

AccessLex

AccessLex Resource Collections

Grantee Research

AccessLex-Funded Research

1-2023

Report on the "Survey of Perspectives on Being a Lawyer"

Jerome M. Organ

Follow this and additional works at: <https://arc.accesslex.org/grantee>



Part of the [Legal Education Commons](#), and the [Legal Profession Commons](#)

Report on the Survey of Perspectives on Being a Lawyer
AccessLex Grant UG0719002
University of St. Thomas School of Law
Professor Jerry Organ

Introduction

Over the last several years, there has been a significant growth across law schools in the number of required first-year courses/programs focused law student professional development.¹ We do not know very much, however, about which of these approaches to fostering professional formation is the most effective.

To a large extent these courses/programs have been designed based on convenience/motivation. Within a given law school, someone who wants to champion this effort to promote professional development/formation takes the initiative and within the particular curricular ecosystem and political economy of the faculty of that law school designs something they think is interesting and beneficial that also is palatable to enough faculty to get approved as an addition to the curriculum. As a result, these professional development courses/programs come in a variety of stripes with a variety of points of emphasis.²

These courses/programs have not necessarily been designed with a specific set of learning objectives or a plan for assessment of whether those learning objectives have been accomplished. There has not been much assessment (or at least, not any published assessment) of the effectiveness of these courses/programs.

With the addition in 2022 of ABA Standards 303(b)(3) and Standard 303(c),³ law schools will now have to generate more opportunities for students to reflect upon their professional identity as a lawyer and to become more cognizant of bias and racism within the legal system as well as the need for cultural competence to provide meaningful access to justice for people from different cultural backgrounds.

¹ Jerome M. Organ, *Common Threads Across Increasingly Common Required First-Year Courses/Programs Focused on Professional Development*, PD Quarterly, 20-26 (Feb. 2020); Jerome M. Organ, *First-Year Courses/Programs Focused on Professional Development and Professional Identity Formation: Many Flowers are Blooming*, PD Quarterly, 24-30 (Aug. 2017).

² For a list of the types of courses along with a sample of syllabi for a significant number of courses, please see the Professional Development Database hosted by the Holloran Center for Ethical Leadership in the Professions -- <https://www.stthomas.edu/hollorancenter/resourcesforlegaleducators/professionaldevelopmentdatabase/>. Since the PD Quarterly article in Feb. 2020, more than a dozen additional law schools have added required first-year courses focused on professional development/formation. The Professional Development Database will be updated in the coming weeks to reflect these additional courses/programs.

³ Neil W. Hamilton and Louis D. Billionis, *Revised ABA Standards 303(b) and (c) and the Formation of a Lawyer's Professional Identity, Part 1: Understanding the New Requirements*, NALP Bulletin (May 2022), <https://www.nalp.org/revised-aba-standards-part-1#:~:text=The%20American%20Bar%20Association's%20revisions,their%20graduates%20and%20the%20school.>

Over the last two decades, there has been a growing awareness that the first-year of law school functions as a formation/socialization experience as law students begin their journey into the profession. Starting with the research work of Larry Krieger and Ken Sheldon, the first-year has been shown to facilitate a decline in well-being among law students along with a shift from intrinsic motivation to extrinsic motivation.⁴

This research endeavor was designed to try to begin the process of developing methods for assessing the effectiveness of professional formation/development courses while also providing further insights into the consequences of the first-year socialization experience (and whether the professional formation/development courses ameliorated or changed some of the socialization experience). It was made possible with the support of a grant from AccessLex Institute.

Survey Methodology and Implementation

The Survey of Perspectives on Being a Lawyer was implemented as a longitudinal survey at 11 participating law schools during the 2020-21 academic year. Of the 11 law schools, one had no first-year course focused on professional development/formation, while the others had a variety of courses, from a zero-credit course, to a one-credit course, to a course of two or more credits. All first-year students at each participating law school were invited to participate as law school commenced in the fall 2020 (Aug/Sep) and again in April 2021 near the end of the first year of law school. The law school sent out a notice that students would be invited to participate in the Survey. SoundRocket then sent an initial email to students asking them to complete the online survey, with a reminder email sent several days later to those who had not yet completed the survey.

There were roughly 1600 possible respondents across all 11 law schools with nearly 800 who completed the Survey in the fall. In April, another set of emails were sent out to first-year students inviting them to take the Survey again (with a few added questions in the Spring, as noted below). Nearly 400 completed the spring Survey.

The participation rates appeared to be impacted significantly by the reality that first-year law students are eager and compliant at the beginning of their law school journey and are somewhat jaded and busy and stressed by the spring of the first year. Given that the Survey was implemented in an academic year significantly affected by the Covid-19 pandemic, with many students not being taught in person, it is perhaps remarkable that the decline in response rate was not more significant, as a number of schools were offering these courses in an online format and not all of the courses were still meeting in April 2021. Because of the varied response rate across law schools, with a number of law schools having very low response rates in the spring, the sample unfortunately would not support the original premise of meaningfully comparing the effectiveness of pedagogical interventions across law schools.

Nonetheless, with nearly 300 respondents who completed both the fall and spring surveys, there is a longitudinal sample on which to assess changes in perspectives of students over the course of the first year.

⁴ Kennon M. Sheldon & Lawrence S. Krieger, *Does Legal Education Have Undermining Effects on Law Students? Evaluating Changes in Motivation, Values, and Well-Being*, 22 BEHAV. SCI. & L. 261 (2004).

This longitudinal sample has the following demographic characteristics relative to the analyses contained in this report, which are broken out by gender, by ethnicity and by socio-economic status (based on parents' education): First, roughly 57% of respondents were women while roughly 43% were men. (Some answered other or did not respond, but in numbers that were insufficient for analysis.) Second, roughly 69% of respondents were White while roughly 31% were BIPOC. (To support analysis given small samples of ethnic subcategories, respondents of color were combined as BIPOC respondents.) Third, roughly 20% of respondents had parents with less than a BA, roughly 66% of respondents had parent(s) with a BA or more, and roughly 14% of respondents had parent(s) with a JD. While this is not a perfectly representative sample of law students across all law schools, the percentages do not differ greatly from those in the first-year class of law students in fall 2020.

The Survey included several different sets of questions focused on roles of attorneys, values of the legal system, self-directedness, motives for pursuing a legal education, practice areas of interest, competencies needed for success as a lawyer, growth mindset and resilience. The Survey also included open-text questions focused on word association (nouns/adjectives) that the respondents connect with lawyers and on perceptions of behaviors that would result in satisfied or dissatisfied clients.

EXECUTIVE SUMMARY

ROLES OF LAWYERS AND VALUES OF THE PROFESSION

In terms of their perception of the roles of a lawyer that resonated with respondents and their understanding of some of the foundational values of the profession, the results suggest that the experiences of respondents in the first-year of law school did not result in any significant shifts. There were no statistically significant differences between fall and spring with respect to the lawyer roles that resonated the most with respondents. Similarly, there were no statistically significant differences between fall and spring with respect to the respondents' views on the values of the profession. There are some modest differences among sub-populations that were statistically significant. First, women respondents more than men respondents and BIPOC respondents more than White respondents showed greater resonance with lawyer as social change agent. Second, with respect to values, men respondents more than women respondents and White respondents more than BIPOC respondents agreed that the judicial system is effective in helping people enforce and protect rights. Third, women respondents more than men respondents agree with the importance of providing pro bono services. These results should be seen as encouraging.

SELF-DIRECTEDNESS

It is less encouraging, however, that between the fall and spring administrations of the survey, the respondents' responses to a set of twelve questions directed toward assessing self-directedness (focusing largely on intrinsic motivation compared with extrinsic motivation, but also looking at some behaviors) showed a statistically significant decline in self-directedness overall (the composite mean score dropping from 3.2 to 3.0 across all twelve questions). In fact, on eight of the twelve questions there was a statistically significant decline. Notably, these declines were experienced across all sub-populations relatively consistently. Given that

successful lawyers have to be self-directed, this shift away from intrinsic motivation and from self-directedness merits more attention.

MOTIVATIONS

With respect to motivations for attending law school, the most common motivations, which remained consistent between fall and spring, were the following: 1) help people solve problems; 2) intellectual stimulation; 3) feel called to serve others; and 4) want to help marginalized people. Across sub-populations, there were only a couple of statistically significant differences that were manifest in both fall and spring responses. Women respondents more than men respondents and BIPOC respondents more than White respondents were motivated by a desire to help marginalized people. In addition, those respondents with parents with less than a BA also were motivated more than respondents with parents with more education by a desire to help marginalized people and by feeling called to serve others.

PRACTICE AREAS

There were only four of eighteen practice areas in which interest shifted to a statistically significant degree between fall and spring, with an increase in interest in real estate and personal injury and a decrease in interest in immigration and criminal defense. Notably, the greatest number of differences in practice area interest that showed statistical significance and were sustained between fall and spring were based on gender, with women respondents having greater interest than men respondents in public interest, family law and immigration and with men respondents having greater interest than women respondents in Business, IP, Estate Planning, Real Estate, Bankruptcy and Banking.

EMPLOYMENT CONTEXTS

The most interesting aspect of the data relating to employment context is that the changes between fall and spring were consistent across almost all sub-populations. There were statistically significant increases in interest in Very Large Firms, Small Firms and Solo Practice and there were statistically significant decreases in interest in Medium Firms, Large Firms, Government and Non-Profits. With respect to open-text responses, there were relatively few changes between fall and spring.

PROFESSIONAL DEVELOPMENT

One encouraging sign with respect to self-directedness and professional development is that a significant percentage of respondents have taken concrete steps to talk with a lawyer, create a professional development plan, and pursue volunteer or paid legal work opportunities by the spring semester of their first year. This growth in taking active steps to find meaningful employment was fairly consistent across all sub-populations based on gender, ethnicity or socio-economic status.

GROWTH MINDSET

The data show a statistically significant shift toward a fixed mindset rather than a growth mindset, with the composite mean score across all respondents dropping from 4.9 in the fall to 4.7 in the spring. Interestingly, BIPOC respondents showed more of a growth mindset in the fall than White respondents, but by the spring this difference had moderated and was no longer

statistically significant. Given that lawyers have to be lifelong learners, a shift toward a fixed mindset during the first year of law school is not ideal.

COMPETENCIES

The data from this longitudinal survey suggest that with respect to awareness of competencies that make for successful lawyers -- respondents came into law school with a pretty good understanding of such competencies and their experience in the first-year of law school did not significantly change their understanding of such competencies. The only really interesting note here is that while one might have expected law students to believe Technical Legal Skills would be even more important after a year of legal education, this is one of the two areas in which there was a statistically significant decline in importance noted by respondents between fall and spring. As a general matter, these results seem encouraging.

