



A Guide to Preparing a Career Services Annual Report



Note: This guide was prepared by members of the 2004-06 Research Advisory Councils. This document is intended to assist career services offices in developing a more formal reporting protocol. The topics covered here are not necessarily comprehensive and are not intended to be programmatically prescriptive or to describe best practices.

Introduction

Why Prepare an Annual Report?

Legal career services offices (hereafter referred to as CSOs) should strive to report on major areas of responsibility, accomplishments, and challenges each year. The value of the reporting process, as well as the report itself (once it is completed), cannot be overstated.

First, preparing the annual report requires the career services staff (especially the department leader) to crystallize and articulate a coherent vision of office goals. The reporting process also ensures that important empirical data is collected, assessed, and presented on a regular basis. Similarly, the annual report serves as a valuable core document that can be tailored to constituents who care deeply about the success of the CSO, including deans, alumni boards, faculty, students, and CSO personnel. Most law school deans would surely agree that a concise, well-presented annual career services report is tremendously helpful in strategic planning. Preparing for an ABA accreditation site visit and self-study report is more efficient if the career services office can draw on annual reports from the preceding seven to ten years. Finally, the CSO can greatly enhance its professional reputation within the law school community by presenting a well-written, empirically based narrative on the career services mission and results each year. Through reporting, members of the CSO staff maintain and/or develop stronger skills in strategic assessment and planning, writing, and quantitative analysis.

10 Tips for Getting Started

- 1. Know your audience(s). Define primary and secondary audiences and prioritize them.**

Consider who will read your annual report. Your primary audience will probably be your dean. Take the time to reflect on what your dean wants to know, what your dean needs to know, and how your dean likes to process and use information. Think about whether your report should be suitable for circulation beyond the executive management team at your law school — and consider how different audiences will require different approaches. For example, you may find that you need to include a confidential and candid core section of the report for the dean but feature other sections that can be excerpted easily and circulated to other audiences such as faculty, students, trustees, and alumni.

Keep in mind the level of familiarity each target audience has with your department's work and with the law school career planning process.

2. Develop goals for your report and identify any internal biases that may color your reporting.

Will you use your report to celebrate outstanding accomplishments or inventory each and every program and initiative? What do you seek to accomplish with the report? Are you seeking additional funding or staffing? Reporting on a job well done? Suggesting areas for growth? Honestly assessing your school's place in the marketplace?

Also, it is important to recognize any filters you might be using to view the reporting process. Does your big-picture tendency or rose-colored outlook make you dismiss detailed data or sugarcoat warning signs? Or, do you obsess over trees to the point that the forest becomes irrelevant? Try to view the report from the reader's perspective, and then ask yourself if it is an effective tool for conveying the messages and information you wish to convey to that audience.

3. Think conceptually about the content and appearance of the report.

Ask advice of colleagues at other law schools. Look at reports prepared by other career services operations at your school, such as the MBA program or the undergraduate career services operation. Look at reports from business and industry. Think about the most effective way to send your messages through copy, data tables, chart and graphic devices, or photographs. Consider the finished product. Will it serve you best as a Word document with simple tables and graphs that can be easily adapted for particular audiences? Or do your needs and resources allow for a full-color publication, with photographs and more complex graphics? Your timetable and cost are factors to consider here. Make the most of this effort by preparing your report to be a multipurpose document. Draft and format your annual report in such a way that the document can easily be excerpted or edited for other audiences or purposes. You'll soon see that the time invested upfront will pay great dividends later.

4. Determine a timetable for the project.

Your report will likely be on an academic year basis. Can you foresee special events for which your report should be available, such as alumni board visits or ABA accreditation visits? If the final report will be designed or printed, allow time for this process. Allocate time for drafting the report and time to prepare any data, charts, or tables you want to include. You might consider using the summer to plan the annual report project, then draft throughout the year

5. Draft a topical outline of the content of the report.

Gather ideas and data by creating an accessible file for easy collection of topics, questions, comparative data, and other information. As you have ideas, write them down

and drop them in the file. When you see articles or data snapshots of issues that relate to your mission, drop them in the file. Then, when you sit down to write your report, you will have accumulated creative and useful material as your foundation.

