

SECOND TIME'S THE CHARM: AN EMPIRICAL
EXAMINATION OF THE BENEFITS AND POTENTIAL
DRAWBACKS OF REPEAT LEGAL EXTERNSHIPS

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ABSTRACT

Law schools offer externships to give students real world experience that cannot be taught in the classroom. We encourage field supervisors to provide students with a variety of assignments of an increasingly challenging nature. And our students perform well, practicing important legal skills and impressing their supervisors. So, what happens when a student has such a good experience that they are asked to stay on another semester? Are there more lessons to be learned, or other benefits to be had, from another four months of fieldwork at the same placement? Or should law school faculty require students to find a new experience to expand their legal horizons? This article takes a first-of-its-kind empirical approach to answering these questions. The author undertook three surveys—of externship faculty, field supervisors, and students—as well as an analysis of several years' worth of externship program data, to shed light on the pros and cons of allowing students to repeat a legal externship at the same placement.

What the surveys and program data uncovered was that, while repeat externships are met with suspicion by more than half the law schools in the

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country, externship field supervisors and students view them as an opportunity to provide more significant and challenging work, further mentoring, and a path toward full-time, post-graduate employment. Moreover, more than ninety percent of supervisors of repeat externs found that their students' legal skills increased during the second externship period, a figure mirrored by the post-externship self-assessment of repeat externs as compared to first timers. Finally, while some drawbacks to repeat externships were discovered—namely a small percentage of post-graduation job offers that did not materialize, as well as a feeling of being “stuck” in a certain practice area—the author posits that these shortcomings are better addressed with placement screening and student counseling than by a blanket ban of repeat externships.

INTRODUCTION

The purpose of an externship is simple: to provide the opportunity for a law student to learn what they cannot in the classroom. Externships “immerse students in real life legal practice . . . [whereby] they learn how practicing lawyers and judges handle facts and law, and integrate theory and skill, in real life and in real time, in the presence of pressures and sometimes chaos.”¹ They offer a “rich blend” of experiences that “exposes the student to the ever-present mix of case-related questions, client and workplace relationships, professionalism and ethical challenges, and work-life balance realities that characterizes day-to-day legal practice.”²

Further, it has been shown that the “intensity” of courses like externships is a “key indicator[] of the extent to which [they] deliver practice-value to new law graduates.”³ In particular, lawyers who had taken two externships during law school reported in a national survey that they found “substantial practice-preparation value” to a greater degree than those who took just one externship.⁴

1. Carolyn Wilkes Kaas, *Delivering Effective Education in Externship Programs in BUILDING ON BEST PRACTICES: TRANSFORMING LEGAL EDUCATION IN A CHANGING WORLD* 216, 217 (Deborah Maranville, Lisa Radtke Bliss, Carolyn Wilkes Kaas & Antoinette Sedillo Lopez eds., 2015).

2. *Id.* at 216.

3. Margaret E. Reuter & Joanne Ingham, *The Practice Value of Experiential Legal Education: An Examination of Enrollment Patterns, Course Intensity, and Career Relevance*, 22 *CLINICAL L. REV.* 181, 182 (2015).

4. *Id.* at 212.

But the above observations and data raise the question: if externships are so helpful to students' legal education, and more hours and experiences are better for students' development into practitioners, should students be able to get that intense experience by working for longer periods at just one placement? Put another way, under what circumstances should repeat externships be encouraged, tolerated, or forbidden?

The ABA Standards and Rules of Procedure for Approval of Law Schools do not mention repeat externships. Rather, all that ABA Standard 304 requires is that an externship consist of a "substantial lawyering experience that [] is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks"⁵ Standard 304 goes on to require that law schools lay out in a "written understanding among the student, faculty member, and a person in authority at the field placement" what the "substantial lawyering experience and opportunities for performance, feedback and self-evaluation" will be.⁶ Nothing in the Standards prohibits multiple externships at the same placement.

In fact, externships are one of the three ways that the ABA Standards allow law schools to fulfill the substantial experiential learning experiences requirement.⁷ Standard 303(a)(3) requires that all law students take at least six credits of experiential coursework, which can include externships.⁸ But again, the ABA gives no indication whether those six units may be earned at the same field placement over multiple semesters.

Only one source of data about repeat externships is available. According to the Center for the Study of Applied Legal Education's ("CSALE") 2019-20 study, 50% of field placement courses permit students to enroll two or more times in an externship, down from 55% in the last survey.⁹ Among those permitting more than one externship, 61% allow students to continue

5. STANDARDS AND RULES OF PROC. FOR APPROVAL OF L. SCHS., STANDARD 304(D) (AM. BAR. ASS'N 2019), www.americanbar.org/content/dam/aba/administrative/legal_education_and_missions_to_the_bar/standards/2019-2020/2019-2020-aba-standards-chapter3.pdf [<https://perma.cc/D96L-BRM7>].

6. *Id.* at 304(d)(i).

7. The other two being clinics and simulation courses. *Id.* at 303(a)(3).

8. *Id.*

9. ROBERT R. KUEHN, MARGARET REUTER, & DAVID A. SANTACROCE, 2019-20 SURVEY OF APPLIED LEGAL EDUCATION 47-48 (The Ctr. for the Study of Applied Legal Educ. ed. 2020), https://uploads-ssl.webflow.com/5d8cde48c96867b8ea8c6720/5f8e46e59e39d4dc82e70a54_Report%20on%202019-20%20CSALE%20Survey.10.19.20.pdf [<https://perma.cc/6QFP-R5JK>].

in the same placement office with conditions/pre-approval, 24% allow students to continue in the same office without any conditions, and 15% require students to work in a different office entirely.¹⁰ Put another way, 42.5% of all externship programs allow students to repeat an externship placement with or without conditions.

The rest of what we know about repeat externships is anecdotal. While there is something to be learned from sharing stories and experiences, still more can be learned from an empirical approach. To fill this void, the author undertook to use available data as well as conduct three anonymous surveys¹¹ to collect empirical data from all angles: faculty, supervisor, and student. She hoped this data would shed some much-needed light on the benefits and potential drawbacks of giving students school credit for multiple externships at the same placement.

I. CHAPMAN'S EXTERNSHIP PROGRAM OVERVIEW AND REPEAT EXTERNSHIP DATA

This section outlines the Chapman University Fowler School of Law ("Chapman") externship program and describes the semester-end evaluation forms from which a portion of this study draws.

A. *Chapman Externship Program General Description*

Chapman's externship program allows students to gain practical legal experience working for state or federal judges, at various government agencies or non-profit law offices, or at entertainment companies, other corporations, or law firms. Students may enroll in a single full-time judicial externship for 10 credits, or they may complete a part-time externship for between one and five credits, or a total of three part-time externships for up to eight credits. Students secure their own placements (i.e., they are not "matched" by the externship office) and repeat placements at the same office are allowed. One unit is awarded for every 50 hours of fieldwork, and the externship is graded on a "pass/no pass" basis. There is no

10. *Id.*

11. Because this study included surveys of human subjects, the author applied to and received the approval of the Chapman University Institutional Review Board ("IRB"). Documentation of the IRB's approval is on file with the author.

accompanying seminar, but students attend an orientation “bootcamp” in the first week of the semester, set learning goals for the semester, and write four or seven reflective journals (depending on number of credits taken). They make daily time entries with detailed descriptions, submit two samples of work product, and fill out a midterm and semester-end evaluation together with their supervisors.

