

The Classroom on Trial: Sending Undergraduates to Court

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Introduction

Over the last two decades, civic engagement, experiential learning, and applied assessment have been revisited in political science to address the need to reevaluate undergraduate curriculum for career preparation (Collins et al, 2012). Such calls have been accompanied by a recognition to position political science coursework to address “new demographic and social realities” and categorizing analysis of undergraduate curriculum around roles of “identity, diversity, and inequality” (Rasmussen, 2014).

This article presents survey findings from a large introductory course program that sends political science undergraduates to courthouses twice throughout the semester at both the federal and state levels. In both visits, students engage with various court members, including judges, prosecutors, defense attorneys, translators, administrators, and other court members. The findings in this article are ongoing and present data from the Fall 2024 semester, which enrolled 286 students. We plan to repeat the surveys with an enrolled class of approximately 165 students throughout the Spring 2025 semester, increasing our sample size to approximately 450 students for the full 2024/2025 school year.

Applied Assessment in Political Science and Public Law Curriculum

Applied assessment is often understood as a pedagogical practice focused on tasks (Gravett, 2023). Political science pedagogy literature has found that active civic engagement and experiential learning done through applied assessment enhances student experiences and helps them make connections between their coursework and their community (Van Assendelft, 2008), creating a greater likelihood to engage in civic action (Varnett, 2018; Glover et al, 2020), and expands learning as “students experience cultures different from their own, (Jenkins et al, 2020).

Also discussed in experiential learning literature is the idea that designing coursework that forces students into atmospheres where they traditionally may feel at-risk, such as political and legal institutions, can serve as a “necessary step for empowerment” and professionalization for people of color (Cole, 2023; Perez, 2023) and women (Cassese et al, 2012; Lenoir, 2019).

In the pedagogy literature, civic and community engagement has taken on several forms in political science classrooms, such as working with Congress (Ringenberg, 2018; Lenoir and Van Metre, 2024), state legislatures (Lenoir, 2020; Glover et al, 2021; Mahoney, 2022), campaigns (Rank and Tylock, 2018), civic organizations (Hoffman, 2015), lobbyists (Lenoir, 2020), and city councils (Van Assendelft, 2008; Lenoir, 2020).

Alongside calls for more civic engagement and experiential learning have been discussions about integrating professional development for political science undergraduates (Collins et al, 2012; Rogers, 2021; Bram, 2023). For political science majors that classify themselves as pre-law, professional development generally entails coursework on law topics and extracurricular activities to strengthen future law school applications.

We argue that a gap exists between the above literature and the literature on experiential learning and applied assessment for law at the undergraduate level, as most applied assessment for law is evaluated at the graduate level. However, in undergraduate pre-law classes, applied assessment has much to offer undergraduates, namely, in helping them decide if law school is the right choice. The remainder of this paper summarizes the procedures and ongoing survey results of a series of court visitations for Political Science 106, Law & Politics, at Rutgers University-New Brunswick during the 2024/2025 school year and analyzes the effects of the experiential program on race, gender, and ethnicity with respect to pursuing careers in law in political science classrooms.

Experiential Learning and Pre-Law Political Science Undergraduates

While experiencing a decline in overall undergraduate degrees conferred, political science remains in demand as a major, with demands for pre-law programs remaining steady (Rogers, 2021). To meet this demand, undergraduate programs offer prelaw advising, largely centered around application assistance and LSAT prep, and legal studies minors or certificates, which are marketed as coursework that can help prepare students for future careers in law.¹

We thus view the pre-law stage as happening in two stages (displayed in Table I). The first stage, which we categorize as the Decision-Making stage, occurs when students are presented with enough knowledge about jobs in law to make the best decision for themselves, whether that be going to law school, pursuing a career in law that is not an attorney, or that law is not best for them. The second stage, which we define as the Action stage, occurs after students have made their decision and can now prepare for applications and jobs. The program at stake in this article is exclusively concerned with the first Decision-Making stage and seeks to put students in the best position to gain knowledge of what people who work in law do daily.

Table I

Stage	Description
Decision-Making	Coursework, discussions with instructors and professionals, student clubs, attending court
Action	Networking for letters of recommendation, LSAT preparation, completing applications

¹ For example, Monmouth University offers a B.A. in Political Science with a concentration in Legal Studies. According to Monmouth, the program “provides a framework for students interested in the law, from preparation for law school to a starting point for paralegal career opportunities.” Conversely, California State University, Long Beach, offers a Legal Studies Certificate within their Political Science department, which they market as “open to students of any major who are interested in studying the development, logic, interpretation, perception, and application of law.”

