

**Realizing the Vision:**

**Accomplishments  
of the Strategic Plan  
for 21st Century Legal Education  
at the Thomas M. Cooley Law School**

**An examination of the Cooley Vision Strategies,  
January 2002-January 2007**

**Planning Programs and Assessment  
June 2007**

On January 19, 2002, Cooley’s Board of Directors adopted the first Strategic Plan of the Law School, guiding Cooley’s development for the five years ending in 2006. The Board subsequently extended the horizon of the Plan for another year. This report examines what has been accomplished at Cooley under this Plan. Not only does the report assess the implementation of the current Plan, it guides, at least in part, the development of a second Strategic Plan.

Cooley's Plan challenged us — the Board, the faculty, and the staff — to achieve goals that will secure a position for the Thomas M. Cooley Law School among the very best law schools in the country. Specifically, the Plan called for Cooley to teach students the practice skills and values necessary when entering the profession and to discover, analyze, integrate, interpret, and apply new thinking and ideas that would make it and its students more competitive in the 21st century.

The Plan began by defining the mission: “The Mission of the Thomas M. Cooley Law School is to prepare its graduates for entry into the legal profession through an integrated program with practical legal scholarship as its guiding principle and focus.”

The preparation for practice mission means that Cooley graduates must: (1) master the basic fundamentals and skills required for the competent practice of law and representation of clients; (2) master the substantive knowledge and skills required for passage of the bar examination and admission to the bar; and (3) understand and embrace the legal, moral, ethical, and professional responsibilities of lawyers.

To carry out this mission, the Plan identified five Vision Statements, each with four components, called vision strategies.

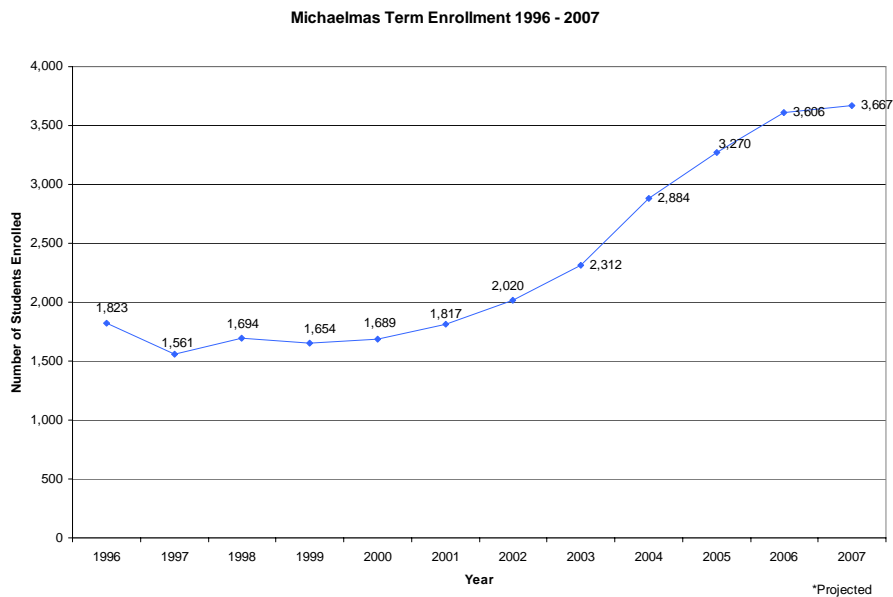
The Thomas M. Cooley Law School's vision for the coming decade is:

1. To become America's largest law school;
2. To remain the best at practice preparation;
3. To continue to be one of the most affordable private law schools;
4. To be a leader in innovation; and
5. To remain a financially strong law school.

Cooley has accomplished much toward each of these visions. This report examines what has been accomplished during the Plan years to achieve each element of the five vision statements. The report draws on contributions from all members of Cooley’s leadership team.

## VISION ONE Become America's Largest Law School

**Cooley Law School now offers the world's largest Juris Doctor program.** Cooley has increased enrollment while increasing the entering credentials of its students. The JD student enrollment has increased steadily each year since the Strategic Plan was implemented in 2002, rising from 1,817 to 3,606 in the fall of 2006, a 98% increase. By nearly doubling the School's 2001 enrollment, Cooley became the largest law school in

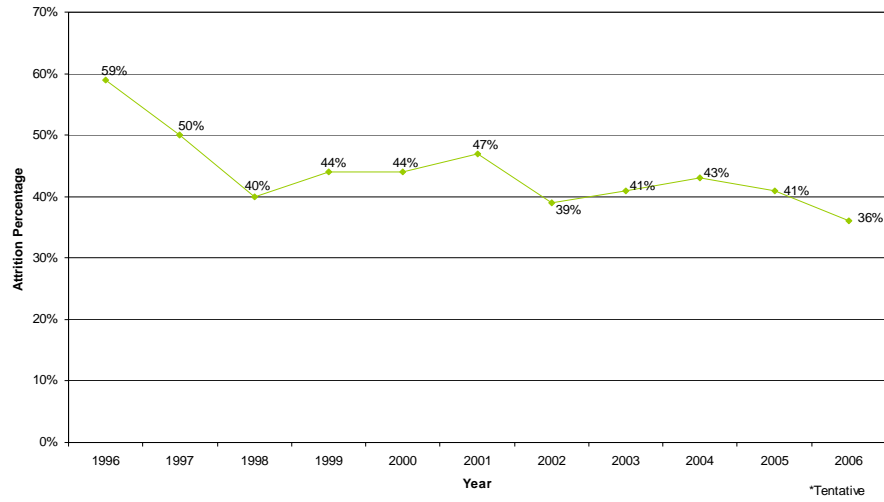


the world. Cooley accomplished this Vision Statement's goal by implementing four vision strategies, which include:

### 1. Reduce its current academic and non-academic attrition rates

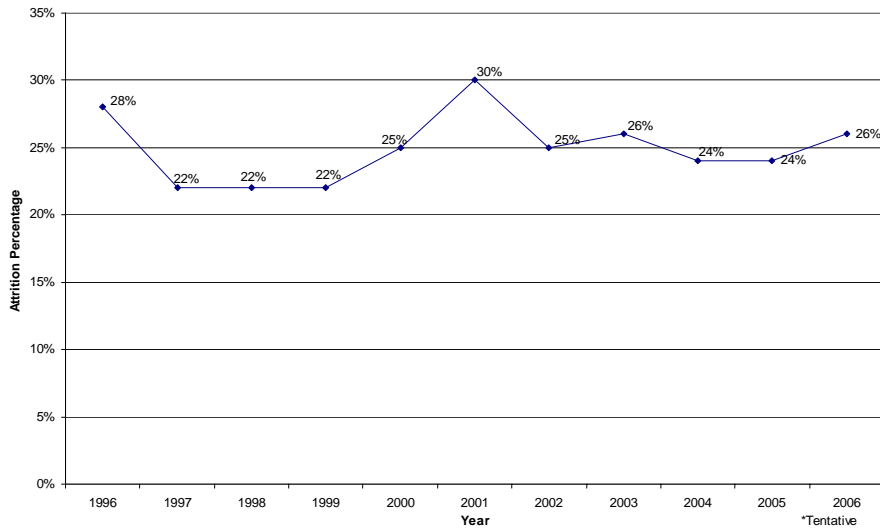
Compared to the 2001 base calendar year of the Strategic Plan, total attrition rates dropped from 46% to 36% in calendar year 2006.

**Total Attrition 1996 - 2006**  
**Cooley Definition - includes students enrolled on probation**

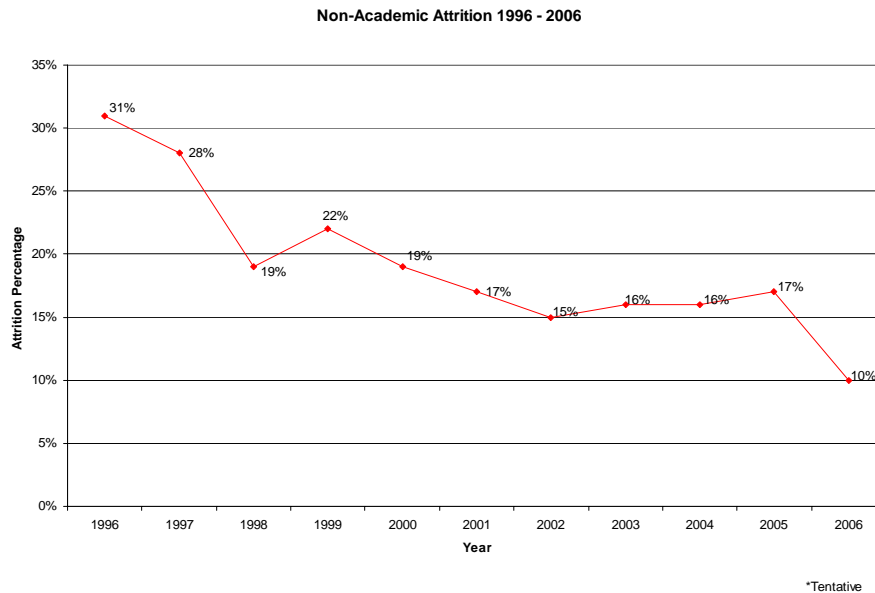


- Academic attrition during this time has remained relatively constant, falling 4%.

**Academic Attrition 1996 - 2006**  
**Cooley Definition - includes students enrolled on probation**



- Nonacademic attrition has decreased as well, falling from 17% in 2001, to 10% in 2006, although the final 2006 figure will increase somewhat by the fall of 2007.



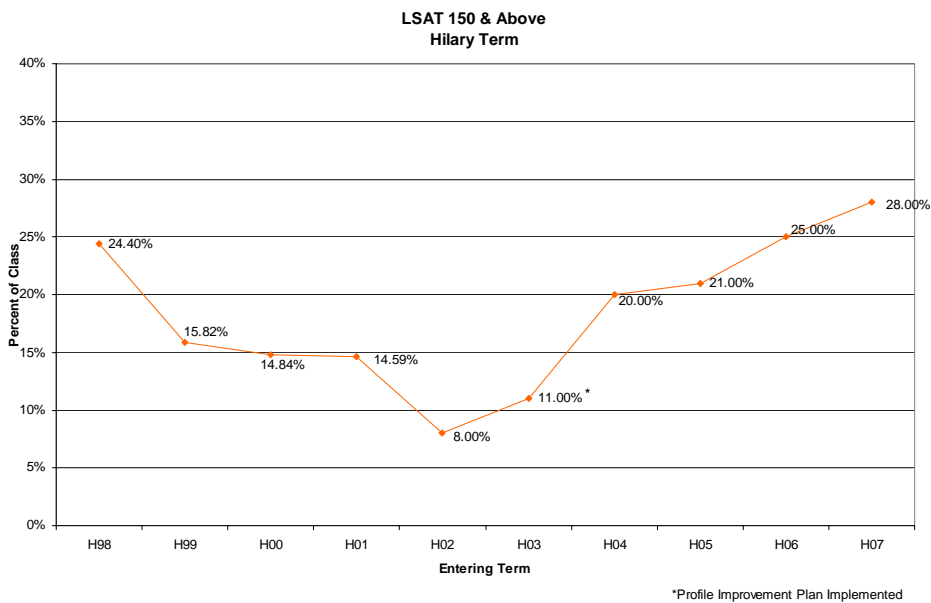
Several programs contributed to the decrease in attrition. The Academic Performance and Bar Improvement Plan was proposed by the Dean and President and adopted by the Faculty Conference in 2002. This six-point plan called for gradually increasing incoming credentials, conducting an alternate admissions program, hastening evaluations of first semester students, restricting academic probation, making course examinations reflect bar exam content, and encouraging every student to take a bar preparation program.

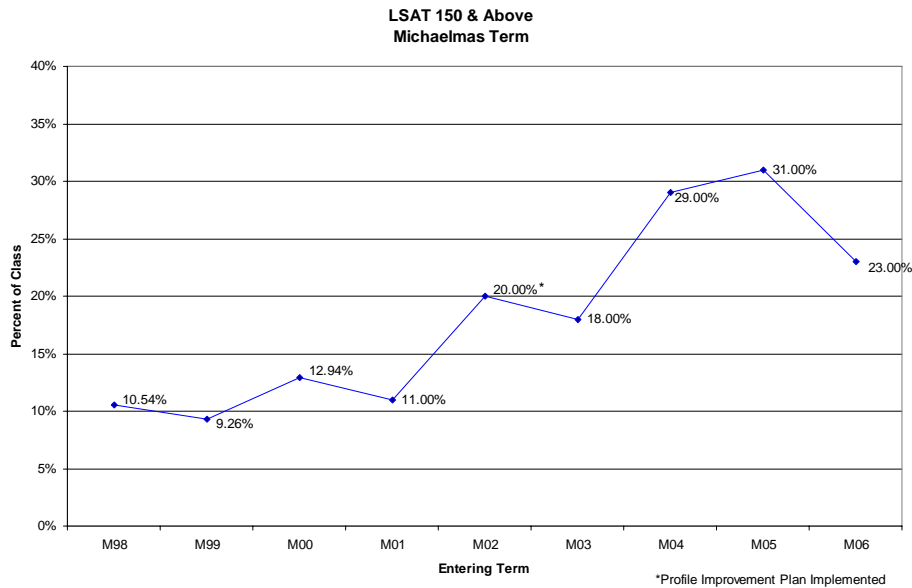
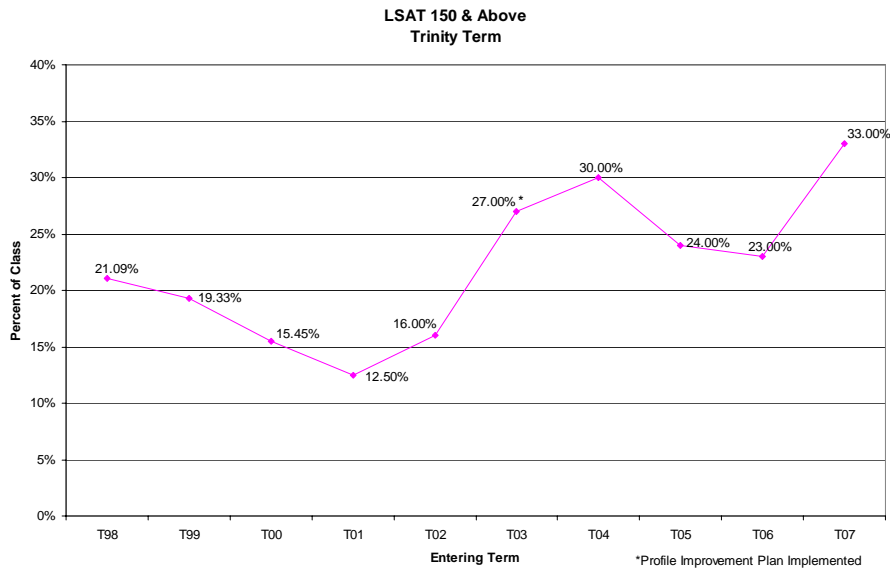
- Entering credentials of students have increased. With the classes admitted in academic year 2006-07, a five-year comparison by academic year is now possible. The 75<sup>th</sup> percentile admission increased five LSAT points, while the median and 25<sup>th</sup> percentile each increased four points. The percentage of Honors Scholars admitted increased three-fold over 2001-02, while the percentage of students with LSAT scores of 150 or above increased 136%, those at 146 LSAT or better increased 165%, those at 141-45 LSAT decreased 16%, and those below 141 LSAT decreased 94%. (See Attachment 1)
- Assessment of the performance of first semester students was hastened, giving students a “wake-up” call in time to affect the overall grade in a course. As part of the Plan, faculty in first semester courses began offering graded midterms, with a goal of encouraging students to master law school exam techniques earlier.