6. Create and save frequent, periodic “mini-reports.”

As the year progresses, build a “debriefing” process into your programs and initiatives. When concluding discrete projects, programs, or initiatives, type a quick memo summarizing results, strengths, and weaknesses. If this sounds daunting, make it easy by sending yourself an e-mail and saving it in a folder devoted to an annual report. When your dean or others ask for “quick reports,” write them with an eye toward eventual inclusion in a larger report and save copies as the year progresses.

7. Consider reporting formats already in place to determine what data to present and how to present it.

Look at reports such as the ABA Annual Report, the ABA Self-Study Report, NALP ERSS data, and any other recurring reports prepared by your office. Use these reports to develop templates for your own annual report, choosing the best of any or each report. By choosing to report data that is already collected for another purpose each year, you will save time because you will not need to invent yet another reporting format. The annual report should not be so burdensome in size, density, or effort that it subverts its value as a communicative document. Moreover, it is important to keep in mind that the ideal annual report should be a concise overview of the results your office has achieved — not the *raison d’être* of your career office.

8. Assign parts of the report to staff along lines of responsibility.

If staffing permits, divide responsibilities for data gathering and analysis among your team. This provides excellent professional development for your colleagues and allows them to share in the creation of this important document. This will also illustrate the bottom-line importance of the work they do as they see the outcomes they produce reported to others within the organization. Be sure that you and your staff budget the time to produce the report as the year progresses. Be sure to save a template of your report on a shared network to allow for mutual collaboration on the document and easy updating in the future.

9. Allow time to reflect on your report before you submit it.

Dedicate staff time to a retreat or other significant meeting to discuss the components of the draft report and the underlying data. This process will help you flesh out potential concerns, questions, and good ideas for enhanced presentation.

10. Plan to meet with your Dean about your annual report.

If you've never prepared an annual report for your dean before, take the opportunity to start a dialogue about the document and the issues you've presented. Ask your dean for feedback on what aspects of the report are most useful and what could be enhanced or changed. Be prepared to answer questions about the underlying data, the conclusions you have drawn, and implications for the future of your office or the law school.

How to Use This Guide

The following outline is designed to offer a fairly comprehensive list of the kinds of topics that an annual report can cover. Depending on your school and your intended audience, not all topics may be relevant or appropriate for your report. It is also fair to say that no report would contain all of these sections, and many sections may provide more cursory information than the detail provided here. By design this outline intends to cover the broadest range of possible topics and suggest the wealth of information that may be provided within each section of your report.

You may also wish to change the order in which topics are presented. In this template, for example, most sample statistical reports and suggestions for other types of documentation are presented as an appendix. You may wish to include some of these reports or key statistics in the body of your report, based on your knowledge of your audience.

An Annotated Outline of Suggested Topics to Include in a Career Services Annual Report

Executive Summary

Tell readers what they will learn and provide a brief summary of items you want them to take away from the report.

I. Major Accomplishments

A brief description of a few major accomplishments can be included at the beginning of the report. For example, describing such accomplishments as creation of an alumni network for career services and admissions or creation of a structured judicial clerkship program can help pique the interest of the reader while putting some of the most positive information up front.

II. About the CSO

Although many people understand that helping law students find rewarding jobs and facilitating the legal career planning process is an expected role of the CSO, few appreciate the inner workings of a CSO and the day-to-day activities required to help students. This section of the report allows career services personnel to highlight the CSO offerings and showcase particular expertise.

Topics that may be covered in this section include:

- * Mission/Vision statement of the CSO, with annual goals and objectives.
- * Office organization, with staff roles and responsibilities.
- * Biographies of staff members.
- * Professional organizations (such as NALP, local, state, and national bar associations) in which the staff counselors participate as part of their job. Be sure to highlight service on committees and leadership roles).

- * Community or civic groups where CSO staff have the opportunity to interact with legal, business, and/or community leaders.
- * Presentations and publications, if applicable.
- * Involvement with student organizations and other internal groups within the law school (e.g., serving as an advisor to a law student group, sitting on standing law school committees, or participating in a campus-wide program).
- * The office's policy statement on student use of career services.

III. Significant External and Internal Factors

Use this section to highlight any environmental factors beyond the control of the CSO that have affected the operations of the CSO. These factors may be either positive or negative, presenting either opportunities or challenges. Some factors may be completely external to the law school (e.g., a firm closure, changes in the economy affecting hiring needs); others may be internal to the law school or the larger university (e.g., levels of state funding, changes in administration, changes in student demographics, or an increase in class size).

