

An Undergraduate Course on the Road to Law School and a Legal Career for First-Generation Students and Other Underrepresented Groups in the Profession

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ABSTRACT

Data indicates that law school classes are becoming slightly more diverse, but questions remain regarding what can be done at the undergraduate level to foster a bridge for future aspiring law students that leads to increased representation in the legal field. The needle toward increased racial diversity in law school continues to move slowly, suggesting there are still holes to be plugged. Among the suggested areas for improvement in the literature, and the area in which the authors are focused, is the importance of undergraduate institutions providing “robust” advising and mentoring to at-risk students (Cochran and Walker 2021, 16). This work adds to the growing area of literature that focuses largely on pipeline programs, which are valuable, law school-driven “top down” models, and to propose a complementary “bottom up” model that we have successfully implemented at our institution, and which can be adapted by other undergraduate programs. This model attempts to address several issues that first-generation and under-served students face by having the undergraduate university take more of an active role in the continuum of a student’s professional development. This role extends into the classroom in the form of practical, hands-on instruction, and actively involves faculty. While the scope of this work is not to solve the long-standing retention woes of many an undergraduate administrator, the authors do suggest a specific implementation plan to keep at-risk students engaged in their study and pursuit of a legal career.

Introduction

Data indicates that law school classes are becoming slightly more diverse, but it begs the question of what we can do at the undergraduate level for students who may be heading adrift in the academic sea. Assistance can and should come in various forms so students can make an informed and realistic leap to law school. Most undergraduate schools employ pre-law advisors to answer questions and guide law school hopefuls. (Graziano 2017, 62). Every year, LSAC hosts comprehensive, free law school forums for prospective students in major cities nationwide to help connect students and recruiters. Many law schools now run summer or weekend “pipeline” programs to attract potential students and give them a taste of the law school experience. (DiMola and Lowe 2017, 24). The California Bar Association has enacted an initiative to foster pathways between community colleges and law schools. (Cochran and Walker 2021, 16). Even some large law firms are beginning to reach out to colleges and universities to recruit talented students with potential much earlier in their academic careers than law school. (Jackson 2021). The idea is to mentor these students and foster a bridge that will lead them to future success in the law. Another recent development is the partnership between LSAC and Khan Academy to offer a free LSAT exam preparation course that complements the array of other resources offered by LSAC (LSAC.org 2022). Nevertheless, with all these wonderful options available, the needle toward increased racial diversity in law school continues to move slowly, suggesting holes still need to be plugged in. Among the suggested areas for improvement in the literature, and the area in which the authors are focused, is the importance of undergraduate institutions providing “robust” advising and mentoring to at-risk students (Cochran and Walker 2021, 16).

The existing body of scholarship is rich with studies that explore the myriad of challenges faced by first-generation and traditionally under-represented students at the undergraduate level. Conversely, the range of literature is burgeoning but still relatively new on improving the success of these more at-risk students as they apply to law school and begin their journey in a legal career. Our goal is to add to the growing area of literature that focuses largely on valuable pipeline programs law school-driven “top-down” models and to propose a complementary “bottom-up” model that we have successfully implemented at our institution and which can be adapted by other undergraduate programs. This model attempts to address several issues that first-generation and under-served students face by having the undergraduate university take an active role in a student’s professional development continuum. This role extends into the classroom through practical, hands-on instruction and should actively involve faculty. While the scope of this paper is not to solve the long-standing retention woes of many undergraduate

administrators, we can suggest a specific idea that we have implemented to keep at-risk students engaged in their studies and pursuit of a legal career.

In three semesters of offering our for-credit course model, we have received unanimously positive feedback from students across majors that the course is valuable and has helped them to make more informed decisions in the law school application and admissions process. Our model is a comprehensive course that covers a wide variety of relevant topics, including, but not limited to, LSAT preparation, from study strategies to practice exams; the law school application process; guiding crafting law school resumes, personal statements, and addenda; discussions about how to select the most appropriate law school and life in law school; and, descriptions of the practice of law and various career options for those who possess a law degree.

