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Diversity Pipeline Programs in Legal Education: Context, Research, and a Path Forward

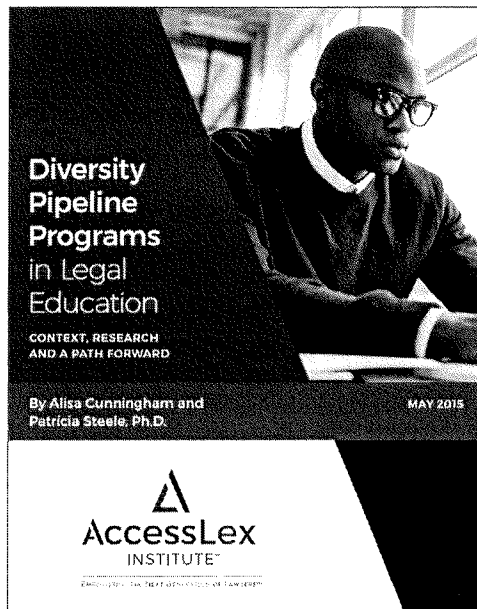
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How do we increase diversity in law schools? The research herein highlights the issue of diversity in legal education, provides an overview of the diversity pipeline, explores programs that seek to improve the pipeline and provides several recommendations for leaders and supporters of diversity pipeline programs.

By Alisa Cunningham and Patricia Steele, Ph.D.

May 2015

Executive Summary

As the racial and ethnic diversity of the United States continues to grow, it is increasingly important that comparable cultural diversity grows in the legal profession. Diversity in the legal field is central to ensuring public confidence in the legal system and provides society with a sense of fairness in the judicial system. The benefits of diverse leadership are numerous, particularly as the U.S. engages with a global, multicultural marketplace. To address gaps in the educational pipeline to the legal profession, many diversity pipeline programs have emerged to inspire interest, engagement, and success in degree programs in law. The goal of this report is to identify some of the key factors that are associated with successful diversity programs based on a scan of the literature, both within and outside of law school pipeline programs.

Understanding the Education Pipeline to Law School and Beyond

The pathway to law school shows students from racial/ethnic minority backgrounds missing opportunities to advance through the education pipeline beginning with early education, through high school, in the immediate transition to college, and culminating with students' experiences with law school success and passing the bar. While the last 30 years have yielded substantial increases in the number of minorities enrolling in law school, as well as the total number of Juris Doctor (J.D.) degrees in the United States, there are still significant gaps for underrepresented minority groups compared to their peers. Significant gaps in the pipeline to the legal field occur early on in the pipeline, but the challenges continue into law school and beyond.

Foundation of Diversity Pipelines: Primary and Secondary Education

- Gaps among students from different racial/ethnic groups start before and during elementary school, continuing on to high school, in subject areas particularly relevant to law, such as reading and writing, history, and civics. Although these gaps are due to a host of factors, from parents' educational levels to poverty, the gaps reflect the fact that many minority students may start with less knowledge of core subject areas.
- These differences lead to the first major distinction between groups: high school graduation rates are much lower for underrepresented minority students compared to White and Asian students.

Transition into Postsecondary Education

- Racial/ethnic disparities in educational attainment persist into college. During the transition from high school to college, minorities are less likely to enroll immediately following high school graduation compared with their White and Asian peers. This is significant, because delaying college enrollment is associated with lower persistence toward a degree.
- Despite the disparities in immediate college enrollment, over the last few decades, there have been increases in the number of minorities enrolling in college; this has resulted in a greater proportion of minorities in the total undergraduate population.

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However, underrepresented minority students are less likely to graduate with a Bachelor's degree within four years, which delays possible enrollment in graduate education. White and Asian/Pacific Islander students are more likely than Black and Hispanic students to graduate within four years; extending the time period to six years narrows the gap, but does not eliminate it.

- Overall, fewer minorities age 25 and older have received a Bachelor's degree compared to their White peers.

Transition to and Enrollment in Law School

- As students approach law school, the pipeline continues to narrow. Applications to law school by most minority groups have decreased in recent years as part of a broader trend of falling law school applications. Although the percentage of applicants who are admitted to law school has increased for all racial/ethnic groups, it remains much lower for underrepresented minorities.
- In recent years, law schools have become increasingly concerned about declining enrollments after many years of growth. One positive long-term trend suggests that the number of minorities in law school have increased substantially over a 30-year period, with roughly three times the original number of students enrolling.
- The proportion of minorities in the total J.D. population has also steadily increased during the same time period, from 9 percent of all J.D. students to 27 percent of students. Although this is positive news, there are recent hints that minority enrollment might be slipping. While total minority enrollment in 2013-2014 decreased only slightly from the previous year—within the context of a larger overall decline in J.D. enrollment—the enrollment of first-year minority students decreased over the past three years.
- These trends in enrollment varied among racial/ethnic groups over the most recent decade. Between 2002-2003 and 2013-2014, total minority enrollment increased by 27 percent.

Graduation and Bar Passage Rates

- Efforts to retain minority students may be having an impact. More J.D. degrees are being awarded to minority students than ever before; 11,951 in 2012-2013, a significant increase from only 3,169 in 1983-1984. Similarly, the proportion of all J.D. degrees awarded to minorities increased over that period from 9 percent to 25 percent.
- Overall, however, degrees are still disproportionately awarded to White students. White graduates comprise 69 percent of all professional degrees conferred in 2011-2012, followed by 13 percent for Asian/ Pacific Islanders, 7 percent for Blacks, and 6 percent for Hispanics. Comparing professional fields, there is a smaller proportion of degrees conferred to minorities in law compared to other fields, such as medicine and dentistry. However, this is in part due to higher proportions of Asian/Pacific Islanders in the medical and dental fields; the proportion of degrees awarded to Black and Hispanic students is similar across professions.
- Bar passage rates may be lower among underrepresented minority graduates than those of their White and Asian counterpart

Solution to the Problem: Addressing the Pipeline - Overview of 261 Selected Diversity Pipeline Programs

To address leakages in the education pipeline, many programs have been developed to support students at critical junctures along the pipeline. These diversity-focused pipeline programs have different sponsors, such as law schools, bar associations, law firms, and colleges; and they serve a variety of populations, including disadvantaged students, as well as specific minority groups. These programs offer a wide range of program activities, including mentoring, skills development, advising, and bar preparation. For this analysis, the authors explored 261 distinct pipeline programs. The analysis identified the following common characteristics of existing legal education diversity pipeline programs:

- 1. Broadly Focused Approach:** The vast majority of the 261 diversity pipeline programs reviewed are mostly national in their focus, and are seeking to serve any and all minority students; few had a specialized focus on individual racial/ethnic minority groups or underrepresented minority groups generally.
- 2. Narrow Pipeline Emphasis:** Most of the diversity pipeline programs reviewed are working in one part of the education pipeline (although some may have formalized partnerships with other organizations in different levels of the education pipeline): 36 percent of the programs are serving students in high school only, 27.2 percent are working in law schools exclusively, and 17.2 percent are reaching out to students in four-year colleges. Less than 15 percent of all programs are doing any work in early interventions.
- 3. Low Program Intensity:** Diversity pipeline programs are providing an array of services, ranging from less intensive to more intensive. Among the 261 analyzed, two-thirds are mainly providing low-intensity law school and career information services through career events or law days. Many programs are offering more intensive services beyond just information, such as mentoring, year-round courses, internships, study skills, tutoring, or other academic supports.
- 4. Lacking Solid Evidence:** Few diversity pipeline programs have been evaluated, and if they have, the findings and best practices are not widely shared.

Recommendations for Leaders and Supporters of Diversity Pipeline Programs

Focus on early and rigorous interventions. Many of the differences in education outcomes begin at a very early age. Therefore it is important to focus efforts on improving educational outcomes on programs in primary and secondary education settings. While all diversity pipeline efforts may not serve students during these foundational ages, partnerships with local schools could be created to enhance programs primarily serving college students, law students, and beyond. Participants could benefit from engagement with primary and secondary school students, and students could benefit from mentoring relationships with adults. Early pipeline programs must provide academically rigorous content, engaging students in coursework that will significantly improve skills such as writing, reading, critical thinking, and civic understanding and engagement. Within these programs, activities must seek to build student interest and motivation by providing wide recognition of students' success.

Develop strong mentor connections throughout programs. Relationships are a critical component of successful outcomes for program participants. The opportunity to be mentored by an adult with knowledge and experience in the legal field or legal coursework is a key ingredient to successful programming and it can have positive benefits for both students and mentors. Student relationships through formal mentoring make a difference in progress through the education pipeline.

Establish formalized partnerships across pipeline programs. It is important to establish working partnerships through formal agreements between pipeline programs and other entities, such as law firms, institutions, legal organizations, and other community-based programs. These kinds of

partnerships can be a source for obtaining funding support, mentors, meeting space, volunteer staff, and other resources. There are many examples of this kind of partnership in the existing pipeline programs, and these collaborations can contribute to long-term stability and resources for program sustainability.

Establish partnerships vertically among different segments of the education pipeline. Creating formalized, cross-pipeline partnerships from one level of the education pipeline to the next will help strengthen connections that may yield better transitions for students from one level to the next, and help program staff better understand what students need to be prepared for the next step.

Rigorously evaluate diversity pipeline programs. Most diversity pipeline programs are not evaluated beyond participation counts. Expanding the investment in evaluations of diversity pipeline programs should be a significant priority. New and well-established programs should begin documenting activities, noting the specifics of their program models, and theorizing on the outcomes that they intend to impact with those activities. This kind of documentation should be followed by analysis of program outcomes through the gathering of both quantitative and qualitative data, ideally by someone external to the program. Evaluation of programs should be used internally for planning and strategizing program improvements and shared externally where appropriate to expand opportunities for collaborative learning on best practices.

Require and support evaluation of diversity programs. Organizations, funders, institutions, and businesses seeking to support diversity pipeline programs should encourage the use of evaluation by requiring evaluation and offering resources to support it.

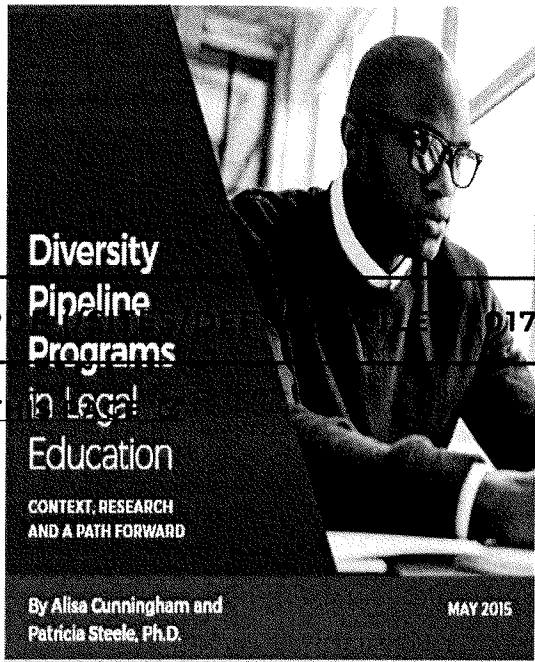
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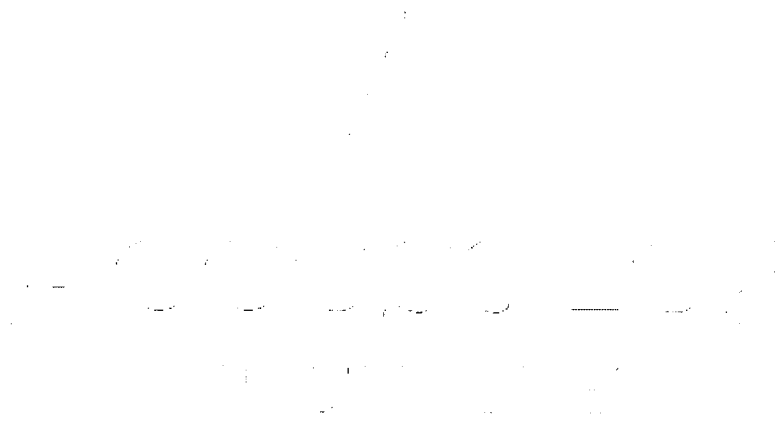
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<https://cleoinc.org/>

Diverse Attorney Pipeline Program

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Just the Beginning-A Pipeline Organization

<http://jtb.org/>

Legal Prep Academy Charter High School

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Minority Legal Education Resources, Inc.

<http://mler.org/>

LSAC Diversity in Law School

<https://www.lsac.org/discover-law/diversity-law-school>

United States Hispanic Leadership Institute <https://www.ushli.org>



LAW SCHOOL **APPLICANT** STUDY

December 2012

Law School Admission Council

LSAC's Services and Programs Committee approved, planned, and reviewed this study for the benefit of member law schools. Kim Dustman of LSAC's Social Science Research Group contributed substantially to the data management and analysis process.

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This study is published and distributed by LSAC.

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Purpose of the Study

This study is a replication of a study that was originally conducted in 1998 and repeated in 2005. The purpose of the original survey was to learn what matters to applicants in deciding where to apply to law school and where to enroll. However, because communication technology and social networks have altered options for law school applicants since 2005, current issues and possibilities were incorporated into that survey to create a new survey.

Overview of the Survey

Applicants to law school were surveyed about their activities prior to and in the process of applying to law school. If they were accepted to at least two law schools, they were surveyed again about where they decided to enroll. The work was conducted in two phases: Phase I is a survey of a sample of 10,000 law school applicants for entry in fall 2012. Phase II is a follow-up with a subset of the initial survey respondents who had been accepted by at least two law schools.

Methodology

Phase I

Sample

A sample of 10,000 law school applicants who applied to law school for admission in fall 2012 were randomly selected to be contacted for Phase I.

Data Collection

The first communication with applicants was a notification postcard alerting them that LSAC would be e-mailing an invitation to participate in an online survey and offering participants an opportunity to have their name entered in a lottery to win an Apple iPad. The postcard also requested that they include the survey's LSAC e-mail address in their list of "safe" contacts. One week later, an e-mail was sent inviting them to participate in the survey, with a link to the online survey. A second e-mail was sent one week later to nonrespondents, and a reminder e-mail was sent to participants who had only partially completed the survey.

Paper surveys were sent to nonrespondents approximately one month after the initial e-mail invitation. The cover letter on the paper survey included information about how to access the online survey. Three separate reminder postcards were sent to nonrespondents at one-week intervals. The field period ran from February 29, 2012, to June 8, 2012. The following table outlines Phase I responses gathered using each method—online and paper.

