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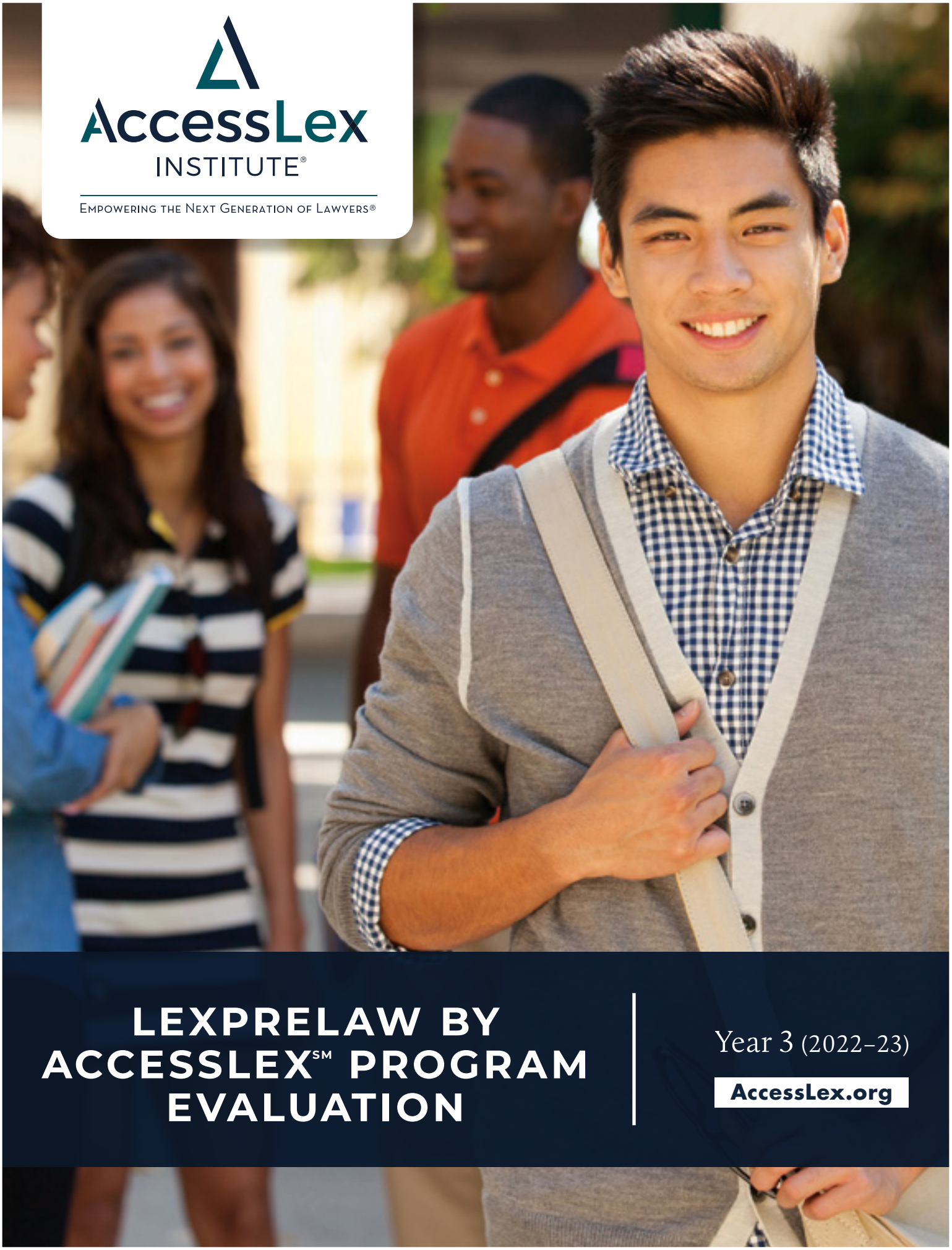

LEXPRELAW BY ACCESSLEX℠ PROGRAM EVALUATION

Year 3 (2022–23)

AccessLex.org

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ACKNOWLEDGEMENTS:

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Suggested Citation: Taylor, Risman, Jenkins, Godette, and Cochran, Report on LexScholars Program Evaluation: Year 3 (2022–23).

FOREWORD

LexPreLaw was launched in 2020 as a five-year effort to learn more about effective methods for facilitating the law school admission of people from underrepresented racial, ethnic, and socioeconomic backgrounds. During the three years that have followed, the program has served more than 700 aspiring lawyers, helping 114 of them achieve their goal of attending law school.

LexPreLaw is distinctive in that it explicitly targets aspiring law students who are least likely to gain admission. All LexPreLaw participants are members of groups that can be defined as marginalized in American society. All of them come to the program with low LSAT scores, with many having already been turned away by multiple law schools. We know that much talent exists among people with low scores on standardized tests, but much of this talent is overlooked and underappreciated. We also know that unfavorable admission outcomes often result from resource deficiencies. For example, deficient access to high-quality (and expensive) LSAT prep contributes to lower scores among test-takers from underrepresented groups, overshadowing immense talent that many of these aspiring lawyers possess.

LexPreLaw seeks to expose talent by helping alleviate resource deficiencies. Program data strongly suggests that our efforts are having intended effects. In 2023, only about 10% of law school applicants overall with LSAT scores below the 25th percentile — the highest score allowed for LexPreLaw participation — gained admission to law school. The 2022–23 LexPreLaw cohort, however, saw a 45% admit rate among those who applied. This is powerful evidence of how LexPreLaw is positively impacting the lives of participants and helping diversify legal education and the profession.

This report presents detailed findings of year three (Y3) (2022–23) evaluation activities, focusing on the impact of LexPreLaw on the application process behaviors and admission outcomes of the cohort. We make evaluation findings public each year to assist others who may be contemplating new pathway programs or augmenting existing ones.

In a time when programs focused on fostering diversity, equity, and inclusion are under attack, AccessLex remains committed to its mission of empowering the next generation of lawyers. It is essential to the rule of law and our democracy that the legal profession better reflects the racial, ethnic, and socioeconomic diversity of our society. LexPreLaw is part of our efforts to make this a reality.

Aaron N. Taylor
Senior Vice President and Executive Director
AccessLex Center for Legal Education Excellence®

EXECUTIVE SUMMARY

Key components of the report and findings

1. Inputs: Program Design and Participant Demographics

The Y3 (2022–23) LexPreLaw cohort was comprised of 204 participants.[1]

- All participants (100%) identified as members of an underrepresented racial/ethnic group *or* an underrepresented socioeconomic group (i.e., first-generation bachelor's degree graduate or Pell-grant recipient).
- 161 participants (79%) identified as members of an underrepresented racial/ethnic group *and* an underrepresented socioeconomic group.
- 164 participants (80%) identified as women.
- The median age of participants was 26.

The design of LexPreLaw is regularly tweaked to respond to new insights and information. The following are changes made for the Y3 LexPreLaw cycle:

- Applicants with existing LSAT scores were prioritized for the AC Group.[2]
- The AC task schedule was modified to encourage deeper engagement with the LSAT prep course.[3]
- Touchpoint opportunities between participants and program staff, legal professionals, current law students, and each other were expanded.[4]
- Duplicative reporting obligations for AC Group participants were eliminated.[5]

Key observations suggest these program changes were effective.

2. Program Evaluation

Multiple patterns have been observed across the three cycles of LexPreLaw. Shifting trends toward more favorable participant experiences and outcomes likely result from program modifications. Other patterns need further investigation, and challenge program and evaluation staff to think critically about the needs of participants.

3. Program Implementation and Engagement

Attrition from the program and admission cycle was similar in the current cycle compared to year two (Y2) (11%).[6] We observed increased usage of AccessLex resources; increased completion of admission counseling tasks; and increased participation in the LSAT prep course among key participants.[7] The latter findings are evidence of a maturing program — including more effective selection and implementation.

4. LSAT Behaviors and Outcomes

Participants who received an LSAT prep course scored higher on the LSAT overall and were more likely to pass the critical 25th score percentile threshold during the program.[8] Like previous cycles, multiple findings suggest LSAT score is a key driver of law school admission and scholarships.[9] These findings shed light on the fundamental role of access to high-quality test prep in the law school admission process.

- Among participants who received a free LSAT prep course, the median during-program LSAT score was 144 (20th score percentile); the median change in LSAT score percentile was eight; and 41% of LSAT takers scored above the 25th score percentile.
- Among participants who did not receive a free LSAT prep course, the median during-program score was 141 (12th score percentile); the median change in LSAT score percentile was five; and 36% of LSAT takers scored above the 25th score percentile.

5. Application Process Behaviors and Outcomes

LexPreLaw participants who received targeted interventions — including LSAT prep, admission counseling, or both — were more likely than other participants to receive at least one admission offer[10] and at least one scholarship offer, with those awards covering a greater portion of tuition.[11]

- Among applicants who received targeted intervention(s) during the program, 30 (45%) received at least one admission offer and 22 (73%) admitted participants received at least one scholarship offer. Scholarship offers for these participants covered a median value of 34% of tuition.
- Among applicants who did not receive targeted intervention(s) during the program, four (29%) received at least one admission offer and three (75%) admitted participants received at least one scholarship offer. Scholarship offers for these participants covered a median value of 18% of tuition.

Findings suggest positive impact of program interventions on application strategy, particularly in terms of timing of process engagement.[12] Participants who received admission counseling, or who were given a timing-based financial incentive, were more likely to take the LSAT and submit law school applications early in the cycle.[13] Like prior years, early engagers (applied before February 1) were more likely to receive a law school admission and scholarship.[14] These findings provide strong support for the role of timing in the law school admission process for applicants who enter the admission cycle with unfavorable LSAT scores.

Across multiple program years, participants who received more financial resources from AccessLex were more likely to engage in the application process. They do not demonstrate the same strategic behaviors, or achieve the same admission and scholarship outcomes, compared to participants who receive targeted interventions from AccessLex, but they are consistently more likely to participate in the admission cycle at all.[15] These findings are important to ongoing consideration of how to support persistence in the application cycle among aspiring law school students represented in the current sample.

6. Costs

The total direct cost during the 2022–23 cycle was $291,250. From a per participant perspective, LexPreLaw cost $1,664. Pro-rating based on the 40 participants who received at least one admission offer, the per participant cost was $7,281. We consider any per admitted participant figure of $9,000 or less to be evidence of a cost-efficient program.

INTRODUCTION

LexScholars by AccessLex® is a diversity pathway initiative aimed at learning more about effective methods for increasing law student diversity and providing more than 1,200 aspiring lawyers with resources and guidance to pursue their goal of attending law school. The initiative consists of two pathway programs: LexPreLaw and LexPostBacc. The programs support prospective law students from underrepresented racial, ethnic, and socioeconomic backgrounds who possess potential for law school success but may be unlikely to gain admission due mainly to unfavorable standardized test scores. This report will provide an overview of experiences and outcomes of the third (Y3) cohort of LexPreLaw participants. The program cycle for this cohort spanned June 2022 through August 2023.

LexPreLaw is rooted in three guiding principles. First, much of what determines law school success falls beyond the predictive power of standardized tests. Second, targeted and comprehensive support can increase chances of gaining admission among people otherwise unlikely to do so. And finally, rigorous program evaluation is essential for maximizing the effectiveness of pathway programs.

The findings in this report are presented through the Context, Input, Process, and Product (CIPP) evaluation framework. The CIPP model "is configured to enable and guide comprehensive, systematic examination of social and educational projects that occur in the dynamic, septic conditions of the real world."[16] Below are brief explanations of each component in the evaluation framework:

- **Context:** Evaluation of the problems fostering the need for the program and the opportunities for the program to address those problems
- **Input:** Evaluation of how resources were used to address the identified needs
- **Process:** Evaluation of program implementation and processes
- **Product:** Evaluation of the impacts, outcomes, and overall efficacy of the program

We begin with an overview of racial, ethnic, and socioeconomic disparities in law school admission rates (Context). This overview provides the rationale for program design (Input). We describe participant selection, provide a profile of the Y3 LexPreLaw cohort, and detail the program and evaluation design as key inputs. Next, we present findings related to program implementation (Process). We will then present findings related to program impact and draw conclusions about the effectiveness of program interventions (Product). While the current report will focus on our evaluation of the most recent LexPreLaw cohort, our experiences and findings from previous years of program delivery are woven into discussion. This report concludes with recommendations for program improvement and stakeholder takeaways.