OPEN-TEXT RESPONSES – ATTORNEYS AND CLIENTS

With respect to the two "word-association" questions focused on nouns and adjectives associated with attorneys, the top two nouns in both fall and spring were Advocate (over 25%) and Counselor (over 12%) followed by Leader, Servant and Problem-Solver (all over 5% with the order shuffling slightly between fall and spring). The top three adjectives were Educated, Hard-working and Trustworthy in that order in both fall and spring (all over 10%). Notably, and perhaps not surprisingly given that the respondents were in law school, the most common nouns and adjectives engaged positive aspects of lawyers rather than negative aspects.

With respect to the open-text questions focused on behaviors that are referenced by satisfied clients and by dissatisfied clients, the results suggest respondents already know some of the key aspects of being successful in maintaining positive client relationships. The top answers noted for "satisfied clients" in both fall and spring were Communication and Caring (both near or above 10%) with Outcome and Listening in third and fourth in the fall and then switching spots in the spring (both just under 10%). The top answer for "dissatisfied clients" in both fall and spring was Bad Communicator (at 14% in the fall and 17% in the spring). In the fall this was followed by Disregard, Incompetent and Negative Outcome (all between 9% and 10%) while in the spring this was followed by Arrogant (11%) and then Disregard and Incompetent and Negative Outcome (all between 7% and 10%).

These results indicate that first-year students already know what they need to know about developing successful attorney client relationships -- communicate and care and listen (with a corresponding appreciation that failing to do those things will lead to dissatisfied clients)

1. LAWYER ROLES

The first section asked respondents to identify which of fifteen lawyer roles resonated with them the most. The questions presented a four-point likert scale ranging from 1 (No resonance) to 4 (Strong resonance).

The roles that resonated the most were problem solver, counselor and trusted advisor (composite mean score of 3.6+), with negotiator, planner, servant leader and zealous advocate not far behind

(composite mean score of 3.3 to 3.5). At the other end of the spectrum, respondents did not resonate with being dealbreakers, overzealous advocates or hired guns (composite mean score of <1.8). Across the entire group of respondents there were no statistically significant differences between fall responses and spring responses.

The following three tables shows results disaggregated based on gender (Table 1.1), based on ethnicity (Table 1.2) and based on parents' education (Table 1.3). Roles are presented in descending order of resonance across all respondents. Color-coding indicates responses that manifest differences that are statistically significant which are explained in the narrative following each table.

Table 1.1 Extent to Which Lawyer Roles Resonated with Respondents (Mean Scores Overall and for Women and Men Fall and Spring (Out of 4))

	Fall	Spring	Women Fall	Women Spring	Men Fall	Men Spring
Problem Solver	3.8	3.7	3.8	3.8	3.7	3.7
Counselor	3.6	3.6	3.6	3.6	3.6	3.6
Trusted Advisor	3.6	3.6	3.6	3.6	3.6	3.7
Negotiator	3.5	3.4	3.5	3.5	3.5	3.4
Planner	3.5	3.4	3.4	3.6	3.5	3.3
Servant Leader	3.3	3.4	3.3	3.4	3.3	3.4
Zealous Advocate	3.3	3.4	3.4	3.4	3.2	3.3
Dealmaker	3.2	3.2	3.2	3.2	3.3	3.3
Litigator	3.2	3.1	3.2	3.1	3.2	3.0
Social Change Agent	3.1	3.1	3.2	3.2	2.9	2.9
Project Manager	3.1	3.1	3.1	3.1	3.1	3.0
Entrepreneur	3.1	3.1	3.1	3.1	3.2	3.1
Dealbreaker	1.7	1.6	1.7	1.7	1.6	1.6
Overzealous Advocate	1.6	1.5	1.6	1.4	1.5	1.5

Hired Gun	1.5	1.5	1.6	1.4	1.5	1.6
-----------	-----	-----	-----	-----	-----	-----

There were not many statistically significant differences between fall responses and spring responses or between women respondents and men respondents in Table 1.1, except for the following: 1) women respondents in the spring had a greater resonance with being a planner than men respondents; 2) women respondents in both fall and spring had a greater resonance with being a social change agent than men respondents; and 3) women respondents in the spring had less resonance with being a hired gun than men respondents in the spring and with women respondents in the fall. Phrased differently, women respondents seemed consistently more inclined to be social change agents than men respondents. Women respondents also migrated more toward being a planner while men respondents migrated away from being a planner. Finally, women respondents migrated away from being a hired gun between fall and spring and relative to men respondents.

Table 1.2 Extent to Which Lawyer Roles Resonated with Respondents (Mean Scores Overall and for White and BIPOC Respondents Fall and Spring (Out of 4))

	Fall	Spring	White Fall	White Spring	BIPOC Fall	BIPOC Spring
Problem Solver	3.8	3.7	3.8	3.7	3.9	3.7
Counselor	3.6	3.6	3.6	3.6	3.6	3.7
Trusted Advisor	3.6	3.6	3.6	3.7	3.6	3.6
Negotiator	3.5	3.4	3.5	3.3	3.5	3.6
Planner	3.5	3.4	3.4	3.4	3.5	3.5
Servant Leader	3.3	3.4	3.3	3.3	3.4	3.4
Zealous Advocate	3.3	3.4	3.2	3.3	3.5	3.5
Dealmaker	3.2	3.2	3.2	3.2	3.3	3.4
Litigator	3.2	3.1	3.1	3	3.3	3.2
Social Change Agent	3.1	3.1	3	3	3.2	3.3
Project Manager	3.1	3.1	3.1	3	3.2	3.2
Entrepreneur	3.1	3.1	3	3	3.4	3.2

Dealbreaker	1.7	1.6	1.7	1.6	1.8	1.7
Overzealous Advocate	1.6	1.5	1.5	1.5	1.7	1.5
Hired Gun	1.5	1.5	1.5	1.5	1.6	1.5

Again, there were not many statistically significant differences between fall responses and spring responses or between responses of White respondents and BIPOC respondents in Table 1.2, except for the following: 1) BIPOC respondents in the spring had a greater resonance with being a negotiator than White respondents in the spring; 2) BIPOC respondents had a greater resonance in the fall with being a zealous advocate than White respondents in the fall; 3) BIPOC respondents in the fall and spring had a greater resonance with being a social change agent than White respondents; and 4) BIPOC respondents had a greater resonance in the fall with being an entrepreneur than White respondents in the fall. Phrased differently, BIPOC respondents seemed consistently more inclined to be social change agents than White respondents. BIPOC respondents also migrated more toward being a negotiator while White respondents migrated away from being a negotiator. Finally, while the roles of zealous advocate and entrepreneur resonated more with BIPOC respondents than White respondents in the fall, by the spring those differences had dissipated and were no longer statistically significant.

**Table 1.3 Extent to Which Lawyer Roles Resonated with Respondents
(Mean Scores Overall and for Respondents Based on Parent(s)' Education
Fall and Spring (Out of 4))**

	Fall	Spring	<BA Fall	<BA Spring	BA+ Fall	BA+ Spring	JD Fall	JD Spring
Problem Solver	3.8	3.7	3.8	3.7	3.8	3.8	3.8	3.6
Counselor	3.6	3.6	3.7	3.6	3.6	3.6	3.7	3.7
Trusted Advisor	3.6	3.6	3.7	3.6	3.6	3.7	3.5	3.6
Negotiator	3.5	3.4	3.5	3.4	3.5	3.5	3.5	3.5
Planner	3.5	3.4	3.4	3.3	3.5	3.5	3.5	3.4
Servant Leader	3.3	3.4	3.5	3.4	3.3	3.4	3.2	3.4
Zealous Advocate	3.3	3.4	3.5	3.3	3.3	3.3	3.2	3.4
Dealmaker	3.2	3.2	3.4	3.3	3.2	3.2	3.2	3.2

Litigator	3.2	3.1	3.4	3.3	3.1	3.0	3.2	3.1
Social Change Agent	3.1	3.1	3.4	3.2	2.9	3.1	2.9	3
Project Manager	3.1	3.1	3.2	3.1	3.1	3.1	3.2	2.9
Entrepreneur	3.1	3.1	3.2	3.1	3.1	3.1	3.1	3.1
Dealbreaker	1.7	1.6	1.7	1.7	1.7	1.7	1.6	1.6
Overzealous Advocate	1.6	1.5	1.7	1.6	1.6	1.5	1.5	1.2
Hired Gun	1.5	1.5	1.6	1.5	1.5	1.5	1.3	1.4

Broken out this way, there still were not many statistically significant differences between fall responses and spring responses or between respondents from different socio-economic backgrounds (as reflected by parents' education) in Table 1.3

In both the fall and the spring, being a litigator resonated more with respondents whose parents had not earned a BA than those whose parent(s) had earned a BA or more, differences shown to be statistically significant.

In the fall, being a social change agent resonated more with respondents whose parents had not earned a BA than either respondents whose parent(s) had earned a BA or whose parent(s) had a JD, differences shown to be statistically significant, but these differences moderated by the spring and were no longer statistically significant.

In the fall, being a hired gun resonated more with respondents whose parents had not earned a BA and for those whose parent(s) had earned a BA or more than with those whose parent(s) had a JD, differences shown to have statistical significance, but again these differences moderated by the spring and were no longer statistically significant.

In the spring, being an overzealous advocate resonated more with respondents whose parents had not earned a BA and for those whose parent(s) had earned a BA than with those whose parent(s) had a JD, differences shown to have statistical significance.

Phrased differently, respondents whose parents had not obtained a BA degree were consistently more inclined to be litigators than respondents whose parent(s) had a BA. In addition, while respondents whose parents did not have a BA were more inclined in the fall to be social change agents and hired guns, by the spring those differences had dissipated and were no longer statistically significant. But both respondents whose parents did not have a BA and respondents whose parent(s) did have a BA, by the spring, found greater resonance with being an overzealous advocate than those respondents whose parent(s) had a JD.

2. VALUES OF LEGAL PERCEPTION AND PERCEPTIONS OF JUSTICE

The second section of the survey focused on professional values and on perceptions of the judicial system. The questions presented a four-point likert scale ranging from 1 (Strongly disagree) to 4 (Strongly agree). As a general matter, respondents had a deep appreciation of the importance of complying with the ethics of duty and the ethics of aspiration and also recognized their responsibility to hold other lawyers accountable to these duties, perceptions that didn't change between fall and spring. Similarly, respondents recognized the lawyer's responsibility to act as fiduciary with no change between fall and spring and no differentiation among subpopulations of respondents. As shown in the tables below, with one exception, there also was little difference based on gender or ethnicity or parents' education with respect to these ethical responsibilities.

