



Corporate Legal Diversity Pipeline Program

Evaluation Report

December 2007

STREET LAWTM INC

In partnership with

ACC Association of
Corporate Counsel

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Highlights

The Corporate Legal Diversity Pipeline Program is **reaching a diverse group of students** who possess the academic potential to succeed, and many appear to be the first in their family to pursue higher education:

- 65% of all participating students identified their race or ethnicity as “Black/African American” or “Hispanic/Latino” or chose more than one category. At three of the six sites, more than 80% of the participants chose “Black/African American” or “Hispanic/Latino.”
- The average GPA for participating students is 2.90.
- Fewer than 35% of the students have parents who have completed a bachelor’s degree. At four of the six sites, fewer than 25% of the students’ parents have completed a degree.

The students in the program overwhelmingly **intend to go to college**, but three quarters face financial barriers:

- Over 85% of the students reported that they have or intend to apply to a four-year university.
- 77% of the students say that they will need financial help to attend college.

Students are **interested in pursuing legal careers**:

- Nearly 50% report that they are “interested” or “very interested” in becoming a lawyer.
- 57% of the students reported being more interested in legal careers after the program.

Students reported **knowing more about legal careers** after the program:

- Their assessment of how much they knew increased from 5.07 to 6.06 on a scale of 1 to 10.
- At five of the six sites, their overall scores did not improve on our test about legal careers, although their understanding of how much time lawyers spend in court and the importance of alternative dispute resolution in solving legal problems did increase.

Students reported that the **lawyers encouraged them** to consider legal careers **and inspired them**:

- 50% agreed or strongly agreed that they “received strong encouragement ... to consider a job as a lawyer.”
- 61% agreed or strongly agreed that some of the lawyers were “particularly inspirational to me in the career path I am pursuing.”
- At one of the six sites, more than 75% of the students agreed that the lawyers were inspirational.

Aside from one site, the students’ **legal self-efficacy** (the belief that they possess the skills necessary to succeed in the legal profession) did not improve over the course of the program.

Personal interactions with the legal department volunteers are very important:

Students who felt most **inspired by the corporate volunteers** were more likely to:

- express higher levels of interest in becoming a lawyer
- report that they were more interested in legal careers after the program
- believe in their capabilities regarding legal skills (their legal self-efficacy was slightly higher).

Students who felt that **they learned a good deal from the lawyers**:

- were more interested in legal careers after the fieldtrip
- were the ones that received more hours of programming
- reported that they received encouragement from the attorneys to consider legal careers.

1. Introduction

Evaluation Purpose

Although there have been programs designed to guide young people of color into the legal profession, there are currently a lack of research-based, evaluated programs in the field (particularly those targeting high school students). As Street Law continued to ask corporations and foundations to put significant resources into execution of the Corporate Legal Diversity Pipeline program, we felt it important that we pursue proven, demonstrable activities. We designed our evaluation to measure the impact of our program's activities on participating students. In a program like ours that hopes to have long-term as well as immediate effects, it is important to measure outcomes that are predictive of future behavior. We hope that our evaluation will provide both accountability to our funders and partners as well as suggestions for ways to improve the program model.

Theoretical Grounding

Peer-reviewed research in career choice and counseling psychology suggests that the activities conducted in this program can positively influence career choice among high school students. Many things are known to affect career choice and the career development process, but recent research in Social Cognitive Career Theory suggests that efficacy beliefs (a person's belief and attitude that he or she can produce a desired outcome), along with outcome expectations and personal goals, are extremely important in determining a person's career interests and choices and likelihood of overcoming academic challenges (Bandura *et al* 2001; Lent 2005; Hackett 1995; Turner and Lapan 2005).

The research suggests that to positively influence efficacy beliefs and outcome expectations, it is imperative to:

- expose young people to career options,
- teach them about opportunities and requirements involved,
- give them opportunities to participate in interactive activities that use the skills necessary for such careers, and
- provide role modeling and positive support.

Therefore, our evaluation works to measure the extent to which our programs are succeeding in these areas.

Evaluation Design

In order to assess the implementation of the classroom lessons and conferences, we conducted observations of the program, asked participating legal department staff to fill out forms describing their classroom visits, and collected feedback from the partner classroom teachers.

In order to measure the changes in students efficacy, knowledge, attitudes, and aspirations, we had each student fill out a pre survey before the program began and a post survey after the program's conclusion. The survey questions were designed by Wendy Richardson, PhD, our independent evaluation consultant, with input from the Street Law staff. Dr. Richardson and her graduate assistant compiled all the survey data, ran statistical analyses, and delivered a full evaluation report to Street Law. This report is adapted from the full text.

