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LEXPRELAW BY ACCESSLEX℠ PROGRAM EVALUATION

Year 2 (2021-22)

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FOREWORD

AccessLex Institute launched LexScholars in summer 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. We were motivated both by our desire to tangibly increase law student diversity and by the paucity of publicly available data about the impacts of diversity pathway programs already in existence. We wanted to contribute to collective knowledge about pathway program best practices while helping aspiring law students pursue their dreams.

In a short period of time, LexScholars, now called LexPreLaw, has become one of the largest diversity pathway feeder programs. Across two completed cohorts, 76 participants have enrolled in law schools nationwide. This feat is made even more significant by LexPreLaw's novel focus. The program is limited to aspiring law students who have a track record of low performance on standardized tests. Most LexPreLaw participants have already taken the LSAT and scored lowly. Many of them have already sought law school admission, unsuccessfully. Through LexPreLaw, we are seeking to turn these admission denials into admission offers by investing in people whose talent and potential may otherwise go overlooked or underappreciated.

In the process, we are learning much about the impacts of our efforts through rigorous and ongoing evaluations of the program. This report presents detailed findings of Year 2 (2021-22) 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.

With the U.S. Supreme Court's recent ruling prohibiting the direct consideration of race in higher education admission, access to rigorous standardized test preparation and comprehensive admission counseling will become even more critical for underrepresented people. Diversity pathway programs will be called on to help fill gaps in access, capital, and information. It is our hope at AccessLex that LexPreLaw will continue to help individuals achieve their dreams while contributing to increased efficacy of pathway programs overall.

Aaron N. Taylor
Executive Director
AccessLex Center for Legal Education Excellence®

EXECUTIVE SUMMARY

1. Participant Demographics[1]

The cohort was comprised of 248 participants. We also assembled a group of 29 non-participants who served as a control group.

- 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).

- Eighty-one percent (81%) of participants identified as members of an underrepresented racial or ethnic group.

- Eighty-eight percent (88%) of participants identified as members of an underrepresented socioeconomic group.

- Seventy-three percent (73%) of participants identified as members of an underrepresented racial/ethnic group *and* an underrepresented socioeconomic group.

- Seventy-nine percent (79%) of participants identified as women.

- The median age of participants was 26.

2. LSAT Behaviors and Outcomes

Thirty-seven percent (37%) of participants took the LSAT during the program. At 41%, the control group was more likely to take the LSAT.[2]

- Among participants, the median program LSAT score was 144. The median percentile was 21st. For the control group, the median score was 142 with a median percentile of 17th.[3]

- Among participants, the median change in LSAT score from a pre-program score was an increase of seven percentile points. Median percentile change for the control group was 0.[4]

- Forty-two percent (42%) of participants who took the LSAT during the program scored above the 25th percentile, a marker of improved odds of gaining admission to law school. The control group proportion was 27%.[5]

3. Application Process Behaviors and Outcomes

Thirty-seven percent (37%) of participants submitted at least one law school application during the program. At 55%, the control group was more likely to submit at least one application.[6]

- Forty-three percent (43%) of participants who submitted at least one application during the program received at least one admission offer, compared to 31% for the control group.[7]

- Seventy-three percent (73%) of participants who received at least one admission offer also received at least one scholarship offer, with a median value of 33% of tuition. Eighteen percent (18%) of control group members who applied to law school received at least one scholarship offer; median value was 12% of tuition.[8]

- Participants who applied before February 1 were more likely to receive an admission offer and a scholarship offer than participants who applied later.[9]

4. Costs

The total direct cost during the 2021-22 cycle was $311,152. From a per participant perspective, LexPreLaw cost $1,244.61. Pro-rating using the 40 participants who received at least one admission offer, the per participant cost was $7,778. Regarding the latter, we consider any 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 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 Year 2 (Y2) cohort of LexPreLaw participants. The program cycle for this cohort spanned July 2021 through August 2022.

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 to 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."[10] 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). Next, we will describe participant selection; provide a profile of the Y2 LexPreLaw cohort; and present findings related to program implementation (Process). We will then present findings related to program impact (Product) and draw conclusions about the effectiveness of program interventions. This report concludes with recommendations for program improvement.

CONTEXT: THE LEGAL PROFESSION AND LAW SCHOOL

The legal profession is one of the least diverse professions in the U.S. In 2021, people of color comprised just 17% of lawyers[11], compared to 40.7% of the overall population.[12] The most significant cause of this trend is racial, ethnic, and socioeconomic disparities in who is allowed 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, but people of color remain underrepresented.

In 2021, people of color comprised 34.9% of law students.[13] Enrollment disparities are most pronounced among students who identify as Black and/or Latine/Hispanic, who comprise 32.5% of the nation's population[14] but only 15.1% of law students. These trends reflect admission rate trends. Applicants who identify as Black are least likely to receive an offer of admission to any law school; just 45.2% did so during the 2020-2021 cycle. The admission rate for applicants who identify as Latine was higher, 57.4%, but still noticeably lower than the overall admission rate of 69.6%.[15] 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.[16]

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 likely socioeconomic disparities in average scores. Past data have shown disparities of as much as 11 points when the average score among test takers that identify as Black (142) is compared to the average among test-takers that identify as Asian and/or White (153).[17] The average among students that identify as Latine/Hispanic was 146, a seven-point disparity. It is often theorized that unequal access to high-quality LSAT prep contributes to these gaps.[18] Furthermore, performance on standardized tests, including the LSAT, is also 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.[19]

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. In most contexts, completing a task just before the deadline is a harmless action. Incentives for early completion are usually personal to the individual. But 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 ever-increasing scarcity of available seats in the class. Therefore, waiting until just before the deadline to apply, an acceptable practice in most other contexts, is particularly harmful in the law school admission context.

Data show that applicants from underrepresented racial and ethnic groups apply later in the application process,[20] likely lowering their chances of admission. Some of these delayed submissions result from lack of insight into the process. 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 due to financial hardship.

Program Goals

The primary goal of LexPreLaw is to support 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 barriers to gaining admission to law school.

The second 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 the findings. The evaluation relies on a quasi-experimental design and a mixed methods approach to capturing summative and formative information. These efforts address the dearth of evidence regarding the effectiveness of law school pathway programs as means of increasing enrollment of students from underrepresented backgrounds.[21]

INPUT: PROGRAM DESIGN

All program components directly reflect the three barriers to law school admission presented in our review of program context. Additionally, an integral element of program design is differential treatment among participant groups. Not every program participant is exposed to all three interventions. The purpose of this design is to allow the evaluation team to observe the impact of discrete program interventions.

The program consisted of three treatment groups: two participant groups (LSAT Prep Only Group and Admission Counseling Group) and one control group (Observation Group). The table below lists the groups and the program resources (treatments) they received:

Treatment Group	RESOURCE(S) PROVIDED
Observation Group	Financial assistance
LSAT Prep Only (LP) Group	Financial assistance, LSAT prep
Admission Counseling (AC) Group	Financial assistance, LSAT prep, admission counseling

To mitigate financial hardship during the admission cycle, all LexPreLaw participants and members of the Observation Group were offered financial assistance, in the form of incentives, during the program. The incentives were structured to encourage 1) responsiveness to monthly reporting forms or 2) engagement with the law school application process. Observation members received a $50 Amazon.com gift card for each of the 12 monthly reporting forms they completed (cumulative maximum of $600). LexPreLaw participants (AC and LP Groups) were randomly selected to receive either a behavioral incentive or a response incentive. The behavioral incentive was designed to motivate participants to complete and submit law school applications early in the admission cycle. Participants selected for this incentive who took the LSAT and submitted at least five applications by November 30, 2021, received a $300 Amazon.com gift card. Participants who completed these tasks by January 31, 2022 received a $100 Amazon.com gift card. LexPreLaw 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 Observation members.

All LexPreLaw 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 July and August 2021 and access to supplemental resources, including 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 2021 and ended in June 2022.

Additionally, approximately one-third of LexPreLaw participants were given access to comprehensive admission counseling services designed to cultivate navigational capital in the application process. Admission counselors provided highly personalized guidance to participants through a list of application process tasks.[22] In addition, counselors aided with developing application process action plans and conceptualizing and drafting personal statements, resumes, diversity statements, and application addenda. Counselors also provided participants with information regarding need-based application fee waivers and 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. Access to this resource began in June 2021 and continued through August 2022. Counselors encouraged early engagement with the application process; therefore, most assistance was provided to participants between June and December of 2021.

Data Collection

One of LexPreLaw's goals is to contribute knowledge regarding effective methods for structuring law school diversity pathway programs. Multiple data collection instruments were used to monitor and evaluate program implementation and impact. Descriptions of data sources are presented in Table 1.[23] A timeline of data collection activities is presented in Figure 1.

