

At many schools, the academic support program offers courses, workshops, and presentations designed to assist current students in developing study skills, exam-taking skills, and skills in legal analysis that are intended to be applicable to all courses. Faculty members at these schools may be concerned that their authority is being undermined and that the information being imparted and the skills being developed are not compatible with their perspectives and pedagogical aims.

Members of the law school administration and administrative staff may use evaluation results to assist them in fulfilling their responsibilities. The program director has an obvious interest in evaluating the program in order to make adjustments in the program and to justify budgetary support. Other potential audiences include such law school administrators as those who are responsible for supervising the program.

Evaluation results may be of interest to a variety of other 'stakeholders,' such as: prospective students, who may consider the existence, attributes, and effectiveness of an academic support program as factors when deciding whether to apply for admission and to matriculate if admitted; accreditation entities, both for the law school and for the university as a whole, for which retention rates, particularly for historically underrepresented groups, may be considered in the accreditation process; members of a state legislature or a committee thereof who are involved in appropriating funds for state colleges and universities; state bar examiners and others who are concerned about the bar admission process; and prospective employers, who may base their hiring decisions upon factors that may be affected by the academic support program.

In any evaluation, the goals and objectives of a program to be evaluated must be specifically and precisely stated. Some evaluations founder because the evaluator fails to consider the program's goals and objectives. Other evaluations founder because the evaluator selects the wrong goals and objectives, frequently choosing goals and objectives that seem easy to assess given the available data rather than goals and objectives in which the evaluator really is interested.

Evaluation is a necessary component of any academic support program. This article provides an evaluator with basic guidelines to assist in the development of a methodologically sound program evaluation. Overall, the evaluation should be empirical and systematic, based on a variety of data sources and data types, including both quantitative and qualitative data, and conducted within the context of the program's goals and objectives using data that relate directly to those goals and objectives.

FINANCIAL ASPECTS

The cost and financing of legal education

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While the decade of the 1990s produced tremendous growth and significant improvements in legal education, by the start of the twenty-first century a number of factors had combined to create great challenges for the legal education community. Some of the most important are: a very substantial increase over the 1990s in the tuition charged JD students at both private and publicly assisted law schools; a similarly substantial increase in the expenditures on their programs by ABA-approved law schools; a significant reduction in the relative level of financial support provided by state governments to public higher education in general, and to publicly assisted legal education in particular; and a dramatic increase in the amount of borrowing by law students and in the average indebtedness of graduating law students.

Average per-student expenditures at ABA-approved law schools have quadrupled in the past twenty years. Some of those increased expenditures have resulted in the average student-faculty ratio at ABA-approved schools over the same period having dropped substantially. This reduction in student-faculty ratio has made possible the vast increase in the amount and quality of skills training in law schools over the past twenty years.

By far the largest percentage increase in expenditures over this seven-year period was for student financial aid. Second, while library costs may have been a driving force in law school cost increases of prior decades, library costs were the smallest contributor among the major expenditure categories to the cost of increases of the 1990s. Third, the major increase in the other law school operations category suggests there was a significant shift in expenditures over the late 1990s to some activities that previously were not large items in a typical law school budget. Finally, the significant increase in expenditures for administrative salaries evidences a substantial increase in various support services at law schools over the 1990s.

Between 1990–91 and 1999–2000 there was a dramatic increase in the annual amount of borrowing by law students. What income do graduates have with which to pay off that debt? The National Association for Law Placements reports that the median starting salary for all law school graduates in the class of 2000 was \$51,900. At the level of borrowing that is typical of many law school graduates

in recent years, many of those going to medium- or small-firm practice, or taking public service or public interest jobs, will have difficulty in paying off their debt within the ten-year period that presently is the normal repayment period for federally guaranteed student loans.

A significant part of the increase in the cost of legal education over the 1990s is due to attempts by law schools to ameliorate the problem of student debt through dramatically increased law school financial aid. A more significant portion of the cost increases is due to competition by law schools for students (through increased admissions recruiting and increased merit scholarships) and for reputational ranking (for example, through glossy publications). Technology again has been a major contributor to cost increases. In the 1980s the technology costs were primarily for online library resources. In the 1990s the primary technology costs were in hardware (providing state-of-the-art computers for faculty, staff, and students); increasingly sophisticated software systems (including for administrative functions); the staff to enable faculty, students and staff to use the new technology; and (near the end of the decade) new and expensive technology for use in the classroom and distance education.

The marked increase in the level of law student borrowing between 1990 and 2000 seems to have been caused by five primary factors: the significant reduction in the level of state support for higher and legal education over the decade; the substantial increase in tuition at both public and private schools; the major increase that occurred in 1993 in the amounts that law students may borrow under federally guaranteed loan programs; a significant reduction over the decade in the amount and portion of law school expenses that are paid by students' parents; and an inclination by law students (often with parental encouragement) to borrow the maximum that they can (at the relatively low rates of federally guaranteed student loans and supplemental private loans), even if they do not actually need to borrow the maximum amount.

How can law school avoid the positional arms race of ever increasing competition for students, faculty and ranking, and the resulting rapidly increasing tuition costs and debt that non-scholarship students bear? Is it possible to design an equitable and effective loan forgiveness program that will assist a substantial number of law graduates who are faced with high student debt and relatively low salaries? How can such a program be financed and implemented?

Should more students be encouraged to attend law school part time, so that they can use their earnings during law school to lower their eventual debt burden? Are there different or better part-time models than the traditional even program? What measures can law schools implement that might reduce substantially the costs of legal education without significantly impairing quality? For example, are there potential savings in the areas of library, information technology, support services or faculty? What possibilities exist with respect to the use of educational technology? Are there new sources of revenue that law schools might responsibly tap in order to supplement the traditional sources (tuition, state appropriations, and private giving) for funding JD education? How would implementing significant numbers of such programs affect the core mission of a law school? To what extent are such programs, if they are implemented in a manner consistent with the standards of quality to which law schools aspire, likely to produce substantial net revenue?

The pedagogy of domestic violence law: situation domestic violence work in law schools — adding the lenses of race and class

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As domestic violence presents itself across a spectrum of legal matters, law schools must take a leadership role in the pedagogy of domestic violence law, in part by integrating relevant issues into existing courses and by developing specialised courses. Lawyers inadvertently failing to ethically represent abuse victims and offenders, as well as those reluctant to handle the cases at all, could greatly benefit from the inclusion of these issues in CLE and law school courses. Since several states are now adding domestic violence-related questions to bar exams, students not exposed to this body of law will be at a loss in yet another arena.

The legal and social challenges faced by battered women must inform the scholarship and pedagogy of law. Some students, like some lawyers, find it uncomfortable to hear details of abuse, as so often victims live with such unimaginable terror, the likes of which lawyers and courts have no concept. Frequently overlooked, but critical to address throughout the academy's efforts, is a fundamental understanding of the ways in which race and class impact ethical practice, in part by impeding access to legal remedies. Weaving themes of domestic violence, race and class together, we can offer an expansive menu of options, hoping to ultimately reach every law student.

Law school presents an opportune environment in which to introduce domestic violence jurisprudence in at least five areas: (1) integrating domestic violence law into existing courses;

INDIVIDUAL SUBJECTS/ AREAS OF LAW