B. Chapman Externship Program Repeat Externships by the Numbers

The focus of this study was students who completed a repeat placement between spring 2019 and fall 2021, or the most recent nine semesters (including summers) at the time work on the study began. During this time, there were a total of 710 individual externship placements. Of those, 126 externs, or 17.7%, engaged in a repeat placement with the same supervisor or at least in the same department of the organization. Those repeat placements were primarily in law firms (73.5%), with the remainder being in-house legal departments (13.3%), government agencies (12.2%) and non-profits (1%). The average number of credits taken by first time externs was 2.82, whereas the average number taken by repeat externs was slightly fewer at 2.58 credits. 76.2% of repeat externs were paid.¹²

II. SURVEYING NATIONAL EXTERNSHIP FACULTY ABOUT REPEAT EXTERNSHIPS

The first thing the author wanted to do was understand more fully how externship faculty across the country handle student requests for repeat externships, and to understand the philosophy behind those program decisions. To do so, she created a short, anonymous survey and distributed it on LEXTERN, a listserv for legal externship faculty.¹³

The survey asked the following questions: first, “do you allow students to repeat an externship at the same placement a second time?”¹⁴ If repeat externships are disallowed, the survey went on to ask why, and if they are

12. Chapman began allowing paid externships in 2016. For a detailed analysis of Chapman’s paid externship program, see Carolyn Young Larmore, *Just Compensation: An Empirical Examination of the Success of Legal Externships for Pay and Credit*, 70 *DRAKE L. REV.* 145, 188-89 (2022).

13. LEXTERNWEB, <https://www.lexternweb.org/>, [<https://perma.cc/6694-ZXGV>].

14. See Appendix A.

allowed, the survey asked both why and what limitations are placed on them, if any.¹⁵

Sixty-three externship faculty responded to the survey, 79.4% of whom allow repeat externships in some form, leaving 20.6% who do not allow them at all.¹⁶ These numbers skewed in favor of allowing repeat externships, as compared with the CSALE data, discussed *supra*, which revealed a much closer split between pro- and anti-repeat externship law schools.¹⁷

A. Why Repeat Externships are Disallowed

Those respondents who said they do not allow repeat externships were further asked why not, and to check as many reasons as applied, including a blank to fill in their own response.¹⁸ The list of reasons supplied in the survey was as follows:

- Students need to get a variety of field experiences to learn as much law/skills as possible (“variety of learning”).
- Students need to get a variety of field experiences to become as adaptable to different work environments as possible (“promote adaptability”).
- Students need to get a variety of field experiences to expand their legal network, not put all their eggs in one basket (“expand legal network”).
- We don't want students to stay at a placement just because it's easier than undertaking the application and interview process anew (“no easy way out”).
- Other students should have the opportunity to experience that placement (“give other students a chance”).

15. *Id.*

16. *See* Faculty Repeat Externships Survey Responses (on file with author).

17. *See* KUEHN, *supra* note 9, at 47.

18. The author developed the reasons listed after informally consulting with members of CalEx, the consortium on Northern and Southern California law school externship directors.

- If schools allow repeat externships, some placements start to demand it, forcing students to make full year commitments they may not want (“no full year demands”).¹⁹

With regard to those who do not allow them, the following percentages of respondents gave these reasons:

- Variety of learning – 76.9%
- Promote adaptability – 61.5%
- Expand legal network – 46.2%
- No easy way out – 38.5%
- Give other students a chance – 30.8%
- No full year demands – 30.8%²⁰

In the category of “other,” faculty proffered some additional concerns behind their barring of repeat externships. These included several faculty who noted that, since students may not repeat the same doctrinal classes, “externships should be treated similarly.”²¹

B. Why Repeat Externships are Allowed

If respondents answered that they do allow repeat externships, they were next asked why they allow them, and to check as many reasons as applied, including a blank for them to fill in their own response.²² The proffered reasons to allow repeat externships were:

- Students will have more significant and challenging work the second semester as supervisors get to know and trust them more (“more challenging”).

19. See Appendix A.

20. See Faculty Repeat Externships Survey Responses (on file with author).

21. *Id.*

22. See Appendix A.

- Students may have the opportunity to participate in the next phase of work they had been doing the first semester (“participate in next phase”).
- Students will further develop important mentoring/networking opportunities (“mentoring”).
- Students have a better chance of getting/keeping an offer of post-grad employment if they stay longer (“job offer”).
- Students' resumes will show a stronger demonstrated interest in the field (“demonstrated interest”).
- A second semester might be needed before a student can get certified to appear in court (“certified”).
- We allow paid externships and don't want to prevent student from continuing to get paid (“keep getting paid”).²³

With regard to those faculty who do allow repeat externship, the reasons for that policy choice were as follows:

- More challenging – 90.4%
- Participate in next phase – 78.8%
- Mentoring – 55.8%
- Job offer – 50%
- Demonstrated interest – 32.7%
- Certified – 23.1%
- Keep getting paid – 7.7%²⁴

Respondents listed no additional justifications beyond those supplied for allowing repeat externships.²⁵

23. *Id.*

24. *See* Faculty Repeat Externships Survey Responses (on file with author).

25. *Id.*

Finally, for those who allow the repetition of an externships, the survey asked faculty to “describe any restrictions you impose / things you do differently with the second placement.”²⁶ The choices faculty could select were

- Placement must promise different/more challenging work (“different/more challenging work”).
- Must change departments/supervisors (“require different department/supervisor”).
- Must enroll for fewer credits (“fewer credits”).²⁷

In response, faculty answered that they require the following before approving a repeat placement:

- Different/ more challenging work – 85.1%
- Different department/supervisor – 19%
- Fewer credits – 6.4%.²⁸

Several faculty volunteered that they also use one or more of the following safeguards: students must redraft and submit individual learning goals; students must submit a memo that explains how a second semester will provide enhanced educational value; students must take an advanced seminar; and faculty must have a direct discussion with the supervising attorney before the repeat placement is approved.²⁹

III. SURVEYING EXTERNSHIP SUPERVISORS ABOUT REPEAT EXTERNSHIPS

As explained *supra*, some of the reasons for disallowing repeat externships centered on predictions of how the externship placement or supervisor would behave. Assumptions that work would become repetitive or that supervisors would demand full-year commitments deserved a closer

26. *Id.*

27. *See* Appendix A.

28. *See* Faculty Repeat Externships Survey Responses (on file with author).

29. *Id.*

look. To do so, the author took the question to the source: the field placement supervisor.

Before examining the results of the supervisor survey, a few caveats are due. First, it is possible that supervisors answered the survey in a way they thought the law school would see in a positive light. For example, in wanting to please the source of their office help, when asked if repeat externs' skills improved, supervisors could have inflated the scores they gave. The author attempted to counteract this possibility by making the survey anonymous—nonetheless, the issue is worth noting.

Second, the number of supervisors who responded to the survey could indicate a bias toward positive results. Only 28% of those supervisors who were sent a survey responded to it. While the author believes this to be a respectable yield, one cannot help but question which of those contacted supervisors chose to participate in the study. It is possible, therefore, that those supervisors who had a better experiences hosting repeat externs were the ones who answered the survey, thereby shifting the results into more positive territory.