Literature Review

The legal profession, and law school as the precursor to that profession, have made strides in becoming more inclusive and diverse (Li, Yao, and Liu 2020, 626), but budging the needle in a traditionally homogenous profession takes time and resources that legal educators and attorneys are still trying to identify and implement. As recently as 2015, the field of law was identified as the *least racially diverse* profession in the United States (Rhode 2015). According to the 2021 "Labor Force Statistics from the Current Population Survey," the legal profession is no longer the least diverse but *remains among the least racially diverse*, with the following breakdowns reported: Caucasian - 87.9%; Black - 5.4%; Asian - 4.7%; and Hispanic - 6.9% (some respondents reported identifying with more than one race). (U.S. Bureau of Labor Statistics 2021). So, for example, while African Americans comprise 13.4% of the U.S. population, they disproportionately make up only 5% of all lawyers. (Manzi and Totenberg 2015). It is clear, therefore, that more work needs to be done. (Cochran and Walker 2021, 1).

The most current crop of law students with available matriculation data will be sitting for their bar exams in May 2024, so recent enrollment trends could contribute to more diversity in the profession, given the current pipeline of aspiring attorneys. According to the Law School Admissions Council (LSAC), the non-profit body that promotes access to legal education and provides resources to aspiring students, pre-law advisors, and law schools, the Class of 2024 is the most racially diverse class ever to enter law school. While minority matriculation will not necessarily lead to increased graduation or employment in-field, the breakdown for two minorities in the Class of 2024 for law schools is as follows: Black students are 10.0%, up from 9.7% in 2020, and 9.5% in 2019; and Hispanic students are 12.3%, down slightly from 12.4% in 2020, and up from 11.8% in 2019. (Krinsky 2021).

The Link Between Undergraduate Study and Law School

In addition to racial demographics, another challenge for law school admissions arises with "first-generation" college students, who we will define as students without at least one parent with a bachelor's degree. The number of collegiate first-generation students has risen and currently outnumbers traditional students. According to the Center for First-Generation Student Success, in the 2015-16 academic year, 56% of college students were first-generation. Of this 56%, the ratio of first-generation and traditional was inverted between Black and Hispanic students and White and Asian students. Black and Hispanic students had a higher percentage of first-generation students than traditional students (Black - 18% first-generation and 12% traditional; Hispanic - 25% non-traditional and 14% traditional). Conversely, White and Asian students had a lower ratio of first-generation to traditional within their demographics (White - 46% first-generation and 61% traditional; Asian - 6% first-generation and 8% traditional). (RTI International 2016).

First-generation college students across the demographic board are at a much higher risk of not completing college than their traditional, continuing-education peers. According to a Pew Research study, for Black students, the difference is a graduation rate of 57% for traditional students versus 21% for first-generation students. White student graduation rates are 72% for traditional, versus 29% for first-generation. Hispanic student graduation rates are 58% for traditional, versus 21% for first-generation. (Fry 2021). It is a significant problem that first-generation students are less than half as likely as their traditional peers to earn a bachelor's degree in all three demographics.

Another hurdle to overcome with first-generation undergraduates is that they tend to under-utilize services such as academic advising. For comparison, 55% of first-generation students, versus 72% of continuing-generation students, seek out professional advising. (RTI International 2016). This suggests that segregating academic advising in a silo is not reaching a broad enough audience. Further, a study by the Association of American Law Schools entitled "Highlights from Beyond the Bachelor's" found that first-generation undergraduate students are the *least likely demographic to report having been exposed in college to any information on graduate or professional degrees*. (AALS 1 2018). On top of this, when you factor in the outside commitments to work and family that at-risk students typically juggle, we began to think that rolling these types of support into a for-credit pre-law school course could complement the services provided in other areas.