Table 1
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, prep 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

Figure 1
Timeline of LexPreLaw Program Activities and Data Collection in 2021 and 2022.
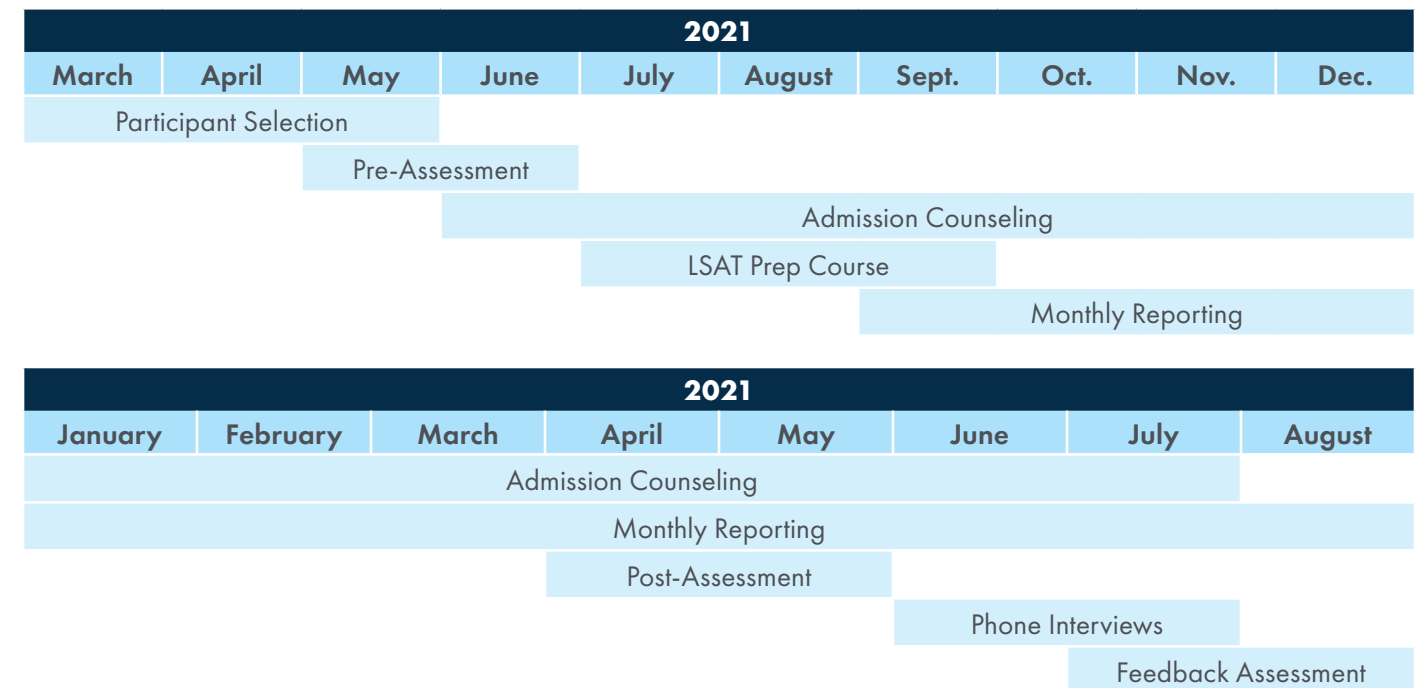
The aim of program evaluation activities was to observe overall program implementation and assess the impact of individual program components. The evaluation was guided by the following research questions:

RQ1: What impact does the program have on participant application process knowledge?

RQ2: What impact does the program have on participant knowledge of law school financing options?

RQ3: What impact does the program have on application process engagement, including the completion and timing of application process activities (e.g., taking the LSAT, submitting applications)?

RQ4: What impact does the program have on participant LSAT scores and score percentiles?

RQ5: What impact does the program have on participant likelihood of being admitted to law school?

RQ6: What impact does the program have on participant likelihood of being offered a scholarship?

RQ7: What impact does the program have on the percentage of tuition covered by scholarship offers made to participants?

RQ8: What participant characteristics and factors are associated with favorable program outcomes (e.g., LSAT score increase, receipt of admissions offer)?

RQ9: What participant characteristics and factors are associated with favorable program engagement?

RQ10: To what extent did LexPreLaw meet the needs of the priority population?

Key components of the program logic model and corresponding evaluation plan are described in Appendix B.

Budget and Funding

The administration of LexPreLaw required significant investments of human and financial resources. The project is centered in the AccessLex Center for Legal Education Excellence and leverages resources across the organization. The total direct cost during the 2021-22 cycle was $311,152,[24] itemized below:

- Admission counseling services: $161,252
- LSAT prep courses: $112,500
- Incentives: $37,400

From a per participant perspective, LexPreLaw cost $1,244.61.[25] Prorating based only the 40 participants who received at least one admission offer, the per participant cost was $7,778. Regarding the latter, we consider any figure of $9,000 or less to be evidence of a cost-efficient program.

PROCESS: PARTICIPANT SELECTION AND 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.

Application and Selection

The Y2 online application opened on March 15, 2021. To be considered for a program slot, applicants were required to submit 1) the application form; 2) a transcript from their bachelor's degree-granting institution; 3) and a copy of a standardized test score report. Two assessments submitted by external recommenders were also required. All applicants considered for selection met the following eligibility requirements:

1. Declared intention to seek fall 2022 admission to law school;

2. Possessed or would receive a bachelor's degree by August 2022;

3. Had not previously 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);[26] and,

5. Self-identified as a member of racial, ethnic, or socioeconomic group that is underrepresented in legal education.[27]

Participant selection was conducted on a "first come, first selected" basis. The first 75 applicants selected into the program were assigned to the LSAT Prep and Admission Counseling (AC) Group.[28] The following 175 applicants selected into the program were assigned to the LSAT Prep Only (LP) Group. After all program slots were filled, a waitlist was maintained to fill forfeited slots.

The Observation Group (control) was an important component of program and evaluation design. Members comprised of waitlisted applicants and applicants who met program eligibility requirements but did not submit all required application materials by the time all slots were filled. Observation members did not receive access to program resources but were offered a financial incentive to participate in monthly reporting of their application process experiences and admission outcomes.

Profile of the 2021-2022 Cohort

The Y2 cohort was comprised of 248 aspiring law students,[29] with another 29 comprising the Observation Group. All participants and Observation members met the program eligibility requirements.

Eighty-one percent (81%) of LexPreLaw participants identified as members of an underrepresented racial or ethnic group.[30] Eighty-eight percent (88%) of participants identified as members of an underrepresented socioeconomic group.[31] Seventy-three percent (73%) of participants identified as members of an underrepresented racial/ethnic group *and* an underrepresented socioeconomic group. Seventy-nine percent (79%) of participants identified as women. The median age of participants was 26. Sixty-nine percent (69%) of participants previously took the LSAT. Participants' demographic information is displayed in Table *2*.

Table 2
2021-2022 LexPreLaw and Observation Group Participant Demographics (N = 277)

	LP GROUP	AC GROUP	LP + AC	OBSERVATION GROUP
Race and Ethnicity Underrepresented[a]	83%	74%	81%	86%
Economically Disadvantaged (ED) Yes	87%	91%	88%	86%
Underrepresented Race/ Ethnicity and ED Yes	72%	74%	73%	79%
Gender				
Women	76%	85%	79%	76%
Men	22%	12%	19%	24%
Non-binary or Other Gender	1%	3%	2%	0%
Median Age	27	26	26	27
Previous LSAT[b] **Yes**	78%	49%[a]	69%	86%
n	174	74	248	29

All LexPreLaw participants and Observation members demonstrated low performance on a standardized admission test. Sixty-nine (69%) of participants provided an LSAT score in their LexPreLaw application. Among these participants, 11 was the median score percentile (a score of approximately 139). The remaining participants submitted a score from another standardized test (e.g., ACT, SAT) that was at or below the 50th percentile. Additional information related to prior academic and test performance is displayed in Table 3.

Table 3
Average LSAT Score Percentile and UGPA of LexPreLaw Participants and Observation Group (N = 277)

	LP GROUP	AC GROUP	LP + AC	OBSERVATION GROUP
LSAT Score Percentile				
Median	11	12	11	11
IQR	11	13	11	10
n	135	36	171	25
UGPA				
Mean	3.2	3.2	3.2	3.3
Std. Deviation	0.5	0.5	0.5	0.4
n	174	74	248	29

Welch's T- and two-proportional Z-tests affirmed baseline equivalency between treatment groups (LP, AC, Observation) and financial incentive (behavioral, response) groups in terms of racial, ethnic, and socioeconomic characteristics and prior academic and LSAT score performance. LP participants and Observation group members were more likely to have previously taken the LSAT, compared to AC members. Those differences were statistically significant (see Table 2).

Attrition

Analysis of attrition involved review of all program and process engagement data. Participants were assumed attritted if they stopped engaging the program prior to the halfway point and their monthly reporting responses (if any) Also verified no engagement with the law school application process. Participants were also considered attritted if they reached out to program administrators expressing a desire to end their participation. Attrition rates are displayed in Figure 2.

Figure 2
Percent of Participant Groups Attritted

- LP Group — 41%
- AC Group — 50%
- Response Incentive — 40%
- Behavioral Incentive — 46%
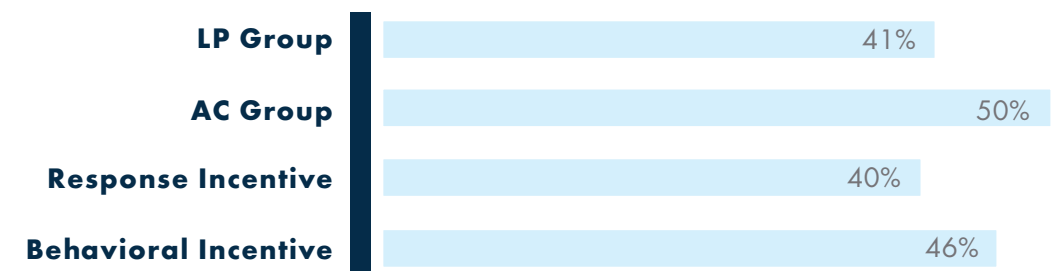
AC participants and those receiving the behavioral incentive were more likely than other participants to attrit from the program. AC participants faced a more intense program experience, given the deadline-driven structure of the admission counseling. This intensity likely led to the higher incidences of attrition.

Conversely, the ongoing nature of the response incentive likely functioned as an inducement to persist. Attritting from the program ended the possibility of continuing to receive $20 gift cards for participating in monthly reporting. The possibility of receiving the behavioral incentive ended on January 31, providing less incentive to remain in the program beyond that point.