While the literature on the application of applied assessment in law school programs has been examined (McNamara, 2017; Nunbury and Philippopoulos-Mihalopoulos, 2022; Bedford, Bonython, and Taylor, 2023), applied assessment for undergraduate law education is seldom written about. Scholars such as Segal (2002) have written about teaching the scientific study of law and courts to undergraduates, but the literature on experiential learning of law for undergraduates is otherwise lacking.

The Law & Politics Court Visitation Program

One of the largest courses that the Political Science department offers, Law & Politics is an introductory class that focuses on a broad introduction to the United States judicial system, focusing on the interplay of law and politics in things like judicial selection and interpretation of law. Part of the curriculum includes highlighting and assessing the differences between different law systems and judicial politics throughout the United States government. This includes, but is not limited to, displaying the differences between state and federal court systems, appellate processes, jurisdiction of law, and judicial selection. Traditionally, these lessons are taught through textbooks and lectures, unpacked by the students in recitation sections, and assessed through written assignments and examinations during midterm and final examination periods. The goal of this program was to completely change this system of teaching and assessment through community engagement and applied assessment of courts and legal processes by having students be physically present in different court systems throughout New Jersey.

Ashford-Rowe, Herrington, and Brown (2014) argue that a critical element of applied assessment can focus on a performing act as the product rather than a grade. Defining professional decisions as a product, the motivation behind this program is that most students enrolled in Law and Politics generally express an interest in applying to law school. Conducting this program gives

students an applied, real-world window to view a potential profession they wish to know more about. Simply watching a day in court can profoundly help a student make the best decision for themselves regarding what major and, later, what career they may want to pursue.

Stressing the performative aspect of attending court echoes what Forsyth and Evans (2019) argue about authentic assessments, in that they can contribute to what they define as student becoming within applied practices that are inclusive and participatory. In a post-COVID-19 world, Gravett and Aljawi (2021) pointed out that reconceptualizing student becoming must be reframed as socio-material practices that move “within the face-to-face time spaces.” This court program embraces moving within face-to-face spaces and consists of students engaging in a three-step process of attending and assessing courts in the United States through courts in the state of New Jersey twice throughout the semester. The first step consists of informing students of practices and scheduling their time to attend the court for several hours to observe and take notes on what they witness relevant to the course literature. The second step is the day of attendance. The third step is a series of written assessments in the form of journal entries and surveys taken both pre- and post-visit. The students complete these steps twice for their federal and state visits.

The first round of court attendance at the Newark District Federal Courthouse is during the first half of the course, during which the students discuss federal court systems and processes. The second round of court attendance is during the second half of the course when the students learn about the differences between state court systems and concludes with the students attending court at the Middlesex County Courthouse, located in New Brunswick, New Jersey, and also within walking distance to the College Avenue Campus at Rutgers.

The program has run for two straight years now with great success, and at the time of this paper, is still being completed for the Spring 2025 semester. While surveys on program satisfaction were run for court visits during the 2023/2024 school year, we amended the surveys for the

2024/2025 school year to analyze student assessment on both experiential satisfaction with respect to career preparation and representation with respect to race, ethnicity, and gender.

Process and Planning

We schedule with the federal and state courthouses several weeks before semesters begin.

Ombudspersons and public relations departments assisted with scheduling, and days were divided into groups of 50, as Law & Politics has anywhere from 150 to 300 students during any given semester.

