2016 Annual Questionnaire
Instructions

PART I

SCHOOL INFORMATION
SECTION 1 – CONTACT INFORMATION

Question#  Instructions

1. Provide the official, full name of the law school's parent university. Free-standing, independent law schools that are not affiliated with a parent university should leave this space blank.

Provide the official, full name of the law school, including the law school mailing address, city, state, zip code, main telephone and fax numbers, and URL for the law school's public internet homepage.

Note: Click on bullet next to “University Name” or “Law School Name” to select which name will be appear on your Standard 509 Information Report, Employment Summary Report and any other school generated reports.

Indicate whether the law school is public or private and provide the year the law school received ABA-approval. (If unknown, this information can be found by contacting Ken Williams at Kenneth.williams@americanbar.org, Data Specialist at the Section of Legal Education and Admissions to the Bar or visiting the Section's website)

2. Provide the name of the institutional accrediting agency that accredits the university, or if the law school is independent, the name of the institutional accrediting agency that accredits the law school. For independent law schools, the accrediting agency may be a regional accrediting agency or the Section of Legal Education and Admissions to the Bar.

5. Provide the first and last name of the law school's dean. Do not include any titles or degrees awarded in the name (e.g., Dr., Dean, J.D., Ph.D., etc.). Provide the law school dean's office telephone and fax numbers, and work e-mail address.

Provide the first and last name, employee title, and relevant contact information for the person to whom inquiries regarding the ABA Annual Questionnaire (the “Questionnaire”) should be directed.
SECTION 2 – J.D. PROGRAM REQUIREMENTS

**Question#** | **Instructions**
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6 | Provide the total number of credit hours for semester-based schools, or quarter hours for quarter-based schools, required to be completed to earn the J.D. degree. Users may find *Standard 311(b) and Interpretation 311-2* from the *Standards and Rules of Procedure for Approval of Law Schools* useful in answering this question.

**Note:** A law school must require completion of at least 83 semester hours of credit or 129 quarter hours of credit.

7 | Provide the total number of credit hours normally taken in the first full academic year by students in the full-time and part-time J.D. programs. If the law school offers only a full-time J.D. program, leave the part-time program space blank.

8 | Provide the total number of credit hours for semester-based schools, or quarter hours for quarter-based schools, if any, that must be taken in required courses for the full-time and part-time programs by first-year students and upper-class students. To be clear, this question asks for the number of credits a student must take in required courses irrespective of when those courses are offered. Include credits earned in first-year or any other required course, as well as credits earned in upper level courses, for which a student can satisfy a requirement (e.g., writing or professional skills) by taking one or more courses from a menu of course options.

If a required course is offered in varying credit formats, include the minimum number of credits a student would take to satisfy the course requirement. Similarly, if students can choose from a menu of course options to satisfy a particular requirement, include the minimum number of credits a student could take to satisfy the menu requirement. For example, if a student must take an upper level skills course, and can satisfy that requirement with either a 2-credit or 3-credit course, count this as a 2-credit requirement.

Users may find *Standard 303* from the *Standards and Rules of Procedure for Approval of Law Schools* useful in answering this question.

9 | Indicate whether the law school’s academic calendar is based on semesters or quarters.

10 | Provide the web-address URL where the current academic year calendar is posted on the law school's publicly accessible Internet homepage.
11 If the law school offers any degree program in addition to a J.D., it should be included here. Indicate when each program was granted acquiescence by the ABA, name of the degree(s) and the area of concentration.

Include any degree program in addition to the J.D. program whether or not the program requires a first degree in law. Thus, in addition to LL.M. and J.S.D. programs, include nonlaw master’s or other degree programs offered by the law school. Do not include joint degree programs if the other degree is offered by another school in cooperation with the law school. Do not include certificate programs.

12 If the law school has terminated any degree programs since filing the previous year’s Questionnaire, list the name of the degree(s) and the area of concentration here.
SECTION 4 – TUITION

<table>
<thead>
<tr>
<th>Question#</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. a</td>
<td>Provide the combined total annual tuition and fees, excluding summer session, for the 2015-2016 academic year. As a basis for this calculation, consider the annual tuition and fees required to be paid by each first-year student who takes a normal course load as determined by the law school. <strong>Do not</strong> include fees that are optional (e.g., some athletic fees) or fees that are required of only some students (e.g., diploma fees). If the school charges tuition on an hourly basis, convert the hourly figure to an annual tuition amount.</td>
</tr>
<tr>
<td></td>
<td>Law schools offering both a full-time and a part-time program should provide combined tuition and fee figures in the appropriate space for both programs. If the law school does not offer a part-time J.D. program (full-time program only), then leave the part-time space blank.</td>
</tr>
<tr>
<td>13. b</td>
<td>Indicate whether the law school has a tuition policy that guarantees all entering students the same tuition rate throughout their law school enrollment.</td>
</tr>
<tr>
<td></td>
<td>Law schools with differential tuition or fees or differentials for students beyond the first year should provide figures and give the basis for the differences.</td>
</tr>
</tbody>
</table>
14. a-j  The following are general instructions regarding this question. Specific instructions for individual sub-parts follow.

