

Report of the Bar Passage Committee

April, 1998

University of Oregon School of Law

Bar Passage Committee:

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Introduction

The Bar Passage Committee began its work in January, 1998. Dean Strickland charged the committee in broad terms to evaluate the record of this law school's graduates on bar exams and in light of this evaluation to review ways in which the educational program of the law school might be improved. He authorized the ad hoc committee to submit its report and recommendations directly to him and the law faculty without going through standing committees.

The committee faced a daunting task in compiling relevant data. Much of the initial data was prepared by hand from the records of graduates. A recent graduate, Barbara Fields, was hired to develop a computer database which can be maintained in the future. Statistical data generated by this program began to come online in March. The evaluation of this data is critical to the work of the committee.

The committee prepared a questionnaire and mailed it to the 1997 law class. About 35 replies have been received to date and their contents are summarized in the appendix of this report. The committee also prepared a memo to law students concerning bar exams and their relationship to law study. In order to distribute this memo to students prior to registration in April for the next academic year it was necessary to complete the memo before the preparation of this report. This sequence of tasks was dictated by necessity. The committee received a strong message from both students and graduates that the law school should inform students during the registration process about bar exams and their relationship to the curriculum. This informational memo to students has been distributed with the consent of Dean Strickland and Associate Dean O'Fallon, and can be considered part of the committee's report.

Aside from class rank as a predictor of success on a bar exam, the committee has found it difficult to isolate specific factors, among so many variables, which contribute to success on a bar exam. Intuition and opinions vary among bar exam takers (including faculty) and suggest many factors which are hard to back up with concrete data. The committee's general posture has been that passing a bar should follow for most students as a matter of course from the high quality legal education which this law school makes available to its students. From this posture the committee proceeded to review those facets of the academic program which lend themselves to some form of statistical or "hard" analysis. These facets include class standing in relation to bar passage, course selection by students, coverage in courses of subjects tested on the bar, academic probation and disqualification, and grading practices of the faculty. It is obviously beyond the purview and ability of the committee to provide a general assessment of all matters which influence the rigor and effectiveness of legal education at this law school.

The committee's recommendations speak, therefore, to those facets of the academic program which we are able to review. This review suggested some changes in policies and practices that we recommend because we believe they will provide a better educational environment for students.

The committee is confident that the bar pass rates of this law school's graduates will

continue to take care of themselves each year at above average pass rates in most states and that they will return to above average pass rates in Oregon.

Importance of Bar Passage Rates

Failing a bar exam for any graduate is costly in time, money, job opportunities and human trauma. The law school wants its graduates to succeed in their career goals, including a license to practice law. The school wants its alumni to have a positive attitude toward the institution that awarded them the J.D. degree.

The law school also has its reputation at stake. In 1982 the deans of the three law schools in Oregon persuaded the Oregon Supreme Court to cease releasing publicly the bar passage figures for each law school's graduates. However, the days of secrecy as to a law school's bar pass rates are over. Last year the ABA Section on Legal Education and Admissions to the Bar began publishing (via Simon and Schuster) a book called "*ABA Approved Law Schools: Statistical Information on ABA Approved Law Schools.*" Containing a wealth of information about all ABA approved law schools (information even beyond that published by U.S. News and World Report), the statistics in this book include bar pass rates of graduates for the state in which the school is located as well as other states selected by the school. The book is readily available in bookstores.

Thus, the bar pass rates of University of Oregon graduates on the Oregon bar (as well as California and Washington bars) are now public knowledge. Whatever the committee may think of the connection between bar pass rates and the reputation or quality of a law school, the opinions of employers, prospective students, lawyers, judges and alumni about any law school will be formed in part by publicly available bar pass figures. The committee has heard from both the Director of Admissions and the Director of Career Services at this law school about the high frequency of questions concerning this law school's bar pass rates. In this era of marketing, consumerism, and competition for students and for placement, the reputation of any law school will be influenced substantially in the future by bar pass figures now in the public domain.

Bar Passage Rates

From 1961 to 1993 the pass rate for graduates of this law school who were first time takers of the July bar exam in Oregon was at (within a percentage point) or above the average for 28 out of the 33 years. On the other hand, for the past four years the pass rate of graduates who were first time takers on the Oregon July bar has been below the average pass rate of all first time takers. The percentage below average for our graduates over the past four years has varied from nine percent in 1994 to three percent in 1996. See Chart 1 in the appendix for 1961 to 1997 figures. The chart below is limited to the past ten years.

**July Oregon Bar
University of Oregon first time takers*
Pass Rate**

<u>Year</u>	<u>University of Oregon %</u>	<u>Overall % First time takers</u>
1997	69	74
1996	74	77
1995	76	84
1994	70	79
1993	88	76
1992	92	86
1991	79	77
1990	69	74
1989	78	78
1988	61	65
1987	81	76

* Does not include successful appeals which are quite limited in number and for which figures are not released by the Oregon Supreme Court. The committee has focused on figures for "first time takers" because they are not mixed or confused with those repeaters who have failed the bar one or more times previously.

Although the drop below average for University of Oregon graduates is modest over the past four years and within a single digit, this downward trend compared to a long history of above average pass rates on the Oregon bar justifies the attention of the Dean and the law faculty. Our pass rate on the Washington Bar has also declined over the past three years.

Graduates have continued to do reasonably well on bar exams other than Oregon as illustrated below:

First-time takers of Bar Other than Oregon

	<u>Washington</u>		<u>California</u>		<u>Other Bars</u>	
	<u>Average</u>	<u>OR Grads</u>	<u>Average</u>	<u>OR Grads</u>	<u>Average</u>	<u>OR Grads</u>
1995	83%	100%	73%	73%	?	82%
1996	73%	86%	69%	90%	?	86%
1997	84%	79%	75%	78%	?	82%

For a complete picture see Chart 3 in the appendix which gives the pass rate of University of Oregon graduates for Oregon, Washington, California, and "other bars" for the years 1990 through 1997. The high pass rate (88% for 1990 through 1997) on bars other than the three west coast states is heartening but is partly attributable to the fact that many states, especially in the mid-west, have much higher pass rates than do California, Oregon and Washington.

Over one-half of the graduates of each class take the Oregon bar in July after graduation. The percentage of those graduates taking the Oregon bar compared to total bars attempted immediately after graduation has varied from 52% to 78% between 1990 and 1997. Another 20% to 30% take the California and Washington bars each year. Another 11% to 18% take bar exams in Idaho, Alaska, Hawaii and other states. A surprisingly high percentage — from 8% to 21% over the past eight years — do not sit for any bar immediately after graduation. Many of these graduates do take a bar later but tracking their history is difficult. See Chart # 4 for the record of each graduating class since 1990 on the various state bars.

Correlation between class standing, GPA and bar passage

The following chart shows the relationship between class standing and success on the July Oregon bar exam for first time takers (aggregate figures) from 1994 through 1997.

1994-1997 Class rank / Oregon Bar

<u>Upper 25%</u>		<u>2nd Quartile</u>		<u>3rd Quartile</u>		<u>4th Quartile</u>	
Pass / Fail	%Pass	Pass / Fail	%Pass	Pass / Fail	%Pass	Pass / Fail	%Pass
68 / 0	100%	64 / 6	92%	45 / 26	63%	30 / 43	41%
Total: 68		70		70		73	

In summary, since 1994 no graduate in the top 25% of class standing has failed the July Oregon bar. On the other hand, 59% of those graduates in the bottom 25% of class standing (who took the Oregon bar) have failed on their first attempt. In the second quartile of class standing one or two graduates usually fail each year—hit by a stray bullet. The figure varies substantially from year to year only for those graduating in the third quartile of class standing—the average of the past four years is a 37% failure rate.

The figures also show that the numbers from each quartile who have taken the Oregon bar are fairly evenly distributed in each quartile. These figures do *not* support the hypothesis that the University of Oregon bar pass rate has declined below average in Oregon in each of the past four years because more graduates in the bottom half of class standing are electing to take the Oregon bar compared to those graduates in the top half of class standing who are leaving the state. The only year in which this hypothesis may have influenced the University of Oregon pass rate was last July when 37 graduates in the top half of class standing (1997 class) sat for the Oregon bar compared to 42 in the bottom half.

This hypothesis about placement affecting University of Oregon bar pass rates in Oregon bears careful watching in the future, however, to determine if the 1997 bar began a trend, which may follow a pattern shown in the figures below.

1997 Class standing / Where Bar Exam Taken

	Upper 50%	Lower 50%
Washington	11	8
California	15	8
Other	9	8
Subtotal:	35	24
Oregon	37	42
No bar	4	10
Total:	76	76

Eleven *more* students in the upper half of class standing took bars in jurisdictions other than Oregon in July, 1997 compared to the number in the lower half of class standing. Five *fewer* students in the upper half of class standing took the Oregon bar compared to the number in the lower half of class standing. A continuation of this pattern will negatively impact the bar pass rate of our graduates on the Oregon bar exam.

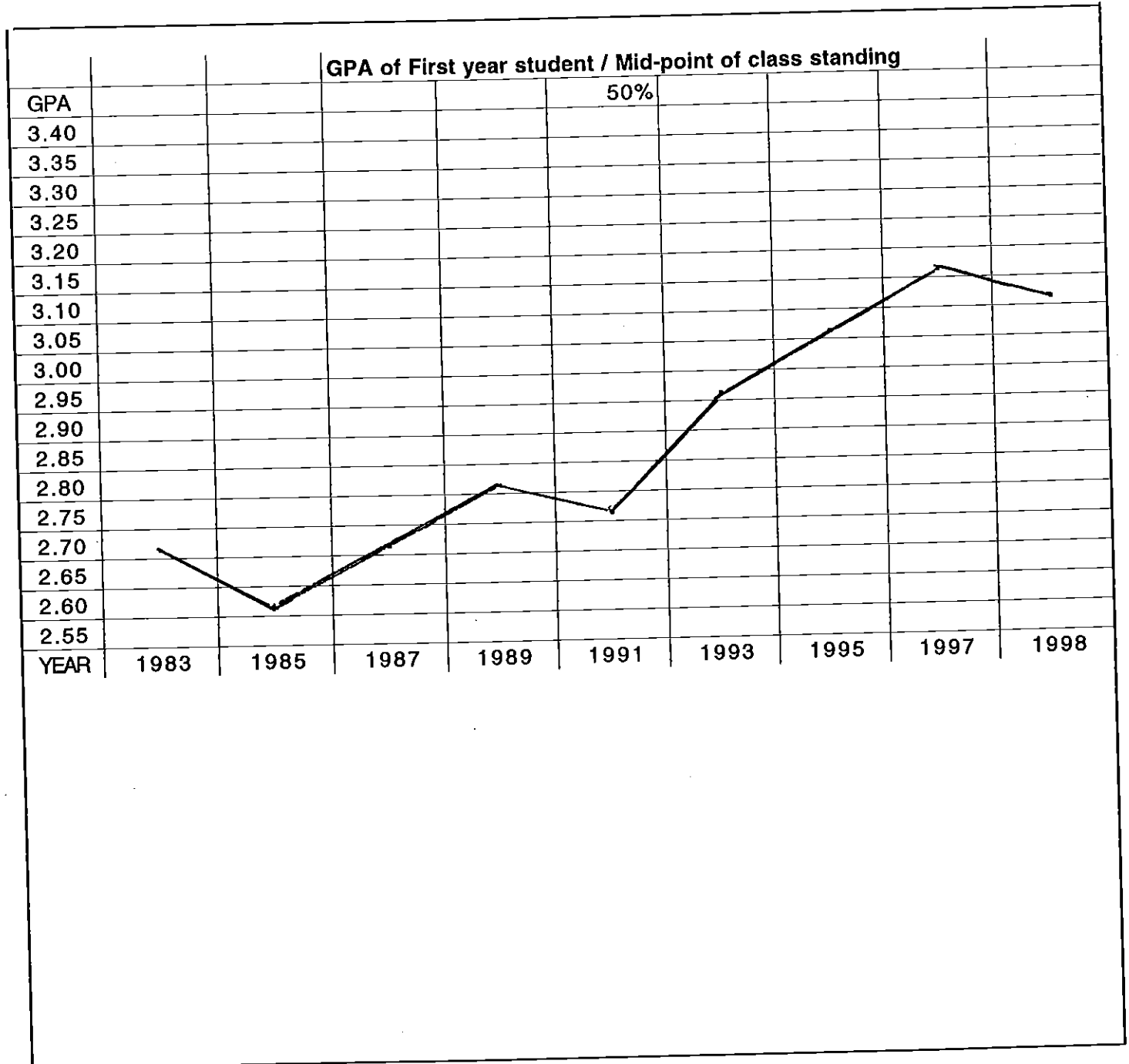
In looking at the bar exam record for the 1997 class (see Chart 5), perhaps the most informative figure is that of the bottom 18 students in class standing (GPA from 2.21 to 2.72) not one passed a bar exam last July. Five did not sit for a July bar and all 13 failed who attempted a bar (10 failed in Oregon and 3 in other states). These students all graduated with a "C+" to "B-" cumulative grade point average and not one passed a bar exam. At the bottom 12% of class rank (the bottom 18 students) a disparity existed between what is judged satisfactory (or better) academic performance by the faculty and what is judged "minimum legal competency" by a board of bar examiners.

Also informative is the fact that eight out of ten graduates with a "B" average (GPA of 3.01 to 3.07) failed the Oregon bar last July. Six graduates with a "B" average or better failed other bar exams last July. The graduate at the mid-point of 1997 class standing had a cumulative GPA of 3.22 or a "B+" average. Overall, of the 34 graduates who sat for a bar with a GPA between 3.00 and 3.22 (medium GPA), twelve failed a bar exam last July.

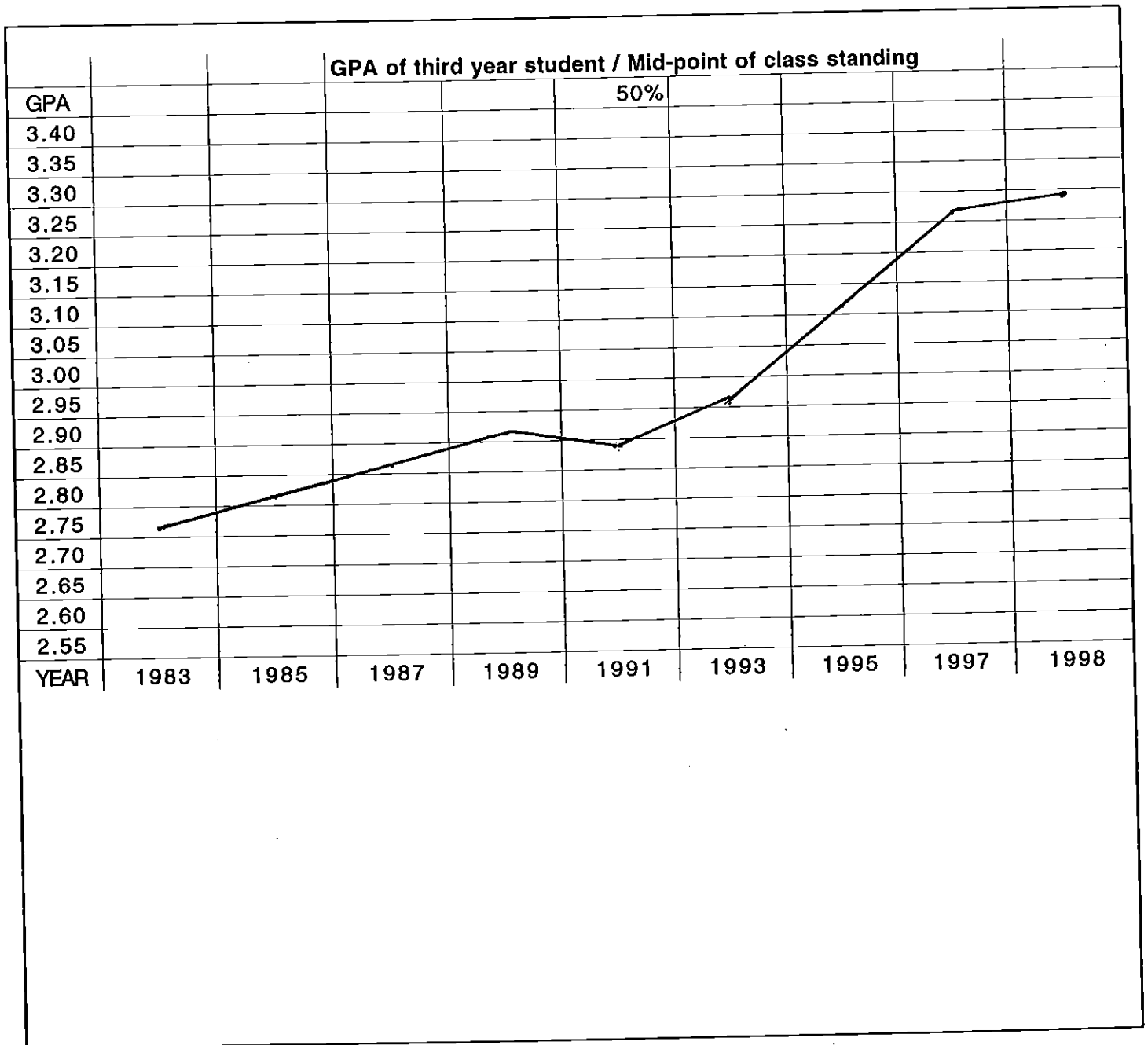
Adding together all bar attempts in any jurisdiction last July for the 1997 class, in the upper half of class standing 70 passed a bar and 3 failed and 4 did not sit for a bar. In the lower half of class standing, 36 passed a bar and 32 failed and 10 did not sit for a bar. In the bottom 25% of class standing of those taking a bar anywhere, 13 passed and 21 failed (62% failure rate) and 5 did not sit for a bar. In summary, of those graduates of the 1997 class who attempted a bar anywhere last July, one out of four failed. This statistic must be placed in context. Oregon, California and Washington usually fail first time takers of their bars in the 18 to 30% range. Because the bulk of University of Oregon graduates (85% or more) take a west coast state bar, a failure rate of 25% for a graduating class must be placed in the context of the overall failure rate in these three states. Last July the failure rate of all first time takers from all law schools on the following state bars was: Oregon 26%, California 25% and Washington 16%.