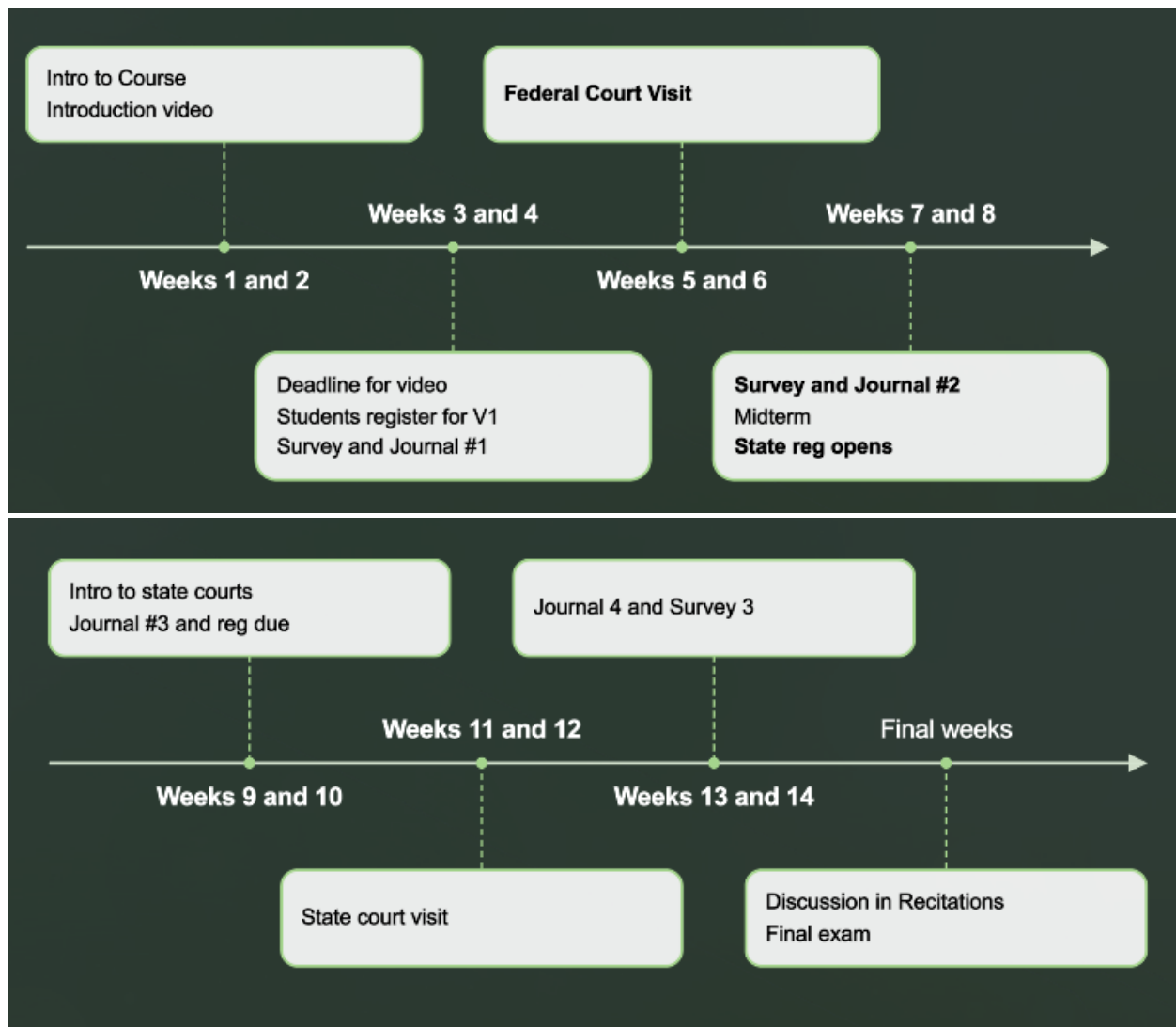
During the first 2 weeks of the semester, students are provided with a packet of information about the program that includes a program introduction video,² beginning instructions, steps, requirements for court etiquette, a consent form for surveys, and forms for financial assistance and/or disability assistance. Along the way, students complete journal assignments predicting how their experiences would go and later reflections about the day that were relevant to the course material. Figure 1 displays a timeline of visits and coursework throughout a 16-week semester.

Days at both courts consist of 1-2 hours, during which the students are ushered into the courthouse to meet with judges, prosecutors, public defenders, clerks, and sometimes interpreters. They were then transferred to a courtroom to witness ongoing proceedings.

At the Federal level, most students witness sentencing hearings, notably related to drug and immigration cases. However, the proceedings varied greatly in the state courthouses, as the students witnessed the different and chaotic scenes of criminal, civil, and family courts.

² We provide a 20–25-minute introductory video for students to view because of a 2-week add/drop period that exists for class registration at the beginning of every semester. Rather than going over the visits at the beginning of class for 2 straight weeks, the video provides students that enroll late into the class an introduction into the main component of the course so they can best understand the commitments for it.