A. Reasons for Hiring Repeat Externs

To better understand how supervisors view repeat externships, the author created a brief, anonymous survey to distribute to 104 supervisors who hosted repeat Chapman externs between Spring 2019 and Fall 2021.

The survey asked some preliminary questions about whether the supervisor had had repeat externs, and whether they were paid. It then asked “[w]hy did you choose to keep the same extern rather than hire someone else?” and prompted the supervisor to check as many options as applied.³⁰ The options listed reflected those asked of the externship faculty in their survey, and were as follows:

- I wanted to give the student more significant and challenging work (“significant/more challenging work”).
- The student had a strong demonstrated interest in the field. (“demonstrated interest”).

30. See Appendix B.

- I wanted the student to participate in the next phase of work they had been doing the first semester (“participate in next phase”).
- I wanted to hire the student after graduation (“plan to hire”).
- I wanted to further develop the student’s mentoring/networking opportunities (“mentoring”).
- It was easier than undertaking the application, interview and training process anew (“easier”).
- I wanted the student to get certified to appear in court. (“certified”).
- My organization requires a two-semester commitment (“two-semester commitment”).³¹

There was also an “other” space for supervisors to supply their own responses.³²

Of the 104 supervisors who were sent an email requesting participation, twenty-nine responded.³³ Their reasons for hiring repeat externs were as follows:

- Significant / more challenging work – 75.9%
- Demonstrated interest – 75.9%
- Participate in next phase – 58.6%
- Plan to hire – 41.4%
- Mentoring – 37.9%
- Easier – 24.1%
- Certified – 6.9%

31. *Id.*

32. *Id.*

33. *See* Supervisor Repeat Externship Survey Responses (on file with author).

- Two-semester commitment – 3.4%³⁴

No additional reasons were suggested for hiring repeat externs.

The results of this part of the survey were generally encouraging. Three quarters of field supervisors rehire externs in order to give them more challenging work and because the student had demonstrated a strong interest in the field of law; more than half wanted students to have the opportunity to continue working on the next phase of litigation or a transaction. The somewhat concerning figure is that only 41.4% kept the student on because they planned to hire them after graduation.³⁵ While that percentage on its own sounds positive, it is not as positive when considering that nearly double that number of students—81.3%—chose to repeat an externship in the *hopes* of landing a post-graduation offer, which will be discussed in Section IV.A., *infra*. What to do about this disconnect between job offer expectancy and job offer reality will be discussed in the final section of this article.

B. Repeat Externship Drawbacks

The survey next asked “[w]hat drawbacks, if any, are there when you keep an extern on for more than one semester?” and the supervisors were asked to check as many as applied.³⁶ The options were:

- They expect a post-bar offer we cannot always give (“no offer”).
- They get bored when the work doesn't become more challenging / significant (“bored”).

34. *Id.*

35. Interestingly, 62.3% of students reported that they received job offers, thus making this 41.4% figure a bit misleading. The discrepancy may lie in the wording of the two questions: supervisors were asked if they kept the student on because they “planned” to hire them, suggesting that the plan to hire was made before the first semester of the externship ended. The students, however, were asked if they were ultimately given a job offer, to which about 20% more said “yes.” It is likely that these 20% of students were offered post-graduation jobs later, during their second semester of externship. *See* discussion *infra* Section IV.B

36. *See* Appendix B.

- We miss the opportunity to find a student who might be a better fit (“better fit”).³⁷

There was also an “other” option. The responses were as follows:

- No offer – 24.1%
- Bored – 17.2%
- Better fit – 10.3%³⁸

Under “other,” one respondent stated that there was a “diminishing return on broadening the intern's network.”³⁹ Interestingly, more than 10% of all respondents took the opportunity to state that there were no drawbacks at all.⁴⁰

The responses to this question mirror those of the previous one in one significant way—a significant number of externs who hope for a post-graduation offer of employment based on their continued work at the same externship are destined for disappointment, which will be discussed further in the Conclusion, *infra*.

Another issue is that nearly one third of supervisors suspect that their repeat externs are sometimes bored in their second semester. This will be addressed in the Conclusion, *infra*.

C. Skills and Professionalism Improvement

Next, the supervisors were asked how they find the repeat extern's legal skills and professionalism/work habits develop over the additional time working at the placement.⁴¹ Specifically, supervisors were asked if a repeat extern's performance of both legal skills and professionalism⁴² improved “greatly,” “somewhat,” “a little,” “stayed the same,” or “got worse.”⁴³

37. *Id.*

38. *See* Supervisor Repeat Externship Survey Responses (on file with author).

39. *Id.*

40. *Id.*

41. *See* Appendix B.

42. The survey did not define these terms or give examples of the type of skills that would fall into each of the two categories. However, the supervisor's semester-end evaluation, which these supervisors would have been familiar with, uses the same terminology, and lists the same sub-categories of legal skills and professionalism/work habits as are found in Section IV.F *infra*.

43. *See* Appendix B.

In response to the questions about legal skills improvement, 75.9% responded that the repeat extern's skills "improve greatly" and 17.2% answered that legal skills "improve somewhat," for a total of 93.1%.⁴⁴ Just 6.9% noted that students' legal skills "improve a little," and none answered that they stayed the same or got worse.⁴⁵

A slightly different pattern emerged regarding professionalism/work habits. 55.2% responded that the repeat extern's professionalism and work habit skills "improve greatly."⁴⁶ 34.5% answered that they "improve somewhat," for a total of 89.7%.⁴⁷ Only 3.4% noted that they "improve a little," 6.9% answered that they stayed the same, and none found that they got worse.⁴⁸

That professionalism scores did not improve as much as legal skills is not surprising. A prior study co-conducted by the author revealed that supervisors rated externs' professionalism skills nearly .2 higher on a 5-point scale than legal skills (4.68 on professionalism compared to 4.49 on legal skills).⁴⁹ In other words, externs' professionalism skills are already highly regarded, leaving less room for improvement as compared to legal skills. In addition, the author suspects that certain extern's superior professionalism is part of what inspires supervisors to hire them for a second term.

D. Overall Experience

Finally, supervisors were asked how they would rate their overall experience with repeat externs. One hundred percent reported that their experience was great (86.2%) or good (13.8%).⁵⁰

44. See Supervisor Repeat Externship Survey Responses (on file with author).

45. *Id.*

46. *Id.*

47. *Id.*

48. *Id.*

49. Anahid Gharakhanian, Carolyn Young Larmore & Chelsea Parlett-Pelleriti, *Achieving Externship Success: An Empirical Study of the All-Important Law School Externship Experiences*, 45 S. ILL. U. L.J. 165, 195 (2021).

50. See Supervisor Repeat Externship Survey Responses (on file with author).

IV. SURVEYING CHAPMAN STUDENTS

Having examined why faculty allow or disallow repeat externs, as well as what motivates externship field supervisors to re-hire externs and what they observe about extern performance when they do, the study next turned to the externs themselves.