IV. Student Services: Counseling and Educational Programming

Readers of the annual report may not fully understand the services provided by the CSO or have misperceptions that career services is about “getting students jobs.” This section of the report could begin with a list of the full spectrum of services provided to students by the CSO, helping the reader understand how the CSO enhances students’ professional and career development. Quantitative information (data and statistics) and qualitative data (discussion and example) can be used together to reach readers who prefer different types of information. In this section, you will see suggestions for *The Numbers* (the quantitative information) and *The Story Behind The Numbers* (the anecdotes that supplement the statistical data and tell the story of the CSO in action), as well as a list of potential appendices you may want to include to provide support and detail for the summary information provided.

Advising/Counseling

It is important to describe how the counseling functions are structured and to document the amount of resources and time devoted to counseling students at all levels as well as graduates. Consider organizing this section by law school class so the reader can see

at a glance how student services span the three (or four) years of students' law school lives and focus on "year appropriate" counseling and programming.

■ The Numbers

Quantify or give solid estimates for a given time period (week, month, semester academic year) for:

- scheduled counseling appointments
- drop-in or walk-in appointments
- telephone advising contacts
- e-mail queries from students and graduates and responses

■ The Story Behind the Numbers

Discuss the range of advising contacts, from quick questions by drop-ins and e-mail to in-depth one-on-one counseling sessions. Share a sampling of the range of topics students and graduates bring to the table during these sessions. Outline your plan for integrating 1Ls into the career development cycle, and for keeping 2Ls, 3Ls, 4Ls, LLMS, and alumni engaged in the career development process.

■ Potential Appendices

- Chart/table showing aggregate appointments by week or month and by class year (1L, 2L, 3L, 4L, LLMS, or alumni)
- Schedule of events for 1L career orientation
- List of materials provided to 1L students during career orientation

Educational Programming and Training

List and briefly describe the "career development curriculum" offered over the past year. Consider categorizing programming by subject matter (e.g., skills-based programs, practice area programs) and/or type (e.g., career fairs, mock interview programs, traditional training workshops) and noting the target audience for each (e.g., 1Ls, 2Ls, all students, graduates, LLMS, etc.)

■ The Numbers

Consider including summary information such as average program attendance or direct and indirect costs, with additional detail in an appendix. Consider quantifying staff time spent in instructional design. If students evaluate each program, include evaluation summaries.

■ The Story Behind the Numbers

Provide brief descriptions of the programs the CSO has presented and their learning objectives or skill outcomes (e.g., students should be able to do X as a result of this program). Consider providing representative visuals such as a marketing flyer, a printed program from a career fair, or sample PowerPoint slides. Highlight alumni participation or external program partners such as bar associations. If you collaborate with student groups to provide programming for particular organizations, detail that as well. Include student comments from program evaluations.

■ Potential Appendices

- List of programs (with # of attendees and any costs)
- Marketing flyers
- Programs from career fairs
- Sample PowerPoint slides
- List of alumni participating as speakers in programs
- Student comments from program evaluations

Special Interest Advising and Programming

Your audiences may not realize the demands of special interest advising and programming. Judicial clerkships, public interest, pro bono, and diversity are areas to which virtually all law schools devote resources. Many schools also devote significant resources to their graduate law programs (LLMs and SJDs) and evening students. Share with your readers the activities on the part of the office to serve these audiences effectively: staff development (to stay current on issues, technology, resources, and opportunities), student education and advising, development of web-based and print resources, training products for students (handbooks and websites), and speakers/educational programming. CSO support of students' efforts to gain judicial clerkships and public interest positions could easily stand alone and be detailed extensively in a separate section of your report or in a separate report.

■ The Numbers

Quantify staff time spent advising in the following special interest areas.

