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### **Author**

Rappaport, Michael D.

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# THE LEGAL EDUCATIONAL OPPORTUNITY PROGRAM AT UCLA: EIGHT YEARS OF EXPERIENCE

Michael D. Rappaport

In 1967, the UCLA School of Law was among a small group of the nation's law schools that initiated what was to become one of the most important and far reaching changes in the history of legal education. The change was the establishment of programs designed to give large numbers of minority people the opportunity to enter law school and the legal profession. This fundamental and long overdue change dramatically altered legal education and the legal profession by ending the near total absence of minority people from this crucial area of American life.

As in any far reaching and dramatic change, there was and continues to be a wide variety of problems and controversy inherent in such a change. To a large degree the kinds of problems faced by this program have proven common to all law schools engaged in special minority admissions programs. Although they vary in degree and intensity from school to school the issues raised seem to be endemic to this kind of program. Furthermore, information shared among law schools indicates that the same problems keep reappearing at approximately the same stage in the development of the program at a given school. This paper therefore is written in hopes of sharing with other law schools some of the lessons learned at UCLA while administering one of the largest and oldest of the programs.

This is not to say, however, that we have found all the answers at UCLA. UCLA, like most schools, is still trying to deal with the highly subjective problems of this kind of program. Questions such as which ethnic groups should be eligible and which members of the group should be admitted are still being carefully discussed. The proper use of students in the admission process and interviews, notions of motivation and deprivation and the myriad of other subjective problems associated with deciding who gets into law school under a special admission program have never been resolved to everyone's satisfaction either at UCLA or probably anywhere else. For that reason and because those issues are so variable from school to school and so dependent upon the makeup of the institution itself, this paper, recognizing that our experience in those subjective areas will probably not be transferable to other schools, will limit itself only to discussing the kinds of objective finding and experiences which are generalizable and perhaps useful in other special admission programs.

## LEGAL EDUCATIONAL OPPORTUNITY PROGRAM (LEOP) ADMISSIONS SYSTEM

As with most other special admission programs, in the early days of the UCLA program, great weight was given to the use of subjective factors when

making admission decisions. Factors such as personal interviews with students and faculty, letters of recommendation, and personal statements about such things as goals and work history were given very heavy consideration in the admission process. The main reason for this was serious questions about the proper use and validity of traditional objective law school admission measurements such as the Law School Admission Test (LSAT) and grade point average when applied to minority applicants. Having virtually no experience in applying these factors to non-white applicants as other than a barrier which kept minority applicants out of school, the law schools were really not certain to what extent they could be used in choosing among minority applicants whom the school did wish to admit. There were questions shared by some if not all law school faculty and administration about whether the LSAT had any validity at all among minority applicants, and, if it was valid, to what extent was it valid. The same thought, though to a lesser degree, applied to undergraduate grades.

As the UCLA program grew and larger numbers of minority students entered and completed law school, the feeling grew on the part of the faculty and administration that it would be both possible and highly appropriate to reexamine the experience of the Legal Education Opportunity Program (LEOP) admission program in order to see what, if any, lessons could be drawn from the admission experience and more specifically to determine how the admission process and the program could be improved. Consequently, in 1973 a special faculty-student committee was appointed to evaluate the UCLA LEOP experience and to make recommendations for improving the admission process. That committee, after examining the law school experience of the over three hundred minority students specially admitted since the program had begun five years before, recommended to the faculty the adoption of a new admission system which while continuing to utilize the previously cited subjective criteria, also incorporated and heavily relied upon objective data in the form of the LSAT and GPA. This recommendation was based on findings by the committee of apparent significant correlations between objective admission credentials and law school and bar performance by minority students.

The study seemed to show that while such objective data as LSAT and GPA could not be used when measuring minority students against white students without taking into account the so called disadvantaged background of minority applicants, the same data could be used when measuring minority applicants against each other in order to select those applicants most likely to successfully complete law school and enter the bar.

As a result of this study the admission system now utilized as described below was adopted by the faculty in Spring, 1973.

The special admission system as it now operates is a two step procedure emphasizing initially academic ability as measured on a totally objective scale. All applicants are required to take the LSAT test and to submit transcripts of their grades. The LSAT score and the LSAT writing score and the last two years of college grades are combined in one of two formulas to obtain a prediction index (P.I.) designed to initially screen applicants on the basis of academic ability. The formulas which are used are as follows:

1.  $(\text{LSAT}) + (\text{LSAT Writing} \times 10) + (\text{GPA} \times 200)^*$
2.  $(\text{LSAT} \times 1.5) + (\text{GPA} \times 300)^*$

Utilizing the first formula, a student must score 1500 points in order to be eligible to continue in the admission process. Utilizing the second formula a student must score 1550 points in order to remain in the admission pool. If an applicant fails to achieve the score required by either formula, the applicant is summarily rejected. Those who achieve either of the required scores continue to the subjective phase of the admission process.