Figure 1



Survey Results

Student surveys were geared around several categories of career prospects, representation, their own demographics, and satisfaction. First, students were asked if they felt the program was a fair and reasonable addition to the course workload. Second, students were asked about their decisions on why they enrolled in the course and if the court program played a role in their decision to take the class. Students were then asked questions about the effects of demographic representation in the

courts and if race, gender, and ethnicity among the members of the court played a role in possible career decisions. Based on the literature cited earlier, we hypothesize that the program will increase interest in careers in law for historically underrepresented groups in legal careers, notably with respect to race and gender. A summary of all questions and results can be found in the Appendix to this paper.

With respect to enrollment, initially, 50 of 292 students enrolled in the Fall knew about the court program prior to enrolling. Of those, it was a factor for 68% (N=34) to enroll in the course. Of those who did not know about the program prior to enrolling, 69% (N=166) said it was a reason why they stayed enrolled in the course.

With respect to prior experience, only 16% (N=47), had observed court proceedings in federal court, while a slightly higher 23% (N=67) had observed court proceedings in state court. The discrepancy makes sense, as state courts handle the overwhelming majority of caseloads in the United States, and the likelihood of a student having prior experience with the legal system is more likely to have been at the state level.

Finally, students were asked a series of questions on demographics and representation throughout all three surveys over the semester. Tables 2 through 7 display the Fall semester results of the effects of representation on the students.

Tables 2 and 3 display the Fall results on questions regarding gender representation. Female students reported significantly higher feelings towards seeing female court workers as motivators for pursuing those careers, notably attorneys and judges, with 95% of females reporting that seeing women in roles motivated them to pursue similar roles. In comparison, only 23% of male students felt the same. Thus far, we also find that minority students report higher levels of motivation to pursue careers in law when they see women in the courts.

Table 2

	Total (N=265)	White (N=100)	Asian (N=69)	Black (N=24)
Feel motivated: seeing women				
Strongly agree	134 (51%)	42 (42%)	36 (52%)	14 (58%)
Somewhat agree	33 (12%)	10 (10%)	13 (19%)	2 (8%)
Neither agree or disagree	89 (34%)	46 (46%)	18 (26%)	7 (29%)
Somewhat disagree	2 (1%)	1 (1%)	0 (0%)	0 (0%)
Strongly disagree	6 (2%)	1 (1%)	2 (3%)	1 (4%)

Table 3

	Total (N=261)	Male (N=117)	Female (N=144)
Feel motivated: seeing women			
Strongly agree	133 (51%)	15 (13%)	118 (82%)
Somewhat agree	31 (12%)	12 (10%)	19 (13%)
Neither agree or disagree	88 (34%)	82 (71%)	6 (4%)
Somewhat disagree	2 (1%)	2 (2%)	0 (0%)
Strongly disagree	6 (2%)	5 (4%)	1 (1%)

Tables 4 and 5 display the Fall results on questions regarding race and representation. Black and Asian students reported significantly higher feelings towards seeing attorneys and judges of the same race, with 84% of Asian students and 84% of black students reporting that seeing people of the same race in roles motivated them to pursue similar roles. In comparison, 42% of white students felt the same. Thus far, we also find that female students report feeling motivated by members of the same race at considerably higher levels (82%) than male students (47%).

Table 4

	Total (N=265)	White (N=100)	Asian (N=69)	Black (N=24)
Feel motivated: seeing same race				
Strongly agree	128 (48%)	24 (24%)	40 (58%)	16 (67%)
Somewhat agree	49 (19%)	18 (18%)	18 (26%)	4 (17%)
Neither agree or disagree	78 (30%)	54 (54%)	10 (14%)	3 (12%)
Somewhat disagree	6 (2%)	3 (3%)	1 (1%)	1 (4%)
Strongly disagree	3 (1%)	1 (1%)	0 (0%)	0 (0%)

Table 5

	Total (N=261)	Male (N=117)	Female (N=144)
Feel motivated: seeing same race			
Strongly agree	126 (48%)	29 (25%)	97 (67%)
Somewhat agree	48 (18%)	26 (22%)	22 (15%)
Neither agree or disagree	77 (30%)	54 (47%)	23 (16%)
Somewhat disagree	6 (2%)	4 (3%)	2 (1%)
Strongly disagree	3 (1%)	3 (3%)	0 (0%)

Tables 6 and 7 display the Fall results on questions regarding if the program helped increase interest in careers in law. Thus far, results prove to be similar regarding race, with 75% of white and black students reporting that the program increases their interest in pursuing careers in the legal field. 68% of Asian students reported an increase in interest as well. We also find that male and female students report similar increased interest rates (male 70% and female 75%). However, it is worth noting that many female students reported a higher degree of increased interest than male students.

