 2008 to 2009. Unfortunately, this trend toward growth in the top LSAT score ranges and reductions in the lower LSAT ranges did not continue for the entering class 2010 class. At present, we do not know why this is the case, but our admissions staff will be looking at national data when it is available in the fall. For the 2010 entering class, the LSAT score range 160+ currently has 154 applicants, while in 2008 there were 120 and in 2009, there were 177.

Continuing to improve our students' entering credentials in both absolute terms and in comparison to other Ohio schools will be challenging. Other Ohio law schools have implemented aggressive admissions strategies, and applications to law schools have dropped significantly over the past five years both nationally and regionally, reflecting a trend likely to continue in the near future.

The strength of the entering classes can also be shown by comparison of the 25<sup>th</sup> and 75<sup>th</sup> percentiles, the most commonly used measure of a law school's entering class, as reflected in the chart below.

### CM entering class credentials 2003-2010

Entering Year	Class Size	FT UGPA	FT LSAT 25 <sup>th</sup> /75 <sup>th</sup>	PT UGPA	PT LSAT 25 <sup>th</sup> /75 <sup>th</sup>
Projected 2010	200	3.09-3.65	154-158	2.88-3.65	150-155
2009	203	3.19-3.66	153-158	3.25-3.59	151-158
2008	211	3.08-3.66	153-157	2.97-3.50	150-155
2007	215	3.14-3.65	153-157	2.96-3.50	148-154
2006	227	3.00-3.63	152-158	2.92-3.57	151-156
2005	236	3.14-3.59	151-157	2.87-3.59	151-156
2004	247	3.13-3.61	152-156	2.88-3.54	149-155
2003	278	3.05-3.51	150-154	2.94-3.37	147-156

### Comparative Data: CM and Other Ohio Law Schools 2009 Entering Credentials FT Students

Law School	25 <sup>th</sup> /75 <sup>th</sup> LSAT	UGPA
Ohio State	158-164	3.49-3.81
Case	157-160	3.20-3.63
Cincinnati	156-161	3.29-3.79
Akron	152-159	3.15-3.70
<b>CM</b>	<b>153-158</b>	<b>3.19-3.66</b>
Toledo	152-158	3.07-3.59
Capital	151-156	2.96-3.51
Dayton	148-153	2.89-3.38
Ohio Northern	149-157	2.92-3.63

## **2. Commitment to Diversity and Opportunity**

We conducted an analysis of the impact of the Bar Plan on diversity and the Legal Career Opportunities Program (LCOP), through which the College of Law admits students who do not meet the traditional admissions criteria.

### **a. Diversity**

The data indicate that the Plan has not had a negative impact on minority enrollment. Examining the five years since the Plan's adoption demonstrates that Cleveland-Marshall's commitment to recruit minority students has not been derailed by the Plan. Despite a 7.5% decline in total applications from 2004 to 2008, the Admissions Department increased the number of minority applications more than seven percent, from 493 to 531, during that time. Minority enrollment increased from 51 students (representing 20% of the entering class) in 2004 to 63 students<sup>1</sup> (representing 29% of the entering class) in 2008. Minority students constituted between 11.5% and 18.5% of each entering class, representing enrollment of 148 minority students total, in the four classes immediately preceding the Plan. Since the Plan's adoption in 2004, minority enrollment has ranged from 14.5% to 29% of each entering class, totaling 246 minority students during that five-year period.

Enrollment has also held steady in terms of enrollment of African-American students. For each class entering in 2000 to 2003, CM enrolled between 15 and 17 African-American students, averaging 16.25 students per year and totaling 65 students in all. From 2004 to 2008, CM enrolled between 12 and 19 African-American students each year, averaging 15.8 students per year and totaling 79 students.

### **b. Opportunity: The LCOP Program**

The LCOP program encourages applications from individuals who have encountered circumstances negatively affecting traditional academic indicators such as LSAT scores and/or undergraduate grade point averages (UGPAs). In most cases, applicants to the LCOP program have academic indicators that are lower than those of regularly admitted applicants. The Admissions Committee rigorously reviews LCOP applications to evaluate the degree of adversity that each applicant has faced, the strategies the applicant has used to overcome those challenges, and other evidence that the applicant can successfully manage the rigors of law school. Admission to LCOP has historically been and remains highly selective. Of the 154 LCOP applicants for the 2008 entering class, for example, only 36 (23%) were admitted.