The formulas that are used were derived as part of the re-evaluation of the program previously described. The formulas were based on an empirical examination of the actual performance of students in the program. They were determined by devising scatter diagrams of law school performance of LEOP students. (See Appendix #1, #2, and #3.) The diagrams measured first year performance in terms of units of failing grades against LSAT scores and GPA. The question asked when looking at the diagrams was at what level (of LSAT and GPA) should a line be drawn in order to minimize the chance of failure in law school while maximizing the number of minority students who would be given the opportunity to be admitted. By analyzing the diagrams, it was found that at a certain point the chance of an individual successfully completing law school and entering the profession (passing the bar) dropped to about 1 in 5 while at another point on the diagram the changes of the applicant increased dramatically to about 1 in 2. Utilizing this information various formulas and combinations of formulas were experimented with until the two formulas now in use were adopted. It was discovered that by using these formulas the chances of anyone admitted under the program would be better than 1 out of 2 that they would successfully complete law school and enter the profession by passing a bar exam. At the same time the formulas adopted were set at a level which would not be so high so as to eliminate exceedingly large numbers of applicants from being eligible for admissions and therefore reducing the size of the program.

The P.I. system first went into effect with the class that entered in 1973. Therefore, no final measureable results from the system will be available until the summer bar of 1976. It is possible, however, to ask what would have happened had that system been operating with some of the earlier classes admitted under the LEOP program.

If the P.I. system is retroactively applied to the graduating class of 1974, the following results are found. Of 68 LEOP students in the sample, 60 would have been admitted under the P.I. system subsequently adopted. Of those 60, two thirds have graduated with their class and fully 70% of those who took the California bar passed it on the first attempt. On the other hand, of the eight who would not have been admitted under the new system only 38% have graduated and 33% of those who took the California bar have passed.

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\* For example, an applicant with a 520 LSAT and a 48 writing score and a 3.25 GPA would have their P.I. computed as follows:

$$\text{Formula \#1 } (520) + (48 \times 10) + (3.25 \times 200) = 1650$$

$$\text{Formula \#2 } (520 \times 1.5) + (3.25 \times 300) = 1755$$

If, in order to increase the size of the test sample, the last two graduating classes are combined (1973 and 1974) and the P.I. system is retroactively applied, some interesting results as shown in Appendix #2 emerge.

The chart in Appendix #2 retroactively applies the current admission system to the classes that entered in 1970 and 1971 and graduated in 1973 and 1974. The actual record of performance of those having a P.I. above 1500 who would have been admitted under the current P.I. system (column A) is measured against those students who were admitted today (Column B). By comparing the performance indicators in Column A against Column B, it is possible to test the value of the system as a predictor of success among minority students.

Line number one shows the actual number and percentage of the total number of students admitted above and below 1500. It shows that 80% of the students in the two classes had a P.I. above 1500 and therefore would have been admitted today. Conversely, the 20% in the Column B who had a P.I. below 1500 would not have been admitted today.

Line two shows the number and percentage of students dismissed for academic reasons in each category. Column A shows that only 10% of the students above 1500 failed out of law school. By contrast, the failure rate jumps to 33% for those students below 1500. Therefore, the chances of failure in law school for students admitted in those two classes was more than three times as high for the students in Column B. The 20% of the students in Column B also accounted for nearly half (45%) of all failures within the group.

Line three measures the drop out rate within the class. Here the students in the B group actually had a better record losing one or 1% of the group as compared to eight or 8% of the group in Column A. It is not clear why the B group fared better in this and only this category. One possible answer might be that marginal students in the B group are more likely to be failed out of law school as a result of the kinds of pressures (financial, personal problems, etc.) that interfere with school work while an A group student is more likely to either cope with the problem or withdraw knowing that because of higher admissions credentials they will be readmitted without difficulty.

Line four represents the number and percentage of students in each group who graduated. In Column A 74% graduated while in Column B 52% graduated. The chances of a student in Column A graduating were nearly three out of four, while the Column B student's chances were only slightly better than half.

Line five is the number of students in each group who took the California bar examination at least once.

Line number six represents the performance on the California bar examination. Forty-one or 39% of the above-1500 students have become members of the California Bar. This is contrasted with five or 19% of the below-1500 students who have passed the California bar. The Column A students therefore have a better than twice as good a chance as the Column B students to successfully complete the Law School and enter the California Bar.

Line seven represents the number of students in each category who failed the bar.

Line number eight is the percentage of each group who passed the California bar from among those who actually attempted the bar. In this category 66% of the above-1500 students who took the bar passed it. By contrast only 38% of the below-1500 students who attempted the bar passed it. This means that a student in the A group who took the California bar had a 2/3 chance of passing, while a student in the B group had only a slightly better than 1/3 chance of passing.

If the record of the first (and thus far only) class to have been admitted under the P.I. system is examined after completing one year of law school, once again the records seem to indicate that the P.I. system is justified. In this sample of the Class of '76, 62 LEOP students all had a P.I. above 1500. The median P.I. was 1613 and the median first year grade average for the group was 71.5. When these two factors are measured against one another, fully 70% or 19 out of the 27 students with a P.I. above the median also had an average above the median.

Another interesting observation can be made regarding the number of failing grades. Six students had a year end average below 65 or failing. Of the six, however, 2/3 had a P.I. between 1550 and 1500 in the very bottom range of those who were admitted.