Although there were no statistically significant differences between fall responses and spring responses across the pool of all respondents, the following three tables show results disaggregated based on gender (Table 2.1), based on ethnicity (Table 2.2) and based on parents' education (Table 2.3). Color-coding indicates responses that manifest differences that are statistically significant which are explained in the narrative following each table.

**Table 2.1 Values of the Profession and Perceptions of Judicial System
(Mean Scores Overall and for Women and Men Fall and Spring (Out of 4))**

	Fall	Spring	Women Fall	Women Spring	Men Fall	Men Spring
A lawyer should comply with the "ethics of duty"	3.8	3.8	3.8	3.9	3.7	3.8
A lawyer should hold other lawyers accountable to meet the "ethics of duty"	3.6	3.6	3.6	3.6	3.6	3.5
A lawyer should strive to abide by the "ethics of aspiration"	3.7	3.7	3.7	3.8	3.7	3.6
A lawyer should encourage other lawyers to abide by the "ethics of aspiration"	3.5	3.5	3.5	3.6	3.5	3.4
A lawyer should act as a fiduciary	3.3	3.3	3.3	3.3	3.4	3.3
A lawyer should devote professional time to serve pro bono clients	3.4	3.5	3.5	3.6	3.3	3.3
Judges act as impartial decision makers	3.2	3.1	3.1	3.1	3.2	3.1
The judicial system provides an effective system to enforce and protect legal rights.	2.8	2.7	2.7	2.6	2.9	2.9

The judicial system leaves many without an affordable opportunity to access justice	3	3.1	3.1	3.1	3	3
Law students come to law school as fully formed moral beings	1.7	1.8	1.7	1.7	1.8	1.8
The development of a professional identity should be an important component of legal education	3.6	3.5	3.6	3.6	3.5	3.3
Your law school experience has helped you develop your moral core directed toward serving and being responsible to others		3		3		3

Table 2.1 highlights that women and men had consistently different responses with respect to one value and one perspective.

First, with respect to values, in both the fall and spring, women respondents more so than men respondents showed agreement with the value of a lawyer’s responsibility to devote time to serving pro bono clients, differences shown to be statistically significant.

Second, with respect to perspectives, men respondents more so than women respondents consistently believed that the judicial system provides an effective system to enforce and protect legal rights, differences shown to be statistically significant.

Third, with respect to ethics of aspiration, over the course of the first year, women respondents became more enamored with the idea than men respondents, as their responses showed a statistically significant difference in the spring (having not shown a meaningful difference in the fall).

Fourth, with respect to development of a professional identity being an important part of legal education, men respondents not only saw a statistically significant decline between fall and spring in the extent to which they agreed with this statement, but also were less inclined than women respondents in the spring to a statistically significant degree to agree with this statement, indicating that the views of men respondents shifted more than the views of women respondents over the course of the first year of law school.

**Table 2.2 Values of the Profession and Perceptions of Judicial System
(Mean Scores Overall and for White and BIPOC Fall and Spring (Out of 4))**

	Fall	Spring	White Fall	White Spring	BIPOC Fall	BIPOC Spring
A lawyer should comply with the “ethics of duty”	3.8	3.8	3.8	3.8	3.7	3.7
A lawyer should hold other lawyers accountable to meet the “ethics of duty”	3.6	3.6	3.6	3.6	3.6	3.6

A lawyer should strive to abide by the “ethics of aspiration”	3.7	3.7	3.7	3.7	3.7	3.7
A lawyer should encourage other lawyers to abide by the “ethics of aspiration”	3.5	3.5	3.5	3.5	3.5	3.5
A lawyer should act as a fiduciary	3.3	3.3	3.3	3.3	3.3	3.2
A lawyer should devote professional time to serve pro bono clients	3.4	3.5	3.4	3.5	3.5	3.5
Judges act as impartial decision makers	3.2	3.1	3.2	3.1	3.1	3
The judicial system provides an effective system to enforce and protect legal rights.	2.8	2.7	2.8	2.8	2.6	2.6
The judicial system leaves many without an affordable opportunity to access justice	3	3.1	2.9	3	3.1	3.2
Law students come to law school as fully formed moral beings	1.7	1.8	1.7	1.7	1.8	1.9
The development of a professional identity should be an important component of legal education	3.6	3.5	3.5	3.4	3.6	3.6
Your law school experience has helped you develop your moral core directed toward serving and being responsible to others		3		3		3

Table 2.2 indicates that there were no statistically significant differences in the responses of White respondents and BIPOC respondents relating to the values propositions, but that there were statistically significant differences with respect to two perspectives.

In both the fall and spring, White respondents were more likely than BIPOC respondents to agree with the statement that the judicial system provides an effective system to enforce and protect legal rights, a difference shown to have statistical significance.

In the fall, there also was a statistically significant difference with respect to questions of access to justice, with BIPOC respondents more likely than White respondents to agree that the judicial system leaves many without access to justice. By the spring, however, the difference between the responses of White respondents and BIPOC respondents were no longer statistically significant.

**Table 2.3 Values of the Profession and Perceptions of Judicial System
(Mean Scores Overall and for Respondents Based on Parent(s)' Education
Fall and Spring (Out of 4))**

	Fall	Spring	<BA Fall	<BA Spring	BA+ Fall	BA+ Spring	JD Fall	JD Spring
A lawyer should comply with the “ethics of duty”	3.8	3.8	3.8	3.8	3.7	3.8	3.9	3.8
A lawyer should hold other lawyers accountable to meet the “ethics of duty”	3.6	3.6	3.7	3.7	3.6	3.6	3.6	3.4
A lawyer should strive to abide by the “ethics of aspiration”	3.7	3.7	3.7	3.7	3.7	3.7	3.8	3.7
A lawyer should encourage other lawyers to abide by the “ethics of aspiration”	3.5	3.5	3.5	3.6	3.5	3.5	3.7	3.5
A lawyer should act as a fiduciary	3.3	3.3	3.4	3.3	3.3	3.3	3.4	3.2
A lawyer should devote professional time to serve pro bono clients	3.4	3.5	3.5	3.6	3.4	3.5	3.5	3.2
Judges act as impartial decision makers	3.2	3.1	3.2	3.2	3.2	3.1	3.1	3
The judicial system provides an effective system to enforce and protect legal rights.	2.8	2.7	2.6	2.6	2.8	2.8	2.9	2.7
The judicial system leaves many without an affordable opportunity to access justice	3	3.1	3	3.2	3	3	2.9	3
Law students come to law school as fully formed moral beings	1.7	1.8	1.7	1.8	1.8	1.8	1.7	1.6
The development of a professional identity should be an important component of legal education	3.6	3.5	3.5	3.5	3.6	3.5	3.5	3.4
Your law school experience has helped you develop your moral core directed toward serving and being responsible to others		3		2.9		3		2.9

Table 2.3 shows that when disaggregated based on socio-economics (parents' education), there was almost no difference in responses from respondents whose parents have different levels of education. The only item that showed a statistically significant difference was for the fall with respect to the ethics of duty, where respondents whose parent(s) have a JD indicated a higher level of agreement than respondents whose parent(s) have a BA or more, but by the spring this difference had ameliorated and was no longer statistically significant.

3. PERSPECTIVES ON PROFESSIONAL DEVELOPMENT (EXTRINSIC AND INTRINSIC MOTIVATION FOR DEVELOPMENT)

The third section of the survey focused on the perspectives of respondents related to their professional development. The questions were presented on a four-point likert scale ranging from 1 (Strongly disagree) to 4 (Strongly agree). In this section, questions focused on the extent to which respondents' orientation toward professional development was more extrinsically motivated or intrinsically motivated – were they looking to others for validation or were they taking initiative to “own” their ongoing professional development. In this section there were more pronounced differences between the responses in fall and spring, both generally and among various sub-populations.

The differences in responses between fall and spring show a statistically significant shift away from intrinsic factors, with a decline on eight measures oriented toward intrinsic motivation. When responses on this section are aggregated, the average mean score declined from 3.2 to 3.0, a change shown to be statistically significant. These results align with the research of Sheldon and Krieger which suggests that law students shift from intrinsic motivation toward extrinsic motivation across the first-year of law school.⁵

The following three tables show results disaggregated based on gender (Table 3.1), based on ethnicity (Table 3.2) and based on parents' education (Table 3.3). Color-coding indicates responses that manifest differences that are statistically significant which are explained in the narrative following each table.

**Table 3.1 Perspectives on Professional Development
(Mean Scores Overall and for Women and Men Fall and Spring (Out of 4))**

	Fall	Spring	Women Fall	Women Spring	Men Fall	Men Spring
I look to external authority for direction and validation	2.9	2.9	3	2.9	2.8	2.8
I engage in goal-setting on a regular basis	3.3	3.2	3.4	3.3	3.2	3

⁵ *Id.*

I seek to understand the competencies I need for success	3.6	3.4	3.6	3.4	3.6	3.3
I regularly seek feedback from coaches/mentors/supervisors on my progress in developing competencies	3.2	2.9	3.2	2.9	3.2	2.8
I mostly want to improve to get good grades	2.6	2.7	2.6	2.8	2.6	2.7
I persist in practicing competencies so that I can improve	3.4	3.2	3.4	3.3	3.3	3.1
I am committed to professional self-development	3.7	3.6	3.7	3.7	3.7	3.5
I reflect on experiences to figure out how I can improve	3.6	3.5	3.6	3.5	3.6	3.5
I strive for excellence in all I do	3.7	3.5	3.7	3.5	3.6	3.5
I respond positively to feedback on strengths and weaknesses	3.4	3.4	3.4	3.4	3.3	3.4
I want to learn new skills and knowledge to be better able to serve clients	3.9	3.7	3.9	3.8	3.8	3.7
I do what is required of me to meet others' expectations	3.3	3.3	3.3	3.2	3.4	3.3

Table 3.1 highlights that both women and men had statistically significant declines between fall and spring with respect to four factors: 1) seeking to understand the competencies needed for success; 2) regularly seeking feedback; 3) persisting in practicing competencies to improve; and 4) wanting to learn new skills and knowledge to better serve clients. Women respondents saw a statistically significant decline between fall and spring in striving for excellence, while seeing a statistically significant increase in wanting to improve to get good grades. Men respondents saw a statistically significant decline in commitment to professional self-development. Men respondents also were less inclined than women respondents to a statistically significant degree to engage in goal setting.