A. Reasons for Repeating an Externship

An anonymous survey was sent to those 126 externs who repeated an externship at the same placement between spring 2019 and fall 2021, of whom 32 responded.⁵¹ After some preliminary questions, including one which revealed that 84.4% of the respondents were paid,⁵² the students were asked why they chose “to repeat your externship rather than work somewhere else?” and to check as many responses as applied.⁵³ The choices were as follows:

- I wanted to further develop important mentoring/networking opportunities (“mentoring”).
- I thought I’d have a better chance of getting/keeping an offer of post-graduation employment (“get hired”).
- I wanted my resume to show a stronger demonstrated interest in the field (“demonstrated interest”).

51. See Appendix C. Like the supervisor responses discussed in Section C, *supra*, the students’ responses, while anonymous, may have been influenced by a desire to answer in a way that justified the continued permitting of repeat externships. On the other hand, one statistic suggests that the responses may be skewed toward the negative: while survey respondents rated their overall experience an 8.66 out of 10, a much larger group of repeat externs rated their experience a 9.14 at the end of the repeat semester. See *infra* Section IV.F for a discussion of this discrepancy.

52. See Student Repeat Externship Survey Responses (on file with author). Compare the 84.4% of survey respondents who were paid to the fact that only 76.2% of all repeat externs from spring 2019 and fall 2021 were paid, according to the Chapman externship program data discussed in Section A.2, *supra*. This means that the survey respondents skewed toward those who were paid, which might color their responses slightly. It is also interesting that both 76.2% and 84.4% are significantly higher than the percentage of paid externs, regardless of repeat status, in a similar time period. Between Fall 2017 and Spring 2020, only 47% of externships were paid. See Larmore, *supra* note 12, at 164. The impact of pay on repeat externships will be examined in Conclusion, *infra*.

53. See Appendix C.

- I wanted the opportunity to participate in the next phase of work I had been doing the first semester (“participate in next phase”).
- I wanted to continue to get paid (“get paid”).
- I wanted more significant and challenging work (“significant/challenging work”).
- It was easier than undertaking the application and interview process anew (“easy”).
- I wanted to get certified to appear in court (“certified”).
- My placement had demanded a two-semester commitment (“two-semester commitment”).⁵⁴

There was also a blank where students could write in other reasons for remaining in the same placement.⁵⁵

The results revealed that the responding students chose to repeat an externship for the following reasons:

- Mentoring – 84.4%
- Get hired – 81.3%
- Demonstrated interest – 81.3%
- Next phase – 75%
- Get paid – 65.6%
- Significant/challenging work – 62.5%
- Easy – 18.8%
- Certified – 6.3%
- Two-semester commitment – 3.1%⁵⁶

54. *Id.*

55. *Id.*

56. *See* Student Repeat Externship Survey (on file with author).

As for the other motivating factors externs wrote in, one student stated that they “enjoyed working with and learning from my supervisor,” while another explained that “the first semester I learned my way around the systems and by the second semester I had more meaningful work.”⁵⁷ A student in a very specialized field, space law, wrote that there were very “limited opportunities” for externships if they did not repeat the previous semester’s placement.⁵⁸ Another student explained that they repeated the placement not in the hopes of getting a post-graduation offer from that firm, but rather because they already had one.⁵⁹

It is interesting to note that the two of the major reasons a student might choose to repeat an externship – getting paid and getting a post-graduate offer – are distinct from what faculty supervisors claimed to be concerned about when they approved or disapprove repeat externships. Securing a post-graduate job offer was mentioned by 50% of the faculty survey respondents,⁶⁰ whereas 81.3% of student respondents noted that they repeated the externship either because they hoped to gain a job offer or because they already had one in hand. In other words, securing post-bar employment is something of moderate interest to law professors, but of extreme interest to law students.

As for the interest in getting paid, this is not something that came up at all in the faculty or supervisor survey, but at 65.6% of responses, was somewhat important to students. The author calls it “somewhat” important because, while 84.4% of student respondents reported getting paid for their externships, only 65.6% claimed that pay was one of the reasons why they chose to continue in the same placement. This was a somewhat surprising result, as one might have assumed that every paid student would value their income over, say, a diversity of learning opportunities at a different externship. It is therefore encouraging to learn that receiving pay is not the driving force behind repeat externship decisions.

Finally, the role compensation plays in repeat externship decisions, whatever its size, is a consideration only for those law schools that even allow paid externships. According to the Center for the Study of Applied Legal Education’s 2019–2020 study, only 18% of law schools allow paid

57. *Id.*

58. *Id.*

59. *Id.*

60. *See supra* Section II.C.

externships with no conditions, 18% more allow them with certain conditions, such as the source of the payment coming not from the placement site but from a grant, leaving 64% of law schools that bar students from receiving compensation for their externship work.⁶¹ Whether compensation should be allowed in externships is a topic for another paper.⁶²

B. Repeat Externship Successes

Since part of what motivated this project was the worry that externship faculty may be making course policy based on conjecture rather than data, the next survey question sought to quantify whether any of the typical predictions about repeat externships actually come to pass. In other words, we know why students choose a repeat placement in the first place, but was it the right choice in the end? Thus, the next question asked students “[w]hich of the above reasons came to fruition?” and asked them to check as many as applied.⁶³ The choices were:

- I got more significant and challenging work (“got significant/challenging work”).
- I further developed important mentoring/networking opportunities (“mentored”).
- I got paid (“paid”).
- I participated in the next phase of work I had been doing the first semester (“participated in next phase”).
- I got an offer of post-grad employment (“hired”).
- Other employers commented that my resume showed a demonstrated interest in the field (“interest demonstrated”).
- I was certified and appeared in court (“certified”).⁶⁴

61. See KUEHN, *supra* note 9, at 11.

62. See Larmore, *supra* note 12, at 145.

63. See *infra* Appendix C.

64. *Id.*

And again, there was an option to write in the student's own answer as well. The results were as follows:

- Got significant/challenging work – 81.3%
- Mentored – 81.3%
- Paid – 68.8%
- Next phase – 68.8%
- Hired – 62.3%
- Demonstrated interest – 43.8%
- Certified – 3.1%

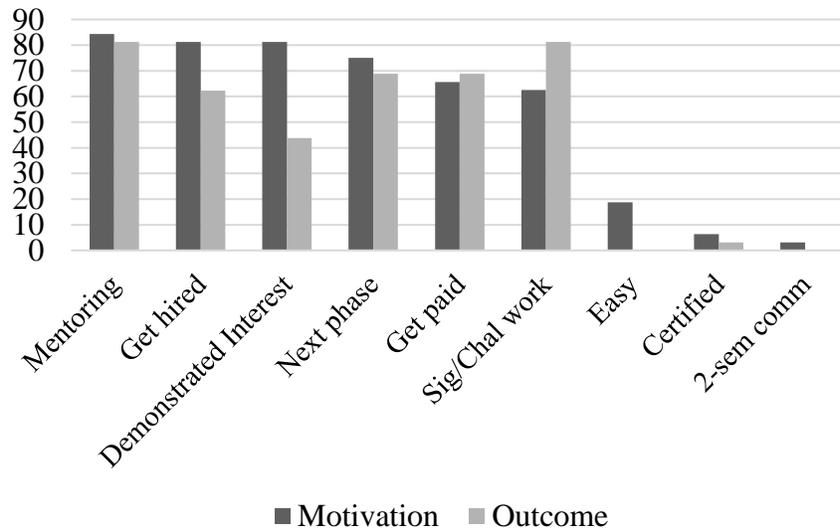
As for the other motivating factors that came to fruition, one extern who was hired post-graduation at the same firm wrote in that spending more time at the firm while still a student “made the transition [to] an attorney a lot easier.”⁶⁵