- *Judicial Clerkships* — numbers of applications submitted by students/graduates, letters of recommendation sent, interviews students/graduates obtained, clerkships obtained, clerkship information sessions, clerkship counseling sessions

- *Public Interest* — numbers of public interest programs, students applying for public interest fellowships
- *LLMs (if applicable)* — number of programs/events specifically for LLM students
- *Evening Students (if applicable)* — number of programs/events specifically for evening students
- *Other Unique Programs (e.g., intellectual property, etc., if applicable)*

■ The Story Behind the Numbers

Include excerpts from and a link to web-based materials the CSO has developed (e.g., a judicial clerkship handbook, a public interest job search guide, specific guides for evening students or LLM students). Discuss processes that facilitate the clerkship or fellowship application process yet increase demands on staff time (e.g., OSCAR). Credit other staff (e.g., faculty services) for their role in producing students' recommendations. Include a student testimonial about the role CSO played in the successful search for a judicial clerkship or public interest fellowship.

■ Potential Appendices

- List of clerkships obtained by students/graduates
- List of fellowships obtained by students/graduates
- List of programs conducted for discrete populations (e.g., those seeking clerkships or fellowships, evening students, LLM students, diverse student groups)

Career Resource Center

As the demands for knowledge about the growing array of career opportunities increases, the scope and depth of resources such as staff expertise, materials, and technology must increase for the CSO to remain effective.

■ The Numbers

Quantify new library resources each year and report total inventory of books, materials, online subscriptions, etc. Quantify and discuss the current relationships with vendors for interview software and database management of the CSO. Estimate the amount of staff development time required to stay current on new technology. Estimate the annual cost of keeping the career resource center current.

■ The Story Behind the Numbers

Many readers could be surprised to learn how critical the mastery of technology and web-based information has become in the career development and job search process. If you have students sign in to use your resource library, you could capture the number of visits per year or semester; you may also be able to provide a list of the most critical resources used by students.

■ Potential Appendices

- List of resources available in the career resource center
- List of online resources available for students and alumni

■ Educational Tools

Readers of the report should be made aware of the scope of the publications, handouts, and other educational tools created by the CSO staff. Web-based or print documents provide users with a wealth of information and become part of the intellectual property of the CSO. In the body of the report, feature excerpts from new tools developed since the last report.

■ Potential Appendices

A list of documents the office prepares to assist students and graduates, including:

- Publications on substantive topics of law with job search suggestions and resources
- Publications on job search skills (e.g., resume writing, interviewing skills, networking skills)
- Handouts or PowerPoint presentations distributed at CSO events
- CSO newsletters to students
- Student handbooks(s)
- Outline of CSO website

Other Services

The CSO may provide other services regularly that are not necessarily recognized as functions of the CSO. Mention any additional services the CSO provides, such as maintaining bar examination information; serving as a clearinghouse for writing competitions; posting, advertising, and/or coordinating externships and internships; posting

and coordinating fellowship applications; collecting and cataloguing information on study abroad and LLM applications programs, etc. Quantify these services as appropriate.

■ Potential Appendices

List of these types of resources available through the CSO.

V. Employment Services

Outline the array of employment services and programs you offer designed to connect students and alumni with employers. The list would usually include:

- * Formal recruiting programs — Fall OCI, Spring OCI, off-campus job fairs and recruiting consortia
- * Resume collection
- * Direct contact
- * Job listings/postings
- * Job fairs and off-campus interview programs
- * Reciprocity requests

■ The Numbers

Include brief, comparative data that shows “big picture” changes from year to year, such as numbers of employers/offices using each of the services outlined, number of job postings, etc.

■ The Story Behind the Numbers

Mention any external factors related to the job market that provide context to readers as they review this data. Consider using NALP research data to benchmark your school nationally, using the most recent year comparisons that can be made. Include a testimonial from an employer who recruited on-campus. Inform your audience of trends in recruiting, such as the early interview trends of the mid-2000s, how your CSO reacted to them, and outcomes.

■ Potential Appendices

- List of schools where reciprocity was requested and granted for students and alumni

- List or table of employers participating in recruiting programs
- Chart or table showing historical comparison of employer activity

VI. Employment Outcomes

This section will offer important summary statistics and lead the reader to appendices for detailed information.

■ The Numbers

This section should provide summary employment statistics on the most recent graduating class as well as for summer employment. The summary data for graduates should reflect the employment status, job type, and geographic breakdowns that are generated through the submissions for NALP's Employment Report and Salary Survey. Summer employment statistics should include both paid and unpaid positions and should be broken out by class year, employment sector, and geographic area.