Grading Practices

The graphs below (taken from chart 7) shows the cumulative grade point average of the first year student and the third year student (end of student's full semester) who stood at the mid-point of class standing for the years 1983 through 1998.



Grading Practices



Grading Practices (continued)

In 1991 the faculty at this law school began to grade much more generously and that trend has continued to the present time except for a slight drop in first year grading in the 1997-98 academic year. Faculty legislation establishes grading parameters only for first year courses. Because the average GPA of first year courses, upon which these parameters are based, is determined by a rolling two year average, looking backwards in time, this legislation serves as a partial check on rapid grade increases or rapid grade reduction in first year courses. The parameters for a first year class mean GPA are .20 GPA up and down from the average GPA in first year courses for the prior two years. If the average GPA so determined is 2.65, for example, then the parameters are 2.45 to 2.85 for the mean GPA in first year courses currently being graded. The faculty raised the upper parameter in 1992 to a mean 3.10 GPA for a first year course and again in 1993 to a mean 3.20 GPA. The law school administration supported these increases in order to allow higher grades to be awarded immediately in first year courses than was allowed by the upper parameter based on the rolling two year average.

An important reason given at that time by the law school administration for encouraging more generous grading was to bring this law school's grading patterns more in line with those of other law schools', especially at Willamette Law School and Lewis and Clark Law School whose graduates frequently compete with our graduates for placements. In order to ascertain current information about the grading practices at these two law schools, the chair of the bar passage committee talked to their associate deans. At Lewis and Clark the target median GPA for a first year course is 2.60 (a "C+" to "B-" target) and for an upper division large enrollment course (40 or more students) the target median GPA is 2.70. These "targets" are self-enforcing but no serious faculty compliance issues have risen. Grading in seminars and smaller enrollment courses is expected to be somewhat higher at Lewis and Clark as it is at most law schools.

At Willamette, which has a grading system similar to ours (except no "A+"), the faculty established several years ago the following parameters for average grades in a course: first year courses, 2.50 to 2.70; and upper division large enrollment courses (40 or more students), 2.60 to 2.80. The parameters were fixed. They were abandoned this academic year due to a lack of faculty consensus and are being re-evaluated.

Although grades have undoubtedly increased at various law schools given the general trend of grade inflation in education at all levels, the committee is also aware that a number of law schools have established curves, targets or parameters as "guides" or fixed limitations on grading which serve to limit faculty discretion. This approach has been followed at both Lewis and Clark and Willamette Law Schools which continue to evaluate students on the basis of "C+" to "B-" as the average grade, at least in first year courses and upper division large enrollment courses.

The grading patterns at these two sister law schools are quite similar to each other and in fact are also very close to the grading pattern at the University of Oregon Law School prior to 1990. The transition to more generous grading at this law school has not been inhibited by fixed GPA limits or fixed targets set by faculty legislation. The current cumulative mean GPA for first year courses (under the "rolling average" rule) must fall within the 2.83 to 3.20 range under faculty legislation. The lowest permissible class average GPA for a first year course at this law school (2.83 GPA) is now considerably higher than the highest class average permitted last year at either Lewis and Clark or Willamette. This comparison illustrates the magnitude of the change in grading practices at this law school in recent years.

Also, the fixed upper limit of 3.20 GPA for a first year course GPA, set in 1993 to allow *more generous* grading than under the "rolling average" rule, now serves to require *less generous* grading. The rolling average of first year courses is now 3.03 GPA. The parameters allowed in first year grading for a class average are .20 up and down or 2.83 GPA to 3.23 GPA. However, the "special" rule, adopted in 1993, fixed the upper limit at 3.20 GPA. Grade inflation has reversed the effect of the 1993 "special" legislation.

At this law school the faculty has adopted legislation which defines grades as reflecting "categories of performance articulated in general terms" as follows:

- A. Exceptional honors level work, equivalent to a recommendation to the national law school honorary, Order of the Coif.
- B. Good work, at a level distinctly above that of normal professional competence.
- C. Professional competent work, which convinces the instructor that the student can be recommended to the public as being reasonably capable of dealing with client and public problems in the area of study.
- D. Unsatisfactory work, which is not at the level required for ordinary professional competence, but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious self-study.
- F. Failing work, which reflects an extremely low level of learning and ability in the area of study.

The senior law student at this law school who is at the mid-point of class standing now has a GPA of 3.24 or 00.06 from a "B+" average. In terms of our grade definitions this mid-point student is slightly below "exceptional honors level work" and above "good work, at a level distinctly above that of normal professional competence." Now that a "B+" is the "standard" grade at this law school rather than a "C+," the grades awarded do not fit their faculty definitions. This pronounced transition in grading practices has occurred over time without formal faculty debate or reconsideration of the definition of grades and without any substantial change in the credentials of our entering first year students.

The committee has identified the following issues which are raised by current grading practices:

- (1). About 90% of students in the 1997 class graduated with a "B-" average or better. Fifty-three graduates had between a "B-" and "B+" average. What happens psychologically to students in the bottom half of class standing who see themselves as "B" students? Does it give them a mixed signal and an unjustified sense of security about their level of professional competency? Does it encourage motivation to study or does it instill complacency? Does it signal in their minds a level of professional competency that should pass or easily pass a bar exam?
- (2). What happens to academic standards at the bottom of class rank? Are we graduating students whose academic performance would not have justified graduation in earlier years? What is our responsibility to determine "professional competency" to serve the public (our definition of "C" work) in relation to that of bar examiners and judicial authority in licensing lawyers? Is our understanding and determination of "minimum professional competency" in the grading process out of line with the judgment of bar examiners? Even

if true, who is out of line? Is our obligation to provide an education to and facilitate the graduation of all entering students who desire to continue in law school? Or is our ultimate obligation to the public which is served by our graduates? Does this sense of obligation, however defined, make any difference in how the faculty evaluates the weakest academic performers?

- (3). Current grading practices yield a tight compression at the upper end of the grading curve. In the class of 1997, one hundred and one students had GPAs between 3.00 and 3.64 which was the cut off point for Order of the Coif. Fourteen students missed Order of the Coif by 00.10 GPA or less. The difference between a "B+" and an "A-" while a small distinction under grade definitions becomes a large difference in determining class rank. Many ties exist in class ranks. For example, in the class of 1997 there were at least 17 three way ties. On a grading scale which has 13 categories ("A+" to "F"), the bulk of grades are awarded on the basis of six categories at the top. Is this very tight compression of cumulative GPAs, especially between "A-" and "B" which includes about two-thirds of the entire senior class, desirable? Does this compression unduly influence students in deciding what courses or seminars to take in an elective curriculum? That is, does it unduly encourage grade chasing for the "A" or "A-" as opposed to courses where a "B" or lower grade is more likely?

Recommendation One:

Existing law faculty legislation is repealed which establishes the permissible GPA parameters within which the mean GPA of all students enrolled in a substantive first year course must occur.

New legislative proposal:

Beginning with fall semester, 1998, the mean grade point average of all students in a substantive first year course must fall within the range of 2.70 to 3.00.

Recommendation Two:

Resolved, that it is the sense of the faculty that graded credit offerings in the second and third years of law study which have an enrollment of 30 or more students should have a mean GPA for the class in the range of 2.80 to 3.20. The purpose of this Resolution is to assist the faculty in achieving consistency and fairness in grading students. Compliance with this self-enforcing Resolution is based on the informed discretion and good judgment of faculty members. The law school administration will monitor the implementation of this Resolution and report to the faculty any substantial lack of consistency in grading practices which justifies further faculty review and reconsideration of this Resolution which becomes effective with the 1998-99 academic year.

LSAT and Bar Passage - Class of 1997

Bar Exams					
LSAT	Number of Grads	Pass	Fail	% Fail	No Bar Exam
162 to 171	61	47	7	13%	7
161	25	13	10	43%	2
156 to 160	35	26	7	21%	2
138 to 155	36	20	12	38%	4

Note: Figures taken from Chart 8.

The above chart shows that of those 36 graduates who have the *lowest LSAT* scores and who took a bar, 38% failed. Of the 36 graduates who have the *lowest class rank* and who took a bar, 68% failed. A low class rank is a much more accurate predictor of risk of failure on a bar than is a low LSAT score, according to the 1997 statistics.

Of the 36 lowest LSATs, only seventeen finished in the bottom 25% of class standing. Of these seventeen graduates (lowest LSAT scores and in the lowest quartile of class standing) the failure rate on the bar was 65%. Linking the lowest LSAT scores with the lowest class rank did *not* statistically increase the risk of failure on a bar exam last July when compared to class rank alone.

The committee noted with surprise that 43% of those 25 graduates with a 161 LSAT (median LSAT for 1997 class) failed a bar. For this reason the committee looked at the class standing of those 17 graduates who had an LSAT score of 161 *or better* and who also failed a bar. These 17 graduates apparently failed the bar because of poor academic achievement in law school. Thirteen are in the bottom quartile of class rank and only one is in the top half of class rank.

Although these figures are limited to one graduating class, they lend strong support for the conclusion that pronounced academic underachievers (high LSAT and low class rank) in law school were at high risk of failure on a bar exam last July. Of the 20 graduates who had an *LSAT of 161 or better* (median LSAT for the 1997 class or better) and who were also in the *bottom 25% of class rank*, 13 failed and 7 passed a bar, for a 65% failure rate on bars last July. For many of these graduates a "good" LSAT score did not overcome very low academic achievement with regard to passing a bar exam.

Course Selection

Specific information about a graduate's performance on particular essay questions or MBE sections of a bar exam (e.g., the Constitutional Law portion of the MBE) is confidential and not available to the committee. For this reason the committee cannot attempt to correlate or compare a graduate's course coverage (or lack of coverage) to how well that graduate does on an essay question or MBE section involving the same subject matter on a bar exam. Given this handicap to achieving a precise analysis, the committee offers the best information it can.

Early last fall in preparation for the faculty retreat, the dean's office prepared a chart of 17 so-called "bar" courses which showed how many 1997 graduates who failed the Oregon bar had taken each course. (The list of courses includes no required courses.) This list includes several subjects not directly tested on the Oregon bar (e.g., Creditors' Rights) and several subjects available for testing but not actually tested last July (e.g., Administrative Law). The list is representative of an elective core curriculum, and the committee decided to report the following statistics based on this list despite its imperfections as a list of "bar" courses. Overall, those graduates who passed the Oregon bar last July took an average of 7.60 of these seventeen courses and those graduates who failed took an average of 6.75. On the California bar, those graduates who passed took an average of 7.47 and those who failed took an average of 4.60 of these seventeen courses. (Twenty-three graduates took the California bar — a large enough sample to be useful.)

The following statements can be made based on the statistics drawn from this list of seventeen so-called "bar" courses and their enrollment patterns in the 1997 class. First, twenty-seven of the thirty-two graduates taking the highest number (nine or more) of these courses passed the bar in Oregon and California. Of the five who did not pass, four were in the bottom ten percent of class standing. Second, a combination of a low class standing (bottom twenty-five percent) and a low selection of these courses (five or fewer) yielded a pass rate of only twenty-five percent on the Oregon and California bars. Third, the four of seventeen graduates at the bottom of class standing who passed the Oregon bar *all* took an above average number (seven to eleven) of courses from the list of seventeen.

Class standing is the best single predictor of success on a bar exam. When combined with a very high or a very low selection of these seventeen courses, the predictive value of class standing in relation to success or failure on the bar in 1997 was enhanced according to these statistics.

The following chart is limited to those courses whose subjects were *actually tested* on the July Oregon bar.

ELECTIVE COURSES TAKEN BY 1997 CLASS AND AVERAGE GRADES SORTED BY THOSE WHO PASSED OREGON BAR AND THOSE WHO FAILED. SELECTION OF COURSES IS BASED ON SUBJECTS ACTUALLY TESTED ON JULY OREGON BAR EXAM.

<u>Courses</u>	<u>% taking course Pass Bar</u>	<u>% taking course Fail Bar</u>	<u>Average grade in course Pass Bar</u>	<u>Average grade in course Fail Bar</u>
Commercial Law	82%	56%	B+ to A-	C+ to B-
Constitutional Law II	16%	22%	B to B+	B- to B
Criminal Investigation	60%	56%	B+ to A-	B to B+
Evidence or Survey of Evidence	96%	100%	B- to A-	C to B
Federal Jurisdiction	39%	39%	A- to A	C to B+
Federal Tax I	81%	61%	B- to B	C+ to B-
OR Practice & Procedure	5%	9%	A- to A	C+ to B-
Partnerships & Corporations	88%	78%	B+ to A-	B to B-
Secured Land Transactions	40%	26%	B+ to A-	C+ to B-
Trusts & Estates I	84%	78%	B to B+	C to C+

The above chart shows, as expected, that the average grade for these courses of those passing the bar last July was substantially higher than the average grade of those failing the bar.

As to course selection, a significantly lower percentage of those failing the bar, compared to those passing the bar, took Commercial Law and Federal Tax I (both tested on an essay question). Many graduates, whether passing or failing the bar last July in Oregon, would not be prepared for a bar exam in the following subjects based on the content of law school study because they did not take the relevant courses: Criminal Investigation (tested on the bar exam on a Criminal Procedure essay question and on the MBE) not taken by about forty percent of the graduating class; Constitutional Law II (tested on the bar exam on a first amendment essay question and also tested on the MBE) not taken by about eighty percent; Secured Land Transactions (heavily tested as to mortgages on the MBE last July) not taken by about sixty-five percent; Federal Jurisdiction and Procedure (tested on the bar exam on the Civil Procedure essay question and the MBE) not taken by sixty-one percent; and Oregon Practice and Procedure (tested on the Civil Procedure essay question) not taken by about ninety-three percent of the graduating class.

The precise data contained in the above paragraph are much more informative and relevant about analyzing the substantive content of law school study as preparation for the Oregon bar last July than simply looking at the percentage of students taking courses from a list of seventeen "bar" courses. Many graduates left huge chunks of substantive coverage to first time study in the bar review course.

Perhaps the larger issue which emerges from the above information is the adequacy of legal education for the many students who graduated without ever studying the *Miranda* rule, the Bill of Rights, the difference between buying real property on contract or a mortgage, the distinction between ordinary income and capital gains, the jurisdiction of the federal courts or (for Oregon) local pleading and practice rules in civil litigation.

ENROLLMENT PATTERNS: PERCENT OF CLASS TAKING CERTAIN COURSES SORTED BY PASSING OR FAILING OREGON BAR.

	<u>Passing Bar</u> <u>Percent taking</u>		<u>Failing Bar</u> <u>Percent taking</u>	
	1990	1997	1990	1997
Administrative Law	85%	53%	65%	58%
Commercial Law	96%	83%	87%	57%
Constitutional Law II	60%	16%	52%	22%
Creditors Rights	46%	19%	39%	8%
Criminal Adjudication	21%	35%	26%	25%
Criminal Investigation	50%	60%	43%	57%
Evidence	56%	33%	52%	30%
Survey Evidence	44%	63%	48%	70%
Family Law	46%	24%	48%	33%
Federal Jurisdiction	19%	39%	26%	39%
Federal Tax I	86%	81%	74%	61%
OR Practice & Procs.	31%	5%	4%	9%
Partnerships & Corps.	90%	88%	87%	78%
Remedies	14%	9%	4%	17%
Secured Land Trans.	44%	40%	44%	26%
Trusts & Estates I	92%	84%	70%	78%

Recommendation Three:

A "Statement of Completion" is added which is entitled "Foundation Courses." A research paper separate from the Law School's existing writing requirements is not required.