Completion Method	Number of Returned Surveys	Response Rate Based on Total Initial Sample
Online	1,928	19.3%
Paper	704	7.0%
Total	2,632	26.3%

Phase II

Sample

Following Phase I, 856 respondents who had committed to a law school and had given their permission to be recontacted were invited to participate in Phase II. Respondents were screened to select only those who had been accepted by more than one school. Of the 856 respondents who agreed to be contacted, were admitted to more than one school, and were available, 357 completed the Phase II survey.

Data Collection

Eligible, admitted applicants were contacted to complete the Phase II telephone interview. The field period ran from April 1, 2012, to June 8, 2012.

	Agreed to be Contacted (n = 856)	Completed Interviews (n = 357)
Response Rate Based on Phase I (n = 2,632)	32.5%	13.6%
Response Rate Based on Initial Sample (n = 10,000)	8.6%	3.6%

Limitations and Potential Sources of Error

Like all survey research, this study is not without potential sources of error based on many factors. Some of these factors are listed below as a caveat to those using these results to inform their decision-making process. Issues with sampling, response rates, and survey timing are all concerns that may affect the reliability of conclusions that can be drawn from these results.

Sampling Results and Sample Sizes

In this study, a positive design feature is that the original sample was randomly selected. Subsequent to the initial sampling, however, both Phase I and Phase II respondents were self-selected samples. Scientifically speaking, these samples could be different in some systematic way from a totally random sample. Therefore, conclusions from this study should not be given the same weight as results obtained from a random sample design.

In addition, the response rate or sample size for Phase II respondents is relatively small at only 13.6% of the Phase I respondents. This issue is particularly problematic for subgroup analyses. Where possible, we removed outcomes with small cell sizes or where the results would be potentially misleading. Sampling results and sample-size issues in this study limit the generalizability of these results.

Lastly, what is presented here is purely descriptive in nature. We did not conduct significance tests on differences between subgroups because the data violate the assumptions underlying statistical inference; participants were self-selected (as opposed to randomly assigned), the data were not normally distributed, and in many instances, sample sizes were small. Consequently, inferences about the legitimacy of apparent differences between groups should not be made.

Survey Timing

The timing design of this study may also detract from its validity. Many respondents were surveyed for Phase I and then surveyed again with similar or the same questions only one month later. Presumably, more time between application and admission phases would help the respondents to form Phase II opinions that are independent from Phase I opinions. With only a small period of time between phases, a number of Phase II respondents directly asked why we were surveying them using the same questions that they recently answered in Phase I. This timing issue is one possible explanation for the low response rate—overburdening the respondents, particularly given the large number of surveys that websites and research companies have been pushing this year.

Phase I: Factors Influencing Application Choices

Part A of this report examines the factors that influence an applicant to apply to particular law schools:

- What factors are most important?
- What are applicants looking for in a law school?
- What influenced applicants the most and the least?

These findings can assist law schools in creating strategies for pre-admission recruitment programs. Appendix A contains a copy of the questionnaire.

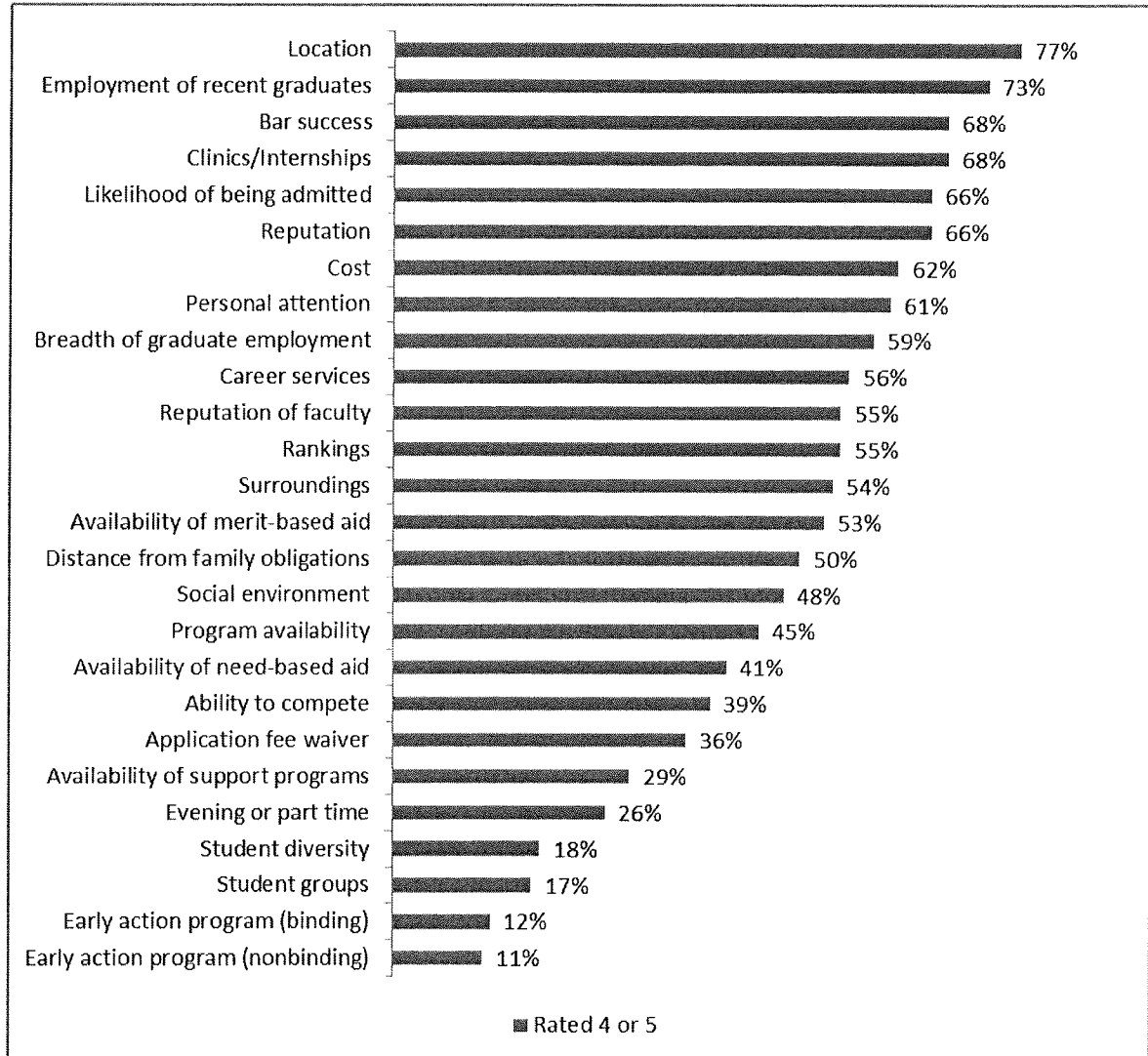
Subgroup analyses: Each chapter of this report contains a “Subgroup Differences” section that analyzes differences among:

- Race
- Age (22 and under, 23–26, and 27 or older)
- Gender
- Highly qualified applicants (LSAT = 155+ and UGPA = 3.2+)
- Those attending public versus private school
- Those attending full time versus part time
- Those citing financial aid as a factor

Chapter 1: Factors Considered Important by Applicants

Applicants were asked to rate 23 factors on a 1 to 5 scale, where 1 is "not at all important," 3 is "somewhat important," and 5 is "extremely important" in choosing law schools to which they would apply.

Figure 1.1 Percentage of respondents rating 4 or 5 for each factor related to importance

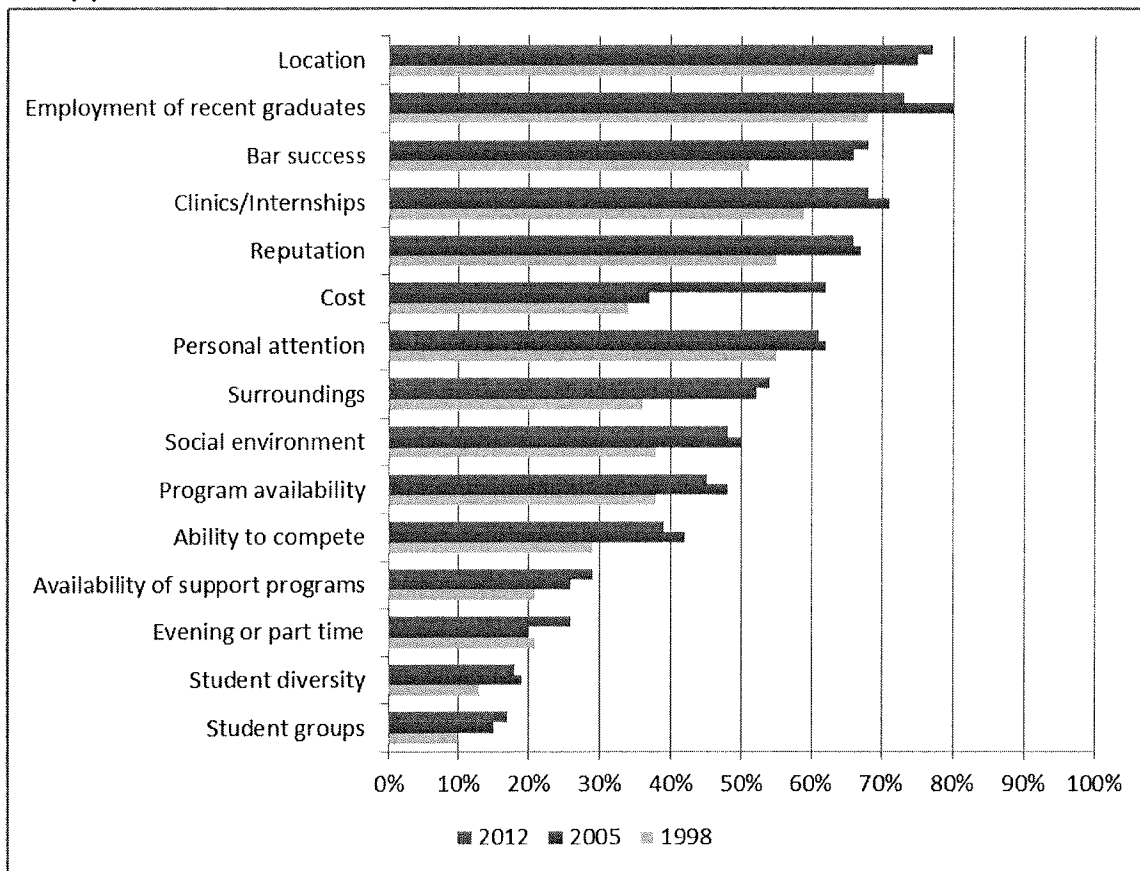


Factors most often reported to be important were:

- **Employment:** Employment of recent graduates (73%), breadth of graduate employment (59%), and career services (56%)
- **Academic quality:** Bar success (68%), reputation (66%), rankings (55%), and reputation of faculty (55%)
- **Location:** Location (77%), surroundings (54%), and distance from family obligations (50%)
- **Program and faculty availability:** Clinics/internships (68%), personal attention to students (61%), and program availability (45%)
- **Financial factors:** Cost (62%), availability of merit-based aid (53%), and availability of need-based aid (41%)
- **Personal factors:** Likelihood of being admitted (66%), social environment (48%), and the applicant's ability to compete on an equal footing with most students, which will be referred to in this study as ability to compete (39%)

Differences in Factors Considered Important Since 1998

Figure 1.2 Percentage of applicants rating factor as “very important” or “extremely important” by survey year

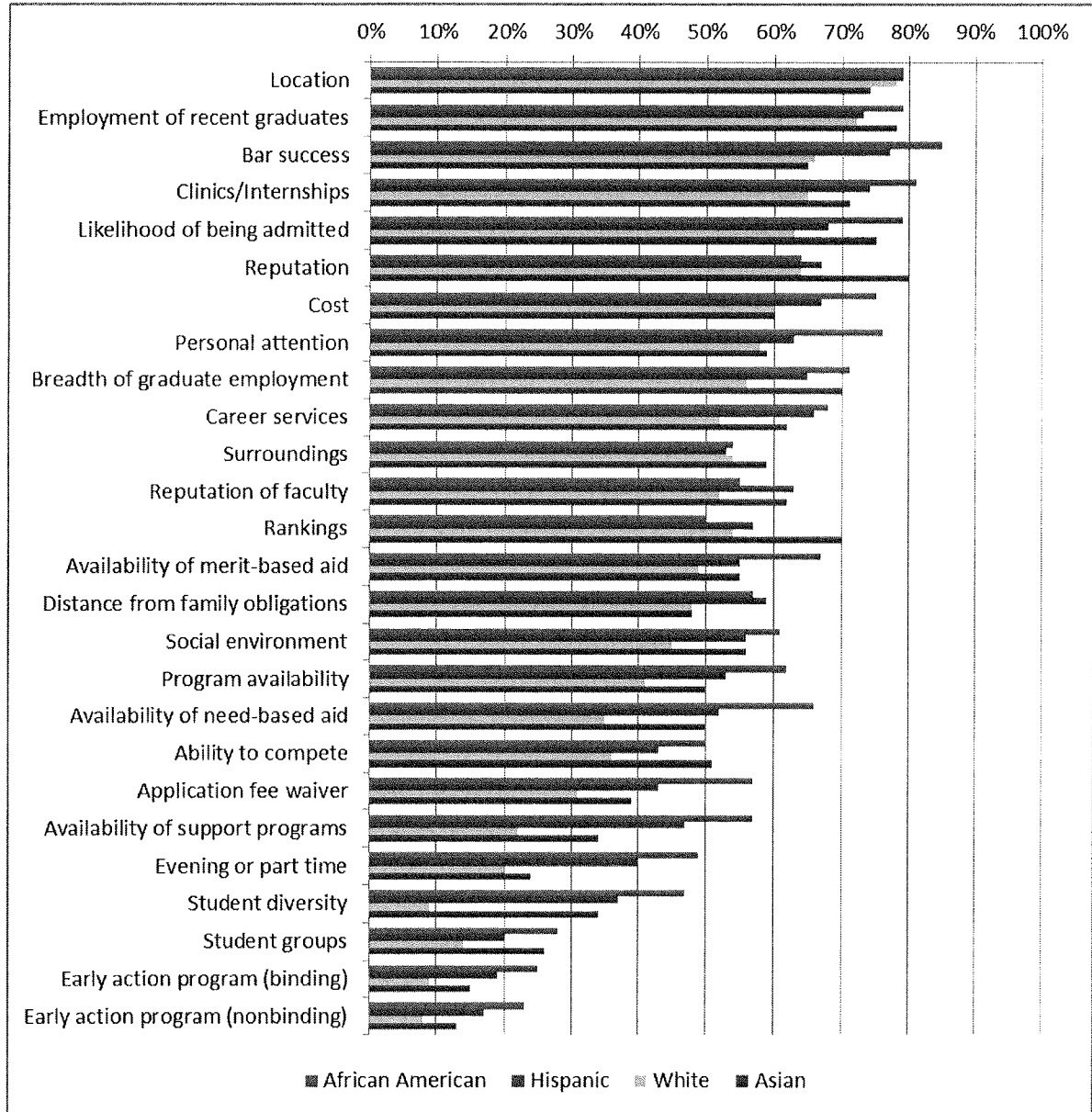


Generally, most factors that were rated as important in previous years were rated as important by applicants in 2012. Cost of attendance, however, appears to have become substantially more important in 2012.