2. Site Descriptions

Program Components

Company A's program involved 150 students in six law classes at three high schools. The volunteers made four visits to each class. Classroom presentations were 45-50 minutes long and most included some lecture or PowerPoint presentation on legal concepts followed by a student activity to apply the concepts. Their one-day conference occurred after the classroom visits, and included an opening and closing speaker, a series of workshops, and lunch. Students participated in two of three workshops. Two of the workshops were mostly interactive (40—55% of the time was student to student interaction) and one was highly interactive (55%+ of the time involved student to student interaction). Approximately one half of the students ate lunch with a legal department staff member and engaged in conversation at their table.

Company B partnered with approximately 115 students in AVID courses at three high schools. The AVID program is in place at schools around the country and targets students in the academic middle to prepare them for four-year college. AVID students are often the first in their families to attend college. Company B offered four 50-minute visits to each class, and classroom presentations were a mix of lecture and discussion with some student activities. The one-day conference included opening and closing speakers, four possible workshops (students participated in three), and a career fair. Two of the workshops were highly interactive (55+% of the time was spent on student to student interaction), while two were only somewhat interactive (less than 30% of the time spent on student interaction). During lunch, the students participated in a career fair activity that required them to mix with the volunteers and ask them questions to complete a handout. Most students participated in the activity and spoke with company volunteers. Participating students could submit their completed handouts to be entered in a prize raffle.

Company C partnered with about 75 students in three law classes at three high schools. The company volunteers visited the students' classrooms 4-5 times. The classroom visits were about 60 minutes long and each featured a PowerPoint lecture with some discussion and activity. The one-day conference featured an opening speaker, three possible workshops (students attended one), a lunch and career fair, and a closing presentation of Company C ad campaigns. Two workshops were mostly interactive, and one was highly interactive. Students ate lunch at tables of eight with two company volunteers each. They received printed material on legal careers and at least half of the students discussed college or careers with the volunteers. Some exchanged business cards, and some submitted resumes for the summer internship program. Company C also offers summer internships to three participating students, but that portion of the program was not evaluated.

Company D partnered with more than 100 students in law classes at one school. The company's volunteers visited the various classes up to 20 times and taught a wide variety of topics. The extent to which the presentations tended towards lecture or activity is unknown. Company D's one-day conference preceded the classroom visits and was an optional event, held on a Saturday. Approximately 30 students attended the event. The conference featured a mock trial, and after opening speakers and a lecture about civil and criminal trials, the students were divided into groups to prepare the two sides or serve on the jury. Interactivity varied widely depending on the students' roles. Company D also offers summer internships to 1-2 students, but this portion of the program was not evaluated.

Company E's program involved approximately 175 students in five law courses at five high schools. Each class received between two and five visits, though the topics were not consistent from class to class. Classroom visits lasted 45-50 minutes and most included some lecture or PowerPoint presentation—it is unknown how much discussion or activity was incorporated. The one day conference included an opening and closing speaker, a series of five possible workshops (of which students attended two). The five workshops were moderately interactive (30-40% of the time spent on student to student interaction) to highly interactive (55%+ of the time spent on student to student interaction), though in two workshops, opportunities for student interaction varied depending on assigned roles. During lunch, some volunteers sat at long tables with the students and discussed careers or education, though there was no structured career-related activity.

Company F's program involved approximately 100 students in four sections of a law class at one high school. Each class received two visits, which were mostly of lecture/discussion format and lasted about 40 minutes. Company F's one-day conference included an opening speaker, three possible workshops (students attended two), lunch, and a closing speaker and scholarship program. Company F offered four \$500 college scholarships to students (selected by teacher), but the effects of those scholarships were not evaluated. Two of the three workshops were moderately interactive (30-40% of the time was spent on student to student interaction) and one was highly interactive (more than 50% student to student interaction). Half a dozen students ate lunch with the general counsel, while the other students ate with each other. There was no organized career fair activity.

Contact Hours

This table represents the maximum number of programming hours as reported by each company, as well as the average number the students reported receiving, along with the standard deviation in their answers.

TABLE 1 Contact hours by company

Program	Hours Offered	Avg. Hours Received	Standard Deviation
A	8	5.30	2.24
B	10	7.14	3.24
C	9	6.06	2.41
D	20+	7.09	5.05
E	6-9	5.45	1.51
F	7	5.40	2.22
TOTAL	6-20+	6.12	2.76

NOTE: Program D students' responses varied much more than the other sites—this is also the site that held an optional one-day conference.