Table 6

	Total (N=265)	White (N=100)	Asian (N=69)	Black (N=24)
Interest in Law Career				
Increased a lot	98 (37%)	32 (32%)	27 (40%)	8 (33%)
Increased somewhat	94 (36%)	43 (43%)	19 (28%)	10 (42%)
Stayed the same	57 (22%)	20 (20%)	18 (26%)	6 (25%)
Less interested	13 (5%)	5 (5%)	3 (4%)	0 (0%)
Much less interested	1 (0%)	0 (0%)	1 (1%)	0 (0%)

Table 7

	Total (N=261)	Male (N=117)	Female (N=144)
Interest in Law Career			
Increased a lot	97 (37%)	32 (28%)	65 (45%)
Increased somewhat	94 (36%)	48 (42%)	46 (32%)
Stayed the same	55 (21%)	27 (23%)	28 (19%)
Less interested	12 (5%)	7 (6%)	5 (3%)
Much less interested	1 (0%)	1 (1%)	0 (0%)

Preliminary results from the Fall semester show that our initial hypothesis holds weight. Female and minority students report high levels of increased interest in legal careers after attending both courthouses and meeting with members of the courts. Echoing the literature of Cassese et al (2012), Lenoir (2019), Cole (2023), and Perez (2023), shared commonalities with respect to racial and gender identity help break down perceived barriers for atmospheres that students may feel at risk and help empower students from a professional standpoint to pursue future professional opportunities in the legal field.

Conclusions

We are currently in the process of continuing our surveys for the Spring semester, with an approximate enrollment of 160 students, resulting in a final N of approximately 420 students for the full 2024/2025 school year. We hope to submit the final work as a journal article to the Journal of

Political Science Education over the Summer. The final paper will likely also display results with respect to ethnicity as well.

Future work from the surveys will also address the potential effects of experiential learning programs on enrollment for political science courses.

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The Law and Politics Court Visitation Program

Fall 2024 Data Report

November 2024

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1 Overall Summary

This is an overall view of the three surveys and any initial patterns that have been noticed. There might also be text describing the project for future use.

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2 Pre-Visit Summary

- Initially 50 of 292 students enrolled knew about the court program prior to enrolling.
- Of those, it was a factor for 68% (N=34) to enroll in the course.
- Of those who did not know about the program prior to enrolling, 69% (N=166) said it was a reason why they stayed enrolled in the course.
- Only 16% (N=47), had observed court proceedings in federal court
- While a slightly higher 23% (N=67) had observed court proceedings in state court.
- Finally, students were asked if they expected to share anything in common with the judges they would meet. Twenty-eight percent expected no commonalities. Among the others was a diverse range of answers. From the 4% of students who listed sharing "being human", to those who weren't sure, to the student who responded "a lot i'd be writing for 100 pages if i stated all of the possibilities."
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Table 1: Survey Overview: Pre-Court Visit

	Frequency
N	292
Duration of survey	2
In Common with Judge?	
No	210 (72%)
Yes	82 (28%)
Race	
White	114 (39%)
Black	35 (12%)
Hispanic	41 (14%)
Asian	81 (28%)
Other	21 (7%)
Gender	
Male	135 (46%)
Female	152 (52%)
Other	4 (1%)
Prefer not to say	1 (0%)
Family Income	
Very high	9 (3%)
High	64 (22%)
Middle	173 (59%)
Low	29 (10%)
Very low	7 (2%)
Prefer not to answer	10 (3%)

2.1 Survey Questions and Frequencies

Q1. Prior to taking this class, had you been considering jobs in law?

	Total (N=292)	White (N=114)	Asian (N=81)	Hispanic (N=41)	Black (N=35)	Other (N=21)
Interest in law						
No	75 (26%)	29 (25%)	18 (22%)	12 (29%)	8 (23%)	8 (38%)
Yes	217 (74%)	85 (75%)	63 (78%)	29 (71%)	27 (77%)	13 (62%)

	Total (N=287)	Male (N=135)	Female (N=152)
Interest in law			
No	73 (25%)	44 (33%)	29 (19%)
Yes	214 (75%)	91 (67%)	123 (81%)

	Total (N=292)	Other Major (N=186)	Political Science (N=106)
Interest in law			
No	75 (26%)	66 (35%)	9 (8%)
Yes	217 (74%)	120 (65%)	97 (92%)

Q2. What job(s) would you like to have after you graduate?