Subgroup Differences

Racial/Ethnic Subgroups

Figure 1.3 Percentage of applicants rating factor as “very important” or “extremely important” by race/ethnicity



Generally speaking, most factors were rated as very important (4) or extremely important (5) by the majority of at least one racial/ethnic subgroup. As Figure 1.3 shows, African American applicants were generally more likely to rate all factors as important. Compared to White applicants, the largest differences appear for the following factors:

- Bar success
- Likelihood of being admitted
- Cost
- Personal attention
- Program availability
- Availability of need-based aid
- Application fee waivers
- Availability of support programs
- Evening or part-time programs
- Student diversity

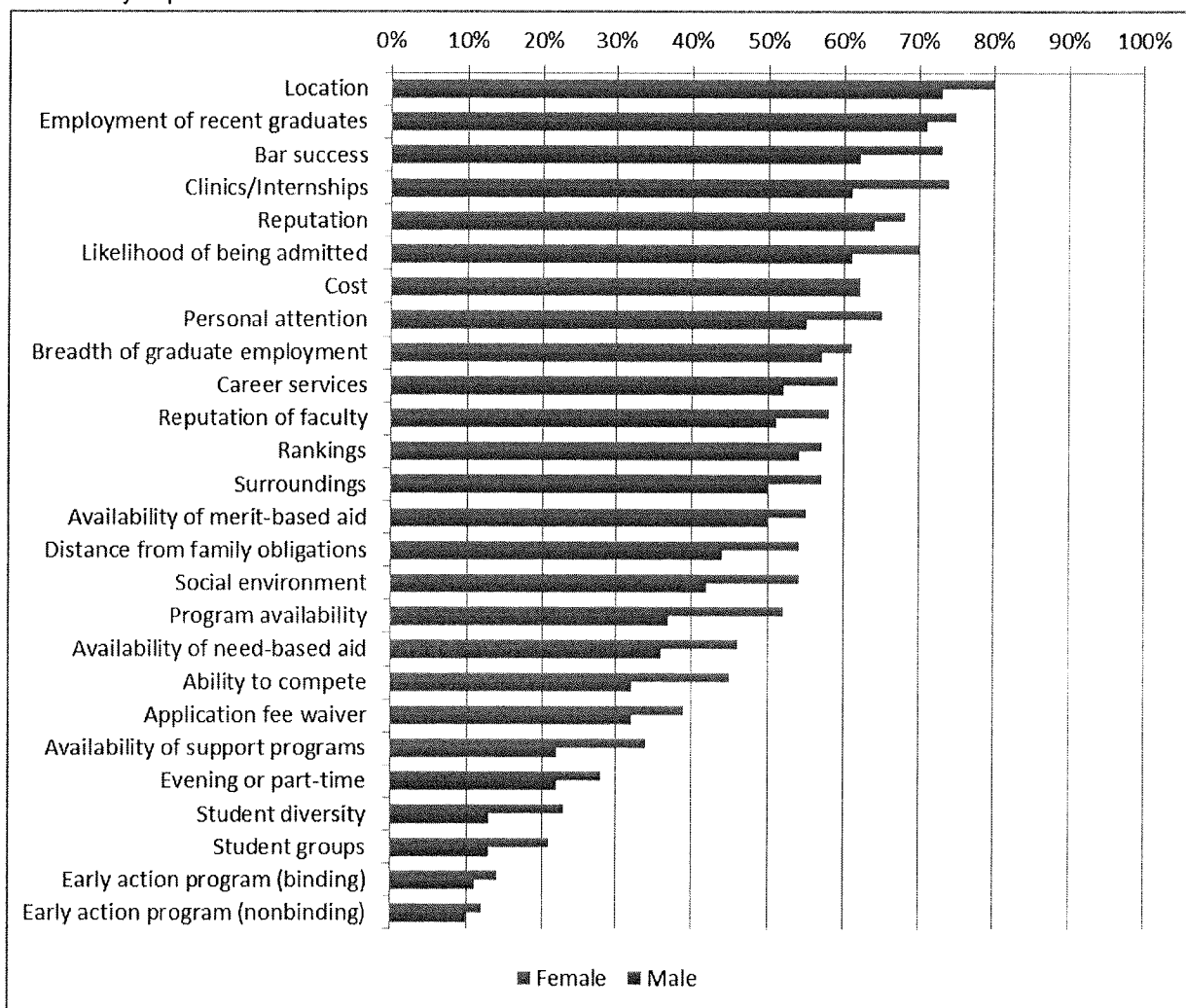
Hispanic applicants were more likely than White applicants to rate the following factors as important:

- Bar success
- Career services
- Availability of need-based aid
- Availability of support programs
- Evening or part-time programs
- Student diversity

Asian applicants were more likely than White applicants to rate the following factors as very important:

- Reputation
- Breadth of graduate employment
- Rankings
- Availability of need-based aid
- Ability to compete
- Student diversity

Figure 1.4 Percentage of applicants, by gender, who rated factor as “very important” or “extremely important”



Female applicants were more likely than male applicants to give high importance ratings to all factors except cost. The largest differences in importance ratings were for:

- Bar success
- Clinics/internships
- Personal attention
- Distance from family obligations
- Social environment
- Program availability

Other Subgroups

Day vs. Evening and Full Time vs. Part Time: Applicants who planned to attend full-time and day programs were more likely to rate the following factors as very important:

- Social environment
- Surroundings
- Employment of recent graduates
- Clinics/internships
- Rankings

In comparison, applicants who planned to attend evening and part-time programs were more likely to rate location, distance from family obligations, and availability of support programs as very important.

Age: Younger applicants (22 and under) were more likely than applicants 27 and older to indicate that reputation, surroundings, employment of recent graduates, and rankings were very important. Older applicants (27 and over) were more likely to rate distance from family obligations and evening or part-time programs as very important.

Merit Scholarships and Need-Based Aid: Applicants who indicated that availability of merit-based aid and availability of need-based aid were significant factors in their decision to attend law school also indicated that cost, breadth of graduate employment, and availability of application fee waivers were important.

Public vs. Private: Applicants who matriculated at public law schools were more likely to rate cost as very important.

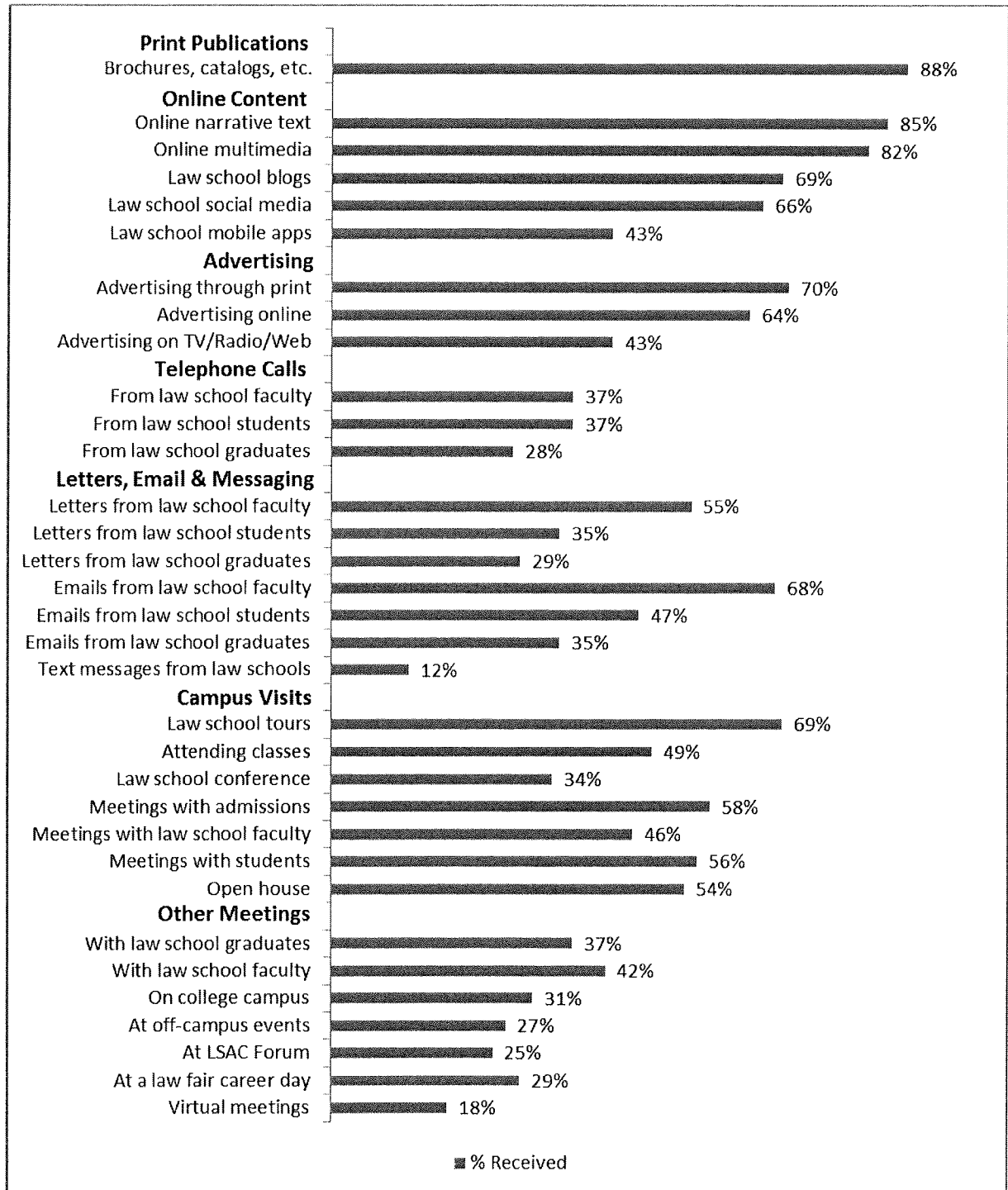
Highly Qualified: Applicants with LSAT scores of 155 or above and UGPAs at or above 3.2 were more likely to rate reputation and rankings as very important and *less likely* to rate the following factors as very important:

- Distance from family obligations
- Ability to compete
- Availability of support programs
- Bar success
- Personal attention
- Likelihood of being admitted
- Availability of need-based aid

A detailed breakdown of these results can be found in Appendix A.

Chapter 2: Exposure, Influence, and Persuasiveness of Information From Law Schools

Figure 2.1 Exposure: What do applicants see?



Nearly all law school applicants were exposed to printed law school brochures, catalogs, and viewbooks (88%), online narrative text (85%), and online multimedia (82%). At least two-thirds of respondents were

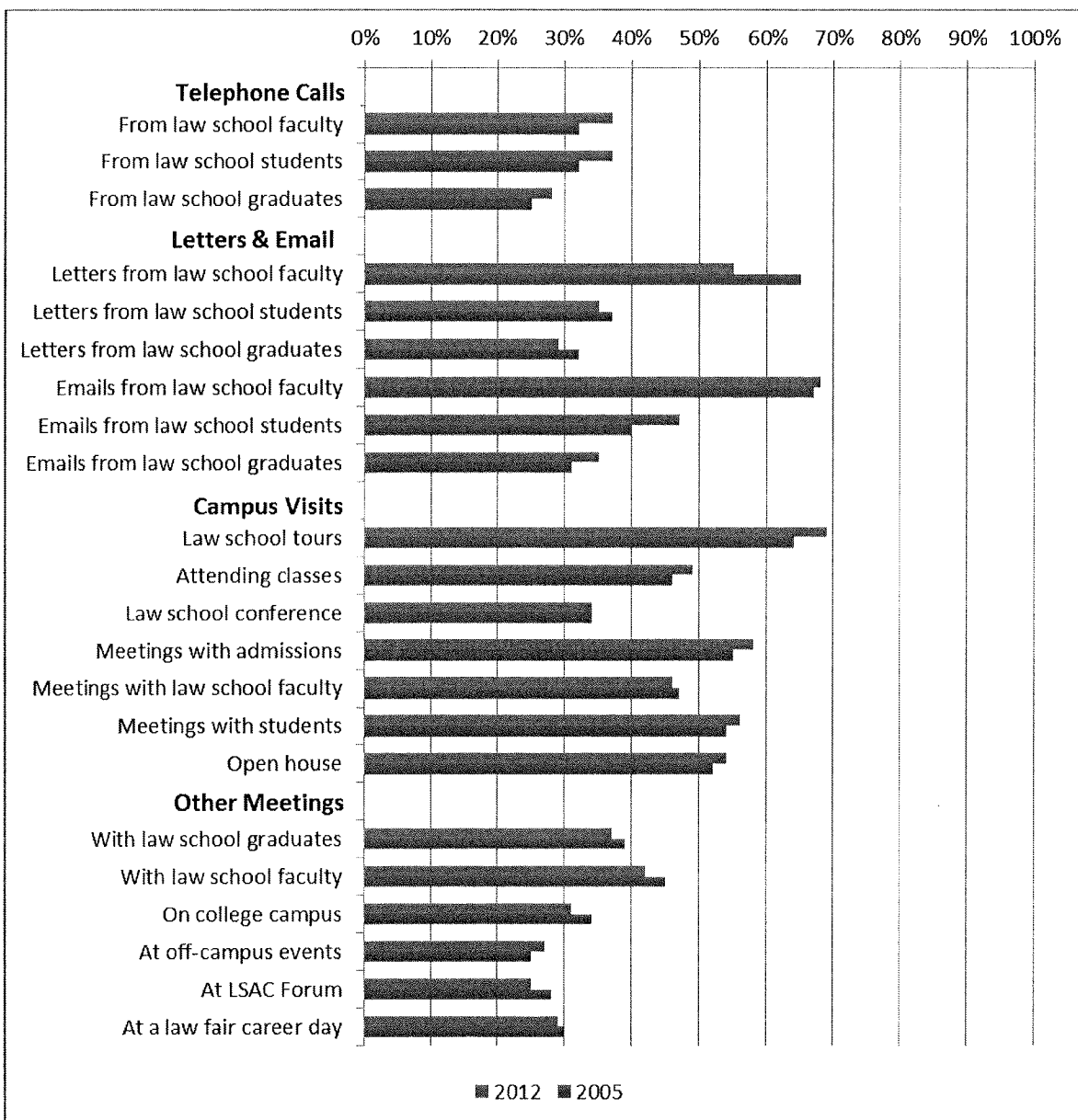
exposed to print advertising (70%), law school blogs (69%), law school tours (69%), e-mails from law school faculty (68%), and law school social media (66%).