Monthly reporting forms asked participants if they still intended to seek fall 2022 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 plan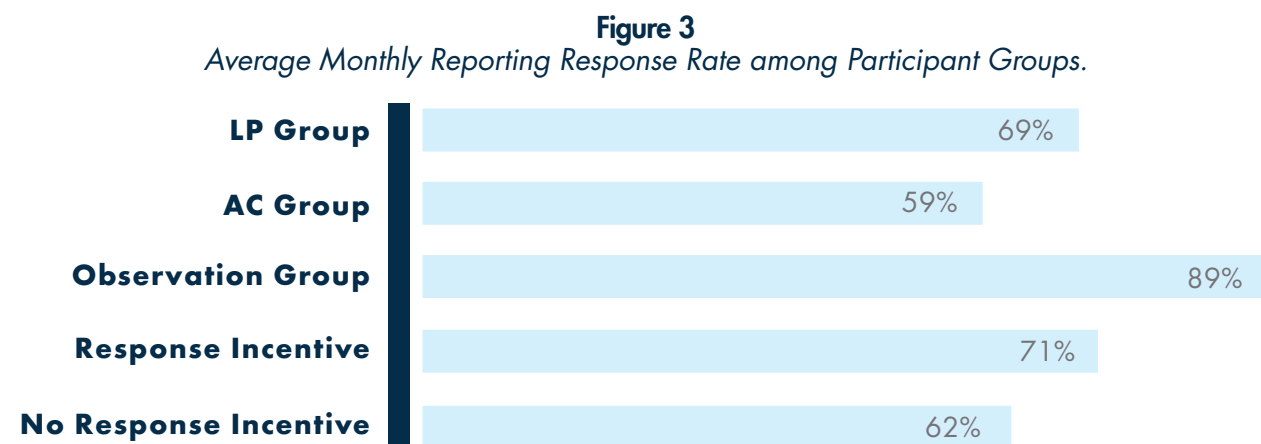s. They could select as many reasons as were applicable. Across all reporting months and all participant responses, the top reasons for abandoning or delaying law school plans were:

- I have other responsibilities related to work (21% of all responses)

- My LSAT score is too low (19% of all responses)

- I have experienced health- or family-related challenges (17% of all responses)

- I do not have sufficient funds to attend law school (15% of all responses)

- I do not have sufficient funds to complete the law school application process (8% of all responses

- I have changed my educational/career path (7% of all responses)

Program Implementation: The Response Incentive

Monthly reporting response rates suggest the response incentive worked as expected. Average response rates were highest among Observation members, who received the most generous incentive ($50 gift card per reporting form submission). Participants receiving the response incentive ($20 gift card per reporting form submission) had the second-highest response rate. Full description of monthly reporting response rates among participant groups is displayed in Figure 3.

Figure 3
Average Monthly Reporting Response Rate among Participant Groups.

LP Group	69%
AC Group	59%
Observation Group	89%
Response Incentive	71%
No Response Incentive	62%

AC participants had the lowest average response rate. We attribute this to response fatigue, as these participants also had to report monthly activities to their admission counselor. Future iterations of the project will eliminate dual reporting by AC participants and provide a response incentive to all participants.

Program Implementation: 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. Live sessions lasted eight weeks, July through August 2021. Classes were held in two-hour blocks, twice a week (Tuesday and Thursday) 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.

For the second year in a row, LP participants demonstrated higher live course attendance than AC participants. Previous research has affirmed the relationship between course attendance and score improvement.[32] LP participants, however, were slightly less likely to complete supplemental assignments and practice exams, compared to AC participants. Summary information related to LSAT prep course engagement is presented in Table 4.[33]

Table 4
Average Engagement in LSAT Prep Course Components by LexPreLaw Participants (N = 248)

	LP GROUP	AC GROUP
Average Live Course Attendance	60%	52%
Average Asynchronous Assignments Completed	20	23
Average Asynchronous Practice Exams Completed	3	4
n	174	74

Phone interviews with AC participants provide some context for their course engagement behaviors. Multiple participants explained that they prioritized completing admission counseling tasks over LSAT course attendance. When asked why, particularly given the time-limited duration of the live courses, one participant said, "The admission counseling was more hands on, there was a person on the other side helping me. I felt like they were waiting on me, so I needed to get it to them." Other participants explained they felt their application materials needed more improvement than their LSAT score, a somewhat puzzling conclusion given the low nature of their LSAT scores.

Program Implementation: Admission Counseling Engagement

AC participants were advised to complete 20 law school application tasks. The task list was designed to put participants in a position to begin submitting law school applications by November 30. 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 (see Appendix C for full task list).

Participant engagement with admission counseling was tracked based on whether participants completed a task on time or at all (irrespective of timeliness). The timelines built into the task list were presented as optimal but optional. AC participants completed a median of 13 tasks (roughly 65% of all tasks). Participants generally did not complete tasks *on time*. Less than 18% of participants completed over half of all tasks on time.

Program Implementation: Additional Engagement Indicators

LexPreLaw participants were encouraged to utilize additional AccessLex resources designed to support aspiring law students. These resources were promoted when their usefulness would be optimal. For example, use of 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. AccessLex staff steered aspiring law students to these resources in both formal and ad hoc ways throughout the program cycle.

Through monthly reporting, participants were asked to indicate from a pre-set list any additional resources and services they used during the program cycle. Participants reported using an average of three additional resources. Observation members reported an average of four. The table below lists the ten most common resources and services:

RESOURCE	TOTAL PARTICIPANTS ACCESSED	TOTAL TIMES REPORTED ACCESS
Other LSAT Prep Program/ Resources (Khan Academy, Princeton Review, etc.)	140	427
LexPreLaw LinkedIn Page	101	250
AccessLex Law School Scholarship Databank	68	182
Attended an AccessLex Webinar	47	97
MAX Pre-Law by AccessLex℠	45	107
XploreJD.org	43	123
Ask EDNA!®	42	130
AccessLex Student Loan Calculator	37	79
LexPreLaw Facebook Page	34	78
AccessConnex by AccessLex℠	17	35

Our assessment of utilization of additional resources is a new component of our program evaluation. The utilization rates suggest we can better promote the resources and services and their benefits. For example, AccessConnex, a free financial advising service,34 was the least utilized resource. This limited usage is particularly noteworthy given the extent of financial insecurity among participants. Future programmatic efforts will emphasize this resource to increase participant utilization.

The monthly reporting form asked participants to frame their engagement with the law school application process, using a three-point scale ("Sufficiently engaged," "Engaged but not sufficiently," or "Not engaged at all"). Participants were also asked each month to describe the factors which positively or negatively affected their ability to be sufficiently engaged.

Observation members were most likely to rate their engagement as "Sufficient" each month, followed by LP Group participants (50% and 49%, respectively). The top positive and negative factors reported by participants to impact engagement each month were:

POSITIVE IMPACT ON ENGAGEMENT	NEGATIVE IMPACT ON ENGAGEMENT
Sufficient self-motivation	Financial strain
Adequate access to application process resources (e.g., LSAT prep, admission counseling)	Insufficient self-motivation
Family support	Lack of family support
Support from role models, peers, counselors, etc.	Lack of support from role models, peers, counselors, etc.

Participant Selection and Program Implementation Summary and Reflection

The Y2 participant selection process was centered on a two-part application. Applicants first completed a Preliminary Application, on which they provided demographic and academic information that we used to confirm program eligibility. Applicants whose eligibility was confirmed were then sent a personalized link to the Final Application, where they were required to upload copies of their academic transcripts and test score reports. This process enhanced efficiency and data security by greatly reducing incidences of ineligible applicants forwarding sensitive documents to us.

Program eligibility requirements were listed on the program webpage, covered extensively in an informational webinar prior to program launch, and embedded in the application itself. Nonetheless, roughly 30% of applicants who completed the Preliminary Application were ineligible for the program. This proportion does not strike us as excessive. We will, however, explore ways to further highlight the eligibility requirements and limit applications from people who do not meet the requirements.

An additional and notable Y2 improvement in participant selection is the achievement of baseline equivalency between treatment groups, in terms of racial, ethnic, and socioeconomic characteristics and prior academic and LSAT score performance. This is an important milestone that aids interpretation of treatment group comparisons.

Analyses of the treatment groups did yield statistically significant differences in the proportions of each group that had previously taken the LSAT. The Observation Group followed by the LP Group

had the highest proportions of previous LSAT-takers. The AC Group had the lowest. These differences reflect the participant assignment process and how the program was advertised.

The LexPreLaw application opened in mid-March. At that time, many active law school applicants were still waiting to receive decisions on their applications and, therefore, not seeking support from a program like LexPreLaw. By the time these applicants realized that they were not going to receive any favorable admission offers, the LexPreLaw application cycle was already in its later stages. LexPreLaw participants are selected and assigned to treatment groups on a first-come, first-selected basis. The Admission Counseling (AC) Group is filled first, followed by the LSAT Prep Only (LP) Group and then the Observation Group.

The program was advertised principally to college students. This resulted in many applications from people with no experience with the law school application process; some of them were likely not even settled on their decision to attend law school. These applicants were able to apply earlier in the LexPreLaw process, securing coveted AC slots. This phenomenon was captured by the fact that 51% of AC participants had not previously taken the LSAT, compared to only 22% of LP participants and 14% of Observation members.

Multiple indicators suggest the first-come, first-selected participant assignment process undermined program impact. AC participants were more likely than LP participants to attrit from the program (50% compared to 41%); they attended fewer LSAT prep live course classes on average (52% compared to 60%); and they were less likely to self-rate their program engagement as "Sufficient" (45% compared to 49%).