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<sup>1</sup> This figure includes 30 students who self-identified as minority group members and 33 who did not identify as Caucasian.

Comparative data for students entering Cleveland-Marshall through the LCOP program for the four years preceding and the five years following adoption of the Plan is provided in the chart below.

Year	LCOP Enrolled	Percent Entering Class	Non-Minority	Minority	Median LSAT	Median UGPA
2000	27	9.7	10	17	143	2.85
2001	24	8.2	9	15	142	2.97
2002	18	6.8	11	7	145	3.13
2003	26	9.3	9	17	144	3.08
<b>2004</b>	23	9.3	8	15	145	3.1
2005	21	8.9	8	13	145	3.07
2006	20	8.8	7	13	145	3.18
2007	22	10.2	12	10	145	3.28
2008	18	8.5	6	12	146	2.81
2009	23	11.5	3	20	144	3.12
2010	20	10 <sup>2</sup>	9	11	148	3.06

As these data demonstrate, the Bar Plan has not negatively affected the LCOP program. The number of students admitted through LCOP as a percentage of each entering class has remained relatively stable throughout implementation of the Plan and entering median LSAT credentials of LCOP students have remained fairly stable.

### 3. Professional Opportunities

In terms of expanding the professional opportunities of our graduates, the Law College's Office of Career Planning reported the following information. Of the 201 students graduating in 2009, 84.8% were employed as of February 2010. Over sixty percent of the 2009 graduating class secured their positions prior to graduation and more than sixty percent of the class also reported securing full-time legal positions. These percentages are encouraging given the job market where an increasing number of law graduates are using their law degree in a non-traditional career. Twenty students were still looking but had not found employment; seven were not actively seeking a job at the time the statistical data were gathered.

There were 14% of the class employed in firms of over 50 attorneys; 14% of the class in government jobs. The average salary for students graduating in 2009 was \$84,503 and the median salary was \$81,250. As always, this statistic is based on a small percentage of students who give us their salary figures.

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<sup>2</sup> Because the 2010 entering class is not yet finalized, this percentage is based on an anticipated entering class of 200 students.

Those graduates staying in Ohio (83%) again far exceeded those leaving; one went out of the country. The next highest percentage of the class, 11%, landed in the South Atlantic states of Florida, Georgia, Maryland, the Carolina, Virginia, West Virginia, and the District of Columbia.

## **C. Maximize Educational Experience**

### **1. Changing Instructional and Testing Methodologies**

In 2003, 2006, and 2008, the Teaching Committee (with the participation of the Bar Committee in the later two years) conducted surveys on the teaching, grading, and feedback methodologies of the Cleveland-Marshall faculty. In the 2008-2009 academic year, we did not collect any additional data about faculty members' instructional and testing methodologies. The Teaching and Bar Preparation committees are in the process of creating and conducting a study for 2010.

### **2. Offering a For-Credit Bar Preparation Course: Ohio Bar Exam Strategies and Tactics ("OBEST")**

ABA Accreditation Standard 302 governs law school curriculum. In the Spring of 2004, the American Bar Association (ABA) lifted Standard 302's ban on law schools offering a bar preparation course, but prohibited law schools from giving academic credit for the class. CM faculty immediately approved a non-credit OBEST course as part of our curriculum. The following year, the ABA changed its Standard 302 regulations to permit law schools to offer a bar preparation course for academic credit. However, Interpretation 302-7 made clear that law schools "may not require successful completion of a bar examination preparation course as a condition of graduation." CM law faculty approved the for-credit course in the spring of 2005. CM students may now earn three credit hours for OBEST (of the total 90 needed for graduation). The course is graded on a pass/fail basis and, of course, is not a graduation requirement. The law school offers OBEST in the fall and spring semesters each year. The enrollment is considerably larger in the spring semester because most students graduate in the spring and take the bar exam in July.