Differences in Exposure to Information From Law Schools Since 1998

As was true in 2005 and 1998, the highest rates of exposure in 2012 are for print publications (brochures, catalogs, etc.). Although the 2012 survey contains a much expanded list of online content, the current survey shows a similar pattern of exposure to 2005 for other sources of information. In 2012, online narrative text and multimedia received the next highest exposure rates (after print publications). In 2005, the second highest exposure rate was for law school websites. The 2012 survey results also show similar patterns to 2005 for letters and e-mails from law school faculty and for law school tours, as shown in the figure below.

We did not include 1998 results in Figure 2.2 because that survey only included a portion of these questions.

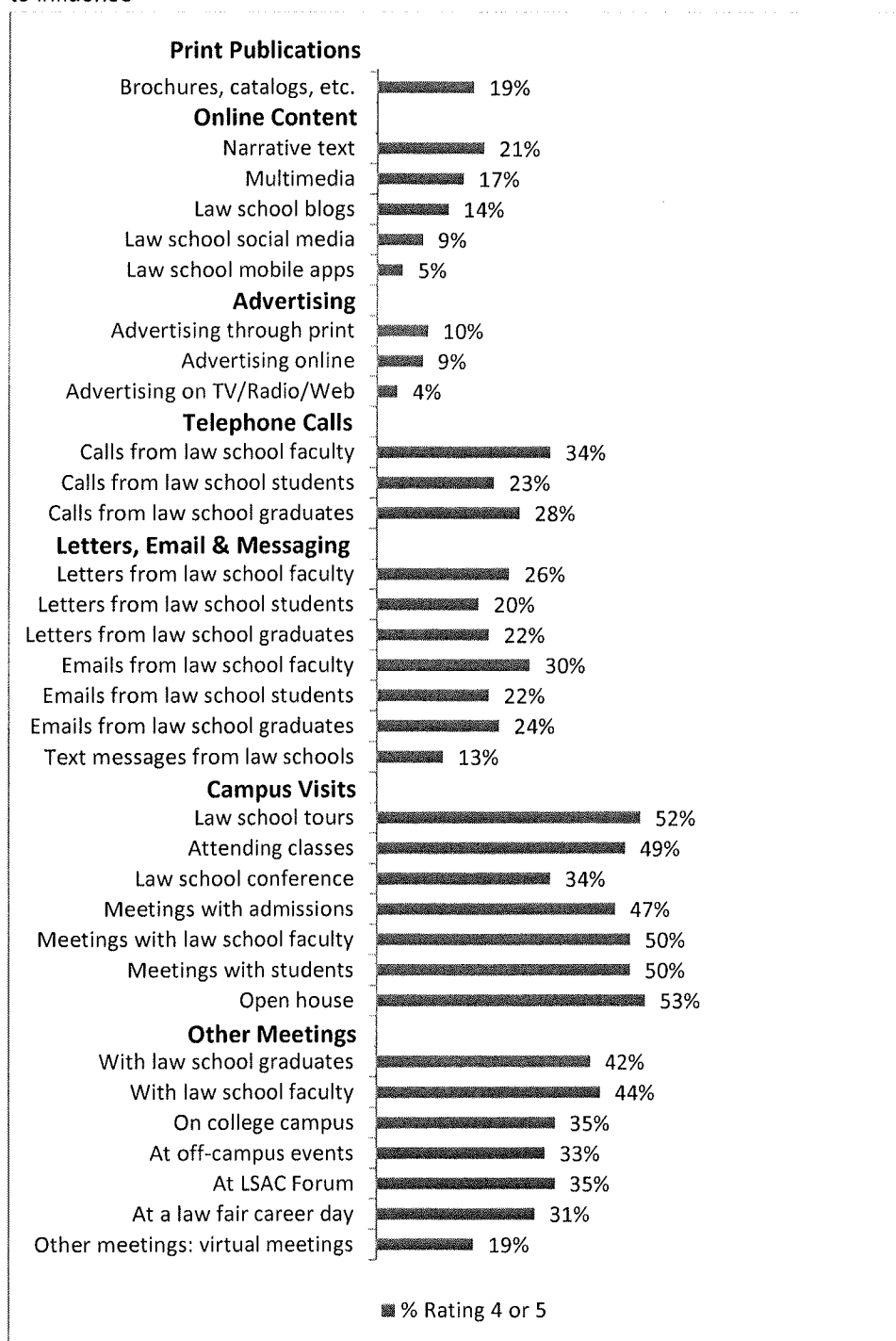
Figure 2.2 Differences in exposure to information from law schools by survey year



Influence of Information Provided by Law Schools

Applicants were asked to rate how much influence various kinds of information had on their decisions about the law schools to which they applied. The rating scale was from 1 to 5, where 1 was "little or no influence" and 5 was "strong influence."

Figure 2.3 Percentage of respondents rating 4 or 5 for each factor related to influence

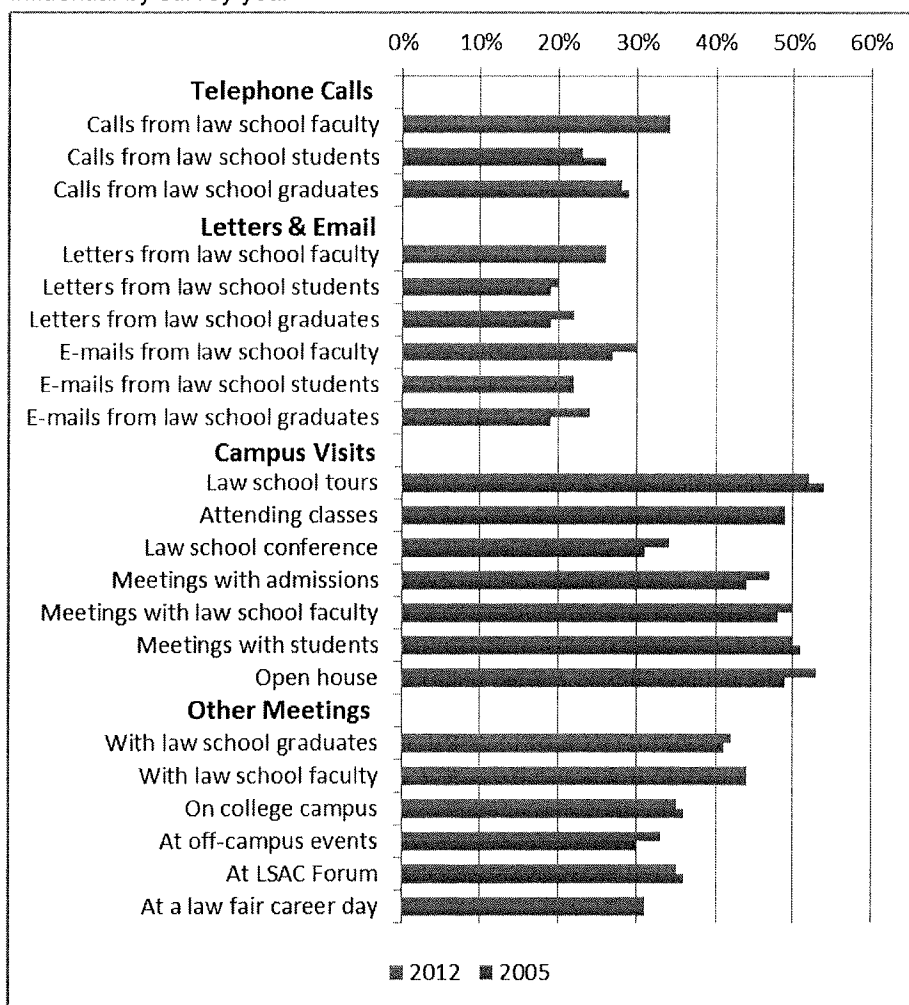


As Figure 2.3 shows, factors that were most often rated as influential (4) or strongly influential (5) were various types of campus visits.

Differences in the Influence of Information From Law Schools Since 1998

Patterns of ratings for the influence of specific types of information are similar across the three years surveyed—with the exception of online content, which (as noted earlier) was an expanded category in 2012 and was less popular in 1998. In all three years, the factors most likely to be rated as influential (4) or strongly influential (5) were various types of campus visits. We did not include 1998 in Figure 2.4 because that survey only included a portion of these questions.

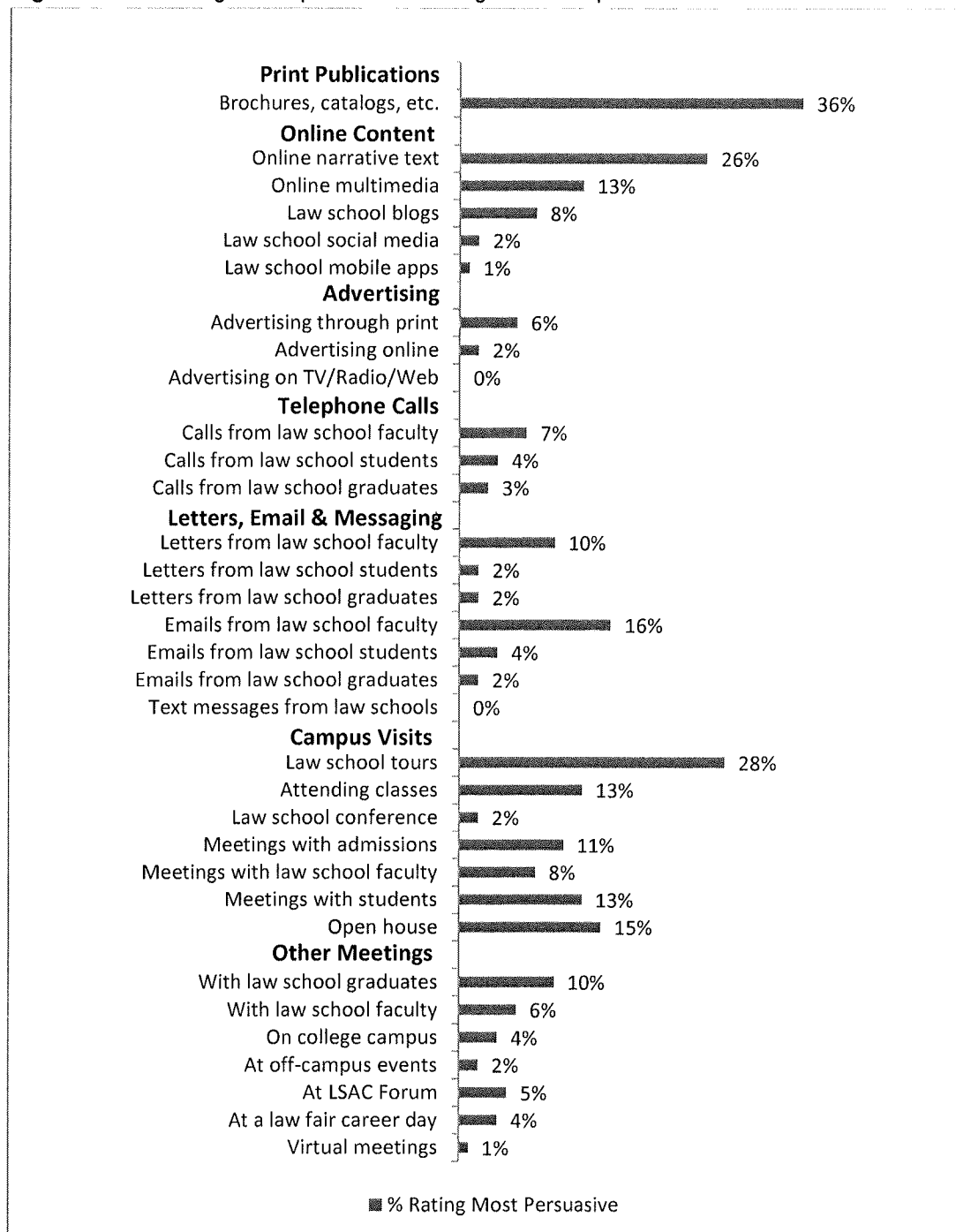
Figure 2.4 Percentage of applicants rating factors as influential or strongly influential by survey year



Most Persuasive Information Provided by Law Schools¹

Applicants were asked to select up to three factors that most persuaded them to apply to specific law schools. The most frequently cited factors were print publications, law school tours, and online narrative text.