3. Demographics

Participants

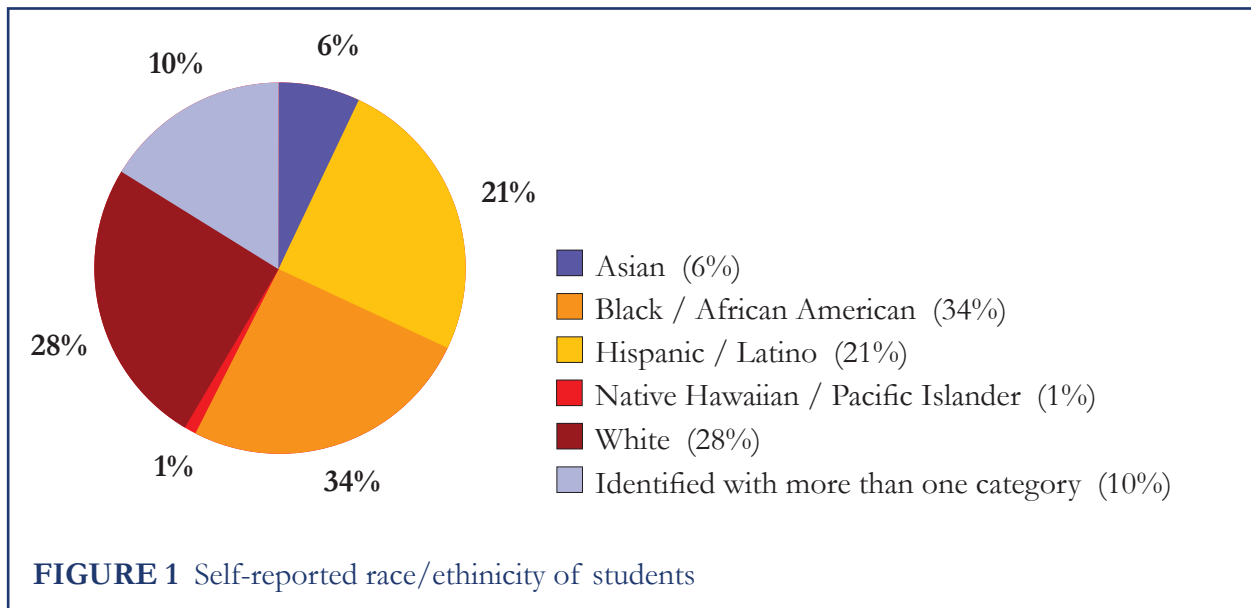
Of all the students in the participating programs, 643 took the pre survey and 456 took the post survey. Of those, 368 students took BOTH the pre and post survey, while 363 students took only one or the other. Throughout the results section, when we refer to changes in the students’ pre and post answers, we are referring to the 368 students who took both surveys.

The 731 students who took either or both surveys were:

- 62 ninth graders
- 135 tenth graders
- 203 eleventh graders
- 329 twelfth graders

Race / Ethnicity

The 731 students who responded to either or both surveys self-reported their race/ethnicity as follows:



Grades

The average overall GPA that the students reported was 2.90 (on a 4.0 scale). Forty-seven percent of the students expected to earn an “A” in the law or AVID course they were currently enrolled in.

Parents’ Education

The majority of participating students do not have parents who have completed a bachelor’s degree. The next table shows the percentage of students at each site that reported that their mothers and fathers had earned a bachelor’s degree.

TABLE 2 Percentage of students whose parents have a four-year college degree

Program	Mother	Father
A	34%	40%
B	5%	7%
C	22%	19%
D	5%	5%
E	31%	24%
F	22%	18%

Educational Expectations

Overall, 95% of students reported that they plan to complete **at least** three or four years of education after high school.

- All but nine students have taken or plan to take the SAT or ACT.
- 85% have applied or intend to apply to a four-year college.
- 77% say that they will need financial help to attend college.

4. Outcomes

What are outcomes?

This evaluation is outcomes-based. That is, we are attempting to measure the impact of the program's activities on the students who participate.

The goal of the program is to diversify the legal profession—ultimately, to have students we work with choose to pursue further education and enter the legal field. Since the evaluation must take place over a shorter, contained, time period—we can't follow the students for seven years and count how many finish law school—we settled upon a set of student outcomes that have shown to be indicators of future career choice.

The factors we assessed

The factors that we chose to measure are based on peer-reviewed career-choice and counseling psychology research. For more information on this research, please contact Megan Hanson for a copy of our background research. Street Law staff and Dr. Wendy Richardson worked together to choose outcomes for the program.

The outcomes that we measured in this evaluation are:

1. Are students more interested in the legal profession after participation?
2. Do the students have more knowledge of careers in the legal profession and a better understanding of the steps necessary to become a lawyer after participation?
3. Do students perceive positive social support or persuasion from the corporation lawyers to pursue a legal career?
4. Do students have higher legal career efficacy after participation?

It is equally important to understand the things that we did not measure. While these factors are important for a successful program, it was not within the scope of this *outcomes-based* evaluation to measure, for example, whether the students enjoyed the program. We also didn't measure whether they knew more about civil and corporate law (i.e., the elements of a contract), but rather whether they knew more about the legal profession (i.e., that lawyers draft contracts). With regards to their skills, we measured whether students believe their skills have improved as opposed to whether or not they actually have improved. The research suggests that at this stage, students' beliefs about their skills are more important than objective measures of their skills.

Each of the four outcomes sections is concluded with our recommendations for improvements in that area. These recommendations are based on our program observations, career choice research, proven best practices in civic education, and feedback from program participants at over 30 sites.