CONTEXT: THE LEGAL PROFESSION AND LAW SCHOOL

The legal profession is one of the least diverse professions in the U.S. In 2022, people of color comprised just 16.6% of lawyers,[17] compared to 40.6% of the overall population.[18] The most significant driver of this trend is racial, ethnic, and socioeconomic disparities in who is accepted to study law. With a few exceptions, one must earn a law degree from an ABA-approved law school to be eligible for admission to a state bar. Therefore, the demographic composition of law schools has vast influence on the composition of the legal profession. Law student enrollments have grown increasingly diverse,[19] but people of color remain underrepresented.

In 2022, people of color comprised 37% of law students.[20] Enrollment disparities are most pronounced among students who identify as Black and/or Latine/Hispanic, who comprise 33% of the nation's population[21] but only 16% of law students. Applicants who identify as Black are least likely to receive an offer of admission to any law school; just 48% did so during the 2021–22 cycle. The admission rate for applicants who identify as Latine was higher, 58%, but still noticeably lower than the overall admission rate of 70%.[22] While socioeconomic backgrounds of law students are not systematically tracked, the limited evidence we do have suggests that applicants from socioeconomically disadvantaged backgrounds are less likely to gain admission and are also underrepresented among law students.[23]

The causes of the lower admission rates among people of color, particularly applicants who identify as Black or Latine/Hispanic, and applicants from disadvantaged socioeconomic backgrounds are numerous and interwoven. LexPreLaw is particularly concerned with the following:

1. **Unequal access to high-quality LSAT prep materials.**

   The primacy of LSAT scores in law school admission is hardly disputed. Like other standardized tests, the LSAT is typified by pronounced racial, ethnic, and socioeconomic disparities in average scores. Recent data show pervasive disparities: the average score among test-takers who identify as Black is 144, which is 11 points lower than the average among test-takers who identify as Asian (155) and 10 points lower than those who identify as White (154).[24] The average among students who identify as Latine/Hispanic was 147; among test-takers who identify as Native, averages range from 145 to 147.[25] Unequal access to high-quality LSAT prep contributes to these gaps.[26] Performance on standardized tests, including the LSAT, is often theorized to have more to do with access to high-quality educational experiences throughout one's lifetime than aptitude to succeed in a chosen career path.[27]

2. **Inadequate transparency and accessibility of information related to the law school admissions process.**

   Access to information is important to an effective law school application strategy. There are aspects of the process that may not be intuitive to all applicants. An example is the way application deadlines function at most schools. Given that most law schools review applications on a "rolling" basis (continuously as applications are deemed eligible for review), earlier applicants tend to have the best odds of gaining admission. Later applicants are disadvantaged by the ever-increasing scarcity of available seats in the class.

   Data show that applicants from underrepresented racial and ethnic groups apply later in the application process,[28] likely lowering their chances of admission. Some of these delayed submissions result from lack of insight into the process and how application deadlines function in the admission cycle.[29] This is one example of how deficient information can impact one's chances of admission. There are others, including those related to deciding where to apply, what content to include in the personal statement and resume, and from whom to request recommendation letters.

3. **Significant costs associated with applying to law school.**

   Mandatory expenses associated with applying to law school, including LSAT registration and application fees, present a financial obligation for all applicants. Difficulty meeting these obligations may directly impact application strategies such as where to apply and how many applications to submit. Financial strain may also delay the timeliness of completion of important tasks, such as taking the LSAT and submitting applications. A talented applicant may be deterred from applying entirely due to financial hardship.[30]

4. **Insufficient social, emotional, and informational support for underrepresented students of color and first-generation college graduates who pursue post-secondary education.**

   One hundred percent (100%) of LexPreLaw participants are first-generation college graduates and/or self-identify as belonging to a racial or ethnic group that is underrepresented in law school. First-gen students, who are disproportionately Black and Hispanic, face unique challenges transitioning from undergraduate to graduate school.[31] As undergraduates, they are less likely to access career planning services or participate in extracurricular activities that demystify the graduate school process.[32] First-generation students and uPOC experience more acute stress in educational contexts in general, and may lack access to social and informational support as they pursue their academic goals.[33] Prior research has demonstrated benefits of key touchpoints with university staff and peers for first-gen students.[34] Prior research also suggests achievement gaps between first-generation and continuing-generation students may be partially resolved by interventions that promote belonging, cultivate navigational capital, and provide emotional support.[35]

Program Goals

The primary goal of LexPreLaw is to contribute knowledge regarding effective methods for structuring law school diversity pathway programs to ensure favorable impacts. In pursuing this goal, we conduct rigorous ongoing evaluation of the program and publish findings. These efforts also address the dearth of evidence regarding the effectiveness of law school pathway programs as means of increasing enrollment of students from underrepresented backgrounds.[36] Additionally, we hope our evaluation efforts will serve as an exemplar of rigorous program evaluation in legal education contexts.

LexPreLaw also supports participant engagement and success in the law school application process through provision of free high-quality LSAT prep, admission counseling, and financial support. We believe these resources address key technical barriers to gaining admission to law school. An emerging goal of LexPreLaw is to facilitate key touchpoints with law students, legal professionals, and other aspiring law students who reflect the goals and aspirations of LexPreLaw participants. We seek to cultivate a sense of belonging among LexPreLaw alumni, and to prepare them to feel connected and supported in their law school decision.

INPUT: PROGRAM AND EVALUATION DESIGN

This section includes an overview of program and evaluation design. We describe program components and provide a summary of Y3 participants. We also clarify aspects of the program evaluation and include a breakdown of project costs. We conclude this section with reflection upon program and evaluation inputs.

Program Design

All program components directly reflect our review of program context. Additionally, an integral element of program and evaluation design is differential treatment among participant groups. Not every program participant is exposed to all program resources. The purpose of this design is to allow the evaluation team to observe the impact of discrete interventions over time.

Participants were selected into one of three program groups:

PROGRAM GROUP	RESOURCE(S) PROVIDED
Financial Assistance Only (FA)	Financial assistance
LSAT Prep Only (LP)	LSAT prep, financial assistance
Admission Counseling (AC)	Admission counseling, LSAT prep, financial assistance

To mitigate financial hardship during the admission cycle, all LexPreLaw participants were offered financial assistance during the program. Financial assistance was provided in the form of incentives to participate in research and/or admission cycle activities. Financial Assistance Only (FA) Group members received a $50 Amazon.com gift card for each of the 12 monthly reporting forms they completed (cumulative maximum of $600) during the program. Members of the AC and LP Groups were randomly selected to receive either a survey response incentive or a behavioral incentive. The behavioral incentive was designed to motivate participants to complete and submit law school applications early in the admission cycle.[37] AC and LP Group participants not selected for the behavioral incentive were offered a response incentive, in the form of a $20 Amazon.com gift card for each of the 12 monthly reporting forms they completed (cumulative maximum of $240). This incentive functioned similarly to the incentive offered to FA Group members.

AC and LP Group participants received free access to a high-quality LSAT course administered by Kaplan. The course consisted of 32 hours of live instruction provided over eight weeks in summer 2022 and access to supplemental resources.[38] Participants in the AC Group also received access to comprehensive admission counseling services for an entire year leading up to their intended law school matriculation date. Admission counselors provided highly personalized guidance to participants through a series of application process tasks. Counselors aided with developing action plans and conceptualizing and drafting personal statements, resumes, diversity statements, and application addenda. Counselors also helped participants devise application process strategies with their financial circumstances in mind. Counselors provided emotional support and encouragement and served as sources of accountability to participants.

All AC and LP Group participants were also invited to join a private LinkedIn group where timely content and updates were shared with group members on a weekly basis. A group moderator used a vetted schedule of posts to provide informational and technical support (e.g., how to submit the FASFA; reminders to register for the LSAT) to group members. Posts also shared media and interest group resources such as selected episodes of law school podcasts, thought pieces from law school blogs, and events hosted by law school interest groups. AC and LP Group participants were also invited to attend a series of three curated webinars and online events featuring law school administrators, law students, and legal professionals.

Application and Selection

The application for the third cohort of LexPreLaw opened on March 15, 2022. All applicants considered for selection met the following eligibility requirements:

1. Declared intention to seek fall 2023 admission to law school;
2. Possessed or received bachelor's degree by August 2023;
3. Had not previously accepted or enrolled in a J.D. program at an ABA-approved law school;
4. Had demonstrated low performance on a standardized exam (e.g., LSAT, ACT, SAT);[39] and,
5. Self-identified as a member of racial, ethnic, or socioeconomic group that is underrepresented among law students.[40]

Program participation was offered on a "first-come, first-selected" basis. The first 77 participants to complete the application and be accepted into the program were assigned to the Admission Counseling (AC) Group. The next 98 applicants accepted into the program were assigned to the LSAT Prep Only (LP) Group. An additional 29 applicants were selected to participate in the Financial Assistance Only (FA) Group.

Program Adaptation

The current cycle of LexPreLaw prioritized applicants to the program who had previously taken the LSAT. This change in participant selection was based on data from the first two years of the program which suggested participants who previously took the LSAT were more engaged in program components and were less likely to attrit from the program and application cycle. Applicants who did not have an existing LSAT score were admitted into the program starting June 1, 2022. This allowed applicants with LSAT scores to occupy slots in the AC Group and receive the greatest investment of support and resources.

Profile of the 2022–23 Cohort

In total, 204 aspiring law school students comprised the Y3 cohort. Participant information is displayed in Table 1. Most participants self-identified as a member of a racial or ethnic group that is underrepresented in legal education *and* were economically disadvantaged. The program served mostly women. The median age of treatment groups suggests most participants were likely several years removed from undergraduate education.

Table 1

2022–23 LexPreLaw Participant Demographics (n = 204)

	FA GROUP	LP GROUP	AC GROUP
Race and Ethnicity Underrepresented	93%	82%	81%
Economically Disadvantaged (ED) Yes	90%	84%	92%
Underrepresented Race/Ethnicity and ED Yes	86%	74%	82%
Gender			
Women	79%	87%	73%
Men	21%	13%	27%
Median Age	34	25	27
Previous LSAT Yes	76%	41%	97%
n	29	98	77

Sixty-seven percent (67%) of participants provided an LSAT score in their application. Among these participants, the median score percentile was 11. The remaining participants submitted a standardized test score (e.g., ACT, SAT) that was at or below the 50th percentile.[41] Additional information related to participants' prior academic achievement is displayed in Table 2.

Table 2

Average and Median Pre-Program LSAT Score Percentile and UGPA by Treatment Group

	FA GROUP	LP GROUP	AC GROUP
Median Pre-Program LSAT Score Percentile	10	11	11
Average UGPA	2.98	3.25*	3.08

** Tukey's HSD test found that the LP Group's UGPA was significantly higher than the FAO Group's UGPA (p = .028), but that there were no differences in UGPA between the AC and LP Groups (p = .063) or between the AC and FAO Groups (p = .622).*

The majority of LexPreLaw participants worked a full-time job. Roughly 30% of participants were employed in a job in or adjacent to the legal profession.

Table 3

Summary of Employment of 2022–23 LexPreLaw Participants

	FA GROUP	LP GROUP	AC GROUP
% Working Full-Time	52%	61%	71%
% Working a Legal Job	31%	27%	36%
n	29	98	77

Evaluation Design

Multiple data collection instruments were used to monitor and evaluate program implementation and impact. The evaluation involved a mixed methods approach to capturing summative and formative information. Short descriptions of data sources are presented in Table 4. A timeline of data collection activities and full description of data sources are presented in Appendix A.