- The Academic Resource Center (ARC) has developed and offers many programs and services that contribute to the retention of students. From 2002 to the present, the Introduction to Law class continues to be offered to all incoming students and has gone through several revisions to enhance its delivery. The number of students participating in ARC seminars, which are voluntary, has more than quadrupled as it has grown from 914 in 2002 to 4,274 in 2005. ARC seminars are now offered at all three campuses, some by videoconference presentation.

**2. Increase its enrollment of students whose LSAT scores are at or above the median**

Nationally, the median LSAT score has been around 150 – 151. At Cooley there has been an upward trend in the percentage of students coming to Cooley with an LSAT score of 150 or higher.



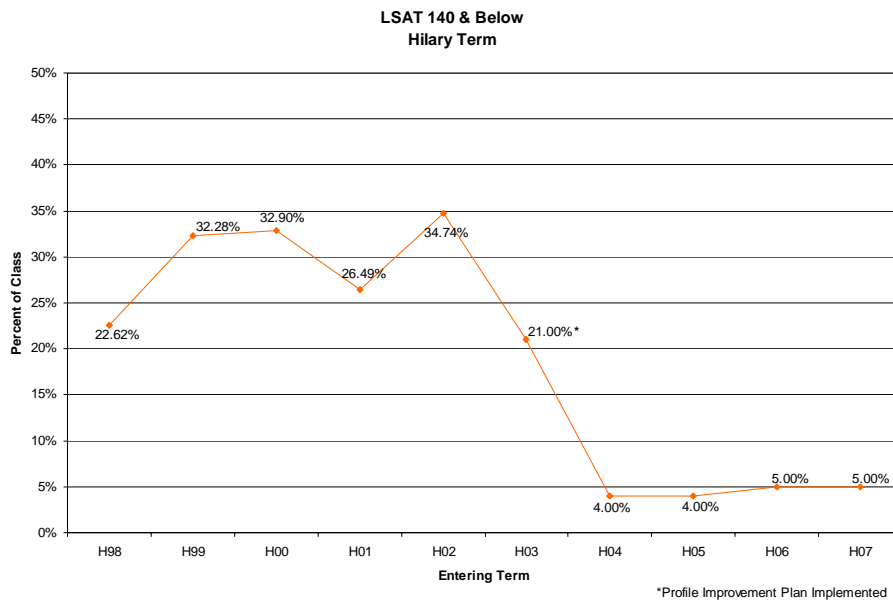


- Under the Academic Performance and Bar Improvement Plan, Cooley raised admissions standards each year. Beginning with Trinity Term 2002, the law school did not admit students with less than a 135 LSAT, regardless of the Cooley Index, unless the student had an undergraduate GPA of 3.5 or better. Beginning in September 2002, the law school increased the minimum Cooley Index to 181 and required an LSAT score of at least 141 for all students admitted under the Index system. Each year thereafter the minimum LSAT score under the Plan increased

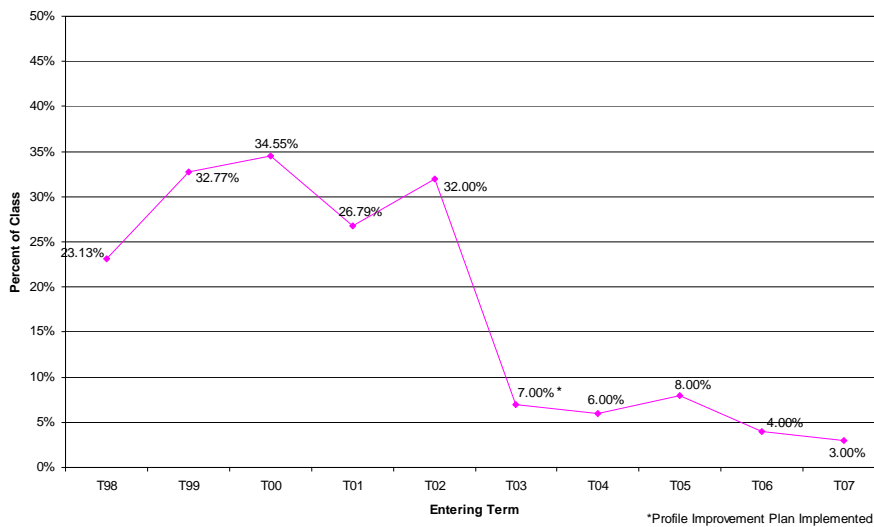
one point, subject to annual review of performance among the students in the low LSAT range.

- The law school also developed a validated alternative admissions process which allows up to 15% of an entering class to be students whose writing samples suggest they will succeed, even though they have not earned the minimum LSAT or minimum index. As the minimum index score has increased for regular admittees, the minimum LSAT score for the alternative admissions process also has increased. Students may be admitted under this process through participation in the PEP qualifying school or as direct admits as part of a control group. Comparison of these two groups will allow future planning. Alternative admissions students are subject to a nine-credit per semester schedule and participation in a program administered by ARC.

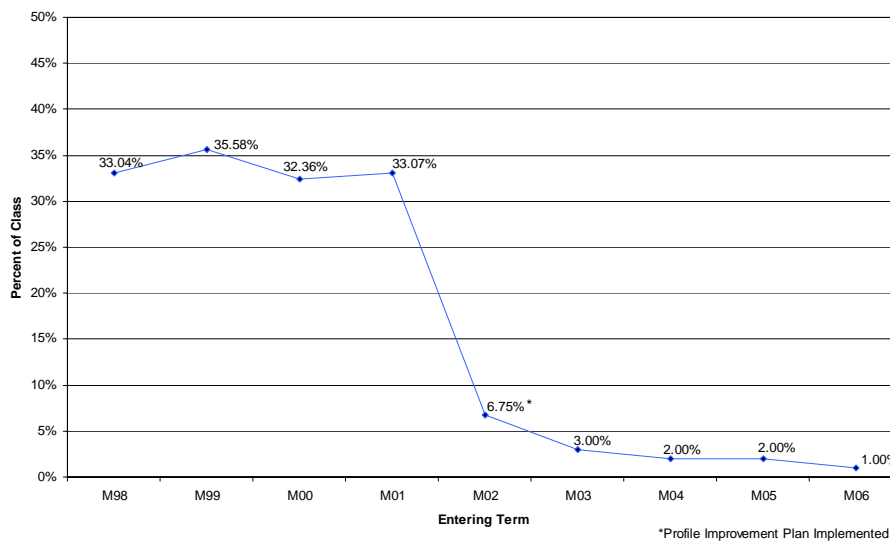
Cooley has significantly decreased the percentage of students who enter with LSATs below 140. In the five years of the Plan, the School admitted 314 fewer students with LSAT scores under 141, reducing the admission percentage of these students from 33% to 2%.



**LSAT 140 & Below  
Trinity Term**



**LSAT 140 & Below  
Michaelmas Term**



- Cooley Honors Scholarships have expanded to attract students with high entering credentials. Cooley’s Honors Scholarship Program for new students rewards entering students whose credentials demonstrate good potential for successful law study. Entering students can earn from 25 to 100 percent of tuition based on their Admissions Index or on the LSAT score alone. In the five years of the Bar Performance Plan, Cooley increased its total annual admissions by 619 students,

or 59%. Honors Scholars increased by 640. Even taking into account a one point reduction in the LSAT score required for an Honors Scholarship (based upon performance data), the increase in enrollment over this past five years is essentially all in Honors Scholars. (See Attachment 1)

- Marketing efforts have targeted Honors Scholars in written materials, on the Web, and in contact with prelaw advisors.

### **3. Expand through strategic partnerships and alliances**

Cooley expanded its partnerships with Western Michigan University and Oakland University, provided learning opportunities in foreign study through partnerships with a growing number of U.S. law schools, and worked with partners in practice to provide practical experience to students in a variety of substantive and geographic settings.

- Cooley's partnerships allowed us to develop joint degree programs, although development of these programs has been delayed by our partners' internal process. Cooley began a dual degree concept with a MPA/JD with Western Michigan University in 2001. Under the current format, students may transfer six credits from each school, producing greater flexibility, sharing costs, and saving students more time and tuition. In 2006, this format was used to expand our partnership with Oakland University, starting MPA/JD and MBA/JD programs.
- Cooley's foreign study programs have attracted students from an increasing number of U.S. accredited law schools. Cooley's Australia/ New Zealand program has attracted students from 37 different schools, and the Toronto program has enrolled students from 23 different schools. At the same time, we have found additional partner schools that offer quality foreign study opportunities at other locations, and have expanded from sending Cooley students to only one school's program in 2002, to a high of nine schools in 2005. These partnerships have allowed Cooley students to participate in programs in Africa, Asia and the Middle East, as well as in Europe.
- Cooley has developed partnerships with attorneys throughout the United States, as well as with local bar associations and service providers, allowing an expansion of both curricular and co-curricular opportunities. Cooley's externship program now has 1,583 approved extern sites across the United States, in Canada, Europe, and China. At these sites, students learn from their local supervisors, with guidance from Cooley faculty members. Locally, partnerships with the Lakeshore Legal Services Program and the Washtenaw County Public Defender have permitted blended clinics, taught by faculty at Cooley, with students working on cases assigned and supervised by attorneys working for our partners. Future partnership opportunities are being explored at all three campuses for blended clinic development.

- Cooley has developed partnerships with public schools, offering assistance to those in need, modeling professionalism for our students, and possibly attracting future students to Cooley Law School. In the Pontiac public schools, the Center for Ethics offers character-based educational programs; at Pontiac Northern High School, faculty and students promote ethics and professionalism through the Success on Saturdays program. In an effort to reduce school violence in the Lansing Public Schools, the Center for Ethics offers the Peer Mediation Program through which Cooley students teach mediation and conflict resolution and act as mentors to public school students.
- Cooley faculty, staff, and students have partnered with community service agencies to serve the communities at all Cooley locations. In Grand Rapids, Cooley students and faculty volunteer to offer legal advice and other assistance to the Hispanic Center, Degage Ministries, Mel Trotter Mission, the public charter school Tri-Valley Academy, and the Legal Assistance Center. In Oakland County, faculty and students provide direct assistance to the Women's Survival Center, Pontiac Northern High School, and Lighthouse of Oakland County. In Lansing, faculty, staff, and Cooley students offer assistance at Cristo Rey, Advent House, Loaves and Fishes, Ingham County Homelessness Dialogue, the Red Cross, Legal Services of Central Michigan, and the Wainwright Leadership Academy.

#### **4. Open new markets, perhaps with additional degree programs, branch campuses, and distance education**

- Cooley is the only law school that offers three full campuses. The School aggressively pursued and obtained acquiescence from the ABA to operate two branch campuses, which no other law school has accomplished. Cooley also obtained Higher Learning Commission approval for Oakland and Grand Rapids branch campuses.
- Cooley developed and implemented two LL.M. programs in Taxation and Intellectual Property, and has now graduated Cooley's first advanced degree candidates. To accomplish this, Cooley obtained ABA acquiescence and Higher Learning Commission approval. The programs have evolved to refine the curriculum and attract more students. LL.M. enrollment since inception in 2002 has grown to 31 students in Trinity Term, 2007.
- Cooley now offers a limited number of distance education classes at all three campuses. Beginning with the LL.M. programs, Cooley began offering distance education classes with live videoconferencing through newly-created classrooms and through an Internet format in our IP classes. Distance-based bar preparation courses are offered at all three campuses, as are ARC seminars. Beginning in 2007, Cooley began offering JD classes for credit in a pilot program.

## **VISION TWO**

### **Become the Best at Practice Preparation**

**Cooley now offers a comprehensive practice preparation program that provides its graduates with knowledge, skills, and ethics that certainly ranks among the best in the country.** Much of the practice program reflects the emphasis on innovation that is called for in Vision Four, so the reader should review the discussion there as well. The program is offered in state-of-the-art facilities and is continually upgraded through an assessment cycle.