These figures are perhaps more easily analyzed when compared to the preceding question. First, students were asked what motivated them to take a repeat externship; then they were asked which of these motivating factors came to fruition.⁶⁶ The graph of this pair of responses is as follows:

65. *Id.*

66. *Id.*

Motivation to Repeat vs. Outcome



When looked at side by side, it appears that most of the motivations for repeating an externship came to pass: most students who wanted mentoring got mentoring; students who wanted to see the next stage of a litigation or deal got to do so; and students who wanted to stay on to get certified to appear in court did that too. In fact, a few more students reported getting paid and getting significant and challenging work than had originally listed those as motivating factors. Significantly, whereas 18.8% of students responded that they were motivated to repeat an externship placement in the hopes that the work would be easy, none responded that the work turned out to be easy after all.

The troubling data appears when one looks at the “getting hired” and the “demonstrated interest” motivations. As to getting hired, whereas 81.3% of respondents claimed they were motivated to stay on in an externship in the hope of getting a post-graduation job offer, only 62.3% reported that they actually got one. With a responding pool of 32 students, that’s approximately six law school students who did not get the post-graduation job offer they were hoping for. One respondent explained that COVID-19 was blamed for the lack of a job offer, but one must wonder what happened

in the cases of the other five. What role evaporating job prospects should play in repeat externship decisions will be discussed further in the Conclusion, *infra*.

Regarding the “demonstrated interest in the field” motivation, only 43.8% of students responded that “other employers commented that my resume showed a demonstrated interest in the field,” compared to 81.3% who claimed to want that from a repeat externship. The reason for this discrepancy is hard to pin down, in part due to the limits of the simple survey instrument. Perhaps nearly half the students who hoped for this result did not get it because no other employers were duly impressed. But it is equally likely that they were impressed but simply did not comment out loud to the student. Even more likely, the author suspects that these students simply did not show their resumes to other employers in the first place because they were part of the 62.3% that got jobs with the externship employer. Unfortunately, the simple wording of the survey instrument makes these possibilities difficult to parse.

C. Repeat Externship Disappointments

Like the supervisors, students were asked “[w]hat drawbacks, if any, did you experience by repeating the externship for more than one semester?” and asked to check as many as applied. The choices were:

- I felt stuck with this one practice area (“stuck in practice area”).
- I didn't expand my network, making it harder to find new opportunities (“no networking”).
- The post-bar employment offer never came (“not hired”).
- I was bored with the same old work (“bored”).
- I didn't get to appear in court as often as I'd hoped (“no court appearance”).

Of the total respondents, the results regarding drawbacks were as follows:

- Stuck in practice area – 21.8%
- No networking – 21.8%
- Not hired – 15.6%
- Bored – 12.5%
- No court appearance – 9.4%

Additionally, one student wrote in that they did not get a post-graduation job due to COVID-19.⁶⁷

Each of these results is slightly troubling in its own right, but the one that is most concerning to the author is the feeling that the student has gotten themselves stuck in a particular practice area. As reflected in some of the write-in comments discussed in Section D.5., *infra*, a major drawback of sticking with the same placement more than once is that students – nearly half of them who responded to the survey – felt they now had no choice but to carry on in a particular practice area. Potential solutions to this problem will be discussed in the Conclusion, *infra*.

D. Overall Experience of Repeat Externships

Students were next asked, “[o]verall, how would you rate your repeat externship experience?” The options were to rate the experience on a scale of 1-10, with 1 being “worst thing I’ve done in law school” and 10 being “best thing I’ve done in law school.”⁶⁸

- Best thing I’ve done in law school – 40.6%
- Really great – 25%
- Great – 12.5%
- Good – 15.6%
- Pretty good – 3.1%

67. *Id.*

68. The rating scale mirrored the one used in the semester-end student evaluation of the placement experience, discussed in the next section.

- OK – 0%
- Mostly bad – 0%
- Bad – 0%
- Really bad – 3.1%
- Worst thing I've done in law school – 0%

In other words, 93.7% thought the repeat externship experience was “good,” “great,” “really great,” or “the best thing they had done in law school.” Only one respondent had a “really bad” experience. When these responses are converted to numbers on a ten-point scale, it reveals an average score of 8.66: between “great” and “really great”.

E. Repeat Externship Additional Survey Comments

Finally, the survey asked students if there was “[a]nything else you want to say about your repeat externship experience?”⁶⁹

The vast majority of respondents had high praise for repeat externships, writing things such as “[i]t definitely allows room for growth within the company/firm.”⁷⁰ One student observed that “but for repeat extern experience, I do not believe I would have had a post-grad employment offer.”⁷¹ Another wrote that “allowing repeat placements also allows for stronger recommendations. My previous employers have stated how strong and detailed the rec[ommendations] were from my externship because my supervisors really got to know me and my work product.” Another extern commented that “allowing students to repeat is good practice as I had multiple potential employers comment on the length of my externship with the same firm; it showed loyalty and dedication to an area of expertise.”⁷²

Finally, the comments revealed that repeating an externship can have tremendous upsides while still having a somewhat negative impact in the lack of variety it allows. As one student explained, “I worked with the same law firm throughout law school because the partners kept asking me to come

69. See Appendix C.

70. See Student Repeat Externship Survey (on file with author).

71. *Id.*

72. *Id.*

back. I was entrusted with a lot of responsibility which has paid off in my career. Although if I could do it over again, I'd want to expand my experience a bit when I had the chance to do so." Another student agreed, noting that "I have worked for the same employer [several times]. I just passed the bar, got sworn in and have approximately 20 clients working for the same employer. None of this would have been possible if I could not repeat the same employer. I am deeply grateful for the experience of the repeated externship. At the same time, I can see how it would have been beneficial to do a new externship, or even to take a class in a different area of the law to expand my knowledge base."⁷³

F. Semester-End Student Self-Evaluation Data

At the end of each semester, Chapman uses a Google form for externs to evaluate their experience and self-assess their performance with a combination of numeric ratings and narrative descriptions.⁷⁴ The contents of the form were developed and revised over the years, but it was originally based on a form jointly created by SoCalEx (formerly GLACE), the consortium of law school externship programs in Southern California.⁷⁵

The review form starts by asking basic questions about the student's name, semester of the externship, supervisor's name, and the name of their organization.⁷⁶ It further asks the student to categorize the organization where they worked as one of the following: Judicial; Criminal Prosecution or Defense (government); Government Agency (non-criminal); Law Firm; In-house Corporate; Public Interest; or Other.⁷⁷ It then asks whether the student was compensated.⁷⁸

Next, the evaluation asks the extern to rate themselves in two broad categories: Legal Skills and Professionalism/Work Habits.⁷⁹

The students can rate themselves in each skill subcategory as poor, fair, good, excellent, or N/A. For purposes of this study, these ratings were converted to a 4-point scale, as follows: poor=1, fair=2, good=3, and

73. *Id.*

74. *See* Appendix D.