4.1 Are students more interested in legal careers after participation in the program?

Intended Course of Study or Career

To measure the change in students' interest in legal careers, we asked them to identify their intended course of study and future career on both the pre and post surveys. The results are presented below.

TABLE 3 Intention to study law and to pursue legal careers

Program	Intend to study law	Intend to have legal career
A	30%	33%
B	16%	21%
C	35%	43%
D	30%	35%
E	50%	55%
F	24%	29%

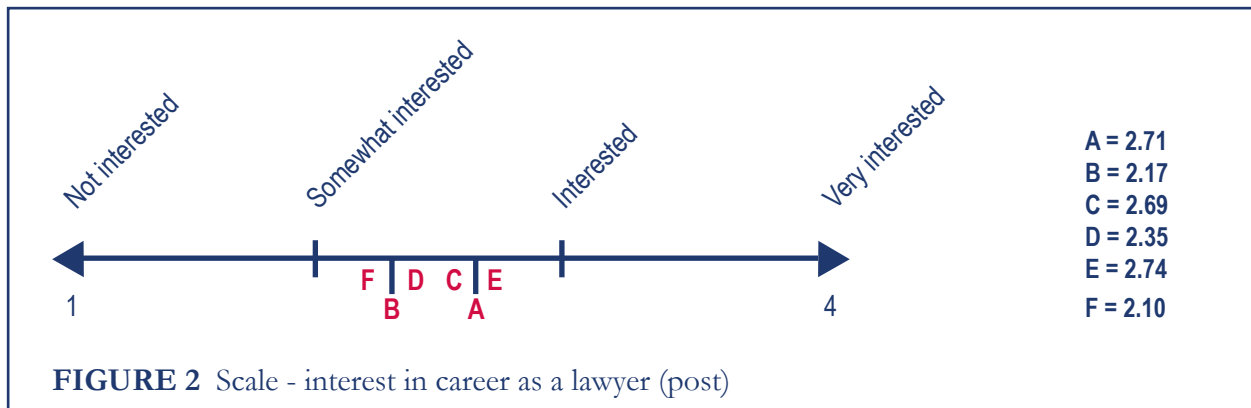
Interest in Specific Legal Careers

We also asked students to rate their level of interest in 15 different careers. Here are their responses for the law-related careers in that set. The percentages refer to the number of students that checked “interested” or “very interested” in that particular career. The percentages for individual sites ranged from 32% to 63% for “lawyer.” Companies B, D, and F were the lowest (32-38%), while Companies A, C, and E were the highest (51-63%).

TABLE 4 Interest in specific careers

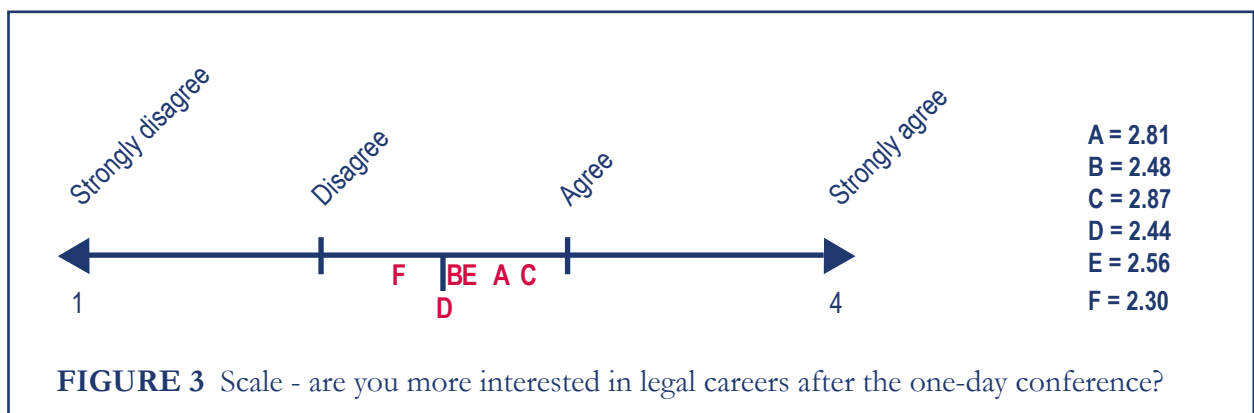
Career	Pre %	Post %
Lawyer	44%	46%
Law Enforcement	26%	28%
Paralegal	17%	23%

The scale below measures the overall level of interest in a career as a lawyer among the students, as reported on the post survey. There were no significant differences between the pre and post survey responses.



Self Reported Changes in Interest

On the post survey, we asked the students whether they were more interested in legal careers after the one-day conference at the company. Fifty-seven percent “agreed” or “strongly agreed” that they were more interested in legal careers afterwards.