Cooley accomplished this Vision Statement's goal by implementing four vision strategies, which include:

- 1. Create a comprehensive assessment system that measures the success of our students and graduates in mastering practice and analytical skills, passing bar examinations, and embracing professional responsibility**

Cooley's Assessment Plan was approved by the Faculty Conference in 2003 and guides the assessment initiatives that have occurred. Achievements to date are:

- Completed two self-studies - one for the American Bar Association, one for the Higher Learning Commission - analyzing the strengths and challenges of all aspects of the School.
- Implemented periodic surveys of alumni, employers, and students to determine their perspectives on effectiveness of preparation for practice. These surveys provided data for both self-studies, and led to implementation of changes, including evening hours for student services and greater accessibility of students to deans.
- Revamped and reintroduced elective surveys each term to ascertain student demand for electives, adding options to help plan for electives at all three campuses using the Portal.
- Continued to update the longitudinal study of bar passage rates.
- Developed and implemented a complaint tracking system.
- Incorporated assessment measures in the development of all new programs.
- Articulated student assessment measures of substantive knowledge, skills, and ethics. Knowledge is assessed on final examinations and bar examinations. Skills of each student are assessed either by Cooley faculty supervising in-house clinical programs or by field supervisors in externships. Ethics is assessed in the Portal-based Professionalism Portfolio and through the Honor Code and Disciplinary Procedures.

- Encouraged students to self-assess through the Professionalism Portfolio, now available electronically to all entering students. As students gain experience with legal knowledge, skills, and ethics necessary to their good practice of law, they log their accomplishments into their portfolios. The Professionalism Portfolio becomes a compilation and record of individual growth, maturity, personal ethics, training, knowledge, professional accomplishments, awards, public service, and any other information relevant to the student's development and employment qualifications. The Professionalism Portfolio also requires reflection by the student about the student's goals and behaviors in light of professionalism.

The Professionalism Portfolio supplements a student's resume and transcript, which the student may make available upon request to the prospective employer. This will help employers learn more about a Cooley applicant than they can about other applicants who present only a transcript and a resume. For example, instead of just accepting an applicant's statement that pro bono work is important, the portfolio will document the public service and pro bono work that the applicant engaged in while in law school. An employer can see the applicant's commitment to professional development, to ethics, and to a greater good than individual advancement.

Within the institution, the Professionalism Portfolio will allow faculty advisors and administrators to help with and measure the development of individual students. Those who are given access to the Portfolio can guide and assist the student with personal and professional development, offering advice on where improvements should be made and where holes can be filled. With this information, the institution can also gauge student development across our campuses and identify strengths or weaknesses in those areas. In addition, the Portfolio reviews can assist a faculty concentration, department, or committee in learning whether their goals related to student development have been accomplished.

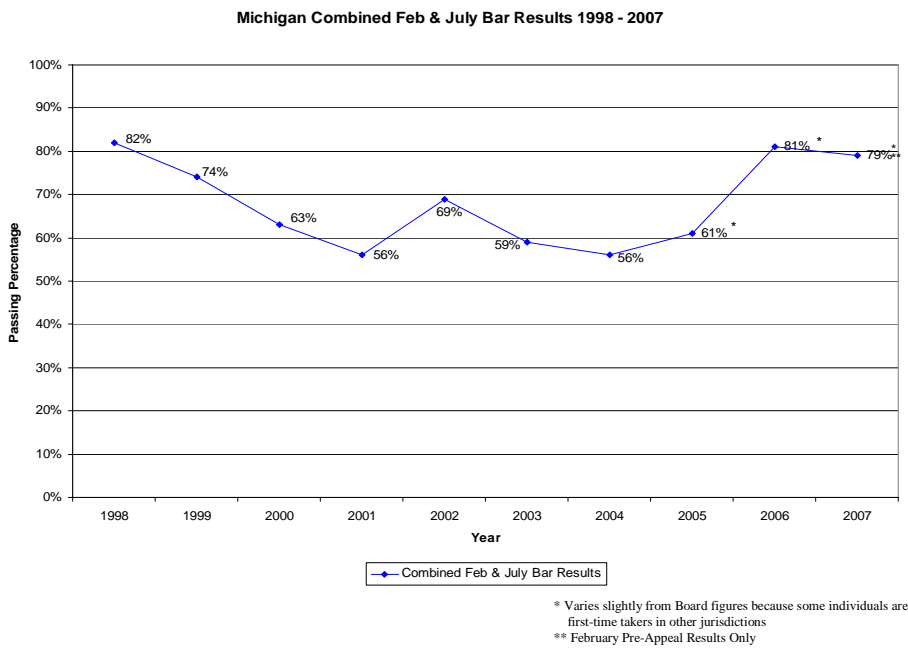
## **2. Effectively deliver legal education with superior results, including high bar passage rates and high employment rates among graduates**

Cooley's educational program continues to produce superior results, with bar results and other measures showing improvement, but those results are not consistently reflected in high employment rates.

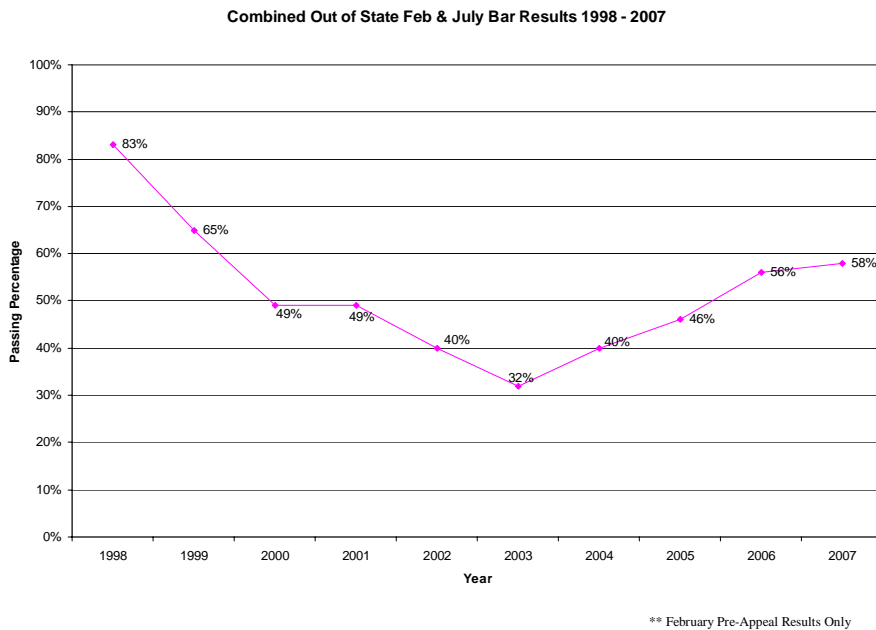
- Pre-bar preparation programs are offered to any interested student and are available at all three campuses via videoconference. Bar analysis indicates that students at all levels significantly improve their chances of success after completing Cooley's programs. These programs for enrolled students include BarStart, which focuses on the Multistate Bar Exam, the Practice Multistate Bar Exam, and the Michigan Essay Workshop. Graduates are also offered BarPlus, which assists in preparation for the Michigan bar exam. Students who participate in the Portfolio project are asked to sign up for bar prep programs and identify

early on the subjects that will be tested. The ABA refused our request to make participation in these courses mandatory or, in the alternative, available for credit.

- Michigan bar passage rates have improved since a low point in 2001, with Cooley’s official Michigan first-time results reaching a high of 83% in July 2006. If those who have taken the bar exam first in another state are removed from the calculation, Cooley’s Michigan first-time pass rate in July rises to 88%. Pre-appeal results for February 2007 reached 76%, actually 79% when the true first-time rate is considered. This reflects a steady improvement since our low in 2001, as predicted under academic improvement plan. (See Attachment 2)



Similarly, out-of-state bar results have improved since 2002:



- Honors Scholars graduating from Cooley now pass the Michigan bar on the first attempt at an 85% plus rate. Comparing Cooley's results by the academic profile of the School's graduates to those of other Michigan schools shows that Cooley graduates out-perform or equal those of the graduates of those schools at all levels.
- Cooley completed a draft skills program proposal building on the ABA's MacCrane Report, but adding the needs for mastering technology.
- Cooley hired three special visiting faculty for its skills department, Senior Sixth Circuit Court Judge Richard Suhrheinrich, retired Ingham Circuit Court Chief Judge Peter Houk, and retired Assistant Attorney General Andrew Quinn.
- Cooley's success in skills competitions against other law schools offers one measure of the results of our skills programs. Cooley expanded the number of competition teams and is bringing home noteworthy awards. This success has expanded from state and regional victories to placing in the top levels at two national competitions in 2007. Awards include:

2002: *ABA-LSD National Appellate Advocacy Competition*; National Finalist

2003: *NBLSA Mock Trial Competition*; Midwest Regional Champion

*National Trial Advocacy Competition*; Semifinalist

2004: *National Criminal Trial Competition*; Best Advocate

*NBLSA Mock Trial Competition; Best Advocate, Regional Competition*

2005: *National Moot Court Competition; Regional Champion, Best Advocate Region VI Final Round; Best Advocate and Second Best Advocate, Region VI Preliminary Rounds*

*State of Michigan Moot Court; Best Brief*

*Jessup Competition; Third Place*

*National Trial Competition; Regional Champion*

*State Bar of Michigan's Law Student Section's One-L Oral Advocacy Competition; Winner*

2006: *Pace Environmental Law Competition; National Best Advocate*

*State Bar of Michigan's Law Student Section's One-L Oral Advocacy Competition; Winner*

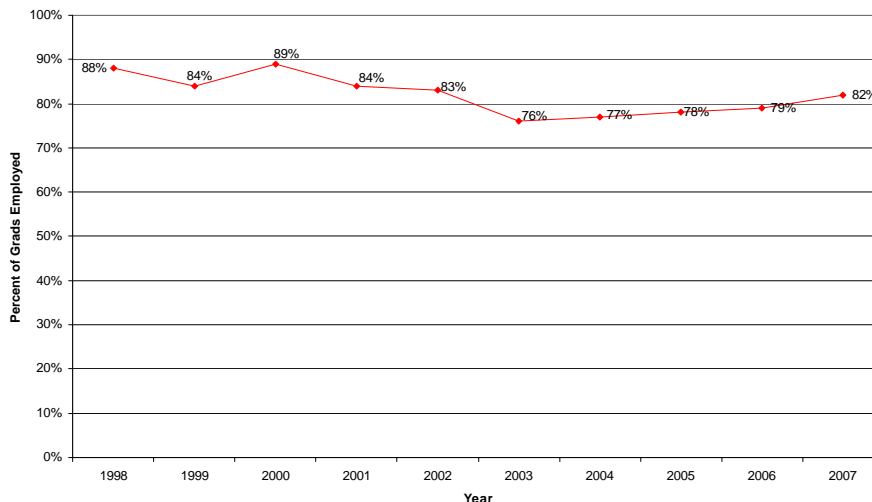
*State of Michigan Moot Court Competition; Winner*

2007: *National Moot Court Competition; Cooley placed in the top eight of all U.S. law schools, Best Petitioner's Brief in regional competition.*

*American Association of Justice Student Trial Advocacy Competition; Winner, Seattle Region; Competitor in National Competition.*

Cooley experienced a slight decrease in the percentage of graduates reporting that they were employed six months after graduation. In 2001, 84% were employed, while 82% were reported employed in 2006. This likely resulted from Michigan's depressed economy. During the five years of the Plan the average starting salary increased \$5,000.

Percent of Graduates Employed 1998 - 2007



- The number of Cooley career planning programs increased every year of the Plan, although there was a slight decrease in student attendance in 2005. On-campus interviews by employers saw no increase during the years of the Plan, but the number of employers requesting resume collection increased 85% and those employers wanting students to submit their applications directly increased 115%. The number of new employers willing to participate in Cooley’s student hiring programs increased 153%.

Year	Number of Graduates	Avg. Starting Salary	% Employed in Private Practice	% Employed in Gov't	% Employed in Public Interest	% Employed in Academic	% Employed in Clerkship	% Employed in Business
2002	401	\$44,000	53	13	4	4	8	16
2003	438	\$45,000	47	19	2	4	11	15
2004	404	\$46,000	45	18	10	3	8	16
2005	503	\$49,000	50	15	5	2	10	16

### 3. Enhance programs and courses to help graduates prepare to practice law with professionalism and good character

Cooley adopted its Professionalism Plan in 2002. The Plan contained 18 initiatives designed to create a culture of professionalism and service-orientation in the law school. Cooley’s professionalism efforts have become a model for other law schools. The ABA honored Cooley in 2006 by awarding Cooley the E. Smyth Gambrell

Professionalism Award, and praising the "outstanding achievement in the design and implementation of a model professionalism program."

The initiatives undertaken by Cooley's Professionalism Plan include:

- Created a Center for Ethics, Service and Professionalism. Launched in 2003, the Center supports the law school's mission of preparing law students for professional practice. It models and teaches ethics and professionalism, fosters and encourages service, and promotes commitment to our communities. Its many programs include:

Ethics and Professionalism Library	Ethics Speakers' Bureau
Public School Mentoring Programs	Leadership in the Law
Cooley Student Mediation Board	Services to Seniors
Commitment to Our Communities	Ethics in Skills Courses
Professionalism Portfolio	Pro Bono Programs
Enforcing Student Conduct Codes	Ethics in the Curriculum
Integrity in Our Communities Luncheon	Cooley Cares
Lecture Series	

- Reshaped the class on Professional Responsibility to move beyond rules of conduct.
- Created a student-run mediation board to address conflicts between students.
- Expanded the roles of lawyer/mentors in student's development.
- Developed a professionalism portfolio project, allowing students at all three campuses to document their professional growth and development through law school.
- Continued to address unethical behavior at the law school.
- Created a student ethical oath and standards of professionalism.
- Revamped the Office of Career and Professional Development, which now encourages students to shape their legal careers from their entry into law school.
- Increased volunteerism through adoption of a pro bono plan and enhanced awareness of pro bono opportunities. The number of students participating in the Cooley Volunteer Corps increased from 50 in 2002 to 102 in 2006.
- Offered a wide range of programs to students in Pontiac schools, which educate a high percentage of low-income, students of color. Programs include (1) personal success for incoming 9th grade students; (2) Saturday presentations related to personal and academic success and individual academic tutoring; (3) Elementary

Character Education monthly at the Will Rogers Elementary School, emphasizing a different character trait each month, such as honesty, integrity, politeness, respect, responsibility, etc.; (4) Gettysburg Mentoring Project, which pairs Cooley students who are trained and pass background checks, with high school mentees; (5) Gang Violence Intervention, bringing opposing gang members together in a structured setting with school counselors and Cooley faculty members and students to explore the consequences of and alternatives to violent conflict resolution; (6) Exploring the Law I, which brings local judges and Cooley faculty members and students to Pontiac Northern to discuss choices and consequences, constitutional rights in public schools, and potential legal careers; (7) Exploring the Law II, which brings selected Pontiac Northern honors students who have an interest in a legal career to Cooley's Oakland campus; (8) computer donations; (9) Dress Code Drive; and (10) Prom Dress Drive.