A "Statement of Completion" for a "Foundation Courses" certificate requires that a student successfully complete (grade of "C" or better) at least ten courses from the following list of elective courses:

<u>Areas of Law</u>	<u>Courses</u>
Business & Commercial	Partnerships & Corporations Commercial Law
Creditor-Debtor	Creditors' Rights
Criminal Justice	Criminal Investigation
Estate Planning	Trusts & Estates I
Family	Family Law
Interstate Transactions	Conflict of Laws
Litigation	Oregon Practice & Procedure, Federal Jurisdiction & Procedure, Evidence or Survey of Evidence, Remedies
Property	Secured Land Transactions
Public Law	Administrative Law
Taxation	Federal Tax I

Academic Standards

Probation and Disqualification Numbers End of First Year of Study

Year	On Probation		Disqualified		Reinstated	
	Non-Minority	Minority	Non-Minority	Minority	Non-Minority	Minority
1983-1984	20	2	8	4	2	2
1986-1987	10	2	5	1	1	0
1989-1990	3	3	3	1	1	1
1992-1993	1	3	4	1	4	1
1993-1994	1	0	0	3	—	3
1994-1995	2	1	1	1	1	1
1995-1996	1	2	1	0	1	—
1996-1997	0	2	0	1	—	1
1997-1998 end of fall semester	3	1				

Probation and Disqualification Numbers for Second and Third Year Students

Year	Probation		Off Probation		Disqualified		Reinstated	
	Non-Minority	Minority	Non-Minority	Minority	Non-Minority	Minority	Non-Minority	Minority
1983-1984	11	4	10	3	4	3	3	3
1986-1987	9	1	7	0	3	1	2	1
1989-1990	8	5	7	2	4	4	4	4
1992-1993	3	4	5	1	3	3	2	2
1993-1994	3	3	6	3	1	3	*	3
1994-1995	2	3	2	2	1	0	*	0
1995-1996	1	1	0	3	0	0	0	0
1996-1997	0	1	1	1	0	2	0	2
1997-1998 end of fall semester	0	1	0	1	0	1	0	1

* Either the student chose not to petition or was ineligible to petition under the rules of "Academic Standards."

The "Academic Standards" of this law school apply the "2.00" rule in determining which students are placed on probation. At the end of any semester in which a student's cumulative GPA falls below a 2.0 the student is placed on probation. (A defect in drafting the rules failed to carry out the digits to 2.00). The student remains on probation until (1) achieving a cumulative GPA of 2.0 or better or (2) being disqualified. A student is disqualified if while on probation the student receives a GPA of less than 2.0 for any semester. A student must achieve a cumulative GPA of 2.0 in order to advance to the fifth semester of study and to graduate.

Under these rules a student can automatically continue in school on probation despite falling below a cumulative GPA of 2.0. A student is disqualified if the cumulative GPA is below 2.0 and the student receives another semester's GPA below 2.0 or a cumulative GPA of 2.0 is not achieved by the end of four semesters of residence. A disqualified student can petition for academic reinstatement.

Over the past fifteen years a substantial change has occurred in the number of students on probation or disqualified and also in the percentage of disqualified students who are reinstated and permitted to continue in school. The charts above distinguish between academic difficulties at the end of the first year of study and, on the other hand, academic difficulties of second and third year students.

The "First Year" chart shows that in 1983-84, twenty-two students were on probation at the end of the first year and twelve were disqualified of whom four were reinstated on petition. By 1992 the number of students in academic difficulty had substantially declined and this pattern has been followed annually to the present time. At the end of last fall semester four first year students were placed on probation. Since 1992-1993 between one and four students were placed annually on probation at the end of the first year of study. All first year students since 1992 who were disqualified were reinstated by the Academic Standing Committee.

The "Second and Third Year" chart shows that in 1983-84 seven students were disqualified of whom six were reinstated. Since 1993-94 the number of second and third year students who were disqualified each year has varied from zero to four. All of these disqualified students who were eligible to petition and did so were reinstated by committee action. In summary, since 1993-94 all disqualified students regardless of class year who were eligible to petition (all but two students) have been granted the opportunity to continue in school.

The credentials of entering students have not varied in any substantial way over the past fifteen years. The decline in the number of students in academic difficulty is primarily the result of the change in faculty grading practices documented earlier in this report. The impact of this change in grading practices has not been to reduce drastically the number of students ultimately disqualified, i.e., not reinstated on petition. The impact is more subtle. In 1983-84 thirteen students on probation were successful in improving their cumulative GPA to 2.00 or better and removing themselves from probation. In 1989-90 nine students improved academically and removed themselves from probation. In the past four or five years those few students on probation have with a few exceptions avoided disqualification and improved to a cumulative GPA of 2.00 or better.

The subtle impact is that far fewer students at or near the bottom of class rank are now being given the message through grades that their academic performance must improve if they are to perform at a level of "professional competency" and graduate. Whether viewed as a "stick or a carrot," grades no longer function except for a very few students as a signal that the level of academic performance must improve in order to graduate. These comments can be related to the fact that the bottom thirteen graduates in class rank who took the Oregon bar exam last July all failed. Also, these comments may be especially germane to first year grading practices because in recent years only three or four students are on probation after a year of law study. If a student is

performing at a marginal or unsatisfactory level of professional competency, it is important for self-improvement that the message be received by the end of the first year of study. The opportunity for even handed evaluation by faculty is also highest because the first year course of study is required.

Bar Record of Graduates from 1990 to 1996 who were on academic probation or disqualified and readmitted to law school and graduated.

Number of Bar failures — no record of passing a bar anywhere

<u>Number of Bar Failures</u>	<u>Number of Graduates</u>
one	15
two	6
three	3
four	3
five	0
six	<u>1</u>
Total:	28

Number of Bar Failures — Passing on last attempt

<u>Passing Bar on Attempt Indicated</u>	<u>Number of Graduates</u>
two	13
three	5
four	0
five	<u>2</u>
Total:	20

Passing Bar on first attempt:
No bar taken:

twenty
five

Summary: Bar Passage history of those 1990 to 1996 seventy-three graduates on probation or disqualified.

Percent of total not admitted to any bar: (Percent based on all 73 graduates)	45%
Percent passing on first attempt: (Percent based on all 68 attempting a bar)	29%
Percent passing after initial failure(s):	29%
Percent failing bar-not admitted:	41%

Total number of bar failures of those 48 graduates not passing bar on first attempt: 85

Recommendation Four:

These following sentences and partial sentence appearing on pages 33 and 34 of "The Holding" for 1997-98 in paragraph 8. of "Academic Standards" and paragraph 4. of "Regulations Governing Adjustments of Grades" are repealed:

Paragraph 8. "Any Students who receive an "F" in a required first year course and then retakes the course for credit shall have his or her GPA computed based on the grade received in retaking the course, and the original "F" grade shall be ignored even though the "F" grade remains on the transcript."

Paragraph 4. ". . . except that students entering the law school in 1991 and thereafter, who have to retake a required course, will only have the new grade computed into their GPA, though the "F" will remain on the transcript."

Effective with the 1998-99 academic year, the following sentence is substituted for that above in paragraph 8.

Paragraph 8. "Any student who receives an "F" in a required first year course and then retakes the course for credit shall have his or her GPA computed based on both the grade received in retaking the course and the original "F" grade.

Paragraph 4. A period is placed before the repealed portion of this sentence so that it simply reads: "The grade of "N" or "F" is factored into the student's GPA, even if a passing grade is later received.

Rationale:

Under present rules a student who receives an "F" in a required first year course is usually better off in terms of the cumulative GPA than a student who receives a "D" or "D+." The reason is that after retaking the course the "F" is not used in computing the GPA, only the grade received on retaking which is usually a "C" or better. On the other hand, a "D" or "D+" or "C-" grade in the same course remains to be computed in the cumulative GPA.

Recommendation Five:

Effective with the class entering in fall, 1998, the sentence on page 38 of the "Holding" for 1997-98 under "Basic and Comprehensive Writing Requirements" paragraph 4.a which reads "No more than six credits of Legal Writing and six credits of Reading and Conference can be taken during law school" is changed to read "No more than six credits of Legal Writing and Reading and Conference can be taken during law school."

Rationale:

Students satisfying under Legal Writing (other than in connection with a course or seminar) the basic writing requirement are usually awarded one credit and those satisfying the comprehensive writing requirement in this manner are usually awarded two credits. (Students are encouraged to satisfy these writing requirements in a course or seminar or for Law Review or JELL.) Even if a student satisfies both requirements for Legal Writing credit, this leaves nine credits available under current rules for independent work under a Legal Writing or Reading and Conference heading.

Twelve credits (or nearly one semester) of independent work under these headings seems excessive for both students and faculty work-load, especially given the wide range of credit offerings available in Law Review, JELL, internships, externships, moot court boards, and workshops as well as the rich selection of seminars in which research and writing under faculty supervision are available.

Gender

In 1990 and 1991 women graduates of this law school did better than men on bar exams. Since 1993, however, men graduates have consistently passed at a higher rate (sometimes significantly higher) than women graduates on nearly all bars exams each year except in Washington. See Chart 9 for aggregate figures, 1990-1997.

The Committee does not know why women graduates of this law school have not done as well as men on bar exams for the past five years. Although time has run out on the committee's work this semester, detailed studies could compare the records of men and women in regard to class rank and success on a bar, how many do not take a bar, who stays in Oregon and who leaves to take a bar elsewhere, as well as subjective factors. For example, Washington has only essay questions on its bar. Has this fact contributed to the success of women on this bar?

Professor Forell reported to the committee that the Oregon Gender Task Force studied the connection between gender and success on the Oregon bar exam. Over the ten year period from 1987-1996, women from all law schools passed the Oregon bar at a 74% rate and men passed at a 73% rate. See Chart 10. Men passed in higher percentages half the time and women passed in higher percentages the other half. However, in the past three years women have not done as well as men on the Oregon bar—overlapping the time period when University of Oregon women graduates have also not fared as well.

Women and Men Bar Exam Pass Rate University of Oregon Graduates

Year	All Bar Exams		Oregon Bar Exams	
	Women	Men	Women	Men
1990	77%	72%	77%	69%
1991	87%	79%	86%	76%
1992	88%	89%	89%	91%
1993	76%	89%	82%	93%
1994	63%	84%	57%	83%
1995	76%	82%	75%	78%
1996	74%	84%	68%	83%
1997	70%	80%	63%	78%

**Aggregate Figures 1990-1997
University of Oregon Graduates
Pass Rate**

All Bar Exams		Oregon Bar Exam	
Women	Men	Women	Men
76%	82%	74%	82%

Minority Graduates

Since 1960 this law school has graduated 336 students identified as members of a minority group. Two-thirds of this group (224 graduates) have passed a bar exam, 28% have failed one or more bar exams and are not admitted to practice, and five percent have apparently not taken a bar exam anywhere. Of the 336 minority graduates since 1960, ninety-five (28%) are licensed to practice law in Oregon. Of the 336 minority graduates, 44% are identified as Asian, 20% as Hispanic, 18% as African American, and 18% as Native American.

Mr. Kenneth Rowe, statistical consultant to the Oregon Board of Bar Examiners, prepared an analysis of all minority graduates of the three law schools in Oregon who took the Oregon bar exam between 1968-1979. The study is old and prior to well established academic support programs in the three law schools, but it is apparently the only overall study available in Oregon. (Many states do not even keep statistics on pass rates for minority groups.) Mr. Rowe concluded that:

There is no evidence that the generally strong relationship between school performance and (bar) examination performance is in any way less so for minority applicants. Among such minority applicants, twenty-one of twenty-two (95%) in the top half of their class passed the Oregon Bar Exam on first attempt. Only thirteen of forty-eight (27%) in the lowest one-quarter of their class ranks passed on first attempt. Both of these statistics are very much like the comparable general population of first-time applicants during 1968-1979.

Chart 11 in the appendix shows the bar exam record from 1990 to 1997 for both minority and non-minority graduates of this law school (first time takers) on bars in Oregon, Washington, California and "other jurisdictions." Because the number of minority graduates taking each of these various bars is quite small each year, the pass rate fluctuates considerable from year to year. The aggregate figures are stated below:

Pass Rate of Minority Graduates from 1990 to 1997. First time attempt on each bar.

States	Total	Fail	% Pass
Oregon	64	26	59%
Washington	17	8	53%
California	20	11	45%
Other States	28	5	82%

On the national scene, the Law School Admissions Council began a long-term study on bar exam passage in 1991. This study is scheduled for release later this year and should provide a national perspective on disparities in bar passage rates. This national study would provide a good back-drop against which to compare a detailed evaluation of minority graduates of this law school and their success rate on admission to state bars. Various subjective factors such as the academic support program could also be evaluated. Given its broad charge, the bar passage committee has not had an opportunity to do more than present some overall statistical information concerning minority graduates and bar pass rates. An appropriate law school committee could pursue the detailed evaluation necessary for an effective study of this matter which is important to the law school, its minority students, and the legal profession.

Repeaters on Bar Exams

Subsequent Bars for Graduates
Who Failed First Attempt
1990-1996

Year	Initial Number of Failures	No Retake	Retake Never Passed	Passed On			Overall Pass
				2nd Attempt	3rd Attempt	4th More	
1990	37	10%	12%	65%	8%	5%	78%
1991	26	23%	4%	54%	15%	4%	73%
1992	16	19%	12%	63%	6%		69%
1993	21		14%	71%	10%	5%	86%
1994	25	8%	28%	60%	4%		64%
1995	23	22%	22%	35%	17%	4%	56%
1996	23	9%	17%	70%	4%		74%
Total	171						

From 1990 to 1996 one hundred seventy-one graduates failed on the initial attempt to pass a bar exam. The good news is that 123 of these 171 initial failures or 72% subsequently passed a bar exam. Well over half of those graduates who initially fail a bar pass a bar on the *next* attempt (listed as *second* attempt in the chart above). This factor is encouraging because it suggests that the initial failure could well have been a pass with more (or perhaps better) preparation and confidence or whatever else might help that graduate to pass a bar on the first try.

A few graduates have taken four or five or even six bar exams and never passed. However, most of those not admitted to practice do not retake a bar after the second or third try is not successful. The percentage of those graduates who have *retaken* a bar exam one or more times (i.e., *after* an initial failure) and have never passed is listed in the chart above under "Retake-Never Passed." In recent years this percentage has increased, indicating more graduates have multiple failures and have not passed a bar on the last attempt. The majority of these graduates (about 60%) were on probation or disqualified while in law school.

In looking at the big picture in regard to repeaters, the set-back in their lives is quite serious but nonetheless temporary for the majority of our graduates who do not pass a bar exam on the first try because they do pass on the second attempt. The line between passing and not passing a bar can be very thin. These observations are encouraging. The challenge in the future is for similarly situated graduates, supported by the law school, to move over the pass line on the first bar exam attempt, not the second or third.

February Bar Exam in Oregon

In February, 1998 all four of the University graduates of Oregon passed the Oregon bar who were taking it the first time. Although the number of graduates is small, their success is notable because the pass rate for all 140 first time takers on this bar was only 66%. The pass rate for those graduates who were repeating the bar exam was 46%, the same as the overall pass rate for repeaters. Figures for the past two February bars are given below:

Oregon February Bar Exam 1997-1998

	First time takers			Repeaters		
	Pass	Fail	% Pass	Pass	Fail	% Pass
1997						
overall	103	44	70%	54	48	53%
University of Oregon	6	3	67%	15	8	65%
1998						
overall	93	47	66%	47	55	46%
University of Oregon	4	0	100%	12	14	46%

Legislative Proposals

Recommendation One:

Existing law faculty legislation is repealed which establishes the permissible GPA parameters within which the mean GPA of all students enrolled in a substantive first year course must occur.

New legislative proposal:

Beginning with fall semester, 1998, the mean grade point average of all students in a substantive first year course must fall within the range of 2.70 to 3.00.

Recommendation Two:

Resolved, that it is the sense of the faculty that graded credit offerings in the second and third years of law study which have an enrollment of 30 or more students should have a mean GPA for the class in the range of 2.80 to 3.20. The purpose of this Resolution is to assist the faculty in achieving consistency and fairness in grading students. Compliance with this self-enforcing Resolution is based on the informed discretion and good judgment of faculty members. The law school administration will monitor the implementation of this Resolution and report to the faculty any substantial lack of consistency in grading practices which justifies further faculty review and reconsideration of this Resolution which becomes effective with the 1998-99 academic year.