Overall, both men and women saw average mean scores for this set of questions decline between fall and spring to a statistically significant degree, from 3.2 to 3.1 for women and from 3.1 to 3.0 for men,

**Table 3.2 Perspectives on Professional Development
(Mean Scores Overall and for White and BIPOC Fall and Spring (Out of 4))**

	Fall	Spring	White Fall	White Spring	BIPOC Fall	BIPOC Spring
I look to external authority for direction and validation	2.9	2.9	2.9	2.9	2.8	2.6
I engage in goal-setting on a regular basis	3.3	3.2	3.3	3.2	3.4	3.1
I seek to understand the competencies I need for success	3.6	3.4	3.6	3.4	3.6	3.3
I regularly seek feedback from coaches/mentors/supervisors on my progress in developing competencies	3.2	2.9	3.2	2.8	3.4	2.9
I mostly want to improve to get good grades	2.6	2.7	2.6	2.7	2.7	2.7
I persist in practicing competencies so that I can improve	3.4	3.2	3.3	3.3	3.4	3.1
I am committed to professional self-development	3.7	3.6	3.7	3.6	3.8	3.6
I reflect on experiences to figure out how I can improve	3.6	3.5	3.6	3.5	3.8	3.5
I strive for excellence in all I do	3.7	3.5	3.7	3.6	3.6	3.4
I respond positively to feedback on strengths and weaknesses	3.4	3.4	3.3	3.4	3.4	3.4
I want to learn new skills and knowledge to be better able to serve clients	3.9	3.7	3.8	3.8	3.9	3.7
I do what is required of me to meet others' expectations	3.3	3.3	3.3	3.3	3.3	3.1

Table 3.2 indicates that there were a couple of statistically significant differences across fall and spring responses of White respondents and BIPOC respondents relating to the perspectives on

professional development. Between fall and spring, White respondents and BIPOC respondents both saw statistically significant declines with respect to two factors aligned with intrinsic motivation: 1) seeking to understand the competencies needed for success; and 2) regularly seeking feedback. (Notably, on regularly seeking feedback, based on the fall responses, BIPOC respondents were more inclined than White respondents to regularly seek feedback (a difference shown to be statistically significant), but by the spring this difference had moderated and was no longer statistically significant.)

On six other factors aligned with intrinsic motivation, BIPOC respondents (but not White respondents) saw statistically significant declines between fall and spring: 1) engaging in goal setting; and 2) wanting to learn new skills and knowledge to better serve clients; 3) practicing competencies to improve; 4) commitment to professional self-development; 5) reflecting on experiences to improve, and 6) striving for excellence.

By contrast, on one factor aligned with extrinsic motivation, doing what is required of me to meet other’s expectations, the spring responses of BIPOC respondents were lower than the fall responses of BIPOC respondents with the differences shown to have statistical significance. On one other factor aligned with extrinsic motivation, looking to external authority for direction and validation, the spring responses showed White respondents more inclined than BIPOC respondents to a statistically significant degree.

**Table 3.3 Perspectives on Professional Development
(Mean Scores Overall and for Respondents Based on Parent(s)’ Education
Fall and Spring (Out of 4))**

	Fall	Spring	<BA Fall	<BA Spring	BA+ Fall	BA+ Spring	JD Fall	JD Spring
I look to external authority for direction and validation	2.9	2.9	2.8	2.7	2.9	2.9	3	2.7
I engage in goal-setting on a regular basis	3.3	3.2	3.4	3.3	3.3	3.1	3.3	3.1
I seek to understand the competencies I need for success	3.6	3.4	3.6	3.4	3.6	3.4	3.5	3.5
I regularly seek feedback from coaches/mentors/supervisors on my progress in developing competencies	3.2	2.9	3.4	2.9	3.2	2.9	3.1	2.6
I mostly want to improve to get good grades	2.6	2.7	2.8	2.7	2.5	2.7	2.6	2.9

I persist in practicing competencies so that I can improve	3.4	3.2	3.4	3.2	3.4	3.2	3.4	3.2
I am committed to professional self-development	3.7	3.6	3.8	3.6	3.7	3.6	3.6	3.5
I reflect on experiences to figure out how I can improve	3.6	3.5	3.8	3.6	3.6	3.5	3.6	3.5
I strive for excellence in all I do	3.7	3.5	3.6	3.5	3.7	3.5	3.7	3.5
I respond positively to feedback on strengths and weaknesses	3.4	3.4	3.4	3.4	3.4	3.4	3.2	3.3
I want to learn new skills and knowledge to be better able to serve clients	3.9	3.7	3.9	3.7	3.9	3.8	3.7	3.6
I do what is required of me to meet others' expectations	3.3	3.3	3.3	3.2	3.3	3.2	3.4	3.4

Table 3.3 shows that when disaggregated based on socio-economic status (parents' education), there was one factor aligned with intrinsic motivation – regularly seeking feedback --in which respondents in all three categories saw statistically significant declines between fall and spring.

With respect to two other factors aligned with intrinsic motivation, respondents with parents in the less than a BA and parent(s) in the BA+ categories both saw statistically significant declines between fall and spring: 1) seeking to understand the competencies needed for success and 2) wanting to learn new skills and knowledge to better serve clients.

In addition, there were three other factors aligned with intrinsic motivation in which respondents with parent(s) in the BA+ category saw statistically significant declines between fall and spring: 1) persisting in practicing competencies to improve; 2) reflecting on experience; and 3) striving for excellence.

Finally, there were two other factors in which there were statistically significant differences in responses in the fall between the respondents with parents with less than a BA and respondents with parent(s) with BA+ where the differences had dissipated by the spring and were no longer statistically significant: 1) reflecting on experiences to improve (intrinsic) and 2) wanting to improve to get good grades (extrinsic). There also was one factor in which there was a statistically significant difference in the fall between respondents with parents with less than a BA and respondents with parent(s) with a JD – wanting to learn new skills – where the differences had dissipated by the spring and were no longer statistically significant.

4. MOTIVATIONS FOR GOING TO LAW SCHOOL

The fourth section of the survey focused on the respondents' motivations for going to law school. The questions were presented on a four-point likert scale ranging from 0 (Not a factor) to 3 (Absolutely a factor).

The following three tables show results disaggregated based on gender (Table 4.1), based on ethnicity (Table 4.2) and based on parents' education (Table 4.3). Color-coding indicates responses that manifest differences that are statistically significant which are explained in the narrative following each table. The results in each table are presented in descending order based on the composite mean score for each factor in the fall survey.

As shown in Table 4.1 below, the five most significant factors that influenced the decision of respondents to attend law school (with mean scores of 2.0 or above) were 1) wanting to help people solve problems; 2) enjoying intellectual stimulation; 3) feeling called to serve others; 4) wanting to help marginalized people; and 5) wanting to be a leader. Interestingly, and perhaps not surprisingly, there was little meaningful change in motivation between fall and spring, with only two factors showing statistically significant changes. First, wanting to be a leader dropped from 2.0 to 1.8. Second "not sure" increased from .3 to .6.

As will be seen in tables 4.1, 4.2 and 4.3, and the narrative discussion that follows each table, when analyzed across different sub-populations, the most common factors remained fairly consistent but there was some variability.

**Table 4.1 Motivations for Going to Law School
(Mean Scores Overall and for Women and Men Fall and Spring (Out of 3))**

	Fall	Spring	Women Fall	Women Spring	Men Fall	Men Spring
I want to help people solve problems.	2.6	2.5	2.6	2.6	2.6	2.4
I enjoy intellectual stimulation.	2.4	2.3	2.4	2.4	2.5	2.3
I feel called to serve others.	2.2	2.2	2.2	2.3	2.2	2.2
I want to help marginalized people.	2.1	1.9	2.2	2.1	1.9	1.7
I want to be a leader.	2.0	1.8	1.9	1.8	2.1	1.9
I am interested in politics / public service.	1.8	1.7	1.9	1.8	1.8	1.7
I have always wanted to be a lawyer.	1.3	1.3	1.4	1.3	1.3	1.3

I want to be wealthy.	1.1	1.2	1	1.1	1.2	1.3
I want to have prestige.	1	1.1	.9	1	1.2	1.2
I want to have power.	.8	.9	.6	.8	.9	1.1
My family / friends want me to attend law school.	.5	.6	.5	.5	.6	.7
Not sure	.3	.6	.2	.6	.4	.5

Table 4.1 highlights that a desire to help marginalized people was a more significant factor to a statistically significant degree for women respondents than men respondents in both the fall and spring.

In the spring semester, wanting to help people solve problems was a more significant factor to a statistically significant degree for women respondents than men respondents.

With respect to three factors associated with extrinsic motivation – wealth, prestige and power -- the men respondents were more inclined than women respondents to a statistically significant degree to have identified these factors as having motivated them in the fall, but while differences remained in the spring between men respondents and women respondents they were no longer statistically significant.

“Not sure” increased as a factor to a statistically significant degree between fall and spring largely because of a statistically significant increase among women respondents identifying that as a factor.

Finally, among men respondents, there was a statistically significant decline in intellectual stimulation as a factor between fall and spring.

**Table 4.2 Motivations for Going to Law School
(Mean Scores Overall and for White and BIPOC Fall and Spring (Out of 4))**

	Fall	Spring	White Fall	White Spring	BIPOC Fall	BIPOC Spring
I want to help people solve problems.	2.6	2.5	2.6	2.5	2.6	2.6
I enjoy intellectual stimulation.	2.4	2.3	2.5	2.4	2.4	2.2
I feel called to serve others.	2.2	2.2	2.2	2.2	2.3	2.3
I want to help marginalized people.	2.1	1.9	2	1.8	2.2	2.2

I want to be a leader.	2.0	1.8	2	1.9	1.9	1.7
I am interested in politics / public service.	1.8	1.7	1.9	1.7	1.9	1.8
I have always wanted to be a lawyer.	1.3	1.3	1.3	1.2	1.5	1.4
I want to be wealthy.	1.1	1.2	1.1	1.3	1	1.1
I want to have prestige.	1	1.1	1.1	1.1	1	1.1
I want to have power.	.8	.9	.7	.9	.9	.9
My family / friends want me to attend law school.	.5	.6	.5	.6	.5	.6
Not sure	.3	.6	.4	.6	.2	.6

Table 3.2 indicates that for the vast majority of factors there were no statistically significant differences between responses of White respondents and BIPOC respondents and no real change in responses between fall and spring. There were two exceptions.