■ The Story Behind the Numbers

Discuss any trends or anomalies in the current statistics. Mention obvious successes as well as efforts that fell short of expectations for lack of student interest and participation. Mention "new" employers that hired students or graduates. It may be helpful to benchmark the current year's numbers against those from previous years or national data. The amount of staff time required to compile and report employment information should be captured and reported.

■ Potential Appendices

- A comprehensive list of recent employers who hired students from your school
- Historical summary data from prior graduating classes for comparison
- NALP ERSS School Report for the most recent graduating class
- A list of judicial clerkship recipients

VII. Alumni Services and Outreach

This section provides an opportunity to explain the career services offerings provided to the law school's alumni.

Topics to cover include:

- * Counseling services and other resources, such as job postings available to alumni.
- * Reciprocity and alumni bulletin exchanges with other law schools. A few key figures may be included, with more extensive documentation included in the appendix.
- * A description of the career services staff's efforts to do outreach to alumni both locally and out of town.
- * A listing of attendance at alumni events, speeches to various alumni boards.
- * A description of support for the law school's alumni office.
- * Use of alumni as speakers, as mentors, and in mock interview programs.

■ Potential Appendices

- List of services and programs for alumni
- Copies of documents/handouts prepared specifically for alumni

VIII. Interdepartmental Relationships

The CSO may work closely with or be involved in any number of activities that are of an administrative nature or that play a role in the law school, university, or legal community as a whole. Some may be collaborative activities with other offices on campus. Use this section to highlight those interactions and collaborations. Such activities might include:

- * Assistance to the dean with accreditation reports
- * Budget development
- * Admissions outreach (e.g., meeting with prospective students, attending law school fairs)
- * Policy development/assistance with decision-making and reporting
- * Communications

- * Supervisory responsibilities
- * Serving as student liaison or ombudsperson
- * Professional development for faculty
- * Collaborating with campus or other professional school CSOs (e.g., MBA programs)
- * Working with bar associations
- * Debt management programming and advising (working with the financial aid office)

IX. Marketing and Outreach

Outreach to potential employers and students, the key clients for CSOs, is a critical task that deserves significant attention in the report. Most schools have formal or informal communication plans for these two important audiences and perhaps for others as well. The report should include an overview of new marketing and outreach efforts and a brief summary of continuing annual or seasonal outreach activities.

Employer Marketing and Outreach (External)

You might outline the nature of the mailing lists you maintain and mention how and when they are updated. You may also discuss your efforts to cultivate your most important employer contacts. Discuss the strategies and techniques the CSO uses to maintain relationships with current employers and develop relationships with new employers. You may also detail the CSO's outreach efforts to internal constituencies (e.g., faculty) and external organizations (e.g., bar associations). Discuss any marketing efforts on behalf of the law school (e.g., developing a brochure for prospective students) and any strategic marketing plans.

■ Potential Appendices

- List of employers visited by the career services staff in the past year. This list could be subdivided between visits to potential employers and visits to maintain good relationships with employers currently hiring the law school's students. For each employer visited, pertinent information includes contacts at the employer, the CSO staff members in attendance, other law school personnel in attendance (dean, faculty members, etc.), and the outcome from the meeting.
- List of employers contacted by the CSO by telephone, e-mail, or U.S. mail.

Student Marketing and Outreach

Discuss your communication plan with students, by class. Outline outreach to student organizations. Discuss how the CSO uses various media to connect with students, to inform them of programs and events, and to otherwise engage them in the career development process.

Consider categorizing outreach by type, such as electronic, print, flyers, internal calendars.

X. Budget

As appropriate for your intended audience, discuss budget expenditures, both historic and projected. You may use this section to describe the current status of the CSO budget or to propose new programs and services that may need additional resources.

XI. Strategic Goals/Challenges for the Year Ahead

The annual report not only affirms the office's successes but also can serve as a roadmap providing a high-level plan for the upcoming year and requesting resources, funding, and other items necessary for the office to meet its goals. The annual report can also be reflective — for example, providing explanations for tasks not completed, a realignment of goals, and a strategy for correcting shortfalls or for continuing successes during the next school year. Specific strategic goals may be included.