Q3. Did you know we were going to court PRIOR to enrolling in this class?

Q4. Did the court component of the class factor into your decision to enroll?

Q5. Did the court component of the class factor into your decision to stay enrolled?

Q6. Have you ever visited and observed courtroom practices in a FEDERAL court?

Q7. Have you ever visited and observed courtroom practices in a STATE court?

Q8. Do you expect to share anything in common with the judges?

Q10. Choose one or more races that you consider yourself to be

Q11. To what country or countries do you or your family trace your ancestry? [select all that apply]

	h1)					
	Total (N=292)	White (N=114)	Asian (N=81)	Hispanic (N=41)	Black (N=35)	Other (N=21)
Aware of court visit program						
No	242 (83%)	97 (85%)	66 (81%)	31 (76%)	31 (89%)	17 (81%)
Yes	50 (17%)	17 (15%)	15 (19%)	10 (24%)	4 (11%)	4 (19%)

	Total (N=287)	Male (N=135)	Female (N=152)
Aware of court visit program			
No	237 (83%)	116 (86%)	121 (80%)
Yes	50 (17%)	19 (14%)	31 (20%)

	Total (N=292)	Other Major (N=186)	Political Science (N=106)
Aware of court visit program			
No	242 (83%)	155 (83%)	87 (82%)
Yes	50 (17%)	31 (17%)	19 (18%)

	Total (N=292)	White (N=114)	Asian (N=81)	Hispanic (N=41)	Black (N=35)	Other (N=21)
Influence Staying Enrolled						
No	76 (31%)	33 (34%)	23 (35%)	8 (26%)	9 (29%)	3 (18%)
Yes	166 (69%)	64 (66%)	43 (65%)	23 (74%)	22 (71%)	14 (82%)

	Total (N=287)	Male (N=135)	Female (N=152)
Influence Staying Enrolled			
No	73 (31%)	38 (33%)	35 (29%)
Yes	164 (69%)	78 (67%)	86 (71%)

	Total (N=292)	Other Major (N=186)	Political Science (N=106)
Influence Staying Enrolled			
No	76 (31%)	53 (34%)	23 (26%)
Yes	166 (69%)	102 (66%)	64 (74%)

	Total (N=292)	White (N=114)	Asian (N=81)	Hispanic (N=41)	Black (N=35)	Other (N=21)
Observed Federal Court						
No	245 (84%)	98 (86%)	70 (86%)	32 (78%)	29 (83%)	16 (76%)
Yes	47 (16%)	16 (14%)	11 (14%)	9 (22%)	6 (17%)	5 (24%)

Q12. What is your gender?

Q13. What would you classify as your household's family income?

	Total (N=287)	Male (N=135)	Female (N=152)
Observed Federal Court			
No	240 (84%)	109 (81%)	131 (86%)
Yes	47 (16%)	26 (19%)	21 (14%)

	Total (N=292)	Other Major (N=186)	Political Science (N=106)
Observed Federal Court			
No	245 (84%)	152 (82%)	93 (88%)
Yes	47 (16%)	34 (18%)	13 (12%)

	Total (N=292)	White (N=114)	Asian (N=81)	Hispanic (N=41)	Black (N=35)	Other (N=21)
Observed State Court						
0	225 (77%)	84 (74%)	62 (77%)	34 (83%)	26 (74%)	19 (90%)
1	67 (23%)	30 (26%)	19 (23%)	7 (17%)	9 (26%)	2 (10%)

	Total (N=287)	Male (N=135)	Female (N=152)
Observed State Court			
0	220 (77%)	103 (76%)	117 (77%)
1	67 (23%)	32 (24%)	35 (23%)

	Total (N=292)	Other Major (N=186)	Political Science (N=106)
Observed State Court			
0	225 (77%)	143 (77%)	82 (77%)
1	67 (23%)	43 (23%)	24 (23%)

	Total (N=292)	White (N=114)	Asian (N=81)	Hispanic (N=41)	Black (N=35)	Other (N=21)
Family Income						
Very high	9 (3%)	3 (3%)	4 (5%)	0 (0%)	1 (3%)	1 (5%)
High	64 (22%)	39 (34%)	18 (22%)	2 (5%)	2 (6%)	3 (14%)
Middle	173 (59%)	58 (51%)	51 (63%)	27 (66%)	25 (71%)	12 (57%)
Low	29 (10%)	10 (9%)	3 (4%)	7 (17%)	6 (17%)	3 (14%)
Very low	7 (2%)	1 (1%)	1 (1%)	4 (10%)	1 (3%)	0 (0%)
Prefer not to answer	10 (3%)	3 (3%)	4 (5%)	1 (2%)	0 (0%)	2 (10%)

Q14. What is your major?