All information in this question should be based on curricular offerings offered on-site at the law school during the 2015-2016 academic year i.e., Fall 2015, Spring 2016, and Summer 2016 semesters, as well as any "inter session" terms offered between those semesters (e.g., a December 2015 or January 2016 intersession term offered between Fall and Spring; or a Summer 2016 inter session offered between Spring and Summer, or offered between Summer and the next Fall semester.)

For Question 14.a–j, the following course definitions will provide guidance in categorizing the different types of courses law schools are likely to offer. If a particular course is difficult to categorize, find the best available category and make a note in the Comments section (Question 22) at the end of Part I explaining your difficulty in categorizing the course.

The definitions are as follows:

- **Simulation courses** provide substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and (2) includes (i) direct supervision of the student's performance by the faculty member; (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and (iii) a classroom instructional component.

- **Seminar courses** are defined as courses requiring a written work product and having an enrollment limited to no more than 25.

- **Law clinics** provide substantial lawyering experience that (1) involves one or more clients, and (2) includes (i) advising or representing a client; (ii) direct supervision of the student's performance by a faculty member; (iii) opportunities for performance, feedback from a faculty member, and self-evaluation; and (iv) a classroom instructional component.

- **Field placements** are externships or internships (typically off-site) that are field supervised by persons not employed by the law school for which students receive credit and which may or may not include a classroom component.

- **Independent study** are those courses or academic endeavors where upper-level law students engage in a research project for school credit under the approval and guidance of a full-time faculty member. Students undertaking an independent study course/project usually meet regularly with the faculty member supervising their research in order to ensure
contemporaneous discussion, review and evaluation of the research experience, and the process usually culminates in the completion of a substantial and appropriately cited/footnoted persuasive research paper.

- *Law journal* refers to those advanced legal research, writing, and editorial activities in connection with either the law school's primary law review journal or any other suitable secondary journal or publication. Work done in connection with a law school's student newspaper or similar publication is not included here. In Question 14. i (below), you should include credit and not-for-credit participants.

- In reporting *interschool skills competitions* in Question 14. j, you should include credit and not-for-credit participants.

More detailed instructions for each question sub-part follows; however, the following table can be used as a quick-reference guide indicating where a particular upper level course offering should be listed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Type of course offering</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. b</td>
<td>Upper level course titles, including seminar, simulation, law clinic, and field placement courses.</td>
<td>Count each title only once, no matter how many sections are offered.</td>
</tr>
<tr>
<td>14. c</td>
<td>Upper level course sections, including seminars and simulation courses. Do not count law clinics or field placements.</td>
<td>Count each section of these offerings.</td>
</tr>
<tr>
<td>14. d</td>
<td>Upper Level Simulation courses</td>
<td>These are also included in 14. b and 14. c</td>
</tr>
<tr>
<td>14. f</td>
<td>Upper Level Law clinics</td>
<td>These are also included in 14. b</td>
</tr>
<tr>
<td>14. g</td>
<td>Upper level Field placements (Externships/internships)</td>
<td>These are also included in 14. b</td>
</tr>
<tr>
<td>14. h</td>
<td>Upper level Independent study</td>
<td>These are not included in 14. b or 14. c</td>
</tr>
<tr>
<td>14. i</td>
<td>Upper level Law journals</td>
<td>These are not included in 14 b or 14. c</td>
</tr>
<tr>
<td>14 j</td>
<td>Upper Level Interschool skills competitions</td>
<td>These are not included in 14 b or 14. c</td>
</tr>
</tbody>
</table>

**Note:** Question 14, sub-parts d (ii), f (iii), g, h, i, and j (below) all ask for a count of positions (seats) filled or a headcount of students taking the various courses listed. In all cases, we want you to provide a duplicated seat or student head count, meaning a student should be counted twice or more if he or she fits the criteria below. For example, if a student took two law clinic courses during the 2015-2016 academic year, she would be counted twice in question 14. f (iii)
Provide the number of students enrolled in a typical first-year section (section size), but do not include writing experience and experiential course sections in your calculation.

Provide the number of upper level courses offered in the 2015-2016 academic year. Count each course title only once, even if multiple sections of the same course were offered. Count only upper level course titles, meaning those course titles offered beyond the first year curriculum.

Include seminar, simulation, law clinic, and field placement course titles.