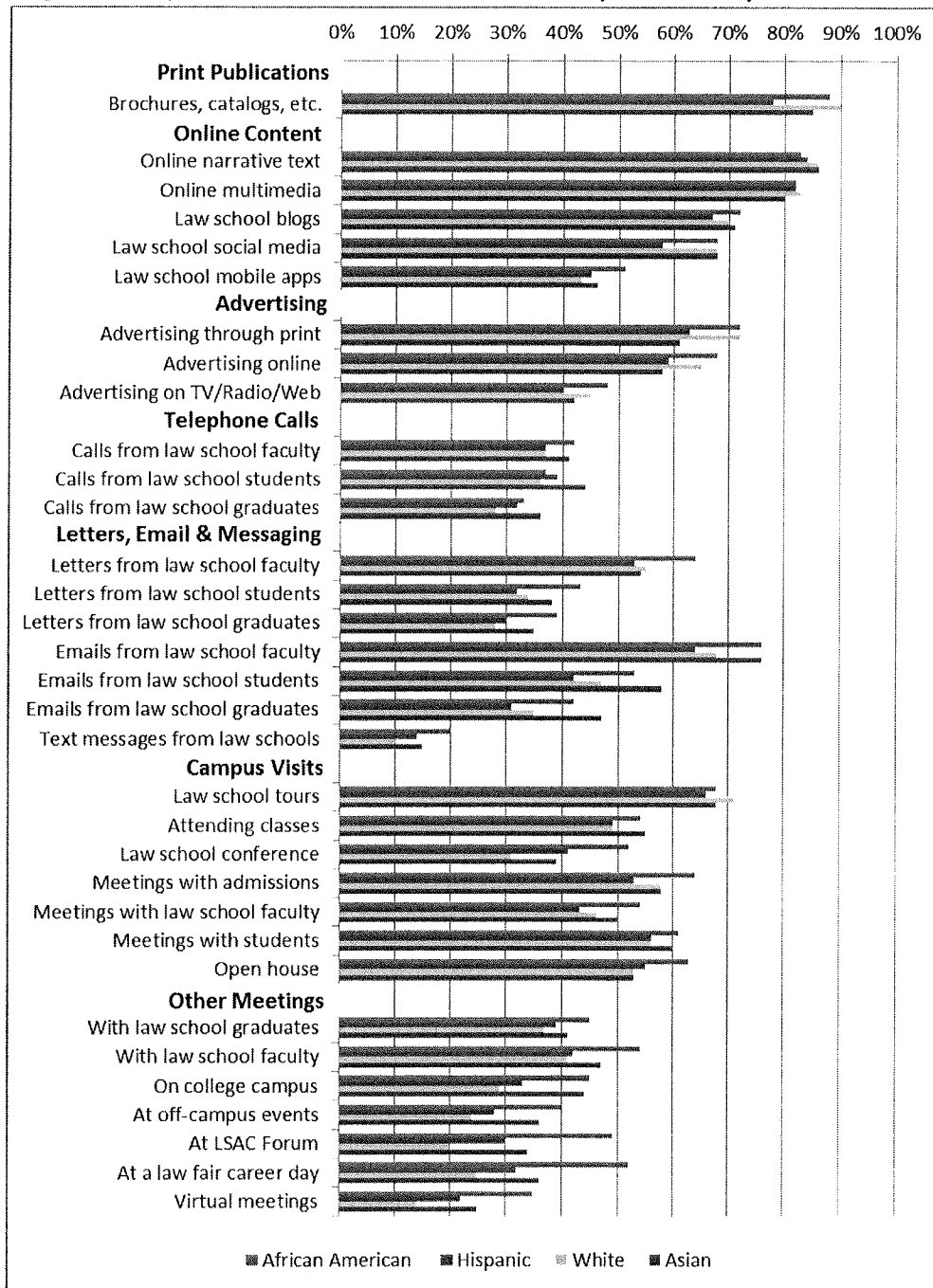
Figure 2.5 Percentage of respondents selecting factors as persuasive



¹ The wording of this question was changed since the 2005 survey. In 1998 and 2005, the question asked respondents to list up to three sources of information that were *most helpful* to them in applying to law school.

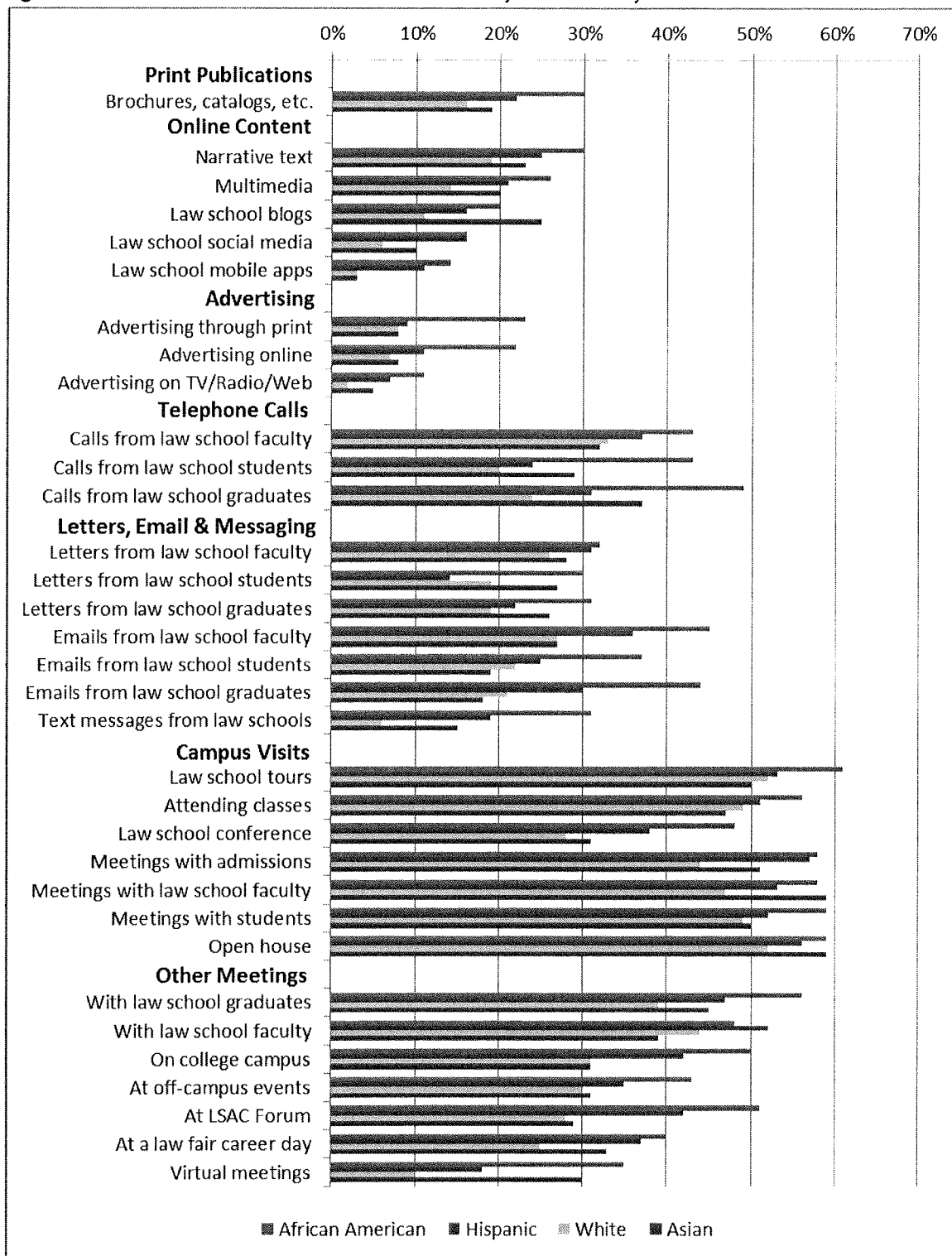
Subgroup Differences

Figure 2.6 Exposure to information from law schools by race/ethnicity



The largest subgroup differences in exposure between African American and White applicants were for law school conferences and other types of meetings, where African American applicants reported higher rates of exposure than did White applicants. Asian applicants reported more exposure to e-mails from law school students and graduates, and Hispanic applicants reported less exposure to print publications and law school social media.

No sizable differences in exposure were found for other subgroups based on age, sex, or other categories.

Figure 2.7 Influence of information from law schools by race/ethnicity

African American applicants tended to report higher levels of influence for most factors. The largest differences compared to White applicants were for:

- All categories of phone calls
- All categories of e-mails
- Law school conferences
- Meetings with admission staff
- All "other" types of meetings *except* meetings with law school faculty or staff

Hispanic applicants reported higher levels of influence than White applicants for meetings with admission staff and LSAC forums. Asian applicants reported higher levels of influence for law school blogs, calls from law school graduates, and virtual meetings.

No sizable differences were found for other subgroups based on age, gender, or other categories.

A detailed breakdown of these results can be found in Appendix A.

Chapter 3: Communications From Law Schools

How Applicants Received Information

As indicated in the table below, most applicants received information either in print (64%) or on a desktop or laptop computer (75%). Less than 10% of respondents selected tablet, mobile phone, or other mobile devices.

How Applicants Received Information	
In print (newspapers, magazines)	64%
Desktop or laptop computer	75%
Tablet	7%
Mobile phone or other mobile device	0%

A majority of respondents (77%) reported receiving unrequested printed publications, phone calls, letters, e-mails, or text messages from law schools.

Most respondents (74%) reported that they participated in LSAC's Candidate Referral Service (CRS), and 34% reported that they applied to a law school that they were not previously considering based on a CRS contact.

Applicants' Suggestions for Improving Communication

Respondents were allowed to post open-ended comments on how law schools could improve communication with applicants. Researchers put these comments into categories, which are summarized in Table 3.1. Nearly 1 in 5 respondents (17%) stated that communication could be more personal; nearly 1 in 10 (9%) felt that they received too many e-mails, while slightly fewer respondents (7%) thought that having more helpful staff/admission office personnel would improve communication.

Table 3.1 Categorized responses to open-ended questions on how to improve law school communication

Type of Response	% of Responses
Electronic communications	20%
Sent too many e-mails	9%
Prefer electronic communication over paper	4%
Wanted material in online apps, iPad, social media	2%
Better/more up-to-date information on website	1%
Preferred paper over electronic materials	1%
General information	33%
Communication could be more personal	17%
Would like to have heard from current students	5%
Information about clinics/programs/concentrations in which I'm interested	3%
Accuracy and honesty in materials	2%
Less marketing type information	2%
Questions not answered in timely manner	2%
Materials	3%
Materials should arrive at more timely points in the application cycle	1%
Materials were low quality/should be higher quality	1%
School attributes	17%
Received information from schools in which I have no interest	4%
Provide more post law school data (e.g., bar passage, jobs, etc.)	3%
Want information on what separates one school from another	2%
Want more details about admission	2%
Explain costs and/or financing better	1%
Provide fee waivers/free applications	1%
Provide LSAT score range for admittance	1%
Miscellaneous	25%
Need more helpful staff/admission office personnel	7%
Excessive amount of information received	6%
Unsolicited communications make schools seem desperate	5%
Wanted more materials	4%

What Applicants Are Saying About Improving Communication²

Campus tours, open houses, law school websites, and the availability of scholarships were the most influential to my decision to apply. The schools that sent multiple e-mails became quite annoying and I would delete them without opening them. Also, after attending an open house, I received a handwritten thank-you note from the admissions office. I thought that was a nice touch and it made me feel as though my visit was appreciated.

I think the communications could be improved by sticking to older methods of corresponding like letters, but making them personalized. For example, one law school had their Dean of Admissions write a short note mentioning my undergraduate university in a letter accompanying their brochure....E-mails can tend to seem more impersonal, and can get lost in the shuffle since students usually get a lot of them from other sources.

More direct contact with current students and recent graduates about a school's law program. Not one school offered to have a student call and speak with me about their law school experience.

I think more detailed communication should be included during the admissions phase on applications. If an applicant is denied admission, there should be a simple drop-down menu of basic categories the admissions committee checks so you know on what general basis your application was denied.

The focus seems to be predominantly targeted towards the younger undergraduate (20+ age group) who does not have any real-world experience. I'd like to see more of a focus on the older/mature applicant (e.g., applicants with an accomplished, professional work background), in terms of recruitment, marketing towards the needs of an older applicant that may be changing careers during midlife. I believe there is an untapped market that the law school profession/society could benefit from and has not yet realized.

I think that the school I ultimately chose was due to the CRS. I had not previously considered my current school until I was contacted by admissions with a fee waiver. I thought that the schools did a good job of communicating. The only suggestion I would have would be to contact students by phone. I know that may not be as efficient, but it would be more personable.

I would have enjoyed receiving information that was more personalized to my LSAC profile rather than related to general interest identified in my profile.

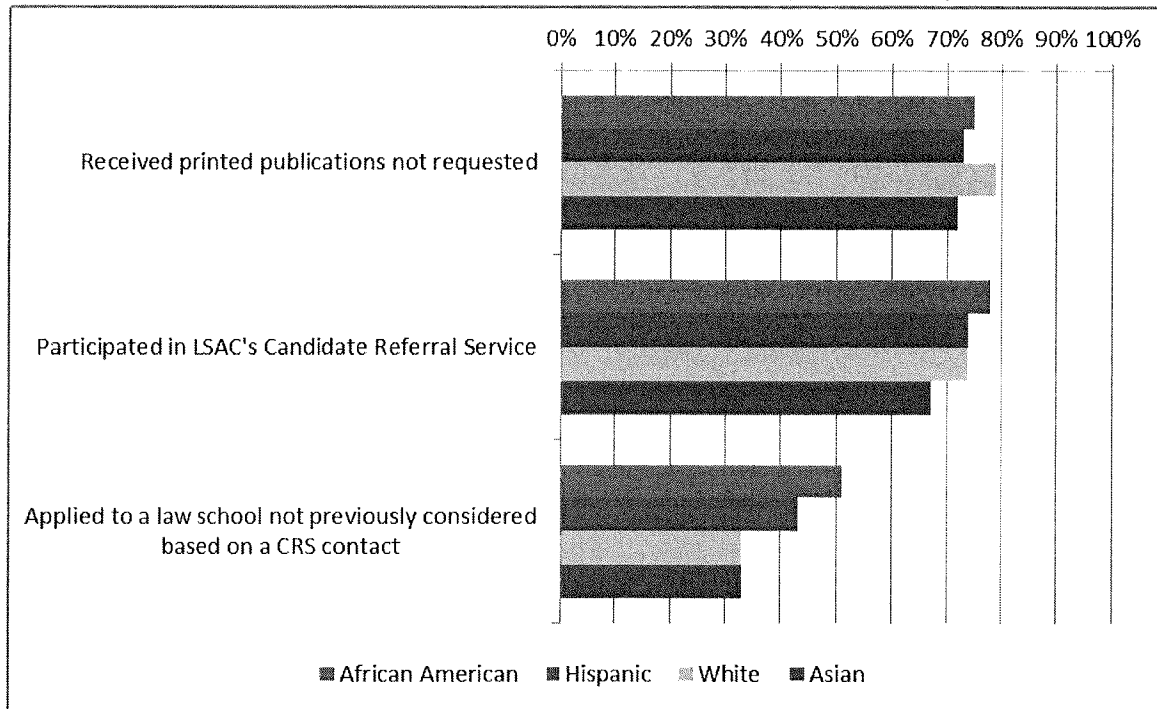
They could provide more insight from students; also, they should be honest about employment of graduates and salaries.

I would simply make [communications] more personal. Have a student call potential law students and encourage those students to give honest input. I liked one student who called because he seemed honest about the flaws his school had, but still made it sound like one of the better options around.