- Supported the Grand Rapids Bar Association's Legal Assistance Center project, where student and faculty have volunteered and the School has provided financial support. The LAC is a bar association project that is operated by a non-profit board that is led by a Cooley faculty member.
- Initiated clinical programs that model practice with professionalism and good character at all three campuses. The Estate Planning Clinic provides clinic options for weekend and evening students in Lansing. The Sixty Plus Elderlaw Clinic has developed a more complex caseload, providing richer educational experiences to students at the Lansing campus. The Innocence Project helped find DNA that led to the exoneration of a wrongfully convicted man. The Externship program has grown from a small pilot project to an international and national program that in 2006 provided 641 students with an externship experience of their choice.
- Approved new clinical programs, working with partners in legal practice. In January 2007, Cooley's Oakland campus opened the Domestic Violence Clinic in partnership with Lakeshore Legal Services. In partnership with the Grand Rapids Legal Assistance Center, Cooley has approved a civil clinic to open later in 2007.
- Participated as one of 17 member law schools of the Law School Consortium Project, which in 2005 received the Louis M. Brown Award for Legal Access, an award presented annually by the ABA Standing Committee on the Delivery of Legal Services. The award honors programs and projects dedicated to matching the unmet legal needs of the middle class and those of moderate incomes with lawyers who provide affordable legal information, services, and representation. Cooley was invited to join the consortium in 2002, when there were only five members, primarily due to Cooley's efforts to address the needs of solo practitioners through our General Practice/Solo Concentration.

#### **4. Introduce state-of-the-art facilities for teaching practice skills**

Cooley has developed state-of-the-art facilities for trial and appellate skills for two of its three campuses and provides access to such facilities at its third campus pending construction of its own facilities.

- In 2003, Cooley's Lansing campus opened a courtroom floor for teaching practice skills in state-of-the-art appellate and trial courtrooms. The courtrooms include a 120-seat appellate courtroom, a 58-seat trial courtroom with a jury box, two smaller courtrooms, and four classrooms that can be set up as trial courtrooms.
- In 2006, trial and appellate courtrooms were completed in the Grand Rapids building, offering a 44-seat trial court and a 43-seat appellate court with state-of-the-art presentation equipment.
- In 2006, a 25-seat courtroom law practice technology classroom was opened in the Cooley Center to provide supplemental courtroom preparation and practice classes. This classroom has an interactive computer system that allows the instructor to view the computer project of any student and to comment on or to show that student's work to the entire class for review and critique.
- At Oakland, as an interim measure until a new building is constructed, Cooley students practice skills in high-tech courtroom facilities through local district courts in Oakland County.
- Grand Rapids and Lansing provide state-of-the-art audio visual (A/V) equipment in each classroom, electrical power to each seat in every renovated classroom, and connectivity between classrooms to the extent possible within technological and cost constraints. Similar facilities will be available at Oakland beginning in 2008.

### **VISION THREE**

#### **Continue to be One of the Most Affordable Private Law Schools**

**Cooley's combination of modest tuition increases, added scholarship support, and high enrollment numbers has made the School a best value in legal education.** By keeping the School's annual tuition increases somewhat below average each year for the entire period of the Plan, Cooley has improved its relative affordability considerably.

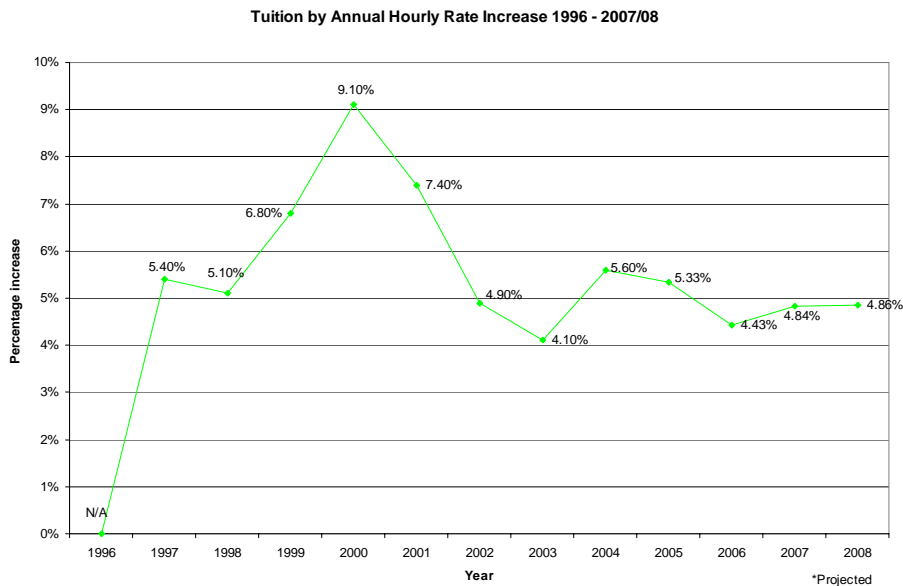
Cooley accomplished this Vision Statement's goal by implementing four vision strategies, which include:

- 1. Continue to keep its tuition in the bottom quarter among private law schools**

- Kept tuition at tenth-lowest through 2005, losing two places with the provisional approval of two new schools in 2006. Tuition remains in the bottom 10% of the private schools and below average compared to the nonresident tuition of public schools. Each year, an additional one or two public schools increase resident tuition to a level that also surpasses Cooley's tuition. (See Attachment 3)
- Increased our deviation from the median tuition among private schools significantly. And we have begun to separate ourselves from the Michigan law schools as well.
- Became the most affordable for virtually all students seeking to enroll in Michigan law schools through our scholarship program. Only among those with LSAT scores above 163 is Cooley not the more affordable alternative, mainly because most schools other than the University of Michigan provide full scholarships for such students. Recognizing that we did not have to compete for students at the top to succeed, our goal was to compete for better students than we had, then let success beget further success.

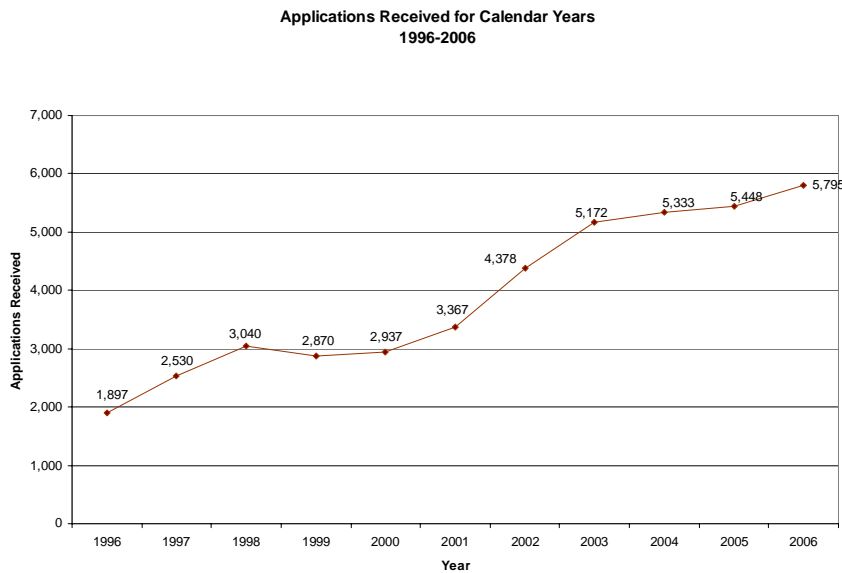
## 2. Provide a best value in legal education

- Kept tuition increases low during a time of double digit tuition increases across the country. Tuition increases have been below 5% except for two semesters when tuition increases were slightly above 5%. This effort has resulted in Cooley being one of the least expensive private independent law schools in the country.

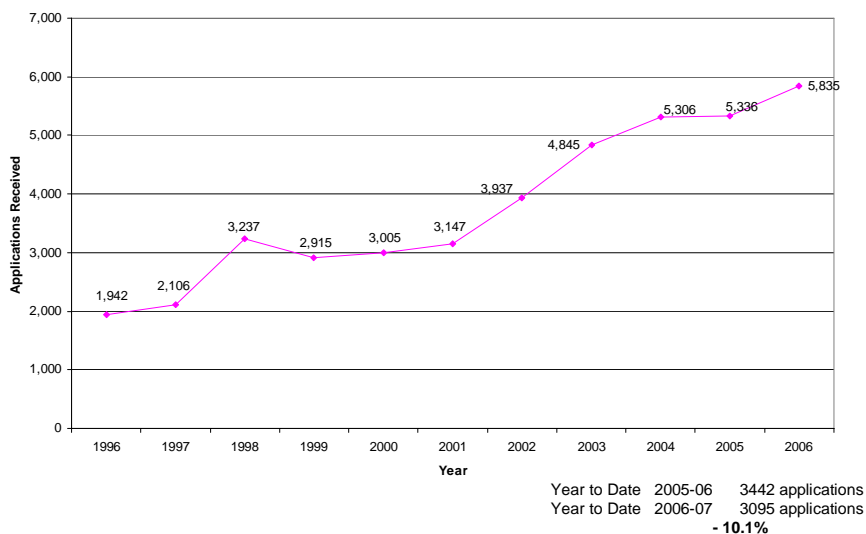


### 3. Increase enrollment

- Increased enrollment by 98% between fall 2001 and fall 2006, since the Strategic Plan was implemented in 2002. See Vision One.
- Developed and implemented the Professional Exploration Program (PEP). This program supports the mission of access and opportunity and has resulted in attracting students from all races and ethnicities. The number of students in the PEP program has increased every year with 61% offered admissions as a result of attending the program. A total of 56% of students who attend Cooley as a result of attending PEP are students of color.
- Increased the number of applications each year of the Plan.



Applications Received for Processing Years (Sept. - Aug.)  
1996-2006



- Expanded publicity to bring awareness of changes at Cooley to potential students in Michigan and around the nation. Publicity efforts have included contracting with an advertising firm, creating newsworthy events, and developing effective print and on-line strategies. A series of Ribbon Cuttings, Ground Breakings, and Opening Announcements have been featured in media state-wide, including the legal newspapers across Michigan. Fall and Spring Open House campaigns and events have been held on all three campuses. And we have expanded publicity when Cooley professors create newsworthy events.
- Explored innovative student recruiting methods, including the Coffee Break newsletter for prelaw advisors, which is e-mailed across the country to prelaw advisors and to alumni each month during the school year featuring Cooley events, accomplishments, and people of note.
- Continued state-wide marketing and public relations campaigns to keep Cooley in the consciousness of the public.
- Exhibited at the ABA annual meeting Expo event for the past four years. After attending the annual meeting attendees say they look for Cooley each year. Public awareness of Cooley has increased and externship and job opportunity visits have been generated by this presence.

#### 4. Enhance its need-based scholarship support

- Developed a Portal-based scholarship list, allowing students to identify sources of support, the criteria for them, and deadlines. The Portal lists both need-based and other scholarships, but is not yet searchable.

Academic year	Number of need-based scholarships	Amount awarded
2005-06	46	\$122,409
2004-05	48	\$144,239
2003-04	34	\$129,560
2002-03	39	\$152,809

- Continued the Canadian Bursary scholarship to assist Canadian students who lack access to financial aid available to U.S. citizens.
- Provided financial assistance to many needy students on the basis of merit through Cooley’s Honor Scholarship program.
- Expanded loan volume to meet increased tuition cost for Cooley students.

## VISION FOUR

### Continue to be a Leader in Innovation

**Cooley is perhaps “the” national leader in law school innovation.** The key to Cooley’s innovation remains its three-semester, year around program that allows students to attend part-time and graduate in three years. This means that the student can proceed at a slower academic pace, but that the School receives annual revenue at the same rate as occurs with full-time programs. The School’s use of four part-time options—morning, afternoon, evening, and weekend—another innovation made possible by the three-semester format—attracts part-time students who would otherwise have no choice to attend or would be limited to traditional night programs. No other school has any of these features.

Cooley accomplished this Vision Statement’s goal by implementing four vision strategies, which include:

#### 1. Adopt an aggressive approach to change

- Created two branch campuses, pushing to develop these while litigating against the ABA. No other school has three campuses and only one has two.