Related Program Factors

We analyzed the data to determine which program factors are related to students’ interest in legal careers. Students who felt most **inspired by the corporate volunteers** were more likely to express higher levels of interest in becoming a lawyer and report that they were more interested in legal careers after the program. Students who were more interested in legal careers after the fieldtrip also felt that **they learned a good deal from the lawyers**. In short, inspiration and teaching from the volunteers is positively related to student interest in legal careers.

We explore these two items—feeling inspired by the volunteers and reported learning from lawyers in section 4.3. Whether or not students reported high levels of learning from the lawyers was related to the number of contact hours — the more time the volunteers spent with the students, the more they reported learning from the lawyers.

Recommendations

Based on these results and our experiences, we find that these aspects of the program are successful with respect to generating student interest in legal careers:

- Conference workshops and classroom lessons that engage the students.
- Enthusiasm and encouragement from the volunteers.
- Interesting opening and closing conference speakers that can relate to students lives and speak about their personal path to the legal profession.

We also recommend that the sites modify the program to address the following areas:

- Retool classroom lessons (which are frequently in lecture and discussion format) to include more student interaction and student engagement.
- Make sure that workshop facilitators are dynamic leaders that are willing to interact with the students.

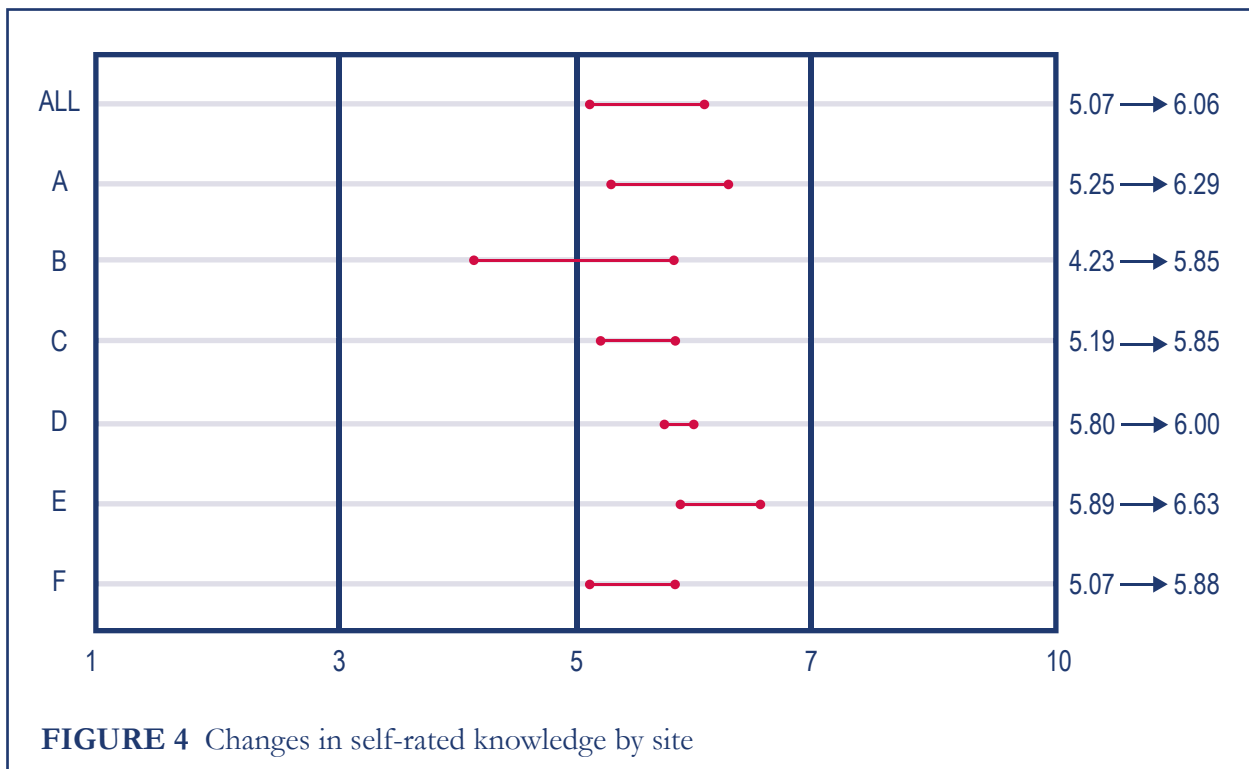
4.2 Do students have increased knowledge about legal careers and the pathways to legal careers?

Self Rated Knowledge

We measured students' perceived knowledge about legal careers. Students felt that their knowledge about legal careers was higher after program participation. We asked:

“On a 10-point scale, how much do you know about careers in the legal profession? A 1 stands for nothing at all, and a 10 stands for what an experienced adult in the legal profession would know.”

Students at all sites felt that their knowledge increased (the overall increase was from 5.07 to 6.06), though the change at site D was not statistically significant.



Knowledge Test

We also measured students' scores on a test about legal careers and pathways to legal careers. Although the students reported that they knew more about legal careers after the program, their scores did not improve on our test. Our test included 17 items, and the students' overall scores remained flat, at 74% before the program and 74% after the program (see table 5 for individual test items). Site D was the only one where student scores significantly improved—from 62% before the program to 72% afterwards.