Non-Traditional Students in Law School

Suppose law schools are committed to increased diversification. In that case, any potential breakdown in an at-risk student's academic inertia must be addressed at the undergraduate level to promote success in gaining entrance to law school and increased success when enrolled in law school. (O'Bryant and Schaffzin 2018, 922; Wilder 2003, 5). Some of the written feedback provided by law school professors in response to a 2017 survey to instruct pre-law advisors and undergraduate legal studies faculty is particularly enlightening:

"The undergraduates I taught were largely first-generation college students (and many had family obligations that made complete focus on their classes difficult). Undergraduate pre-law programs need to have a more structured way to help students put together their application packet...and be more active in providing feedback on personal statements, assisting with letters of recommendation, and drafting a resume. This all needs to be part of a structured class."

"The LSAT and GPA are by far the most important areas of focus. I do not know if there is any way to negotiate with Kaplan (a pricey LSAT-prep company) to create a for-credit LSAT class. (like law schools are doing with BarBri). This is the first step."

"After spending eight years teaching law, I just finished a year at an undergraduate institution teaching in the pre-law program. I am a firm believer that if you are going to have something called a "pre-law" program, it needs to have a two-part focus: (1) helping students get into law school and (2) helping them in the first year of law school. If a pre-law program does not do that, then it is less than useless..."

(Frederick 2020, 53-54). Our experience over a combined forty years of teaching has shown that many of our non-traditional students either need to fully grasp the steps needed to gain admission to law school successfully or have only a peripheral understanding of the steps and feel overwhelmed by them. However, traditional students with parents who graduated from college or higher fare better in this process than students who need more exposure to or family knowledge of the system. (O'Bryant and Schaffzin 2018, 921). Interestingly, another study by AALS, which focused exclusively on law school, "Highlights from before the J.D.," revealed that over 50% of law students first considered law school before they even reached college. (AALS 2018, 2). Possibly due to a lack of information or support network, more at-risk students who identify law school as a goal, even early in their lives, tend to take themselves out of the race before realizing they are in one. By the time these students apply to law school as seniors, they are trying to overcome, at minimum, a poor grade point average that might preclude them from being admitted at all.

To illustrate, in 2020, less than one-quarter (22.5%) of all law school graduates were reported to be first-generation college students, and this figure was higher for non-white demographics: Black (35.9%), Hispanic (41.9%), and Native American (55%). Moreover, for first-generation students who make it to law school, their likelihood of success in bar passage and securing employment is lower than that of their traditional counterparts, leading to less opportunity after graduation. (Weiss 2021). According to the National Association for Law Placement, at-risk students who are typically minority and first-generation experience "stark and persistent" disparities in employment compared to continuing-generation graduates. (NALP 2021). Another concern is that law school matriculation at lower-tier schools is higher among at-risk student populations, potentially limiting options and making it harder to pay off student debt with lower-paying jobs secured after graduation. (Cochran and Walker 2021, 17).

As the number of first-generation students grows on college campuses, there has been a relative increase in their applications and acceptance to law school. However, more research needs to be conducted on their experiences in law school (O'Bryant and Schaffzin 2018, 930). One such first-generation law school student described her impression: "Being a first-generation college student in law school feels like standing on the periphery of a crowd, nearest the edge of a cliff. To everyone else in the crowd, it looks like you stand amongst them. Only you notice that your feet linger precariously closer to the ledge. Your margin for error feels narrow: one wrong academic or financial step, and you fall into the crevasse below." (Molina and LawProfBlawg 2019).

To look deeper at what she means, we must explore some of the challenges unique to our more at-risk student populations. These challenges often exist at the college and law school levels and may stem from the demands of work, family, financial strain, and lack of familiarity with graduate school. (O'Bryant and Schaffzin 2018, 914). At-risk students have also reported a lack of connection to their law school peers, with some reporting they suffer from "imposter syndrome" (feeling like they do not belong in law school). (Molina and LawProfBlawg 2019). It is also noteworthy that first-generation law students earn slightly lower LSAT scores than their traditional counterparts, so out of the gate, many of them will have fewer options for attending law school. (Henderson 2020). Moreover, a lower LSAT score can translate to higher law school loan debt since merit-based scholarships are based largely on LSAT scores. (Taylor 2016, 17).