	Total (N=287)	Male (N=135)	Female (N=152)
Family Income			
Very high	9 (3%)	6 (4%)	3 (2%)
High	63 (22%)	33 (24%)	30 (20%)
Middle	171 (60%)	80 (59%)	91 (60%)
Low	27 (9%)	8 (6%)	19 (12%)
Very low	7 (2%)	3 (2%)	4 (3%)
Prefer not to answer	10 (3%)	5 (4%)	5 (3%)

	Total (N=292)	Other Major (N=186)	Political Science (N=106)
Family Income			
Very high	9 (3%)	4 (2%)	5 (5%)
High	64 (22%)	41 (22%)	23 (22%)
Middle	173 (59%)	112 (60%)	61 (58%)
Low	29 (10%)	18 (10%)	11 (10%)
Very low	7 (2%)	5 (3%)	2 (2%)
Prefer not to answer	10 (3%)	6 (3%)	4 (4%)

3 State Court Visit Summary

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Table 2: Survey Summary: State Court Visit

	Frequency
N	265
Duration of survey	4
Felt Commonalities with Judge	
No	81 (31%)
Yes	182 (69%)
Differences between State and Federal	
No	60 (23%)
Yes	203 (77%)
Feel motivated: seeing women	
Strongly agree	134 (51%)
Somewhat agree	33 (12%)
Neither agree or disagree	89 (34%)
Somewhat disagree	2 (1%)
Strongly disagree	6 (2%)
Feel motivated: seeing same race	
Strongly agree	128 (48%)
Somewhat agree	49 (19%)
Neither agree or disagree	78 (30%)
Somewhat disagree	6 (2%)
Strongly disagree	3 (1%)
Interest in Law Career	
Increased a lot	98 (37%)
Increased somewhat	94 (36%)
Stayed the same	57 (22%)
Less interested	13 (5%)
Much less interested	1 (0%)
Would Recommend Class	
No	4 (2%)
Yes	259 (98%)
Race	
White	100 (38%)
Black	24 (9%)
Hispanic	33 (12%)
Asian	69 (26%)
Other	7 (3%)
Multi-Racial	32 (12%)
Gender	
Male	117 (44%)
Female	144 (54%)
Other	3 (1%)
Prefer not to say	1 (0%)
Family Income	
Very high	6 (2%)
High	65 (25%)
Middle	145 (55%)
Low	30 (11%)
Very low	9 (3%)
Prefer not to answer	10 (4%)

3.1 Survey Questions and Frequencies

Q1. Courtrooms need many people to run smoothly. Please list the type of workers you noticed during your STATE court visit.

Q2. Did you notice sharing anything in common with the judge you met at STATE court?

	Total (N=265)	White (N=100)	Asian (N=69)	Black (N=24)
Felt Commonalities with Judge				
No	81 (31%)	30 (30%)	22 (32%)	9 (38%)
Yes	182 (69%)	69 (70%)	47 (68%)	15 (62%)

	Total (N=261)	Male (N=117)	Female (N=144)
Felt Commonalities with Judge			
No	78 (30%)	36 (31%)	42 (29%)
Yes	181 (70%)	80 (69%)	101 (71%)

	Total (N=115)	Political Science (N=115)
Felt Commonalities with Judge		
No	28 (25%)	28 (25%)
Yes	85 (75%)	85 (75%)

Q3. [IF Q2=YES] What did you have in common?

Q4. Did you notice differences between the judges at FEDERAL court verses the judges at STATE court?

Q5. [IF Q4 = YES] What did you notice?

Q6. What did you find most informative from visiting STATE court?

Q7. Please respond to the following statement: Seeing women in legal careers motivates me

Q8. Please respond to the following statement: Seeing someone of the same race as me in legal careers motivates me to pursue those careers.

Q9. If you were considering jobs in law prior to this program, has this program increased or decreased your interest in jobs in law?