The use of the “SWOT” analysis model may be helpful in thinking about goals and objectives for the CSO as well as in thinking about factors affecting the CSO:

- * **S**trengths of the CSO, such as its staff, resources, and reputation
- * **W**eaknesses or internal challenges, such as time, budget, or staffing constraints
- * **O**pportunities that are external to the office, such as student demographics or qualifications;
- * **T**hreats or challenges that are external to the office, such as the economy, funding for the university as a whole.

The topics within this section may be broken into multiple sections or subdivided, depending on the amount of information. Specifically you may want to talk about:

- * **B**udget (inadequate or reduced) — Mention any items for which you can identify and justify a critical need and include the cost of the product or service.

- * Staffing — Throughout the report, you will have provided a significant amount of data to show the productivity of the staff. Mention new initiatives you would like to undertake and staffing requirements for them.
- * Challenges or Opportunities — Discuss changes in student demographics, reputation issues, market changes, and/or changes in employer base or hiring patterns.

Strategic goals may be immediate, such as within the next three to six months, as well as longer term, such as in the next year and beyond.

XII. What Our Customers Are Saying

This section can include findings from a “customer satisfaction/feedback” survey, if one has been done. Both quantitative results (e.g., “X percent of students completing our 60-second feedback form this past year reported that the CSO staff person they spoke with was either helpful or extremely helpful”) and a selection of qualitative results/comments from a longer career services assessment survey may be highlighted. The appendix may include a comprehensive set of findings.

Note that sample assessment surveys for CSOs are available on NALP's website. Click on *Resource Center > Toolkit for Career Services > CSO administration*.

Samples of Reports that Can Be Included as Appendices

The following are some examples of the kinds of detailed reports and information that can be included as an appendix (or appendices) to your annual report. They are referenced according to the section in which they appear in this outline.

Section IV. Student Services

Informational Programs Offered by the CSO during Academic Year xxxx-xx

| Program Name | When Offered | # Attending | Outside Speaker(s) | Cost |
|----------------------------|--------------|-------------|--------------------|------|
| Informational interviewing | | | | |
| Etc. | | | | |

Section V. Employment Services

On-Campus Interviews

We hosted ____ on-campus interviews this year. This represents a ____% increase (decrease) over last year's ____ on-campus interviews.

- ____ students submitted resumes (____ last year)
- ____ students were interviewed (____ last year)
- ____ first interviews were extended to ____ students (____ to ____ last year)
- ____ second interviews are known to have occurred for ____ (school name) students (____ to ____ last year)
- ____ offers were made by employers who came on campus to interview to ____ students (____ offers to ____ students last year)

The following employers scheduled on-campus interviews:

Fall 200_

- 6. ABC firm
- 7. CDE firm
- 8. _____
- 9. _____

Comparison Chart: Number of On-Campus Interviews

| On-Campus Interviews | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2005-06 | Etc. |
|----------------------|---------|---------|---------|---------|---------|------|
| Fall | | | | | | |
| Spring | | | | | | |

Section VI. Employment Outcomes

Employment Report — Class of 200X

(Note: Information can also be presented as graphs; information for prior year(s) may be included if desired or appropriate). The figures below show the employment statistics for the Class of 200X based on data gathered **six to nine** months after graduation.

| | Class of 200X | National Average |
|--|---------------|------------------|
| Number of Graduates | _____ | |
| Number of Graduates with Job Status Known | _____ | |
| Employed | _____ (____%) | |
| Full-time Degree Student | _____ (____%) | |
| Unemployed/Seeking | _____ (____%) | |
| Unemployed/Not Seeking | _____ (____%) | |
| Average Starting Salary for Employed Graduates | \$X0,000 | |

Type of Employment and Average and Median Starting Salaries

| Area of Practice | Law School Graduates Employed — # and % | % National Graduates Employed | Law School Starting Salary Average/ Median | Range of Salaries Reported | National Starting Salary Average/ Median |
|-------------------------|---|-------------------------------|--|----------------------------|--|
| Total Employed | | | | | |
| Private Practice | | | | | |
| Business/Industry | | | | | |
| Government — Total | | | | | |
| Military | | | | | |
| Administrative agencies | | | | | |
| Judicial Clerkship | | | | | |
| Public Interest | | | | | |
| Academic | | | | | |

Note: NALP's annual *Jobs & JD's* report includes a table that lists salaries by characteristics of graduates' law schools (e.g., private or state-supported, public or private employment orientation, small or large firm orientation, regional location). When providing data on salaries, it may help your dean and others understand your school's position within the market if you provide comparison data from this table rather than supplying only national benchmarks.

