

# Office of Student Success Assessment Report

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**Office Name:** Office of Pre-Law Advising  
**Office Assessment Contact:** Tracey Lee  
**Office Director:** Tracey Lee

## Office Mission/Purpose

*What is the overall mission/purpose of your office?*

Provide programming, resources, and advising to K-Staters who are interested in pursuing legal careers.  
Provide resources and advising to students applying for law school.

## Assessment Goals for Academic Year

*Include justifications for goals programmatically and division-wide.*

Students are able to learn about the law and legal careers throughout their time at K-State to determine whether it is the right career path for them. Students benefit from programming and resources for applying for law school, which can be a years-long and intensive process outside of a student's regular class and curriculum. The office provides support and counsel as students navigate the pre-law process.

## Outcomes Selected for Assessment

*What are the three outcomes selected for assessment this academic year?*

1. **Outcome 1:** Students will explore legal careers by participating in legal experiences (legal speakers, career networking events, court arguments, etc.), which will help them determine or refine their legal interests and begin building their legal networks
2. **Outcome 2:** Students will have resources to apply to law school, including preparing for the LSAT, networking with law schools, application resources, etc.
3. **Outcome 3:** Support students on their pre-law path through individualized advising

## Executive Summary

*In the space below, summarize the findings from this academic semester's assessment cycle. This should briefly cover methodology, outcomes, analysis, conclusions, and recommendations. No more than two paragraphs.*

The Pre-Law office assessed how we are meeting our three main goals: (1) providing legal experiences for students to learn about various legal fields and determine if a legal career is right for them; (2) provide resources to help students apply to law school; and (3) support students on their pre-law path through one-on-one advising and coaching. We collected quantitative data by tracking the number of users of the program, and qualitative data by surveying users about their experiences with the pre-law office. We learned that we are broadly achieving our objectives of providing the kinds of resources that students are reporting helped them build their legal networks and successfully apply to law school. Specifically, students report that trips to law schools, law firms, and courthouses, and LSAT preparation resources, such as the class and study group, have been very impactful. Moving forward, my goal is to assess the relative impact of different kinds of programming to make sure that we are devoting our resources to the kinds of activities that help our students the most. We will also take advantage of assessment tools to evaluate the current users of the program to make sure that we are reaching students across the university who may benefit from considering a legal career.

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**OUTCOME 1:** Students will explore legal careers by participating in legal experiences (legal speakers, career networking events, court arguments, etc.), which will help them determine or refine their legal interests and begin building their legal networks

**Outcome 1 Assessment Methods**

*How did you measure the outcome? Please provide the assessment method including details such as (survey, interview, observation, direct/indirect, etc), the kind of information generated by the assessment (quantitative, qualitative, mixed), and the scale of assessment (number of participants, instances, etc.).*

Quantitative – number of students who attended each event

Qualitative – interview/meeting with students who participated in legal speaker series, legal trips, and other programming; survey responses regarding events students attended and feedback about how the events impacted their pre-law trajectory; survey responses from Pre-Law Ambassadors regarding feedback from previous events and goals for future events.

**Outcome 1 Assessment Period Measured**

*Timeframe of when the outcome being assessed was actively occurring (i.e. A month long training program would be from the first day of training to the last day).*

Yearlong

**Outcome 1 Assessor(s)**

*Who was the primary point person creating, conducting, and reporting the assessment?*

Tracey Lee

**Outcome 1 Assessment Data**

*What data did you collect?*

Quantitative – 6 Legal Speaker events in the Fall 2020 semester. Between 12 - 45 students attend each legal speaker event; average is 20 students per speaker (largest event was Mock Law Class with KU Law and smallest event was RLPI event with Washburn Law). 6 students attended Federal court hearings and Foulston Siefken law firm (limited by LEAD program). 20 students volunteered at the Free Citizenship Clinic with local attorneys.

Qualitative – Students reported positive feedback regarding legal speakers, including:

- “The speakers, events, and trips organized by the Pre-Law Office have been invaluable to my college experience. Visiting the Kansas Supreme Court and watching oral arguments sparked my interest in appellate litigation, and confirmed to me that practicing law was my goal.”
- “I loved all of the events hosted by the Pre-Law program. . . . I found them very valuable in determining my interest in law itself, and then finding connections within the legal community.”
- “The trips I was able to go on were my favorite programs put on by the Office and really influential in helping me decide to pursue a legal career. Some notable ones were the trips to the Judicial Center in Topeka and Washburn Law. Whenever I was able to see the law in action was a great experience for me because it gave me a sense of what my future could look like. I would have liked to take more trips. I also really enjoyed attending the recruiting events put on by the Pre-Law Program. Networking is so important for people with legal careers and these gave us opportunities to start those relationships before we even get to law school.”
- “I liked that the Pre-Law had so many events. It was always nice to attend them and get some experiences. I really enjoyed the event with the 3 judges and where we were able to sit in and listen to real life cases and then have the get-together with them later that evening. It was

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interesting to hear them talk about their experiences as attorneys, prosecutors, and then as judges.”