One of the most impressive indicators of the possible success of the present admission system is the correlation between bar results and the prediction index at the time of admission.

The chart in Appendix #3 shows the relationship between the P.I. and bar passage.

By breaking the chart down into 100 point increments on the P.I. scale, we find some interesting statistics. For example, the study shows that of all the LEOP students admitted since the beginning of the program with a P.I. above 1700 (roughly a 3.25 and 525 LSAT and 52 writing score) fully 94% or 29 out of 31 have passed the California bar. Of the 29, 18 or 62% passed their first time and 27 or 93% passed by their second time.

As the P.I. drops below 1700, the percentage of passing also declines. For example, between 1600 and 1700, 61% have passed the bar; between 1500 and 1600, 61% have passed. If the students below 1500 are looked at and divided into categories, that is, those who would have been admitted under the second P.I. formula and those who would not, the data shows that 65% of those in the first group have passed as compared to 48% in the second group.

In summarizing this information, two conclusions are apparent. One, minority students with good, but not necessarily law school credentials, that is LSAT above 520 and GPA above 3.20 seem to perform almost as well as their regularly admitted counterparts with LSATs one hundred and fifty points higher. Second, generally speaking the higher the P.I. the more likely the chances of passing the bar. This is not to say that LEOP students with lower P.I. scores will not pass the bar. To the contrary the chart shows that in fact a full 48% of those who would not now be admitted who have graduated

and attempted the bar have passed. This includes students with LSAT scores as low as 315.

While obviously the above information does not present enough data to make sweeping statistical conclusions regarding the UCLA admission system, some factors seem to be emerging. Insofar as the actual UCLA experience is concerned, it appears that there is a reasonably significant relationship between traditional objective measurements of law school success and success on the bar with actual performance of the LEOP students thus far sampled. This is not to say that these are the only factors nor is it to somehow imply that these traditional standards of measurement are the best measures to be used among minority applicants. It is to say, however, that given the present nature of the law school experience and the reality of the bar experience in California, the standards do appear to be one significant manner of predicting success within that system. At a minimum the data seems to be saying that below a certain minimum, measurable level of competence, motivation, desire and special help are simply not enough to get minorities into the legal system in an acceptably large number of cases to justify a special admission program to its would be critics and outside observers.

If an applicant fails to score the requisite number of points required on the P.I. scale, the applicant is summarily rejected. Those applicants who do achieve the required score enter into the second step of the admission process which is the subjective evaluation of the applicant.

The subjective stage of the admission process at UCLA probably differs little from the way most law schools handle both their regular and minority admissions. Letters of recommendation, interviews, personal statements and similar materials are evaluated by the Admissions Committee. On the basis of this information along with the objective scores of the applicant, the Admissions Committee votes to admit those applicants whom they believe have the greatest likelihood of success in law school and in the profession.

#### RECRUITMENT

The key to the success of this system lies in the large numbers of qualified applications received by UCLA. For the past two years, UCLA has received nearly six hundred applications each year for the program. Last year about 55% of those who applied made the academic pool. It would, of course, be exceedingly difficult to maintain the quality of the present program if the number or academic level of applicants significantly decreased. It is, however, no accident that UCLA receives the large number of applications that it does annually. In part, this is accounted for by UCLA's reputation both as a law school and for its minority program. Geography and economics are other factors. UCLA is the only public law school in Southern California and its tuition is by far the lowest of any law school in the huge population area of Southern California.

Another factor of major importance is the recruiting effort carried on by the minority students themselves. Most of the LEOP students are enthusiastic about law school and UCLA. LEOP students go to local schools, with the support of the Law School administration, and talk to their peers. Their enthusiasm is by far the best recruiting device that is available to the school.

The student effort also makes itself felt in the interview program. The interview is seen not only as an opportunity to assess the applicant, but also as an opportunity to allow the applicant to assess UCLA. Therefore, the students conducting the interview use the opportunity to promote UCLA to applicants whom they regard as being particularly outstanding and who may be considering going elsewhere.

#### TUTORIAL PROGRAMS

Another major problem faced by all LEOP programs has been how to devise the most effective special help programs for specially admitted minority students. The UCLA experience was one of trial and error before devising a reasonably satisfactory program.

In the initial years of the UCLA program all LEOP students were required or strongly urged to attend a special preparatory summer program prior to law school. In some cases it was the CLEO program; in others it was a local program jointly sponsored by UCLA. After two years of such activity the Law School concluded that the dividends to be obtained from these programs were of such limited and short lived value that it was unfair to require LEOP students to continue to participate. This has remained the UCLA policy.

The question of how to provide tutorial aid while a student is enrolled has proven to be more difficult.