Private Practice

| Size of Firm | Law School Graduates Employed — # and % | % National Graduates Employed | Law School Starting Salary Average/ Median | Range of Salaries Reported | National Starting Salary Average/ Median |
|---------------------------------|---|-------------------------------|--|----------------------------|--|
| Private Practice — Total | | | | | |
| Self-employed | | | | | |
| 2-10 Lawyers | | | | | |
| 11-25 Lawyers | | | | | |
| 26-50 Lawyers | | | | | |
| 51-100 Lawyers | | | | | |
| 101-250 Lawyers | | | | | |
| 251-500 Lawyers | | | | | |
| 501+ Lawyers | | | | | |
| Unknown Size | | | | | |

Geographic Location for All Employed Graduates — Class of 200X

| | |
|---------|---|
| _____ % | New England (CT, ME, MA, NH, RI, VT) |
| _____ % | Mid Atlantic (NJ, NY, PA) |
| _____ % | East North Central (IL, IN, MI, OH, WI) |
| _____ % | West North Central (IA, KS, MN, MO, NE, ND, SD) |
| _____ % | South Atlantic (DE, DC, FL, GA, MD, NC, SC, VA, WV) |
| _____ % | East South Central (AL, KY, MS, TN) |
| _____ % | West South Central (AR, LA, OK, TX) |
| _____ % | Mountain (AZ, CO, ID, MT, NV, NM, UT, WY) |
| _____ % | Pacific (AK, CA, HI, OR, WA) |

First-Year Summer Activity — Class of 200X

(additional prior years can be included as desired and information is available)

| Employer/activity | # of Students | % of Students |
|--------------------------|---------------|---------------|
| Business & industry | | |
| Judicial externships | | |
| Large firms (101+) | | |
| Small/mid-sized firms | | |
| Professor/library | | |
| Public Interest | | |
| Study abroad | | |
| Total students reporting | | |
| Approximate class size | | |

Note: Figures are based on self reporting by students; not all provided information.

First-Year Summer Activity — Class of 200X

(additional prior years can be included as desired and information is available)

| Location | # of Students |
|--------------------------|----------------------|
| City 1 | |
| City 2 | |
| City 3 | |
| Other in-state locations | |
| Out-of state | |
| Other locations | |

Note: Figures are based on self reporting by students; not all provided information.

First-Year Summer Employment — Class of 200X

(additional prior years can be included as desired and information is available)

| Salary Information | # and % of Students |
|---------------------------|----------------------------|
| Paid | |
| Unpaid | |

Second-Year Summer Activity — Class of 200X

(additional prior years can be included as desired and information is available)

| Employer/activity | # of Students | % of Students |
|--------------------------|---------------|---------------|
| Business & industry | | |
| Judicial externships | | |
| Large firms (101+) | | |
| Small/mid-sized firms | | |
| Professor/library | | |
| Public Interest | | |
| Study abroad | | |
| Total students reporting | | |
| Approximate class size | | |

Note: Figures are based on self reporting by students; not all provided information.

Second-Year Summer Activity — Class of 200X

(additional prior years can be included as desired and information is available)

| Location | # of Students |
|--------------------------|---------------|
| City 1 | |
| City 2 | |
| City 3 | |
| Other in-state locations | |
| Out-of state | |
| Other locations | |

Note: Figures are based on self reporting by students; not all provided information.

Second-Year Summer Employment — Class of 200X

(additional prior years can be included as desired and information is available)

| Salary Information | # and % of Students |
|---------------------------|----------------------------|
| Paid | |
| Unpaid | |

School-Year Employment During Academic Year 20XX-20XX

| Employer/activity | # of Students |
|------------------------------|----------------------|
| Law clerk in firm | |
| Law clerk for other employer | |
| Library/professor | |
| Extern/unpaid | |

Section VII. Alumni Services and Outreach

Include an example of web page for alumni.

Include examples of resource flyers or other resources for alumni.

Section XII. What Our Customers Are Saying

Include findings from assessment surveys.