First, with respect to the motivation to help marginalized people, White respondents saw a statistically significant decline in this factor between fall and spring, as a result of which, there was a statistically significant difference in this factor as between White respondents and BIPOC respondents in the spring.

Second, “not sure” was more of a factor for White respondents than BIPOC respondents in the fall, but both White respondents and BIPOC respondents saw a statistically significant increase in this factor in the spring, when there no longer was a statistically significant difference.

**Table 4.3 Motivations for Going to Law School
(Mean Scores Overall and for Respondents Based on Parent(s)' Education
Fall and Spring (Out of 4))**

	Fall	Spring	<BA Fall	<BA Spring	BA+ Fall	BA+ Spring	JD Fall	JD Spring
I want to help people solve problems.	2.6	2.5	2.7	2.6	2.5	2.5	2.6	2.5
I enjoy intellectual stimulation.	2.4	2.3	2.5	2.4	2.4	2.3	2.5	2.5
I feel called to serve others.	2.2	2.2	2.5	2.5	2.2	2.2	2.1	2

I want to help marginalized people.	2.1	1.9	2.4	2.3	2	1.8	2.1	1.8
I want to be a leader.	2.0	1.8	2.1	1.9	1.9	1.7	2	2
I am interested in politics / public service.	1.8	1.7	2.2	2.1	1.8	1.6	1.7	1.8
I have always wanted to be a lawyer.	1.3	1.3	1.5	1.4	1.2	1.3	1.5	1.5
I want to be wealthy.	1.1	1.2	1.	1.2	1.1	1.2	1.1	1.2
I want to have prestige.	1	1.1	1.1	1.1	1	1.1	1.2	1.3
I want to have power.	.8	.9	0.9	1	.7	.8	.7	1
My family / friends want me to attend law school.	.5	.6	.6	.6	.5	.6	.4	.6
Not sure	.3	.6	.3	.5	.3	.6	.2	.6

Table 4.3 shows that when disaggregated based on socio-economics (parents' education), there were three factors that were a greater motivation to a statistically significant degree in both fall and spring for those respondents with parents with less than a BA compared to respondents with parent(s) with more education: 1) feeling called to serve others; 2) wanting to help marginalized people; and 3) having an interest in politics/public service.

The only other results of statistical significance were changes between fall and spring for respondents whose parent(s) had a BA+ with a decrease in wanting to be a leader as a factor and an increase in not sure as a factor.

5. PRACTICE AREAS OF INTEREST

The fifth section asked respondents to identify which of eighteen practice areas were of greatest interest to them. The questions presented a four-point likert scale ranging from 0 (Not interested) to 3 (Extremely interested).

The six practice areas of greatest interest in the fall were Legal Aid/Public Interest, Business/Corporate and Criminal Defense (composite mean scores of 1.4+) followed by IP, Prosecutor and Family Law (composite mean scores of 1.1-1.2).

There were only four practice areas in which the interest of respondents shifted to a statistically significant degree between fall and spring: Criminal Defense and Immigration saw statistically

significant declines in interest while Real Estate and Personal Injury saw statistically significant increases in interest.

The following three tables shows results disaggregated based on gender (Table 5.1), based on ethnicity (Table 5.2) and based on parents' education (Table 5.3). Color-coding indicates responses that manifest differences that are statistically significant which are explained in the narrative following each table. The most significant differences in interest in practice areas are based on gender as shown in Table 5.1.

**Table 5.1 Practice Areas of Interest
(Mean Scores Overall and for Women and Men Fall and Spring (Out of 3))**

	Fall	Spring	Women Fall	Women Spring	Men Fall	Men Spring
Legal Aid/Public Interest	1.5	1.4	1.6	1.5	1.4	1.1
Bus./Corp.	1.5	1.4	1.2	1.2	1.9	1.7
Criminal Defense	1.4	1.2	1.4	1.3	1.3	1.1
IP	1.2	1.1	1	0.9	1.5	1.2
Prosecutor	1.1	1	1.1	1.1	1.1	0.9
Family Law	1.1	1	1.3	1.2	0.7	0.6
Immigration	1	0.9	1.1	1	0.8	0.5
Estate Planning	1	1	0.8	0.8	1	1.2
Environmental	0.9	0.8	0.8	0.8	0.9	0.7
Comp./Regulatory	0.9	0.9	0.6	0.8	1.2	1
Real Estate	0.9	1.1	0.7	0.9	1.2	1.3
Employment	0.8	0.9	0.8	0.9	0.8	0.9
Consumer	0.8	0.7	0.5	0.6	1.1	0.8
Banking	0.7	0.6	0.3	0.4	1	0.9

Personal Injury	0.6	0.8	0.6	0.7	0.7	0.9
Workers Comp. Soc. Sec.	0.5	0.5	0.5	0.5	0.6	0.5
Insur. Defense	0.5	0.5	0.4	0.4	0.6	0.5
Bankruptcy	0.5	0.5	0.3	0.3	0.7	0.8

Women respondents had greater interest than men respondents to a statistically significant degree in three practice areas in both the fall and spring: 1) Legal Aid/Public Interest; 2) Family Law; and Immigration.

Men respondents had greater interest than women respondents to a statistically significant degree in six practice areas in both the fall and spring: 1) Business/Corporate; 2) IP; 3) Estate Planning; 4) Real Estate; 5) Consumer Law; and 6) Banking.

There was one practice area in which men respondents had greater interest than women respondents to a statistically significant degree in the fall, but where the difference was no longer statistically significant in the spring -- Compliance/Regulatory. There also was one practice area in which men respondents had greater interest than women respondents to a statistically significant degree in the spring, but where the difference had not been statistically significant in the fall – Personal Injury.

In addition, there were three practice areas in which the interest of men respondents declined to a statistically significant degree between fall and spring: 1) Immigration Law; 2) Environmental Law; and 3) Consumer Law. Other than that, the level of interest remained relatively consistent across fall and spring for women respondents and men respondents.

**Table 5.2 Practice Areas of Interest
(Mean Scores Overall and for White and BIPOC Respondents Fall and Spring (Out of 3))**

	Fall	Spring	White Fall	White Spring	BIPOC Fall	BIPOC Spring
Legal Aid/Public Interest	1.5	1.4	1.5	1.3	1.7	1.5
Bus./Corp.	1.5	1.4	1.6	1.4	1.4	1.3
Criminal Defense	1.4	1.2	1.3	1.1	1.5	1.4
IP	1.2	1.1	1.3	1.1	1.1	1

Prosecutor	1.1	1	1.1	0.9	1.2	1.1
Family Law	1.1	1	1	0.9	1.1	1.2
Immigration	1	0.9	0.9	0.7	1.4	1.2
Estate Planning	1	1	0.9	1	0.8	0.9
Environmental	0.9	0.8	0.9	0.8	0.9	0.8
Comp./Regulatory	0.9	0.9	0.9	0.9	0.9	0.9
Real Estate	0.9	1.1	1	1.1	0.8	1.1
Employment	0.8	0.9	0.9	0.9	0.8	0.9
Consumer	0.8	0.7	0.8	0.8	0.8	0.7
Banking	0.7	0.6	0.7	0.6	0.5	0.6
Personal Injury	0.6	0.8	0.6	0.8	0.7	0.8
Workers Comp. Soc. Sec.	0.5	0.5	0.5	0.5	0.5	0.5
Insur. Defense	0.5	0.5	0.5	0.4	0.4	0.5
Bankruptcy	0.5	0.5	0.6	0.5	0.4	0.6

As shown in Table 5.2, there was only one practice area in which there was a statistically significant difference between fall responses of White respondents and their corresponding spring responses – a decline in interest in immigration law. There were no practice areas in which the fall responses of BIPOC respondents and their corresponding spring responses differed to a statistically significant degree.

There were only two practice areas for which there was a statistically significant difference in interest between White respondents and BIPOC respondents. First, in both the fall and spring, BIPOC respondents showed a greater interest in immigration law than White respondents, a difference shown to have statistical significance. Second, in the spring responses, BIPOC respondents showed a greater interest in family law than White respondents, a difference shown to have statistical significance.

**Table 5.3 Practice Areas of Interest
(Mean Scores Overall and for Respondents Based on Parent(s)' Education
Fall and Spring (Out of 3))**

	Fall	Spring	<BA Fall	<BA Spring	BA+ Fall	BA+ Spring	JD Fall	JD Spring
Legal Aid/Public Interest	1.5	1.4	1.9	1.5	1.5	1.3	1.4	1.2
Bus./Corp.	1.5	1.4	1.3	1.3	1.5	1.4	1.8	1.7
Criminal Defense	1.4	1.2	1.6	1.3	1.4	1.2	1.2	1.1
IP	1.2	1.1	0.8	1.1	1.3	1.1	1.4	0.9
Prosecutor	1.1	1	1.2	1.2	1.1	1.1	0.7	0.8
Family Law	1.1	1	1.2	1.2	1	0.9	0.9	0.8
Immigration	1	0.9	1.2	1.2	1	0.7	0.8	0.8
Estate Planning	1	1	0.7	1.1	0.9	1	1	0.9
Environmental	0.9	0.8	0.8	0.9	0.9	0.7	0.7	0.6
Comp./Regulatory	0.9	0.9	0.7	1.1	1	0.8	0.9	0.8
Real Estate	0.9	1.1	0.8	1.2	0.9	1.1	0.8	1
Employment	0.8	0.9	0.8	1	0.8	0.8	1	1
Consumer	0.8	0.7	0.6	0.8	0.8	0.7	0.8	0.8
Banking	0.7	0.6	0.5	0.6	0.7	0.6	0.7	0.6
Personal Injury	0.6	0.8	0.6	0.8	0.6	0.8	0.7	0.8
Workers Comp. Soc. Sec.	0.5	0.5	0.4	0.6	0.5	0.5	0.6	0.7
Insur. Defense	0.5	0.5	0.3	0.5	0.5	0.4	0.4	0.5
Bankruptcy	0.5	0.5	0.3	0.7	0.5	0.5	0.6	0.5

Table 5.3 suggests that there were some differences in practice area interests among respondents of different socioeconomic classes based on parent(s)' education (less than a BA, BA+, and JD) in the fall, but that most of those differences dissipated in the spring responses.

In the fall responses, there was one practice area – Legal Aid/Public Interest -- of greater interest to respondents whose parents had less than a BA relative to respondents with parent(s) with a BA or with a JD, with the difference being statistically significant. This difference moderated by the spring and was no longer statistically significant largely due to a statistically significant decline in interest among respondents with parents with less than a BA.