Table 4

Short Description of Data Sources

DATA SOURCE	DESCRIPTION
LexPreLaw Application	Provided demographic and background information, including prior achievement and experience applying to law school
Pre/Post-Intervention Assessment	Delivered before and after interventions to capture self-efficacy, identity prominence, knowledge about the law school admission cycle and financing law school, and perceived emotional and informational support
LSAT Prep Course Data	Course attendance, assignment completion, practice test completion, and score(s)
Admission Counseling Data	Admission counseling task completion; timeliness of task completion
Monthly Reports	Monthly submissions from participants regarding taking the LSAT, submitting applications, and receiving admission and scholarship decisions
Phone Interviews	Conducted with purposefully selected participants who provided feedback on experiences in the program and completing law school applications
Feedback Assessment	Open-ended questionnaire to solicit feedback on program components and impact on application process and to share overall impressions of their participation in LexPreLaw
Alumni Reporting Form	Online form collecting data on law school grades, GPA, sense of belonging, and satisfaction of LexPreLaw alumni currently enrolled in law school

The aim of the program evaluation activities was to observe overall program implementation and assess the impact of individual program components. The evaluation was guided by the following questions. Analytical questions are outlined in Appendix A.

- To what extent did LexPreLaw meet the needs of the priority populations?
- What impact do program components have on application process knowledge and strategy?
- What impact does the program have on key outcomes, including LSAT score percentiles, and likelihood of receiving an admission and scholarship offer?
- What participant characteristics and factors are associated with favorable program engagement?
- What participant characteristics and factors are associated with favorable program outcomes (e.g., LSAT score increase, law school admission, larger scholarship offers)?

Budget and Funding

The total direct cost during the 2022-23 cycle was $291,250. From a per participant perspective, LexPreLaw cost $1,664. Pro-rating based on the 40 participants who received at least one admission offer, the per participant cost was $7,281. We consider any per admitted participant figure of $9,000 or less to be evidence of a cost-efficient program.

Inputs Summary and Reflection

Each program cycle is an opportunity to reflect on past program cycles and implement modifications to project inputs. Prioritization of applicants with existing LSAT scores for selection into the Admission Counseling Group is a major change to program design in the third cycle. This change is a direct reflection of previous evaluation efforts and reflects an intention to administer the most resources to individuals who are least likely to attrit from the admission cycle. Prior evaluation effort has consistently indicated that applicants who have previously taken the LSAT are more engaged in program activities and more likely to participate in the law school admission cycle as anticipated.

A two-part application process was employed for the second year in a row. The program application was modified slightly from the previous cycle to further limit the likelihood of ineligible applicants making their way to the manual review stage. Modifications included using entry validation features available in survey design software; requiring participants to confirm key factors of eligibility before advancing through the application; and providing

guidance available to the public on the program application process roughly two months before the application opened. In the current cycle, roughly 14% of applicants who completed the Preliminary Application were ineligible for the program. This is a significant improvement from the previous cycle, where roughly 30% of applications reviewed were deemed ineligible. Despite this improvement, application processing continues to require a large investment of effort from program staff and remains an important component of program delivery to refine.

Feedback from interviewed participants suggests the program application process was easy and straightforward. Like feedback in previous cycles, participants described some difficulty in obtaining two recommender assessments. Future cycles of the program will continue to request two recommender assessments, though applicants will be allowed to move forward in the selection process if they express or demonstrate difficulty obtaining two recommender assessments on their behalf.

Welch's T- and two-proportional Z-tests confirmed baseline equivalency between treatment groups in terms of racial, ethnic, and socioeconomic characteristics and prior LSAT score performance (among those who submitted an LSAT score). Significant differences were found in previous academic performance — participants in the LP Group demonstrated a higher average undergraduate GPA (3.25) than other groups. Additionally, participants who did not submit an LSAT score tended to submit an alternative standardized exam (e.g., ACT, SAT) score that exceeded the 25th score percentile of that exam. The implications of these group differences are discussed throughout the report.

As the program design has changed, so has the evaluation. The post-intervention assessment moved up several months to capitalize on the short time between the conclusion of most program activities and the release of law school admission decisions. We also folded an end-of-program feedback assessment into the final monthly reporting form to avoid multiple survey efforts in one calendar month.

The current cycle involved significant investment in increased opportunities for participants to have person-to-person touchpoints related to their pursuit of law school admission. This addition to program design reflects one of the most prominent themes from participant feedback in previous program cycles: participants desire and greatly benefit from person-to-person engagement opportunities. We expanded to three private online synchronous events — one with law school administrators, one with law students, and another with legal professionals. We also expanded promotion of our LinkedIn group through email and personal invitations to participants who were findable on the platform but had not joined the group. Online content was refined and expanded to allow for once-weekly posts planned entirely in advance,[42] compared to sporadic posts in the prior cycle generally developed "on the fly."

PROCESS: PROGRAM IMPLEMENTATION

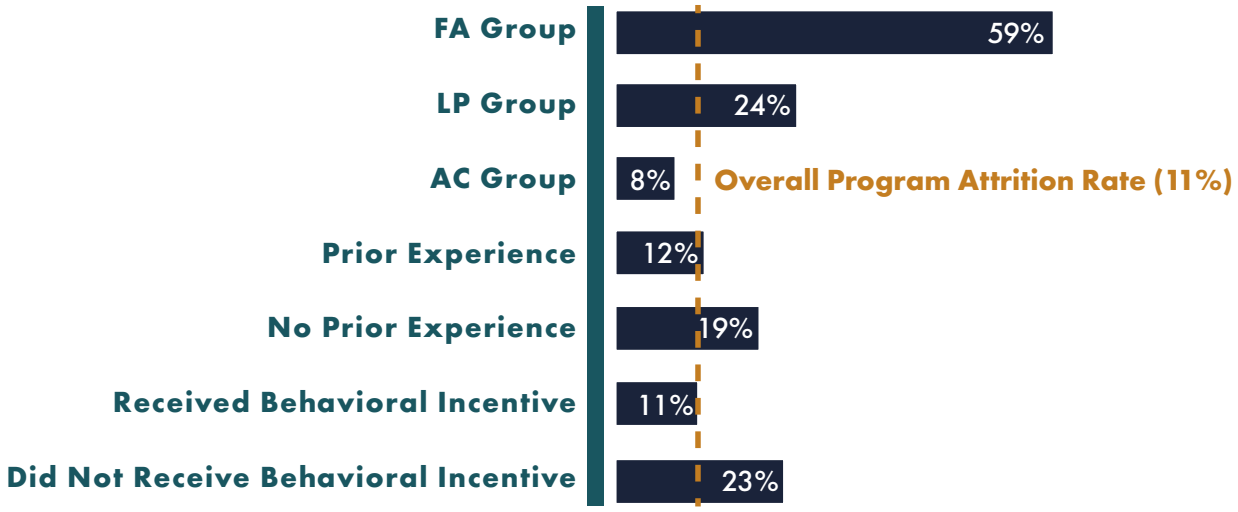
This section includes an overview of program implementation. We discuss how Y2 participants were recruited and selected into the program; provide an overview of the cohort; and provide insights regarding Y2 program implementation.

Attrition

Attrition rates are displayed in Figure 1. Participants were assumed attritted if they met the following characteristics:

- **Financial Assistance Only Group:** did not report taking the LSAT exam or applying to at least one law school application in any of the monthly surveys.
- **LSAT Prep Only Group:** did not attend any LSAT prep sessions or stopped attending courses prior to the midpoint; and did not report taking the LSAT exam or applying to at least one law school application in any of the monthly surveys.
- **Admission Counseling Group:** completed five or fewer admission counseling assignments; did not attend any LSAT prep sessions or stopped attending courses prior to the midpoint; and did not report taking the LSAT exam or applying to at least one law school application in any of the monthly surveys.

Figure 1
Percent of Participant Groups Attritted



The overall attrition rate among participants who received targeted interventions (LSAT prep, admission counseling) was 11%, which is similar to the prior cycle and well below the Y1 overall attrition rate of 23%. FA Group and LP Group participants, participants who did not have an existing LSAT score, and those who did not receive the behavioral incentive were more likely to attrit from the program and application cycle.

Monthly reporting forms asked participants if they still intended to seek fall 2023 law school admission. Participants who responded "no" were prompted to select from a pre-set list of reasons underlying their decision to abandon or delay their law school plans. They could select as many reasons as were applicable. Across all reporting months and all participant responses, the top reasons for abandoning or delaying law school plans were:

- My LSAT score is too low (23% of all responses)
- I cannot afford to apply to or attend law school at this time (20%)
- Health challenges or family obligations (18%)
- Work obligations (15%)
- I did not receive an admission offer (14%)
- Not confident I will be successful; law school is not a good investment for me (5%)
- I have chosen to pursue a different career path (2%)

Not all attritted participants responded to this question, and not all of those who did respond were participants we considered attritted based on the criteria above. These findings suggest participants who delay or abandon their pursuit of law school generally do so due to factors having little to do with their desire to attend law school.

Financial Incentives

All LexPreLaw participants were eligible to receive financial assistance in the form of incentives. Participants in the FA Group were incentivized to participate in monthly reporting at a rate of $50 per survey completion. Participants in the AC and LP Groups were randomly selected to receive one of two financial incentives – a survey response incentive or a behavioral incentive.

Monthly reporting response rates suggest the survey response incentive worked as expected (see Figure 2). Average response rates were highest among FA Group members, who received the highest response incentive ($50 per reporting form submission). AC and LP Group participants who received the response incentive ($20 per reporting form submission) had the second-highest response rate.

Program Adaptation

In prior iterations of the program, AC Group participants engaged in monthly reporting activities related to the program evaluation *and* as part of their admission counseling experience. Participants were reporting multiple similar measures in each of their reporting opportunities. The current cycle eliminated dual reporting and instead program evaluation staff and admission counseling staff engaged in data sharing. Evaluation staff only shared information with admission counselors that was pertinent to counseling activities (e.g., total applications submitted, reported LSAT score and score percentile). AC Group monthly reporting averages increased from the previous year (65% in the current cycle compared to 59% prior).

Figure 2
Average Monthly Reporting Response Rate by Response Incentive Amount

The behavioral incentive was designed to motivate early/on-time participation in the law school admission process by attaching financial awards to the timely completion of key application process tasks. Participants eligible to receive the behavioral incentive were less likely to attrit from the program and application cycle in general. They were more likely to take the LSAT very early (in August or September) and submitted more law school applications earlier in the cycle (71% of applications from behavioral group participants were submitted by November, compared to 60% submitted by November among participants in the response group; See Table 5).

Table 5

Timing of Application Process Engagement by LexPreLaw Participants' Incentive Status

	LSAT VOLUME		APPLICATION VOLUME	
	Behavioral Group	**Response Group**	**Behavioral Group**	**Response Group**
August 2022	2%	9%	0%	0%
September	29%	18%	8%	6%
October	24%	21%	12%	24%
November	26%	30%	51%	30%
December	No LSAT Offered		15%	20%
January 2023	2%	12%	4%	2%
February	12%	9%	6%	10%
March	No LSAT Offered		1%	3%
April	2%	0%	0%	4%
May	No LSAT Offered		1%	0%
June	2%	0%	0%	0%

LSAT Prep Course Engagement

LSAT prep course engagement was observed through three indicators: 1) live course attendance, 2) supplemental assignment completion, and 3) practice test completion.[43] Summary information related to LSAT prep course engagement is presented in Table 6.

Table 6

Average Engagement in LSAT Prep Course Components by LexPreLaw Participants (n = 175)

	LP GROUP	AC GROUP
Average Live Course Attendance	58%	59%
Median Assignments Completed	11	6
Average Practice Exams Completed	2	5
n	98	77

Program Adaptation

In prior iterations of the program, AC Group participants consistently demonstrated lower attendance at live LSAT prep course sessions, and they tended to complete more LSAT prep assignments and practice exams — apparently using these asynchronous opportunities to make up for their missed live course time. Also in the first two program cycles, AC Group participants tended to underperform on the LSAT compared to LP Group participants, and admission outcomes followed suit. Resolving barriers to AC Group participants' attendance at live LSAT prep course sessions was a priority in the current cycle. To that end, admission counseling tasks were structured differently during the summer months to encourage greater participation in live LSAT prep course sessions. This adaptation appears to have resulted in more comparable average live session attendance between participant groups in the current cycle.