² These are opinions of the respondents and not of LSAC.

Subgroup Differences

Figure 3.1 Feedback on how to improve law school communication by race/ethnicity



White respondents were somewhat more likely to report having received unrequested print publications. Asian respondents were somewhat *less* likely to participate in the CRS, and African American and Hispanic respondents were somewhat more likely to apply to a law school not previously considered based on a CRS contact.

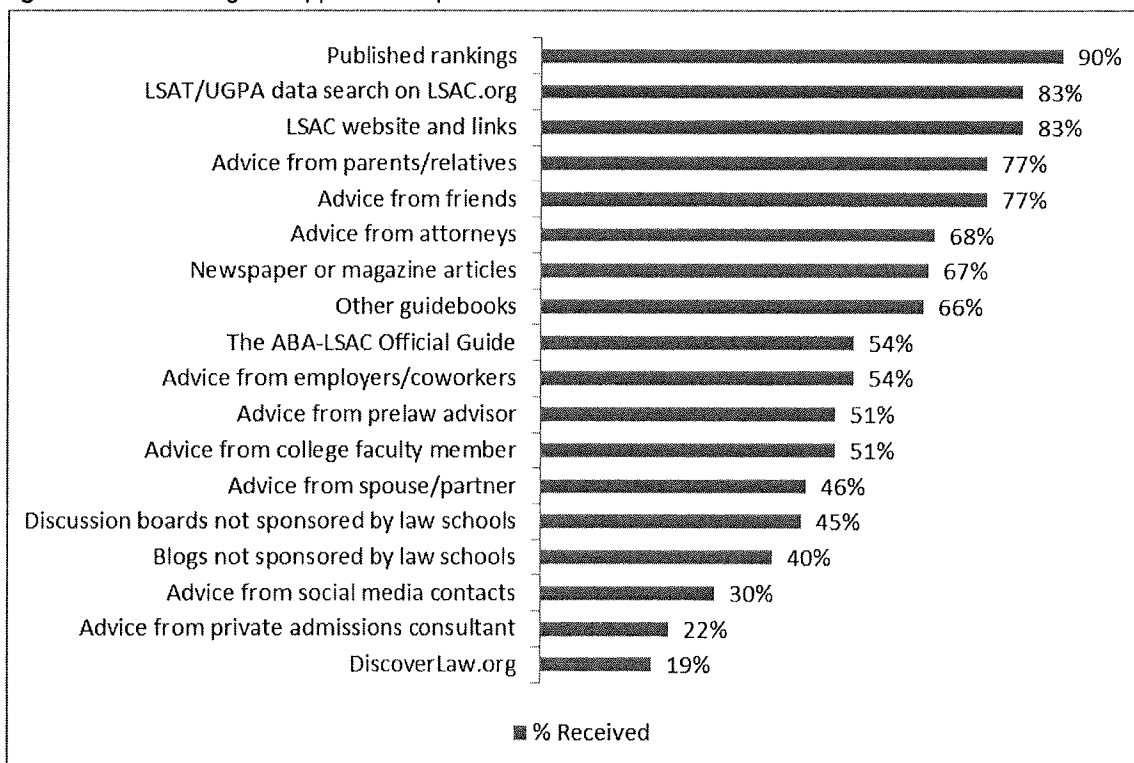
With regard to suggestions for improving communication, Asian, African American, and White respondents felt that schools sent too many e-mails (13%, 11%, and 10%, respectively).

No other sizable differences were found for subgroups based on age, gender, or other categories.

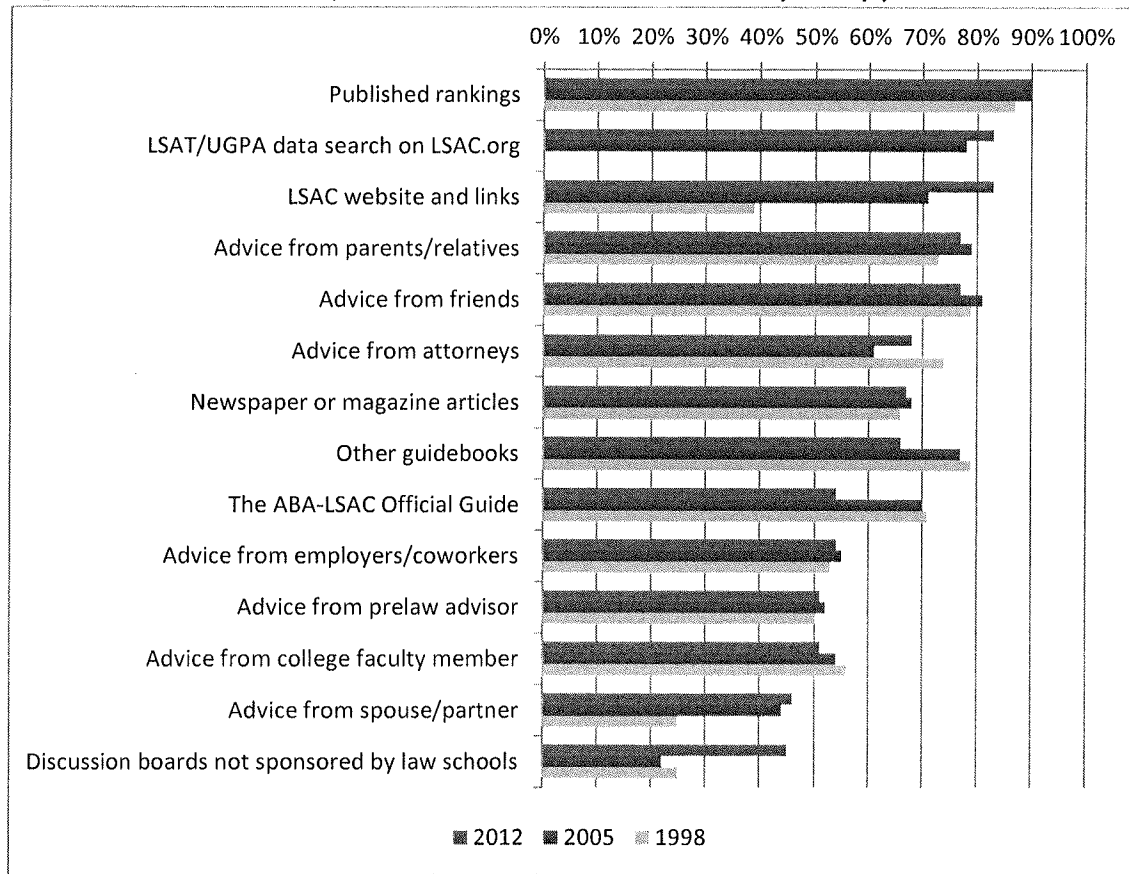
Chapter 4: Exposure, Influence, and Persuasiveness of Information From Sources Other Than Law Schools

The figure below shows the percentage of applicants who indicated that they received information of various types from sources other than law schools.

Figure 4.1 Percentage of applicants exposed to information from sources other than law schools



Nearly all law school applicants were exposed to published law school rankings (90%). Other top sources of information were the data search tool on the LSAC website (83%), the LSAC website (83%), advice from parents/relatives (77%), advice from friends (77%), advice from attorneys (68%), newspaper or magazine articles (67%), and other guidebooks (66%).

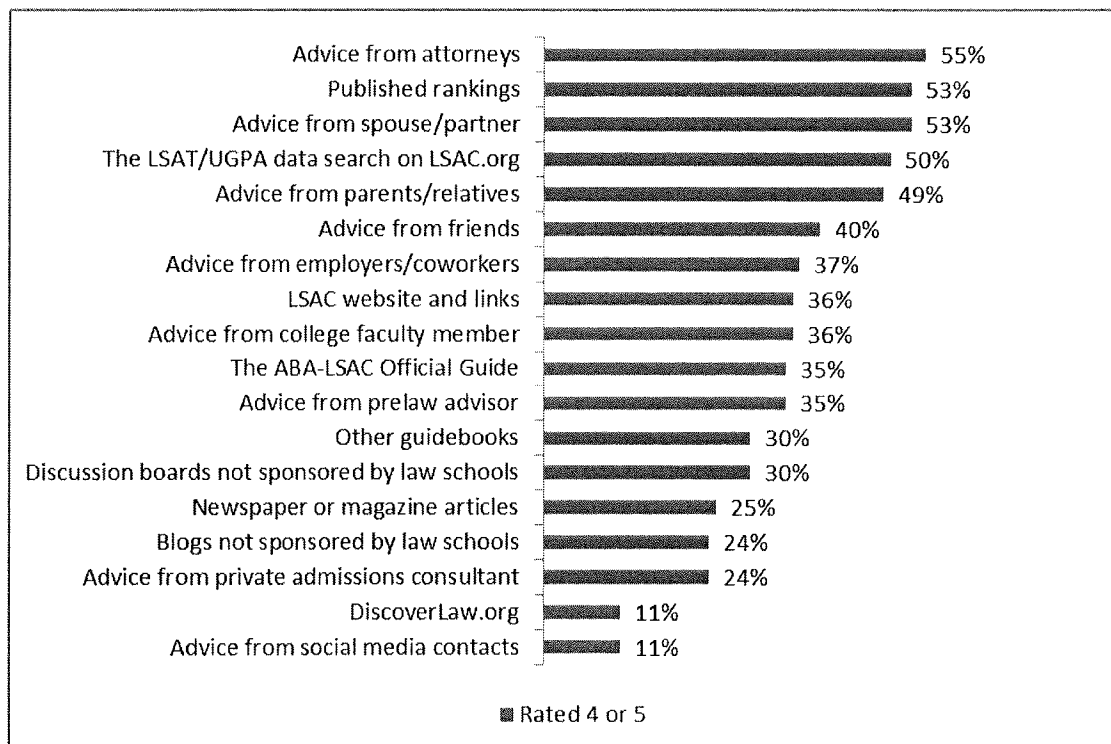
Figure 4.2 Differences in exposure to other sources of information by survey year

Applicants were more likely in 2012 than in past years to be exposed to the LSAC website and links, the data search on the LSAC website, and discussion boards not sponsored by law schools. Conversely, applicants were less likely to be exposed to other guidebooks and the ABA-LSAC *Official Guide*.

Influence of Other Sources of Information and Advice

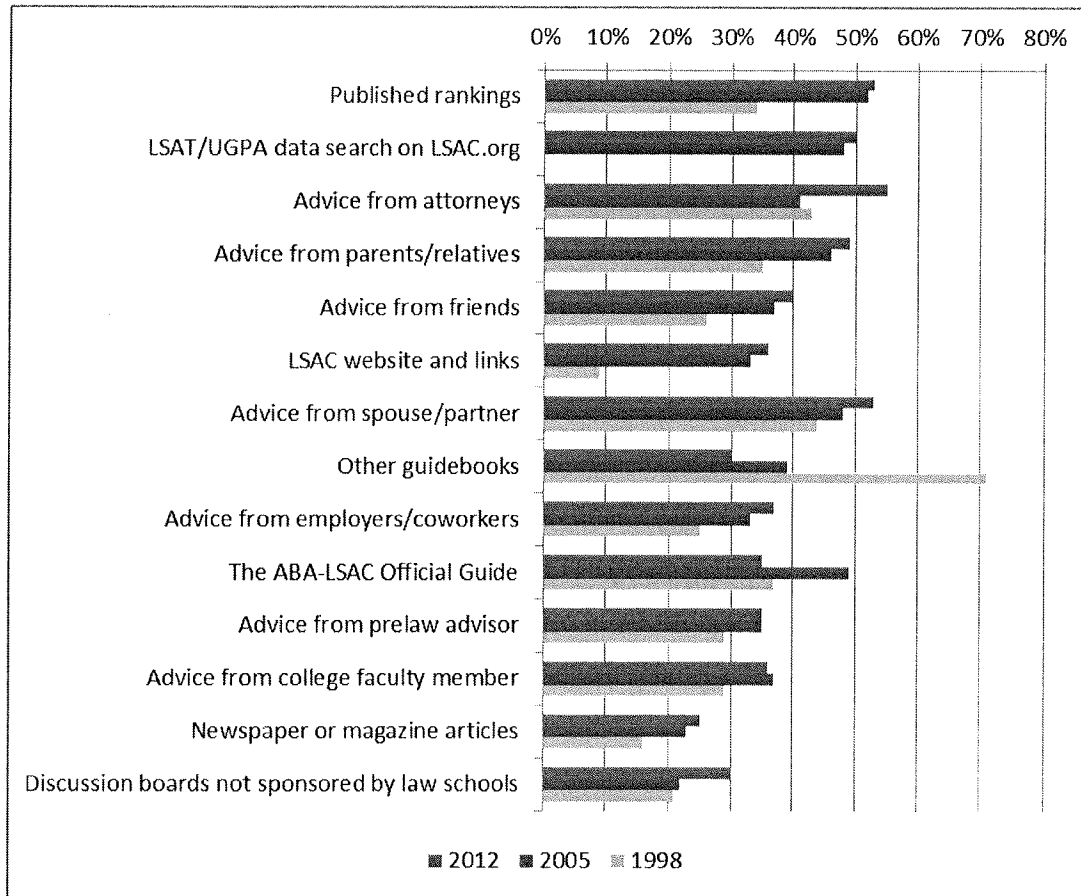
Applicants were asked to rate the influence of information from sources other than law schools. The information was rated on a 1 to 5 scale, where 1 is “little or no influence,” 3 is “moderate influence,” and 5 is “strong influence.” The percentage of respondents who saw the information and rated it 4 or 5 is shown in Figure 4.3.

Figure 4.3 Percentage of respondents rating 4 or 5 for each factor related to influence of information from sources other than law schools



Advice from attorneys, published rankings, advice from a spouse or partner, the LSAC website (LSAT and UGPA search on LSAC website, LSAC website and links), and advice from family and employers/coworkers were rated as the most influential sources of information.