Participants who had previously taken the LSAT were less likely than other participants to attrit from the program (40% compared to 54%). They were also more likely to attend the LSAT prep classes (62% of class hours attended compared to 49%) and more likely to self-rate their engagement as "Sufficient" (51% compared to 39% of those who entered with no previous LSAT history). Within the AC Group specifically, participants who had previously taken the LSAT completed slightly more admission counseling tasks than other AC participants (median of 14 compared to 13); they were also more likely to participate in monthly reporting (74% submission rate compared to 55%).

PRODUCT: PROGRAM IMPACT

In this section, we discuss program impact. Our findings are presented in alignment with the program logic model (see Appendix B). First, we discuss participant engagement with the law school application process: taking the LSAT and submitting law school applications. Then we present findings related to key program outcomes: knowledge of the admission cycle; LSAT score performance; admission offers; and scholarship offers.

Application Process Engagement: Taking the LSAT

Overall, thirty-seven percent (37%) of LexPreLaw participants (n = 91) took the LSAT during the program. Interestingly, Observation Group members were more likely than LexPreLaw participants to take the LSAT, with 41% of them having done so. This trend is a likely reflection of a higher proportion of previous LSAT-takers among the Observation members, compared to LP and AC participants. As shown below, previous LSAT-takers were more likely than others to take the LSAT during the program.

Among LexPreLaw participants, those in the AC Group were slightly more likely than LP participants to take the LSAT during the program. The LP Group had a much higher proportion of previous LSAT takers than the AC Group. But the higher LSAT sit rate among the AC participants likely reflects the impact of the admission counseling they received. In essence, admission counseling itself increased the chance that a participant would retake the LSAT. Table 5 displays these trends.

Table 5
LSAT Sit Rate of LexPreLaw Participants and Observation Group (N=277)

	LP GROUP	AC GROUP	LP + AC	OBSERVATION GROUP
# Took LSAT	63	28	91	12
Sit Rate	36%	38%	37%	41%
n	174	74	248	29

Participants eligible to receive the behavioral incentive were more likely to take the LSAT than participants in the response incentive group. This trend suggests that the behavioral incentive served intended aims of encouraging engagement with the application process. Table 6 displays these trends.

Table 6
LSAT Sit Rate of LexPreLaw Participants by Incentive Status (n=248)

	BEHAVIORAL	RESPONSE
# Took LSAT	49	42
Sit Rate	40%	34%
n	124	124

Participants who had taken the LSAT before the program were much more likely to take the LSAT during the program. This trend aligns with others demonstrating higher levels of process engagement among participants with a previous LSAT experience. Table 7 displays these trends.

Table 7
LSAT Sit Rate of LexPreLaw Participants by Previous LSAT Status (n=248)

	NO PREVIOUS LSAT	PREVIOUS LSAT
# Took LSAT	22	69
Sit Rate	29%	40%
n	76	172

Among participants who took the LSAT during the program, the AC Group was most likely to do so early in the process. Sixty-four percent (64%) took the LSAT in September or October, compared to 54% of LP participants and 41% of Observation Group participants. This trend reflects the impact of the admission counseling that AC participants received. A core focus of the counseling was early engagement with the application process. Table 8 displays these trends.

Table 8
Percent of LSAT Takers Who Sat for First LSAT in Each Month

		LP GROUP	AC GROUP	OBSERVATION GROUP
2021	September	32%	43%	33%
	October	22%	21%	8%
	November	22%	11%	8%
2022	January	8%	11%	17%
	February	11%	11%	17%
	March	0%	0%	0%
	April	2%	0%	0%
	June	2%	0%	0%
	August	2%	4%	17%

Participants eligible to receive the behavioral incentive were more likely to take the LSAT earlier than response incentive participants. Sixty-three percent (63%) of behavioral incentive participants took the LSAT in September or October, compared to 50% of response incentive participants. This trend suggests the behavioral incentive served intended aims of encouraging early participant engagement with the application process. Table 9 displays these trends.

Table 9

Percent of LSAT Takers Who Sat for First LSAT in Each Month by Incentive Status

		BEHAVIORAL	RESPONSE
2020	September	43%	26%
	October	20%	24%
	November	14%	24%
2021	January	10%	7%
	February	10%	12%
	March	0%	0%
	April	2%	2%
	June	0%	0%
	August	0%	5%

Participants who had not taken the LSAT before the program were more likely than other participants to take the LSAT in September or October (72% compared to 52%). This trend may once again be reflecting the impact of admission counseling, given that the AC Group had the largest proportion of participants who had not previously taken the LSAT, and the group was more likely to take the test earlier in the admission cycle. Table 10 displays these trends.

Table 10

Percent of LSAT Takers Who Sat for First LSAT in Each Month by Previous LSAT Status

		NO PREVIOUS LSAT	PREVIOUS LSAT
2020	September	45%	32%
	October	27%	20%
	November	5%	23%
2021	January	14%	7%
	February	5%	13%
	March	0%	0%
	April	0%	3%
	June	0%	0%
	August	3%	1%

Application Process Engagement: Submitting Applications

Overall, thirty-nine percent (39%) of participants (n = 108) submitted at least one law school application during the program. Observation members were more likely than LexPreLaw participants to apply; they also submitted more applications, on average. LP participants were more likely to apply than AC participants and tended to submit more applications as well. These trends likely reflect the fact that Observation members were comprised of the highest proportion of previous LSAT-takers, followed by LP participants. Previous LSAT-takers were more likely to engage in the application process overall. Table 11 displays these trends.

Table 11

Application Rate of LexPreLaw Participants and Observation Group (N=277)

	LP GROUP	AC GROUP	LP + AC	OBSERVATION GROUP
Submitted ≥1 Law School Application	69	23	92	16
Application Rate (% of group applied)	40%	31%	37%	55%
Average Applications Submitted	6	5	5	7
n	174	74	248	29

Participants eligible to receive the behavioral incentive were more likely to submit at least one application than participants who received the response incentive, but they submitted fewer applications on average. These trends may provide some evidence of the behavioral incentive encouraging engagement with the application process. The lower average application volume was somewhat unexpected, though not alarming. Table 12 displays these trends.

Table 12

Application Rate of LexPreLaw Participants by Incentive Status (n=248)

	BEHAVIORAL	RESPONSE
Participants Who Submitted At Least One Law School Application	48	44
Application Rate (% of group applied)	39%	35%
Average Applications Submitted	5	6
n	124	124

Participants who had taken the LSAT before the program were twice as likely to submit at least one application than other participants. Previous LSAT-takers also submitted more applications, on average. These trends align with others demonstrating higher levels of process engagement among participants with previous LSAT experience. Table 13 displays these trends.

Table 13

Application Rate of LexPreLaw Participants by Previous LSAT Status (n=248)

	NO PREVIOUS LSAT	PREVIOUS LSAT
Participants Who Submitted At Least One Law School Application	17	75
n	76	172
Application Rate (% of group applied)	22%	44%
Average Applications Submitted	5	6

Among participants who submitted at least one application, participants in the AC group were more likely to submit their law school applications earlier in the process. Fifty-eight percent (58%) of AC participant applications were submitted by November compared to 35% of LP and 27% of Observation group. These trends likely reflect the admission counseling that AC participants received. A core focus of the counseling was early engagement with the application process. Table 14 displays these trends.

Table 14

Percent of Total Applications Submitted Each Month by LexPreLaw Participants and Observation Group

		LP GROUP	AC GROUP	OBSERVATION GROUP
2021	**September**	4%	2%	17%
	October	16%	30%	4%
	November	15%	26%	6%
	December	18%	7%	12%
2022	**January**	18%	13%	21%
	February	13%	11%	18%
	March	3%	7%	11%
	April	2%	1%	6%
	May	3%	2%	2%
	June	4%	0%	1%
	July	0%	0%	0%
	August	3%	0%	2%

Participants who were eligible for the behavioral incentive were also more likely to apply earlier in the law school admission cycle than participants who received the response incentive. Fifty-one percent (51%) of applications submitted by participants receiving the behavioral incentive were submitted by November compared to 29% of other participants. This trend suggests that the behavioral incentive served intended aims of encouraging early participant engagement with the application process. Table 15 displays these trends.

Table 15

Percent of Total Applications Submitted Each Month by LexPreLaw Participants by Incentive Status

		BEHAVIORAL INCENTIVE	NO BEHAVIORAL INCENTIVE
2021	**September**	5%	1%
	October	29%	10%
	November	17%	18%
	December	16%	15%
2022	**January**	19%	15%
	February	7%	18%
	March	2%	7%
	April	1%	2%
	May	1%	6%
	June	1%	5%
	July	0%	0%
	August	2%	2%

Among participants who submitted at least one application, those who had taken the LSAT before the program were less likely to apply earlier in the process. Thirty-nine percent (39%) of applications submitted by participants with a previous LSAT score were submitted by November compared to 46% among participants with no previous score. This trend may once again be reflecting the impact of admission counseling. Participants who had previously taken the LSAT were less likely than other participants to receive admission counseling and, as a result, potentially more likely to apply later in the process. Table 16 displays these trends.

Table 16

Percent of Total Applications Submitted Each Month by LexPreLaw Participants by Previous LSAT Status

		NO PREVIOUS LSAT	PREVIOUS LSAT
2021	September	7%	2%
	October	10%	21%
	November	29%	16%
	December	25%	13%
2022	January	16%	17%
	February	11%	13%
	March	0%	5%
	April	0%	2%
	May	2%	3%
	June	0%	4%
	July	0%	0%
	August	0%	3%

Program Outcomes: Knowledge of the Admission Cycle and Financial Planning

LexPreLaw participants were asked before the start of the program and again after the program ended to rate their agreement with five statements related to their knowledge of the law school application process.[35] Post-program ratings were compared to pre-program ratings to determine whether participants felt they gained application process knowledge over the course of the program.