The Law School has always taken the position that the School has a responsibility to offer additional help to specially admitted minority students. The difficulty has been in trying to devise the best vehicle for offering that type of assistance. In the early years of the program a variety of devices were experimented with in one form or another including utilizing upper class minority students, hiring third year Law Review and honor students, bringing in practicing lawyers, setting up remedial writing classes, etc. Each of these devices for one reason or another proved to be unsatisfactory. The School found that utilizing students as tutors did not prove satisfactory because of the students' own need to study. Bringing in practicing lawyers proved even more difficult and unreliable because the School found that they were often not in touch with current law school teaching material. Remedial writing programs proved to be equally unsuccessful because the additional burden of requiring a student who needed all of his or her time to study law to spend some of that time learning English just exacerbated the law school learning process. The School finally concluded that if after getting through high school and college the student still hadn't learned at least the minimal English skills needed to practice law, he or she was not going to learn them while at the same time trying to learn the law of Contracts and Civil Procedure. Ultimately the problem of upgrading English skills was resolved by raising the admission standards and by making available on an individual voluntary basis the use of professional University writing counselors.

After experimenting with the above programs for several years the law faculty adopted the current tutorial policy. Under the present system all faculty members are expected as part of their normal teaching responsibility



to meet with LEOP students in regular tutorials. This policy was adopted by vote of the faculty after a report urging such a policy was submitted by a special student-faculty committee set up to investigate tutorial policy. The committee concluded that none of the previous tutorial attempts had met with any measurable success. They further concluded that the only way to deal with the problem was to have the professor who actually teaches the class meet with LEOP students on a regular basis in order to review class material, answer questions and help students prepare for exams by going over old exam questions and techniques. It was also decided that such a program would be voluntary for the students and that it should be limited to LEOP students in order to encourage frank discussion and participation by the minority students.

In order to give official sanction to the program, the committee brought the proposal to the faculty and asked that the faculty formally adopt the program. The resolution that was adopted by the faculty stated that included among the regular duties of faculty members was the duty to provide tutorial assistance to minority students.

Generally, each faculty member makes arrangements to meet weekly or bi-weekly with the LEOP students in the class. The students and the professor work out among themselves whatever format they feel would be best for that particular class. It may take the form of going over past exams, reviewing class lectures, answering questions, etc. The sessions are limited to LEOP students. Arrangements and supportive services such as reproducing needed materials are provided by the LEOP program administrator.

The value of the program varies greatly from professor to professor. Some excel at utilizing the time to reach out and enrich the students, thriving on the experience themselves. Others find it difficult to relate to a small group of minority students having academic problems. The experience varies from the professor who merely repeats his or her classroom lecture or says to the students, "Any questions?" to the professor who has an entire program for dealing with the kinds of problems usually displayed by minority students.

One problem faced by the program is the resentment sometimes shown by white students over being excluded from the tutorial sessions. The logic behind limiting the program to LEOP students is that if the program was available to all students, minority students might feel the same reticence and intimidation felt in the classroom thus destroying the relaxed and frank atmosphere that the program is designed to establish. This problem has been handled by assuring the non-minority students that the professor also has a responsibility to meet with them to go over whatever problems they might be having, thereby giving them an opportunity to receive additional help.

In addition to the formal tutorial program, the Law School also continues to encourage the efforts of the minority student organizations to establish study groups and special help programs among themselves.

#### LAW SCHOOL PROGRAMS OF SPECIAL INTEREST TO MINORITY STUDENTS

The successful law school experience, whether dealing with white or minority students, is one which reaches beyond the classroom to provide a

total educational program for the student. Therefore it is UCLA policy to encourage minority students to participate in Law School activities outside the classroom as well as within the classroom. In order for this policy to be effective, the School sees to it that existing non-classroom programs appeal to minority students as well as white students and in some instances goes even farther to establish programs that will hold special appeal for the minority student.

One such essential program in terms of LEOP student needs is an extensive clinical program. Although most law students at one time or another are frustrated by the classroom experience, often the minority student feels a greater sense of frustration. As a result the minority student frequently has a greater need for a positive learning experience outside the traditional classroom. The specially admitted student with mediocre grades may often feel the need to go beyond the classroom to prove to him or herself and others that they have the ability to be an attorney in the "real world." This "real world" experience comes in the form of the clinical program. Its value is two fold. First, it provides the student with the opportunity of engaging in the lawyering process which in terms of confidence and image building may be even more essential for the LEOP students. Second, it gives the student the opportunity under careful supervision to learn the non-classroom essentials of the skills required to be an attorney.

UCLA offers two types of clinical experiences. One is the now widespread Clinical Program in which a student works part-time in a school based law office under the close supervision of a faculty member. UCLA pioneered in establishing this kind of program and now has a large number of clinical offerings available to its students.

The second kind of clinical experience offered at UCLA is the Quarter-Away Intern Program. This program places students for as long as six months in a full-time position on the legal staff of a public non-profit agency. There are currently about 130 placements available each year in a wide variety of places and agencies including public interest law firms, government offices and court clerkships in such diverse places as Washington, D.C., Alaska and Micronesia. Although most programs are not specifically aimed at minority students, some, such as programs in Indian legal services and civil rights agencies, are. However, since minority students are encouraged to participate in all programs there is no shortage of opportunities.