Average attendance at live LSAT prep courses has hovered around 60% for the duration of the program. This rate slightly exceeds the average rate of attendance (57%) across Kaplan courses of a similar structure and duration.[44] Asynchronous engagement has varied widely across program cycles, though AC Group participants have generally taken greater advantage of asynchronous resources. Like past program cycles, participants who previously took the LSAT and those eligible to receive the behavioral incentive demonstrated greater overall engagement with LSAT prep resources. Their average live course attendance was higher, and they completed more assignments and prep tests.[45]

Admission Counseling Engagement

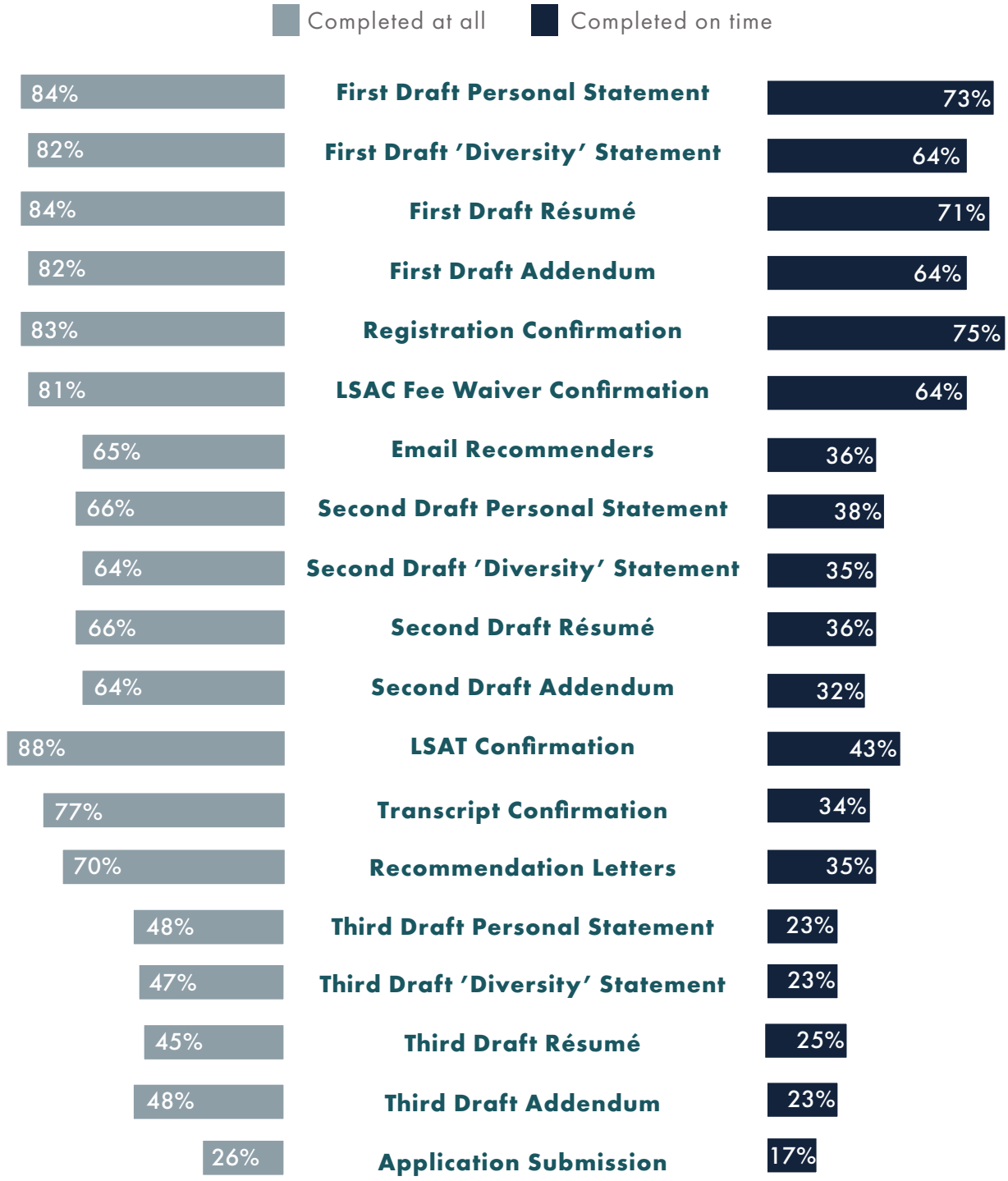
AC Group participants were advised to complete 19 law school application tasks.[46] Each task had an associated deadline that, if met, would keep the participant on track to apply early (on or before December 30). This timeline was presented as optimal but optional. Admission counseling services were available regardless of participants' concurrence with the recommended timeline of tasks.

Admission counseling engagement was measured based on whether participants completed a task on time or at all (irrespective of timeliness). AC Group participants completed a median of 14 (74%) tasks at all and seven (37%) tasks on time. Overall engagement in admission counseling increased from years prior — participants in the current cycle completed more tasks on average compared to previous cycles. Summary findings related to admission counseling engagement are presented in Figure 3.

AC Group participants who were part of the behavioral incentive group completed more tasks on time than response incentive group participants.[47] All but two AC Group members had previously taken the LSAT, so we did not conduct an engagement comparison between those with and without previous scores.

Figure 3

Percentage of AC Group (n = 77) Participants Who Completed Each Task at All and On Time



Additional Engagement Indicators

LexPreLaw participants were encouraged to utilize additional AccessLex resources designed to support aspiring law students. Participants were routed to these public-facing resources via conversations with program staff, sporadic email notifications, and content posted in a private LinkedIn group. Resources were promoted when their usefulness was optimal. For example, XploreJD by AccessLex® — a tool designed to help prospective law students determine where they should apply — was promoted in August, while the AccessLex Law School Scholarship Databank was promoted in October. Program staff steered aspiring law students to these resources in both formal and ad hoc communications throughout the program cycle.

Through monthly reporting, participants were asked to indicate what AccessLex resources and services they used during the program cycle. The ten most common resources and services were:

RESOURCE	% OF PARTICIPANTS REPORTED ACCESS	INCREASE FROM PRIOR YEAR
LexScholars LinkedIn Page	50%	13 points
Attended an AccessLex Webinar	36%	19 points
AccessLex Law School Scholarship Databank	30%	5 points
AccessLex Student Loan Calculator	29%	16 points
XploreJD.org	24%	8 points
MAX Pre-Law	22%	6 points
Ask EDNA!	21%	6 points
AccessConnex	11%	5 points
Analytix	4%	1 point

Utilization of additional resources increased across all resources available. We attribute this increase to targeted and strategic outreach that anticipated the needs of program participants.[48] The current cycle pushed resources to participants once per week, compared to roughly once every other week in the previous cycle.

Process Summary and Reflection

Multiple indicators provide evidence that key changes in program design and implementation served to increase participant engagement and streamlined program delivery. Prioritizing applicants with an existing LSAT score for selection; modifying the summer schedule to reduce strain on AC Group participants; and adding engagement events may have contributed to overall increased engagement in program activities. The current cycle also enrolled fewer participants overall — this means staff-to-participant ratios were lower in some program components.

Attrition is a major concern for any program. Combating headwinds that pull participants out of the application cycle is a tall order for pathway programs in general. Prior research suggests that access to resources, family support, and support from role models and peers are key to sustaining engagement in LexPreLaw participants.[49] Our research indicates that when applicants do attrit from the cycle, it generally is not because they no longer want to attend law school. Exploring ways to bolster persistence and capacity to get through application season remains a point of emphasis for program and evaluation staff.

Our findings indicate that financial incentives to engage in evaluation activities are an effective method of increasing participant engagement in research activities. Participants who were incentivized to participate in research did so more frequently overall, and as the financial incentive amount increased, so did participation. Our findings also suggest the behavioral incentive – which provided financial assistance as a reward for accomplishing application tasks – prompted earlier engagement in the application process as intended. Participants who received the behavioral incentive were more likely to take the LSAT and submit law school applications earlier in the cycle. They also were more engaged in program activities overall.

Attendance at live LSAT prep course sessions increased among AC Group participants. While engagement in asynchronous components of the LSAT prep course decreased for all participants, we are encouraged to see comparable attendance in live sessions across program groups. Live course attendance continues to hover around 60% of the total course, though. Future iterations of the program will continue to emphasize LSAT prep course attendance.

AC Group participants also demonstrated more engagement in admission counseling tasks in the current cycle compared to previous cycles. We are encouraged to see increased utilization of and engagement with admission counseling services. This observation affirms our decision to prioritize applicants with prior LSAT scores for AC Group selection. Like prior cycles, on-time completion of admission counseling tasks is less frequent than overall task completion. However, also like previous cycles, task completion at all appears to be more important for favorable outcomes than task completion on time.[50]

PRODUCT: PROGRAM IMPACT

In this section, we discuss program impact. First, we discuss participant engagement with the law school application process. Then we present findings related to key outcomes: knowledge; application strategy; LSAT score performance; admission offers; and scholarship offers.

Application Process Engagement: Taking the LSAT and Submitting Applications

Overall, roughly 40% of all Y3 participants, including members of the FA Group, took the LSAT during the program. This is consistent with prior cycles and represents an emerging benchmark for pathway programs like LexPreLaw to meet or exceed. Like prior cycles, participants in the AC Group were most likely to sit for the LSAT during the program. There was no difference in the LSAT sit rate between participants with and without previous LSAT scores.

Table 7

LSAT Sit Rate of LexPreLaw Participants (n = 204)

	FA GROUP	LP GROUP	AC GROUP
# took LSAT	14	34	41
n	29	98	77
Sit Rate	48%	35%	53%

Overall, 39% of Y3 participants submitted at least one law school application during the program. Participants in the AC Group were most likely to apply, followed by participants in the FA Group. Coupled with the increased likelihood of taking the LSAT among AC group participants, these findings provide clear evidence for the impact of admission counseling on persistence in the admission process.

Table 8

Application Rate of LexPreLaw Participants (n = 204)

	FA GROUP	LP GROUP	AC GROUP
Application Rate	48%	28%	53%
n	29	98	77

While participants who did and did not have previous LSAT scores were equally as likely to take the LSAT during the program, participants who had taken the LSAT before the program were almost twice as likely to submit at least one application in the current cycle compared to other participants. These findings provide strong support for ongoing prioritization of applicants to the program who have previously taken the LSAT.

Table 9

Application Rate of LexPreLaw Participants by Previous LSAT Status (n = 175)

	NO PREVIOUS LSAT	HAD PREVIOUS LSAT
Application Rate (% of group applied)	25%	46%
n	60	115

Application Process Knowledge and Strategy

Application strategy is key for LexPreLaw participants. We observe application strategy through embodied knowledge of the application process and law school financing, timing of application process engagement, breadth of application submission, and use of fee waivers.

LexPreLaw participants were asked before and after the program to rate their agreement with six statements related to their knowledge of the law school application process and law school financing. Post-program ratings were compared to pre-program ratings to determine whether participants felt they gained knowledge over the course of the program.

Perceived knowledge of the application process and law school financing generally increased for AC and LP Group participants, with one exception – having a good idea of which law schools are the best fit (Table 9). Participants in the FA Group were less likely to exhibit increased knowledge of the application process and law school financing. These findings provide evidence of positive impact on knowledge growth among participants exposed to program interventions.