Where We Fall on the Continuum of Legal Education

The remaining vein of research that informed the creation of our course derives largely from a thirty-year-old report by the ABA Task Force on Law Schools and the Profession, entitled “Legal Education and Professional Development – An Educational Continuum,” which explored the “gap” between legal education and working in the legal profession (Clark 1993, 2). This report, commonly abbreviated as the “MacCrate Report,” was ground-breaking for several reasons. However, for our purposes, it was the most impactful finding that a student’s three years of law school is part of a larger spectrum in the student’s professional development. Specifically, this continuum “starts before law school, reaches its most formative and intensive stages during the law school years, and continues throughout a lawyer’s professional career.” (MacCrate 1997, 749).

The MacCrate Report galvanized law schools and others in the legal profession to scrutinize barriers to entry to law school and to examine ways that law schools and the legal profession could become more responsible members of the legal education continuum. (ABA 2013, 3). According to Bordelon (2017), a less discussed but exciting area of potential lies in a student’s years prior to entering law school, and these experiences can significantly influence the direction of a person’s career. Cochran and Walker (2021, 1) maintain that barriers to success in law school for under-served students can be addressed through “robust pre-law support, LSAT and law school preparation programming...” And since “law schools rely on colleges to prepare their students,” it would seem natural for law schools and undergraduate institutions to be in communication with one another. (Rozinski 2017, 1). Unfortunately, until recently, undergraduate schools have been left almost entirely out of these important conversations despite occupying a critical four years on a prospective law student’s legal education continuum.

In its mission to promote more equitable access to law school, LSAC recently announced an upcoming initiative, the LawReady™ program, to develop a more holistic path to law school for traditionally disadvantaged students and improve undergraduate students’ exposure to law school. (lsac.org 2022). Specifics of this program are still in the pilot phase, but it appears to be a “top-down” model where law schools will bring programs down to the university level. This paper’s authors believe that our model, to be discussed in more detail below, could be an effective complement or supplement to the initiative. However, LSAC continues to clarify that the standardized Law School Admissions Test (LSAT), used in law school admissions for the past 70 years, remains the strongest predictor of law school success across all demographics. (Knezevich and Camara 2021). Therefore, although “alternate pathways” sound promising and could open doors to law school success, given that we know the LSAT is a strong predictor, the authors maintain that exposing undergraduates to the LSAT exam and life in law school and beyond, especially for under-resourced students, is still of critical importance for law school success.

Simulations, Experiential Learning, and Beyond

It is well-established that hands-on experience and practical problem-solving lead to improved confidence, an increased knowledge base, and a stronger pre-professional identity in undergraduate students (DiMola and Lowe 2017, 33; Jackson 2017, 837; Rozinski 2017, 90; Wollschleger 2019, 380). Two common methods employed for gaining practical skills are simulations and experiential learning. Simulations are approximations of the practice of real-world scenarios with reduced complexity completed to provide a high-impact learning experience for the students involved (Grossman, Compton, Igra, Ronfeldt, Shana, and Williamson 2009, 2096). This form of experiential learning, learning by doing (Kolb 1984, 21), creates learning environments that facilitate the acquisition of complex skills (Cook 2014, 751; Chernikova, Heitzmann, and Stadler 2020, 499). Many complex skills, such as leadership, written and oral communication, teamwork, and team building, must be improved in first-generation and underrepresented groups (Acevedo and Lazar 2022, 251) and are necessary for law school applicants and legal education. Consequentially, as we curated material for our pre-law course and envisioned its purpose on the legal continuum, we created a method that builds the previously mentioned skills by using a semester-long simulation with many experiential learning activities. By doing so, the authors are not only seeking to create active learning in legal courses (Kollars and Rosen 2013, 147). However, they are working to foster a greater understanding of legal actors (Woessner, Winters, and Kopko 2017, 226), the profession, and the skills necessary to becoming future practitioners. We wanted to strike a balance between LSAT preparation, preparing students for the law school application process, giving them a flavor of what law school is like, and pulling back the curtain to the extent we could on the practice of law itself. The culmination of this idea is a 15-week, for-credit course, which is a mix of simulation and heavy doses of experiential learning based on what we termed the “Bottom Up” model.