Data analysis conducted for the 2008 Review and more recently confirms that students who successfully complete Mr. Williams's OBEST course and who participate in other bar programs have higher passage rates than their non-participating counterparts. The first chart includes all students, regardless of their LGPA. Looking at the data for the last nine bar exams, the passing rate for those who took OBEST is 89% compared to 79% for those who did not take the class. The difference in passing rates is even more pronounced for students with a LGPA below 3.0—those most likely to benefit from the class: 78% of students with a LGPA less than 3.0 who took OBEST passed while only 49% of students with similar LGPAs who did not take OBEST passed the exam—a difference of almost 30 percentage points.

**Passing Rates for OBEST and Non-OBEST Students  
All LGPAs**

Bar	2/06	7/06	2/07	7/07	2/08	7/08	2/09	7/09	2/10	Total
OBEST	54%	84%	88%	96%	100%	88%	83%	85%	94%	<b>88%</b>
Non-OB	75%	83%	62%	79%	66%	91%	50%	89%	85%	<b>80%</b>

**Passing Rates for OBEST and Non-OBEST Students  
LGPA < 3.0**

Bar	2/06	7/06	2/07	7/07	2/08	7/08	2/09	7/09	2/10	Total
OBEST	0%	74%	82%	92%	100%	75%	69%	73%	83%	<b>76%</b>
Non-OB	50%	54%	38%	50%	0%	57%	40%	60%	50%	<b>49%</b>

**1. Making OBEST Mandatory?**

ABA Accreditation Standard 302 governs law school curriculum. In the Spring of 2004, the American Bar Association (ABA) lifted Standard 302's ban on law schools offering a bar preparation course, but prohibited law schools from giving academic credit for the class. CM faculty immediately approved a non-credit OBEST course as part of our curriculum. The following year, the ABA changed its Standard 302 regulations to permit law schools to offer a bar preparation course for academic credit. However, Interpretation 302-7 made clear that law schools "may not require successful completion of a bar examination preparation course as a condition of graduation." CM law faculty approved the for-credit course in the spring of 2005. CM students may now earn three credit hours for OBEST (of the total 90 needed for graduation). The course is graded on a pass/fail basis and, of course, is not a graduation requirement. In 2008, the ABA repealed Interpretation 302-7, clearing the way for law schools to add a bar preparation course to their graduation requirements. This change sparked an inquiry as to whether CM *should* require the course for graduation.

In the spring of 2009, the Bar Exam Committee considered whether to make OBEST mandatory for all students or for students with a LGPA below a certain level (3.0). The Committee conducted a survey of the 41 students graduating in May 2009 who chose to not take the OBEST course prior to graduation. Thirty-five students responded, a response rate of slightly over 85%. Approximately one-third of the respondents who did not take OBEST are not taking the Ohio bar exam.<sup>3</sup> One graduating student reported that he was taking OBEST this fall and sitting for the February 2010 Ohio bar. Only one of the 21 respondents who will be taking the July Ohio bar exam without taking OBEST has a LGPA below 3.0. In fact, 17 of these 21 students have a LGPA of 3.25 or higher. As previously noted, the bar passage rate for students at 3.0 or higher is traditionally 90%. In addition, three of the six students who did not respond to

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<sup>3</sup> This includes the student who answered "maybe" but probably not.

the survey have a LGPA at or above a 3.25. The other three were below 3.0. Even if one assumes that all six students who did not respond to the survey will take the Ohio bar, only four CM graduates with a LGPA below 3.0 will sit for the Ohio bar without having taken the OBEST course. Given the small number of students affected, the Bar Exam Committee recommended, and the faculty concurred, that CM should not make the OBEST course mandatory at this time.

## **F. Academic Support Expanded**

Students who struggle academically are likely to do poorly on the bar exam (and be mediocre lawyers). Therefore, CM has expanded and refined its Academic Excellence Program (AEP) to provide academic support for first-year students. Run by Mr. Daniel Dropko, CM's AEP utilizes highly motivated upper-level students as teaching assistants. Each TA leads a small study group drawn from each of the first-year sections (3 day and 1 evening) of Contracts, a required first-year course. In weekly meetings, the teaching assistants review and answer questions about the previous week's class material and help students develop basic law school skills such as note-taking, outlining, case briefing, and exam writing. During the second semester, the study skills component diminishes, and exam practice is expanded. In addition to the weekly sessions, the TAs maintain office hours for two hours per week, in which they are available to any student or group of the students from the section. Mr. Dropko also offers seminars and workshops to help students increase their comprehension of substantive law and build the analytical skills necessary for law school success.