Recommendation Three:

A "Statement of Completion" is added which is entitled "Foundation Courses." A research paper separate from the Law School's existing writing requirements is not required.

A "Statement of Completion" for a "Foundation Courses" certificate requires that a student successfully complete (grade of "C" or better) at least ten courses from the following list of elective courses:

<u>Areas of Law</u>	<u>Courses</u>
Business & Commercial	Partnerships & Corporations Commercial Law
Creditor-Debtor	Creditors' Rights
Criminal Justice	Criminal Investigation
Estate Planning	Trusts & Estates I
Family	Family Law
Interstate Transactions	Conflict of Laws
Litigation	Oregon Practice & Procedure, Federal Jurisdiction & Procedure, Evidence or Survey of Evidence, Remedies
Property	Secured Land Transactions
Public Law	Administrative Law
Taxation	Federal Tax I

Recommendation Four:

These following sentences and partial sentence appearing on pages 33 and 34 of "The Holding" for 1997-98 in paragraph 8. of "Academic Standards" and paragraph 4. of "Regulations Governing Adjustments of Grades" are repealed:

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Twelve credits (or nearly one semester) of independent work under these headings seems excessive for both students and faculty work-load, especially given the wide range of credit offerings available in Law Review, JELL, internships, externships, moot court boards, and workshops as well as the rich selection of seminars in which research and writing under faculty supervision are available.

Consent Package

Any recommendation can be removed from the "Consent Package" at the request of a faculty member for a separate vote. Discussion alone does not remove a recommendation from the "Consent Package."

The law faculty adopts the following proposals:

Recommendation 1. Faculty Critiques of Oregon bar exam questions.

The Associate Dean and members of the law faculty make every effort to furnish critiques of the essay questions and answers of the Oregon bar exam, especially in July, to the Oregon Board of Bar Examiners.

The Associate Dean distributes Oregon bar essay questions, answers and faculty critiques to all faculty members who teach in the subject matter area tested in the question.

After each Oregon bar exam, the Associate Dean places several copies of the essay questions on file in the library for student access.

Rationale: A critique by faculty of the Oregon bar exam "essay questions and answers" was an idea initiated by Dean Scoles and approved by the Oregon Supreme Court over 25 years ago. This evaluation by faculty of the three law schools in Oregon prior to grading of the bar exam (unique to this state, as far as the committee knows) is now relied upon by the Board of Bar Examiners and is an important influence on the fairness and accuracy of the grading process. Unfortunately the July bar exam (when most graduates sit for the bar) occurs when many faculty members are scattered for the summer. The result is that fewer critiques than desirable are prepared by this faculty (5 out of 12 last July). Several "questions and answers" may receive no critique from any law school (three last July). Can we, with some planning and effort as a faculty, furnish more critiques for the July bar exam?

The current practice is to furnish a bar essay question to one teacher in the subject area for a critique. All teachers in the same subject area (e.g., Criminal Law and Procedure) should be given copies of the question, model answer and faculty critique. The main purpose of this distribution is to be better informed as a faculty about the testing on the local bar exam of the subjects which we teach. Copies of the essay questions should also be placed in the library for student access.

Recommendation 2. Faculty access to bar passage data.

The dean's office shares promptly with the law faculty all bar passage data concerning the school's graduates after the release of this data in California, Oregon & Washington and "other jurisdictions."

Rationale: This data is now released by the ABA and is public information. The law faculty should be informed prior to its public release.

Recommendation 3. Academic orientation of new faculty, visitors and adjuncts.

The Associate Dean is responsible each year or each semester for informal orientation sessions for new faculty, visitors and adjuncts.

Rationale: Teachers who are new to the law school have a host of questions about both practical matters and school policies. An informal orientation session (perhaps after a lunch to which

several other faculty members are invited) provides a welcome and a forum to share information and answer questions. The committee's substantive concern is that new faculty be informed about and be able to discuss in a supportive forum the school's academic policies, student writing requirements, grading practices, etc., prior to undertaking their teaching assignments. For the information of the faculty this recommendation has been discussed with the Associate Dean O'Fallon who supports it.

Recommendation 4. Teaching and the MBE. Sharing information.

The Chair of the Curriculum Committee is responsible to gather together periodically those teachers who teach courses which cover the six subject matter areas tested on the Multistate Bar Exam. The purpose of these informal meetings is to share information about what is taught and what might be taught in each course in relation to the scope of coverage of the same subject as tested on the Multistate Bar Exam. Coordination of coverage among different teachers is encouraged.

Rationale: The Multistate Bar Exam is now a "national" bar exam. Teachers of the six MBE subjects should be aware, at least for their subject, of what is tested on the MBE and where, if at all, the material is taught in law school.

The committee provided an MBE "scope of coverage" outline to teachers of that subject area (e.g., Constitutional Law) and asked each teacher to indicate what part of the outline was taught in their course or courses. The teacher replies were informative, appreciated by the committee, and will be given to the Chair of the Curriculum Committee. These replies showed various gaps between what is taught and what is tested on the MBE. They also showed that in three MBE subjects, coverage in law school is spread in each case over at least three courses:

MBE Subject Courses

Constitutional Law	Constitutional Law I and II, Federal Jurisdiction and Procedure
Criminal Law	first year Criminal Law, Criminal Investigation and Criminal Adjudication
Property	first year Property, Secured Land Transactions, Trusts and Estates II and perhaps Land Use and Real Estate Planning

Perhaps the most useful part of this exercise was for individual teachers to compare what they are teaching with what is now tested on the "national" bar exam. The next step, recommended above, is for teachers in a subject area (e.g., Property) to assemble together (with the Chair of the Curriculum Committee and perhaps the Associate Dean) and share what they are doing in their courses, how it compares to the MBE outline for that subject, and how best to coordinate coverage with other teachers. Reasons besides the MBE obviously exist for this sharing of information and coordination of coverage among teachers in the same subject area.

The point of this recommendation is not to dictate course coverage based on the MBE. The point is to provide an informal process by which faculty members share information and ideas about their teaching of subjects tested on the "national" bar exam. Teachers should at least be aware of the MBE "scope of coverage" outline for the subject which they teach because their students (except for those taking the Washington bar) must take the MBE.

Recommendation 5. Faculty access to grade distribution sheets.

Each fall semester the dean's office provides grade distribution sheets to the faculty for

each credit offering taught at the law school during the prior academic year. These sheets include the name of the credit offering, the name of the teacher, and the number of grades awarded in each grade category, as well as incompletes.

Rationale: Grade distribution sheets are readily available to faculty at most law schools and are also available to students at some law schools including Willamette Law School. They were available, at least on a periodic basis, to faculty members at this law school until recent years.

Faculty members do not evaluate students and award grades in a vacuum. Openness in the sharing of this non-confidential information encourages openness in discussing grading practices among faculty members, facilitates a higher level of informed consistency in grading patterns, and assists new teachers, visitors, and adjuncts to avoid idiosyncratic grading. For the information of the faculty, this recommendation has been discussed with Dean Strickland who supports it.

Recommendation 6. Academic counseling and information about bar exams.

Each spring semester as part of the registration process for the next academic year the dean's office (probably through the Associate Dean) prepares a written "hand-out" which informs students about the nature of the bar exams and what may be tested in California, Washington and Oregon, and the relationship of subject matter coverage in foundation courses to what is or may be tested on a bar exam, especially the MBE portion. Foundation courses are identified to assist students in preparing an individual course of study.

Rationale: This recommendation has been standard practice at this law school for many years but it has been carried out on occasion in inadequate fashion. The committee received a consistent message from both students and recent graduates to the effect that the school should provide more detailed and accurate information to students. For example, in recent years information in the registration packet has been limited to a list of ten "bar" courses tested on the Oregon bar. This list did not distinguish between the MBE and essay questions, made no mention of bar exams other than Oregon, and failed to include the following courses which cover material always tested on the Oregon bar: Constitutional Law II (MBE and essays), Secured Land Transactions (MBE), Trusts and Estates II (MBE) and Oregon Practice and Procedure (essays) as well as other courses such as Remedies which may be tested on the Oregon bar.

The committee's memo for students (already distributed) illustrates the necessity of being precise, comprehensive and current about bar exams if the information is to be useful to students.

Recommendation 7. Faculty Retreat on faculty evaluation of students.

The committee urges the dean to include on the agenda of the next "retreat" faculty consideration of grading practices and related matters.

Rationale: Because of the many changes in faculty personnel over the past five or six years and the recent appointment of a new dean, the committee believes the timing is ripe for a structured discussion of faculty evaluation of students in a retreat setting. Leadership needed to prepare for and lead such a discussion would be a substantial undertaking. The committee has in mind consideration by the faculty of the purpose of evaluation and grading, different evaluation techniques, generous grading practices in recent years, fairness and evenhandedness in grading given the size of the faculty, distinctions justified in grading between large enrollment courses and seminars (and what is a seminar?), grading practices in relation to the motivation of students in selecting a course of study in an elective curriculum, the purpose of academic disqualification and probation rules, grading practices as affecting bar passage and job placement, and related issues.

Recommendation 8. Oregon law on the Oregon bar exam

The committee recommends that the dean raise a question at the next meeting of the Oregon Council on Legal Education and Admission to the Bar about the rationale behind the apparent trend to add more testing of Oregon law on the bar exam's essay questions.

Rationale: Oregon law may now be tested on the Oregon bar exam based on the following:

1. Oregon Rules of Civil Procedure
2. Oregon Rules of Evidence
3. Oregon Administrative Law and Procedure
4. Oregon Code of Professional Responsibility (added February, 1998)
5. Oregon Family Law (added July, 1998)

The committee agrees that testing local civil procedure and practice rules and local legal ethics rules is justified on a bar exam. Beyond these two subject areas, the committee has some disagreement about the testing of local law on a bar exam.

Bar exams have gradually shifted from testing local law to testing general principles of law. The trend has been accelerated by the influence of the National Conference of Bar Examiners under whose auspices the following "national" bar exams are produced: the MBE, the Multistate Professional Responsibility Exam, the Performance Tests and the Multistate Essay Exam.

The Oregon bar exams "essay questions" purport to test on "general principles" with the exception of the five subjects listed above, two of which were added this year to the bar. Some committee members believe that testing of local law on a bar is both appropriate and relevant in determining whether to issue a license to practice law in that jurisdiction, especially since some "general principles" are already examined on the MBE. Other committee members believe that the purpose of the bar exam is not to evaluate knowledge of local law but to determine "general competency" or "minimum competency" based on the recognition and resolution of legal issues, applying general principles of law. The bar's testing of local law indicates provincialism and raises difficult issues of course coverage in a law school preparing students to take a bar in any jurisdiction.

The Oregon bar has always tested on the state's rules of civil procedure and last February an essay question was devoted to Oregon ethical rules. Beyond these two areas it is uncertain how far the Board of Bar Examiners will go in the future in testing the local rules of evidence, administrative law and family law. Because it has just been added, Oregon family law is likely to be tested next July.

The committee urges the dean to bring up this matter in the OCLEAB forum, to ask about the reason for more testing of local law and to point out the difficulties which this trend presents for teachers of the identified subjects except for Oregon Procedure and Practice.

Appendix

ABA and AALS Statement on Propriety of Examination by Public Authority before Admission to Practice.

Summary of 35 Responses to Questionnaire mailed to 85 graduates of the Class of 1997 who took the July, 1997 Oregon Bar Exam.

- Chart #1 Oregon Bar Pass Rates for 1961-1997, University of Oregon graduates, first time takers on the July bar exams.
- Chart #2 Summary of University of Oregon graduates' experience on July, 1997 Oregon bar exam.
- Chart #3 First time takers of the Oregon, California and Washington bar 1990-1997. Overall average pass rates and University of Oregon average pass rates.
- Chart #4 Summary Sheets, First-time bar success rates in all states organized by graduating class, 1990-1997.
- Chart #5 State where bar exam taken and success or failure on that bar for each 1997 graduate organized by rank order of class standing.
- Chart #6 Class rank by quartiles and pass/fail record on the Oregon bar, 1990-1997.
- Chart #7 Grade Point Average Required to be at Mid-Point of Class Standing for first year student and third year student, 1982-1998.
- Chart #8 LSAT, Class Rank at Graduation and Bar Exam Record.
- Chart #9 Success Rate of Male and Female University of Oregon Graduates on Bar Exams 1990-1997 Aggregate Figures.
- Chart #10 Success Rate of Males and Females from all law schools on Oregon Bar Exam, Annually from 1987-1996.
- Chart #11 Pass Rate of Minority Graduates of University of Oregon on various state bars from 1990-1997.

The Propriety of Examination by Public Authority Before Admission to Practice

A half century ago the American Bar Association adopted standards for legal education, the second of which is as follows:

"The American Bar Association is of the opinion that graduation from a law school should not confer the right of admission to the bar, and that every candidate should be subject to an examination by public authority to determine his fitness."

The criticism of bar examinations, which is daily becoming more prevalent, makes it most appropriate for the Council of the Section of Legal Education and Admissions to the Bar and the Board of Managers of the National Conference of Bar Examiners to state their opinion on the matter of the so-called Diploma Privilege.

It is the position of the Council and Board that the above-quoted standard, adopted in 1921, is as valid today-perhaps more so with the mobility of law graduates-as it was at the time and that every applicant for admission to the bar should be subject to examination by public authority.

Very great progress has taken place in the caliber of legal education in the fifty years intervening since 1921. In part the improvement in legal education has been the result of experimentation in teaching techniques. Not all such experiments have proved successful. Public authority should not dictate teaching techniques but it should make sure that all applicants have the training necessary to adequately serve the public upon their admission.

Not only are law schools quite properly experimenting in teaching techniques but they are experimenting in curriculum content. Again, public authority should not dictate curriculum content but by examination should determine that the content of the applicant's education is such that upon admission he will be able to adequately serve the public. In one of the jurisdictions where graduates of certain law schools are admitted without examination, the Court found it necessary to a certain extent to dictate the curriculum content of those schools-an unfortunate limitation on the educational freedom of these schools.

Bar examinations themselves serve additional functions. They encourage law graduates to study subjects not taken in law school. They require the applicant to review all he has learned in law school with a result that he is made to realize the interrelation of the various divisions of the law-to view the separate subject courses which he took in law school as a related whole. This the curriculum of most law schools does not achieve. Also it is the first time many of the applicants will have been examined by persons other than those who taught them, a valuable experience in preparation for appearing before a completely unfamiliar judge.

To reiterate, it is the position of the Council and the Board of Managers that there must be examination by public authority. This is not to say that public authority must not be very careful in its examination procedure to make sure that it is fulfilling its responsibilities. It should continually strive to make its methods of examination more effective so that the results will be the nondiscriminatory admission of none not qualified and the exclusion of none qualified, even though this requires the use of innovative examining techniques and constant consideration of the ever-changing needs of our society. The necessity to train lawyers to represent all members of society is a continual challenge to teachers of law and legal education. To test this properly the examining authority can perform effectively and satisfactorily only if it makes responsive changes in its techniques.

This statement was approved by the Council of the American Bar Association Section of Legal Education and Admissions to the Bar, the Executive Committee of the Association of American Law Schools, and the Board of Managers of the National Conference of Bar Examiners in 1971.



UNIVERSITY OF OREGON

February 27, 1998.

Dear member of the class of 1997,

I am writing to ask for your help. This letter is being sent to 1997 graduates who took the Oregon bar exam last July.

Dean Strickland has appointed a special committee, which I chair, to evaluate the record of our graduates on the bar examination in Oregon and other states. The committee has a broad charge from the dean. We are reviewing the nature of bar exams, course coverage of bar subjects, what students are electing to take in law school, and other statistical data. Our goal is to prepare a comprehensive written report (which in itself should be valuable) which also contains recommendations to improve academic counseling and the educational program in law. We want to do the best job we can to prepare our graduates for bar admission and the practice of law or related work.

We have access to both the law school records and bar admissions of our graduates. What is lacking is the human element—the opinion of you (and your classmates) about *why* you passed or did not pass the Oregon bar exam. Your collective opinions may be the most informative part of our committee's report.

Please help us by filling out the enclosed questionnaire and returning it in the envelope. Your reply will be confidential. As chair of the committee, I will personally summarize the responses in a written report, and no names will be associated with any opinion. If you don't want to give your name, please complete the questionnaire anyway and return it.

The committee is already organized and Dean Strickland is committed to its work as a meaningful task. Please help us and the students who follow you by returning the questionnaire and adding whatever you want. Your opinions are valued.