Table 10

Percent Change in Agreement from Baseline to Post-Assessment in Knowledge Items

	FA GROUP	LP GROUP	AC GROUP
I know the required steps to being considered for law school admission.	+ 2%	+ 9%	+ 7%
I have a good idea of which law schools are the best fit for me.	+ 10%	+ 9%	- 13%
I am aware of the characteristics/ qualities most attractive to law schools.	- 1%	+ 6%	+ 11%
I know how to find data on demographics of a particular law school.	- 3%	+ 13%	+ 12%
I know how to access financial planning resources related to law school.	+ 2%	+ 6%	+ 13%
I am aware of the costs associated with law school attendance.	- 8%	+ 6%	+ 1%

Participants who had not previously taken the LSAT, and those who were first-generation college graduates, demonstrated the largest increases in perceived knowledge across all six knowledge items, compared to other participants.[51] This finding is intuitive; these participants likely began the program with less knowledge, setting the stage for larger knowledge gains through the program. These findings provide additional evidence of program impact on knowledge of the application process and law school financing.

A foundational assumption embedded in the LexPreLaw program design is that early engagement with the application process will increase the likelihood that participants will receive admission and scholarship offers. This assumption is rooted in the way the "rolling" admission process advantages earlier applicants over later applicants. Earlier applicants encounter a less competitive environment given that entering class seats and scholarship funds are more plentiful earlier in the admission cycle than later.[52]

Participants in the AC Group were most likely to sit early for the LSAT.[53] Fifty-six percent (56%) took the LSAT in September or October, compared to 47% of LP participants and 29% of FA Group members (Table 11). Among participants who submitted at least one application, participants in the AC group were also more likely to submit their law school applications earlier in the process. Sixty-nine percent (69%) of AC participant applications were submitted

by the end of November compared to 59% of LP and 19% of FA groups (Table 11). These findings provide strong evidence of the program's impact on optimizing completion of law school application tasks.

Table 11

Percent of Law School Applications Submitted Early (before Dec. 1, 2022), On-Time (in Dec. 2022 or Jan. 2023), or Late (after Jan. 31, 2023) by Treatment Group

	FA GROUP	LP GROUP	AC GROUP
Early Application	19%	59%	69%
On-Time Application	16%	16%	23%
Late Application	65%	25%	8%
n	100	140	284

Across multiple program years, the number or breadth of application submissions is positively and significantly related to the number of admission and scholarship offers that a LexPreLaw participant receives.[54] Applicants who cast a wider net or are not geographically bound during the application process are more likely to receive a law school admission and scholarship.

FA Group participants submitted more applications overall, and applied to schools in more regions,[55] than AC and LP Group Participants (Table 12). There were no differences based on whether participants had previously taken the LSAT or financial incentive type in the median number of applications submitted.

Table 12

Average and Median Number of Applications Submitted by LexPreLaw

	FA GROUP	LP GROUP	AC GROUP
Median Applications Submitted	7	5	5
Median Regions Applied To	4	2	2
n	14	27	41

Fee waivers can alleviate the overall cost of applying to law school and are an important component of application strategy. Participants were asked about LSAT fee waivers and application fee waivers. AC Group participants were most likely to use LSAT fee waivers; FA Group participants were most likely to use application fee waivers, followed by AC Group participants (see Table 13).

Table 13

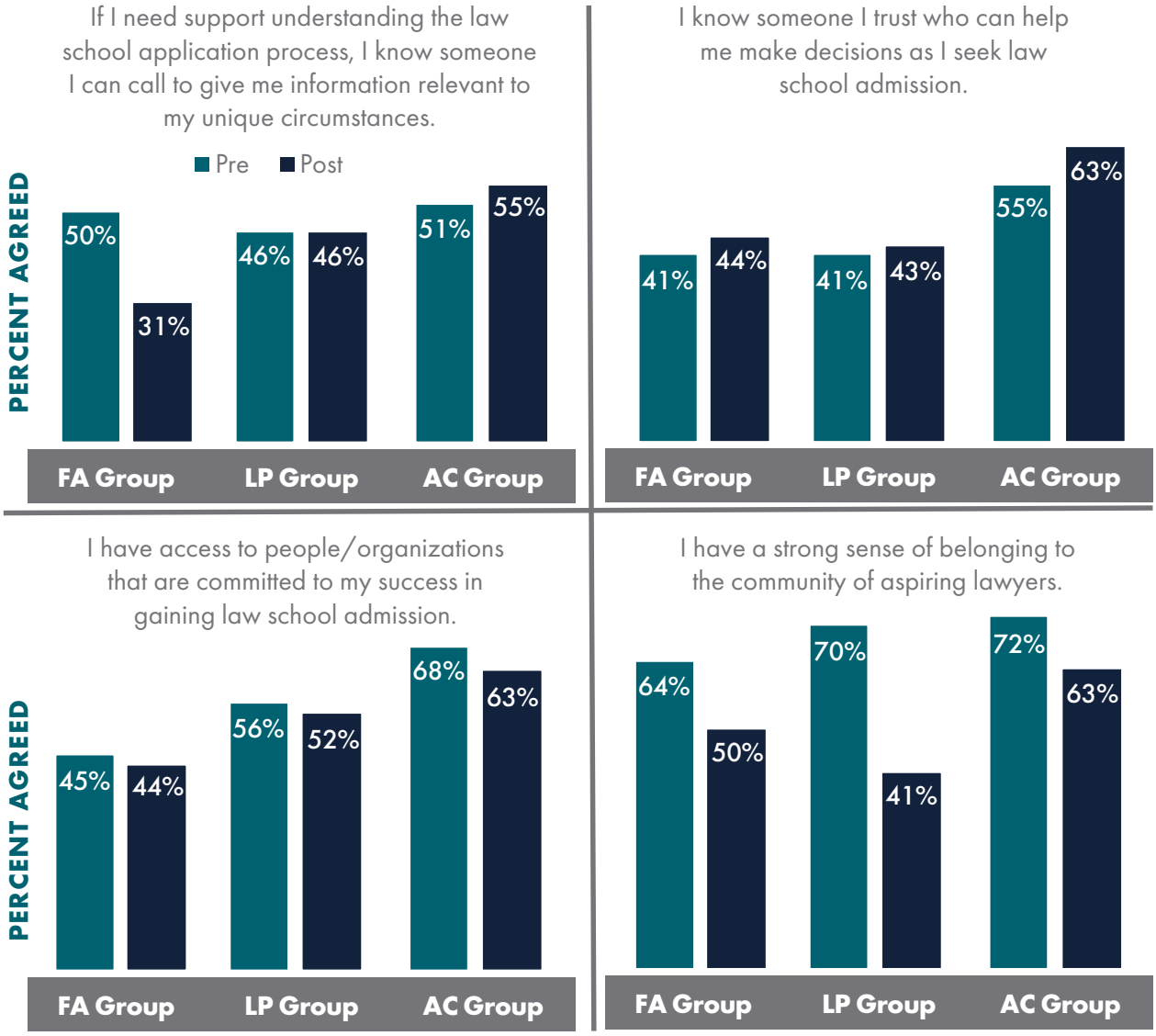
Percent of Participants Who Used LSAT Fee Waivers and Application Fee Waivers by Treatment Group

	FA GROUP	LP GROUP	AC GROUP
Percent Used LSAT Fee Waiver	36%	38%	44%
n	14	34	41
Percent Used Application Fee Waiver	86%	67%	78%
n	14	27	40

Social and Emotional Support

An emerging emphasis in LexPreLaw programming is cultivation of social and emotional support among participants. Our evaluation of program context outlined that first-generation college graduates — an identity most LexPreLaw participants share — are less likely to experience key touchpoints with peers, professionals, and mentors. These touchpoints play an important role in the overall well-being of students in academic contexts and their persistence in the law school application cycle. Social and emotional needs have also appeared as prominent themes in qualitative data collected in previous cycles of the program.

AC Group participants demonstrated increased agreement with two of four support-related statements on the post-program survey. Agreement with the third and fourth support statements decreased across all participant groups. Across all four statements, AC Group participants demonstrated the greatest agreement overall at both assessment opportunities. These findings provide some support for the impact of admission counseling on cultivation of support among program participants.



Across all support items, participants with prior LSAT scores demonstrated more favorable outcomes related to social and emotional support. Participants who had full-time jobs and/or caretaking responsibilities were *significantly* more likely to report experiencing increased social and emotional support than participants who did not work, worked part-time, or had fewer caretaking responsibilities.[56] It may be that participants benefitted, in terms of perceived support, from their embeddedness in work and family networks despite these networks likely coming with additional demands on their time. It is also plausible that participants with more responsibilities were more likely to draw social and emotional support from the program rather than from other areas in their lives. This would be especially true if these participants did not feel that their other responsibilities lent support to their law school application journey, in particular.

LSAT Score and Score Percentile

LSAT outcomes were observed using three indicators of performance: LSAT score percentile, change in LSAT score percentile, and scoring above the 25th score percentile.[57] Y3 participants who received a free LSAT prep course outperformed FA Group participants across all three indicators of LSAT outcomes. Their median score percentile and average change in score percentile was higher, and they were more likely to pass the critical 25th percentile threshold.

Table 14

Average During-Program LSAT Performance of LexPreLaw Participants (n = 89)

	FA GROUP	LP GROUP	AC GROUP
Median LSAT Score Percentile	12	23	20
Median Change in LSAT Score Percentile	5	7	8
% Takers >25th Percentile	36%	44%	39%
n (takers)	14	34	41
Sit Rate	48%	35%	53%

Additionally, among all participants who sat for the LSAT during the program, early (before October 1) and on-time (before December 1) LSAT takers outperformed participants who sat for the LSAT late (January or later) across all three indicators of LSAT outcomes. These findings provide strong evidence for the positive impact of early engagement with the LSAT. Early LSAT takers sat for the test closer to the end date of the Kaplan course and were more likely to take the LSAT multiple times during the program to improve their score.[58]

Participants eligible to receive the behavioral incentive slightly outperformed other participants on the LSAT. These findings provide some balance to the prior two cycles, in which participants eligible for the behavioral incentive (and therefore financially rewarded for taking the LSAT early) have consistently underperformed relative to the response incentive group. In the current cycle, behavior incentive participants were much more likely to sit for the LSAT at all and, like all early LSAT takers, benefited from multiple opportunities to take the exam and improve their score.[59]

Table 15

LSAT Outcomes by Timing of First LSAT Sit During the Program (n = 89)

	EARLY	ON-TIME	LATE
Median Highest During-Program LSAT Score Percentile	23	19	17
Average Change in LSAT Score Percentile	10	11	7
% Takers >25th Percentile	42%	46%	32%
n (takers)	43	24	22

Table 16

LSAT Outcomes by Incentive Status (n = 75)

	BEHAVIORAL INCENTIVE	RESPONSE INCENTIVE
Median LSAT Score Percentile	23	20
Average Change in LSAT Score Percentile	10	9
% Takers >25th Percentile	43%	39%
n (takers)	42	33
Sit Rate	48%	38%

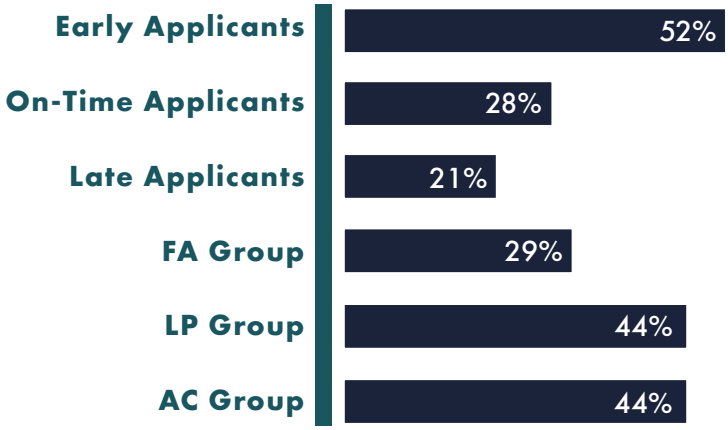
We conducted analyses exploring relationships between LSAT prep course engagement and LSAT score outcomes. Descriptive analyses suggest greater asynchronous engagement with LSAT prep course materials (i.e., assignments and prep tests) could be correlated with scoring above the 25th percentile. This observation reflects findings from prior years of the program. Correlation analyses did not reveal statistically significant relationships between any LSAT engagement variable and any LSAT performance indicator in the current program cycle.[60] These findings depart from prior cycles, where live courses attendance and assignments completed have been positively and significantly correlated with favorable LSAT outcomes.