Also in the fall there were two practice areas – Prosecutor and Immigration – of greater interest to respondents whose parents had less than a BA or whose parent(s) had a BA or more relative to respondents with parent(s) with a JD, with the difference being statistically significant. This difference moderated by the spring and was no longer statistically significant largely due to a statistically significant decline in interest among respondents with parent(s) with a BA or more between fall and spring.

In addition, in the fall there was one practice area – IP – of greater interest to respondents whose parent(s) had a BA or more or JD relative to respondents with parents with less than a BA, with the difference being statistically significant. But this difference moderated by the spring and was no longer statistically significant because of statistically significant declines in interest between fall and spring among respondents with parent(s) with a BA or more and respondents with parent(s) with a JD.

Also in the fall there was one practice area – Business/Corporate – of greater interest to respondents whose parent(s) had a JD than respondents whose parents had less than a BA, with the difference being statistically significant. This difference moderated by the spring and was no longer statistically significant.

In addition, in the fall there was one practice area – Bankruptcy – of greater interest to respondents whose parent(s) had a BA than respondents whose parents had less than a BA, with the difference being statistically significant. This difference disappeared in the spring given a statistically significant increase in interest among respondents with parents with less than a BA.

Respondents whose parents had less than a BA also saw a statistically significant increase in their interest in Estate Planning between fall and spring.

6. EMPLOYMENT CONTEXTS OF INTEREST

The sixth section asked respondents to identify which of ten employment contexts were of greatest interest to them. The questions presented a four-point likert scale ranging from 0 (Not interested) to 3 (Extremely interested).

The four employment contexts of greatest interest in the fall (mean scores of 1.5+) were Judicial Clerkship, Medium Firm, Government and Small Firm. By the spring, however, the four employment contexts of greatest interest (mean scores of 1.5+) were Small Firm, Very Large Firm, Judicial Clerkship, and Solo Practice.

There were seven employment contexts in which the interest of respondents shifted to a statistically significant degree between fall and spring: Small Firm, Very Large Firm and Solo Practice saw statistically significant increases in interest while Medium Firm, Government, Large Firm and Non-Profit saw statistically significant decreases in interest.

The following three tables shows results disaggregated based on gender (Table 6.1), based on ethnicity (Table 6.2) and based on parents' education (Table 6.3). Color-coding indicates responses that manifest differences that are statistically significant which are explained in the narrative following each table.

**Table 6.1 Employment Contexts of Interest
(Mean Scores Overall and for Women and Men Fall and Spring (Out of 3))**

	Fall	Spring	Women Fall	Women Spring	Men Fall	Men Spring
Jud. Clerk	1.7	1.6	1.7	1.6	1.7	1.5
Medium Firm (11-50)	1.7	1.3	1.8	1.2	1.7	1.4
Government	1.7	1.3	1.7	1.5	1.7	1
Small Firm (2-10)	1.5	1.7	1.4	1.7	1.6	1.8
Large Firm (51-250)	1.4	1	1.4	0.9	1.4	1.2
Non-Profit	1.4	0.9	1.5	0.8	1.2	1.1
Very Large Firm (251+)	1.2	1.7	1.1	1.8	1.2	1.6
Business	1.1	1.1	0.8	0.8	1.5	1.5
Solo Practice	1	1.5	0.8	1.4	1.2	1.7
Legal Technology	0.9	0.7	0.7	0.5	1.1	1

For women respondents, the top four employment contexts of interest in the fall (mean scores of 1.5+) were Medium Firm, Judicial Clerk, Government and Non-Profit. By the spring, the top four employment contexts of interest (mean scores of 1.5+) were Very Large Firm, Small Firm, Judicial Clerk and Government.

Women respondents saw statistically significant changes in their level of interest between fall and spring in six of the employment contexts. Between fall and spring, interest increased among women respondents to a statistically significant degree with respect to Very Large Firm, Small Firm and Solo Practice. Between fall and spring, interest decreased among women respondents to a statistically significant degree with respect to Medium Firm, Large Firm, and Non-Profit.

For men respondents, the top five employment contexts of interest in the fall (mean scores of 1.5+) were Judicial Clerk, Medium Firm, Government, Small Firm and Business. By the spring, the top five employment contexts of interest (mean scores of 1.5+) were Small Firm, Solo Practice, Very Large Firm, Business, and Judicial Clerk.

Men respondents saw statistically significant changes in their level of interest between fall and spring in four of the employment contexts. Between fall and spring, interest increased among men respondents to a statistically significant degree with respect to Very Large Firm and Solo Practice. Between fall and spring, interest decreased among men respondents to a statistically significant degree with respect to Medium Firm and Government.

There were a number of employment contexts in which the interests of women respondents and men respondents diverged to a statistically significant degree. In both the fall and spring, men had a much greater interest than women, to a statistically significant degree, in Business and Legal Technology.

With respect to Non-Profit, women respondents had a greater degree of interest than men respondents in the fall, but by the spring, men respondents had a greater degree of interest than women respondents, with differences in both circumstances shown to be statistically significant.

With respect to Solo Practice, men respondents had a greater degree of interest than women respondents in the fall, a difference shown to have statistical significance, but by the spring that difference had dissipated and was no longer statistically significant.

With respect to Large Firm, there was no meaningful difference in interest between men respondents and women respondents in the fall, but by the spring, men respondents were more interested than women respondents to a statistically significant degree.

Finally, with respect to Government, there was no meaningful difference in interest between men respondents and women respondents in the fall, but by the spring, women respondents were more interested than men respondents to a statistically significant degree.

**Table 6.2 Employment Contexts of Interest
(Mean Scores Overall and for White and BIPOC Respondents Fall and Spring (Out of 3))**

	Fall	Spring	White Fall	White Spring	BIPOC Fall	BIPOC Spring
Jud. Clerk	1.7	1.6	1.7	1.6	1.7	1.5

Medium Firm (11-50)	1.7	1.3	1.7	1.3	1.8	1.3
Government	1.7	1.3	1.7	1.3	1.8	1.5
Small Firm (2-10)	1.5	1.7	1.6	1.8	1.4	1.5
Large Firm (51-250)	1.4	1	1.4	1	1.4	1.1
Non-Profit	1.4	0.9	1.4	0.9	1.5	1
Very Large Firm (251+)	1.2	1.7	1.2	1.7	1.2	1.8
Business	1.1	1.1	1.1	1.1	1	1
Solo Practice	1	1.5	1	1.6	1	1.3
Legal Technology	0.9	0.7	0.9	0.8	0.9	0.7

For White respondents, the top four employment contexts of interest in the fall (mean scores of 1.5+) were Judicial Clerk, Medium Firm, Government and Small Firm. By the spring, the top four employment contexts of interest (mean scores of 1.5+) were Small Firm, Very Large Firm, Judicial Clerk and Solo Practice.

White respondents saw statistically significant changes in their level of interest between fall and spring in seven of the employment contexts. Between fall and spring, interest increased among White respondents to a statistically significant degree with respect to Very Large Firm, Small Firm and Solo Practice. Between fall and spring, interest decreased among White respondents to a statistically significant degree with respect to Medium Firm, Government, Large Firm, and Non-Profit.

For BIPOC respondents, the top four employment contexts of interest in the fall (mean scores of 1.5+) were Medium Firm, Government, Judicial Clerk and Non-Profit. By the spring, the top four employment contexts of interest (mean scores of 1.5+) were Very Large Firm, Judicial Clerk, Government and Small Firm.

BIPOC respondents saw statistically significant changes in their level of interest between fall and spring in five of the employment contexts. Between fall and spring, interest increased among BIPOC respondents to a statistically significant degree with respect to Very Large Firm and Solo Practice. Between fall and spring, interest decreased among BIPOC respondents to a statistically significant degree with respect to Medium Firm, Large Firm and Non-Profit.

There were only two employment contexts in which the interests of White respondents and BIPOC respondents diverged to a statistically significant degree. In the spring, White

respondents showed a greater interest than BIPOC respondents to a statistically significant degree with respect to Small Firm and Solo Practice.

**Table 6.3 Employment Contexts of Interest
(Mean Scores Overall and for Respondents Based on Parent(s)' Education
Fall and Spring (Out of 3))**

	Fall	Spring	<BA Fall	<BA Spring	BA+ Fall	BA+ Spring	JD Fall	JD Spring
Jud. Clerk	1.7	1.6	2	1.7	1.7	1.6	1.5	1.4
Medium Firm	1.7	1.3	1.7	1.3	1.7	1.3	1.6	1.1
Government	1.7	1.3	2	1.5	1.7	1.3	1.4	1.1
Small Firm	1.5	1.7	1.6	1.5	1.5	1.8	1.5	1.8
Large Firm	1.4	1	1.3	1.2	1.5	1	1.4	0.9
Non-Profit	1.4	0.9	1.6	1.1	1.4	0.9	1.2	1
Very Large Firm	1.2	1.7	1.2	2	1.2	1.6	1.2	1.5
Business	1.1	1.1	1	1.1	1.1	1.1	1.4	1.1
Solo Practice	1	1.5	1.1	1.4	0.9	1.6	1	1.6
Legal Technology	0.9	0.7	0.8	0.8	0.9	0.8	1	0.6

For respondents with parents with less than a BA, the top five employment contexts of interest in the fall (mean scores of 1.5+) were Judicial Clerk, Government, Medium Firm, Small Firm and Non-Profit. By the spring, the top four employment contexts of interest (mean scores of 1.5+) were Very Large Firm, Judicial Clerk, Government and Small Firm.

Respondents with parents with less than a BA saw statistically significant changes in their level of interest between fall and spring in four of the employment contexts. Between fall and spring, interest increased among respondents with parents with less than a BA to a statistically significant degree only with respect to Very Large Firms. Between fall and spring, interest decreased among respondents with parents with less than a BA to a statistically significant degree with respect to Government, Medium Firm and Non-Profit.

For respondents with parent(s) with a BA or more, the top five employment contexts of interest in the fall (mean scores of 1.5+) were Judicial Clerk, Medium Firm, Government, Small Firm,

and Large Firm. By the spring, the top four employment contexts of interest (mean scores of 1.5+) were Small Firm, Judicial Clerk, Very Large Firm and Solo Practice.