Provide the number of upper level course sections offered in the 2015-2016 academic year that fit into the appropriate enrollment ranges. Multiple sections of the same course title are included in the section count. Count only upper-level course sections, meaning those course sections offered beyond the first year curriculum.

Include any simulation course sections. Exclude any clinical and field placement course sections (and, for each, their respective classroom components).

Provide the (i) total number of positions (seats) available, and (ii) total number of positions (seats) filled in simulation courses offered in the 2015-2016 academic year. When reporting the number of simulation course positions filled, please provide a duplicate student headcount (see instructions above).

Provide the (i) total number of law clinics; (ii) total number of seats available; and (iii) total number of seats filled in law clinics, offered in the 2015-2016 academic year. When reporting the number of law clinics, count multiple sections of the same clinic only once. When reporting the number of law clinic seats filled, provide a duplicate student headcount, (see instructions above). Do not count the related classroom instructional component of a law clinic as a separate clinic, even if that classroom component/clinic seminar is separately listed and/or separately graded.

Provide the total number of positions (seats) filled in field placements offered in the 2015-2016 academic year. When reporting the number of field placement positions filled, please provide a duplicate student headcount (see instructions above).

Provide the total number of law students who enrolled in independent study in the 2015-2016 academic year. When reporting the number of students enrolled, please provide a duplicate student headcount (see instructions above).
14. i  Provide the total number of law students who participated in law journals in the 2015-2016 academic year. When reporting the number of students who participated, please provide a duplicate student headcount (see instructions above).

14. j  Provide the total number of law students who participated in interschool skills competitions in the 2015-2016 academic year. When reporting the number of students who participated, please provide a duplicate student headcount (see instructions above on page 7).
A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously. Standard 306(a). Users may find Standard 306(a) and Interpretation 306-1 from the Standards and Rules of Procedures for Approval of Law Schools useful in answering this question. Courses in which two-thirds or more of the course instruction consists of regular class instruction are not distance education for purposes of the Standards, even if those courses include substantial on-line interaction or other common components of distance education courses so long as that instruction complies with Standard 306.
**NOTE:** A guidance memo on Standard 316 and detailed instructions on demonstrating compliance with ultimate and first-time bar passage rates can be found on the Section’s website and must be reviewed before completing the bar passage section of the Annual Questionnaire.

Provide bar passage data for the most recently completed calendar year.

**Report on at least 70 percent of graduates**

School must report bar passage results from as many jurisdictions as necessary to account for at least 70 percent of its graduates starting with the jurisdiction in which the highest number of graduates took the bar examination and proceeding in descending order of frequency until at least 70 percent of the school’s graduates in the relevant time period are accounted for.

A school may provide data on additional jurisdictions (i.e., beyond 70 percent) but must continue to do so from highest number of takers to lowest number of takers. (For example, suppose in reporting 70 percent of takers a school is not in compliance but by showing data on 80 percent of takers it would be in compliance. The school may do this as long as the additional jurisdictions included are a continuation of the descending order of frequency of takers.)

Schools must report on all students in the reported jurisdictions (even those for whom their passage status is unknown). Once a jurisdiction is included in the computation for a given year, all of the school’s graduates taking the bar in that jurisdiction in that year must be reported, even if a student’s status is unknown and even if it results in the school reporting on more than 70 percent of its graduates taking a bar examination.

**First-Time Takers**

**Illustration – Determining 70% of first-time takers for 2015**

A. Total number of J.D. graduates in 2015 = XXX
(Include here, all J.D. graduates in 2015 (e.g., May 2015, August 2015, December 2015).
B. Number of 2015 graduates who did NOT take the bar in 2015 = XXX
Subtract B from A.

C. Number of 2014 and previous graduates who DID take the bar exam for the first time in 2015 = XXX.
After subtracting B from A, add C to the result. [Note: taking the bar for the first time, means just that – i.e., the very first time a graduate has taken any bar exam in any jurisdiction. Do not count anyone here who took a bar exam prior to 2015.]

D. Multiply the result in C (A minus B plus C) by 70%. This is the number of first-time takers who took the bar exam in 2015 for whom you must account.

EXAMPLE:

A. Total number of 2015 J.D. graduates = 250.

B. Number of 2015 J.D. graduates who did NOT take the bar = 30
Subtract 30 from 250 = 220

C. Number of 2014 and previous graduates who DID take the bar for the first time in 2015 = 25.
Add 25 to 220 = 245.

D. 70% of 245 = 172. In this example, the school must report on at least 172 J.D. graduates who took the bar for the first time in 2015. To account for the 172 first-time takers, the school must start with the jurisdiction with the largest number of takers and work down in descending order of frequency until at least 172 first-time takers have been reported on. Once a jurisdiction is included, all of the school’s first-time takers for that jurisdiction must be reported.