75. *See* Larmore, *supra* note 12, at 155.

76. *See* Appendix D.

77. *Id.*

78. *Id.*

79. *Id.*

excellent=4.⁸⁰ Finally, the externs are asked to rate their “overall experience” on a scale of 1 to 10, with 1 being the “worst thing I’ve done in law school” and 10 being the “best thing I’ve done in law school.”⁸¹

There were 98 first-time and 108 repeat externship evaluations between spring 2019 and fall 2021. To assess the value of repeat externships for each student, the author compared the grades first-time and repeat externs gave themselves on each skill.⁸²



As the above chart demonstrates, repeat externs rated themselves more highly than first-time externs in every category of legal skills. The reason

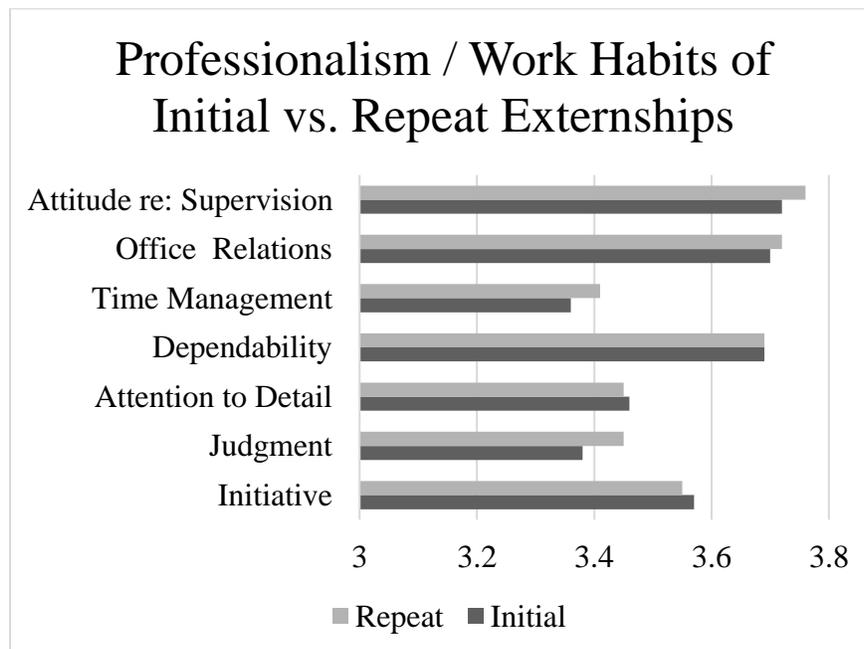
80. *Id.*

81. The 10-point scale will be described in greater detail. *See infra* Section IV.F.

82. A more direct measure of extern skill would have been to compare scores that supervisors assigned in these same categories. Unfortunately, the semester-end supervisor evaluations do not differentiate between first-time and repeat externs. However, a previous study co-conducted by the author demonstrated that the student self-evaluations generally track those given by supervisors. Gharakanian, *et al.*, *supra* note 49, at 195.

for this seems self-evident: the more practice a student gets with any legal skill, the better they perform that skill. It is unclear, however, whether this skill improvement is the result of the repeat externship itself, or if the same improvement would be observed of any student who completed a second externship in a different placement. Regardless, the result is important because it demonstrates, at a minimum, that repeating an externship placement does not lead to stagnating skills.

In addition to legal skills, the semester-end evaluation asks students to rate themselves in non-skills categories of professionalism and work habits. The following chart illustrates that comparison of initial versus repeat externs in these categories:



As with legal skills, professionalism and work habits generally improved with the repeat externship; in all but two areas, students either improved or at least stayed the same. Only in “attention to detail” and “initiative” did repeat externs report lower abilities than first-time externs. The difference of a mere .01 and .02 out of 4 is certainly negligible, though

the author would posit that, to the extent these figures actually tell us anything, it is possible that “attention to detail” and “initiative” decline minutely as students in repeat externships feel some amount of boredom, as discussed in Section D.3, *supra*.

Finally, as described *supra*, the semester-end evaluation contains a question just like the survey did, in which externs are asked to rate their experience on a scale one to 10. When comparing the overall experience of externing, the first-time externs gave an average rating of 9.11, compared to the repeat externs' rating of 9.14.⁸³ Though a difference of .03 out of 10 is not much, it is still worth noting that repeat placement externs are slightly more satisfied with their experience than those who take just one externship.

CONCLUSION: THE BENEFITS AND POTENTIAL DRAWBACKS OF REPEAT EXTERNSHIPS, AND PROPOSED REMEDY

As the preceding analysis demonstrates, there are many positive aspects to repeating an externship, which will be highlighted in this section. There are, however, a few potentially negative aspects as well, for which the author will offer a proposed remedy.

A. Benefits of a Repeat Externship

The data demonstrate that repeat externships are extremely beneficial to the students who take them. More than 93% of students reported that the experience was somewhere between “good” and “the best thing” they'd done in law school. And their supervisors are happy, too, with 100% expressing satisfaction with their repeat students. During the second semester of the externship, students' legal skills and professionalism/work habits also improved, as described by both supervisors and students in their semester-end self-evaluations. Students also reported that they receive

83. Both these figures are higher than the 8.66 that the survey respondents gave for their experience. *See supra* Section.IV.D. The difference is likely due to the size of the group and the self-selection of those responding to the survey. As noted *supra*, only 32 repeat externs responded to the survey request, compared to 108 repeat externs who filled out semester-end self-evaluations. While the self-evaluation was mandatory for those 108 as part of their externship course work, those 32 survey takers chose to respond to the author's survey request. Perhaps those who chose to respond to the survey skewed toward being slightly less satisfied with their experience than those who were solicited but chose not to respond.

continued mentoring, got to be involved with the next phase of legal work, and were assigned significant and challenging projects. Finally, for over 60% of students, their repeat externship led to a post-graduate job offer. Overall, there is much to recommend allowing students to repeat an externship experience at the same placement.

With regard to the last statistic – post-graduation job offers – a few additional comments are due. Some externship faculty might question whether students’ job prospects should be a consideration in the repeat externship debate at all. The author feels strongly that the search for a good post-graduate job is a perfectly appropriate consideration in choosing which externship to take. Law school is fundamentally about preparing professionals for practice. Students choose doctrinal classes, electives, and clinics with an eye toward practice-readiness. There is no reason that externships should not be used, at least in part, to allow an employer to get to know students’ work, and vice versa, leading to a job offer. Moreover, as several externs reported in their individualized survey responses, the additional time spent as an extern at the law office where they would eventually work after graduation made the transition from student to lawyer that much easier.

B. Potential Drawbacks of a Repeat Externship

There are a few areas of possible concern about repeat externships raised by the surveys and semester-end evaluation data.

First is the issue of missing job offers. Whereas over 80% of student respondents stated that they were motivated to repeat an externship in order to secure a post-graduation job offer, only about 60% reported that they actually got one. That 60% is to be celebrated, as explained *supra*, but the handful of students who will be disappointed cannot be ignored. This is especially true given that nearly half of students reported feeling stuck in one practice area after repeating an externship. This, even though their overall happiness with their externship experience was an 8.66 out of 10, is a significant finding.