- Rebuilt the network infrastructure, permitting the School to add and deliver a variety of robust services—voice, video, and data—in a reliable and secure manner.
- Achieved a 20-times increase in capacity and performance for the Cooley Web site, migrating to Rackspace.com.
- Reorganized staff to permit greater flexibility in the three campus system. Enrollment and Student Services developed and cross-trained functional teams, providing improved student access to all ESS services. Operations reviewed work flows and addressed many inefficiencies, eliminating positions, shifting responsibilities, and reducing the compensation level of certain positions.
- Introduced a Center for Instructional Support to provide faculty development. The faculty is encouraged to explore online and print materials in a special library collection. Programming is geared towards engaging faculty in analyzing individual skills and learning about new developments in higher education in general and teaching law in specific. Since the inception of the Center in September 2005, it has offered group and one-on-one sessions, and increased use of the TWEN page system to nearly half the faculty. Beginning in 2007, the CIS will sponsor a Teaching Perspectives Seminar, bringing together 12 professors who joined Cooley within the past five years, from all three campuses, to explore effective teaching methods and work collaboratively to improve law school teaching.
- Pioneered service delivery changes in the library. In September 2002, the Reference Desk became the first academic law library in the country to offer toll-free access to reference librarians. Students can call 1-866-REF-DESK from anywhere in the country and speak with a Cooley Librarian. This service is specifically promoted with students working at externships, who may need access to a reference professional. The Library Reference Departments at all three locations created e-mail and chat reference systems. Developed in Lansing and eventually moved to staffing by the branch locations, the system creates an instant messaging-type service.
- Improved the administrative data systems, including installation and implementation of PowerFAIDS financial aid software and Great Plains financial data.
- Installed hardware and software to implement new administrative database and prepared for transition to new system for other administrative functions.

## **2. Increase the School's use of technology to enhance the education of Cooley students in the use of technology**

- Enhanced connectivity across all three campuses, through installation of T1 lines and upgraded bandwidth.
- Moved to the Web for internal business and external communications. This includes development of the Portal, which now provides information about Registration, Orientation, the Portfolio, and viewer specific pages for meeting the needs of students, faculty, staff, and Board.
- Provided sophisticated A/V capabilities in every large classroom, and interconnectivity in classrooms, at all three campuses.
- Initiated periodic and systematic review and updating to allow continued expansion of use of technology. This includes wireless data services, improved telephone systems with Voice over Internet Protocol (VoIP), which permits toll-free calling between Lansing and Grand Rapids, upgraded intranet and Internet technology, allowing improved communication within each campus, between campuses, and with the world.
- Created support for staff, faculty, and students through a remote support tool that allows IT staff to take over a user's machine remotely through the Internet to resolve a reported problem. The IT Department expanded support to include emergency after-hours coverage for critical systems.
- Introduced specialized courses to train students in courtroom technology use and in the effective use of technology in law office practice.
- Provided training for technology use. Faculty and staff were all offered training in Microsoft products, including Word, Excel, PowerPoint, and in GroupWise, before new computers were installed. The School contracted to provide on-line training in a variety of software programs through Element K. Training on how to most effectively offer distance education is available through the faculty-based Center for Instructional Support. The director of the Center works with the staff and faculty to develop web-based courses. In addition, she works with faculty to develop skills needed to teach effectively in a distance education environment.
- Adopted TWEN. Currently, over approximately 65% of full-time faculty use TWEN Pages, as well as more than 20 adjuncts. Cooley is the largest user of TWEN in the country.
- Established at-home access to library materials, previously limited to on-site availability, for faculty and students. Librarians worked with Information Technology staff to create a system for users that greatly enhances the amount of information at the students' fingertips.

- Increased the number of computer-assisted legal research (CALR) and bibliographic instructional courses by nearly 200%. To do this, the librarians have created a networked-based system of shared outlines and handouts to create consistent class content across all three locations. Supporting the curriculum, the materials are available to any librarian at any location for use when a particular faculty member is teaching on that campus or for general guideline referral.
- Continued to review online services to enhance growing print collections. Online materials added to the library since the beginning of the Strategic Plan include the Hein Online Digital Law Review Collection, the digitized United States government Serial Set (containing significant federal government history materials from 1790 to 1970), and the comprehensive RIA Tax Materials collection.
- Conducted a pilot project on speech recognition software for a limited number of faculty members.

### **3. Create new programs and classes to prepare students for practice**

Cooley continued to add new courses to the elective line-up, while retaining the core required curriculum.

- Offered new academic courses:  
Advanced Professional Ethics; Art, Cultural Heritage, and the Law; Asian Americans and the Law; Condominium Law; Death Penalty Seminar; Emerging Issues in Elderlaw; Energy Law; European Union Law; Forensic Evidence in Criminal Cases; Intellectual Property Law; International Law as Law of the U.S.; Representing the e-Business Client; Terrorism and the Law.
- Introduced advanced skills courses:  
Advanced Trial Practice-Technology; Advanced Practice-Facilitative Mediation Training; Advanced Practice-Interviewing and Counseling; Advanced Practice-Complex Torts; Mediation and Confrontation. In addition, specialized directed studies have been offered in Peer Mediation and Conflict Resolution.
- Offered new study abroad courses at the Study Abroad Down Under and Toronto programs: International Criminal Law, Advanced Practice Skills International, National Security Law; Comparative Constitutional Law; Comparative Criminal Law; Comparative Torts; Comparative Legal Studies; Civil Liberties; European Union Law; International Environmental Law; NAFTA; International Human Rights Law; Torts & Terrorism; Trade and the Environment.
- Updated the LL.M.'s curriculum for both Taxation and Intellectual Property each year. Changes include substantive additions and experiments in format — adding

distance education courses, video conference courses, and compressed format courses.

- Expanded and modified joint degree programs, allowing more courses outside the JD program to be transferred for JD credit. The existing joint degree program, an MPA/JD offered with Western Michigan University, was enhanced and expanded to include Oakland University as a partner. Cooley added an MBA/JD program with OU. Joint degree JD/LL.M. programs, in both Taxation and Intellectual Property, were added, stimulating interest in Cooley's advanced degree programs. The first joint JD/LL.M. graduate completed the program with a September 2006 graduation.

#### **4. Introduce new modes of delivery of legal education**

- Constructed distance education classrooms and videoconference facilities at all three campuses. Rooms specifically designed for connected classrooms include two at Oakland, two at Grand Rapids, and four at Lansing. Other videoconference-capable rooms have been constructed: six in Grand Rapids and nine at Lansing. A portable unit is available at each campus to allow connections in other rooms. Videoconferencing is available for most LL.M. courses and a limited number of JD courses. Videoconferencing has been used extensively for bar preparation programs and academic support classes.
- Explored asynchronous delivery of classes in the Intellectual Property LL.M. program, in bar preparation programs, and in externships.
- Enhanced resources to support distance education. Access to online materials has significantly increased over the past five years. The number of e-books continues to grow (over 25,000). Digital materials provide access to scanned images of law reviews and legislative documents (Hein Online and the United States Serial Set). Traditional online systems, such as Lexis and Westlaw, continue to provide Internet-based access to primary and secondary legal research tools.
- Introduced the Cooley Portal as a means of communication within the School, but not for academic delivery.

## **VISION FIVE**

### **Remain a Financially-Strong Law School**

**Cooley not only remained financially sound, it substantially improved its financial condition during the implementation of the Plan.** Cooley has followed its tradition of controlling expenses and maintaining a tuition revenue stream adequate to meet existing expenses. Tuition revenue has increased substantially over the time of the Strategic Plan, and the School continued its unbroken string of completing each year with an operating

surplus, including a surplus in the eight-month year which amended the fiscal year and did not include a September class.

The School used that surplus to complete the construction of the final three floors in the Cooley Center, renovate portions of the Temple Building, and provide support for a loan to exercise the option to purchase the Grand Rapids Law Center. The School also used the surplus to install state-of-the-art technology in classrooms and to remodel the Center’s lower level and tenth floors, and it continued its long-standing practice of aggressive maintenance.

Cooley accomplished this Vision Statement’s goal by implementing four vision strategies, which include:

**1. Find outside resources that provide the flexibility to pursue opportunities**

- Acquired grant funding. Outside resources provide blended clinical programs at substantially less cost than traditional, in-house clinical programs. Working with Lakeshore Legal Services in Oakland, Cooley opened the Domestic Violence Clinic, where students are supervised by staff attorneys and taught in classes by the faculty program director.
- Worked with its partner, Lakeshore Legal Services, to secure funding for the Domestic Violence Clinic from the State Bar of Michigan (\$80,000) and the Oakland County Bar Foundation (\$30,000). Ingham County made a grant to the Sixty Plus Clinic in Lansing of up to \$40,000.
- Experimented with use of the Temple Building as meeting space for outside entities. Through the end of 2006, three groups had held large group meetings at the Center, demonstrating its potential as a conference center. Cooley’s Chief Operating Officer is chairing an inside committee reviewing expanded use of the Temple as a conference center.

**2. Increase the number and donation levels of alumni and friends who contribute financial support through fundraising**

- Increased the level of annual giving each year since 2003, including increases in the number of gifts, in the number of gifts over \$10,000, and in the total dollar amount.

Year	\$ Donated	No. of Donors	No. of Gifts	≥ \$10K	≥\$5K	≥\$1K	Largest
2006	\$384,914 (13.7%)	605 (17.7%)	858 (12.6)	6	15	66	\$100,000
2005	\$338,593 (37.8%)	514 (2.8%)	762 (4.1%)	3	6	65	\$100,000
2004	\$245,720 (20.3%)	500 (21.4%)	732 (20.2%)	4	8	45	\$50,000
2003	\$204,225 (-23.2%)	412 (-26.2%)	609 (-28.6%)	5	9	48	\$27,804
2002	\$265,787.00	558	853	1	6	33	\$100,000

- Created the Thomas Cooley Society, a campaign aimed at raising donations and percentages of giving to the law school. Annual recognition dinners and a donor wall are designed to encourage a culture of giving at the law school.
- Created or upgraded donor recognition areas. The entryway to the appellate courtroom now honors Board Member Dennis Benner and his family for a substantial donation. The area outside the trial courtroom recognizes former Board Member Anthony Gair and his family, who have been substantial donors over the years. The Strosacker Room recognition display was upgraded to acknowledge the Strosacker Fund donations arranged by former Board Member Donna Morris.
- Established a list of vendors that will be used to develop a fundraising program aimed specifically at vendor contributions.
- Initiated planning to develop a formal policy for creating new scholarship funds and the related reporting requirements. In addition, the Development Department will contact scholarship founders and other parties of interest for additional support.

### 3. Grow the School's Endowment Fund

- Increased the endowment fund through investment strategies and transfer of revenue. At the end of the last fiscal year, the endowment fund balance was \$14,436,738, and has now reached more than \$16,000,000.
- Created an Investment Committee to review the endowment funds investments, interview and recommend investment counselors, and establish an investment strategy and policy. The Board moved the endowment's investments to Merrill Lynch, and prepared an Investment Policy Statement defining the goals and investment objectives of the endowment fund.
- Authorized \$5 per credit transfer of operating revenue to the endowment fund every term since Michaelmas 2004, which is now a budgeted line-item. The transfers to the endowment fund since then total \$857,956.

Date	Fund balance	\$ change	% change
8/31/06	\$14,436,738	1,489,383	10.3
8/31/05	\$12,947,355	2,296,285	20.9
8/31/04*	\$10,651,070	** -1,899,748	-15.1
12/31/03	\$12,550,818	2,788,096	28.5
12/31/02	\$9,762,722		
*Partial year reported due to change in fiscal year.			
**Fund used to purchase Town Center Building.			

#### **4. Examine the current cost structure to reduce expenses**

- Created a formal budget process involving Cooley's Leadership Team. The President calls for each leadership member to submit budget requests and proposed cuts annually and to coordinate requests that cut across departments. Monthly reports to all leadership members provide regular tracking of expenditures. The Controller has introduced quarterly meetings with each Leadership Group member to help control costs and to assist the Leadership Group to gain a better understanding of the budget.
- Partnered with private enterprises to service custodial needs in Lansing and Grand Rapids and with private bookstores in our branch campus locations to service our students on those respective campuses.
- Joined MeLCat, the Michigan electronic catalog, which allows faculty and students to request items from libraries across the state for their use. Requested items are delivered to the Cooley library of their choosing for ease in retrieving, allowing Cooley to have access to materials without purchasing them.
- Reviewed health insurance costs annually. Cooley negotiated an overall reduction in our premium rates of 3.2% that will result in \$100,000 in savings. Since 2004, Cooley has self-insured for prescription drugs, also resulting in a significant savings.
- Examined services in a proactive manner by (1) reviewing staff levels against work requirements and adjusting staffing levels to meet those requirements; (2) eliminating outdated modes of service delivery; (3) introducing short-term goals and objectives as a measurement and motivational tool for some staff; (4) introducing measurable accountability standards against which success in achieving goals is measured; and (5) continually reviewing practices among peers in the academic or business community.
- Reduced or shifted costs for a variety of tasks. Created student awareness of printing costs by placing print release stations in the Lansing computer labs, providing metered printing and printer upgrades.
- Produced the nation's leading operating surplus. As a result of the revenue produced by growth, the establishment of a school-wide budget and management process, and the introduction of cost controls, Cooley led all law schools in reported operating surplus during 2005-06. Its return exceeded the next school reporting by more than 50%. With the current year's surplus exceeding that of 2005-06 by a substantial amount, this year will produce similar results.

**Conclusion:**

Cooley made dramatic strides toward meeting the mission, realizing the five vision statements, and implementing the twenty vision strategies established in the 2002 Strategic Plan. Cooley provides its graduates with the knowledge, skills, and ethics to be successful lawyers. The School prepares its graduates for the bar examination and for practice, the educational program provides the requisite skills, and the professionalism program creates an ethical environment.

Cooley is now the nation's largest law school, includes the second-largest minority population among accredited law schools, and has the second-largest law school physical plant.

Cooley is clearly among the leaders, if not the best, at practice preparation.

Cooley is now among the most affordable private schools.

Cooley is the most innovative law school in the country.

Cooley is financially strong, leading the nation in operating surplus and steadily increasing its overall economic condition.

The strategies identified in the Plan that were not fully satisfied were the strategies to establish a mature assessment system, to increase the number of need-based scholarships, to develop outside financial resources, to increase donations, and to increase employment among graduates. Improvement in several strategies could also be made, particularly in reducing both academic and non-academic attrition, in adding strategic partnerships, in exploring additional new markets, in improving bar results among the bottom half of the classes, and in being aggressive about change.