- “The pre-law department is moving in an incredible direction. With everything planned from the speakers to the trips to the alumni event to student open house, etc. we were moving the program forward amazingly. It is so unfortunate that our first efforts for this movement have been canceled due to COVID-19, but if the program keeps up the hard work post COVID I know it will be prosperous going forward.”
- “The Pre-Law Office has helped me in so many ways I can't begin to list them all. I've networked with local attorneys, had multiple meals with Kansas Supreme Court Justices, I've been able to not only meet with law school representatives but actually visit the law schools themselves. I've been introduced to attorneys in areas that I want to pursue. I have only ever benefited from every pre-law related event I have been to. I would not be where I am today if it weren't for my involvement in pre-law.”
- “I think so far everything we have done has been great and I am looking forward to seeing how the program grows even more.”
- “Get involved in any way that you can. Even if it is just going to one speaker or the open house; meeting new people and getting involved helps make the whole process more enjoyable.”
- “I think everything the Pre-Law program puts on right now it great!”
- “The law fair was very helpful in gathering information about law schools that didn't cross my mind and the legal speakers provided really good insight with their school and practicing experiences, it also helped with networking.”
- “I think more opportunities for trips to courthouses or hearings would be nice.”
- “Although I am not pursuing law school immediately after graduation, I have enjoyed attending the Law Fair twice. It was great learning about schools, but more so talking to reps to see what their qualifications are and networking. I also enjoyed a variety of the speakers!”
- “Guest speakers, events, and court hearings were almost always scheduled during my class times (9-3:30pm) or during my work schedule (8-5pm). I wish I could've attended more than I did. I also wish the criminology club was more active and had more communication with prospective members.”

### **Outcome 1 Assessment Analysis**

*What does the data show? What do you observe as working well and opportunities and limitations of the outcome being assessed?*

Yes, I believe that the data shows that students have had meaningful opportunities to explore legal careers through the programs offered this year. Students report that trips to law schools, law firms, and courthouses have been very impactful. Students do not highlight the legal speakers in their survey results. This is interesting because speakers are our most requested and most common events—I would like to have additional surveys and feedback to determine whether we should continue to emphasize speakers or move more toward other kinds of experiences (once we are no longer remote).

### **Outcome 1 Conclusion**

*Based on your analysis, did you achieve the intended outcome? Why or why not? What actions can be drawn from this assessment? What other useful information can be drawn from this assessment?*

Yes, I think that we did achieve our intended outcome, based on comments from students. One action step I would like to take after this assessment is to request survey responses after individual events rather than at the end of the semester.

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**Outcome 1 Recommendations**

*What changes would you make based on these findings? What steps, needs, and supports are needed? Set specific and measurable goals for these changes.*

After reviewing the survey response this year, I am going to make some changes to my survey practices. I am going to survey more frequently (after individual events), and keep notes on my “Exit Survey” materials throughout the time I work with seniors so that I do not have to rely on full exit survey participation to get detailed data about the students’ experiences. One of my goals for next year is to assess the relative impact of different events so that I can identify where students are getting the most value from the program and adjust accordingly.

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**OUTCOME 2:** Provide students with resources to apply to law school, including preparing for the LSAT, networking with law schools, application resources, etc.

**Outcome 2 Assessment Methods**

*How did you measure the outcome? Please provide the assessment method including details such as (survey, interview, observation, direct/indirect, etc), the kind of information generated by the assessment (quantitative, qualitative, mixed), and the scale of assessment (number of participants, instances, etc.).*

Quantitative – number of students who attended each event; number of advising appointments

Qualitative – interview/meeting with students who participated in programs; survey responses regarding events students attended and feedback about how the events impacted their pre-law trajectory; Advising Survey.