Second, some may worry that over 65% of students were motivated by their paycheck to stay on with an externship placement. This is something to counsel students about as discussed in the next section but is not necessarily a negative. Receiving compensation was just one of the many

reasons students gave for repeating an externship. As a faculty member of a law school that allows paid externships, the author knows that a properly vetted, paid externship placement is just as educational as an unpaid one.⁸⁴ Nevertheless, schools that permit paid externships may want to address this issue with potential repeat externs.

Finally, about 20% of supervisors and 12.5% of students reported that one of the downsides of a repeat externship was boredom.⁸⁵ This is the flip side to the more than 80% of students who reported that they received more significant and challenging work during the second semester.⁸⁶ However the significance of the percentage of bored repeat externs is hard to know in the absence of a survey of *first-time* externs which might have asked how often *they* were bored, as a point of comparison. That said, that one in five externs is sometimes bored in their repeat placement is something that should be addressed.⁸⁷

C. How to Remedy the Few Repeat Externship Downsides

With the overwhelming evidence that repeat externships are generally a positive experience, the right reaction to the few concerning areas should not be to ban the practice. To do so would not only deprive the majority of students with an important educational experience but would put the law school in too paternalistic of a role vis-a-vis adult learners and soon-to-be professionals.

Instead, the answer is to implement safeguards in the form of counseling and communication with both the student and the supervisor. From the student, the externship faculty could require written responses describing, or discuss during a counseling session, what the student's motivation for repeating the externship are. Is it only financial? How sure are they that they are being considered for a post-graduate job? What work will they be doing the second semester and how will it differ from what came before? What are their career goals and how does a repeat externship in the same field as the previous meet those goals? Similar questions could be asked of the

84. See generally Larmore, *supra* note 12.

85. See *supra* Sections III.B. .IV.B.

86. See *supra* Section IV.B.

87. Of course, it is also possible that repeat externs are just discovering, perhaps sooner than their peers, that the practice of law is, in fact, sometimes boring.

student's supervisor. Why do they want the student to stay on? Are they seriously considering hiring them after graduation? What efforts will they make to give the students substantial and challenging (and interesting) work? If the student's or supervisor's answers raise any red flags, the faculty member could counsel the student against repeating the placement, or in serious cases refuse permission to repeat the placement entirely.

With these simple inquiries, externship faculty can strike the right balance between discouraging the few repeat externships that students might come to regret, and permitting, and even encouraging, repeat externships in which law students will thrive.

APPENDIX A

Repeat Externships at the Same Placement

A quick survey to determine the reasoning behind allowing/disallowing repeat externships

* Required

CHAPMAN UNIVERSITY CONSENT TO PARTICIPATE IN SURVEY RESEARCH

Please read through the following consent form and state whether you agree to participate at the end.

You are being asked to participate in a research study entitled “Repeat Externships at the Same Placement.” Participation is completely voluntary. Please read the information below and ask the lead researcher listed below questions about anything that you do not understand.

RESEARCH TEAM

Lead Researcher: Carolyn Young Larmore, Chapman University Fowler School of Law, [714-628-2651](tel:714-628-2651) / larmore@chapman.edu.

STUDY SPONSOR(S): Chapman University Fowler School of Law. No one on the study team has a disclosable financial interest related to this research project.

WHY IS THIS RESEARCH STUDY BEING DONE?

The purpose of this research study is to explore the pedagogical pros and cons of allowing students to repeat externships at the same placement.

HOW MANY PEOPLE WILL TAKE PART IN THIS STUDY?

We expect 150 faculty, supervisors and students to participate in this study.

WHAT PROCEDURES ARE INVOLVED WITH THIS STUDY AND HOW LONG WILL THEY TAKE?

The study consists of one survey that should take approximately 5 minutes to complete.

WHAT ARE THE POSSIBLE DISCOMFORTS OR RISKS RELATED TO THE STUDY?

There are no known harms or discomforts associated with this study beyond those encountered in normal daily life.

ARE THERE BENEFITS TO TAKING PART IN THE STUDY?

Participant Benefits. You will not directly benefit from participation in this study.

Benefits to Others or Society. This study may lead to a greater understanding of how law school externship programs can better support students in completing successful repeat externships.

WILL I BE PAID FOR TAKING PART IN THIS STUDY?

You will not be compensated for your participation in this research study.

HOW WILL MY PERSONAL INFORMATION BE KEPT?

Subject Identifiable Data

No identifiable information will be collected about.

Data Storage

Research data will be stored electronically on a secure network.

Data Retention

The researcher intends to keep the research data indefinitely.

WHO WILL HAVE ACCESS TO MY STUDY DATA?

The lead researcher, authorized Chapman University personnel, and regulatory entities such as the Office of Human Research Protections (OHRP), may have access to the study records. Study records provided to authorized, non-Chapman University entities will not contain identifiable information about you, as none will be collected.

WHO CAN ANSWER MY QUESTIONS ABOUT THE STUDY?

If you have questions, concerns, or complaints, talk to Carolyn Young Larmore at [714-628-2651](tel:714-628-2651), Larmore@chapman.edu.

This research has been reviewed and approved by an Institutional Review Board (“IRB”). You may talk to them at [714-628-2833](tel:714-628-2833) or irb@chapman.edu if:

Your questions, concerns, or complaints are not being answered by the research team.

You cannot reach the research team.

You want to talk to someone besides the research team.

You have questions about your rights as a research participant.

You want to get information or provide input about this research.

HOW DO I AGREE TO PARTICIPATE IN THIS STUDY?

You should not participate in this study until all of your questions about this study have been answered by the lead researcher listed at the top of this form. Participation in this study is voluntary. You may discontinue your involvement at any time. Your decision will not affect your relationship with Chapman University. Your study participation indicates you have read the information in this consent form and have had a chance to ask any questions you have about this study.

1. Do you consent to this survey? *

Mark only one oval.

Yes

No

2. Do you allow students to repeat an externship at the same placement a second time?

Mark only one oval.

Yes

No

3. If no, why don't you allow it? (check as many as apply)

Check all that apply.

- Students need to get a variety of field experiences to learn as much law/skills as possible
- Students need to get a variety of field experiences to expand their legal network, not put all their eggs in one basket
- Students need to get a variety of field experiences to become as adaptable to different work environments as possible
- Other students should have the opportunity to experience that placement
- If schools allow repeat externships, some placements start to demand it, forcing students to make full year commitments they may not want
- We don't want students to stay at a placement just because it's easier than undertaking the application and interview process anew
- Other: _____

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APPENDIX B

Repeat Externships at the Same Placement

A quick survey about the benefits and drawbacks of hosting the same extern student for more than one semester

* Required

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The study consists of one survey that should take approximately 5 minutes to complete.

WHAT ARE THE POSSIBLE DISCOMFORTS OR RISKS RELATED TO THE STUDY?

There are no known harms or discomforts associated with this study beyond those encountered in normal daily life.

ARE THERE BENEFITS TO TAKING PART IN THE STUDY?

Participant Benefits. You will not directly benefit from participation in this study.

Benefits to Others or Society. This study may lead to a greater understanding of how law school externship programs can better support students in completing successful repeat externships.