### **1. AEP Success in First-Year Contracts**

The data suggest that the Academic Excellence Program has assisted students in two ways. First, AEP participants outperform their non-participating counterparts in terms of their grades in Contracts. This year's results were the strongest to date; students participating in the AEP program did remarkably well compared to their counterparts and reached a B- average. Second, it appears that the AEP is affecting students' overall performance in law school. Learning skills acquired in the context of studying Contracts are helping students to increase their overall law school grade point average. Again, these data indicate that the AEP program had its most successful results in the last two years. Participants outperformed non-participants by an average of 6/10<sup>th</sup> of a grade compared to about a 2/10<sup>th</sup> difference in previous years. The following charts summarize differences between at-risk participants and non-participants in mean Contracts grades and cumulative first-year LGPAs for the past six years.

**Mean Contracts Grades for  
AEP At-Risk Participants and Non-Participants, AY 2004-2010**

<b>Fall</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Participants	2.4	2.34	2.63	2.44	2.72	2.8
Non-Part.	2.09	2.39	2.19	2.07	2.37	2.1

<b>Spring</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Participants	2.48	2.25	2.43	2.67	3.0	2.5
Non-Part.	2.11	2.47	2.41	2.3	2.63	2.2

**Mean Cumulative First-Year LGPAs for  
AEP At-Risk Participants and Non-Participants, AY 2004-2010**

<b>Academic Year</b>	<b>04-05</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>
Participants	2.55	2.61	2.58	2.61	3.08	2.80
Non-Part.	2.35	2.45	2.4	2.39	2.48	2.25

## **2. Expansion of AEP to Criminal Law**

In the spring of 2009, Cleveland-Marshall experimentally expanded the Academic Excellence Program to another required, first-year course—Criminal Law, which is only taught in the spring semester. Mr. Dropko believed that it might be possible to reach a greater number of first-year students by providing an additional point of entry into AEP in the second semester. He recruited four Teaching Assistants to offer small group sessions for students in each section of Criminal Law and to maintain office hours for all members of the class. Although student participation in the program was less robust than in the Contracts sections, the program appeared to demonstrate success. Unlike the Contracts groups, where at-risk students were identified by test scores at admissions, the Criminal Law sections defined at-risk students as those with a first semester GPA below 2.7. Comparing participants and non-participants (all in the at-risk category), the following charts indicates that in both 2009 and 2010, AEP participants outperformed non-participants in Criminal Law grades overall (in 2010, 2.06 as compared to 1.74).

**Mean Criminal Law Grades for  
AEP All Participants and Non-Participants, Spring 2009**

	<b>Section 1</b>	<b>Section 2</b>	<b>Section 3</b>	<b>Section 62</b>	<b>Overall</b>
Participants	2.4	2.82	2.7	3.0	2.8
Non-Part.	2.7	2.65	2.8	2.7	2.75

**Mean Criminal Law Grades for  
AEP All Participants and Non-Participants, Spring 2010**

	<b>Section 1</b>	<b>Section 2</b>	<b>Section 3</b>	<b>Section 62</b>	<b>Overall</b>
Participants	1.8	2.35	2.12	2.08	2.06
Non-Part.	2.1	1.0	1.74	1.71	1.74

**VI. Actions**

In light of our assessment findings, the College of Law engaged in the following activities. Beginning in the Fall of 2006, six members of the law school (i.e., The Dean, Associate Dean for Faculty Development and Student Achievement, the Associate Dean for Academic Affairs, the Director of Bar Preparation, the Manager of the Academic Excellence Program, the Manager of Student Affairs, and the Manager of Pro Bono Programs)) held individualized counseling sessions with each second-year student regarding the bar, to provide useful information and guidance to students so they can manage the bar preparation process to maximize their success, and to gather data from them regarding risk factors. We repeated these counseling sessions in the current academic year.

In the spring of 2007, we expanded our advising activities to the first-year students. In four large-group counseling sessions, we informed students of the overall format of the Ohio Bar Examination, the deadline for applying to take the exam, and the subjects tested on the exam. These counseling sessions occurred immediately prior to students registering for their second-year courses. In the 2008-2009 academic year, we repeated these first-year advising sessions.