Perceived knowledge of the application process increased for LexPreLaw participants along with each of the five statements. Observation members, however, were less likely to agree with the five statements in the post-program questionnaire, meaning their perceptions of their application process knowledge declined during the program cycle. Figure 4 provides a summary of change in knowledge of the application process, by group. A full description of individual knowledge items is provided in Appendix D.

Figure 4

Change in Percent Agreement at Baseline and Post-Assessment with Knowledge of Application Process Items
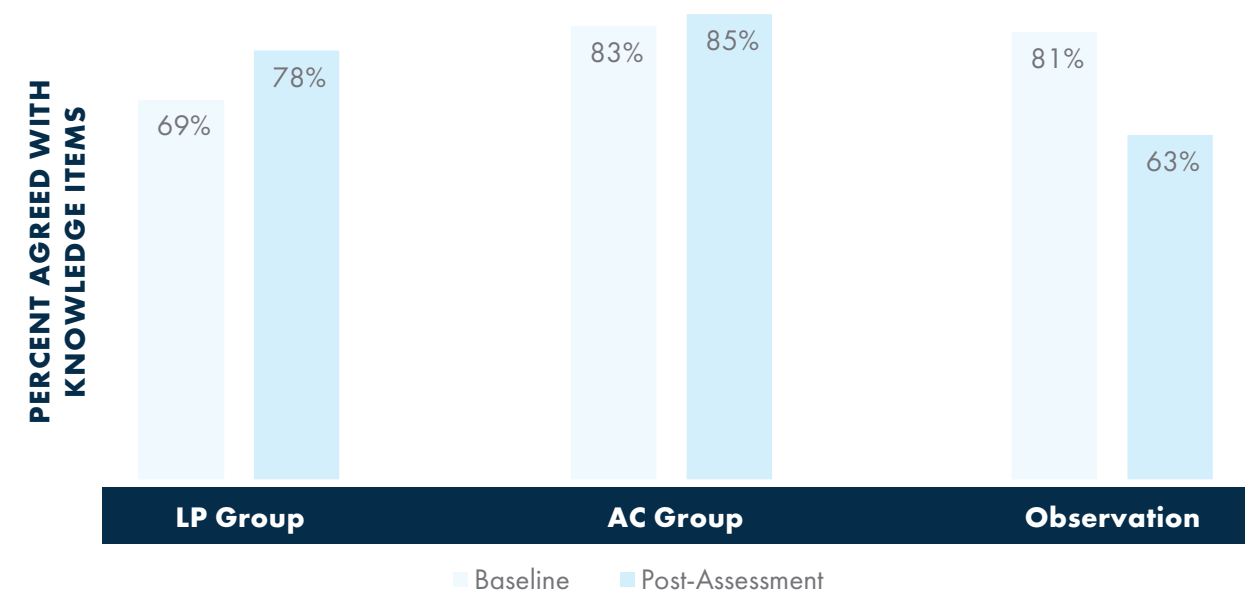
LexPreLaw participants were asked before the start of the program and again after the program ended to rate their agreement with two statements related to knowledge of law school financing options.[36] Knowledge of financing options increased for LexPreLaw participants. For the Observation Group, these perceptions decreased for one question and increased for the other. Figure 5 provides a summary of change in knowledge of financing options, by group. A full description of individual knowledge items is provided in Appendix D.

Figure 5

Change in Percent Agreement at Baseline and Post-Assessment with Knowledge of Law School Financing Items

KNOWLEDGE OF LAW SCHOOL FINANCING OPTIONS
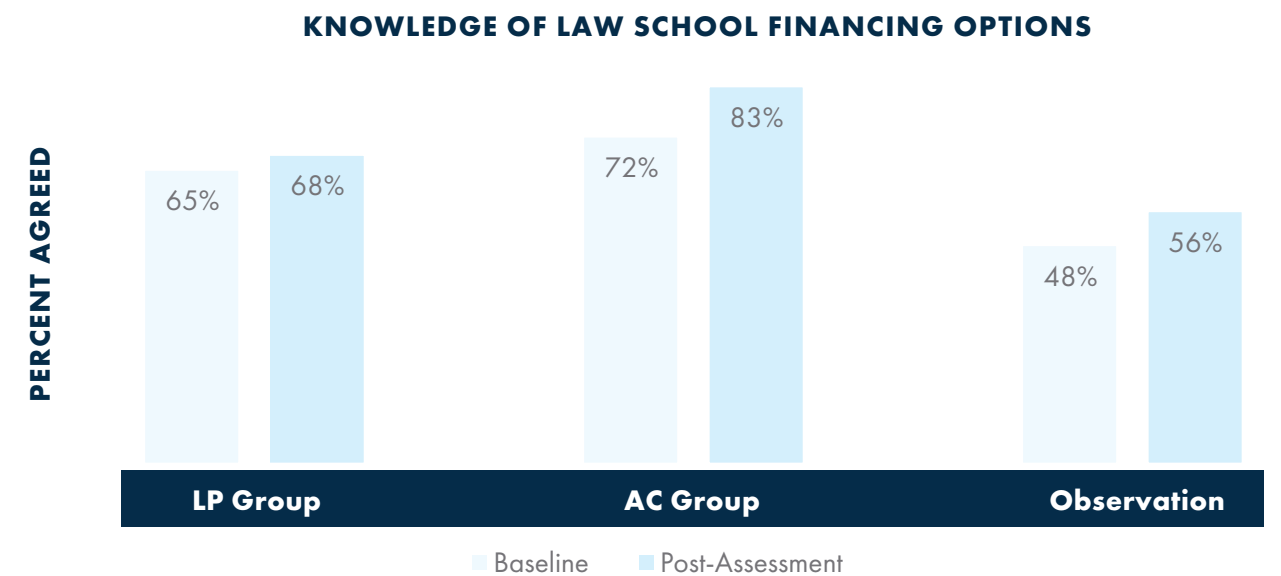
Participants who had not taken the LSAT before the program demonstrated larger increases in perceived knowledge across all seven of the knowledge items, compared to other participants. This finding is intuitive. Participants with no experience with the application process began the program with less knowledge, setting the stage for larger knowledge gains.

Program Outcomes: LSAT Score and Score Percentile

LexPreLaw participants who took the LSAT during the program attained a higher median LSAT percentile and score compared to Observation members. The median percentile among participants was 21, compared to 17 among Observation members.

Additionally, we conducted analyses of the proportion of each treatment group that exceeded the 25th LSAT score percentile. 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 correlation analyses across the first two years of program data, significantly increases the odds of gaining law school admission. LexPreLaw participants were more likely than Observation members to exceed the 25th percentile (42% compared to 27% respectively). These findings suggest positive program impact on the LSAT performance of LexPreLaw participants.

AC participants had a lower median percentile and were less likely to score above the 25th percentile compared to LP participants. This trend can possibly be explained by the lower level of attendance at the live prep courses among AC participants and their responsibilities of having to complete admission counseling tasks while also preparing for the LSAT. AC participants exceeded the performance of the Observation Group on these measures. Table 17 displays these trends.

Table 17

Average During-Program LSAT Score of LexPreLaw Participants and Observation Group (n=103)

	LP GROUP	AC GROUP	LP + AC	OBSERVATION GROUP
Median LSAT Score	144	144	144	142
Median LSAT Score Percentile	25	21	21	17
% Takers >25th Percentile	44%	36%	42%	27%
n (takers)	63	28	91	12

Participants eligible to receive the behavioral incentive attained a lower median percentile and were less likely to score above the 25th percentile compared to other participants. This is the second consecutive year that score outcomes among participants who were incentivized to take the LSAT earlier in the cycle were less favorable than outcomes among other participants. Table 18 displays these trends.

Table 18

During-Program LSAT Score Outcomes of LexPreLaw Participants by Incentive Status (n=91)

	BEHAVIORAL	RESPONSE
Median LSAT Score	144	144
Median LSAT Score Percentile	20	25
Percent of Takers Exceeded 25th Percentile	41%	45%
Total Sat for LSAT in Group	49	42

Participants who had taken the LSAT before the program attained a lower median percentile and were less likely to score above the 25th percentile, compared to participants who had not taken the LSAT. The differences were rather large. Table 19 displays these trends.

Table 19

Average During-Program LSAT Score of LexPreLaw Participants by Previous LSAT Status (n=91)

	NO PREVIOUS LSAT	PREVIOUS LSAT
Median LSAT Score	147	143
Median LSAT Score Percentile	29	18
Percent of Takers Exceeded 25th Percentile	59%	36%
Total Sat for LSAT in Group	22	69

Participants experienced higher LSAT score percentile improvements during the program, compared to the Observation Group. LP participants experienced the most improvement. Table 20 displays these trends.

Table 20

Average Change in LSAT Score Percentile of LexPreLaw and Observation Group Participants (n=80)

	LP GROUP	AC GROUP	LP + AC	OBSERVATION
Average Change	10	3	9	8
Median Change	8	0	7	0
Total Sat for LSAT in Group	56	13	69	11

We conducted analyses exploring relationships between LSAT prep course engagement and LSAT score outcomes. Number of hours spent attending the live courses was significantly and positively associated with attaining an LSAT score above the 25th percentile. No relationship was found pertaining to change in LSAT score or change in LSAT score percentile. Asynchronous course engagement (i.e., completing assignments and taking practice tests) was significantly and positively associated with change in LSAT score and achieving an LSAT score above the 25th percentile. These findings provide support for the favorable impacts of both components of the prep course on LSAT performance, particularly in scoring above the critical threshold of a 25th score percentile.