Respondents with parent(s) with a BA or more saw statistically significant changes in their level of interest between fall and spring in seven of the employment contexts. Between fall and spring, interest increased among respondents with parent(s) with a BA or more to a statistically significant degree with respect to Small Firms, Very Large Firm and Solo Practice. Between fall and spring, interest decreased among respondents with parent(s) with a BA or more to a statistically significant degree with respect to Medium Firm, Government, Large Firm and Non-Profit.

For respondents with parent(s) with a JD, the top three employment contexts of interest in the fall (mean scores of 1.5+) were Medium Firm, Judicial Clerk, and Small Firm. By the spring, the top three employment contexts of interest (mean scores of 1.5+) were Small Firm, Solo Practice, and Very Large Firm.

Respondents with parent(s) with a JD saw statistically significant changes in their level of interest between fall and spring in three of the employment contexts. Between fall and spring, interest increased among respondents with parent(s) with a JD to a statistically significant degree with respect to Solo Practice. Between fall and spring, interest decreased among respondents with parent(s) with a JD to a statistically significant degree with respect to Medium Firm and Large Firm.

There were only a few employment contexts in which the interests of respondents with parents with different levels of education diverged to a statistically significant degree. In the fall, respondents with parents with less than a BA were more interested to a statistically significant degree in Judicial Clerk and Government than were respondents with parents with more education. By the spring, however, these differences had dissipated and were no longer statistically significant. In the spring, respondents with parent(s) with a BA or more had a greater interest in Medium Firm than respondents with parents with less than a BA, a difference shown to have statistical significance.

7. ACTIVE STEPS TO FOSTER PROFESSIONAL DEVELOPMENT

This section asked respondents to indicate whether they had taken certain steps to move toward finding meaningful employment.

In both the fall and spring, more than 90% of respondents indicated that they had:

- Reflected on strengths and areas for growth;
- Reflected on past experiences that gave them energy; and
- Reflected on past negative experiences to learn from them.

More than 80% of respondents indicated that they had identified specific stories that highlight strengths/competencies.

Across these four “steps”, the only difference of statistical significance between men respondents and women respondents was with respect to having identified specific stories that highlight strengths/competencies. In the spring, women respondents were more likely than men respondents to have identified stories.

Across these four “steps”, the only difference of statistical significance between White respondents and BIPOC respondents was with respect to having reflected on past experiences that gave them energy. In the fall, BIPOC respondents were more likely than White respondents to have reflected on past experiences that gave them energy, a difference that was no longer statistically significant in the spring.

Across these four “steps”, there were only a few differences of statistical significance based on socio-economic status (parents’ education). In the fall, respondents whose parents had less than a BA were more likely than respondents with parent(s) with a BA or more to have reflected on strengths and areas for growth and to have reflected on past experiences that gave them energy. These differences dissipated and were no longer statistically significant in the spring. In the spring, respondents with parent(s) with a JD were more likely than respondents with parent(s) with a BA or more to have identified specific stories that highlight strengths/competencies.

This section also asked about four other steps focused on talking to a lawyer, developing a written professional development plan, getting feedback on the professional development plan from a lawyer, and developing a networking plan.

While a majority of respondents (60%) in the fall had talked with an attorney in an area of interest to them, only 10% had a written professional development plan, had sought feedback on that professional development plan and had created a written networking plan. There were no statistically significant differences across respondents’ responses to these questions based on gender, on ethnicity or on socio-economic status.

Encouragingly, between fall and spring, the percentage of respondents taking each of these steps had increased to a statistically significant degree:

- Talked to an attorney in area of interest (60% to 90%)
- Drafted written professional development plan (10% to 30%)
- Sought feedback on written professional development plan (10% to 30%)
- Created written networking plan (10% to 30%)

With respect to these steps, there were a few statistically significant differences across subpopulations among spring respondents. Women respondents were more likely than men respondents to a statistically significant degree to have drafted a written professional development plan and to have sought feedback on the written professional development plan. Respondents with parent(s) with a JD were much more likely than respondents with parent(s) with a BA or more to have created a written networking plan, a difference shown to be statistically significant.

In the spring iteration of the Survey, respondents were also asked about several steps they might have taken as first-years to advance their progress toward finding employment. Those results are presented in Table 7.1.

Table 7.1 – Percentage of Respondents Taking Specific Action Steps Toward Employment as of Spring Survey

ACTION STEP	PERCENTAGE IN SPRING SURVEY
CPD Resume Review	90
CPD Cover Letter Review	60
Offer Summer Employment	50
Offer Summer Volunteer	40
Accepted Summer Empl.	40
Mock Interview	30
Interviewed for Part-time Paid Position	30
Interviewed for Part-time Volunteer	30
Accepted Summer Volunteer	30
Started in Part-time Paid Position	10
Started in Part-time Vol. Position	0

Notably, there were no statistically significant differences across respondents’ responses to these questions based on gender, on ethnicity or on socio-economic status.

8. GROWTH MINDSET and RESILIENCE

The Survey included an eight-question growth mindset instrument based on the work of Carol Dweck⁶ with four questions reflecting a “fixed mindset” and four questions reflecting a “growth mindset.” The eight-questions are answered on a six-point scale, from 1 (Strongly Disagree) to 6 (Strongly Agree). The fixed mindset questions were reverse-scored to calculate an overall mean composite score.

For the fall, the mean composite score was 4.9. For the spring, the mean composite score was 4.7. This difference, reflecting a shift away from a growth mindset, was shown to be statistically significant.

There were almost no statistically significant differences between women respondents and men respondents. Both men respondents (4.8 to 4.6) and women respondents (5.0 to 4.7) saw a decline in the mean composite score between fall and spring, with the change for women respondents shown to have statistical significance.

In the fall, BIPOC respondents started with more of a growth mindset than White respondents to a statistically significant degree (5.0 to 4.8), but by the spring, this difference had dissipated (4.8 to 4.7) and was no longer statistically significant.

There were almost no meaningful differences in the fixed mindset or growth mindset orientation of respondents from different socio-economic backgrounds based on parents’ education.

⁶ Carol S. Dweck, MINDSET: THE NEW PSYCHOLOGY OF SUCCESS (Random House 2006).

The Survey also included a four-question instrument – the Brief Resilience Coping Scale⁷ – designed to provide insight on resilience. The four questions are answered on a five-point scale, from 0 (Does not describe me at all) to 4 (Describes me very well). The fall mean composite score across all respondents was 12.2 while the spring mean composite score across all respondents was 11.9, a difference not shown to have statistical significance. (On a 1-5 scale these mean composite scores would classify the pool of respondents as being medium resilient copers. There do not appear to be any meaningful differences in the mean composite scores based on gender, ethnicity or socio-economics although these data have not yet been analyzed for statistical significance.

9. IMPORTANCE OF VARIOUS COMPETENCIES/CHARACTERISTICS TO PROFESSIONAL SUCCESS AS A LAWYER

In this section, respondents were asked to indicate how important they thought each of eight categories of competencies/characteristics would be to their success as a lawyer upon graduation from law school. The question used a four-point likert scale from 1 (Not important at all) to 4 (Absolutely essential).

In the fall, respondents placed the greatest importance on Character Traits, Work Ethic Traits and Communications Skills (all with composite mean scores of 3.8) with Technical Legal Skills, Relationship Skills and Client Service Orientation right behind (all with composite mean scores of 3.7). The two sets of competencies seen as less important were Self-Development Traits (3.5) and Technological Skills (3).

By the spring, Communication Skills was still at 3.8, while Character Traits and Work Ethic Traits slid to 3.7 (although only the change with respect to Work Ethic Traits was statistically significant), along with Relationship Skills which remained at 3.7. Client Service Orientation was next at 3.6. Interestingly, Technical Legal Skills (the essence of legal education) dropped to 3.5, a change that was shown to be statistically significant. Self-Development Traits remained at 3.5, while Technological Skills came in at 2.9. Once again, the only changes in importance between fall and spring found to have statistical significance were the declines in importance of Work Ethic Traits and Technical Legal Skills.

The following three tables show results disaggregated based on gender (Table 9.1), based on ethnicity (Table 9.2) and based on parents' education (Table 9.3). Color-coding indicates responses that manifest differences that are statistically significant which are explained in the narrative following each table.

Table 9.1 IMPORTANCE OF VARIOUS COMPETENCIES/CHARACTERISTICS TO PROFESSIONAL SUCCESS AS A LAWYER (Mean Scores Overall and for Women and Men Fall and Spring (Out of 3))

⁷ The Brief Resilience Coping Scale can be viewed at this website -- <https://emdrfoundation.org/toolkit/brcs.pdf>.

	Fall	Spring	Women Fall	Women Spring	Men Fall	Men Spring
Character Traits (Honesty, Integrity, Trustworthiness, Judgment/Common sense, Trustworthiness)	3.8	3.7	3.8	3.7	3.7	3.7
Work Ethic Traits (Attention to detail, Initiative, Diligence, Perseverance, Responsibility/Reliability)	3.8	3.7	3.8	3.7	3.7	3.6
Communication Skills (Communicate clearly (sharing information), Listening (receiving information), Oral advocacy, Written Advocacy)	3.8	3.8	3.9	3.8	3.8	3.7
Technical Legal Skills (<i>Legal analysis, Legal knowledge/expertise, Legal research, Problem-solving</i>)	3.7	3.5	3.7	3.5	3.6	3.4
Relationship Skills (Cultural competence, Respect for others, Emotional intelligence/Empathy, Teamwork/Collaboration, Leadership)	3.7	3.7	3.8	3.8	3.5	3.6
Client Service Orientation (Responsiveness to clients, Understand client's business/circumstances, Respect client autonomy, Loyalty, Confidentiality)	3.7	3.6	3.7	3.7	3.7	3.5
Self-Development Traits (Self-awareness, Self-discipline, Intellectual curiosity, Well-being, Self-direction)	3.5	3.5	3.6	3.5	3.4	3.4
Technological Skills (Analyze data, Social media expertise, Facility with various programs (Word, Excel, PowerPoint, etc.), Project Management, Business/financial knowledge)	3	2.9	3	2.9	3	2.9

Women respondents saw statistically significant declines between fall and spring in the importance they ascribed to Work Ethic Traits and Technical Legal Skills.

Men respondents saw statistically significant declines between fall and spring in the importance they ascribed to Technical Legal Skills and to Client Service Orientation.

There were two categories in which women respondents ascribed greater importance to a statistically significant degree than men respondents in both the fall and spring – Communication Skills and Relationships Skills.

Finally, there was one category – Self Development Traits -- in which women respondents ascribed greater importance to a statistically significant degree than men respondents in the fall but for which the difference was no longer statistically significant in the spring.