The “Bottom Up” Model

Once we view ourselves as an integral part of the larger picture, it opens our minds to creative solutions. We knew that our student population is predominantly minority-based, primarily first-generation, lower-income, and juggling more outside responsibilities than a traditional undergraduate. Knowing that students in these buckets do not typically seek out academic advising and may be overwhelmed by a graduate school system to which they have yet to be exposed, we approached our university to create a for-credit course entitled Pre-Law & Lawyering Skills. The goal of this course is to prepare students for success in the real world, which, in this case, is law school and a legal career.

Our institution began offering the Pre-Law & Lawyering Skills course in Spring 2021. Thus far, it has been delivered fully online for three semesters, with 82 students completing the class. The course is taught by a full-time professor in the Legal Studies program who possesses a Juris Doctorate and teaches in other programs, such as Criminal Justice and Political Science. As indicated in the course description, "This course helps students interested in law school to develop their skills in logical reasoning, reading comprehension, and analytical reasoning. Students will also learn about the law school admissions process, life in law school, and different career paths available to attorneys." Ultimately, we want to provide students with the relevant information they need to decide whether law school is the right and realistic choice for them.

The Pre-Law & Lawyering Skills course was designed to be cross-disciplinary and facilitate the learning objectives stated above. Related to the LSAT, students are expected to participate in the Khan Academy LSAT preparation course for at least one hour weekly since that exam remains pivotal to law school admission and success. In addition to reviewing the lessons and taking the simulated diagnostic tests, which are part of the Academy, instructors have students watch insightful videos related to the LSAT. The Khan Academy lessons help students to hone their logical reasoning, reading comprehension, and analytical reasoning skills. Each month, students must submit proof of at least four (??) hours of LSAT prep in the form of screenshots from the Khan Academy website. In addition, students are required to reflect on their progress monthly in an LSAT preparation journal. The instructor provides several questions to guide the reflective process so students can be held accountable and improve their communication skills. For example, students are prompted at the end of one month to self-reflect on questions such as: "1. How did you divide your drill time between types of LSAT questions?; 2. What study strategies are you employing (this relates to videos and articles about various study methods)? 3. Have you seen any improvement in your scores in any of the sections? 4. Regardless of scores, which sections do you feel most and least comfortable with, and why? 5. Do you think you spent your study time well this month, and how might you be more productive and efficient in your study time next month?" Research shows that this type of introspection assists students in developing good judgment, and journaling provides an excellent opportunity for reflection (Bess 2021, 535).

The course also includes seven learning modules aligned with the stated learning outcomes. Module 1 focuses on the first steps needed for compiling a successful law school application. Module 2 informs students about what law school admissions counselors seek in prospective students. In Module 3, students learn how to develop effective LSAT study strategies, while in Module 4, they learn about the importance of an effective law school resume and a compelling personal statement. Module 5 discusses diversity statements and addenda and explains when they may be warranted. In Module 6, students learn how to choose a law school and what to expect from law school life and classes. Finally, in Module 7, the students gain some exposure to law practice and various career options for those with a law degree.