Admission Offers

Admission rates of AC and LP Group participants exceeded the admission rate of FA Group participants. Forty-five percent (45%) of AC and LP Group participants (30) who submitted at least one application during the program received at least one admission offer, compared to 29% of FA Group participants (4). These findings provide clear evidence of the program's impact on the likelihood of law school admission. Participants who received LSAT prep and/or admission counseling services were more likely to be admitted to law school than participants who were just offered financial support.

Figure 4

Admission Rates of LexPreLaw Participants by Treatment Group and Application Timing



Early applicants (applied before December 1) were considerably more likely to receive a law school admission offer. These findings provide strong evidence for the importance of early application timing for LexPreLaw participants. Participants eligible to receive the behavioral incentive, and participants without previous LSAT scores, were also more likely than other participants to receive an offer of admission.[61] Participants in the behavioral incentive group were more likely to apply early and achieved more favorable LSAT outcomes than response group participants. Participants who had not previously taken the LSAT also outperformed their counterparts in all three indicators of LSAT performance, which explains their more favorable admission outcomes. We discuss these findings in the summary of this section.

First-generation college graduates (FGCGs) in the AC and LP Groups were slightly more likely to receive a law school admission as continuing-generation students. In the FA Group, though, there is a stark difference in the admission rates of first-generation students and continuing-generation students. These findings provide strong evidence for the role of access to high-quality LSAT prep and admission counseling in addressing achievement gaps between FGCGs and continuing-generation students.

Table 17

Admission Rate of First-Generation College Graduates by Treatment Group

	FA GROUP	LP GROUP	AC GROUP
First-Generation	25%	44%	45%
Continuing Generation	50%	44%	42%

Scholarship Offers

AC and LP Group participants were more likely than FA Group participants to receive a scholarship offer (see Table 18). LP Group participants were less likely to receive a scholarship offer compared to the AC Group, but their offers had a higher proportional value than offers to AC participants. Both participant groups tended to receive higher value scholarship offers than FA Group members. These trends suggest favorable program effects on scholarship outcomes, pertaining to both the admission counseling and the LSAT prep components. Greater likelihood of receiving a scholarship at all among AC Group participants may suggest that earlier submission timing and more polished materials may have resulted in greater consideration for a scholarship at all, despite having lower academic indicators. The higher value of scholarships among LP Group participants may reflect the fact that participants in the LP Group had slightly higher LSAT scores and higher average UGPA than AC Group participants.

Table 18

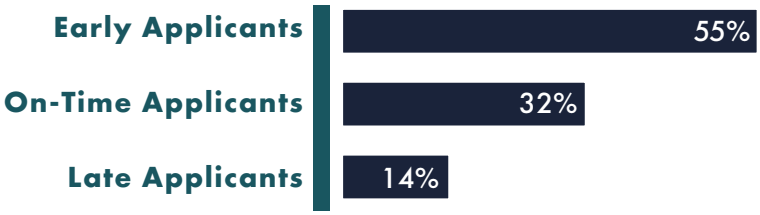
Percent of Admitted LexPreLaw Participants Who Received a Scholarship Award

	FA GROUP	LP GROUP	AC GROUP
Participants Admitted	5	33	7
Participants Admitted with Scholarship	3	23	6
Percent of Admits Awarded Scholarship	60%	70%	86%
Average % of First-Year Tuition Covered	18%	40%	28%

Similar to admission outcomes, early applicants were significantly more likely to receive a law school scholarship.

Figure 5

Percent of Applicants who Received a Scholarship by Timing of Admission Process Engagement



Participants who had previously taken the LSAT were less likely to have received a scholarship offer than other participants, and the average overall percentage of tuition covered was lower.[62] Less favorable LSAT outcomes among the previous LSAT-takers likely played a role in their lower scholarship chances. We discuss these findings, and differences in program groups, below.

Product Summary and Reflection

AC Group participants were most likely to persist in the admission cycle by taking the LSAT and submitting at least one law school application, followed by participants in the FA Group. These findings are consistent with prior years of the program. Participants with previous LSAT scores were also more likely to submit law school applications, though they were equally as likely to sit for the LSAT as participants who did not have a previous LSAT score. These findings highlight the LSAT as a critical point of leakage in the legal profession pathway. Participants without a prior LSAT score were almost entirely in the LP and FA Groups and received far less 1-1 support during the program. The lack of social and emotional support surrounding their first LSAT may have resulted in a greater likelihood for attrition at that point in the pathway.

AC and LP Group participants outperformed FA Group participants on the LSAT. These outcomes underscore the importance of access to high-quality test prep materials. LSAT outcomes were comparable between the AC and LP Groups for the first time this year. In the previous two cycles, AC Group participants have greatly underperformed relative to LP Group participants on the LSAT. We believe increased LSAT prep attendance, and comparable LSAT outcomes between treatment groups that received the LSAT prep intervention, are a direct reflection of curbing admission counseling activities during the eight-week LSAT prep period.

Admission outcomes are also comparable between the AC and LP Groups for the first time. Despite having greater investment of resources, AC Group participants have traditionally underperformed relative to LP Group participants on admission and scholarship offers, mostly extending from differences in LSAT performance. In the current cycle, LP Group participants did have slightly higher LSAT outcomes, and they tended to have higher undergraduate GPAs. These two factors likely contributed to overall comparable admission rates despite AC Group participants benefiting from refined application materials and earlier application timing. Group differences in LSAT outcomes and UGPA may also explain the higher-value scholarships LP Group participants received compared to those awarded to AC Group participants. Comparable admission outcomes provide strong evidence for the role of admissions counseling and application timing in the admission process for applicants with below-average academic indicators.

Consistent with prior years of the program, participants *without* an existing LSAT score were more likely to receive a law school admission and scholarship. This is partially explained by the fact that most of these participants — 70% of them — submitted a score for a different standardized test when applying to LexPreLaw that exceeded the 25th percentile for that exam. It is likely that these applicants are fundamentally different from participants who submitted an LSAT score with their program application — who all demonstrated performance below the 25th percentile. Higher during-program LSAT scores among participants without a pre-program LSAT score provide further evidence that standardized test outcomes for these two groups are fundamentally different. Future iterations of the program will focus exclusively on applicants with an existing LSAT score. This will allow the evaluation team to focus more squarely on understanding how to support law school candidates who are unlikely to obtain admission without intervention.

Our findings provide strong evidence for the positive impact of early engagement in the application process on the likelihood of obtaining favorable outcomes. Participants who sat for the LSAT early ultimately obtained higher LSAT score percentiles — and not necessarily during that first early take. Participants who sat early were more likely to sit multiple times during the program and tended to increase their score over multiple attempts. This finding, coupled with essentially no observable relationship between LSAT prep engagement and LSAT outcomes, suggests this strategic approach to the LSAT appears to be consequential for applicants from underrepresented backgrounds. Early LSAT takers and early applicants were much more likely to receive both a law school admission and a law school scholarship. This is a clear and consistent finding across multiple years of the program.

Our findings indicate that participants who received some sort of targeted timing intervention — whether through admission counseling or the behavioral financial incentive — were more likely to apply early in the admission cycle, submitted more applications overall and to more regions across the country, and were more likely to use fee waivers to participate in the admission cycle. These findings highlight the efficacy of interventions in motivating strategic application behaviors in applicants from underrepresented backgrounds.

Findings related to knowledge of key components of the admission process, and feelings of social and emotional support are mixed and inconclusive. While participants who received greater investments of resources during the cycle, or began the program with less knowledge overall, demonstrated greater increases in knowledge over the course of the program, we do not observe a statistically significant relationship between overall knowledge and key strategic behaviors (i.e., application timing, breadth of submissions, and use of fee waivers). Additionally, while AC Group participants tended to demonstrate increased agreement with support items — or less of a drop in agreement — trends between the FA Group and LP Group do not affirm program impact on this important outcome. Cultivating perceived support among LexPreLaw participants is a new component of our program. Future iterations of the program will continue to explore how to better foster support among aspiring law students from underrepresented backgrounds.

CONCLUSION AND RECOMMENDATIONS

The 2022–23 LexPreLaw cohort consisted of 204 aspiring lawyers who received targeted support as they pursued fall 2023 law school admission. In the third year of the program cycle, the evaluation team observed several promising shifts in participant behaviors and outcomes that suggest effective program changes stemming from lessons learned in previous evaluation cycles. Program evaluation is premised on continuous program improvement. As we gather more data from our LexPreLaw cohorts, we gain more insights into the strengths of the program and the areas of possible improvement. The goal is to maximize the strengths while addressing the areas of improvement, hopefully converting them into strengths. We pursue our efforts with humility, appreciating that there are innumerable factors beyond the scope of the LexPreLaw program that may impact participant experiences and outcomes.

Below are program improvement strategies that we are considering or implementing, based on the three cycles of LexPreLaw data we have collected and analyzed.

Continue to provide and expand touchpoints with participants.

Program engagement generally increased in the current LexPreLaw cycle. Participants completed more admission counseling tasks, attended more LSAT live prep courses, and were more engaged with AccessLex resources. We attribute these increases to more purposeful participant selection, lower staff-to-participant ratios, increased face time with participants, and a more organized approach to online communication and promotion of pre-law resources. Future iterations of the program may expand participant-facing responsibilities among program staff. We will also continue to enroll a smaller number of participants overall (around 200 compared to 250 in prior cycles).

Multiple findings shed light on pervasive deficits in social support for law school decisions among LexPreLaw participants. In interviews, some participants noted the recommender assessment component of the program application was challenging. Within the admission counseling group, notable drops in task completion were observed at the point of contacting recommenders during the admission process. And agreement with items related to perceived support during the admission process hover around 50% — in other words, even during the program, roughly half of respondents indicated they did not feel supported, or did not know how to access support, in their pursuit of law school.

Our review of program context indicates that FGCGs may benefit most from interventions that cultivate social, emotional, and informational support in academic settings. Knowing one belongs, and knowing how to access support, are pivotal to perseverance in unfamiliar territory. The program and evaluation team continue to wrestle with this emerging emphasis of LexPreLaw. The next program cycle will pilot "Office Hours" which will provide an additional avenue for program participants to connect with program staff.

Make alterations to format and delivery of the LSAT prep course.

While feedback related to program components was positive overall, participants in the past two program cycles have noted the limited options to complete the LSAT prep course. While participants may choose the day and time to take class, they do not currently have multiple options for the eight-week span of the course. In each program cycle, we have lost eligible participants prior to the start of the program solely due to the timing of the eight-week LSAT course. Future iterations of the program will incorporate multiple course options, including an early summer, mid-summer, and late summer option.

Continue to monitor how behavioral incentives work in the current population.

An underlying assumption of LexPreLaw is that the behavioral incentive will prompt potential recipients to engage in the application process earlier, resulting in more favorable admission outcomes. Our analyses across three years have yielded much evidence that the incentive works as intended regarding early engagement — tying financial rewards to key application tasks positively impacts persistence in those activities and motivates participants to complete them sooner. Our findings also consistently affirm our assumption around early engagement — LexPreLaw participants who engage in the application process early tend to obtain more favorable outcomes.

In the first two cycles of LexPreLaw, behavioral incentive participants consistently underperformed relative to other participants. In other words, while they were motivated to apply early, they didn't necessarily receive the same benefit as someone who applied early but wasn't financially incentivized to do so. These trends have suggested there is a gap between "motivated to apply" and "ready to apply" for behavioral incentive participants. While these trends reversed in the current cycle, more data are needed to make conclusions about the efficacy of financial rewards during the law school admission process.

Consider the overall primacy of financial need during the application cycle.

In the current program cycle, and each program cycle previously, participants who only received financial assistance and no other resources have applied to law school at a higher rate than those who received admission counseling and/or LSAT prep. They did not achieve better outcomes or demonstrate more strategic behaviors, but they were consistently more likely to apply at all and submit more applications, on average, than all other participant groups. These trends may suggest the difference in dollar amount received between Financial Assistance Only Group participants ($600) and all others ($240–$300) may be fundamental in addressing a key barrier to engagement in admission process behaviors among candidates from underrepresented backgrounds. LexPreLaw participants have cited financial strain as the most frequent factor limiting their engagement in the admission process.[63] These findings need further investigation.