TABLE 5 Knowledge test - question and percent that answered correctly on pre and post test

Item	Pre	Post
To be a lawyer, you must...		
Obtain four year degree	91%	85%
Pass bar exam	94%	91%
Obtain professional license	93%	87%
Take the LSAT	92%	88%
Graduate law school	91%	89%
To be a lawyer, you do not have to...		
Work at law firm	49%	52%
Major in prelaw	35%	40%
Have experience as paralegal	52%	53%
Other items		
Most lawyers go to 4 year college, then law school, then take the bar	67%	72%
Most people do not get into law school	84%	80%
Lawyers do not spend most of their time in court	58%	68%
Informal dispute resolution is used to solve most legal disagreements	63%	69%
Lawyers often provide legal advice to clients	85%	78%
Lawyers spend time doing research for clients	88%	84%
Lawyers' salaries vary widely	80%	86%
On average, lawyers earn more than non-lawyers	78%	71%
Lawyers spend time writing legal documents	57%	57%

Observations

In our observations of the conference workshops, compiled with teacher surveys and attorney reports about their classroom visits, we found that most sites addressed the following topics related to information about legal careers:

- Alternative dispute resolution as a method to solve legal disagreements
- Lawyers provide advice to clients
- Lawyers conduct research
- The steps to become a lawyer; variety of legal career pathways

These topics were most frequently addressed by opening and closing speakers and in structured or unstructured interactions at the career fair portion of the one-day conference.

The student results in the knowledge test bear witness to some of these observations: Across all programs, more than 75% grasped the steps they'd need to take to reach the legal profession, and understood that lawyers provide legal advice and do research for clients. They did not all know that lawyers don't spend most of their time in court, nor were they all aware of the extent that writing plays in lawyers' daily work. Most students thought that they would need to major in prelaw to become a lawyer, and many thought they would need experience as a paralegal or at a law firm.

Site B, the only one to show increased scores on our test, also had a well structured career fair. Students completed a scavenger hunt— they filled in a handout of questions by talking to various legal professionals in the room and were then entered in a prize drawing when they turned in their completed form. Site B also showed the biggest changes in students’ perceived knowledge.

Related Program Factors

We analyzed the data to determine relationships between student perceived and actual (as tested) knowledge about legal careers and other program factors. We found that students that rated their knowledge at a higher level also had higher levels of interest in legal careers. Students who believed that they had learned more from the legal professionals were more likely to rate their knowledge of legal careers higher. Student scores on the knowledge test were not related to program factors such as the number of contact hours or whether they felt inspired by lawyers.

Recommendations

Based on these results and our experiences, we find that these aspects of the program are successful with respect to career-related knowledge and instruction and should be continued:

- Providing printed resources on legal careers and the legal profession.
- Opening and closing conference speakers that have a strong focus on personal experiences and career pathways.
- Career-focus time during the one day conference.

We also recommend that the sites modify the program to address the following areas:

- Tie conference workshop activities back to careers—be sure to include a debriefing component to help the students relate the activities they participated in to the careers they are based on.
- Structure a career fair to provide students options for learning more about the legal professions. See the electronic library at www.streetlaw.org/diversitypipeline.asp for ideas.

4.3 Do students perceive positive social support or persuasion from the volunteers to consider legal careers?

Connections to Lawyers

We asked the students “do you know any adults who are lawyers?”

- 50% of the students answered “yes” before the program
- 61% of the students answered “yes” after the program

It appears that 40% of the students still did not consider their interactions with the legal professionals to be sufficient to qualify as “knowing” a lawyer. At two sites—B and C—this percentage increased by more than 20% after the conference. At sites B and D, less than 35% of the students reported that they knew a lawyer before the program.

Perceived Social Support

The survey measured whether the students felt they had received positive social support from the volunteers—encouragement, praise, or inspiration.

TABLE 6 Perceived social support from corporate volunteers

Program	Told me I'd make a good lawyer	Encouraged to consider being a lawyer	Corporate lawyers were inspirational
A	47%	51%	64%
B	36%	49%	59%
C	52%	58%	78%
D	40%	45%	50%
E	34%	44%	62%
F	45%	49%	59%
ALL	43%	50%	61%

More Site C students reported receiving encouragement, support and inspiration from the lawyers than at any other site. Overall, fewer students at sites B, D, and F reported receiving social support, encouragement, and inspiration than students at sites A, C, and E. However, at all sites more than 50% of the students found the lawyers to be inspirational with regards to the career path they want to pursue, and more than 45% of students at each site reported that they were encouraged to pursue legal careers.

Learning from Lawyers

Students in all programs reported learning a significant amount from lawyers at the corporation. In response to the question “how much did you learn about careers in the legal profession from lawyers at Company X?”, students’ average response was 7.42 on a scale of 10, with 1 indicating “nothing at all” and 10 indicating “a great deal.” There was a significant difference between the site with the highest response (C-7.83) and the lowest (D-6.32). The differences between the other sites were not significant.