Program Outcomes: Admission Offers

Forty-eight percent (48%) of LP participants who submitted at least one application during the program received at least one admission offer. This admission rate far exceeded the rates among the AC participants (30%) and the Observation members (31%). These trends can be explained, at least in part, by the more favorable LSAT performance among LP participants compared to AC participants and Observation members. The comparability of admission rates between the AC participants and Observation members is confounding. We expected the AC participants to experience more favorable outcomes, especially given that their LSAT outcomes were more favorable than the Observation Group. Table 21 displays these trends.

Table 21

Total Applicants and Admission Rates Among LexPreLaw and Observation Groups (n=108)

	LP GROUP	AC GROUP	LP + AC	OBSERVATION GROUP
Participants Admitted	33	7	40	5
Participants Applied	69	23	92	16
Admission Rate	48%	30%	43%	31%

Participants eligible to receive the behavioral incentive were less likely than other participants to receive an offer of admission. These trends likely reflect the less favorable LSAT outcomes among the behavioral incentive group. The behavioral incentives did not result in a higher proportion of offers; but as explained earlier, they did seem to foster more favorable application process behaviors. These behaviors could have helped the recipients reach relative parity with other participants on admission offers despite less favorable LSAT outcomes. Table 22 displays these trends.

Table 22

Total Applicants and Admission Rate among LexPreLaw Participants by Incentive Status (n = 92)

	BEHAVIORAL	RESPONSE
Participants Applied	48	44
Participants Admitted	20	20
Admission Rate of Applicants	42%	45%

Participants who had previously taken the LSAT were less likely than other participants to receive an admission offer. These trends likely reflect the less favorable LSAT outcomes among participants who had previously taken the LSAT. Table 23 displays these trends.

Table 23

Total Applicants and Admission Rate among LexPreLaw Participants (n=92) by Previous LSAT

	NO PREVIOUS LSAT	PREVIOUS LSAT
Participants Applied	17	75
Participants Admitted	9	31
Admission Rate of Applicants	53%	41%

Program Outcomes: Scholarship Offers

AC participants who received an admission offer were more likely than LP participants to also receive a scholarship offer. Both participant groups were more likely than Observation members to receive a scholarship offer. These trends suggest favorable program effects on scholarship chances, pertaining to both the admission counseling and the LSAT prep components. Table 24 displays these trends.

Table 24

Percent of Admitted LexPreLaw and Observation Group Participants (n=45) Who Received a Scholarship Award

	LP GROUP	AC GROUP	LP + AC	OBSERVATION GROUP
Participants Admitted	33	7	40	5
Participant Admit Rate	48%	30%	43%	31%
Participants Admitted with Scholarship	23	6	29	3
Percent of Admits Awarded Scholarship	70%	86%	73%	60%

Scholarship offers received by LP participants had a higher proportional value than offers received by AC participants. Both participant groups tended to receive higher value scholarship offers than Observation members. These trends suggest favorable program effects. Table 25 displays these trends.

Table 25

Average and Median Three-year Tuition Costs Covered by Scholarship Awards

	LP GROUP	AC GROUP	LP + AC	OBSERVATION GROUP
Total Scholarship Awards	33	5	38	5
Average % of Three-year Tuition Costs Covered	40%	28%	38%	18%
Median % of Three-year Tuition Costs Covered	35%	27%	33%	12%

Behavioral incentive participants who received an admission offer were less likely to also receive a scholarship offer than other participants. These scholarships also tended to be of lower proportional value. These trends may once again reflect the less favorable LSAT outcomes among the behavioral incentive group. Tables 26 and 27 display these trends.

Table 26

Percent of Admitted LexPreLaw Participants (n=40) Who Received a Scholarship Award by Incentive Status

	BEHAVIORAL	RESPONSE
Participants Admitted	20	20
Participant Admit Rate	42%	45%
Participants Admitted with Scholarship	13	16
Percent of Admits Awarded Scholarship	65%	80%

Table 27

Average and Median Three-year Tuition Costs Covered by Scholarship Awards by Incentive Status (n=29)

	BEHAVIORAL	RESPONSE
Total Scholarship Awards	18	22
Average % of Three-year Tuition Costs Covered	38%	39%
Median % of Three-year Tuition Costs Covered	25%	38%

Participants who had previously taken the LSAT were less likely to have received a scholarship offer than other participants. Less favorable LSAT outcomes among the previous LSAT-takers likely played a role in their lower scholarship chances. On the other hand, the scholarships received by previous LSAT-takers tended to be of higher proportional value at the median, compared to other participants. Tables 28 and 29 display these trends.

Table 28

Percent of Admitted LexPreLaw Participants (n=40) with a Scholarship Award by Previous LSAT Status

	NO PREVIOUS LSAT	PREVIOUS LSAT
Participants Admitted	9	31
Participant Admit Rate	53%	41%
Participants Admitted with Scholarship	8	21
Percent of Admits Awarded Scholarship	89%	68%

Table 29

Average and Median Three-year Tuition Costs Covered by Scholarship Awards by Previous LSAT Status (n=29)

	NO PREVIOUS LSAT	PREVIOUS LSAT
Total Scholarship Awards	11	29
Average % of Three-year Tuition Costs Covered	38%	38%
Median % of Three-year Tuition Costs Covered	27%	36%

Program Outcomes: Admission and Scholarship Offers and Application Timing

A foundational assumption embedded in the LexPreLaw program design is that early engagement with the application process will increase chances of participants receiving admission and scholarship offers. This assumption is rooted in the manner in which the "rolling" admission processes commonly used among law schools 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 compared to later.

Descriptive analyses of timing support the underlying program assumption. Participants who 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 applied "late."

Table 30

Percent of LexPreLaw Participants with At Least One Law School Admission and At Least One Scholarship Offer by Timing of First Application (n=92)

	PARTICIPANTS WITH ≥1 ADMISSION	PARTICIPANTS WITH ≥1 SCHOLARSHIP	N
Early Applicants (First application before 12/01/2021)	47%	32%	47
On Time Applicants (First application before 02/01/2022)	41%	33%	27
Late Applicants (First application after 02/01/2022)	28%	17%	18
n	38%	27%	92

Process Engagement and Program Outcomes Summary

A useful frame through which to view LexPreLaw outcomes is through the impact of the three primary program treatments: admission counseling; LSAT prep; and behavioral incentive.

Our analyses suggest that admission counseling prompted participants:

- To take the LSAT at a higher rate.
- To take the LSAT earlier in the admission cycle.
- To submit law school applications earlier in the cycle.
- To receive scholarship offers at a higher rate.

Our analyses suggest that the LSAT prep course fostered:

- Higher LSAT scores and percentiles among LexPreLaw participants.
- Larger LSAT score improvement among LexPreLaw participants.

Our analyses suggest that the behavioral incentive prompted participants:

- To take the LSAT at a higher rate.
- To take the LSAT earlier in the admission cycle.
- To take the LSAT before they were adequately prepared, which may have lowered their chances of gaining admission and receiving a scholarship.
- To apply to law school.
- To apply earlier in the admission cycle.

PARTICIPANT FEEDBACK

We provide a summary of participant feedback related to specific components of the program, general satisfaction, and recommendations from participants for improvement below. Feedback was elicited through telephone interviews with selected participants and through an open-ended questionnaire sent to all other participants.

On the open-ended questionnaire, participants were asked to cite the most and least beneficial components of LexPreLaw. The LSAT course was, by far, the most frequently cited beneficial component. Respondents also cited admission counseling and other resources, such as the AccessLex Law School Scholarship Databank and the program LinkedIn space, as beneficial to their program journeys.

The LSAT Prep Course

Respondents provided overwhelmingly positive feedback about the LSAT prep course. They described course instructors as helpful, patient, and supportive. They also cited the financial relief of having access to high-quality test prep at no cost. They described the course content as helpful in improving their LSAT score and their overall confidence in taking the exam. Negative feedback generally related to course pace (too fast), timing of the course (too late in the summer), or that individual learning needs were unmet (e.g., not enough time spent addressing individual questions in class).

Admission Counseling

Feedback related to admission counseling was overwhelmingly positive. Respondents consistently noted positive interactions with counselors and cited the usefulness of the support counselors provided in helping participants prepare application materials (e.g., personal statements). Respondents also cited the flexibility and expertise of counselors as key to positive experiences in the program. Respondents tended to find the structure and approach of the admission counseling to be helpful and feel the counseling positively impacted their application materials. Negative feedback tended to pertain to the manners in which the demands of the admission counseling task list conflicted with other life responsibilities and obligations.

General Program Satisfaction

Most respondents stated the program either met or exceeded their expectations. Responses cited several examples of satisfactory impacts, including increased LSAT scores and the receipt of admission and scholarship offers. A few respondents, however, did share that the program did not meet their expectations. Unfavorable application process outcomes and a desire for more interaction with peers and members of the legal community were cited as reasons the program fell short of expectations.

Recommendations from Participants

Respondents consistently recommended increasing opportunities for engagement with other LexPreLaw participants, law students, and legal professionals. Other recommendations included expanding the program and marketing the program more broadly.

CONCLUSION AND RECOMMENDATIONS

The Y2 LexPreLaw cohort consisted of 248 aspiring lawyers who received targeted support during the 2021-2022 law school admission cycle. Roughly half remained engaged in the program throughout the cycle. When compared to the Observation Group, LexPreLaw participants experienced more favorable LSAT, admission, and scholarship outcomes. But while we are confident that the program conferred benefits upon participants, certain outcomes confound us, including unexpectedly depressed outcomes among AC participants.

Program evaluation is premised on continuous program improvement. As we gather more data from our LexPreLaw cohorts, we gain more insights about 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 possible factors beyond the scope of any services we could offer that impact participant experiences and outcomes.

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

Consider more purposeful participant selection and group assignment.