# **Attachment 1**

## **Strategic Plan and Academic Profile Improvement Plan Status**

## Strategic Plan and Academic Profile Improvement Plan Status

June 3, 2007

### Comparison by Academic Year

Class	Total	75 <sup>th</sup>	Med	25 <sup>th</sup>	150+	146+	141-45	<141
9/2001	622	145	142	140	11%	142 (23%)	277 (45%)	203 (33%)
1/2002	213	145	142	140	8%	44 (21%)	94 (44%)	75 (35%)
5/2002	225	146	142	140	16%	58 (26%)	96 (43%)	71 (32%)
<b>01-02</b>	<b>1060</b>	<b>145</b>	<b>142</b>	<b>140</b>	<b>11%</b>	<b>244 (23%)</b>	<b>467 (44%)</b>	<b>349 (33%)</b>
Base line year—September 2002 first class admitted under Profile Improvement Plan								
9/2002	549	148	144	142	20%	217 (40%)	295 (54%)	37 (7%)
1/2003	267	146	143	141	11%	82 (31%)	130 (49%)	55 (21%)
5/2003	214	147	144	141	20%	84 (39%)	114 (53%)	16 (7%)
<b>02-03</b>	<b>1030</b>	<b>148</b>	<b>144</b>	<b>142</b>	<b>18%</b>	<b>383 (37%)</b>	<b>539 (52%)</b>	<b>108 (10%)</b>
9/2003	707	148	146	143	18%	365 (52%)	319 (45%)	23 (3%)
1/2004	312	149	145	143	20%	152 (49%)	147 (47%)	13 (4%)
5/2004	266	151	145	142	30%	128 (48%)	123 (46%)	15 (6%)
<b>03-04</b>	<b>1285</b>	<b>148</b>	<b>146</b>	<b>143</b>	<b>21%</b>	<b>645 (50%)</b>	<b>589 (46%)</b>	<b>51 (4%)</b>
9/2004	890	150	147	144	29%	570 (64%)	304 (34%)	16 (2%)
1/2005	311	149	146	144	21%	182 (59%)	118 (38%)	11 (4%)
5/2005	236	149	145	143	24%	112 (47%)	106 (45%)	18 (8%)
<b>04-05</b>	<b>1437</b>	<b>150</b>	<b>146</b>	<b>144</b>	<b>26%</b>	<b>864 (60%)</b>	<b>528 (37%)</b>	<b>45 (3%)</b>
9/2005	980	150	147	145	31%	702 (72%)	262 (27%)	16 (2%)
1/2006	341	150	146	143	25%	188 (55%)	135 (40%)	18 (5%)
5/2006	303	149	146	143	23%	153 (50%)	137 (45%)	13 (4%)
<b>05-06</b>	<b>1624</b>	<b>150</b>	<b>147</b>	<b>144</b>	<b>28%</b>	<b>1043 (64%)</b>	<b>534 (33%)</b>	<b>47 (3%)</b>
9/2006	1068	149	146	144	23%	649 (61%)	406 (38%)	13 (1%)
1/2007	300	150	146	144	28%	185 (62%)	101 (34%)	14 (5%)
5/2007	311	151	147	144	33%	296 (63%)	107 (35%)	8 (3%)
<b>06-07</b>	<b>1679</b>	<b>150</b>	<b>146</b>	<b>144</b>	<b>26%</b>	<b>1030 (61%)</b>	<b>614 (37%)</b>	<b>35 (2%)</b>

**Comparison by Entering Class (2001-2006)**

Class	Total	75 <sup>th</sup>	Med	25 <sup>th</sup>	150+	146+	141-45	<141
1/2001	186	148	143	140	15%	63 (34%)	75 (40%)	48 (26%)
1/2002	213	145	142	140	8%	44 (21%)	94 (44%)	75 (35%)
1/2003	267	146	143	141	11%	82 (31%)	130 (49%)	55 (21%)*
1/2004	312	149	145	143	20%	152 (49%)	147 (47%)	13 (4%)
1/2005	311	149	146	144	21%	182 (59%)	118 (38%)	11 (4%)
1/2006	341	150	146	143	25%	188 (55%)	135 (40%)	18 (5%)**
1/2007	300	150	146	144	28%	185 (62%)	101 (34%)	14 (5%)

\*First January class under Profile Improvement Plan  
(included students admitted before adoption)

\*\*First January class with substantial PEP admissions

Class	Total	75 <sup>th</sup>	Med	25 <sup>th</sup>	150+	146+	141-45	<141
5/2001	110	146	143	140	13%	30 (27%)	51 (46%)	29 (26%)
5/2002	225	146	142	140	16%	58 (26%)	96 (43%)	71 (32%)
5/2003	214	147	144	141	20%	84 (39%)	114 (53%)	16 (7%)*
5/2004	266	151	145	142	30%	128 (48%)	123 (46%)	15 (6%)
5/2005	236	149	145	143	24%	112 (47%)	106 (45%)	18 (8%)**
5/2006	303	149	146	143	23%	153 (50%)	137 (45%)	13 (4%)
5/2007	311	151	147	144	33%	296 (63%)	107 (35%)	8 (3%)

\*First May class under Profile Improvement Plan  
(included some students admitted prior to adoption)

\*\*First May class with substantial PEP admissions

Class	Total	75 <sup>th</sup>	Med	25 <sup>th</sup>	150+	146+	141-45	<141
9/2001	622	145	142	140	11%	142 (23%)	277 (45%)	203 (33%)
9/2002	549	148	144	142	20%	217 (40%)	295 (54%)	37 (7%)*
9/2003	707	148	146	143	18%	365 (52%)	319 (45%)	23 (3%)
9/2004	890	150	147	144	29%	570 (64%)	304 (34%)	16 (2%)
9/2005	980	150	147	145	31%	702 (72%)	262 (27%)	16 (2%)**
9/2006	1068	149	146	144	23%	648 (61%)	407 (38%)	13 (1%)

\*First September class under Profile Plan

\*\*First September class with substantial PEP admissions

### Comparison of Classes Before and After Plan Implementation

Class	Total	75 <sup>th</sup>	Med	25 <sup>th</sup>	150+	146+	141-45	<141
1/2001	186	148	143	140	15%	63 (34%)	75 (40%)	48 (26%)
5/2001	110	146	143	140	13%	30 (27%)	51 (46%)	29 (26%)
9/2001	622	145	142	140	11%	142 (23%)	277 (45%)	203 (33%)
1/2002	213	145	142	140	8%	44 (21%)	94 (44%)	75 (35%)
5/2002	225	146	142	140	16%	58 (26%)	96 (43%)	71 (32%)
9/2002	549	148	144	142	20%	217 (40%)	295 (54%)	37 (7%)*
1/2003	267	146	143	141	11%	82 (31%)	130 (49%)	55 (21%)
5/2003	214	147	144	141	20%	84 (39%)	114 (53%)	16 (7%)
9/2003	707	148	146	143	18%	365 (52%)	319 (45%)	23 (3%)
1/2004	312	149	145	143	20%	152 (49%)	147 (46%)	13 (4%)
5/2004	266	151	145	142	30%	128 (48%)	123 (46%)	15 (6%)
9/2004	890	150	147	144	29%	570 (64%)	304 (34%)	16 (2%)
1/2005	311	149	146	144	21%	182 (59%)	118 (38%)	11 (4%)
5/2005	236	149	145	143	24%	112 (47%)	106 (45%)	18 (8%)
9/2005	980	150	147	145	31%	702 (72%)	262 (27%)	16 (2%)
1/2006	341	150	146	143	25%	188 (55%)	135 (40%)	18 (5%)
5/2006	303	149	146	143	23%	153 (50%)	137 (45%)	13 (4%)
9/2006	1068	149	146	144	23%	648 (61%)	407 (38%)	13 (1%)
1/2007	300	150	146	144	28%	185 (62%)	101 (34%)	14 (5%)
5/2007	311	151	147	144	33%	296 (63%)	107 (35%)	8 (3%)

\*First class under Profile Improvement Plan

### Honors Scholars by Academic Year

September 2001	Honors Scholars	109/622 (18%)
January 2002	Honors Scholars	24/213 (11%)
May 2002	Honors Scholars	35/225 (16%)
<b>Total</b>	<b>Honors Scholars</b>	<b>168/1060 (16%)</b>

September 2002	Honors Scholars	156/549 (28%)
January 2003	Honors Scholars	44/267 (16%)
May 2003	Honors Scholars	58/214 (27%)
<b>Total</b>	<b>Honors Scholars</b>	<b>258/1030 (25%)*</b>

\*First year under Profile Improvement Plan

September 2003	Honors Scholars	242/707 (34%)
January 2004	Honors Scholars	78/312 (25%)
May 2004	Honors Scholars	103/266 (39%)
<b>Total</b>	<b>Honors Scholars</b>	<b>423/1285 (33%)</b>

September 2004	Honors Scholars	457/890 (51%)
January 2005	Honors Scholars	109/311 (35%)
May 2005	Honors Scholars	87/236 (37%)
<b>Total</b>	<b>Honors Scholars</b>	<b>653/1437 (45%)</b>

September 2005	Honors Scholars	543/980 (55%)
January 2006	Honors Scholars	130/341 (38%)
May 2006	Honors Scholars	113/303 (37%)
<b>Total</b>	<b>Honors Scholars</b>	<b>786/1624 (48%)</b>

September 2006	Honors Scholars	542/1068 (51%)
January 2007	Honors Scholars	129/300 (43%)
May 2007	Honors Scholars	137/311 (44%)
<b>Total</b>	<b>Honors Scholars</b>	<b>808/1679 (48%)</b>

### Honors Scholars by Entering Class

January 2001	Honors Scholars	34/186 (18%)
January 2002	Honors Scholars	24/213 (11%)
January 2003	Honors Scholars	44/267 (16%)*
January 2004	Honors Scholars	78/312 (25%)
January 2005	Honors Scholars	109/311 (35%)
January 2006	Honors Scholars	130/341 (38%)
January 2007	Honors Scholars	129/300 (43%)

\*First January class under Profile Improvement Plan

May 2001	Honors Scholars	16/110 (15%)
May 2002	Honors Scholars	35/225 (16%)
May 2003	Honors Scholars	58/214 (27%)*
May 2004	Honors Scholars	103/266 (39%)
May 2005	Honors Scholars	87/236 (37%)
May 2006	Honors Scholars	113/303 (37%)
May 2007	Honors Scholars	137/311 (44%)

\*First May class under Profile Improvement Plan

September 2001	Honors Scholars	109/622 (18%)
September 2002	Honors Scholars	156/549 (28%)*
September 2003	Honors Scholars	242/707 (34%)
September 2004	Honors Scholars	457/890 (51%)
September 2005	Honors Scholars	543/980 (55%)
September 2006	Honors Scholars	542/1068 (51%)

\*First September class under Profile Improvement Plan

## Honors Scholars By Calendar Year

January 2001	Honors Scholars	34/186 (18%)
May 2001	Honors Scholars	16/110 (15%)
September 2001	Honors Scholars	109/622 (18%)
<b>Total</b>	<b>Honors Scholars</b>	<b>159/918 (17%)</b>
January 2002	Honors Scholars	24/213 (11%)
May 2002	Honors Scholars	35/225 (16%)
September 2002	Honors Scholars	156/549 (28%)*
<b>Total</b>	<b>Honors Scholars</b>	<b>215/987 (22%)</b>
*First class under Profile Improvement Plan		
January 2003	Honors Scholars	44/267 (16%)
May 2003	Honors Scholars	58/214 (27%)
September 2003	Honors Scholars	242/707 (34%)
<b>Total</b>	<b>Honors Scholars</b>	<b>344/1188 (29%)</b>
January 2004	Honors Scholars	78/312 (25%)
May 2004	Honors Scholars	103/266 (39%)
September 2004	Honors Scholars	457/890 (51%)
<b>Total</b>	<b>Honors Scholars</b>	<b>638/1468 (43%)</b>
January 2005	Honors Scholars	109/311 (35%)
May 2005	Honors Scholars	87/236 (37%)
September 2005	Honors Scholars	543/980 (55%)
<b>Total</b>	<b>Honors Scholars</b>	<b>739/1527 (48%)</b>
January 2006	Honors Scholars	130/341 (38%)
May 2006	Honors Scholars	113/303 (37%)
September 2006	Honors Scholars	542/1068 (51%)
<b>Total</b>	<b>Honors Scholars</b>	<b>785/1712 (46%)</b>
January 2007	Honors Scholars	129/300 (43%)
May 2007	Honors Scholars	137/311 (44%)

## Professional Exploration Program Admissions

Class	Adm/Class Total	% of Class	# and % of <LSAT 141
September 2003	3/707	0.4%	2/23 = 9%
January 2004	7/312	2.2%	6/13 = 46%
May 2004	3/266	1.1%	1/15 = 7%
<b>Total</b>	<b>13/1285</b>	<b>1.0%</b>	<b>9/51 = 18%</b>
September 2004	4/890	0.4%	2/16 = 13%
January 2005	7/311	2.3%	5/11 = 45%
May 2005	15/236	6.4%	13/18 = 72%
<b>Total</b>	<b>26/1437</b>	<b>1.8%</b>	<b>20/45 = 44%</b>
September 2005	16/980	1.6%	12/16 = 75%
January 2006	26/341	7.6%	16/18 = 89%
May 2006	16/303	5.3%	11/13 = 85%
<b>Total</b>	<b>58/1624</b>	<b>3.6%</b>	<b>39/47 = 83%</b>
September 2006	13/1068	1.2%	8/13 = 62%
January 2007	16/300	5.3%	13/14 = 93%
May 2007	18/311	5.8%	5/8 = 63%
<b>Total</b>	<b>47/1679</b>	<b>2.8%</b>	<b>26/35 = 74%</b>

# **Attachment 2**

## **Bar Results**

Michigan Bar Results -- First Time and Ultimate  
February 2002 - July 2006

5/3/2007

MI First Time Bar Results				Ultimate Pass (Any State)			Ultimate Pass (Any State) - No 2nd Attempt		
ExamDate	First Time Passers	First Time Takers	Passing Percent	Ultimate Passers (Any State)	First Time Takers	Passing Percent	Number Not Retaking After 1st Attempt	First Time Takers - No 2nd Attempt After 1st MI Fail	Ultimate Passing Percentage - More Than One Attempt
February 2002	71	97	73%	95	97	98%	2	95	100%
July 2002	30	52	58%	41	52	79%	2	50	82%
February 2003	67	100	67%	85	100	85%	5	95	89%
July 2003	40	80	50%	69	80	86%	5	75	92%
February 2004	42	77	55%	60	77	78%	4	73	82%
July 2004	38	67	57%	48	67	72%	10	57	84%
February 2005	48	83	58%	75	83	90%	3	80	94%
July 2005	65	98	66%	80	98	82%	12	86	93%
February 2006	87	116	75%	100	116	86%	14	102	98%
July 2006	74	84	88%	74	84	88%	10	74	100%
<b>Totals</b>	<b>562</b>	<b>854</b>	<b>66%</b>	<b>727</b>	<b>854</b>	<b>85%</b>	<b>67</b>	<b>787</b>	<b>92%</b>

### **Index Honors Scholarship**

<b>Index</b>	<b>Honors Scholarship</b>	<b>Academic Success</b>	<b>1st Time Bar Results</b>
<b>215+</b>	100%	100%	94%
<b>210-214</b>	75%	98%	95%
<b>205-209</b>	50%	97%	89%
<b>195-204</b>	25%	87%	82%

### **LSAT Honors Scholarship**

<b>LSAT</b>	<b>Honors Scholarship</b>	<b>Academic Success</b>	<b>1st Time Bar Results</b>
<b>163 +</b>	100%	99%	95%
<b>158 - 162</b>	75%	98%	89%
<b>153 - 157</b>	50%	91%	88%
<b>149 - 152</b>	25%	83%	78%

Bar results figures are first-time passing in Michigan from 1996 - 2006.