**Outcome 2 Assessment Period Measured**

*Timeframe of when the outcome being assessed was actively occurring (i.e. A month long training program would be from the first day of training to the last day).*

Yearlong

**Outcome 2 Assessor(s)**

*Who was the primary point person creating, conducting, and reporting the assessment?*

Tracey Lee

**Outcome 2 Assessment Data**

*What data did you collect?*

**Law Fair** (virtual this year): 28 schools in attendance; 166 student meetings; 34 students at pre-fair panel

**Practice proctored exams:** 12 students took practice exam in Union

**LSAT Study Group:** 12 students practiced old tests in the Union twice per week until March

**Law School Application Workshop:** 36 students (virtual)

**Personal Statement Workshop:** 28 students (virtual)

**Individual Meetings with Law Schools:** KU Law (12 students); Washburn Law (13 students); Nebraska Law (11 students)

Survey results, including:

- “I appreciate the in-person practice exams the Pre-Law office held—they provided a great environment to practice a real time test and held me accountable to actually do practice tests. The only other thing I’d suggest is compiling an email list of resources like podcasts, websites, reddit pages, youtube accounts, etc., that are helpful for self-study.”
- “The Pre-Law Office truly helped navigate me through the LSAT process and provided me with numerous opportunities to meet with law school reps!”
- “The Pre-Law Office at Kansas State University provides student support that is unparalleled. Lead by coordinator Tracey Lee, the office is focused on encouraging student success through a variety of programs and opportunities. Tracey and her team work hard to ensure that every student interested in pursuing a legal career is connected to undergraduate academic support, LSAT preparation, interview coaching, networking opportunities, legal speakers and more. I wouldn't be the student I am today if it weren't for support I received from the Pre-Law Office.”
- “Maybe more practice proctored exams.”

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- “Continue providing the LSAT Prep course. The most helpful part about it was seeing how other students got to the correct answers. This way, I could try out new methods that were more effective than the ones I was using to answer the questions.”
- “I thought this years LSAT study group was a great idea. Unfortunately, I wasn't able to join them due to work. Next time, those study groups might be better off being scheduled after 5 or 6pm for people who have to work. I also thought the LSAT practice test we held at K-State was helpful, thank you for that!”
- “I think Pre-Law Office does a great job of providing help and study sessions for the LSAT. It has been great resource to find other resource and be successful in the studying process!”
- “Keep providing different LSAT study group options whether paid or free.”
- “I really enjoyed the LSAT class that we hosted and think it is definitely something that should be done again. Other than that studying groups and resources are probably the best help.”
- “I honestly did not utilize many resources from the Pre-Law Office while I was studying. With my engineering course load I wasn't able to study during the school year, so I didn't think about utilizing the resources.”
- “Perhaps offer an LSAT prep class for 1 hour of college credit.”
- “Maybe give more attention to Missouri. I was not impressed as much by Nebraska or Iowa or OU.”

### **Outcome 2 Assessment Analysis**

*What does the data show? What do you observe as working well and opportunities and limitations of the outcome being assessed?*

The quantitative data shows that the preparatory programming attracts large numbers of participants.

The student comments show that students find the programming meaningful and that they add value to their pre-law path.

### **Outcome 2 Conclusion**

*Based on your analysis, did you achieve the intended outcome? Why or why not? What actions can be drawn from this assessment? What other useful information can be drawn from this assessment?*

Yes, I think that the office achieved its goal of helping students access resources for preparing for the law school application process. Students particularly identified the LSAT preparation resources, such as the class and study group, as impactful.

### **Outcome 2 Recommendations**

*What changes would you make based on these finding? What steps, needs, and supports are needed? Set specific and measurable goals for these changes.*

Like the analysis above, I have determined that I am going to make some changes to my survey practices. I am going to survey more frequently (after individual events), and keep notes on my “Exit Survey” materials throughout the time I work with seniors so that I do not have to rely on full exit survey participation to get detailed data about the students’ experiences.

**OUTCOME 3:** Support students on their pre-law path through individualized advising

**Outcome 3 Assessment Methods**

*How did you measure the outcome? Please provide the assessment method including details such as (survey, interview, observation, direct/indirect, etc), the kind of information generated by the assessment (quantitative, qualitative, mixed), and the scale of assessment (number of participants, instances, etc.).*

Quantitative—number of advising appointments

Qualitative—feedback from advising surveys

**Outcome 3 Assessment Period Measured**

*Timeframe of when the outcome being assessed was actively occurring (i.e. A month long training program would be from the first day of training to the last day).*

Ongoing

**Outcome 3 Assessor(s)**

*Who was the primary point person creating, conduction, and reporting the assessment?*

Tracey Lee

**Outcome 3 Assessment Data**

*What data did you collect?*

**Advising appointments:** 180 advising appointments Fall 2020 semester

Aug (39); Sept (43); Oct (39); Nov (34); Dec (25)

**Survey results,** including:

“Tracey never failed to connect me with a helpful person, or work through an issue with me, or review my application materials I’m so grateful for the time and dedication that was given to me.”