Like other clinical programs the quarter-away program is invaluable in teaching the kinds of skills needed to practice law which cannot be taught in the classroom. Of even greater value is the confidence building experience which the program gives to minority students. For example, we have successfully placed minority students in clerkship positions with appellate courts, on senatorial staffs as legislative aides, and in Washington public interest law firms handling appellate work at the most sophisticated levels of legal analysis. Given the usual academic standards for placement in such positions the majority of minority students would never have had the opportunity to participate in these segments of the legal profession. After spending two years in an often frustrating quest of decent law school grades and having been labeled as specially admitted students and finding themselves classified as

academically marginal, the experience of spending six months successfully working as a lawyer in one of these programs and discovering that they do have the skills to be successful as an attorney, at least according to some students, can be of immeasurable value in terms of self-esteem and motivation.

Another program offered at UCLA to minority students is a wide opportunity to gain law review experience. Recognizing that few minority students have had the academic qualifications needed to be selected for law review, the UCLA administration has encouraged the establishment of law journals as a means of providing a forum for exploration of legal issues of special interest to the minority community and at the same time providing a vehicle by which minority students could gain law review experience. Therefore, five separate law reviews are in various stages of publication at UCLA. These include the *UCLA Law Review*, *Alaska Law Review*, *Black Law Journal*, *Chicano Law Review*, and the *Women's Law Journal*.

The Law School has also encouraged the establishment of legal service programs designed to serve nearby minority communities. Such programs organized and run by the students give them the opportunity to gain legal skills while providing much needed legal services in minority communities.

The Law School also cooperates with and encourages active minority student associations. By supporting such associations the school insures that a formal means of communication is kept open between the minority students and the administration. The associations also provide valuable services to the minority law student community and the school in general by engaging in such activities as organizing a minority student orientation program, providing a tutorial and book loaning program, sponsoring speakers, working with the Admissions Committee, and administering a recruitment program.

#### PLACEMENT

LEOP programs around the country all seem to go through certain predictable stages with the same problems accompanying each stage. The early days of the programs are usually marked by problems centering around the number of students to be admitted and questions of academic standards and retention rules. As the program becomes more accepted at the institution, problems dealing with the support of the program such as financial aid and tutorials become the big issues. When the first graduates of the program leave the law school the issue then becomes bar performance. And finally, as significant numbers of LEOP graduates begin to pass the bar, clearly the next big issue will be that of placement.

As minority students graduate in increased numbers, they are finding in addition to the problems faced by all law school graduates in a time of shrinking job markets, three problems unique to the minority student. The first problem is that of class standing.

The minority student who does exceptionally well in law school often continues to find him or herself in as much or more demand than their white counterparts. Unfortunately, however, as this paper has already pointed out most minority students fall in the bottom half of the class. This means that

like their white classmates in the same part of the class, many jobs are closed to them on the basis of law school performance alone. Even worse, if a potential employer was discriminatory and simply did not wish to hire a minority attorney, the employer could probably safely hide behind the minority applicant's mediocre academic record as the reason for not hiring the minority applicant, thus making it exceedingly difficult to challenge the employer for being guilty of racial discrimination.

The second problem facing minority graduates is the lack of minority law firms. When a white student graduates from law school, depending on his or her ability and interest, the small private law firm is a very real potential source of employment. However, the small private firms (four attorneys or less) which make up the great majority of private firms in the country are themselves but a mirror of both the socio-economic structure and prejudices of the country. Small close knit firms with white clients are simply not likely to go out and hire a black or Chicano attorney. To some extent this was the same problem faced in an earlier era by Jewish law graduates. However, the Jewish attorneys were able to meet this problem by forming Jewish law firms and at least initially depending on Jewish clients. For the present at least, given the lack of minority business and minority capital, it seems that this avenue is largely closed to minority graduates. This is further evidenced by the exceedingly small number of minority law firms.

The third problem facing the minority graduate is the stigma of LEOP. This problem is largely due to the failure of the law schools to protect the integrity and image of the LEOP programs among the bar. When the nation's law schools initiated LEOP programs, while readily admitting that the admissions standards to be used for minority applicants were "different" or even lower, the schools also assured the bar that the same rigorous standards applied to white students would be applied to minority students. The schools were saying in effect, that while entrance credentials for minorities might be lower, retention and graduation standards would remain the same. After the programs were initiated the nation's bar watched with some dismay as the schools changed grading systems, altered retention rules, readmitted students dismissed for scholarship, and in some cases graduated students who clearly did not meet the past standards of the school. The worst suspicions of the bar were borne out when large numbers of minority graduates who supposedly met the same standards as their white counterparts, began failing bar exams in disproportionate numbers. The unfortunate, but predictable result of this has been for many members of the bar to conclude that a specially admitted minority student is also a specially graduated minority student whose diploma means far less than his or her white counterpart's. The real victim of this situation is, of course, the minority student who was specially admitted but through hard work and talent earned the law degree as much or more so than any regularly admitted white student. It is that minority student who, once labeled by a potential employer, is called upon to bear the LEOP stigma.

While the LEOP graduate does face some unique employment problems, by no means is the employment scene entirely dismal. Larger law firms and large corporations are still scrambling to get the more talented minority student. Government agencies are clearly committed to obtaining more mi-

nority graduates. And, of course, despite the cut back in funds for legal services programs, the programs that remain are avidly seeking minority students.