Sincerely yours,

Chapin D. Clark
Professor Emeritus

Bar Passage Committee:

Chapin Clark, Chair
Keith Aoki
Steve Bender
Maury Holland

Laird Kirkpatrick
Merv Loya
Stephanie Midkiff
Diane Safley

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**University of Oregon Law School
Questionnaire for Class of 1997**

Name: _____ Class rank: _____ GPA: _____

1. I passed the July 1997 Oregon Bar. (*circle one*) Yes / No
If you answered "no," please answer question 2-4. If "yes," go directly to question 5.
2. Did you review your exam? (*circle one*) Yes / No If "yes," were the results uniform or were you noticeably weaker in a particular subject or testing format? Please describe.
3. Were you surprised by the result based on your law school experience or grades? Why?
4. Did you feel unprepared for any particular aspect of the bar exam, such as subject matter, MBE, or logistics? Which aspect? Do you have an opinion about why?
5. If you were not in the top half of the class, but you passed the Bar, to what do you attribute your success? (e.g., took lots of hard bar subject courses in law school; studied intensely preparing for the Bar; think course grades are bogus and totally unrelated to the Bar)
6. How would you characterize your course load during law school? (e.g., took many bar subject courses; avoided the "tough" bar courses as much as I could; took balanced load of special interest and core courses)

(over)

Responses to the Questionnaire Mailed to 85 Graduates of the Class of 1997 who took the Oregon Bar Exam in July, 1997

Twenty-four replies from those graduates who passed the bar
Eleven replies from those who did not pass.
A representative sampling of replies to each question is included.

Responses of Those Graduates who **PASSED** the Bar

Question 5. *If you were not in the top half of the class, but you passed the Bar, to what do you attribute your success? (e.g., took lots of hard bar subject courses in law school; studied intensely preparing for the Bar; think course grades are bogus and totally unrelated to the Bar).*

Question 6. *How would you characterize your course load during law school? (e.g., took many bar subject courses; avoided the "tough" bar courses as much as I could; took balanced load of special interest and core courses).*

Eight reported taking many "bar" courses.
Eleven reported taking a balanced load
Four reported taking only a few "bar" courses

- A. I only bothered with stuff that is traditionally tested (on bar) and shunned everything else.
- A. It was very important to take the course that was on the bar exam in law school. That way studying during the summer was a review and not a complete new experience.
- A. I focused mainly on "bar" courses. I chose my classes not in order to be prepared for the bar exam but to be prepared to practice law. I can't imagine being a lawyer without having taken almost all of the "bar" courses.
- A. I took course in environmental law and very few "bar" courses (Commercial Law, Criminal Procedure, Partnerships & Corporations, Remedies), (this graduate was in top 25%).
- A. I attribute my passing the bar to trying to learn and understand the subjects during law school. Further, I studied very hard on bar "prep."
- A. My course load was in moderation but I did stick to the fundamental core classes that every lawyer should know to be well rounded.
- A. I did not study much in law school and I skipped far too many classes. I made much stronger effort for the bar review.

exactly?

- A. Clearer information about the Bar before second year? Yes: 8 replies
- A. Some analysis of past bar exam questions by faculty would be helpful.
- A. We need an accurate list of subjects tested on the bar and I was told about 10 bar courses. Don't hide the ball!
- A. Give clearer information about the bar during first year. I should have taken tax and UCC.
- A. The curriculum guide is very confusing. I had to structure my own matrix of courses to project a balance of bar and special interest courses.
- A. Law School should clearly identify all Bar and MBE courses and have more required courses.
- A. We need. . . specific information about subjects on the bar and frequency of testing.

Question 8. *Were you employed during law school? (circle one) Yes / No If "yes," how many hours per week did you work? _____.*

No work		5
Hours worked	1-10	5
	11-20	10
	21-over	4

- A. Working had no impact on grades, only attendance.
- A. Working helped tremendously. It exposed me to real practice.
- A. Working made me better prepared to be an attorney.
- A. Working taught me how to practice law.
- A. Working affected my GPA but I do not believe it affected my performance on the bar.
- A. I learned a lot of law on the job.
- A. Working helped me learn more practical skills.
- A. Without working I think I would have ranked higher.
- Q. *How do you think working while in school affected you?*

Helped	6
Probably hurt	3
Neutral	3

Question 9. *Were you employed while studying for the Bar? (circle one) Yes / No If "yes," how many hours per week did you work? _____.*

Hours worked during bar review?

<u>Hours</u>	<u>Graduates</u>
1-10	2
11-20	1
21 & over	2
No work	19

Q. *How do you think it affected you?*

Helped	0
Probably hurt	1
Neutral	4

Question 10. *Did you take a bar review course? (circle one) Yes / No Which one? How worthwhile was it?*

West Bar Review	6
Bar Bri-Bar Review	19
No Bar review	0

- A. Bar-Bri—excellent experience.
- A. West Bar review was very helpful.
- A. Bar-Bri—very helpful.
- A. I cannot overstate the importance and effectiveness of the Bar-Bri course.
- A. Bar-Bri—very good.
- A. Bar-Bri was essential.
- A. I recommend Bar-Bri highly!
- A. Bar-Bri was exceptional.
- A. Bar-Bri—would not have passed without it.
- A. Bar-Bri was great.
- A. The practice exams for the MBE were essential to me.
- A. Bar-Bri—I would not have passed without it.
- A. Bar-Bri review course was essential.

- A. Outside of the bar review, I studied 3-5 hours a day, 5-6 days a week.

Question 11. *Why do you think you passed / didn't pass the Bar?*

- A. Because I worked hard and was persistent.
- A. I didn't wait until the bar exam to start learning what I needed to know. I treated the bar exam very seriously.
- A. I did not assume just because I did well in law school I would pass the bar.
- A. I think it should be stressed to students that bar courses are very important.
- A. I was disciplined during bar review.
- A. Luck, practice and some excellent teachers.
- A. I never tried to avoid a "tough" professor-grader.
- A. I enjoyed relearning material given in the bar review that I didn't understand very thoroughly in law school.
- A. Took bar courses in law school and took good notes at review course.
- A. I studied and didn't play bar roulette (skipping subjects not usually tested on bar and hoping they wouldn't be on the bar).
- A. I desired to pass and worked very hard at it. Grade inflation does no one any good.
- A. I went to every Bar-Bri class and spent 2-4 hours afterwards reviewing.
- A. I passed because I was willing to ruin my summer. Taking an entire summer of 60 hour weeks will allow anyone to pass.
- A. I was focused when I studied for the bar.
- A. I passed because I worked hard.
- A. Discipline, practice tests,... exercising daily.
- A. I passed because I had taken almost all the subjects before starting Bar-Bri.
- A. I studied very hard. . I got a good foundation at University of Oregon Law School.
- A. Learned only the stuff that is commonly tested and forget everything else and you can pass the stupid thing.
- A. I was prepared and confident. The bar is based on spotting issues.

Question 12. *Is there anything else you think the Committee should consider?*

- A. What would be wrong with reviewing some old MBE questions as part of wrap-up in Torts, Contracts, etc.
- A. Please do not turn the University of Oregon into one of these bonehead law schools where legal education is one big bar review course.
- A. Consider having each student prepare a 2L and 3L course plan. A plan without the minimum number of bar courses would have to be justified.
- A. I think the law school should increase the number of required courses. I don't think 2nd year students are prepared to make the best decisions. I think it is unrealistic to expect a high passage rate when key courses like Commercial Law, Evidence and Criminal Procedure are not required.
- A. Stick with the fundamentals and steer away from the special interest courses.
- A. Sometimes egos resulted in lax attitudes about studying for the bar in Eugene.
- A. Curriculum should not be changed to enhance bar preparation. The only real overlap between law school and the bar is the emphasis on brute memory.

Eleven Replies of Those 1997 Graduates who FAILED the Oregon Bar.

Question 2. *Did you review your exam? (circle one Yes/No If "yes," were the results uniform or were you noticeably weaker in a particular subject or testing format? Please describe.*

- A. I was marginally below on both the essays and MBE.
- A. I found on review I was weakest in contracts, property and business subjects.
- A. I missed passing bar by 9 MBE questions. My lower scores were in contracts and torts.
- A. I was weaker on the essays and very close to passing.
- A. Very low scores on 2 essays. Passed the MBE easily.
- A. I suspect my handwriting was completely illegible by that point (toward end of essay questions).
- A. I failed because of my score on the MBE. Obviously the multiple choice format was a problem for me. I missed by 11 questions.

Question 3. *Were you surprised by the result based on your law school experience or grades. Why?*

Surprised	2
Not Surprised	6

- A. I studied environmental law in school and avoided business courses. I did not have a successful first year either.
- A. The bar is an extremely biased and subjective exam designed for white males. It is merely a weeding out process I find wholly offensive.
- A. I knew I had saved too many bar subjects to learn in the bar review course.
- A. I studied for a week (in summer bar preparation).
- A. I had to undergo emergency (surgery) six days before the bar exam.
- A. To say I was surprised would have to be the understatement of the year. I never received a grade below a B- in law school and did not get very many of those.

Question 4. *Did you feel unprepared for any particular aspect of the bar exam, such as subject matter, MBE, or logistics? Which aspect? Do you have an opinion about why?*

- A. MBE and time pressure and not enough preparation from law school (not enough multiple choice questions).
- A. I needed one more week (on bar review). I had other obligations.
- A. I did not ever feel like I understood the MBE and how to pass it.

- A. I was recovering from a serious illness.
- A. I had to teach myself a lot of stuff. My teachers may try to excuse themselves with open book exams.
- A. The bar exam is about commitment and labor.
- A. There was no discussion (in law school) of how some of the bar courses are so much more important than others, e.g., the "big 6" are on both the MBE and the essay portion of the bar exam.
- A. Professors often appear completely unaware of what areas in their subject field are being emphasized on the bar exam. No one ever explained to us that First Amendment is always tested on the Con Law portion of the bar exam and thus in order to cover Con Law for the bar one needed to take both Con Law I and II

Question 6. *How would you characterize your course load during law school? (e.g., took many bar subject courses; avoided the "tough" bar courses as much as I could; took balanced load of special interest and core courses)*

Took many bar courses	1
Balanced	2
Few bar courses	3

- A. I avoided bar courses.
- A. I audited Parts. & Corps. and Trusts. & Estates.
- A. The bar courses I took were filled with "hide the ball" tactics and did little to prepare for the exam . . . the University of Oregon would do well to simply use the Bar course materials to truly teach these subjects covered on the bar.
- A. . . . I now see what a bit too much emphasis on non-bar courses. However, I treasure the courses I took in law school. There's far more to life than the bar.
- A. I didn't take Commercial Law or Trusts and Estates. I probably should have but it's not crucial.
- A. I didn't take a couple of classes that I should have, including Commercial Law. I don't see how one can earn a certificate and take all the bar courses. I also think non-bar classes are just as "tough" as bar classes.

Question 7 *Do you think any of the following would have better prepared you for the Bar?*

c. *Law school exams with multiple choice questions similar to the MBE?*

Yes:	3
No:	3

- A. I should have taken. . . Remedies, Commercial Law, and Trusts and Estates. First Year

teachers should make old bar test questions available.

- A. Con Law II and Federal Jurisdiction should be required.
- A. I should have taken. . .Trusts and Estates, Commercial Law, and Remedies.
- A. I should have taken. . .Commercial Law, Secured Land Transaction, Administrative Law, and Federal Jurisdiction.
- A. There was no real lay-out of bar courses and subjects tested (in information provided by law school).
- A. I should have taken. . .tax and U.C.C.
- A. I should have taken. . .Commercial Law and Secured Land Transactions.

Question 8 *Were you employed during law school? (Circle One) Yes/No If "yes," how many hours per week did you work? How do you think it affected you?*

Hours worked during law school?

<u>Hours</u>	<u>Graduates</u>
1-10	2
11-20	5
over 20	—
no work	3

How do you think it affected you

Working helped	2
Probably hurt	1
Neutral	4

Question 9 *Were you employed while studying for the bar? (circle one) Yes/No If "yes," how many hours per week did you work? How do you think it affected you?*

Hours worked during bar review course?

<u>Hours</u>	<u>Graduates</u>
1-10	1
11-20	1
21-over	—
No work	8

How do you think it affected you?

Working helped	—
Probably hurt	1
Neutral	1

One student who worked during summer bar review reported not studying and skipping Bar-Bri classes.

Question 10 *Did you take a bar review course? (circle one) Yes/No Which one? How worthwhile was it?*

West Bar Review: 4
Bar-Bri Review: 6

- A. West course was not as good as Bar-Bri and 40% of those who took the West bar course failed the Bar.
- A. I didn't spend enough time studying (during bar review) because it was boring and unpleasant. I worked (during bar review course) and didn't want to study.
- A. Bar-Bri—finally some real law. Why didn't you teach me this 1st year?

Question 11 *Why do you think you passed/didn't pass the Bar?*

- A. Surgery prevented me from studying the last week of review.
- A. I didn't pass the bar because I didn't practice enough timed essays. I should have taken more bar courses.
- A. I did not pass because I was not ready to be a lawyer. We have the lowest pass rate because we lecture, lecture, lecture. Where's the hands on preparation (in law school)?
- A. Whatever could go wrong, did go wrong in bar preparation: surgery, car broke down, etc.
- A. I was. . .not quite prepared—still a bit shaky.
- A. I didn't pass because of. . .stress, stress, stress. I needed to remove myself from the hype.
- A. Did not pass because of worrying about not passing, not having a job, not having funds.
- A. Give more advice on what classes to take and why. The why part would include the fact that these areas are heavily tested on the bar. A law professor has not completed his/her job if his/her graduates cannot practice law even though they can think like a lawyer.

Question 12 *Is there anything else you think the Committee should consider?*

- A. Tell your professors to get off their butts, and put the fear of god in your students. Make them prepare and punish them if they don't. Some law schools flunk even their 3rd years if they do not come to class prepared more than 3 times a semester.
- A. Use the bar courses to teach 1st year courses since that is what we will be tested on. . . .
- A. Some of the essay questions are peculiar. Perhaps professors should write the exams.

- A. Your students need the support of the faculty and the institution especially when they are unsuccessful . . . I was appalled and angered when the letter of condolence I received was from the State Supreme Court and the letter I received from my school was a letter asking for money.

CHART #1 (Revised)
OREGON BAR PASSAGE RATES (FIRST TIME TAKERS ONLY)
(Does not include repeaters) (Includes only July Bars/not
February Bars

YEAR	U OF O LAW SCHOOL	OVERALL BAR RATE (includes U of O)
1997	69%	74%
1996	74%	77%
1995	76%	84%
1994	70%	79%
1993	88%	76%
1992	92%	86%
1991	79%	77%
1990	69%	74%
1989	78%	78%
1988	61%	65%
1987	81%	76%
1986	68%	76%
1985	81%	78%
1984	84%	78%
1983	83.5%	75.3%
1982	83.3%	80.3%
1981	78.3%	78.2%
1980	75%	76.3%
1979	78.8%	81%
1978	85.4%	80%
1977	83.8%	78.4%
1976	85.9%	81.2%

1975	91.7%	91.9%
1974	94.6%	85.5%
1973	83.7%	86.1%
1972	90.2%	91.2%
1971	70.1%	69.9%
1970	78.4%	76.9%
1969	88.8%	75.5%
1968	93%	81.6%
1967	84.6%	74.4%
1966	77.7%	73.3%
1965	92.3%	72.7%
1964	88%	77.1%
1963	75%	70.2%
1962	85.7%	76.3%
1961	85.4%	67.8%
1941	100%	61%
1940	100%	60%
1939	88%	64%
1938	89%	48%
1937	85%	62%
1936	76%	70%
1935	78%	62%
1934	96%	67%
1933	94%	55%
1932	97%	72%

CHART #1 - PAGE 2

CHART #2

Oregon July 1997 Bar Exam Results

Total Taking Bar = 95	Men - 47	Women - 48
Total Pass - 62 = 65%	Men - 34 = 72%	Women - 28 = 58%
Total Fail - 33 = 35%	Men - 13 = 28%	Women - 20 = 42%
Total Taking Bar 1st Time - 85	Men 44	Women 41
1st Time Pass - 59 = 69%	33 = 75%	26 = 63%
1st Time Fail - 26 = 31%	11 = 25%	15 = 37%
Repeaters Taking Bar = 10	Men = 3	Women = 7
Total Repeaters Passing 3 = 30%	Men 1 = 33%	Women 2 = 29%
Total Repeaters Fail 7 = 70%	Men 2 = 67%	Women 5 = 71%
Total Minorities Taking Bar 1st Time = 13	Men 5	Women 8
1st Timers Passing 6 = 46%	3 = 60%	3 = 38%
1st Timers Fail 7 = 54%	2 = 40%	5 = 62%
Minority Repeaters = 2	Men = 1	Women = 1
Min. Repeaters Pass = 0	Men = 0	Women = 0
Min. Repeaters Fail 2 = 100%	Men = 1	Women = 1

Of the 25 students failing the bar from the class of 97, *one student was ranked in the top 20%, one student ranked in the second quartile, nine ranked in the third quartile and 14 ranked in the lower 25%.