Figure 4.4 Differences in influence of information from sources other than law schools by survey year

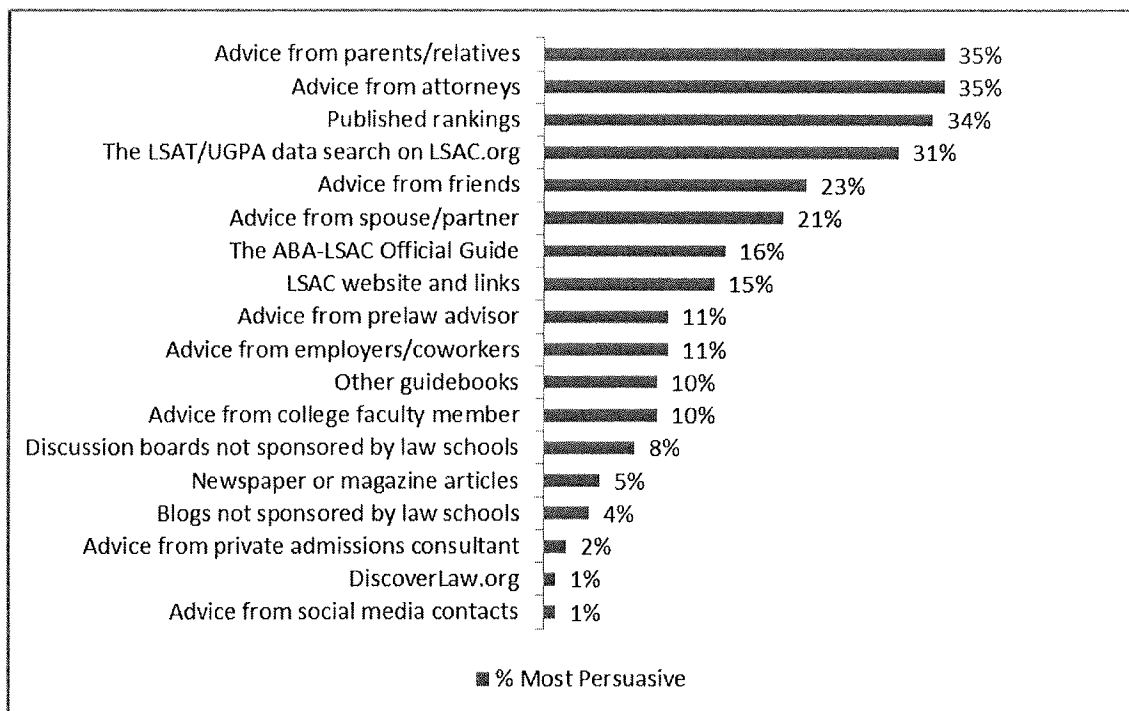


Applicants in 2012 were more likely than in past years to cite as influential most sources of information *except* the ABA-LSAC *Official Guide* and other guidebooks.

Most Persuasive Information and Advice Provided by Sources Other Than Law Schools³

Applicants were asked to select up to three sources of information that were most persuasive to them, provided by sources other than law schools. The results are shown in the figure below.

Figure 4.5 Percentage of respondents selecting factors as most persuasive from sources other than law schools

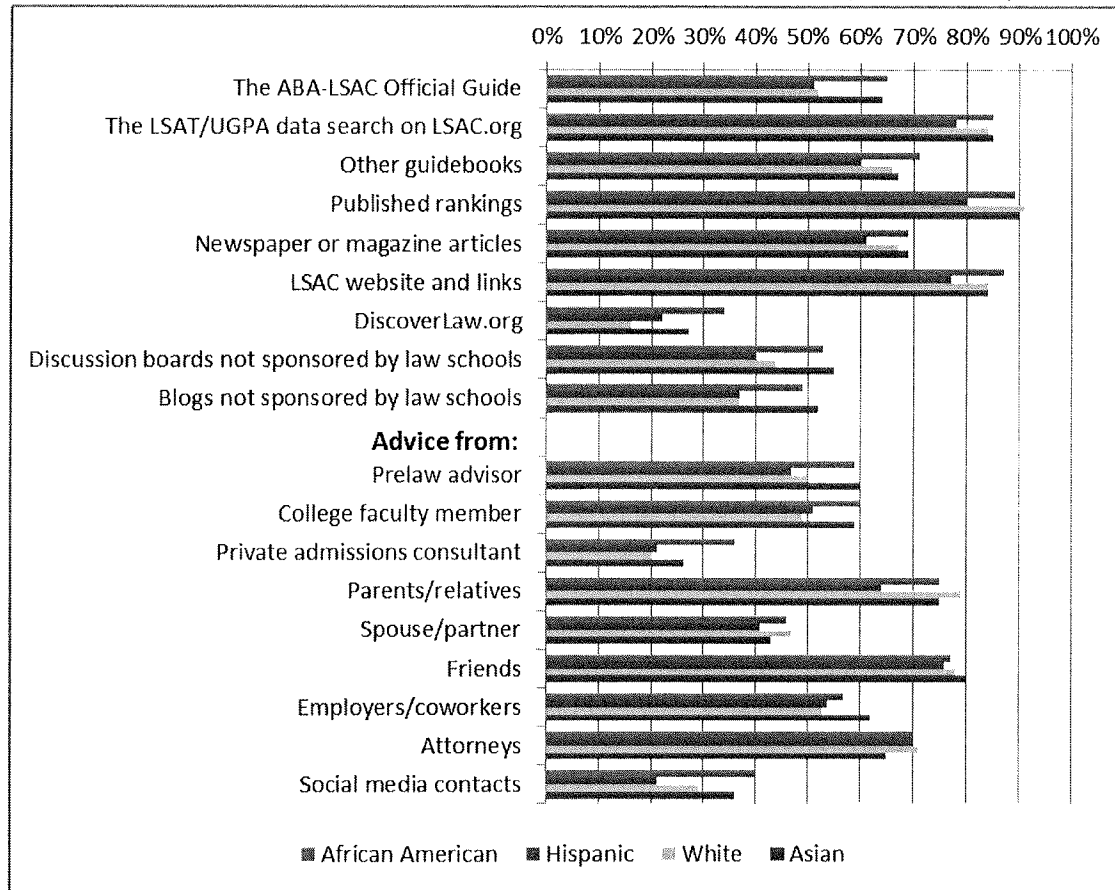


Advice from parents/relatives, advice from attorneys, published rankings of law schools, and the data search on the LSAC website were the most frequently cited sources of information that were most persuasive.

³ The wording of this question was changed since the 2005 survey. In 1998 and 2005, the question asked respondents to list up to three sources of information that were *most helpful* to them in applying to law school.

Subgroup Differences

Figure 4.6 Exposure to information from sources other than law schools by race/ethnicity



At least 50% of applicants in all racial/ethnic subgroups were exposed to most of the listed sources of information except DiscoverLaw.org and discussion boards and blogs not sponsored by law schools. African American and Asian applicants reported somewhat higher rates of exposure to online content not sponsored by law schools, and African American applicants also reported more exposure to DiscoverLaw.org than other applicant subgroups. With regard to sources of advice, Hispanic applicants reported somewhat less exposure to advice from parents and relatives.

Day/Evening and Full-Time/Part-Time Programs

Applicants who planned to study law in full-time and day programs reported higher rates of exposure to published rankings, advice from relatives, and advice from a prelaw advisor or other faculty member. Applicants who planned to study in day programs also reported higher rates of exposure to the LSAT/UGPA data search on the LSAC website, and applicants who planned to study full time reported more exposure to articles in newspapers and magazines.

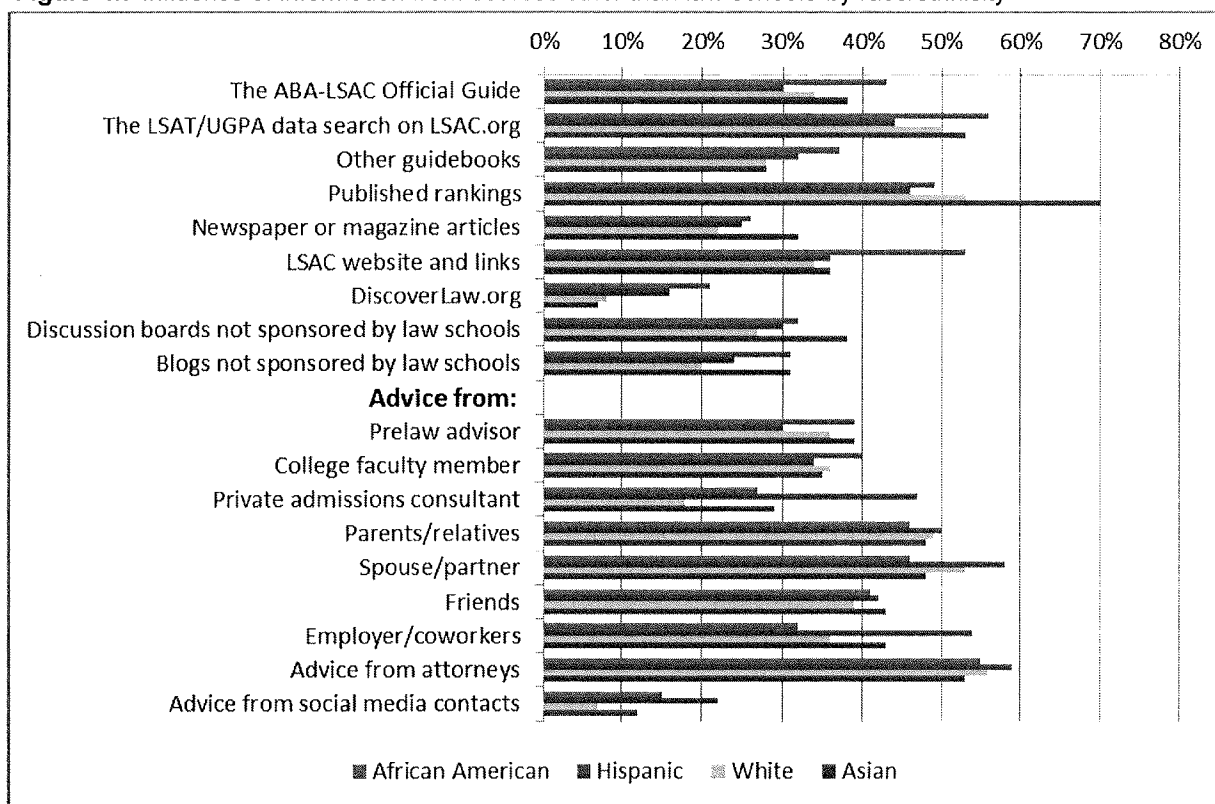
Applicants who planned to study law in evening or part-time programs reported higher rates of exposure to advice from employers or coworkers and from a spouse or partner.

Accepted and Matriculated at a Law School

Applicants who were accepted to law school reported a higher rate of exposure to published rankings (92%) than applicants who were not (82%). Applicants who matriculated at a law school reported less exposure to advice from a college faculty member (48%) than those who did not (58%).

Influence of Information From Sources Other Than Law Schools

Figure 4.7 Influence of information from sources other than law schools by race/ethnicity



African American applicants were more likely than other applicants to give high influence ratings to the LSAC website and links, the ABA-LSAC *Official Guide* and other guidebooks, the data search on the LSAC website, and DiscoverLaw.org. Asian applicants were more likely than other subgroups to give high influence ratings to published rankings. Hispanic applicants were more likely than other subgroups to give high influence ratings to advice from private admission consultants and from employers/coworkers.

Day/Evening and Full-Time/Part-Time Programs

Applicants who planned to study law in day programs were more likely to give high influence ratings to the data search tool on the LSAC website, and applicants who planned to study in day and in full-time programs gave higher influence ratings to published rankings.

Accepted and Matriculated

Applicants who were accepted to law school and applicants who matriculated gave higher influence ratings to published rankings.

Age

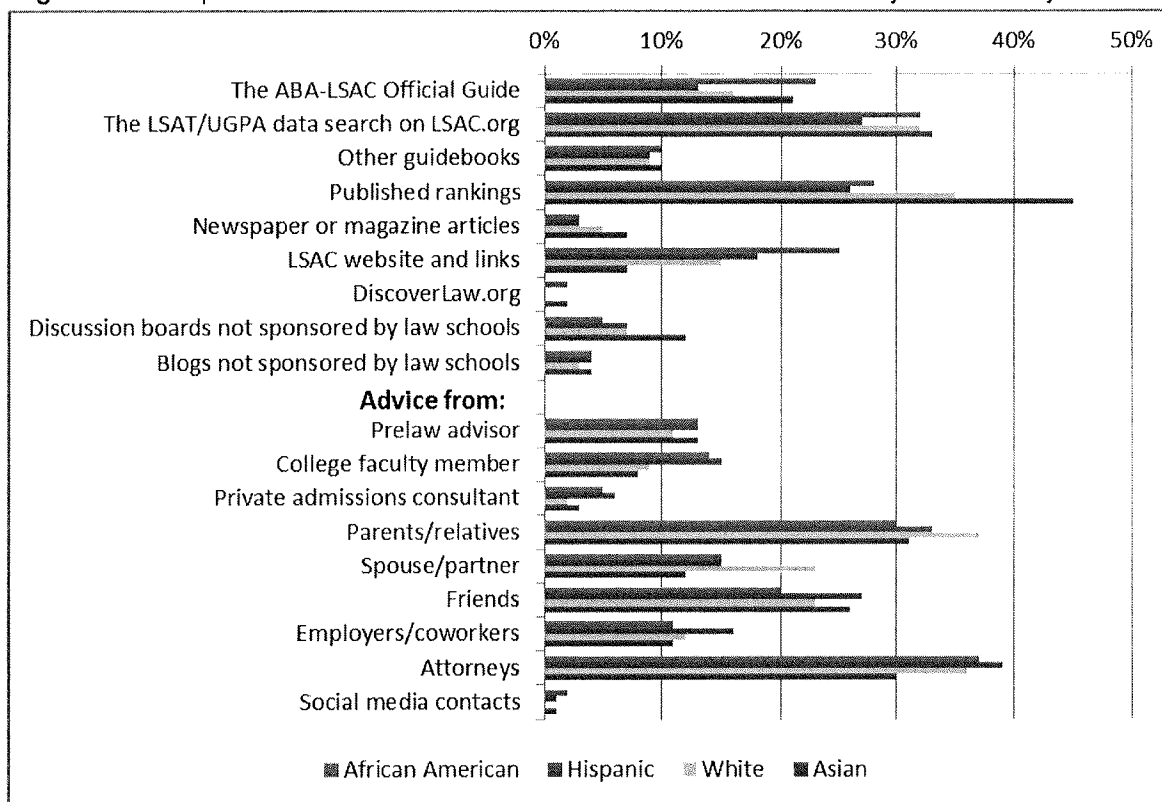
Younger applicants (22 or less) were more likely than older applicants (27 or older) to give high influence ratings to advice from parents, published rankings, and advice from prelaw advisors.

Highly Qualified

Highly qualified applicants (LSAT = 155+ and UGPA = 3.2+) were more likely to give high influence ratings to published rankings.