Although actual placement figures for LEOP graduates remain very scanty, a look at UCLA's most recent LEOP graduating class (1974) shows the following placement patterns six months after graduation for the thirty-six minority graduates who participated in a placement survey.

<i>Placement</i>	<i>Number</i>
Legal Aid	7 = 19%
Government	7 = 19%
Firms	9 = 25%
Non-legal	1 = 3%
Clerking	1 = 3%
No Job	11 = 31%

By comparison white graduates reported the following figures.

<i>Placement</i>	<i>Number</i>
Legal Aid	7 = 2%
Government	22 = 10%
Firms	101 = 47%
Clerking	15 = 7%
No Job	55 = 25%

While it is still too soon to draw any sweeping conclusions about LEOP placement, it does seem clear that for the near future at least, minority graduates, except for the small number at the top of the class, will continue to face a limited job market heavily dependent on the public sector of the bar.

If LEOP programs are not to become a hollow mockery for minority graduates by turning out graduates who are unable to obtain jobs, then the law schools must begin dealing with the problems of minority placement in a more aggressive way. In order to do this, several things must be done.

First, the schools must do everything they can to make certain that they are producing quality minority graduates in order to dispel the unfortunate image which many of the programs now have among the profession. This will be accomplished by admitting better qualified students and by providing better tutorial and other programs once they are in school.

Second, recognizing that at least for the present, most specially admitted minority students will continue to fall in the bottom half of the class, the schools must provide opportunities for the minority student to demonstrate their ability by means other than grades. This would include the development of more clinical and internship programs designed to allow students to demonstrate and prove their ability in those skills of the legal profession not necessarily measured by law school exams.

The schools must also re-examine their current placement operation with the intent of seeing to it that a wider variety of potential employers are attracted to and utilize the placement services. Placement office statistics will usually confirm that those firms which do use law school placement services tend to disproportionately be the larger and often more prestigious law firms

which place the heaviest emphasis on law grades and class standing when selecting their new associates. The schools therefore must go out to where the jobs are to aggressively locate firms and agencies which would be open to hiring graduates not necessarily at the top of the class and which would otherwise not participate in the regular law school placement program.

#### STUDENT PERFORMANCE

Appendix #4 succinctly shows the record to date of the UCLA LEOP program. The vertical columns show each graduating class by year of graduation and the total for the five classes which have completed law school since the beginning of the LEOP program. The horizontal columns show measurement of various aspects of performance by the individual classes and by the entire group of students.

Line number one shows the number of LEOP students who actually enrolled in the Law School for each graduating class. The initial rapid growth of the program until the Class of '74 when the program reached the optimum size is seen.

Line number two shows the number and percentage of students in the class dismissed for academic reasons. The totals column reveals that 12% of all students who entered the program during the first five years were dismissed for academic reasons. This means that a given student had only a slightly greater than a one in ten chance of being dismissed for academic reasons.

The surprisingly low failure rate for the two first classes can probably in part be best explained by the early reluctance of the Law School to actually dismiss a minority student without virtually automatically giving the student a second chance. Today, at least as far as first year students are concerned, that policy has largely undergone a complete reversal. This past year, for example, the attrition rate in the first year class fell dramatically to only four students out of sixty-seven. None of the four, however, were readmitted.

The third line shows the number and percentage of students who withdrew from Law School. This percentage has been too erratic to draw any conclusions other than the rate has averaged out to just under 10%.

Line #4 shows the total actual attrition rate due to academic dismissal and withdrawal. The overall average attrition rate for the program is 21%.

The attrition rate for each year of the program has remained relatively constant varying between 17 and 21% with the exception of the Class of '74 when the rate jumped to 25%. There is no explanation for the jump other than to speculate on such factors as a more stringent readmission policy.

The appropriate question to ask at this point is whether a 21% attrition rate (or put more positively, a 79% completion rate) is acceptable for this program. If this rate is compared to traditional law school attrition rates, it is highly acceptable. These figures are even more acceptable when the vast difference that exists in entrance credentials between LEOP and regularly admitted students is recalled. For example, the present first year LEOP class had a median LSAT of 535 and a median GPA of 3.20. However, the regularly admitted class had an LSAT of 665 and a GPA of 3.75. When

these vast differences in entrance credentials are considered a 21% attrition rate is, if anything, surprisingly low.

The fifth line indicates the number and percentage of students in each class who have actually graduated. The totals column shows that three out of every four students who have entered the program have graduated. There is a definite fall off (63%) in the Class of '74 but it should be noted that line eleven shows that 12% of that class (eight students) are still enrolled. Even so, that class did not have a significant attrition rate.

Line six shows the number of students in each class who actually took the California bar examination. To some extent this figure is misleading as are all the bar statistics because the bar statistics are limited to the California bar exam. No complete record is available of the number of students who have taken and either passed or failed other bar examinations. Therefore, the figures in lines six and seven are both on the low side.