Table 9.2 IMPORTANCE OF VARIOUS COMPETENCIES/CHARACTERISTICS TO PROFESSIONAL SUCCESS AS A LAWYER (Mean Scores Overall and for White and BIPOC Fall and Spring (Out of 4))

	Fall	Spring	White Fall	White Spring	BIPOC Fall	BIPOC Spring
Character Traits (Honesty, Integrity, Trustworthiness, Judgment/Common sense, Trustworthiness)	3.8	3.7	3.8	3.7	3.8	3.7
Work Ethic Traits (Attention to detail, Initiative, Diligence, Perseverance, Responsibility/Reliability)	3.8	3.7	3.7	3.7	3.9	3.7
Communication Skills (Communicate clearly (sharing information), Listening (receiving information), Oral advocacy, Written Advocacy)	3.8	3.8	3.8	3.8	3.9	3.8
Technical Legal Skills (<i>Legal analysis, Legal knowledge/expertise, Legal research, Problem-solving</i>)	3.7	3.5	3.6	3.5	3.8	3.5
Relationship Skills (Cultural competence, Respect for others, Emotional intelligence/Empathy, Teamwork/Collaboration, Leadership)	3.7	3.7	3.6	3.7	3.8	3.7
Client Service Orientation (Responsiveness to clients, Understand client's business/circumstances, Respect client autonomy, Loyalty, Confidentiality)	3.7	3.6	3.7	3.6	3.7	3.6
Self-Development Traits (Self-awareness, Self-discipline, Intellectual curiosity, Well-being, Self-direction)	3.5	3.5	3.5	3.5	3.6	3.5

Technological Skills (Analyze data, Social media expertise, Facility with various programs (Word, Excel, PowerPoint, etc.), Project Management, Business/financial knowledge)	3	2.9	2.9	2.8	3.1	3.1
---	---	-----	-----	-----	-----	-----

In one category, Technological Skills, BIPOC respondents ascribed greater importance to a statistically significant degree than White respondents in both the fall and spring.

In five categories, BIPOC respondents ascribed greater importance in the fall than White respondents, differences shown to have statistical significance: 1) Work Ethic Traits; 2) Communication Skills; 3) Technical Legal Skills; 4) Relationship Skills; and 4) Self-Development Traits. But for all five of these categories, in the spring the differences were no longer statistically significant.

Both White respondents and BIPOC respondents saw statistically significant declines between fall and spring on the importance placed on Technical Legal Skills.

BIPOC respondents also saw statistically significant declines between fall and spring on the importance placed on Work Ethic Traits and Communication Skills, although these both remained among the top four categories in importance for BIPOC respondents.

Table 9.3 IMPORTANCE OF VARIOUS COMPETENCIES/CHARACTERISTICS TO PROFESSIONAL SUCCESS AS A LAWYER (Mean Scores Overall and for Respondents Based on Parent(s)' Education Fall and Spring (Out of 4))

	Fall	Spring	<BA Fall	<BA Spring	BA+ Fall	BA+ Spring	JD Fall	JD Spring
Character Traits (Honesty, Integrity, Trustworthiness, Judgment/Common sense, Trustworthiness)	3.8	3.7	3.9	3.7	3.8	3.7	3.8	3.6
Work Ethic Traits (Attention to detail, Initiative, Diligence, Perseverance, Responsibility/Reliability)	3.8	3.7	3.8	3.7	3.7	3.7	3.9	3.6
Communication Skills (Communicate clearly (sharing information), Listening (receiving information), Oral advocacy, Written Advocacy)	3.8	3.8	3.9	3.7	3.8	3.8	3.8	3.8
Technical Legal Skills (Legal analysis, Legal knowledge/expertise, Legal research, Problem-solving)	3.7	3.5	3.8	3.4	3.6	3.5	3.8	3.6

Relationship Skills (Cultural competence, Respect for others, Emotional intelligence/Empathy, Teamwork/Collaboration, Leadership)	3.7	3.7	3.8	3.6	3.6	3.7	3.8	3.8
Client Service Orientation (Responsiveness to clients, Understand client's business/circumstances, Respect client autonomy, Loyalty, Confidentiality)	3.7	3.6	3.7	3.5	3.7	3.7	3.7	3.7
Self-Development Traits (Self-awareness, Self-discipline, Intellectual curiosity, Well-being, Self-direction)	3.5	3.5	3.6	3.6	3.5	3.5	3.6	3.4
Technological Skills (Analyze data, Social media expertise, Facility with various programs (Word, Excel, PowerPoint, etc.), Project Management, Business/financial knowledge)	3	2.9	3	3	2.9	2.9	3	2.8

Once again, Technical Legal Skills saw a statistically significant decline in importance between fall and spring with respect to both respondents with parents with less than a BA and respondents with parent(s) with a BA or more.

Respondents with parents with less than a BA also saw a statistically significant decline in the importance ascribed to Communication Skills between the fall and spring.

In the fall, both respondents with parents with less than a BA and respondents with parent(s) with a JD ascribed greater importance to Relationship Skills than respondents with parent(s) with a BA or more, differences shown to have statistical significance. By the spring, however, those differences had dissipated and were no longer statistically significant.

Finally, in the fall, respondents with parents with less than a BA ascribed more importance to Self Development Traits than respondents with parent(s) with a BA or more. By the spring however, those differences had dissipated and were no longer statistically significant.

10. OPEN TEXT RESPONSES re. ATTORNEYS AND CLIENTS

The final section of the Survey presented open-text questions for respondents, one associated with attorneys and one associated with clients.

A. ATTORNEYS

One set of questions asked respondents to identify two nouns and two adjectives that they affiliate with lawyers: “A lawyer is a NOUN.” “A lawyer is ADJECTIVE.”

Table 10.1 – Top Nouns Associated with Lawyers

Noun	Fall %	Noun	Spring %
Advocate	26.8%	Advocate	32.6%
Counselor	12.8%	Counselor	12.4%
Servant	8.4%	Leader	6.7%
Leader	6.3%	Problem Solver	5.9%
Problem Solver	3.6%	Servant	5.3%

Table 10.1 identifies the top five nouns (on a percentage basis) in the spring (with their corresponding percentages in the fall). The top two were Advocate and Counselor in both fall and spring, with the percentage indicating Advocate increasing in the spring (26.8% to 32.6%). Servant fell from third to fifth between fall and spring (8.4% down to 5.3%) while Leader moved from fourth to third (6.3% to 6.7%) and problem-solver moving up to fourth (from 3.6% to 5.9%).

Table 10.2 – Top Adjectives Associated with Lawyers

Adjective	Fall %	Adjective	Spring %
Educated	17.9%	Educated	17.1%
Hard Working	11.2%	Hard-Working	11.2%
Trustworthy	9.9%	Trustworthy	11.2%
Committed	8.6%	Diligent	6.9%
Professional	5.9%	Professional	6.7%
Diligent	5.7%	Resourceful	5.8%
Assertive	5.3%	Committed	4.5%
Resourceful	5.1%	Assertive	4.3%

Table 10.2 identifies the top eight adjectives (on a percentage basis) in the fall and spring. The top three were Educated (17+%), Hard Working and Trustworthy (11%+). The biggest changes in percentages involved Trustworthy (increasing from 9.9% to 11.2%) and Committed (decreasing from 8.6% to 4.5%), with Committed dropping from fourth to seventh. Diligent also increased from 5.7% to 6.9% (and from sixth to fourth), while Resourceful increased from 5.1% to 5.8% (and from eighth to sixth).

While it should not be surprising that students in law school would identify positive attributes when identifying adjectives associated with lawyers, it is at least noteworthy that none of the most common adjectives have negative connotations.

B. CLIENTS

With respect to clients, respondents were asked to identify two behaviors or circumstances that clients highlight the most when they express great satisfaction with a lawyer who they have

engaged to represent them along with two behaviors or circumstances that clients highlight when they express great dissatisfaction with a lawyer who they have engaged to represent.

Table 10.3 – Top Behaviors for Satisfied Clients

Behavior	Fall %	Behavior	Spring %
Communication	13.2%	Communication	18.6%
Caring	9.5%	Caring	9.6%
Outcome	8.5%	Listener	9.0%
Listener	8.1%	Outcome	8.4%
Client Focused	7.5%	Professional	7.2%
Advocate	6.0%	Responsive	7.1%
Responsive	5.8%	Honesty	6.1%
Trustworthy	5.4%	Personable	5.2%
Professional	5.2%	Trustworthy	5.1%

Table 10.3 identifies the top nine adjectives (on a percentage basis (above 5%)) in the fall and spring associated with Satisfied Clients. The top four were Communication, Caring, Outcome and Listener (with Outcome and Listener switching spots between fall and spring). Among these four behaviors, percentages were pretty consistent between fall and spring except for a significant increase in the percentage identifying Communication (13.15% to 18.59%).

Among the bottom five behaviors identified, the most significant increase was with Professional (from 5.2% to 7.2% and from ninth to fifth). Notably, Client Focused and Advocate dropped below five percent (and off this list) between fall and spring, while Honesty and Personal replaced them.

Table 10.4 – Top Behaviors for Dissatisfied Clients

Behavior	Fall %	Behavior	Spring %
Bad Communicator	14.1%	Bad Communicator	17.2%
Disregard	9.7%	Arrogant	11.1%
Incompetent	9.1%	Disregard	9.6%
Negative Outcome	9.1%	Incompetent	7.8%
Expensive	7.2%	Negative Outcome	7.2%
Lack of Effort	6.2%	Not Responsive	6.8%
Arrogant	6.0%	Bad Listener	5.9%
Busy	5.2%	Apathy	5.3%
Greedy	5.2%	Expensive	5.1%

Table 10.4 identifies the top nine adjectives (on a percentage basis (above 5%)) in the fall and spring associated with Dissatisfied Clients. The top four in the fall were Bad Communicator, Disregard, Incompetent and Negative, and these four remained in that order in the spring except that Arrogant jumped from the seventh spot to the second spot (6% to 11.1%).

Among the bottom five behaviors, Expensive fell from fifth to ninth (7.2% to 5.1%), while Lack of Effort, Busy and Greedy dropped of the list (below 5%) while Not Responsive, Bad Listener and Apathy joined the list.

It is worth noting that Communication tops the list for satisfied clients followed by Caring and that Bad Communicator tops the list for Dissatisfied clients followed by Disregard/Arrogant. These are simple rules that respondents seem to understand as they start their journeys into the legal profession. Caring for clients and communicating with clients will lead to satisfied clients while disregard for clients and a failure to communicate with clients will lead to dissatisfied clients.