LexPreLaw participants are selected via a "first-come, first-selected" strategy. As eligible participants submit all required application materials, they are assigned to a treatment group until slots run out. Our primary purpose for adopting this process was a desire to explore the extent to which a "hands-off" means of participant selection could foster cohorts most able to maximize program benefits. Developing an effective process would increase operational efficiencies while possibly reducing biases endemic to selective admission frameworks of all kinds. In this framework, participant selection is driven by the program eligibility criteria. Group assignment methods also play an important role for LexPreLaw, which consists of multiple treatment groups. To be effective, eligibility criteria and assignment methods must be closely aligned to program goals.

LexPreLaw data, particularly attrition data, suggest that eligibility criteria and assignment methods are undermining program outcomes, particularly relating to the AC Group. As a result, we have altered our assignment methods. In response to data showing that participants who previously took the LSAT demonstrated higher levels of program and application process engagement, we adjusted the assignment method to increase the chances that such applicants receive the admission counseling services. Y3 applicants who had taken the LSAT at least one time before the program were given exclusive access to AC slots until June 1, 2022 (roughly the first six weeks of the application process). Other applicants were assigned to treatment groups after June 1. This process change increased the proportion of AC participants who had previously taken the LSAT. We hope that this change will increase outcomes among the AC group.

We are considering changes to eligibility criteria, including requiring a previous LSAT score of all participants and setting a minimum LSAT score to apply. Both changes would be significant. Therefore, we are collecting more data as we consider their implementation. The earliest possible implementation is Y4 of the program (2023-24).

Make alterations to format and delivery of admission counseling services.

An underlying assumption of LexPreLaw is that the admission counseling will increase the chances of recipients engaging in favorable application process behaviors and experiencing favorable admission and scholarship outcomes. The LexPreLaw data on this point, however, is inconclusive. AC participants were more likely than LP participants to engage in favorable process behaviors; but LP participants experienced more favorable admission outcomes.

We have considered reasons why favorable behaviors are not more clearly resulting in favorable outcomes for AC participants. A likely contributor is lower LSAT score outcomes among AC participants, compared to LP participants. AC participants had a lower median score percentile and were less likely to score above the 25th percentile during the program. These trends possibly result from the volume of work and pace of the admission counseling task list. The admission counseling is structured around AC participants completing a set of 20 tasks. The suggested timeline of completion focuses on preparing participants to apply to law school by November 30. This pace creates an intense experience for AC participants, where they are attempting task completion while also undertaking LSAT prep and managing other priorities in their life.

Our data analyses suggest a weak positive relationship between task completion and admission outcomes. No relationship was observed with scholarship outcomes. These findings do not necessarily mean that the admission counseling is having little to no effect, as there are likely other variables confounding the data. But feedback from participants and admission counselors, as well as our own intuition, suggest that the format and delivery of the counseling services may be having an undermining effect.

To address these effects, we are considering several operational and substantive changes to the counseling services. One possible change is minimizing the number and type of tasks that are due during the eight weeks of live LSAT courses. The goal of this change would be to allow AC participants to focus more squarely on their LSAT prep, potentially increasing their test performance and their chances of admission.

Rethink the behavioral incentive.

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 have yielded much evidence that the incentive works as intended regarding process engagement. Unfortunately, the process engagement has not resulted in more favorable outcomes. Across two cohorts of data, participants offered the behavioral incentive experienced less favorable admission outcomes than other participants, despite having taken the LSAT and applied to law school earlier.

A possible explanation for these trends is that incentive recipients are taking the LSAT with insufficient preparation to qualify for the incentive. Behavioral incentive participants who take the LSAT and apply to at least five law schools by November 30 qualify for a $300 Amazon. com gift card. For some, this is a compelling inducement that might prompt them to inadvisably take the test before they are ready. The incentive may also discourage participants from taking the LSAT multiple times as they finalize their application process and consider themselves "done" with the application process in time to receive the cash award. LexPreLaw data suggest, however, that multiple LSAT takes result in a higher LSAT score and greater likelihood of crossing the critical 25th score percentile threshold.

LexPreLaw participants who apply earlier in the admission cycle are more likely to receive admission and scholarship offers, irrespective of their incentive status. Therefore, our incentive structure should seek to encourage early process engagement without unintentionally encouraging ill-advised LSAT attempts. We are considering several changes to the behavioral incentive structure, including abandoning the November 30 deadline in favor of a later one that still places applicants in more favorable positions to receive admission and scholarship offers.

Appendix A: Year Two LexPreLaw Data Sources

The LexPreLaw Application

As part of the application to participate in the program, applicants provided demographic and background information (race/ethnicity, gender, parent(s) education, Pell recipient status), information regarding prior academic achievement (UGPA and standardized test score), and prior experience with the law school application process (previous LSAT takes and previous law school application submissions).

Monthly Participant Reporting

On the first business day of each month, from October 2021 through September 2022, LexPreLaw and Observation Group participants were sent a unique link to an online reporting form. Participants provided information about their application process experiences, behaviors, and outcomes for the preceding month. Participants were prompted to share things like whether they took the LSAT or received a score; submitted admission applications; received admission decisions; or made a final decision regarding the law school they would attend. The same form was sent each month and was designed to take five-15 minutes to complete, based on the number of updates the participant had to report for the preceding month.

Monthly reporting was communicated to be a mandatory component of participation in LexPreLaw. Multiple efforts were made by program staff in the first part of each month to encourage reporting (e.g., emails, text messages, phone calls). To encourage reporting, half of all LexPreLaw participants received a cash incentive ($20) for each monthly report completed over 12 months. Additionally, all members of the Observation Group received $50 per report completed.

Pre/Post-Intervention Assessment

The LexPreLaw Pre/Post-Intervention Assessment was administered before and after the program to capture participants' pre- and post-intervention characteristics. The pre-intervention assessment was administered throughout May 2021. The pre-intervention included measures of self-efficacy, identity salience and identity prominence, knowledge about the legal education and profession, and emotional and informational support. The post-intervention was administered in April 2022 and included measures of knowledge about the legal education and profession and emotional and informational support. The response rates for both the pre- and post-intervention assessment are provided in Table 31. The response rate for each treatment group ranged from 94%-98% at pre and 62%-90% at post. The decrease in responses from pre to post is consistent with the overall decline in research participation observed over time, which will be discussed later in the findings section.

Table 31
Pre- and Post-intervention Response Rate

	PRE				POST			
	LPG	ACG	LP + AC	OBS.	LPG	ACG	LP + AC	OBS.
Response Rate	99%	94%	98%	97%	71%	62%	68%	90%

Kaplan Online LSAT Course Data

Each month, Kaplan forwarded data on participant behavior and interactions within its course management platform. Data provided insight on things like the frequency with which participants attended scheduled live courses and the extent of interaction with other available resources within the platform. This data pertained only to ACG and LPG participants, as control group participants did not receive access to this resource through the study.

Admissions Counseling Data

Roughly every six weeks, the admission counseling service provided data regarding interactions its counselors had with members of the subgroup of participants who received access to this resource. The data denoted things like the number and nature of participant interactions and whether participants completed tasks (e.g., personal statement drafts) by stipulated dates or at all.

Phone Interviews

In August 2022, after most application process activity concluded, phone interviews were conducted with 10 participants; nine had taken the LSAT before the program. The sample included five who were considered on-time law school applicants and five who were not considered on-time applicants. On-time applicants were those who submitted a law school application before the end of January 2022.

Feedback Assessment

In September 2022, after all program interventions concluded, an open-ended questionnaire was sent to all participants who did not participate in the qualitative phone interviews, asking them to share narrative insights about their LexPreLaw experience. Participants in the LP group received a seven-item questionnaire and participants in the AC group received a nine-item questionnaire. The questionnaire yielded participant perceptions on topics such as how the program influenced their application process behaviors. Participants were also asked to share perceptions regarding the quality of the program and the resources they received.
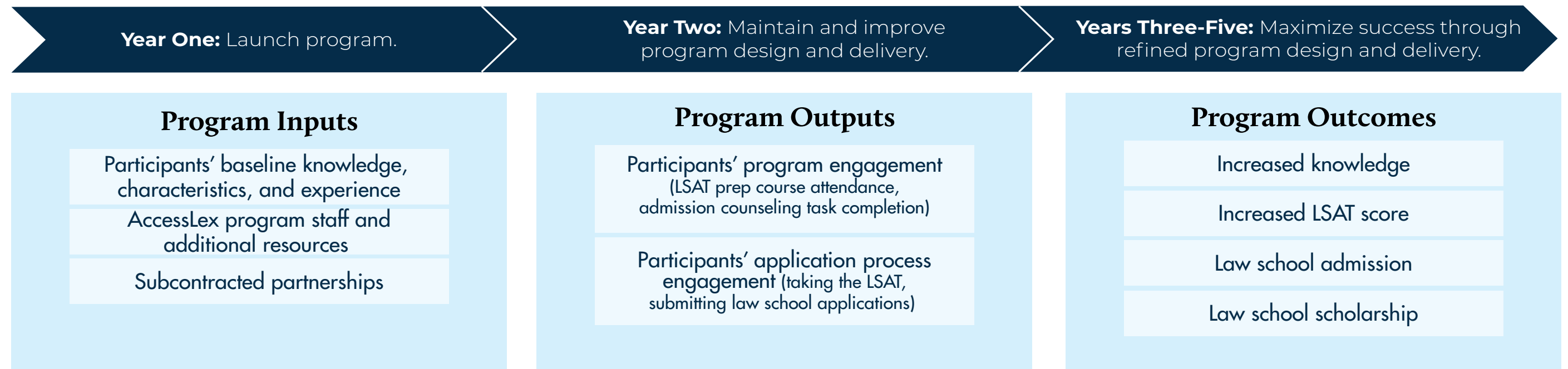
Table 32
Feedback Assessment Response Rate

	LP GROUP	AC GROUP	ALL LEXPRELAW
Response Rate	37%	28%	35%

Appendix B: LexPreLaw Logic Model

Overall Research Goal: Explore effective and sustainable law school pathway programs by conducting rigorous program evaluation; contribute knowledge regarding effective methods for structuring law school diversity pathway programs to ensure favorable impacts.