*Graduate who failed bar who was in top quartile of class standing, passed the bar on appeal.

CHART #3

Success of First Time Bar ExaminationTakers (1) — 1990 Through 1997

	<u>U of O Grads</u>	<u>Overall Pass Rate</u>	
OREGON			
1990 —	72.2% (52/72)	74%	
1991 —	80.0% (68/85)	77%	
1992 —	90.1% (82/91)	86%	
1993 —	88.5% (77/87)	76%	
1994 —	70.0% (42/60)	79%	
1995 —	77.3% (58/75)	84%	
1996 —	75.6% (62/82)	77%	
1997 —	70.7% (58/82)	74%	
WASHINGTON			
1990 —	80.0% (20/25)	Not available	
1991 —	81.8% (18/22)	84%	
1992 —	80.0% (12/15)	82%	
1993 —	80.0% (12/15)	78%	
1994 —	72.7% (8/11)	79%	
1995 —	100.0% (12/12)	83%	
1996 —	85.7% (6/7)	73%	
1997 —	78.9% (15/19)	84%	
CALIFORNIA			
		(2)	(3)
1990 —	50.0% (9/18)	73%	82%
1991 —	76.9% (10/13)	69%	78%
1992 —	84.6% (11/13)	73%	82%
1993 —	61.1% (11/18)	74%	84%
1994 —	83.3% (10/12)	77%	88%
1995 —	72.7% (8/11)	73%	83%
1996 —	90.0% (9/10)	69%	77%
1997 —	79.2% (19/24)	75%	82%
OTHER JURISDICTIONS			
1990 —	88.5% (23/26)		
1991 —	91.3% (21/23)		
1992 —	90.0% (18/20)		
1993 —	94.1% (16/17)		
1994 —	87.5% (14/16)		
1995 —	83.3% (15/18)		
1996 —	85.7% (6/7)		
1997 —	82.4% (14/17)		

(1) For University of Oregon Law School graduates, the figures represent those applicants who took a February or July bar at the first opportunity after their graduation in May, summer, or December. For overall pass rates, the figures represent any first time taker of a July bar.

(2) Figures include all first time takers from all states, whether applicant attended an ABA-accredited school, a non-accredited school, or was independently tutored by a practicing attorney.

(3) Figures only include applicants from California ABA-accredited law schools.

Chart #4-1

Graduating Class of

1990

Summary of First Time Bar Success Rate of All Graduates
During February and July Bars
(Tallied only when first bar was taken at next scheduled exam sitting
after applicant's graduation in May, summer, or December)

Results — All Bar Exams

Total Pass on First Attempt 104
Total Fail on First Attempt 37
Total % First Time Pass 73.8%

Results by Jurisdiction

Oregon	Washington
OR Bar Exams Attempted 72	WA Bar Exams Attempted 25
OR Bar Exams Passed 52	WA Bar Exams Passed 20
OR Bar Exams Failed 20	WA Bar Exams Failed 5
% First Time OR Pass 72.2%	% First Time WA Pass 80.0%
California	Other Jurisdictions
CA Bar Exams Attempted 18	Other Bar Exams Attempted 26
CA Bar Exams Passed 9	Other Bar Exams Passed 23
CA Bar Exams Failed 9	Other Bar Exams Failed 3
% First Time CA Pass 50.0%	% First Time Other Pass 88.5%

Where Were These Bar Exams Taken?

OR as % of Total Bars Attempted 51.1%
WA as % of Total Bars Attempted 17.7%
CA as % of Total Bars Attempted 12.8%
Other States as % of Total Bars Attempted 18.4%

How many Took a Bar Exam?

Total Graduates in Class 156
Total Bar Exams Attempted 141
% Grads Taking Bar at First 90.4%
Sitting After Their Graduation

Chart #4-2

Graduating Class of

1991

Summary of First Time Bar Success Rate of All Graduates
During February and July Bars
(Tallied only when first bar was taken at next scheduled exam sitting
after applicant's graduation in May, summer, or December)

Results — All Bar Exams

Total Pass on First Attempt 117
Total Fail on First Attempt 26
Total % First Time Pass 81.8%

Results by Jurisdiction

Oregon	Washington
OR Bar Exams Attempted 85	WA Bar Exams Attempted 22
OR Bar Exams Passed 68	WA Bar Exams Passed 18
OR Bar Exams Failed 17	WA Bar Exams Failed 4
% First Time OR Pass 80.0%	% First Time WA Pass 81.8%

California	Other Jurisdictions
CA Bar Exams Attempted 13	Other Bar Exams Attempted 23
CA Bar Exams Passed 10	Other Bar Exams Passed 21
CA Bar Exams Failed 3	Other Bar Exams Failed 2
% First Time CA Pass 76.9%	% First Time Other Pass 91.3%

Where Were These Bar Exams Taken?

OR as % of Total Bars Attempted 59.4%
WA as % of Total Bars Attempted 15.4%
CA as % of Total Bars Attempted 9.1%
Other States as % of Total Bars Attempted 16.1%

How many Took a Bar Exam?

Total Graduates in Class 155
Total Bar Exams Attempted 143
% Grads Taking Bar at First 92.3%
Sitting After Their Graduation

Chart #4-3

Graduating Class of

1992

Summary of First Time Bar Success Rate of All Graduates
During February and July Bars
(Tallied only when first bar was taken at next scheduled exam sitting
after applicant's graduation in May, summer, or December)

Results — All Bar Exams

Total Pass on First Attempt 123
Total Fail on First Attempt 16
Total % First Time Pass 88.5%

Results by Jurisdiction

Oregon	Washington
OR Bar Exams Attempted 91	WA Bar Exams Attempted 15
OR Bar Exams Passed 82	WA Bar Exams Passed 12
OR Bar Exams Failed 9	WA Bar Exams Failed 3
% First Time OR Pass 90.1%	% First Time WA Pass 80.0%

California	Other Jurisdictions
CA Bar Exams Attempted 13	Other Bar Exams Attempted 20
CA Bar Exams Passed 11	Other Bar Exams Passed 18
CA Bar Exams Failed 2	Other Bar Exams Failed 2
% First Time CA Pass 84.6%	% First Time Other Pass 90.0%

Where Were These Bar Exams Taken?

OR as % of Total Bars Attempted 65.5%
WA as % of Total Bars Attempted 10.8%
CA as % of Total Bars Attempted 9.4%
Other States as % of Total Bars Attempted 14.4%

How many Took a Bar Exam?

Total Graduates in Class 156
Total Bar Exams Attempted 139
% Grads Taking Bar at First Sitting After Their Graduation 89.1%

Chart #4-4

Graduating Class of

1993

Summary of First Time Bar Success Rate of All Graduates
During February and July Bars
(Tallied only when first bar was taken at next scheduled exam sitting
after applicant's graduation in May, summer, or December)

Results — All Bar Exams

Total Pass on First Attempt 116
Total Fail on First Attempt 21
Total % First Time Pass 84.7%

Results by Jurisdiction

Oregon		Washington	
OR Bar Exams Attempted	87	WA Bar Exams Attempted	15
OR Bar Exams Passed	77	WA Bar Exams Passed	12
OR Bar Exams Failed	10	WA Bar Exams Failed	3
% First Time OR Pass	88.5%	% First Time WA Pass	80.0%
California		Other Jurisdictions	
CA Bar Exams Attempted	18	Other Bar Exams Attempted	17
CA Bar Exams Passed	11	Other Bar Exams Passed	16
CA Bar Exams Failed	7	Other Bar Exams Failed	1
% First Time CA Pass	61.1%	% First Time Other Pass	94.1%

Where Were These Bar Exams Taken?

OR as % of Total Bars Attempted 63.5%
WA as % of Total Bars Attempted 10.9%
CA as % of Total Bars Attempted 13.1%
Other States as % of Total Bars Attempted 12.4%

How many Took a Bar Exam?

Total Graduates in Class 165
Total Bar Exams Attempted 137
% Grads Taking Bar at First 83.0%
Sitting After Their Graduation

Chart #4-5

Graduating Class of

1994

Summary of First Time Bar Success Rate of All Graduates
During February and July Bars
(Tallied only when first bar was taken at next scheduled exam sitting
after applicant's graduation in May, summer, or December)

Results — All Bar Exams

Total Pass on First Attempt 74
Total Fail on First Attempt 25
Total % First Time Pass 74.7%

Results by Jurisdiction

Oregon	Washington
OR Bar Exams Attempted 60	WA Bar Exams Attempted 11
OR Bar Exams Passed 42	WA Bar Exams Passed 8
OR Bar Exams Failed 18	WA Bar Exams Failed 3
% First Time OR Pass 70.0%	% First Time WA Pass 72.7%

California	Other Jurisdictions
CA Bar Exams Attempted 12	Other Bar Exams Attempted 16
CA Bar Exams Passed 10	Other Bar Exams Passed 14
CA Bar Exams Failed 2	Other Bar Exams Failed 2
% First Time CA Pass 83.3%	% First Time Other Pass 87.5%

Where Were These Bar Exams Taken?

OR as % of Total Bars Attempted 60.6%
WA as % of Total Bars Attempted 11.1%
CA as % of Total Bars Attempted 12.1%
Other States as % of Total Bars Attempted 16.2%

How many Took a Bar Exam?

Total Graduates in Class 115
Total Bar Exams Attempted 99
% Grads Taking Bar at First 86.1%
Sitting After Their Graduation

Chart #4-6

Graduating Class of

1995

Summary of First Time Bar Success Rate of All Graduates
During February and July Bars
(Tallied only when first bar was taken at next scheduled exam sitting
after applicant's graduation in May, summer, or December)

Results — All Bar Exams

Total Pass on First Attempt 93
Total Fail on First Attempt 23
Total % First Time Pass 80.2%

Results by Jurisdiction

Oregon	Washington
OR Bar Exams Attempted 75	WA Bar Exams Attempted 12
OR Bar Exams Passed 58	WA Bar Exams Passed 12
OR Bar Exams Failed 17	WA Bar Exams Failed 0
% First Time OR Pass 77.3%	% First Time WA Pass 100.0%

California	Other Jurisdictions
CA Bar Exams Attempted 11	Other Bar Exams Attempted 18
CA Bar Exams Passed 8	Other Bar Exams Passed 15
CA Bar Exams Failed 3	Other Bar Exams Failed 3
% First Time CA Pass 72.7%	% First Time Other Pass 83.3%

Where Were These Bar Exams Taken?

OR as % of Total Bars Attempted 64.7%
WA as % of Total Bars Attempted 10.3%
CA as % of Total Bars Attempted 9.5%
Other States as % of Total Bars Attempted 15.5%

How many Took a Bar Exam?

Total Graduates in Class 133
Total Bar Exams Attempted 116
% Grads Taking Bar at First 87.2%
Sitting After Their Graduation

Chart #4-7

Graduating Class of

1996

Summary of First Time Bar Success Rate of All Graduates
During February and July Bars
(Tallied only when first bar was taken at next scheduled exam sitting
after applicant's graduation in May, summer, or December)

Results — All Bar Exams

Total Pass on First Attempt 83
Total Fail on First Attempt 23
Total % First Time Pass 78.3%

Results by Jurisdiction

Oregon	Washington
OR Bar Exams Attempted 82	WA Bar Exams Attempted 7
OR Bar Exams Passed 62	WA Bar Exams Passed 6
OR Bar Exams Failed 20	WA Bar Exams Failed 1
% First Time OR Pass 75.6%	% First Time WA Pass 85.7%

California	Other Jurisdictions
CA Bar Exams Attempted 10	Other Bar Exams Attempted 7
CA Bar Exams Passed 9	Other Bar Exams Passed 6
CA Bar Exams Failed 1	Other Bar Exams Failed 1
% First Time CA Pass 90.0%	% First Time Other Pass 85.7%

Where Were These Bar Exams Taken?

OR as % of Total Bars Attempted 77.4%
WA as % of Total Bars Attempted 6.6%
CA as % of Total Bars Attempted 9.4%
Other States as % of Total Bars Attempted 6.6%

How many Took a Bar Exam?

Total Graduates in Class 135
Total Bar Exams Attempted 106
% Grads Taking Bar at First Sitting After Their Graduation 78.5%

Chart #4-8

Graduating Class of

1997

Summary of First Time Bar Success Rate of All Graduates
During February and July Bars
(Tallied only when first bar was taken at next scheduled exam sitting
after applicant's graduation in May, summer, or December)

Results — All Bar Exams

Total Pass on First Attempt 106
Total Fail on First Attempt 36
Total % First Time Pass 74.6%

Results by Jurisdiction

Oregon	Washington
OR Bar Exams Attempted 82	WA Bar Exams Attempted 19
OR Bar Exams Passed 58	WA Bar Exams Passed 15
OR Bar Exams Failed 24	WA Bar Exams Failed 4
% First Time OR Pass 70.7%	% First Time WA Pass 78.9%

California	Other Jurisdictions
CA Bar Exams Attempted 24	Other Bar Exams Attempted 17
CA Bar Exams Passed 19	Other Bar Exams Passed 14
CA Bar Exams Failed 5	Other Bar Exams Failed 3
% First Time CA Pass 79.2%	% First Time Other Pass 82.4%

Where Were These Bar Exams Taken?

OR as % of Total Bars Attempted 57.7%
WA as % of Total Bars Attempted 13.4%
CA as % of Total Bars Attempted 16.9%
Other States as % of Total Bars Attempted 12.0%

How many Took a Bar Exam?

Total Graduates in Class 157
Total Bar Exams Attempted 142
% Grads Taking Bar at First Sitting After Their Graduation 90.4%

Chart #5 -/

Choice of State Where First Bar Examination Taken —
Class of 1997

	<u>Grad</u>		<u>Rank at</u>	<u>Cum.</u>	<u>Bar Exam Attempts</u>						
	<u>Year</u>	<u>Quartile</u>	<u>Grad.</u>	<u>Grad</u>	<u>GPA</u>	<u>("1" = pass, "0" = failure)</u>					
1	1997	1	1/165	4.14	1	WA					
2	1997	1	2/165	4.06	1	OR					
3	1997	1	3/165	3.98	1	KS					
4	1997	1	4/165	3.88	1	OR					
5	1997	1	5/165	3.87	1	CA					
6	1997	1	5/165	3.87							
7	1997	1	7/165	3.82	1	OR					
8	1997	1	8/165	3.80	1	WA					
9	1997	1	9/165	3.78	1	OR					
10	1997	1	9/165	3.78	1	CA					
11	1997	1	11/165	3.75	1	MN					
12	1997	1	13/165	3.70	1	HI					
13	1997	1	13/165	3.70							
14	1997	1	15/165	3.66	1	OR					
15	1997	1	16/165	3.65	1	OR					
16	1997	1	17/165	3.64	1	OR					
17	1997	1	18/165	3.63	1	CA					
18	1997	1	18/165	3.63	1	OR					
19	1997	1	20/165	3.61	1	OR					
20	1997	1	21/165	3.59	1	MT					
21	1997	1	22/165	3.58	1	ID					
22	1997	1	22/165	3.58	1	CA					
23	1997	1	22/165	3.58	1	CA					
24	1997	1	22/165	3.58	1	OR					
25	1997	1	26/165	3.57	1	OR					
26	1997	1	26/165	3.57	1	CA					
27	1997	1	28/165	3.55	1	WA					
28	1997	1	28/165	3.55	1	OR					
29	1997	1	28/165	3.55	1	WA					
30	1997	1	31/165	3.54	0	WA					
31	1997	1	32/165	3.53							
32	1997	1	33/165	3.52							

Chart #5 - 2
 Choice of State Where First Bar Examination Taken —
 Class of 1997

	<u>Grad</u>		<u>Rank at</u>	<u>Cum.</u>	<u>Bar Exam Attempts</u>						
	<u>Year</u>	<u>Quartile</u>	<u>Grad.</u>	<u>Grad</u>	<u>("1" = pass, "0" = failure)</u>						
				<u>GPA</u>							
33	1997	1	34/165	3.51	1 OR						
34	1997	1	34/165	3.51	1 OR						
35	1997	1	34/165	3.51	1 OR						
36	1997	1	37/165	3.50	1 OR						
37	1997	1	38/165	3.46	1 OR						
38	1997	1	39/165	3.45	1 OR						
39	1997	1	39/165	3.45	1 NV						
40	1997	2	41/165	3.44	1 OR						
41	1997	2	42/165	3.43	1 OR						
42	1997	2	42/165	3.43	1 OR						
43	1997	2	44/165	3.41	1 CA						
44	1997	2	44/165	3.41	1 OR						
45	1997	2	44/165	3.41	1 WA						
46	1997	2	47/165	3.40	1 OR						
47	1997	2	47/165	3.40							
48	1997	2	47/165	3.40	1 OR						
49	1997	2	50/165	3.38	1 OR						
50	1997	2	51/165	3.37	1 WA						
51	1997	2	51/165	3.37	1 OR						
52	1997	2	53/165	3.36	0 OR	1 OR					
53	1997	2	53/165	3.36	1 OR						
54	1997	2	53/165	3.36	1 VA						
55	1997	2	56/165	3.35	1 CA						
56	1997	2	56/165	3.35							
57	1997	2	58/165	3.34	0 CA						
58	1997	2	59/165	3.33	1 CA						
59	1997	2	59/165	3.33	1 OR						
60	1997	2	59/165	3.33	1 CA						
61	1997	2	63/165	3.32	1 WA						
62	1997	2	63/165	3.32	1 OR						
63	1997	2	65/165	3.31	1 CA						
64	1997	2	65/165	3.31	1 OR						