**Michigan First Time Bar Results February 1996 through July 2006 (post appeal) 1/10/2007**

MI First Time Bar Results				Ultimate Pass (Any State)			Ultimate Pass (Any State) - No 2nd Attempt		
LSAT	First Time Passers	First Time Takers	Passing Percent	Ultimate Passers (Any State)	First Time Takers	Passing Percent	Number Not Retaking After 1st Attempt	First Time Takers - No 2nd Attempt After 1st MI Fail	Ultimate Passing Percentage - More Than One Attempt
177	1	1	100%	1	1	100%	0	1	100%
176	0	1	0%	0	1	0%	1	0	
174	0	0		0	0		0	0	
173	1	1	100%	1	1	100%	0	1	100%
172	0	0		0	0		0	0	
171	2	2	100%	2	2	100%	0	2	100%
170	6	6	100%	6	6	100%	0	6	100%
169	6	6	100%	6	6	100%	0	6	100%
168	6	6	100%	6	6	100%	0	6	100%
167	4	4	100%	4	4	100%	0	4	100%
166	4	5	80%	5	5	100%	0	5	100%
165	8	8	100%	8	8	100%	0	8	100%
164	21	23	91%	21	23	91%	1	22	95%
163	16	16	100%	16	16	100%	0	16	100%
162	14	15	93%	15	15	100%	0	15	100%
161	19	20	95%	20	20	100%	0	20	100%
160	20	23	87%	22	23	96%	1	22	100%
159	25	28	89%	27	28	96%	1	27	100%
158	26	30	87%	27	30	90%		30	90%
157	30	35	86%	33	35	94%	2	33	100%
156	35	42	83%	39	42	93%	1	41	95%
155	46	52	88%	51	52	98%	1	51	100%
154	44	49	90%	46	49	94%		49	94%
153	55	61	90%	59	61	97%	1	60	98%
152	45	58	78%	55	58	95%	3	55	100%
151	66	82	80%	72	82	88%	2	80	90%
150	68	86	79%	82	86	95%	3	83	99%
149	64	84	76%	78	84	93%	5	79	99%
148	53	79	67%	69	79	87%	2	77	90%
147	72	91	79%	86	91	95%	1	90	96%
146	73	114	64%	106	114	93%	3	111	95%
145	65	111	59%	96	111	86%	7	104	92%
144	63	104	61%	85	104	82%	6	98	87%
143	58	106	55%	85	106	80%	6	100	85%
142	52	86	60%	67	86	78%	7	79	85%
141	33	72	45%	56	72	78%	7	65	86%
140	23	64	36%	46	64	72%	7	57	81%
139	19	37	51%	32	37	86%	1	36	89%
138	14	29	48%	23	29	79%	1	28	82%
137	5	18	28%	12	18	67%	2	16	75%
136	5	17	29%	11	17	65%	0	17	65%
135	7	14	50%	10	14	71%	1	13	77%
134	0	3	0%	1	3	33%	0	3	33%
133	2	5	40%	2	5	40%	1	4	50%
132	0	0		0	0			0	
131	0	0		0	0			0	
130	0	0		0	0			0	
129	0	0		0	0			0	
128	0	0		0	0			0	
<b>Totals</b>	<b>1176</b>	<b>1694</b>	<b>69%</b>	<b>1489</b>	<b>1694</b>	<b>88%</b>	<b>74</b>	<b>1620</b>	<b>92%</b>

**Attachment 3**

**Tuition Rankings**

<u>Private Schools</u>	<u>2006-2007 2006 Tuition</u>	<u>\$ Increase</u>	<u>% Increase</u>	<u>2005 Tuition</u>
1 Inter American University	\$12,891	\$85	0.7%	\$12,806
2 Pontifical Catholic University of P.R.	\$13,141	\$240	1.9%	\$12,901
3 Brigham Young University	\$16,400	\$5,184	46.2%	\$11,216
4 Howard University	\$18,870	\$1,015	5.7%	\$17,855
5 Mississippi College	\$20,140	\$626	3.2%	\$19,514
6 Texas Wesleyan	\$21,660	\$1,140	5.6%	\$20,520
7 St. Mary's University	\$22,040	\$630	2.9%	\$21,410
8 South Texas College of Law	\$22,440	\$1,590	7.6%	\$20,850
9 Appalachian	\$22,775	\$1,425	6.7%	\$21,350
10 Thomas M. Cooley Law School	\$24,260	\$1,120	4.8%	\$23,140
11 Creighton University	\$24,828	\$1,398	6.0%	\$23,430
12 Campbell University	\$24,941	\$1,641	7.0%	\$23,300
13 Ohio Northern University	\$25,050	\$1,070	4.5%	\$23,980
14 Tulsa College of Law	\$25,331	\$1,872	8.0%	\$23,459
15 Regent University	\$25,616	\$1,517	6.3%	\$24,099
16 Duquesne University	\$25,785	\$1,366	5.6%	\$24,419
17 New England School of Law	\$25,865	\$1,790	7.4%	\$24,075
18 Samford	\$26,190	\$1,482	6.0%	\$24,708
19 Drake University	\$26,206	\$1,950	8.0%	\$24,256
20 Willamette	\$26,410	\$1,130	4.5%	\$25,280
21 St. Thomas (Florida)	\$26,580	\$780	3.0%	\$25,800
21 John Marshall - Atlanta	\$26,580	\$3,030	12.9%	\$23,550
23 Capital University	\$26,680	\$1,885	7.6%	\$24,795
24 Detroit Mercy	\$26,960	\$1,530	6.0%	\$25,430
25 Florida Coastal School of Law	\$27,088	\$2,038	8.1%	\$25,050
26 Hamline University	\$27,096	\$1,612	6.3%	\$25,484
27 Oklahoma City University	\$27,161	\$1,450	5.6%	\$25,711
28 St. Thomas (Minneapolis)	\$27,200	\$1,550	6.0%	\$25,650
29 Western State University	\$27,503	\$1,300	5.0%	\$26,203
30 William Mitchell	\$27,530	\$1,530	5.9%	\$26,000
31 Nova Southeastern University	\$27,550	\$1,770	6.9%	\$25,780
32 Barry University	\$27,560	\$2,960	12.0%	\$24,600
33 Lewis and Clark College	\$27,670	\$1,322	5.0%	\$26,348
34 Marquette University	\$27,750	\$1,574	6.0%	\$26,176
35 Seattle	\$27,826	\$1,800	6.9%	\$26,026
36 Stetson University	\$27,860	\$1,580	6.0%	\$26,280
37 Gonzaga University	\$27,978	\$1,572	6.0%	\$26,406
38 Michigan State University	\$28,182	\$2,085	8.0%	\$26,097
39 Richmond	\$28,390	\$1,330	4.9%	\$27,060
40 Loyola University - New Orleans	\$28,856	\$1,110	4.0%	\$27,746
41 Valparaiso University	\$28,940	\$1,877	6.9%	\$27,063
42 Franklin Pierce Law Center	\$29,050	\$1,750	6.4%	\$27,300
43 John Marshall Law School	\$29,080	\$1,540	5.6%	\$27,540
44 Villanova	\$29,340	\$1,510	5.4%	\$27,830
45 Widener	\$29,430	\$1,130	4.0%	\$28,300
46 Widener - Harrisburg	\$29,430	\$1,130	4.0%	\$28,300
47 Wake Forest	\$29,500	\$1,600	5.7%	\$27,900
48 Roger Williams University	\$29,670	\$2,840	10.6%	\$26,830
49 Vermont School of Law	\$29,955	\$1,616	5.7%	\$28,339
50 Mercer University	\$30,146	\$2,546	9.2%	\$27,600
51 Saint Louis University	\$30,190	\$1,520	5.3%	\$28,670
52 Thomas Jefferson School of Law	\$30,250	\$1,700	6.0%	\$28,550
53 Western New England	\$30,522	\$1,704	5.9%	\$28,818
54 Denver	\$30,554	\$978	3.3%	\$29,576
55 DePaul University	\$30,670	\$1,860	6.5%	\$28,810
56 Ave Maria School of Law	\$30,765	\$1,465	5.0%	\$29,300
57 Whittier	\$30,870	\$1,640	5.6%	\$29,230
58 Golden Gate University	\$31,140	\$1,800	6.1%	\$29,340
59 Baylor University	\$31,246	\$3,141	11.2%	\$28,105

<u>Private Schools</u>	2006-2007 <u>2006 Tuition</u>	<u>\$ Increase</u>	<u>% Increase</u>	<u>2005 Tuition</u>
60 Washington and Lee University	\$31,300	\$3,319	11.9%	\$27,981
61 Chicago Kent College of Law	\$31,434	\$1,197	4.0%	\$30,237
62 Dayton	\$31,644	\$6,430	25.5%	\$25,214
63 Southwestern	\$31,700	\$1,750	5.8%	\$29,950
64 Loyola University of Chicago	\$32,030	\$1,706	5.6%	\$30,324
65 San Francisco	\$32,190	\$1,540	5.0%	\$30,650
66 Touro College	\$32,300	\$5,180	19.1%	\$27,120
67 California Western	\$32,380	\$1,780	5.8%	\$30,600
68 Catholic University of America	\$32,555	\$1,150	3.7%	\$31,405
69 St. John's University	\$32,700	\$0	0.0%	\$32,700
70 Miami	\$32,820	\$1,726	5.6%	\$31,094
71 Chapman University	\$32,834	\$2,980	10.0%	\$29,854
72 SMU Dedman School of Law	\$32,844	\$1,606	5.1%	\$31,238
73 Pacific (McGeorge University)	\$32,905	\$1,732	5.6%	\$31,173
74 Case Western Reserve University	\$33,384	\$1,504	4.7%	\$31,880
75 Pepperdine University	\$33,590	\$1,680	5.3%	\$31,910
76 Santa Clara University	\$33,600	\$1,620	5.1%	\$31,980
77 Loyola, Marymount - Los Angeles	\$33,793	\$2,339	7.4%	\$31,454
78 Quinnipiac University	\$33,840	\$1,800	5.6%	\$32,040
79 Suffolk	\$33,874	\$2,060	6.5%	\$31,814
80 Notre Dame Law School	\$34,120	\$1,900	5.9%	\$32,220
81 Tulane University Law School	\$34,696	\$3,486	11.2%	\$31,210
82 Northeastern University	\$34,737	\$1,926	5.9%	\$32,811
83 Boston College	\$34,846	\$1,670	5.0%	\$33,176
84 Albany Law School	\$35,079	\$2,719	8.4%	\$32,360
85 American University	\$35,104	\$1,970	5.9%	\$33,134
86 Hofstra University	\$35,260	\$2,100	6.3%	\$33,160
87 Boston University	\$35,398	\$1,830	5.5%	\$33,568
88 Seton Hall	\$35,400	\$2,780	8.5%	\$32,620
89 Syracuse	\$35,790	\$2,328	7.0%	\$33,462
90 San Diego	\$35,896	\$2,070	6.1%	\$33,826
91 Pace University	\$35,904	\$2,122	6.3%	\$33,782
92 George Washington University	\$36,310	\$1,810	5.2%	\$34,500
93 Vanderbilt	\$36,322	\$2,286	6.7%	\$34,036
94 Washington University	\$36,380	\$1,399	4.0%	\$34,981
95 Emory University School of Law	\$36,746	\$1,712	4.9%	\$35,034
96 Fordham University	\$37,220	\$2,079	5.9%	\$35,141
97 Georgetown University	\$37,220	\$2,140	6.1%	\$35,080
98 Cardozo School of Law	\$37,270	\$2,420	6.9%	\$34,850
99 Brooklyn Law School	\$37,525	\$2,650	7.6%	\$34,875
100 Stanford	\$37,836	\$2,056	5.7%	\$35,780
101 Chicago	\$37,945	\$1,807	5.0%	\$36,138
102 Harvard University	\$38,490	\$2,020	5.5%	\$36,470
103 Duke University	\$38,739	\$2,165	5.9%	\$36,574
104 Pennsylvania	\$39,330	\$2,244	6.1%	\$37,086
105 Southern California	\$40,262	\$2,291	6.0%	\$37,971
106 New York University	\$40,385	\$2,130	5.6%	\$38,255
107 New York Law School	\$40,478	\$1,878	4.9%	\$38,600
108 Cornell Law School	\$40,648	\$2,836	7.5%	\$37,812
109 Northwestern University	\$40,680	\$2,308	6.0%	\$38,372
110 Yale	\$40,900	\$2,100	5.4%	\$38,800
111 Columbia University	\$41,226	\$2,054	5.2%	\$39,172
<b>Median</b>	\$30,765	\$1,750	5.9%	
<b>Mean</b>	\$30,806	\$1,872	6.7%	