Continue to emphasize application strategy; provide resources in a structured and stepwise manner.

Findings from multiple years of data collection suggest three things drive favorable law school admission outcomes: LSAT outcomes, specifically surpassing the 25th score percentile; early engagement in the application process; and breadth of application submission. Applicants from under-represented backgrounds should aim to surpass the 25th score percentile for better odds of admission. In the current context, where LSAT outcomes improve seven points on average, counting on some improvement in LSAT score percentile along with effective application strategy is the best path forward for applicants with similar backgrounds and/or academic profiles as LexPreLaw participants. An early LSAT sit (before November) is central to overall application timing. Participants who sit early in the cycle score higher, partially due to the opportunity to retake the exam and improve their score. Early applicants also have higher overall admission and scholarship rates. Furthermore, applicants who submit more applications overall, and who apply to more schools overall — including in more regions overall — are also more likely to receive a law school admission and scholarship offer.

Among AC Group participants, correlation analyses reveal a positive and statistically significant relationship between admission counseling task completion and law school admission ($r = .28$, $p = .014$). This is a repeated finding to emerge in each year of the evaluation. We recommend LexPreLaw and other pathway programs emphasize a structured and stepwise approach to supporting law school applicants represented by the current sample. Our findings suggest a highly structured, stepwise approach that breaks down the application process into a series of tasks with a recommended timeline for completion, is effective in supporting applicants who may be unfamiliar with post-secondary academic contexts.

Consider automation of key components of program delivery.

Application review and participant onboarding are the most effort intensive components of program delivery. Email campaigns are also effort intensive, and generally imply a cascade of email replies from recipients. Pathway programs, including LexPreLaw, must continue to explore ways to automate selection into the program such that target populations are efficiently reached and enrolled to receive services.

APPENDIX A: PROGRAM EVALUATION TOOLS AND RESOURCES

Evaluation Activities Timeline

<table>
<tr><th>Month</th><th colspan="2">Program Activity</th><th colspan="2">Evaluation Activity</th></tr>
<tr><td>March – May 2022</td><td colspan="2">Application and Selection</td><td colspan="2">Program Application</td></tr>
<tr><td>June</td><td rowspan="5">LSAT prep</td><td rowspan="14">Admission counseling services</td><td colspan="2" rowspan="2">Pre-intervention assessment</td></tr>
<tr><td>July</td></tr>
<tr><td>August</td><td rowspan="12">Monthly survey</td><td rowspan="5"></td></tr>
<tr><td>September</td></tr>
<tr><td>October</td></tr>
<tr><td>November</td><td rowspan="5">Webinars, events, add’l touchpoints</td></tr>
<tr><td>December</td></tr>
<tr><td>January 2023</td></tr>
<tr><td>February</td><td>Post-intervention assessment</td></tr>
<tr><td>March</td></tr>
<tr><td>April</td><td rowspan="5"></td><td>Phone interviews</td></tr>
<tr><td>May</td></tr>
<tr><td>June</td><td rowspan="2">Alumni reporting</td></tr>
<tr><td>July</td><td rowspan="2"></td></tr>
<tr><td>August</td><td colspan="2">Satisfaction/feedback form</td></tr>
</table>

Full Description of Data Sources

The LexPreLaw Application

As part of their application to the LexPreLaw program, applicants provide information related to their background. This includes demographic information (e.g., race/ethnicity, gender, parent education, and Pell recipient status), prior academic achievement (e.g., UGPA and standardized test scores), and any previous experience with the law school application process (e.g., previous LSAT sits and law school application submissions).

Pre-/Post-Intervention Assessment

Participants are asked to complete an assessment at both pre- and post-program intervention to assess changes in characteristics as a result of program participation. In the pre-program assessment, information is collected regarding participants' responsibilities outside of the program and school (full-time employment status, caretaker status, whether they are employed within the legal profession, and how flexible their working hours are). The assessment also collects information concerning participants' stress levels surrounding achievement, racism, and discrimination. Lastly, participants are asked about their knowledge of legal education and the profession, their identity as a future lawyer, and about their perceived emotional and informational support. The post-program assessment included the same measures as the pre-program assessment.

Response rates for the pre-intervention assessment ranged from 76%–98% and for the post-intervention assessment, ranged from 47%–55%. For response rates for each assessment per treatment group, please see Table 19.

Table 19

Pre- and Post-Intervention Response Rates

	FA GROUP	LP GROUP	AC GROUP
Pre-Intervention	76%	98%	94%
Post-Intervention	55%	47%	52%

LSAT Prep Course Data

Throughout the duration of the program, Kaplan provided monthly updates on participant engagement. These data included how often LexPreLaw participants attended live courses as well as information on behaviors collected outside of class. As part of the course, participants had access to online resources via a course management platform. Monthly updates also provided information on how many, if any, assignments each participant completed in addition to whether they completed any LSAT prep tests.

Admissions Counseling Data

Approximately every other month, the admission counseling service provided updates on participant engagement. As part of the admission counseling service, participants were asked to complete a total of 19 tasks — each of which served to aid participants in submitting applications as early in the admission cycle as possible. Each task had an associated deadline, and the data transfers included how many tasks participants had completed and how many of those tasks were completed and submitted on time. Lastly, the service provided us with data on how often participants interacted with the service as well as the nature of those interactions.

Monthly Reports

Each month, from September 2022 through August 2023, participants were asked to complete a monthly reporting survey on the first business day of every month. All participants, including the Financial Assistance group, were sent a personalized link to the survey. Participants were asked to report their application process experiences, behaviors, and outcomes from the preceding month. Participants reported whether they took the LSAT, if they received an LSAT score from a previous month and, if so, what the score and associated percentile were. Additionally, participants reported if they submitted any applications and to which schools they applied, if they received any admission decisions and from which schools, if they received any scholarships, and if they had made a final decision regarding the law school they would attend. The form remained stable, except for the last month, and was designed to take five to 10 minutes to complete, depending on the number of updates participants had to report concerning the previous month.

The final monthly report, sent in August 2023, varied from the monthly report sent September 2022 through July 2022. In the final monthly survey, participants were asked to report information regarding matriculation and financial aid. Specifically, participants were asked if they matriculated and to which school as well as if they intended to enroll full- or part-time. Participants were also asked if they submitted the Free Application for Federal Student Aid (FAFSA), if they received any external funding as a result, and, finally, a breakdown of how they planned to pay for law school.

Phone Interviews

Phone interviews were conducted with 10 purposefully selected LexPreLaw participants. Half of participants had entered the program with an LSAT score. Participants were also grouped by whether they applied early/on-time (before February 1, 2023) or late (after February 1, 2023). Interviews lasted roughly 20 minutes each, and participants were asked about their experiences with different aspects of the LexPreLaw program, including admission counseling and the LSAT prep course, as well as for any feedback they had regarding the program. Each participant was compensated with a $20 Amazon.com gift card.

Feedback Assessment

Within the final monthly survey distributed in August 2023, participants were asked several questions regarding their experiences in the LexPreLaw program. All participants were asked eight questions and AC group participants were asked two additional questions regarding admission counseling services. Participants reported on their experiences within specific program components as well as their overall experience as part of the LexPreLaw program.

Alumni Reporting Form

Former participants who matriculated into law school after completing the program were contacted to provide information about their law school experiences. The topics included in the survey covered academic and emotional experiences, such as their cumulative law school GPA and feelings towards the law school they'd chosen to attend and the legal profession as a whole. The surveyed alumni included both students who were currently enrolled in law school and students who were no longer enrolled but had attended for any duration.

Evaluation and Analytical Questions

Evaluation question: To what extent did LexPreLaw meet the needs of the priority population?

Analytical questions:

- How do participants describe the program application process?
- To what extent do participants feel satisfied with their program experience? How does satisfaction vary across different interest groups?
- What evidence affirms the program was helpful? What evidence indicates program modifications may improve program effectiveness?
- How does program engagement vary by treatment or other interest groups?

What impact do program components have on application process knowledge and strategy?

- What impact does the program have on participant application process knowledge?
- What impact does the program have on participants' knowledge of law school financing options?
- What impact do program components have on application strategy (i.e., timing, scope, use of fee waivers)?
- What impact do program components have on LSAT strategy (i.e., timing, number of takes, use of fee waivers)?

What impact does the program have on key outcomes, including LSAT score percentiles, and likelihood of receiving an admission and scholarship?

- To what extent do participant LSAT scores and score percentiles vary by treatment group, or other interest groups?
- What impact do program components have on the likelihood of participants being admitted to law school?
- What impact do program components have on the likelihood of participants being offered a scholarship?
- To what extent does the percentage of tuition covered by scholarship offers vary by treatment group, or other interest groups?

What participant characteristics and factors are associated with favorable program outcomes (e.g., application process engagement, LSAT score increase, receipt of admissions offer, larger scholarship offers)?

- To what extent do participants attrit from the program and application cycle? How does attrition vary by treatment group, and by other interest groups? What factors contribute to or are associated with attrition?
- To what extent does process engagement vary? How does process engagement vary by treatment group, and by other interest groups? What factors contribute to or are associated with process engagement?
- To what extent do increases in LSAT scores vary? How do LSAT score increases vary by treatment group, and by other interest groups? What factors contribute to or are associated with increased LSAT scores?
- To what extent do admission offers vary? How do admission offers vary by treatment group, and by other interest groups? What factors contribute to or are associated with offers of admission?
- To what extent do larger scholarship offers vary? How does percentage of tuition covered by scholarship offers vary by treatment group, and by other interest groups? What factors contribute to or are associated with larger scholarship offers?

APPENDIX B: ADDITIONAL DATA TABLES

Table 20

Average Pre-Program Test Score Percentiles by Treatment Group

	FA GROUP	LP GROUP	AC GROUP
Average SAT Score Percentile	32	29	36
Average ACT Score Percentile	40	46	NA
Average GRE Score Percentile	NA	31	NA

Table 21

Engagement in Admission Counseling Tasks Completed On-Time by LexPreLaw Participants' Incentive Status

	BEHAVIORAL GROUP	RESPONSE GROUP
Average Tasks Completed On-Time	9	8
Median Tasks Completed On-Time	8	7

Table 22

Average Engagement in LSAT Prep Course Components by Whether LexPreLaw Participants Had Previously Taken the LSAT (n = 175)

	HAD PREVIOUS LSAT	NO PREVIOUS LSAT
Average Live Course Attendance	61%	57%
Median Assignments Completed	8	6
Average Practice Exams Completed	4	2
n	115	60

Table 23

Average Engagement in LSAT Prep Course Components by LexPreLaw Participants' Incentive Status (n = 175)

	BEHAVIORAL GROUP	RESPONSE GROUP
Average Live Course Attendance	64%	56%
Median Assignments Completed	9	6
Average Practice Exams Completed	5	2
n	87	88

Table 24

Percent Change in Agreement from Baseline to Post-Assessment in Knowledge Items

	NO PREVIOUS LSAT	HAD PREVIOUS LSAT	FIRST-GENERATION	CONTINUING GENERATION
I know the required steps to being considered for law school admission.	+24%	-1%	+11%	+4%
I have a good idea of which law schools are the best fit for me.	+24%	+1%	+10%	-6%
I am aware of the characteristics/qualities most attractive to law schools.	+18%	+7%	+9%	+7%
I know how to find data on demographics of a particular law school.	+28%	+4%	+15%	+10%
I know how to access financial planning resources related to LS.	-7%	+13%	+10%	+8%
I am aware of the costs associated with law school attendance.	+16%	-4%	+11%	-15%