Chart #5 - 3
**Choice of State Where First Bar Examination Taken —
 Class of 1997**

	<u>Grad</u>		<u>Rank at</u>	<u>Cum.</u>	<u>Bar Exam Attempts</u>						
	<u>Year</u>	<u>Quartile</u>	<u>Grad.</u>	<u>Grad</u>	<u>(“1” = pass, “0” = failure)</u>						
				<u>GPA</u>							
65	1997	2	67/165	3.29	1 CA						
66	1997	2	68/165	3.28	1 OR						
67	1997	2	68/165	3.28	1 OR						
68	1997	2	70/165	3.27	1 WA						
69	1997	2	70/165	3.27	1 CA						
70	1997	2	70/165	3.27	1 WA						
71	1997	2	73/165	3.26	1 OR						
72	1997	2	73/165	3.26	1 MT						
73	1997	2	75/165	3.25	1 WA						
74	1997	2	77/165	3.24	1 CA						
75	1997	2	78/165	3.23	1 OR						
76	1997	2	78/165	3.23	1 OR						
77	1997	2	80/165	3.22	1 OR						
78	1997	2	80/165	3.22	1 AK						
79	1997	2	80/165	3.22	1 OR ? ID						
80	1997	3	83/165	3.21	1 OR						
81	1997	3	84/165	3.20	1 OR ? ID						
82	1997	3	84/165	3.20	1 WA						
83	1997	3	84/165	3.20	1 WA						
84	1997	3	87/165	3.20	1 CA						
85	1997	3	88/165	3.19	0 CA						
86	1997	3	89/165	3.18	1 OR						
87	1997	3	90/165	3.17	1 OR						
88	1997	3	90/165	3.17							
89	1997	3	90/165	3.17							
90	1997	3	90/165	3.17	1 OR						
91	1997	3	90/165	3.17	1 OR						
92	1997	3	95/165	3.15	1 CA						
93	1997	3	96/165	3.14	0 CA						
94	1997	3	96/165	3.14	1 HI						
95	1997	3	98/165	3.13	0 WA						
96	1997	3	100/165	3.10	1 OR						

Chart #5- 4
 Choice of State Where First Bar Examination Taken —
 Class of 1997

	<u>Grad</u> <u>Year</u>	<u>Quartile</u>	<u>Rank at</u> <u>Grad.</u>	<u>Cum.</u> <u>Grad</u> <u>GPA</u>	<u>Bar Exam Attempts</u> (<u>"1" = pass , "0" = failure</u>)					
97	1997	3	100/165	3.10	1 WA					
98	1997	3	100/165	3.10	1 WA					
99	1997	3	103/165	3.09	1 OR					
100	1997	3	103/165	3.09	1 OR					
101	1997	3	105/165	3.08	1 GU					
102	1997	3	105/165	3.08	1 WA					
103	1997	3	107/165	3.07	1 OR					
104	1997	3	107/165	3.07	0 OR	1 OR				
105	1997	3	107/165	3.07						
106	1997	3	110/165	3.06	0 OR	0 OR				
107	1997	3	112/165	3.05	0 OR	0 OR				
108	1997	3	112/165	3.05						
109	1997	3	112/165	3.05	1 OR	1 OR				
110	1997	3	115/165	3.04	0 OR	0 OR				
111	1997	3	115/165	3.04	0 OR	1 OR				
112	1997	3	115/165	3.04	0 CA					
113	1997	3	115/165	3.02	0 OR					
114	1997	3	119/165	3.03	1 CA					
115	1997	3	120/165	3.02	1 CA					
116	1997	3	121/165	3.01	0 OR	1 OR				
117	1997	3	121/165	3.01	1 OR					
118	1997	3	124/165	2.98	1 OR					
119	1997	3	124/165	2.98	1 OR					
120	1997	4	126/165	2.97	1 OR					
121	1997	4	127/165	2.96	1 NV					
122	1997	4	128/165	2.95	1 OR					
123	1997	4	129/165	2.94	1 OR					
124	1997	4	129/165	2.94	1 OR					
125	1997	4	129/165	2.94	0 OR	1 OR				
126	1997	4	132/165	2.93	0 OR					
127	1997	4	132/165	2.93	1 CA					
128	1997	4	132/165	2.93	1 HI					

Chart #5 - 5
 Choice of State Where First Bar Examination Taken —
 Class of 1997

	<u>Grad</u>		<u>Rank at</u>	<u>Cum.</u>	<u>Bar Exam Attempts</u>						
	<u>Year</u>	<u>Quartile</u>	<u>Grad.</u>	<u>Grad</u>	<u>("1" = pass, "0" = failure)</u>						
				<u>GPA</u>							
129	1997	4	135/165	2.91	0	WA					
130	1997	4	136/165	2.90	1	OR					
131	1997	4	137/165	2.89	0	OR					
132	1997	4	138/165	2.88	1	HI					
133	1997	4	139/165	2.87	0	OR	1	OR			
134	1997	4	140/165	2.84	1	OR					
135	1997	4	140/165	2.84	0	OR	0	OR			
136	1997	4	143/165	2.81	0	WA					
137	1997	4	143/165	2.81	0	AK					
138	1997	4	145/165	2.75	1	OR					
139	1997	4	145/165	2.75	1	OR					
140	1997	4	147/165	2.72	0	OR	1	OR			
141	1997	4	148/165	2.71	0	OR	1	OR			
142	1997	4	149/165	2.70	0	OR	0	OR			
143	1997	4	150/165	2.68							
144	1997	4	151/165	2.66	0	NV					
145	1997	4	152/165	2.62	0	OR	1	OR			
146	1997	4	152/165	2.62	0	TN					
147	1997	4	154/165	2.54	0	OR	1	OR			
148	1997	4	155/165	2.53	0	OR	0	OR			
149	1997	4	155/165	2.61							
150	1997	4	157/165	2.52							
151	1997	4	158/165	2.50							
152	1997	4	158/165	2.50	0	OR	0	OR			
153	1997	4	160/165	2.48	0	OR	0	OR			
154	1997	4	161/165	2.37	0	OR					
155	1997	4	161/165	2.37	0	OR	0	OR			
156	1997	4	163/165	2.35	0	CA					
157	1997	4	164/165	2.21							

CHART 6
Class Ranks by Quartiles and Oregon Bar Record 1990-1997
CLASS/RANKS/BAR PASSAGE

<u>CLASS YEAR</u>	<u>NUM TAKING BAR</u> <u>NUM RANKED</u>	<u>NUM TOP 25%</u> <u>/FAIL</u>	<u>NUM 2nd Quartile</u> <u>/FAIL</u>	<u>NUM 3rd & 4th Quartile</u> <u>/FAIL</u>	<u>NUM LOW 25%</u> <u>/FAIL</u>
1997	79/165 (48%)	17/0	20/1	18/8	24/13
1996	75/137 (55%)	17/0	20/2	20/6	18/11
1995	72/134 (55%)	17/0	17/2	21/5	17/9
1994	56/115 (49%)	17/0	13/1	12/7	14/10
1993	88/174 (51%)	29/0	24/1	20/1	15/9
1991	80/168 (48%)	17/0	23/4	21/3	19/9
1990	71/163 (44%)	20/0	16/2	19/10	16/12
Total/Failures By Quartiles of Class Standing		134/0	133/13	131/40	123/73
Failure Rate in each Quartile		0%	10%	31%	59%
		↑ top 25%	↑ 2nd Quartile	↑ 3rd Quartile	↑ Bottom 25% Class Rank

Class Approximation Standings 1982-1997

Chart
FIRST YEAR

Year	10%	15%	20%	25%	33.33%	40%	50%
1982-83	3.53	3.4	3.23	3.1	2.96		2.66
1985-86	3.36	3.26	3.13	3.06	2.89		2.58
1987-88	3.43	3.33	3.2	3.1	2.96		2.66
1989-90	3.36	3.26	3.2	3.1	2.96		2.76
1990-91	3.4	3.26	3.16	3.03	2.9		2.7
1992-93	3.63	3.53	3.46	3.36	3.2		2.9
1993-94	3.74	3.6	3.44	3.38	3.28		2.98
1994-95	3.65	3.48	3.36	3.28	3.18	3.1	3.01
1995-96	3.66	3.46	3.37	3.32	3.26	3.14	3.03
1996-97	3.72	3.62	3.52	3.4	3.35	3.22	3.12
1997-98	3.67	3.52	3.44	3.36	3.32	3.2	3.06

Class Approximation Standings 1982-1997

Chart
THIRD YEAR

Year	10%	15%	20%	25%	33.33%	40%	50%
1982-83	3.38	3.23	3.14	3.07	2.96		2.73
1985-86	3.48	3.36	3.24	3.11	2.99		2.78
1987-88	3.57	3.37	3.26	3.16	3.02		2.82
1989-90	3.48	3.35	3.23	3.12	3.06		2.87
1990-91	3.43	3.35	3.26	3.19	3.05		2.84
1992-93	3.58	3.43	3.31	3.18	3.09		2.9
1993-94	3.57	3.4	3.3	3.27	3.12		2.91
1994-95	3.65	3.6	3.54	3.44	3.37	3.18	3.06
1995-96	3.72	3.65	3.6	3.51	3.44	3.26	3.11
1996-97	3.67	3.55	3.51	3.47	3.42	3.32	3.22
1997-98	3.73	3.62	3.56	3.5	3.45	3.3	3.24

add fall semester

Chart

Chart

LSAT and Entering GPA and Subsequent Bar Examination Activity
for the Graduating Class of
1997

Chart # 8
Median ~~LSAT~~ for class is 161

<u>Grad Year</u>	<u>Grad ID</u>	<u>LSAT</u>	Sorted by LSAT		<u>Bar Exam Attempts ("1" = pass, "0" = failure)</u>	
			<u>Entering GPA</u>	<u>Cum. GPA 2nd Sem. at Grad.</u>		
1997	97-9703	171	3.69	3.91	7/165	1 OR
1997	97-1117	170	3.94	4.04	1/165	1 WA
1997	97-7080	170	3.38	2.81	105/165	1 WA
1997	97-9776	170	3.60	4.00	2/165	1 OR
1997	97-3925	168	3.34	3.01	95/165	1 CA
1997	97-4904	168	3.13	3.59	15/165	1 OR
1997	97-0122	168	3.30	2.69	90/165	
1997	97-3593	168	3.19	2.73	90/165	
1997	97-1846	167	2.88	3.18	67/165	1 CA
1997	97-1894	167	3.22	2.14	152/165	0 TN
1997	97-2152	167	2.95	3.65	37/165	1 OR
1997	97-5587	167	3.10	3.05	80/165	1 AK
1997	97-6258	167	2.23	2.68	84/165	1 WA
1997	97-2934	166	3.31	2.96	103/165	1 OR
1997	97-7677	166	3.08	3.19	78/165	1 OR
1997	97-9256	166	2.71	2.62	145/165	1 OR
1997	97-7339	165	3.71	3.25	39/165	1 OR
1997	97-1623	165	2.61	3.14	17/165	1 OR
1997	97-5021	165	3.35	3.30	44/165	1 CA
1997	97-6477	165	2.53	3.00	121/165	0 OR
1997	97-4064	165	3.07	3.43	16/165	1 OR

Chart # 8

LSAT and Entering GPA and Subsequent Bar Examination Activity
for the Graduating Class of
1997

Sorted by LSAT

<u>Grad Year</u>	<u>GradID</u>	<u>LSAT</u>	<u>Entering GPA</u>	<u>Cum. GPA 2nd Sem.</u>	<u>Rank at Grad.</u>	<u>Bar Exam Attempts ("1" = pass, "0" = failure)</u>
1997	97-1607	165	3.44	3.23	42/165	1 OR
1997	97-6252	165	3.64	3.99	3/165	1 KS
1997	97-0441	165	3.41	2.73	107/165	0 OR
1997	97-8780	165	3.59	3.21	34/165	1 OR
1997	97-9602	165	3.12	2.82	107/165	
1997	97-8451	165	2.80	3.12	68/165	1 OR
1997	97-5794	165	3.07	3.10	32/165	
1997	97-1502	164	2.84	2.56	143/165	0 WA
1997	97-1621	164	3.59	3.85	5/165	
1997	97-3386	164	3.02	2.98	100/165	1 WA
1997	97-3369	164	2.57	3.04	96/165	1 HI
1997	97-3152	163	3.42	2.59	129/165	1 OR
1997	97-4535	163	2.83	2.94	119/165	1 CA
1997	97-7272	163	3.02	3.14	41/165	1 OR
1997	97-6393	163	3.52	3.41	50/165	1 OR
1997	97-2390	163	3.72	3.15	28/165	1 WA
1997	97-2466	163	3.72	3.44	28/165	1 OR
1997	97-7181	163	3.46	3.25	73/165	1 MT
1997	97-1119	163	3.55	3.09	115/165	0 CA
1997	97-2791	163	3.67	2.95	53/165	1 OR
1997	97-7810	163	3.37	3.12	47/165	

Chart #8-2

Chart 8-2

ISAT and Entering GPA and Subsequent Bar Examination Activity
for the Graduating Class of

1997

Sorted by ISAT

<u>Grad Year</u>	<u>Grad ID</u>	<u>ISAT</u>	<u>Entering GPA</u>	<u>Cum. GPA 2nd Sem.</u>	<u>Rank at Grad.</u>	<u>Bar Exam Attempts ("1" = pass, "0" = failure)</u>
1997	97-4774	163	3.51	3.49	22/165	1 ID
1997	97-2700	163	3.13	3.48	28/165	1 WA
1997	97-6404	163	3.28	2.66	124/165	1 OR
1997	97-7621	163	2.92	3.14	149/165	0 OR
1997	97-6691	163	3.63	3.56	8/165	1 WA
1997	97-5859	162	2.75	2.12	160/165	0 OR
1997	97-2111	162	—	3.24	47/165	1 OR
1997	97-2861	162	3.11	3.40	26/165	1 CA
1997	97-2085	162	3.33	3.28	65/165	1 CA
1997	97-1927	162	3.25	3.00	70/165	1 CA
1997	97-6055	162	3.21	2.43	132/165	1 CA
1997	97-6493	162	2.81	2.77	70/165	1 WA
1997	97-0336	162	3.38	3.73	18/165	1 CA
1997	97-8925	162	3.44	2.76	84/165	1 WA
1997	97-2819	162	—	3.01	56/165	
1997	97-4610	162	3.01	3.12	65/165	1 OR
1997	97-7688	162	3.21	3.43	22/165	1 CA
1997	97-0601	162	2.84	3.62	18/165	1 OR
1997	97-0861	162	2.98	3.45	22/165	1 OR
1997	97-8831	161	2.87	2.96	20/165	1 OR
1997	97-7883	161	3.24	2.50	140/165	1 OR

Chart 8-3

Chart 8-3

LSAT and Entering GPA and Subsequent Bar Examination Activity
for the Graduating Class of
1997

Chart 8-3

<u>Grad Year</u>	<u>Grad ID</u>	<u>LSAT</u>	Sorted by LSAT		<u>Bar Exam Attempts ("1" = pass, "0" = failure)</u>	
			<u>Entering GPA</u>	<u>Cum. GPA 2nd Sem.</u>		
1997	97-4678	161	3.49	3.27	33/165	0 OR
1997	97-3096	161	3.54	2.58	158/165	1 OR
1997	97-2202	161	3.62	3.74	9/165	1 OR
1997	97-3064	161	3.91	3.31	39/165	1 NV
1997	97-4550	161	3.20	2.96	100/165	1 OR
1997	97-6076	161	3.18	2.45	152/165	0 OR
1997	97-6530	161	3.45	2.58	98/165	0 WA
1997	97-0924	161	3.61	2.19	140/165	0 OR
1997	97-2806	161	3.35	3.10	58/165	0 CA
1997	97-8481	161	3.86	2.92	75/165	1 WA
1997	97-9201	161	2.75	2.72	115/165	0 OR
1997	97-9485	161	3.92	3.30	51/165	1 OR
1997	97-3125	161	3.77	3.05	107/165	1 OR
1997	97-1264	161	2.85	2.25	158/165	0 CA
1997	97-2773	161	3.18	2.08	163/165	0 CA
1997	97-0404	161	3.03	2.54	143/165	0 AK
1997	97-0352	161	3.25	3.46	42/165	1 OR
1997	97-3481	161	3.39	2.66	112/165	0 OR
1997	97-1322	161	3.21	2.62	127/165	1 NV
1997	97-3801	161	3.21	2.99	53/165	1 VA
1997	97-7798	161	3.22	2.84	77/165	1 CA