Each learning module contains a variety of related experiential activities designed to promote student engagement with the content and interaction with their peers and instructor. Activities throughout the course include readings, videos, discussion board postings, resume and personal statement drafting assignments, and others. For example, in Module 2, students watch videos of mock law school admissions decisions. They are often surprised by the types of factors in an application package that cause an applicant to be accepted or denied. Moreover, as part of Modules 6 and 7, guest speakers are invited to present to the class on various topics. They include lawyers, law school students (some former students of our institution), and LSAC ambassadors. These speakers might talk about what life in law school is like or what the practice of law is like in various civil and criminal, public, and private sectors. Students can ask questions of these speakers and reflect on what they have gleaned from the interaction. We also arrange for students to attend an in-person or virtual first-year law school class to give them a flavor of the structure and content and how those classes differ from the undergraduate experience. Finally, throughout the semester, students receive frequent, substantive, and timely feedback from their instructor on submitted assignments, which is extremely helpful in providing the much-needed support and guidance critical in this bottom-up model.¹

Results

In one of their final journal entries for the class, instructors gather student data regarding the usefulness of the Pre-Law & Lawyering Skills course. Students are asked to reflect on the following question: "Has taking this class changed your decision on whether you think you will or will not apply to law school? Explain." The following charts summarize the results gathered from students who have taken the course each semester since it was offered.

Most students indicated that the course was vital in making an informed decision about whether applying to law school was the right choice for them. Those who intend to apply to law school reported that the course helped to reinforce their commitment to do so and gave them the confidence to proceed. Moreover, it provided much-needed knowledge and resources to prepare for the LSAT and life in law school. Whether a student decided to apply to law school after the course, many students expressed appreciation for the realistic picture of the law school experience and the legal profession presented in the course.

¹The class size at our institution has maxed out at around 30 students each semester. Suppose an institution needs to scale the course to a larger enrollment of over 50 students in a section. In that case, we recommend utilizing a teaching assistant or adjusting the writing portion of the course to require personal statement outlines instead of full-blown personal statements.

Overall, the results indicate that the course accomplishes its goal of providing invaluable insight to students about the LSAT, law school application and admissions process, life in law school, and life and careers in the legal profession.

"Has taking this class changed your decision on whether you think you will or will not apply to law school? Explain."

Spring 2021 (27/34 journal entries submitted)

Student	More likely to apply to law school	Same	Less likely to apply	I found course useful in making decision	Interested in attending law school
Student 1		X		X	
Student 2	X, solidified decision			X	X More LSAT study needed
Student 3		X			
Student 4		X			X, more comfortable, more LSAT study needed
Student 5		X			X, still on the fence, but more realistic
Student 6		X			X, better prepared
Student 7	X encouraged decision			X	X, developed skills and info on apps
Student 8			X	X	
Student 9	X			X	
Student 10			X, too expensive	X	
Student 11		X			X
Student 12			X	X, changed time frame	X
Student 13			X, too much work		
Student 14	X, solidified decision			X	X
Student 15	X			X	X
Student 16	X, gave courage			X	X
Student 17	X, gained perspective			X	X
Student 18	X				X
Student 19			X, too much time, expense	X	
Student 20	X			X	X, did well in practice
Student 21			X		X, nervous re competition
Student 22			X, scores/age		
Student 23		X			
Student 24		X		X	X, will wait a bit due to \$ and effort
Student 25	X			X	X, better prepared
Student 26		X			X, realistic view
Student 27			X, scary		

Fall 2021 (25/32 journal entries submitted) – see next page.