Line seven shows the number and percentage of those LEOP students who entered in a given class who successfully passed the California bar. As can be seen, the first class was a near total disaster with only two of fourteen having made it into the bar. There is significant improvement in the next class and the Class of '72 where a high of 45% is reached. In 1973 and 1974 the figures go down once again. This can be explained by the fact that those two classes have had less opportunities to take the bar than the previous classes. Since the California bar is given twice a year, the Class of '74 has had only one opportunity to take the bar, the Class of '73 has had three opportunities and so forth. Accordingly the earlier classes should have a higher percentage of success on the bar. This same reasoning applies to line nine as well.

Line number eight shows the number of students who failed the bar.

Lines number nine and ten show the percentage of those who passed and failed the bar from among those who actually took the California bar. As of the present time nearly 60% of those who have actually attempted the bar have passed. While this figure still leaves room for improvement it does represent a dramatic improvement over figures from just a year ago when the program was running at a less than 40% passage rate.

Line number eleven shows the percentage of LEOP students who passed the bar on the first attempt. Obviously the most significant figure is the fact that in the Class of 1974 fully 70% of those who took the bar passed on the first try. This is exactly double the previous high figure.

The figures present a varied picture when evaluating the program. On the one hand 232 minority students were given a chance to go to law school and 173 minority students were graduated. This figure should not be taken lightly, particularly given the fact that prior to the initiation of this program UCLA averaged about two minority graduates per year. Therefore, it is not exaggerating to say that the program represents a net gain in five years of 163 minority lawyers.

There is also a steadily improving percentage of students successfully entering the bar including an outstanding 70% for the most recent class.

Nonetheless the figures are disturbing as well. 21% is still a high

attrition rate. Even worse, the fact that less than half of those entering law school actually make it into the bar is disappointing.

It must be remembered, however, that these figures show the early somewhat experimental stage of this program and that they represent a real revolution in legal education in the United States. To go from having virtually no minority students in 1966 to admitting 232 in the next five years and 444 in the eight years since the program began represents a very significant development in legal education and in the future of the legal profession.

### CONCLUSION

This paper has attempted to focus on several issues which appear to be recurring problems among all LEOP type programs. Although each school is unique in both its problems and the resources available for dealing with the problems, it is nonetheless hoped that the UCLA experience will be valuable in helping other schools to improve their own programs.

### EXPLANATION OF APPENDIX #1

These three scatter diagrams represent first year performance by the LEOP class admitted in 1971 and graduated in 1974. The left hand column represents the factor being analyzed. In diagram #1 it is LSAT only; in diagram #2 it is grade point only; in diagram #3 it is the prediction index as derived from formula #1 described in the text. In all cases each set of figures is an actual student. The number in parenthesis is the student's G.P.A. or LSAT, whichever is not being measured in diagram #1 or #2. In all cases, whether by LSAT, G.P.A. or P.I., the numbers in the left hand column run from highest to the lowest.

The horizontal column across the top of each diagram represents the number of units of failing first year grades (I for Inadequate) received by the student. More than 25 units of such grades are grounds for academic dismissal. The students each took 46 units in the first year.

The object of these diagrams was to plot the correlation, if any, between LSAT scores, G.P.A. and both as incorporated in the P.I. formula against performance in law school. Although there are exceptions, it can be seen that students falling towards the bottom in the three factors measured received a significantly greater number of failing grades than students in the upper part of the diagram. While the correlations are not perfect, clearly in all three cases there is a correlation between entrance credentials and law school performance. The job of the task force when looking at the charts was to determine where to draw the line to set minimum entrance requirements in order to insure the greatest chance of success in law school while continuing to maximize the number of students eligible for the program. As indicated in the text, UCLA drew the line on the P.I. chart at 1500.









1611	x								
1600			x						
1600					x				
1597	x								
1596	x								
1569	x								
1569	x								
1568			x						
1564	x								
1564				x					
1550									
1549						x			
1537	x								
1531									x
1503		x							
1502									x
1484						x			
1478				x					
1475							x		
1466									x
1461									x
1453	x								
1452	x								
1432					x				
1430		x							
1424			x						
1393						x			
1390									x
1371							x		
1350									x
1313							x		
1305				x					
1284		x							
1244									x
1153									x