Chart 8-3

LSAT and Entering GPA and Subsequent Bar Examination Activity
for the Graduating Class of

1997

Sorted by LSAT

<u>Grad Year</u>	<u>Grad ID</u>	<u>LSAT</u>	<u>Entering GPA</u>	<u>Cum. GPA 2nd Sem.</u>	<u>Rank at Grad.</u>	<u>Bar Exam Attempts ("1" = pass, "0" = failure)</u>
1997	97-3691	161	4.00	2.54	115/165	0 OR
1997	97-9760	161	3.31	3.18	100/165	1 WA
1997	97-6145	160	3.87	3.35	47/165	1 OR
1997	97-1094	160	3.57	3.77	9/165	1 CA
1997	97-6224	160	3.59	2.92	59/165	1 CA
1997	97-8158	159	3.60	2.40	137/165	0 OR
1997	97-2542	159	3.60	2.44	128/165	1 OR
1997	97-1664	159	3.55	3.33	38/165	1 OR
1997	97-9147	159	3.64	3.16	87/165	1 CA
1997	97-1624	159	3.88	3.28	44/165	1 OR
1997	97-7933	159	3.59	2.33	96/165	0 CA
1997	97-1935	159	3.13	3.16	53/165	0 OR
1997	97-9106	159	4.00	3.03	90/165	1 OR
1997	97-0129	158	3.85	3.24	34/165	1 OR
1997	97-8352	158	2.89	2.57	73/165	1 OR
1997	97-4482	158	3.83	3.68	34/165	1 OR
1997	97-0470	158	3.25	3.00	112/165	0 OR
1997	97-6343	158	3.18	2.95	129/165	0 OR
1997	97-2919	158	2.96	3.00	31/165	0 WA
1997	97-0123	158	3.56	3.14	56/165	1 CA
1997	97-7000	158	4.11	3.68	21/165	1 MT

Chart 8-4

Chart 8-4

LSAT and Entering GPA and Subsequent Bar Examination Activity
for the Graduating Class of
1997

Chart 8-5

<u>Grad Year</u>	<u>Grad ID</u>	<u>LSAT</u>	<u>Entering GPA</u>	<u>Sorted by LSAT</u>		<u>Bar Exam Attempts ("1" = pass, "0" = failure)</u>
				<u>Cum. GPA</u>	<u>Rank at Grad.</u>	
1997	97-0108	158	3.17	2.61	126/165	1 OR
1997	97-9764	157	3.56	3.26	26/165	1 OR
1997	97-5906	157	3.76	3.06	84/165	1 OR ? ID
1997	97-7046	157	3.60	3.29	51/165	1 WA
1997	97-6971	157	3.65	3.25	78/165	1 OR
1997	97-2997	157	3.42	2.87	89/165	1 OR
1997	97-9021	157	3.60	3.47	13/165	1 HI
1997	97-1641	157	3.62	3.63	13/165	
1997	97-5456	157	3.59	3.16	59/165	1 OR
1997	97-0621	157	3.61	2.87	80/165	1 OR ? ID
1997	97-6915	157	3.55	2.83	121/165	1 OR
1997	97-7538	157	4.03	3.61	22/165	1 CA
1997	97-6995	156	3.92	2.48	150/165	
1997	97-0983	156	3.50	3.72	5/165	1 CA
1997	97-4045	156	3.68	2.66	148/165	0 OR
1997	97-5710	156	3.86	3.56	11/165	1 MN
1997	97-2293	155	3.91	2.23	139/165	0 OR
1997	97-5944	155	3.80	2.85	63/165	1 OR
1997	97-0540	155	3.10	2.18	136/165	1 OR
1997	97-1501	154	3.53	2.34	132/165	0 OR
1997	97-3485	154	3.72	2.75	145/165	1 OR

Chart 8-5

LSAT and Entering GPA and Subsequent Bar Examination Activity
for the Graduating Class of

1997

Sorted by LSAT

<u>Grad Year</u>	<u>GradID</u>	<u>LSAT</u>	<u>Entering GPA</u>	<u>Cum. GPA</u>	<u>2nd Sem.</u>	<u>Rank at Grad.</u>	<u>Bar Exam Attempts ("1" = pass, "0" = failure)</u>
1997	97-8095	153	3.71	2.76		103/165	1 OR
1997	97-2998	153	3.73	3.79		4/165	1 OR
1997	97-4308	153	3.6	3.23		44/165	1 WA
1997	97-2090	153	3.63	3.15		90/165	1 OR
1997	97-5800	153	3.84	2.58		151/165	0 NV
1997	97-0673	152	2.98	---		129/165	1 OR
1997	97-6313	152	3.6	2.57		70/165	1 WA
1997	97-6701	152	3.79	3.13		59/165	1 CA
1997	97-2257	152	3.62	3.04		90/165	1 OR
1997	97-3082	152	3.20	2.77		115/165	0 OR
1997	97-1840	152	3.56	2.46		132/165	1 HI
1997	97-7016	152	3.63	3.06		68/165	1 OR
1997	97-7636	152	3.64	2.30		154/165	0 OR
1997	97-1131	151	3.35	3.02		63/165	1 WA
1997	97-8180	151	3.09	2.36		124/165	1 OR
1997	97-4091	151	3.58	2.11		155/165	
1997	97-9359	150	3.90	3.20		83/165	1 OR
1997	97-5336	149	3.71	2.67		105/165	1 GU
1997	97-3906	149	2.61	1.94		161/165	0 OR
1997	97-2163	149	3.70	2.75		120/165	1 CA
1997	97-3494	148	3.57	2.71		135/165	0 WA

Chart 8-6

Chart 8-6

LSAT and Entering GPA and Subsequent Bar Examination Activity
for the Graduating Class of
1997

Chart 8-7

<u>Grad Year</u>	<u>Grad ID</u>	<u>LSAT</u>	Sorted by LSAT		<u>Rank at Grad.</u>	<u>Bar Exam Attempts ("1" = pass, "0" = failure)</u>
			<u>Entering GPA</u>	<u>Cum. GPA 2nd Sem.</u>		
1997	97-2146	148	2.33	1.96	155/165	0 OR
1997	97-3168	147	3.76	2.88	80/165	1 OR
1997	97-2889	147	3.65	2.10	157/165	
1997	97-5738	147	3.53	2.37	147/165	0 OR
1997	97-6357	145	3.72	2.62	110/165	0 OR
1997	97-1213	144	3.73	3.14	138/165	1 HI
1997	97-1725	144	3.70	1.89	161/165	0 OR
1997	97-2249	141	3.60	3.11	88/165	0 CA
1997	97-2840	138	2.54	1.81	164/165	
1997	97-2840	138	2.54	1.81	164/165	
1997	97-2171	—	—	3.09	112/165	

Chart # 9-1

Graduates from 1990 through 1997
Summary of First Time Bar Success Rate of MALE GRADUATES
During FEBRUARY and JULY Bars —

Tallied only when first bar was taken at next scheduled exam sitting after student's graduation
In December, May, or Summer

Results — All Bar Exams

Total Pass on First Attempt 524
Total Fail on First Attempt 113
Total % First Time Pass 82.3%

Results by Jurisdiction

Oregon	Washington
OR Bar Exams Attempted 375	WA Bar Exams Attempted 88
OR Bar Exams Passed 307	WA Bar Exams Passed 70
OR Bar Exams Failed 68	WA Bar Exams Failed 18
% First Time OR Pass 81.9%	% First Time WA Pass 79.5%

California	Other Jurisdictions
CA Bar Exams Attempted 79	Other Bar Exams Attempted 95
CA Bar Exams Passed 61	Other Bar Exams Passed 86
CA Bar Exams Failed 18	Other Bar Exams Failed 9
% First Time CA Pass 77.2%	% First Time Other Pass 90.5%

Where were bar exams taken?

OR as % of Total Bars Attempted 58.9%
WA as % of Total Bars Attempted 13.8%
CA as % of Total Bars Attempted 12.4%
Other States as % of Total Bars Attempted 14.9%

How many took a bar exam?

Total Male Graduates 715
Total Bar Exams Attempted 637
% Grads Taking Bar at First 89.1%
Sitting After Their Graduation

Chart 9-2

Graduates from 1990 through 1997 Summary of First Time Bar Success Rate of FEMALE GRADUATES During FEBRUARY and JULY Bars —

Tallied only when first bar was taken at next scheduled exam sitting after student's graduation
In December, May, or Summer

Results — All Bar Exams

Total Pass on First Attempt 292
Total Fail on First Attempt 94
Total % First Time Pass 75.6%

Results by Jurisdiction

Oregon	Washington
OR Bar Exams Attempted 259	WA Bar Exams Attempted 38
OR Bar Exams Passed 192	WA Bar Exams Passed 33
OR Bar Exams Failed 67	WA Bar Exams Failed 5
% First Time OR Pass 74.1%	% First Time WA Pass 86.8%

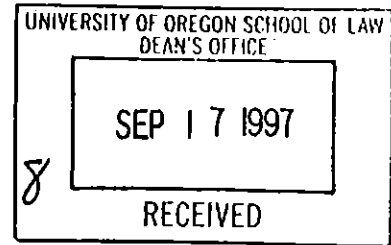
California	Other Jurisdictions
CA Bar Exams Attempted 40	Other Bar Exams Attempted 49
CA Bar Exams Passed 26	Other Bar Exams Passed 41
CA Bar Exams Failed 14	Other Bar Exams Failed 8
% First Time CA Pass 65.0%	% First Time Other Pass 83.7%

Where were bar exams taken?

OR as % of Total Bars Attempted 67.1%
WA as % of Total Bars Attempted 9.8%
CA as % of Total Bars Attempted 10.4%
Other States as % of Total Bars Attempted 12.7%


How many took a bar exam?

Total Female Graduates 457
Total Bar Exams Attempted 386
% Grads Taking Bar at First 84.5%
Sitting After Their Graduation



MEMORANDUM

9/17/97

To: Faculty
From: Caroline Forell 
Re: Gender and the Oregon Bar Exam

A workgroup of The Gender Fairness Task Force studied the connection, if any, between gender and the bar exam. In a draft report dated 8/4/97 they provided the following information:

In the last ten years, there does not appear to be a statistical pattern for men and women who take the bar. Neither gender consistently passes at a higher percentage. For example, in 1989, 75% of the men who took the bar passed, while 69% of the women who took the bar passed. But in 1993, 75% of the men passed while 89% of the women who took it passed. In the last ten years, men passed in higher percentages half the time and women passed in higher percentages the other half.

There has never been a year where there were not substantially more men taking the bar than women. While the law schools are admitting men and women in the same numbers, far fewer women are taking the bar exam in Oregon. In 1996, while 3911 men sat for the exam, only 2412 women sat for it.

PERCENTAGE OF WOMEN ATTORNEYS IN OREGON

<u>YEAR</u>	<u>%</u>
1975	3.5
1990	21.2
1995	26.0
1996	26.0
1997	26.2

Chart # 10

OREGON
BAR APPLICANTS - ALL LAW SCHOOLS

YEAR		TOTAL APPLICANTS	% PASSED	PASS	FAIL
1987	Women	219	69.0	151	68
	Men	323	75.0	243	80
1988	Women	247	61.5	152	95
	Men	363	60.0	218	145
1989 Feb. only	Women	103	59.0	61	42
	Men	170	75.0	127	43
1990	Women	276	75.0	207	69
	Men	409	64.0	263	146
1991	Women	275	76.0	210	65
	Men	477	72.0	343	134
1992	Women	287	83.0	240	47
	Men	521	78.0	405	116
1993	Women	226	89.0	201	25
	Men	502	75.0	375	127
1994 July only	Women	193	74.0	142	51
	Men	275	77.0	211	64
1995	Women	274	75.0	206	68
	Men	425	76.0	324	101
1996	Women	312	69.0	215	97
	Men	467	77.0	358	109
TOTAL	Women	2412	74.0	1785	627
	Men	3911	73.0	2847	1064

Chart # 11

Comparison of All Graduates, Non-Minority Graduates, and Minority Graduates For Percentages of Those Passing the Bar Exam When Taken At First Sitting After Graduation (in either February or July, depending on month of graduation) — 1990 through 1997

<u>ALL</u>	<u>Non-MINORITY</u>	<u>MINORITY</u>
<u>OREGON</u>		
1990 — 72.2% (52/72)	1990 — 72.3% (47/65)	1990 — 71.4% (5/7)
1991 — 80.0% (68/85)	1991 — 79.3% (65/82)	1991 — 100.0% (3/3)
1992 — 90.1% (82/91)	1992 — 91.5% (75/82)	1992 — 77.8% (7/9)
1993 — 88.5% (77/87)	1993 — 92.3% (72/78)	1993 — 55.6% (5/9)
1994 — 70.0% (42/60)	1994 — 71.4% (40/56)	1994 — 50.0% (2/4)
1995 — 77.3% (58/75)	1995 — 78.1% (50/64)	1995 — 72.7% (8/11)
1996 — 75.6% (62/82)	1996 — 82.2% (60/73)	1996 — 22.2% (2/9)
1997 — 70.7% (58/82)	1997 — 74.3% (52/70)	1997 — 50.0% (6/12)
<u>WASHINGTON</u>		
1990 — 80.0% (20/25)	1990 — 90.0% (18/20)	1990 — 40.0% (2/5)
1991 — 81.8% (18/22)	1991 — 85.7% (18/21)	1991 — 0.0% (0/1)
1992 — 80.0% (12/15)	1992 — 76.9% (10/13)	1992 — 100.0% (2/2)
1993 — 80.0% (12/15)	1993 — 91.7% (11/12)	1993 — 33.3% (1/3)
1994 — 72.7% (8/11)	1994 — 77.8% (7/9)	1994 — 50.0% (1/2)
1995 — 100.0% (12/12)	1995 — 100.0% (11/11)	1995 — 100.0% (1/1)
1996 — 85.7% (6/7)	1996 — 100.0% (5/5)	1996 — 50.0% (1/2)
1997 — 78.9% (15/19)	1997 — 77.8% (14/18)	1996 — 100.0% (1/1)
<u>CALIFORNIA</u>		
1990 — 50.0% (9/18)	1990 — 60.0% (9/15)	1990 — 0.0% (0/3)
1991 — 76.9% (10/13)	1991 — 81.8% (9/11)	1991 — 50.0% (1/2)
1992 — 84.6% (11/13)	1992 — 80.0% (8/10)	1992 — 100.0% (3/3)
1993 — 61.1% (11/18)	1993 — 73.3% (11/15)	1993 — 0.0% (0/3)
1994 — 83.3% (10/12)	1994 — 100.0% (8/8)	1994 — 50.0% (2/4)
1995 — 72.7% (8/11)	1995 — 77.8% (7/9)	1995 — 50.0% (1/2)
1996 — 90.0% (9/10)	1996 — 90.0% (9/10)	1996 — none attempted
1997 — 79.2% (19/24)	1997 — 81.0% (17/21)	1997 — 66.7% (2/3)
<u>OTHER JURISDICTIONS</u>		
1990 — 88.5% (23/26)	1990 — 91.3% (21/23)	1990 — 66.7% (2/3)
1991 — 91.3% (21/23)	1991 — 88.2% (15/17)	1991 — 100.0% (6/6)
1992 — 90.0% (18/20)	1992 — 92.9% (13/14)	1992 — 83.3% (5/6)
1993 — 94.1% (16/17)	1993 — 100.0% (16/16)	1993 — 0.0% (0/1)
1994 — 87.5% (14/16)	1994 — 92.3% (12/13)	1994 — 66.7% (2/3)
1995 — 83.3% (15/18)	1995 — 81.3% (13/16)	1995 — 100.0% (2/2)
1996 — 85.7% (6/7)	1996 — 100.0% (4/4)	1996 — 66.7% (2/3)
1997 — 82.4% (14/17)	1997 — 76.9% (10/13)	1997 — 100.0% (4/4)

Revised April 15, 1998. All previous versions of this document are obsolete.