	<b>2006</b>			<b>2005</b>
<b><u>Public Schools</u></b>	<b><u>Resident</u></b>	<b><u>\$ Increase</u></b>	<b><u>% increase</u></b>	<b><u>Resident</u></b>
1 Puerto Rico	\$3,858	\$714	22.7%	\$3,144
2 North Carolina Central University	\$4,625	\$334	7.8%	\$4,291
3 Southern University	\$6,610	-\$2	0.0%	\$6,612
4 Georgia State University	\$7,366	\$882	13.6%	\$6,484
5 Florida A&M	\$7,567	\$295	4.1%	\$7,272
6 Wyoming	\$7,635	\$1,116	17.1%	\$6,519
7 District of Columbia	\$7,880	\$745	10.4%	\$7,135
8 Mississippi	\$8,300	\$580	7.5%	\$7,720
9 South Dakota	\$8,326	\$364	4.6%	\$7,962
10 North Dakota	\$8,386	\$784	10.3%	\$7,602
11 Florida International	\$8,801	\$258	3.0%	\$8,543
12 Nebraska	\$9,213	\$430	4.9%	\$8,783
13 West Virginia University	\$9,342	\$652	7.5%	\$8,690
14 New Mexico	\$9,566	\$750	8.5%	\$8,816
15 Nevada - Las Vegas	\$9,568	\$16	0.2%	\$9,552
16 Idaho	\$9,600	\$692	7.8%	\$8,908
17 Arkansas, Fayetteville	\$9,713	\$485	5.3%	\$9,228
18 Alabama	\$9,736	\$1,076	12.4%	\$8,660
19 Arkansas at Little Rock	\$9,817	\$448	4.8%	\$9,369
20 Florida State University	\$9,837	\$836	9.3%	\$9,001
21 Florida	\$9,861	\$2,075	26.7%	\$7,786
22 Tennessee	\$9,934	\$522	5.5%	\$9,412
23 Montana	\$9,978	\$885	9.7%	\$9,093
24 Kansas	\$10,399	\$871	9.1%	\$9,528
25 City New York	\$10,562	\$41	0.4%	\$10,521
26 Memphis	\$10,596	\$1,244	13.3%	\$9,352
27 Georgia	\$10,614	\$1,488	16.3%	\$9,126
28 Southern Illinois University-Carbondale	\$10,861	\$1,156	11.9%	\$9,705
29 Northern Kentucky University	\$11,112	\$984	9.7%	\$10,128
30 Texas Southern University	\$11,228	\$960	9.3%	\$10,268
31 Louis D. Brandeis School of Law	\$11,510	\$1,312	12.9%	\$10,198
32 Utah	\$11,758	\$976	9.1%	\$10,782
33 Northern Illinois University	\$11,938	\$710	6.3%	\$11,228
34 Louisiana State University	\$12,124	\$102	0.8%	\$12,022
35 Texas Tech University	\$12,615	\$1,489	13.4%	\$11,126
36 Wisconsin	\$12,653	\$995	8.5%	\$11,658
37 Washburn	\$12,698	\$868	7.3%	\$11,830
38 Kentucky	\$12,842	\$1,302	11.3%	\$11,540
39 North Carolina	\$12,947	\$966	8.1%	\$11,981
40 Hawaii	\$13,032	\$840	6.9%	\$12,192
41 Missouri - Kansas City	\$13,183	\$380	3.0%	\$12,803
42 Arizona State University	\$13,278	\$371	2.9%	\$12,907
43 Buffalo	\$13,532	\$48	0.4%	\$13,484
44 Oklahoma	\$13,564	\$2,778	25.8%	\$10,786
45 Indiana University - Indianapolis	\$13,962	\$1,204	9.4%	\$12,758
46 Iowa	\$14,542	\$1,331	10.1%	\$13,211
47 Missouri - Columbia	\$14,752	\$1,138	8.4%	\$13,614
48 Toledo	\$14,839	\$1,058	7.7%	\$13,781
49 Temple University	\$14,902	\$802	5.7%	\$14,100
50 Cleveland State University	\$14,982	\$994	7.1%	\$13,988
51 George Mason University	\$15,274	\$2,338	18.1%	\$12,936
52 Indiana University - Bloomington	\$15,784	\$1,435	10.0%	\$14,349

	<b>2006</b>			<b>2005</b>
<b><u>Public Schools</u></b>	<b><u>Resident</u></b>	<b><u>\$ Increase</u></b>	<b><u>% increase</u></b>	<b><u>Resident</u></b>
53 Houston	\$15,922	\$1,556	10.8%	\$14,366
54 South Carolina	\$16,156	\$892	5.8%	\$15,264
55 Arizona	\$16,201	\$2,999	22.7%	\$13,202
56 Washington	\$16,255	\$1,328	8.9%	\$14,927
57 Akron	\$16,388	\$2,510	18.1%	\$13,878
58 William and Mary Law School	\$16,600	\$1,300	8.5%	\$15,300
59 Colorado	\$16,738	\$3,192	23.6%	\$13,546
60 Maine	\$17,215	\$576	3.5%	\$16,639
61 Connecticut	\$17,284	\$984	6.0%	\$16,300
62 Wayne State University	\$17,358	-\$199	-1.1%	\$17,557
63 Ohio State University	\$17,551	\$1,642	10.3%	\$15,909
64 Cincinnati	\$18,032	\$1,822	11.2%	\$16,210
65 Texas at Austin	\$18,208	\$1,273	7.5%	\$16,935
66 Oregon	\$18,690	\$898	5.0%	\$17,792
67 Maryland	\$19,105	\$1,404	7.9%	\$17,701
68 Baltimore	\$19,235	\$1,766	10.1%	\$17,469
69 Rutgers University - Newark	\$19,623	\$1,834	10.3%	\$17,789
70 Rutgers University - Camden	\$19,867	\$1,851	10.3%	\$18,016
71 Illinois	\$20,512	\$3,000	17.1%	\$17,512
72 Pittsburgh	\$21,408	\$1,226	6.1%	\$20,182
73 Minnesota	\$21,984	\$2,015	10.1%	\$19,969
74 California - Hastings	\$22,190	-\$107	-0.5%	\$22,297
75 California - Davis	\$24,358	\$834	3.5%	\$23,524
76 California - Los Angeles	\$25,457	\$876	3.6%	\$24,581
77 California - Berkeley	\$25,476	\$1,136	4.7%	\$24,340
78 Pennsylvania State	\$28,054	\$1,374	5.1%	\$26,680
79 Virginia	\$30,700	\$2,400	8.5%	\$28,300
80 Michigan	\$35,502	\$2,583	7.8%	\$32,919
	<b>Median</b>	\$13,108	\$980	8.4%
	<b>Mean</b>	\$14,246	\$1,101	8.9%

	2006			2005
	<u>Non-Resident</u>	<u>\$ increase</u>	<u>% increase</u>	<u>Non-Resident</u>
<b>Public Schools</b>				
1 Puerto Rico	\$5,413	-\$3,431	-38.8%	\$8,844
2 Southern University	\$11,210	-\$2	0.0%	\$11,212
3 Texas Southern University	\$14,978	\$1,290	9.4%	\$13,688
4 District of Columbia	\$15,230	\$1,095	7.7%	\$14,135
5 Wyoming	\$16,155	\$2,376	17.2%	\$13,779
6 Mississippi	\$16,180	\$1,820	12.7%	\$14,360
7 City New York	\$16,462	\$41	0.2%	\$16,421
8 North Carolina Central University	\$16,485	\$334	2.1%	\$16,151
9 South Dakota	\$16,609	\$682	4.3%	\$15,927
10 North Dakota	\$18,038	\$1,818	11.2%	\$16,220
11 Nevada - Las Vegas	\$18,468	\$16	0.1%	\$18,452
12 Idaho	\$19,100	\$1,422	8.0%	\$17,678
13 Kansas	\$19,232	\$1,373	7.7%	\$17,859
14 Arkansas, Fayetteville	\$19,486	\$972	5.3%	\$18,514
15 Buffalo	\$19,632	\$48	0.2%	\$19,584
16 Texas Tech University	\$19,720	\$2,266	13.0%	\$17,454
17 Arkansas at Little Rock	\$19,747	\$928	4.9%	\$18,819
18 Alabama	\$19,902	\$1,874	10.4%	\$18,028
19 Montana	\$20,354	\$1,757	9.4%	\$18,597
20 Cleveland State University	\$20,525	\$1,316	6.9%	\$19,209
21 Washburn	\$20,846	\$1,428	7.4%	\$19,418
22 Louisiana State University	\$21,220	\$102	0.5%	\$21,118
23 Northern Illinois University	\$21,490	\$1,352	6.7%	\$20,138
24 Nebraska	\$21,580	\$1,131	5.5%	\$20,449
25 West Virginia University	\$21,710	\$1,304	6.4%	\$20,406
26 Houston	\$22,372	\$1,076	5.1%	\$21,296
27 Hawaii	\$22,776	\$1,920	9.2%	\$20,856
28 Florida International	\$23,061	\$274	1.2%	\$22,787
29 New Mexico	\$23,213	\$1,819	8.5%	\$21,394
30 Oregon	\$23,262	\$862	3.8%	\$22,400
31 Kentucky	\$23,272	\$1,810	8.4%	\$21,462
32 Georgia State University	\$23,284	\$1,640	7.6%	\$21,644
33 Oklahoma	\$23,493	\$3,440	17.2%	\$20,053
34 Louis D. Brandeis School of Law	\$23,654	\$1,334	6.0%	\$22,320
35 Arizona State University	\$23,864	\$1,775	8.0%	\$22,089
36 Washington	\$23,878	\$2,021	9.2%	\$21,857
37 Northern Kentucky University	\$24,240	\$2,136	9.7%	\$22,104
38 Toledo	\$25,082	\$1,058	4.4%	\$24,024
39 Utah	\$25,116	\$2,129	9.3%	\$22,987
40 Missouri - Kansas City	\$25,234	\$730	3.0%	\$24,504
41 Tennessee	\$25,290	\$1,184	4.9%	\$24,106
42 North Carolina	\$25,365	\$1,166	4.8%	\$24,199
43 Temple University	\$25,552	\$1,394	5.8%	\$24,158
44 Akron	\$25,980	\$4,109	18.8%	\$21,871
45 Arizona	\$25,991	\$3,809	17.2%	\$22,182
46 George Mason University	\$26,502	\$2,002	8.2%	\$24,500
47 William and Mary Law School	\$26,800	\$1,300	5.1%	\$25,500
48 Florida A&M	\$26,828	\$134	0.5%	\$26,694
49 Maine	\$26,905	\$966	3.7%	\$25,939
50 Rutgers University - Newark	\$27,976	\$2,594	10.2%	\$25,382
51 Pennsylvania State	\$28,054	\$1,374	5.1%	\$26,680
52 Missouri - Columbia	\$28,175	\$2,189	8.4%	\$25,986

<b>Public Schools</b>	<b>2006</b>		<b>2005</b>	
	<b>Non-Resident</b>	<b>\$ increase</b>	<b>% increase</b>	<b>Non-Resident</b>
53 Rutgers University - Camden	\$28,220	\$2,611	10.2%	\$25,609
54 Georgia	\$28,490	\$1,388	5.1%	\$27,102
55 Southern Illinois University-Carbondale	\$28,621	\$2,536	9.7%	\$26,085
56 Memphis	\$28,946	\$2,738	10.4%	\$26,208
57 Florida	\$29,227	\$1,808	6.6%	\$27,419
58 Indiana University - Indianapolis	\$29,457	\$2,605	9.7%	\$26,852
59 Pittsburgh	\$29,706	\$916	3.2%	\$28,790
60 Florida State University	\$29,849	\$2,269	8.2%	\$27,580
61 Iowa	\$29,986	\$1,997	7.1%	\$27,989
62 Indiana University - Bloomington	\$30,311	\$1,913	6.7%	\$28,398
63 Maryland	\$30,384	\$1,404	4.8%	\$28,980
64 Colorado	\$30,814	\$2,364	8.3%	\$28,450
65 Wisconsin	\$30,816	\$1,946	6.7%	\$28,870
66 Baltimore	\$31,151	\$1,148	3.8%	\$30,003
67 Minnesota	\$31,484	\$1,131	3.7%	\$30,353
68 Texas at Austin	\$31,648	\$2,357	8.0%	\$29,291
69 Illinois	\$31,718	\$3,302	11.6%	\$28,416
70 Ohio State University	\$31,969	\$2,458	8.3%	\$29,511
71 South Carolina	\$32,048	\$1,648	5.4%	\$30,400
72 Cincinnati	\$32,152	\$2,868	9.8%	\$29,284
73 Wayne State University	\$32,231	-\$389	-1.2%	\$32,620
74 California - Hastings	\$33,415	-\$107	-0.3%	\$33,522
75 Connecticut	\$35,692	\$2,016	6.0%	\$33,676
76 Virginia	\$35,700	\$2,400	7.2%	\$33,300
77 California - Los Angeles	\$36,381	\$836	2.4%	\$35,545
78 California - Davis	\$36,603	\$834	2.3%	\$35,769
79 California - Berkeley	\$37,721	\$1,136	3.1%	\$36,585
80 Michigan	\$38,502	\$2,583	7.2%	\$35,919
	<b>MEDIAN</b>	\$25,262	\$1,413	6.7%
	<b>MEAN</b>	\$25,228	\$1,503	6.2%