Table 25

Percent Change in Agreement from Baseline to Post-Assessment in Support Items

	NO PREVIOUS LSAT	HAD PREVIOUS LSAT	LOW ROLE CONFLICT	HIGH ROLE CONFLICT
Thinking about my overall situation, I have what I need at this time to submit a strong application.	-1%	-7%	-4%	-5%
If I need support understanding the LS application process, I know someone I can call to give me information relevant to my unique circumstances.	+6%	+10%	-19%	+5%
I know someone I trust who can help me make decisions as I seek LS admission.	-1%	+5%	-7%	+8%
I have access to people/ organizations that are committed to my success in gaining LS admission.	+3%	-9%	-26%	+2%

Table 26

Percent of LexPreLaw Participants Who Took the LSAT Early (before Nov. 2, 2022), On-Time, or Late (after Jan. 1, 2023)

	FA GROUP	LP GROUP	AC GROUP
Early LSAT	29%	47%	56%
On-Time LSAT	21%	29%	27%
Late LSAT	50%	24%	17%
n	14	34	41

Table 27

Median LSAT Prep Course Engagement by LSAT Performance Indicator (n = 75)

	ABOVE 25TH PERCENTILE	BELOW 25TH PERCENTILE
Median Classes Attended	10	11
Median Assignments Completed	26	21
Median Prep Tests Completed	2	0
n (takers)	30	45

Table 28

Median Change in LSAT Score Percentile by LSAT Course Attendance (n = 49)

	0%	<20%	21–40%	41-60%	61–80%	>80%
Median Change in LSAT Score Percentile (IQR)	17	8	14 (9)	8 (22)	-3 (4)	9 (11)
n (with both baseline and during-program scores)	1	3	5	7	10	23

Table 29

Median Change in LSAT Score Percentile by Number of LSAT Prep Tests Completed

	0	1–3	4–6	7–11	11+
Median Change in LSAT Score Percentile (IQR)	6 (11)	10 (13)	26	1	12 (13)
n (with both baseline and during-program scores)	20	15	3	1	10

Table 30

Total Applicants and Admission Rate Among LexPreLaw by Incentive Status

	BEHAVIORAL	RESPONSE
Participants Admitted	16	14
Participants Applied	33	35
Admission Rate of Applicants	48%	40%
Shut-out Rate	52%	60%

Table 31

Total Applicants and Admission Rate Among LexPreLaw Participants by Whether Participants had Previously Taken the LSAT

	NO PREVIOUS LSAT	HAD PREVIOUS LSAT
Participants Admitted	8	22
Participants Applied	15	53
Admission Rate of Applicants	53%	42%
Shut-out Rate	47%	58%

Table 32

Participant Scholarship Award Outcomes Based on Whether Participants had Previously Taken the LSAT

	NO PREVIOUS LSAT	HAD PREVIOUS LSAT
Participants Admitted	8	22
Participants Received Scholarship	7	15
Percent Admitted Who Received a Scholarship	86%	68%
Total Scholarship Awards	19	31
Average % of Three-year Tuition Costs Covered by Award	46%	34%
Median % of Three-year Tuition Costs Covered by Award	36%	32%

APPENDIX C: ONLINE CONTENT AND RESOURCE SCHEDULE

CONTENT TOPIC	POST DATE
Welcome to LexPreLaw	July week 1
Fee Waivers	July week 2
Register for the September LSAT	July week 3
Importance of timing during the application cycle	July week 4
Employment and salaries of law school graduates	August week 1
Register for the October LSAT	August week 2
Choosing the right law school	August week 3
MAX Pre-Law	September week 2
Financial Assistance for LexPreLaw participants	September week 3
509 disclosures	September week 4
Personal statements	September week 5
Recommendation letters	October week 1
Conditional admission	October week 2
AccessLex Law School Scholarship Databank	October week 3
Promote FAFSA	October week 4
Promote engagement event for LexPreLaw	November week 1
MAX Pre-Law	November week 2
Good luck when submitting their applications	November week 3
Professional oath	November week 4
Promote LexPostBacc	December week 1

CONTENT TOPIC	POST DATE
Deadline for February LSAT	December week 2
Happy Holidays	December week 3
Happy New Year	January week 1
Promote LexPostBacc	January week 2
Promote AccessConnex	January week 3
Negotiating financial aid	February week 1
Promote the AccessLex Resource Collections (ARC)	February week 2
Practicing civility	February week 3
LexPreLaw open application date	February week 4
April LSAT	March week 1
Law school podcast	March week 3
LexPreLaw application opens	March week 4
Promote peer-reviewed research	March week 5
Deciding where to attend law school	April week 1
Law school podcast	April week 2
Discuss February LSAT results	April week 3
Deadline for the June LSAT	April week 4
Financial education	May week 1
Study skills	May week 2
Imposter syndrome	May week 3
Law school podcast	June week 1
Being "professional"	June week 2
Professional identity	June week 3
Change to new group	June week 4

Endnotes

1. Full demographics listed on page xx.
2. See discussion on page xx.
3. See discussion on page xx.
4. See discussion on page xx.
5. See discussion on page xx.
6. See discussion on page xx.
7. See discussion on page xx.
8. See discussion on page xx.
9. See discussion on page xx.
10. See discussion on page xx.
11. See discussion on page xx.
12. See discussion on page xx.
13. See discussion on page xx.
14. See discussion on page xx.
15. See discussion on page xx.
16. Guili Zhang et al., *Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-Learning Programs*, 15 J. Higher Educ. Outreach & Engagement 57, 61 (2011), https://files.eric.ed.gov/fulltext/EJ957107.pdf
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26. See Diane Curtis, *The LSAT and the Reproduction of Hierarchy*, 41 W. New Eng. L. Rev. 307, 312 n. 21 (2019); Aaron N. Taylor, *The Marginalization of Black Aspiring Lawyers*, 13 FIU L. Rev. 489, 497 (2019).
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29. See Sherrie K. Godette et al., *"If You're on Time, You're Late": Law School Application Timing Among Historically Underrepresented Applicants*, AccessLex Inst. (Dec. 27, 2023), https://www.accesslex.org/news-tools-and-resources/law-school-application-timing-among-historically-underrepresented-applicants
30. In the evaluation of the 2021–22 LexPreLaw program, financial strain was the most frequently cited negative impact on participation in the law school application process.
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32. *First-Generation College Graduates' Participation in Extracurricular and Co-Curricular Activities as Undergraduate Students*, NASPA, https://firstgen.naspa.org/files/dmfile/FactSheet-021.pdf (last visited Dec. 1, 2023); Press Release, National Association of Colleges and Employers, More Than Half of College Class of 2023 Grads Took Part Internships — The Majority Were Paid (July 27, 2023), https://www.naceweb.org/about-us/press/b75773e6-def0-4df8-9c6d-8416df61dba1.
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35. María José López et al., *Academic Performance and Adjustment of First-Generation Students to Higher Education: A Systematic Review*, 10 Cogent Educ. art. no. 2209484, at 26 (2023); Karen Kurotsuchi Inkelas et al., *Living-Learning Programs and First-Generation College Student's Academic and Social Transition to College*, 48 Rsch. in Higher Educ. 403, 420 (2007).
36. The most comprehensive study of a law school pathway program was released by the Law School Admission Council. Elizabeth Bodamer, *The Need for Intentionality: Insights from Research and the LSAC Prelaw Undergraduate Scholars (PLUS) Program*, LSAC, https://www.lsac.org/data-research/research/need-intentionality-insights-research-and-lsac-prelaw-undergraduate-scholars (last visited Dec. 1, 2023).
37. Participants selected for this incentive who took the LSAT and submitted at least five applications by November 30, 2022, received a $300 Amazon.com gift card. Participants who completed these tasks by January 31, 2023, received a $100 Amazon.com gift card.
38. Supplemental resources included more than 2,500 practice questions with detailed explanations; more than 75 previously administered exams; personalized performance reports; and an archive of more than 100 LSAT workshop videos. Access to supplemental resources began in July 2022 and ended in June 2023.
39. Eligible applicants scored at or below the 25th percentile on the LSAT, or at or below the 50th percentile on another standardized exam (e.g., ACT, GRE, SAT)
40. Racial and ethnic underrepresentation was determined by comparing the proportion of law students at ABA-approved law schools who identified as members of specific race/ethnic groups, to the proportions of overall U.S. population. A group is deemed underrepresented when its proportion of law students is lower than its proportion of the U.S. population. Individuals that identified as American Indian or Alaska Native; Black/African American; Latine/Hispanic; and Native Hawaiian/Other Pacific Islander are considered underrepresented among U.S. law students. We define socioeconomic underrepresentation as being a first-generation bachelor's degree graduate or a recipient of a federal Pell Grant during their undergraduate matriculation.
41. Additional data tables are displayed in Appendix B.
42. A guide to online content is presented in Appendix C.
43. Live sessions lasted eight weeks, July through August 2022. Classes were held in two-hour blocks, twice a week (Tuesday and Thursday evening) or in a four-hour block on Saturdays. Participants selected their preferred schedule. Supplemental assignments included recorded videos, skills practice, and adaptive learning modules. Practice tests were available through the Kaplan platform and LSAC LawHub.
44. E-mail from Margaret Sahyouni, Senior Customer Engagement Manager, Kaplan N. Am., to Kelsey Risman, Senior Evaluation Methodologist, AccessLex Inst. (Feb. 2, 2024) (on file with author).
45. Additional data tables are provided in Appendix B.
46. Most tasks involved submitting written materials (e.g., resume, personal statement) to admission counselors for multiple rounds of feedback. Additional tasks included drafting a list of target schools; identifying and contacting potential recommenders; applying for LSAC and application fee waivers; taking the LSAT; and ordering undergraduate transcripts.
47. Additional data tables are provided in Appendix B.
48. An overview of outreach and engagement is provided in Appendix C.
49. Taylor, Aaron and K. L. Risman, Report on LexScholars Program Evaluation: Year 2 (2021–22). 2022. https://www.accesslex.org/sites/default/files/event-uploads/2022-03/LexScholars_AnnualReport_031422.pdf
50. See findings on page #.
51. Additional data tables are displayed in Appendix B.
52. Descriptive analyses of process engagement timing support the underlying program assumption. Participants who took the LSAT and applied early or on-time were more likely to receive at least one offer of admission and at least one scholarship offer, compared to those who participated late. Full admission and scholarship findings are presented on page #.
53. See data table in Appendix B.
54. Correlation analyses revealed a moderate, positive relation between the number of applications a participant submitted and their number of admissions ($r = .56$, $p < .001$), as well as the number of scholarships they received ($r = .49$, $p < .001$). Correlation analyses also revealed a positive relation between the number of regions that a participant applied to and their number of admissions ($r = .28$, $p < .05$), as well as the number of scholarships they received ($r = .29$, $p < .01$).
55. We consider nine regions in total, in line with AccessLex Institute's defined U.S. regions. These include New England, Mid-Atlantic, Mid-South, Midwest, Rocky Mountains-Plains, Southeast, Southwest, West, and Puerto Rico.
56. Additional data tables are displayed in Appendix B.
57. To be eligible for LexPreLaw, an applicant must not have an LSAT score higher than the 25th percentile. Attaining a score above this threshold during the program represents score improvement and, based on analyses of three years of program data, significantly increases the odds of gaining law school admission ($B = 2.29$, $p < .001$). Participants who exceeded this threshold were 74% more likely to earn admission than participants who did not.
58. Of participants who took the LSAT twice, nine (56%) took their first LSAT early. Additionally, eight participants (50%) who took their first LSAT on time and took the LSAT twice, scored above the 25th percentile. On average, participants who took their first LSAT early or on time and took the LSAT twice improved their score by seven points, or 16 percentile points (compared to an improvement of six points, or 14 percentile points, earned by participants who took the LSAT early or on time, but only once).
59. Participants who took the LSAT twice during the program were almost twice as likely to exceed the 25th score percentile.
60. Additional data tables are available in Appendix B.
61. Additional data tables are displayed in Appendix B.
62. Additional data tables are provided in Appendix B.
63. Taylor, Aaron and K. L. Risman, Report on LexScholars Program Evaluation: Year 2 (2021-22). 2022. https://www.accesslex.org/sites/default/files/event-uploads/2022-03/LexScholars_AnnualReport_031422.pdf

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