Observations

At all sites we observed facilitators providing some forms of praise, persuasion, encouragement, or inspiration. Frequently the opening and closing speakers encouraged the students to consider legal careers. One-on-one interactions often took place during the lunch and career fair, and the lawyers provided advice or encouragement to the students then. Some facilitators were quite good at praising student contributions and accomplishments during the workshops and compared their efforts to the work that the legal department does.

Site C was particularly good at providing social support. Site C also had the biggest increase in students who reported “knowing” a lawyer, highest student rankings for “learning from the lawyers” and the highest percentages of students that reported receiving encouragement and being inspired. At that site, all volunteers were enthusiastic and engaged students during “down times” between workshops and at the end of activities. Many volunteers knew the students’ names when they arrived. The opening and closing speakers specifically told the students that “we want to see some of you in the legal profession,” and that the legal department hoped to one day have the opportunity to employ some of the students. They told the students, both implicitly and explicitly, that the students have something to contribute to the profession.

Site A also had quite good results in this section and also had enthusiastic, dynamic volunteers, good lawyer-student interaction and interesting opening and closing speakers.

Related Program Factors

Students were more likely to report that they learned a great deal from the lawyers when:

- They received more hours of programming
- They received encouragement from the attorneys to consider legal careers

Feeling inspired by the lawyers also made a significant difference. The students who felt inspired by the lawyers were more likely to be more interested in legal careers.

Recommendations

Based on these results and our experiences, we find that these aspects of the program are successful with respect to positive social support and encouragement and should be continued:

- High levels of personal interaction between volunteers and students. Programs where volunteers spend time getting to know the students and routinely greet them as individuals are most successful.
- Dynamic and engaging opening and closing speakers with interesting personal stories.

We also recommend that the sites modify the program to address the following areas:

- Provide some more structured opportunities for volunteers to interact one-on-one or in small groups with students—during the career fair, for instance.
- Encourage the volunteers to interact with the students during the down times—at the beginning of the conference, between workshops, etc.

4.4 Do students have higher legal career efficacy after participation?

Legal career efficacy refers to the belief that students have in their abilities in skill sets related to the legal profession. Positive career efficacy has been shown to have a strong correlation with interests, aspirations, career exploration and planning, and overcoming challenges.

Legal Efficacy Scale

The pre and post surveys included a set of items designed to measure students' beliefs about their abilities in several skill sets required to be a lawyer.

Overall, students believe that they have the skills needed to pursue a career as a lawyer. Their mean self efficacy was 2.95 on a scale of 1-4. Only Site B had statistically significant differences between the pre and post levels of self efficacy—the mean increased from 2.75 to 2.85.

At most sites, the students sense of self-efficacy did not change after program participation. Independent research suggests that changes in self-efficacy often lag behind experiences and activities related to those skills. Since we surveyed students a relatively short time after the program, we may be missing any changes in efficacy that would occur later. It is possible that the students experienced a “ceiling effect,” as well. As presented in table 7, more than 80% of the students agreed or strongly agreed that they were capable in several skill sets before the program.

Specific Legal Skills

The legal efficacy scale asked students whether they agreed or disagreed with several statements about their abilities in skill sets related to the legal profession. For example, we asked the students to respond to: “During discussions with others, I can convince them to take my side.” The table below presents the percentage of students that “agreed” or “strongly agreed” that they were competent at the following skills.

TABLE 7 Students' perceptions about their legal skills

Skills addressed in scale	Percentage of students who agreed or strongly agreed	
	Pre	Post
Summarizing key points from readings	83%	83%
Identifying legal issues	57%	67%
Apply laws to a situation to determine legality of behavior	74%	73%
Explain information about laws to others	88%	86%
Persuasive speaking	79%	82%
Persuasive writing	71%	74%
Promote others' views, even when disagreeing	73%	72%
Negotiate solutions to disagreements	83%	82%
Support a point of view	86%	84%
Build on others' ideas during group work	85%	84%

Observations

In our observations of the one-day conference, compiled with teacher surveys and attorney-completed classroom visit forms, we found that students at most sites were given the opportunity to practice and improve on the following skills:

- Identifying and representing client positions
- Negotiation
- Problem-solving
- Applying a law to a situation or scenario
- Group work
- Supporting a position with facts

In general, the classroom sessions did not allow for as much skills practice as the conference workshops. The teachers and classroom visit forms reported that some of the presentations were student-centered, but that most focused on lecture or discussion rather than student activity.

“Identifying legal issues in a problem,” a skill that all sites provided practice on, was the only skill for which student confidence increased notably. Some skills, including summarizing laws, supporting a point of view, and building on group work, already received quite high scores and did not have much room for increase.

Related Program Factors

Our relationship analyses found a slight connect between efficacy and inspiration from lawyers.