Q10. Based on the Court Visitation Program, would you recommend this class to other students?

Q12. Choose one or more races that you consider yourself to be (select all that apply)

Q13. To what country or countries do you or your family trace your ancestry? [select all that apply]

Q14. What is your gender?

Q15. What would you classify as your household's family income?

	Total (N=292)	White (N=114)	Asian (N=81)	Hispanic (N=41)	Black (N=35)	Other (N=21)
Family Income						
Very high	9 (3%)	3 (3%)	4 (5%)	0 (0%)	1 (3%)	1 (5%)
High	64 (22%)	39 (34%)	18 (22%)	2 (5%)	2 (6%)	3 (14%)
Middle	173 (59%)	58 (51%)	51 (63%)	27 (66%)	25 (71%)	12 (57%)
Low	29 (10%)	10 (9%)	3 (4%)	7 (17%)	6 (17%)	3 (14%)
Very low	7 (2%)	1 (1%)	1 (1%)	4 (10%)	1 (3%)	0 (0%)
Prefer not to answer	10 (3%)	3 (3%)	4 (5%)	1 (2%)	0 (0%)	2 (10%)

	Total (N=287)	Male (N=135)	Female (N=152)
Family Income			
Very high	9 (3%)	6 (4%)	3 (2%)
High	63 (22%)	33 (24%)	30 (20%)
Middle	171 (60%)	80 (59%)	91 (60%)
Low	27 (9%)	8 (6%)	19 (12%)
Very low	7 (2%)	3 (2%)	4 (3%)
Prefer not to answer	10 (3%)	5 (4%)	5 (3%)

	Total (N=292)	Other Major (N=186)	Political Science (N=106)
Family Income			
Very high	9 (3%)	4 (2%)	5 (5%)
High	64 (22%)	41 (22%)	23 (22%)
Middle	173 (59%)	112 (60%)	61 (58%)
Low	29 (10%)	18 (10%)	11 (10%)
Very low	7 (2%)	5 (3%)	2 (2%)
Prefer not to answer	10 (3%)	6 (3%)	4 (4%)

Q16. What is your major?

	Total (N=265)	White (N=100)	Asian (N=69)	Black (N=24)
Feel motivated: seeing women				
Strongly agree	134 (51%)	42 (42%)	36 (52%)	14 (58%)
Somewhat agree	33 (12%)	10 (10%)	13 (19%)	2 (8%)
Neither agree or disagree	89 (34%)	46 (46%)	18 (26%)	7 (29%)
Somewhat disagree	2 (1%)	1 (1%)	0 (0%)	0 (0%)
Strongly disagree	6 (2%)	1 (1%)	2 (3%)	1 (4%)

	Total (N=261)	Male (N=117)	Female (N=144)
Feel motivated: seeing women			
Strongly agree	133 (51%)	15 (13%)	118 (82%)
Somewhat agree	31 (12%)	12 (10%)	19 (13%)
Neither agree or disagree	88 (34%)	82 (71%)	6 (4%)
Somewhat disagree	2 (1%)	2 (2%)	0 (0%)
Strongly disagree	6 (2%)	5 (4%)	1 (1%)

	Total (N=265)	White (N=100)	Asian (N=69)	Black (N=24)
Feel motivated: seeing same race				
Strongly agree	128 (48%)	24 (24%)	40 (58%)	16 (67%)
Somewhat agree	49 (19%)	18 (18%)	18 (26%)	4 (17%)
Neither agree or disagree	78 (30%)	54 (54%)	10 (14%)	3 (12%)
Somewhat disagree	6 (2%)	3 (3%)	1 (1%)	1 (4%)
Strongly disagree	3 (1%)	1 (1%)	0 (0%)	0 (0%)

	Total (N=261)	Male (N=117)	Female (N=144)
Feel motivated: seeing same race			
Strongly agree	126 (48%)	29 (25%)	97 (67%)
Somewhat agree	48 (18%)	26 (22%)	22 (15%)
Neither agree or disagree	77 (30%)	54 (47%)	23 (16%)
Somewhat disagree	6 (2%)	4 (3%)	2 (1%)
Strongly disagree	3 (1%)	3 (3%)	0 (0%)

	Total (N=115)	Political Science (N=115)
Would Recommend Class		
No	2 (2%)	2 (2%)
Yes	111 (98%)	111 (98%)