APPENDIX #2

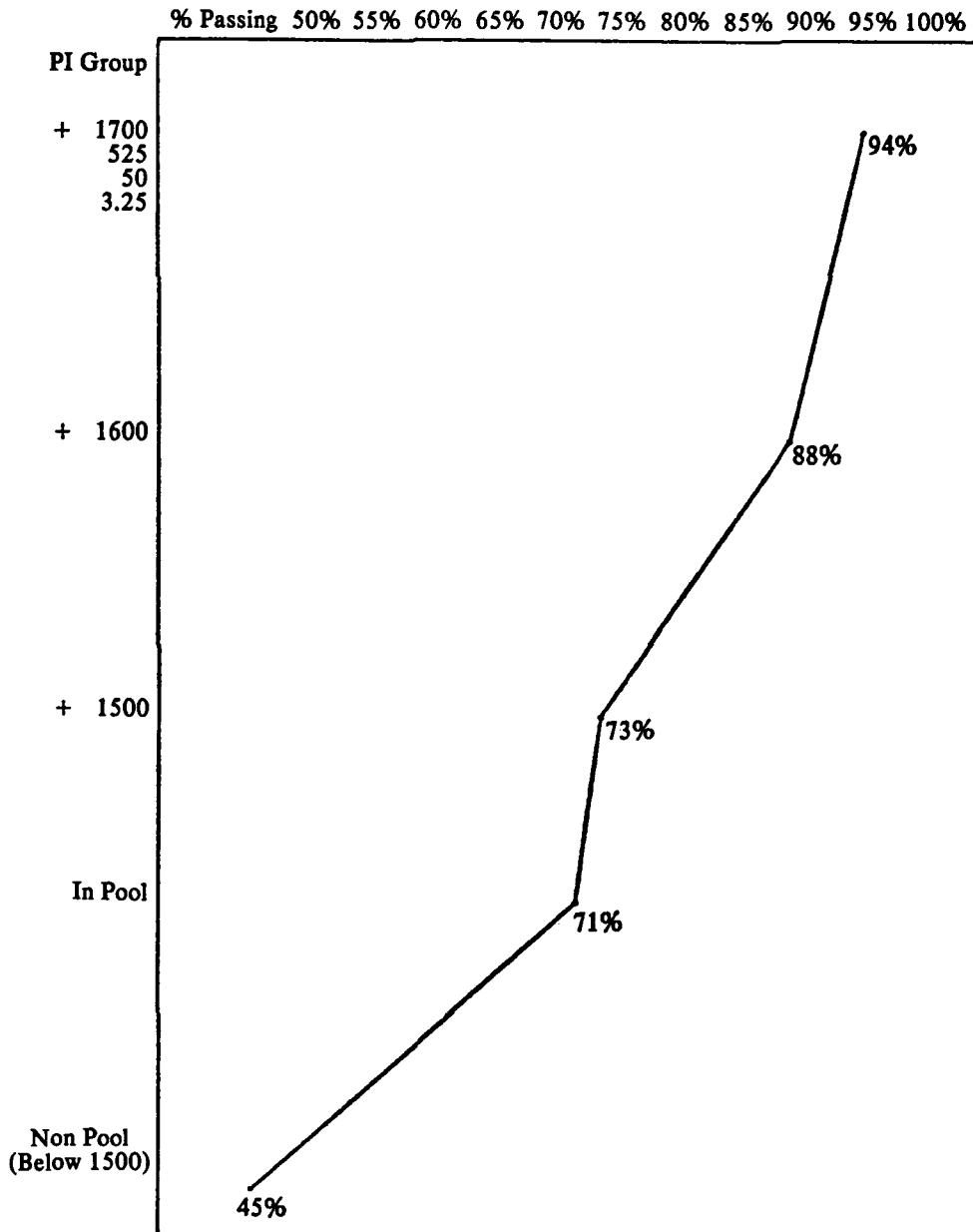
CLASSES OF '73 & '74

		A	B	TOTAL
		1500+	-1500	
1	ADM	105 = 80%	27 = 20%	132
2	DIS	11 = 10%	9 = 33%	20 = 15%
3	W.D.	8 = 8%	1 = 4%	9 = 7%
4	GRD	78 = 74%	14 = 52%	92 = 70%
5	T.B.	62 = 59%	13 = 48%	75 = 57%
6	P.B.	41 = 39%	5 = 19%	46 = 35%
7	F.B.	21	8	29
8	%P of those who took bar	66%	38%	61%
9	%F of those who took bar	34%	62%	39%
10	ENR	8 = 8%	3 = 11%	11 = 8%
	ADM	Admitted		
	DIS	Dismissed		
	W.D.	Withdrawn		
	GRD	Graduated		

- T.B. Took California Bar Examination
- P.B. Passed California Bar
- F.B. Failed California Bar
- %P Percentage passing of those who actually took California Bar
- %F Percentage failing California Bar
- ENR Currently enrolled

### APPENDIX #3

#### LEOP BAR GRAPHIC RELATED TO PI



## APPENDIX #4\*\*

	'70	'71	'72	'73	'74	TOTAL
1 ADM	14	39	47	64	68	232
2 DIS	1 = 7%	1 = 3%	5 = 11%	12 = 19%	8 = 12%	27 = 12%
3 W.D.	2 = 14%	7 = 18%	3 = 6%	0	9 = 13%	21 = 9%
4 ATTRITION	3 = 21%	8 = 21%	8 = 17%	12 = 19%	17 = 25%	8 = 21%
5 GRD	11 = 79%	31 = 79%	39 = 83%	49 = 77%	43 = 63%	173 = 75%
6 T.B.	10 = 71%	23 = 60%	34 = 72%	42 = 66%	33 = 49%	142 = 61%
7 P.B.	2 = 14%	15 = 38%	21 = 45%	23 = 36%	23 = 34%	84 = 36%
8 F.B.	8	8	13	19	10	58
9 %P	20%	65%	62%	55%	70%	59%
10 %F	80%	35%	38%	45%	30%	41%
11 % Passing on First Try	9%	35%	15%	27%	70%	—
12 ENR	0	0	0	3 = 5%	8 = 12%	11 = 5%

\* See Appendix #2 for key