Reporting on Graduates who take the Bar Examination in a UBE Jurisdiction

A graduate who takes the bar examination in a UBE jurisdiction is counted as a first-time taker in the jurisdiction where the examination was taken. The graduate must be reported as having passed or failed as a first-time taker in that jurisdiction. If a second UBE jurisdiction accepts the score of a graduate who failed in the first jurisdiction, that graduate is not considered a first-time taker in the second jurisdiction but can be counted as a passer for reporting ultimate bar passage results.

Reporting on Graduates who take the Bar Examination Twice in One Administration

Where a graduate took the bar examination twice in one administration (e.g., the Connecticut and Massachusetts bar exams in July 2013), the graduate shall be reported only once. The graduate shall be reported as having passed the bar if the graduate passed the exam in either or both of the jurisdictions, provided that the school is reporting bar pass results for a jurisdiction in which the graduate passed. If the graduate failed the bar exam in both jurisdictions, the graduate shall be
The following examples illustrate the reporting on bar exam passage for graduates who took the bar exam for the first time twice in one administration.

*Scenario 1* assumes that the graduate took the bar exam for the first time in both jurisdictions X and Y, and that the *school is reporting both jurisdictions.*

**Scenario 1**

<table>
<thead>
<tr>
<th>Jurisdiction X (reporting) [higher number of graduates being reported]</th>
<th>Jurisdiction Y (reporting) [smaller number of graduates being reported]</th>
<th>Report Graduate As:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate A</td>
<td>Passed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate B</td>
<td>Passed</td>
<td>Passed</td>
</tr>
<tr>
<td>Graduate C</td>
<td>Failed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate D</td>
<td>Failed</td>
<td>Passed</td>
</tr>
</tbody>
</table>

*Scenario 2* assumes that the graduate took the bar for the first time in both jurisdiction X and Y, and that the *school is reporting jurisdiction X but not Y.*

**Scenario 2**

<table>
<thead>
<tr>
<th>Jurisdiction X (reporting) [higher number of graduates being reported]</th>
<th>Jurisdiction Y (not reporting) [smaller number of graduates being reported]</th>
<th>Report Graduate As:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate A</td>
<td>Passed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate B</td>
<td>Passed</td>
<td>Passed</td>
</tr>
<tr>
<td>Graduate C</td>
<td>Failed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate D</td>
<td>Failed</td>
<td>Passed</td>
</tr>
</tbody>
</table>

*Scenario 3* assumes that the graduate took the bar for the first time in both jurisdiction X and Y, and that the school is reporting on neither jurisdiction X nor jurisdiction Y.

**Scenario 3**
<table>
<thead>
<tr>
<th>Jurisdiction X (not reporting)</th>
<th>Jurisdiction Y (not reporting)</th>
<th>Report Graduate As:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate A</td>
<td>Passed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate B</td>
<td>Passed</td>
<td>Passed</td>
</tr>
<tr>
<td>Graduate C</td>
<td>Failed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate D</td>
<td>Failed</td>
<td>Passed</td>
</tr>
</tbody>
</table>
19-21. Provide an unduplicated count of administrators who do not teach or do not hold faculty rank as of October 3, 2016, broken down by gender, ethnicity, and position title.

Administrators who do not teach or hold faculty rank are counted only here, and should not be included in Part V–Profiles. Further, any administrators who do teach or do hold faculty rank as of October 3, 2016 should be included in Part V–Profiles, and should not be counted here. Further, information for full-time librarians who do not teach or hold faculty rank should be included in Part III–Library, and should not be counted here.

In all cases, whether reporting non-teaching/non-faculty administrators (Part I), non-teaching/non-faculty librarians(Part III), or employees who teach/hold faculty rank (Part V), report a person once-and-only-once. Do not enter a person in more than one Part.

The Questionnaire collects race/ethnicity information in accordance with the guidance issued by the Department of Education and used by the Integrated Postsecondary Education Data System (IPEDS). For more information on the reporting categories, category definitions, and the transitional aspects of the new IPEDS reporting system, see resources for implementing changes to race/ethnicity and definitions for new race and ethnicity categories.

Us the following definitions for ethnic categories:

**Hispanics of any race:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American:** A person having origins in any of the black racial groups of Africa.

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Two or more races: The category used to report a non-Hispanic person who selects two or more of the other racial categories.

Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Note: Nonresident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories described above.

Race/Ethnicity Unknown: The category used to report persons whose race and ethnicity are not known.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
2016 ABA Annual Questionnaire
PART I – GENERAL SCHOOL INFORMATION

SECTION 8 – COMMENTS

<table>
<thead>
<tr>
<th>Question#</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Include here any descriptive information or comments you wish to make regarding the data entered in Part I of this Questionnaire.</td>
</tr>
</tbody>
</table>