Student	More likely to apply to law school	Same	Less likely to apply	Useful in making decision	Interested in attending
Student 1		X			
Student 2	X			X, lot more info	X
Student 3		X			X
Student 4			X	X	
Student 5		X		X	X, more practical info
Student 6		X		X, great insights	X
Student 7	X			X, more motivated	X, have necessary tools
Student 8	X, reaffirmed decision			X, better understanding	X
Student 9		X			
Student 10			X, scared of failure		
Student 11			X, time and effort too much		
Student 12	X, reinforced decision			X	X, will be more prepared
Student 13	X			X, know how to study and apply	X
Student 14		X			
Student 15	X			X, realized amount of work	X
Student 16	X			X, more info on costs involved	X
Student 17		X		X	X, applied early and was accepted; couldn't have done it w/o class
Student 18		X		X, better idea of what to expect	X
Student 19			X, no passion		
Student 20		X		X, better insight to process	X
Student 21	X			X, more attainable than thought	X
Student 22		X		X, changed timeframe	X
Student 23		X		X, too much to juggle with small children	
Student 24	X			X	X
Student 25	X, confirmed decision			X, insightful info and good prep	X

Spring 2022 (13/16 journal entries submitted)

Student	More likely to apply to law school	Same	Less likely to apply	Found course useful in making decision	Interested in attending law school
Student 1		X		X, more LSAT prep needed	X
Student 2	X, enhanced desire			X, challenged and gave insight	X
Student 3		X		X, will work harder	X
Student 4			X, procrastinate too much		
Student 5	X			X, loved every part of class	X
Student 6			X, learning, researching and analyzing the law is not a passion	X	
Student 7		X			X, still in the middle
Student 8		X, personal life not in order			
Student 9		X		X, wealth of info	X
Student 10		X		X	
Student 11		X		X, helped to learn expectations	X
Student 12	X, solidified choice			X, more info about life in legal field	X
Student 13	X, more motivated			X	X

Limitations and Recommendations

While law school pipeline programs can present a valuable opportunity, it can be challenging for at-risk and first-generation students to devote time outside of school, work, and family to non-academic credit endeavors, no matter how valuable they may be. Even in a for-credit model like our Pre-Law & Lawyering Skills class, as indicated in the charts above, often, students are juggling work, family, and other personal concerns that cause them to postpone or abandon educational pursuits. Some students reported that while they are interested in applying to law school, they cannot commit to the substantial time and effort required to be admitted to and succeed in law school. Hence, some have decided to wait until later to apply and attend. Other students in the class recognized that they must do much follow-up work outside of the class to realize their dreams of attending law school.

Aside from the time investment, law school requires a significant financial investment, which may also be an insurmountable obstacle for at-risk and first-generation students to overcome. Attending law school represents a large financial expense for most. In their responses, some students indicated that they were unaware of the tremendous costs of law school until taking this course. Many of our students have struggled to complete their undergraduate studies due to financial concerns. The large financial burden of law school appears crippling to some. As a result, even though this course and others like it may assist with getting a student prepared for and admitted to law school, financial challenges may prevent a given student from attending or continuing law school.

The current Pre-Law & Lawyering Skills class model utilizes journaling and reflection to track students' impressions of their growth. While the focus of the course should not be solely on LSAT preparation, it was clear from the three semesters teaching the course that students spent the minimum amount of time in Khan. One future addition to the course will be a pre- and post-LSAT practice test to more accurately measure students' improvement in that area over the semester. Another challenge in offering this course was reaching a broad audience across majors. To be most successful, the faculty in other majors should be briefed on the value of the course so that they can encourage their majors who might be interested in law school to enroll in the course. Finally, while attorneys at our institution teach the course, it could be successfully taught by non-attorney faculty willing to consult and work with the pre-law advisors at their institutions.

Conclusion

Similar to the results of the Woessner, Winters & Kopko (2017, 236) simulation, our course had the added benefit of helping students identify whether they want to be lawyers or would prefer to work in other areas of the legal profession that do not require a law degree. Including hands-on activities in coursework also affords students more time to connect the dots of how the information they are learning applies outside of the classroom. By incorporating journaling into the course, this reflection can aid students in critically assessing their goals and the work they are doing to achieve these goals (Bess 2021, 536); regardless of major, students who are interested in pursuing law school will often gravitate toward courses that teach skills related to career readiness. (Carr 2020, 46).

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