“I was always very happy with how I have been treated and helped by the Pre-Law office. The atmosphere is kind and professional and Tracey always took time to help me with my complex case (limited on location) of finding a law school that would work for me and my husband who serves in the Army and is due to move in the middle of me attending law school. I had a great experience with the Pre-Law office every time I was there. Thank you for that!”

“The Pre-Law Office is honestly the most amazing resource with the most amazing people, Tracey and everyone else are so helpful and are great resources for anyone interested in a legal career.”

“Start utilizing the resources the Pre-law office has to offer right away. By meeting with Tracey and going to hear the different speakers, you can really get a feel of if law school is right for you. Additionally, the earlier you start preparing to apply for law school, the less stressed you will be through the process. I think one of the best resources you can use is the law fair. The final two law schools I was considering weren't on my radar at all until I went to the law fair.”

“I really enjoyed getting to work with Tracey. I always found her to be very helpful and she was always able to answer the questions I had.”

“I don't know if I had a single experience that stands out, but overall I really enjoyed my experience!”

“I love Tracey! She's done such an excellent job at K-State. It's thanks to her that I found opportunities like the Weigand which allowed me to attend my dream law school.”

“Small, quaint office but the people are really warm and welcoming!”

“I think meetings with the your Pre-Law advisor should be mandatory. My whole time at K-State I only met with my advisor twice. When I needed my advisor most, helping with applications, I could not see her. I also think that there should be more help with applying to law school. I was completely in the dark and I needed guidance and when I tried to get it from the Pre-Law office I was unable to be helped.”

“Absolutely outstanding work. Tracey is the greatest.”

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“Take advantage of the advising, no matter whether or not you are committed to law school, the folks over in pre-law live out the K-State Family: caring about all students! Don't be afraid to stop in and ask some questions!”

**Outcome 3 Assessment Analysis**

*What does the data show? What do you observe as working well and opportunities and limitations of the outcome being assessed?*

The data shows that over half of the students designated in Pre-Law have attended a pre-law advising meeting this semester. The data shows that those who respond to the senior survey typically had a positive experience with the office.

**Outcome 3 Conclusion**

*Based on your analysis, did you achieve the intended outcome? Why or why not? What actions can be drawn from this assessment? What other useful information can be drawn from this assessment?*

Yes, I think that we did meet our outcome.

**Outcome 3 Recommendations**

*What changes would you make based on these finding? What steps, needs, and supports are needed? Set specific and measurable goals for these changes.*

I am going to make some changes to my survey practices. I am going to collect important data from the students during our individual meetings so that I do not have to rely as heavily on participation in Senior Surveys (participation has been low since moving remote).



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**Programmatic Results**

**Programmatic Conclusions:**

*Based on the above assessment, what are the overall strengths and challenges of the program? What additional information did you learn? What questions remain or where discovered?*

An overall strength of the Pre-Law program is that we are providing programming that achieves our main objectives of exposing students to legal experiences that help them learn about legal practices and make an informed decision about whether law is the right field for them. An overall challenge of the program is determining what kind of programming is most impactful for the diverse student population we serve. From looking at the student response data, I learned that students do not report high impact from our legal speaker series, which was surprising to me because these events are frequently requested events. I can use assessment tools to evaluate the impact of the various kinds of programming we offer, and adjust how we use our time and resources accordingly

**Programmatic Recommendations:**

*Based on the above assessment, provide at least two recommendations to enhance or augment your existing assessment goals. Include justification and identify what steps, needs, and supports needed to achieve these recommendations?*

1. Gain more information about the users of the pre-law program. I learned that we do have students who use our services, but I would like to assess the demographic makeup of my students to better understand whether we are serving students from across the university. I will identify KSIS and SSC tools that can help me learn about who the program is reaching, and evaluate what kind of efforts we can make to serve students across the university.
2. Assess individual programs to evaluate the relative impact. Specifically, I want to see if legal speaker events are an effective way to help students gain information about different kinds of legal practice areas. These are our most requested events from students, but do not seem to be identified frequently as the most impactful events based on the survey results. In order to implement this, I will conduct surveys that are more frequent across the program. I will use the Office of Assessment resources to help create impactful surveying practices.

**Submitted on:** February 1, 2021

**Submitted by:** Tracey Lee

**Reviewed by:**