WILL I BE PAID FOR TAKING PART IN THIS STUDY?

You will not be compensated for your participation in this research study.

HOW WILL MY PERSONAL INFORMATION BE KEPT?

Subject Identifiable Data

No identifiable information will be collected about.

Data Storage

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1. Do you consent to the survey? *

Mark only one oval.

Yes

No

2. Have you/your organization hosted the same law student extern for more than one semester?

Mark only one oval.

Yes

No

3. Were they paid?

Mark only one oval.

Yes

No

1. Why did you choose to keep the same extern rather than hire someone else? (check as many as apply)

Check all that apply.

- I wanted to give the student more significant and challenging work
- I wanted to hire the student after graduation
- I wanted the student to get certified to appear in court
- I wanted to further develop the student's mentoring/networking opportunities
- The student had a strong demonstrated interest in the field
- I wanted the student to participate in the next phase of work they had been doing the first semester
- My organization requires a 2-semester commitment
- It was easier than undertaking the application, interview and training process anew
- Other: _____

2. What drawbacks, if any, are there when you keep an extern on for more than one semester? (check as many as apply)

Check all that apply.

- They expect a post-bar offer we cannot always give
- They get bored when the work doesn't become more challenging / significant
- We miss the opportunity to find a student who might be a better fit
- Other: _____

3. How do you find the repeat extern's legal skills develop over the additional time working for you?

Check all that apply.

- They improve greatly
- They improve somewhat
- They improve a little
- They stay the same
- They get worse

1. How do you find the repeat extern's professionalism/work habits develop over the additional time working for you?

Check all that apply.

- They improve greatly
 They improve somewhat
 They improve a little
 They stay the same
 They get worse

2. Overall, how would you rate your experience working with repeat externs?

Mark only one oval.

- Terrible
 Not great
 OK
 Good
 Great

3. Anything else you want to say about having repeat externs?

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Google Forms

APPENDIX C

Repeat Externships at the Same Placement

A quick survey about the benefits and drawbacks of repeating the same externship more than once

* Required

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WHAT ARE THE POSSIBLE DISCOMFORTS OR RISKS RELATED TO THE STUDY?

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ARE THERE BENEFITS TO TAKING PART IN THE STUDY?

Participant Benefits. You will not directly benefit from participation in this study.

Benefits to Others or Society. This study may lead to a greater understanding of how law school externship programs can better support students in completing successful repeat externships.

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1. Do you consent to the survey? *

Mark only one oval.

Yes

No

2. Did you extern for more than one semester at the same externship placement?

Mark only one oval.

Yes

No

3. If yes, where?

4. Were you paid?

Mark only one oval.

Yes

No

5. Why did you choose to repeat your externship rather than work somewhere else? (check as many as apply)

Check all that apply.

- I wanted more significant and challenging work
- I thought I'd have a better chance of getting/keeping an offer of post-grad employment
- I wanted to get certified to appear in court
- I wanted to further develop important mentoring/networking opportunities
- I wanted my resume to show a stronger demonstrated interest in the field
- I wanted the opportunity to participate in the next phase of work I had been doing the first semester
- I wanted to continue to get paid
- My placement had demanded a 2-semester commitment
- It was easier than undertaking the application and interview process anew
- Other: _____

6. Which of the above reasons came to fruition? (check as many as apply)

Check all that apply.

- I got more significant and challenging work
- I got an offer of post-grad employment
- I was certified and appeared in court
- I further developed important mentoring/networking opportunities
- Other employers commented that my resume showed a demonstrated interest in the field
- I participated in the next phase of work I had been doing the first semester
- I got paid
- Other: _____

7. What drawbacks, if any, did you experience by repeating the externship for more than one semester? (check as many as apply)

Check all that apply.

- The post-bar employment offer never came
- I felt stuck with this one practice area
- I was bored with the same old work
- I didn't get to appear in court as often as I'd hoped
- I didn't expand my network, making it harder to find new opportunities

8. Overall, how would you rate your repeat externship experience?

Mark only one oval.

- Worst thing I've done in law school
- Really bad
- Bad
- Mostly bad
- OK
- Pretty good
- Good
- Great
- Really great
- Best thing I've done in law school

9. Anything else you want to say about your repeat externship experience?

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APPENDIX D

Externship Students: Final Evaluation

Please fill out this form to give the Externship Director valuable feedback on your experience this semester, and also to (anonymously) assist future students in evaluating whether a particular externship would be a good fit for them.

* Required

1. Email *

2. Where did you extern? *

3. Name of primary supervisor *

4. Which of the following best describes the externship placement *

Mark only one oval.

- Judicial
- Criminal prosecution or defense (gov't)
- Government agency (non-criminal)
- Law Firm
- In-house corporate
- Public interest
- Other: _____

5. Your name *

(Note - this is just to keep track of who has responded. Your answers will be kept confidential).

6. Semester of externship? *

Mark only one oval.

- Fall 2021
 Spring 2022
 Summer 2022
 Fall 2022
 Sprig 2023

7. Did you also receive compensation? *

Mark only one oval.

- Yes
 No

8. Please describe the type of work you performed, giving examples where possible of *
specific assignments completed.

9. How would you rate your legal skills by the end of the externship? *

Mark only one oval per row.

	N/A	Poor	Fair	Good	Excellent
Legal Knowledge	<input type="radio"/>				
Research	<input type="radio"/>				
Legal Analysis	<input type="radio"/>				
Writing	<input type="radio"/>				
Oral Communication and Advocacy	<input type="radio"/>				
Interviewing and Counselling	<input type="radio"/>				
Fact Investigation	<input type="radio"/>				
Negotiation	<input type="radio"/>				
Professional Ethics	<input type="radio"/>				
Other (fill in below)	<input type="radio"/>				

10. How would you rate your professionalism / work habits by the end of the externship? *

Mark only one oval per row.

	N/A	Poor	Fair	Good	Excellent
Initiative	<input type="radio"/>				
Judgment	<input type="radio"/>				
Thoroughness and Attention to Detail	<input type="radio"/>				
Dependability	<input type="radio"/>				
Productivity and Time Management	<input type="radio"/>				
Office and Staff Relations	<input type="radio"/>				
Attitude Toward Supervision Critique	<input type="radio"/>				
Other (fill in below)	<input type="radio"/>				

11. If you selected "other" above, please describe

12. If you marked any category as "poor," please explain your assessment

13. Which skills do you think you improved most? Please select as many as are applicable *

Check all that apply.

- Legal Knowledge
- Research
- Legal Analysis
- Writing
- Oral Communication and Advocacy
- Interviewing and Counseling
- Fact Investigation
- Negotiation
- Professional Ethics
- Initiative
- Judgment
- Thoroughness and Attention to Detail
- Dependability
- Productivity and Time Management
- Office and Staff Relations
- Attitude Toward Supervision, Critique
- Other: _____

14. What was the best thing about your externship? *

15. What was the worst / most difficult thing about your externship? *

16. How would you rate your overall experience? *

Mark only one oval.

- 10 - Best thing I've done in law school
- 9 - Really great
- 8 - Great
- 7 - Good
- 6 - Pretty good
- 5 - OK
- 4 - Mostly bad
- 3 - Bad
- 2 - Really bad
- 1 - Worst thing I've done in law school

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