Other peer-reviewed research suggests that the following factors impact career self-efficacy

- Practice and success at using related skills
- Role-modeling from others in the profession
- Encouragement and persuasion to enter the profession
- Social support when attempting new tasks or using new skills

Recommendations

Based on these results and our experiences, we find that these aspects of the program are successful with respect to building legal efficacy and should be continued:

- Maintain high-quality workshops that focus on student participation and problem solving.
- Maintain good debrief components for workshops that already have them.

We also recommend that the sites modify the program to address the following areas:

- Retool classroom lessons where appropriate to include more student activity and practice of skills. Use the classroom opportunities to carefully build requisite skills for student participation in conference workshops.
- Tie skills used in conference workshops back to the legal profession. Debrief the skills the students used to successfully participate in the activity, and point out their connection to “real-world” legal careers.
- Praise students’ successes and introduce new skills and activities in stages to allow all students to participate and have success.

5. Conclusion

Results

Overall, the Corporate Diversity Pipeline Program is making progress towards promoting careers in the legal profession among students of color. More than half of the students report being more interested in legal careers after the program. However, students were asked to rank their interest in being a lawyer on a scale of 1 to 4, and their responses from the beginning of the program and the end of the program were the same.

Similarly, students report knowing more about legal careers after the program, and they report learning a lot from the lawyers. Their scores on our test, however, did not increase. It is possible that our test did not measure the things they learned about the legal profession.

Overall, the volunteers are doing a very good job at providing support, persuasion, encouragement, and inspiration to the students. Many students felt that the volunteers praised or encouraged them, and most felt that the volunteers were inspirational career role-models.

Although students' legal efficacy only improved at one site, the program is headed in the right direction towards improving students' beliefs about their legal skills. By structuring workshops to allow for maximum student participation and making the activities similar to the day-to-day work of lawyers, they are letting the students practice legal skills and make connections between those skills and success in the legal profession. Most sites have room for improvement in the way they structure classroom visits. These visits could be reorganized to allow for more student participation and skills practice.

Recommendations

Traits of a strong program

- High-quality workshops that focus on student participation and problem solving.
- At least four classroom visits that teach legal content and use skill-building strategies.
- Dedicated and enthusiastic volunteers. Volunteers encourage students to pursue legal careers and interact and make personal connections with students in the classroom and at the conference.
- Dynamic and engaging role models as opening and closing speakers who focus on their personal experiences and career pathways.

Potential Improvements

- Most sites can retool some classroom lessons to include more student activity, engagement and practice of skills. Visit the electronic library at www.streetlaw.org/pipeline.asp for ideas.
- Praise students' successes and introduce new skills and activities in stages to allow all students to participate and have success.
- Tie skills used and content learned back to the legal profession. Debrief the activities to help them make the connection between the activity, their skills, and "real-world" legal careers.
- Provide some more structured opportunities for volunteers to interact one-on-one or in small groups with students. Make sure the career fair provides students options for learning more about the legal professions and encourages interactions between students and volunteers. See the electronic library at www.streetlaw.org/diversitypipeline.asp for ideas.
- Consider adding an internship, job shadow, or mentoring component for the few students who are most interested in legal careers.

6. Methodology

Methods

The final pre and post surveys of more than 100 items were given twice to students participating in the Corporate Legal Diversity Pipeline Program. Students took the survey prior to any classroom visits by corporate lawyers. Students were given a second version of the survey following the classroom visits and fieldtrip to the corporation. Reliability of the scales developed to measure legal efficacy, law-related outcome expectations, sources of efficacy and the knowledge test were calculated for the participants completing the pre survey (contact Megan Hanson for reliability statistics). Post survey items about students' classroom visits and experiences on the fieldtrip were tailored to fit each of the six participating programs. To determine relationships between student outcomes and program components, simple linear regression models were constructed for each outcome using the aggregate data for all six programs from students completing both a pre and post survey. Personal and program factors were included in each model if they had a significant association with the outcome based on a bivariate correlation analysis. All the independent factors were added to each model simultaneously.

Street Law conducted observations of all six conferences and two classroom visits and surveyed participating teachers, collected program materials, and collected classroom visit forms in order to provide qualitative information from which to interpret the survey results and formulate suggestions for program components.

For more information about the evaluation methodology or the statistical analyses employed, please contact Megan Hanson (mhanson@streetlaw.org; 240.821.1316).

Acknowledgements

Wendy Richardson, PhD, designed the student survey, analyzed all resulting data, and wrote the full evaluation report. Bridget Fredstrom entered all the data from the student surveys. Wendy Richardson, Megan Hanson, and Laura Cohen observed the one-day conferences at six sites. Wendy Richardson observed two classroom visits. Megan Hanson wrote this report, based on Dr. Richardson's full evaluation report. Corporate volunteers at each site provided us with reports of their classroom visits, and teachers at each site completed short reflection forms about the program.

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