Year One: Establish baseline indicators of participation and success.

Year Two: Clarify research questions and define success.

Years Three-Five: Conduct comparative and summar analyses; publish research.

Research Inputs

Participation incentives

AccessLex research staff

Project administration

Research design

Research Outputs

Yearly reporting

Publication, presentation, dissemination of analysis and findings

Research Outcomes

Increased knowledge of effective pathway programming for underrepresented aspiring lawyers

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Overall Program Goal: The primary goal of LexPreLaw is to support participant engagement and success in the law school application process.

Year One: Launch program.

Year Two: Maintain and improve program design and delivery.

Years Three-Five: Maximize success through refined program design and delivery.

Program Inputs

Participants' baseline knowledge, characteristics, and experience

AccessLex program staff and additional resources

Subcontracted partnerships

Program Outputs

Participants' program engagement (LSAT prep course attendance, admission counseling task completion)

Participants' application process engagement (taking the LSAT, submitting law school applications)

Program Outcomes

Increased knowledge

Increased LSAT score

Law school admission

Law school scholarship

Appendix C: Admission Counseling Task List

Admission counseling tasks administered by Grow By Three are listed in order of due date, accompanied by the number and percent of Admission Counseling Group participants who completed each task.

Table 33

Admission Counseling Task List

	TASK	# COMPLETED	% COMPLETED
1	Registration Confirmation	67	91%
2	LSAC Fee Waiver Confirmation	62	84%
3	Submit First Draft of Personal Statement	59	80%
4	Submit First Draft of 'Diversity' Statement (optional)	57	77%
5	Submit First Draft of Résumé	63	85%
6	Submit First Draft of Addendum (optional)	58	78%
7	Emails to Recommenders	57	77%
8	Submit Second Draft of Personal Statement	46	62%
9	Submit Second Draft of 'Diversity' Statement (optional)	40	54%
10	Submit Second Draft of Résumé	47	64%
11	Submit Second Draft of Addendum (optional)	45	61%
12	October or November LSAT Confirmation	54	73%
13	Transcripts Confirmation	45	61%
14	Confirm Receipt of Recommendation Letters	40	54%
15	Submit Third Draft of Personal Statement	33	45%
16	Submit Third Draft of 'Diversity' Statement (optional)	25	34%
17	Submit Third Draft of Résumé	33	45%
18	Submit Third Draft of Addendum (optional)	27	36%
19	Confirmation of Application Submission	20	27%
20	Select the Schools Applied To	29	39%

Appendix D: Change in percent agreement from baseline to post-assessment for each of the items used to measure Knowledge of the Application Process and Financing Law School.

Table 34

Percent Agreement at Baseline and Post-program Assessment for the Application Process Item, "I know the required steps to being considered for law school admission."

	BASELINE	POST-ASSESSMENT
LP Group	88%	94%
AC Group	83%	85%
Observation Group	96%	85%

Table 35

Change in Percent Agreement at Baseline and Post-program Assessment for the Application Process Item, "I am aware of the characteristics and qualities that are most attractive to law schools in selecting students."

	BASELINE	POST-ASSESSMENT
LP Group	68%	79%
AC Group	69%	72%
Observation Group	89%	63%

Table 36

Percent Agreement at Baseline and Post-program Assessment for the Application Process Item, "I have a good idea of which law schools are the best fit for me."

	BASELINE	POST-ASSESSMENT
LP Group	58%	72%
AC Group	63%	69%
Observation Group	78%	52%

Table 37

Change in Percent Agreement at Baseline and Post-program Assessment for the Application Process Item,
"I know how to find current data on the student and faculty demographics of a particular law school."

	BASELINE	POST-ASSESSMENT
LP Group	65%	72%
AC Group	78%	89%
Observation Group	74%	70%

Table 38

Percent Agreement at Baseline and Post-program Assessment for the Financing Law School Item, "I
know how to find information to help me make decisions as I seek law school admission."

	BASELINE	POST-ASSESSMENT
LP Group	59%	76%
AC Group	85%	91%
Observation Group	78%	70%

Table 39

Percent Agreement at Baseline and Post-program Assessment for the Financing Law School Item, "I
am aware of the financial investments necessary to pay for law school."

	BASELINE	POST-ASSESSMENT
LP Group	82%	84%
AC Group	76%	87%
Observation Group	78%	70%

Table 40

Percent Agreement at Baseline and Post-program Assessment for the Item, "I know the required
steps to being considered for law school admission."

	BASELINE	POST-ASSESSMENT
LP Group	30%	50%
AC Group	39%	63%
Observation Group	26%	37%

Endnotes

1   Full demographics listed on page 16.

2   See discussion on page 24.

3   See discussion on page 32.

4   See discussion on page 33.

5   See discussion on page 32.

6   See discussion on page 27.

7   See discussion on page 34.

8   See discussion on pages 35 and 36.

9   See discussion on pages 37 and 38.

10 Zhang, Guili & Zeller, & Griffith, Robin & Metcalf, & Williams, & Shea, & Misulis, K. (2011). 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. Journal of Higher Education Outreach and Engagement. 15. 57-84. https://files.eric.ed.gov/fulltext/EJ957107.pdf

11 Bureau of Labor Statistics, Labor Force Statistics (2021), https://www.bls.gov/cps/cpsaat11.htm

12 U.S. Census Bureau, Population Estimates QuickFacts (2021), https://www.census.gov/quickfacts/fact/table/US/PST045221

13 LAW SCH. ADMISSION COUNCIL, Law School Diversity Population and Pipeline to Legal Careers (lsac.org), https://report.lsac.org/View.aspx?Report=DiversityPopulationandPipeline

14 U.S. Census Bureau, Population Estimate Quickfacts (2021), U.S. Census Bureau QuickFacts: United States

15 LAW SCH. ADMISSION COUNCIL, Admission Trends: ABA Applicants, Admitted Applicants, and Applications, https://report.lsac.org/View.aspx?Report=AdmissionTrendsApplicantsAdmitApps

16 Aaron N. Taylor, Robin Hood, In Reverse: How Law School Scholarships Compound Inequality, 47 J.L. & Educ. 41, 61–62 (2018).

17 Susan P. Dalessandro, Lisa C. Anthony & Lynda M. Reese, Law Sch. Admission Council, LSAT Technical Report Series: LSAT Performance with Regional, Gender, and Racial/Ethnic Breakdowns: 2007–2008 through 2013–2014 Testing Years (2014), LSAT Performance With Regional, Gender, and Racial/Ethnic Breakdowns: 2007–2008 Through 2013–2014 Testing Years (TR 14-02) | The Law School Admission Council (lsac.org)

18 Curtis, D. (2019) The LSAT and Reproduction of Hierarchy. Western New England Law Review, 41(2), 307-332; Taylor, A.N. (2019) The Marginalization of Black Aspiring Lawyers. FIU Law Review, 13(3), 489-512

19 Woodson, K. (2021) Entrenched Racial Hierarchy: Educational Inequality from the Cradle to the LSAT. Mitchell Hamline Law Review, 47(4), 224-257

20 See https://ecollections.law.fiu.edu/cgi/viewcontent.cgi?article=1350&context=lawreview

21 The most comprehensive study of a law school pipeline program was released by the Law School Admission Council. https://www.lsac.org/data-research/research/need-intentionality-insights-research-and-lsac-prelaw-undergraduate-scholars

22 For a full list of admission counseling tasks, please reference Appendix C.

23 For a full description of data sources, including detailed information on overall participation in all data collection activities, please see Appendix A.

24 This total does not include costs associated with AccessLex staff and other internal organizational resources.

25 Actual per participant costs varies, given the differential treatment framework. This average includes incentive payments made to Observation Group members, even though they are not technically participants in the program.

26 Low performance was defined as performance at or below the 25th percentile on the LSAT or at or below the 50th percentile in the reading section (or equivalent) on the SAT, ACT, or other standardized test.

27 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.

28 AC Group-eligible applicants could opt to be assigned to the LP Group instead.

29 While 250 applicants were selected into the program, two participants dropped from the program during a brief period between closure of selection and commencement of program activities.

30 The racial/ethnic composition of the sample was as follows: 30% identified as Hispanic/Latine, 68% identified as Not Hispanic/Latine, and 2% preferred not to respond regarding ethnicity. In terms of race, 1% identified as American Indian/Alaska Native, 4% identified as Asian/Asian American, 62% identified as Black/African American, 6% identified as Multiracial, 11% identified as White, 12% reported their race was not listed, and 4% preferred not to respond.

31 Seventy-one percent (71%) of participants were Pell Grant recipients and seventy-three percent (73%) were first-generation college graduates.

32 Taylor, Risman, Keenan, Godette, & Edwards, Report on LexScholars Program Evaluation: Year 1(2020-21) Pilot Cycle. 2022. https://www.accesslex.org/sites/default/files/event-uploads/2022-03/LexScholars_AnnualReport_031422.pdf

33 Average total number of assignments and practice exams completed is used to describe asynchronous engagement because the total number of assignments and practice exams vary widely as Kaplan continuously curates content hosted on the learning platform.

34 American Bar Association Young Lawyers Division & AccessLex Institute, Student Debt: The Holistic Impact on Today's Young Lawyer 4 (2021), https://www.accesslex.org/research-and-data-tools-and-resources/student-debt-holistic-impact-todays-young-lawyer

35 See Appendix A for full description of knowledge items.

36 See Appendix A for full description of knowledge items.

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