Most Persuasive

Figure 4.8 Most persuasive information from sources other than law schools by race/ethnicity



White and Asian applicants were more likely to select published rankings among the three most persuasive types of other information. African American applicants were more likely than other subgroups to select the LSAC website and links among the three most persuasive factors.

Day/Evening and Full-Time/Part-Time Programs

Applicants who planned to study in day programs were more likely to select the data search tool on the LSAC website and published rankings as two of the three most persuasive types of other information, while applicants who planned to study full time were more likely to select published rankings and advice from parents.

Accepted and Matriculated

Applicants who were accepted to law school and applicants who matriculated were more likely to select published rankings as one of the three most persuasive types of information.

Age

Younger applicants (22 or less) were more likely than older applicants (27 or older) to select advice from parents, published rankings, and advice from prelaw advisors as one of the three most persuasive types of information.

Highly Qualified

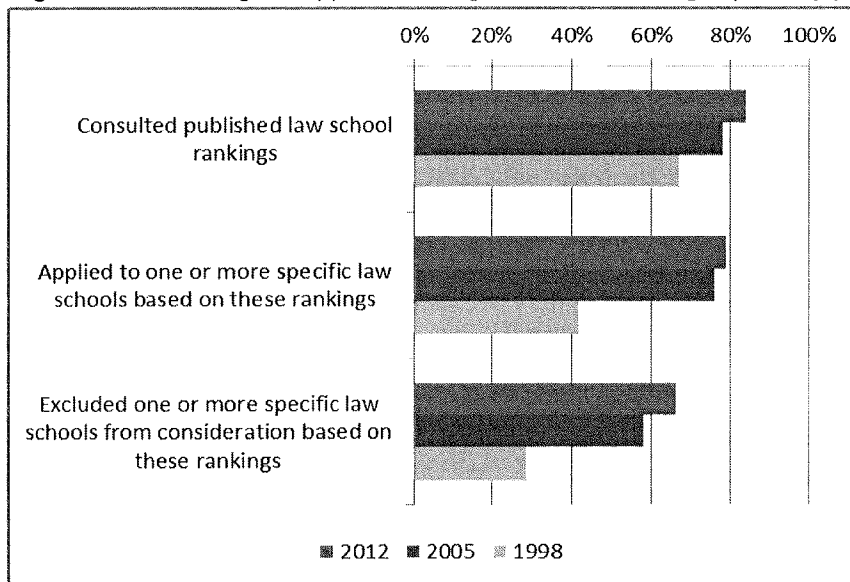
Highly qualified applicants (LSAT = 155+ and UGPA = 3.2+) were more likely to select published rankings as one of the three most helpful types of information.

A detailed breakdown of these results can be found in Appendix A.

Law School Rankings

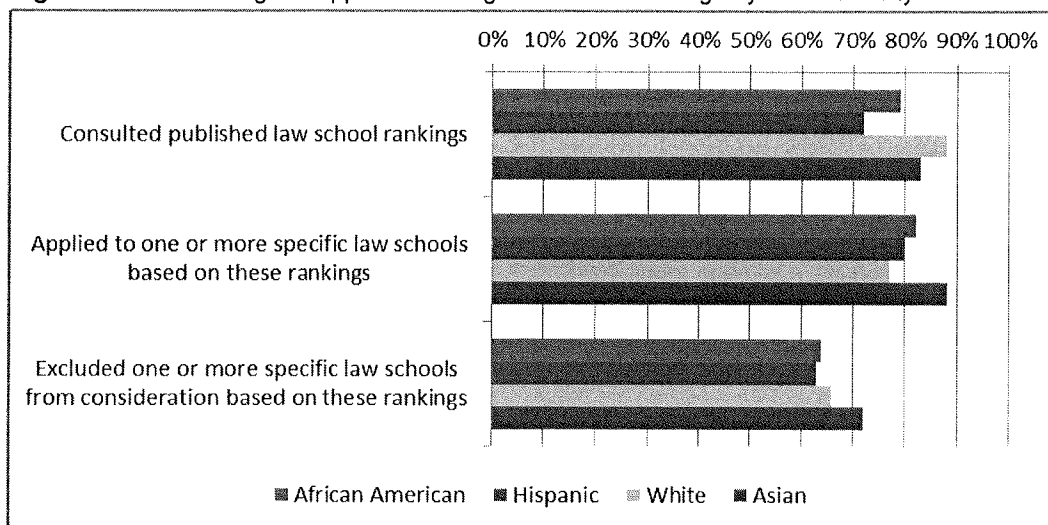
A majority of applicants (84%) indicated that they consulted published law school rankings. Based on these rankings, 79% reported that they applied to one or more specific law schools and 66% reported that they excluded one or more specific law schools from consideration. These percentages are all higher than what applicants have reported in previous years.

Figure 4.9 Percentage of applicants using law school rankings by survey year



White and Asian applicants were more likely to report consulting published law school rankings, and Asian applicants were somewhat more likely than others to report that they applied to one or more specific law schools based on these rankings.

Figure 4.10 Percentage of applicants using law school rankings by race/ethnicity



Younger applicants and applicants who planned to study in day and in full-time programs were more likely to consult published rankings and to use them in deciding where to apply and which schools to exclude from consideration.

A detailed breakdown of these results can be found in Appendix A.

Chapter 5: Discrimination

Expectations of Discrimination

Respondents were asked whether they anticipated encountering discrimination based on gender, race/ethnicity, sexual orientation, age, or disability in three different phases of their legal education: the application process, while attending law school, or in their job search following graduation. The results are described in Table 5.1. Race/ethnicity is the most frequently cited expectation for discrimination during the law school application process (16%), while gender is cited most frequently with regard to postgraduate job searches (15%), followed closely by race/ethnicity (14%). Notably, less than 0.5% of respondents expected discrimination based on sexual orientation during the application process, although that number rose to 3% for postgraduate job searches. Overall, both disability and sexual orientation tied at 2% for the least cited category of expected discrimination over the course of respondents' legal education. It is notable that respondents' expectations of discrimination are the lowest for the period during which they will attend law school.

Table 5.1 Expectations of discrimination

	Gender	Race/ Ethnicity	Sexual Orientation	Age	Disability
In application process	8%	16%	0%	9%	2%
While attending law school	7%	10%	2%	7%	1%
In job search following graduation	15%	14%	3%	13%	2%
Mean	10%	13%	2%	10%	2%

Applicants who believed they would encounter some form of discrimination were asked to describe their concerns. Descriptions were categorized based on type of discrimination. A statement could be classified into up to four categories, as needed. The results are outlined on the next page in Table 5.2.

Table 5.2 Open-ended concerns regarding discrimination

	Percentage Mentioning Concern
Concerns regarding race/ethnicity discrimination	43%
There is “reverse discrimination” or discrimination against white/nonminority applicants.	23%
There is discrimination against racial/ethnic minority applicants.	20%
Concerns regarding gender discrimination	14%
Women are perceived as not being serious about careers.	5%
Women have a more difficult time finding a job.	4%
There is a discrepancy in pay and responsibilities for women.	1%
Employers do not hire women who may have children within a few years’ time.	1%
There is an “old boys club” exclusion of women.	1%
Concerns regarding age discrimination	23%
Younger students are more competitive/valued than older students.	17%
Older students are more attractive to employers due to experience.	6%
Miscellaneous concerns regarding discrimination	1%
There is discrimination/lack of support based on having existing children.	<1%
I do not want to be a “token.”	<1%
There is discrimination based on religion.	<1%
There is discrimination based on disability.	<1%
There is discrimination based on being a noncitizen.	<1%
There is discrimination based on a combination of personal factors.	<1%

What Applicants Are Saying About Discrimination⁴

It is harder to stand out as a white male in a time of diversity prioritization.

Data from female attorney hires concerns me that I will have to work harder than my male peers to find employment, and will probably make less than my male peers.

I am just concerned that hiring practices for a gay woman may be less than favorable.

I feel like women are sometimes at an unfair advantage. Also, I am in my mid 30s, so companies may not want to hire me instead of someone in their 20s.

I believe that a foreign student has lower chances of getting into a law school. Law schools also seem to prefer students right after college, i.e., lower age. Same considerations apply after graduation, for job search.

I have found that minority students have had it easier getting accepted to schools. Furthermore, there are special assistant programs only available based on racial factors. And finally, certain jobs will only hire/interview based on your sexual orientation and/or race.

⁴ These are opinions of the respondents and not of LSAC.

The law profession is a predominantly Caucasian male-driven profession. As an African American female, that concerns me somewhat.

At my current law school, I am encountering a lot of racial discrimination, particularly with the selection processes for Moot Court and Trial Team. They only pick white, female, blonde competitors, so it is very difficult to participate in significant law school organizations and events.

I was concerned that there would be a perception that women in their mid-20s would desire to get married and start families which would inhibit their success at a law firm.

I will be entering law school at age 36 and wonder what the other students might think or whether I will fit in.

Providing Racial Information

The majority of respondents (90%) provided their racial/ethnic background when completing the law school application forms. The top reasons given by the remaining 10% of applicants who did not are listed in Table 5.3.

Table 5.3 Top reasons why respondents did not indicate race/ethnicity

Reason	Percentage
Irrelevant/unimportant	26%
Shouldn't matter/race or ethnicity shouldn't be deciding factor	22%
I'm white/don't want to be discriminated against	17%
Merit should be only consideration	10%
Reverse discrimination	8%

Among the 10% of applicants not indicating their race/ethnicity on their law school applications, 88% classified themselves as white on this survey.

What Applicants Are Saying About Providing Racial Information⁵

Although I am white, I feel like the information is irrelevant. My résumé and grades should speak for themselves.

There is clear favoritism for minorities and discrimination against those that do not fit within the "minority" descriptions. Trying to minimize being shut out of opportunities.

I did not think it was necessary.

Why should I provide optional racial information? My application should stand on the merits. If a school is interested in discovering I am white, they can do it in a meeting if they are interested in learning more about me as an applicant.

I didn't want the law schools to base their decision on my race. The first time I applied, I did include my race and got into more schools. The second time, I didn't include it and got rejected from those same schools.

I appear white and there is no category for my racial subtype.

Frankly, I am white but have a Hispanic-sounding last name and I figured it couldn't hurt if schools made the assumption that I might be a minority.

⁵ These are opinions of the respondents and not of LSAC.

Information about racial/ethnic background should not be asked for in any application. All questions regarding race/ethnicity should be removed from government/school applications. They reinforce the concept of dividing persons based on their race/ethnicity.

I believe in doing what we can to achieve a color-blind society. You can't use racial categorization of people to end racism. That is institutional racism. Additionally, it simply identifies me as someone not affirmatively wanted.

Chapter 6: Financial Aid, Student Status, and Background

Financial Aid

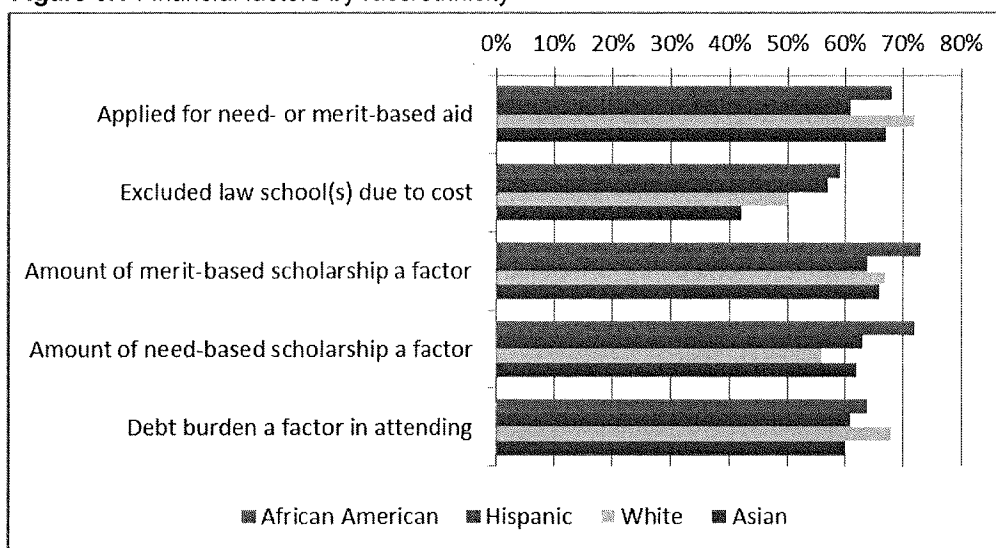
Applicants were asked a series of questions regarding the cost of attending law school and about various sources of financial aid. As Table 6.1 below shows, more than two-thirds of respondents applied for need-based or merit-based financial aid. Slightly over half of respondents excluded one or more law schools because of cost. About two-thirds indicated that merit-based scholarships were a factor in deciding where to attend, and 59% indicated that the amount of need-based aid was a factor in their decision as to where to attend. Two-thirds of respondents indicated that debt burden was a factor in choosing where to apply.

Table 6.1 Percentage indicating financial factors

Applied for need- or merit-based aid	71%
Excluded law school(s) due to cost	51%
Amount of merit-based scholarship a factor	67%
Amount of need-based scholarship a factor	59%
Debt burden a factor in choosing where to apply	66%

Race/Ethnicity

Hispanic respondents were the least likely to apply for need- or merit-based aid. Asian respondents were the least likely to exclude a law school from consideration on the basis of cost. African American respondents were more likely than other subgroups to indicate that the amount of need-based aid was a factor in their decision to attend. At least two-thirds of respondents from all racial/ethnic subgroups indicated that debt burden was a factor in choosing where to apply.

Figure 6.1 Financial factors by race/ethnicity

A detailed breakdown of these results can be found in Appendix A.

Student Status

Applicants were asked, if they were to attend law school, to indicate whether they planned to attend full-time, part-time, day, or evening programs (Table 6.2). The majority of respondents indicated that they planned to study full time and in day programs.

A detailed breakdown of these results can be found in Appendix A.

Table 6.2 Attendance status

Day	80%
Evening	14%
Full time	81%
Part time	14%

Applicant Background

First Interest in Law

Applicants were asked when they first considered attending law school. As noted in Table 6.3, 34% of respondents reported that they first considered attending law school when they were in high school or earlier and 27% said when they were in college.

Table 6.3 Time when applicants first considered law school

In high school or earlier	34%
1st/2nd year of college	11%
3rd year of college	10%
4th year of college	6%
After college graduation	12%
During a break in education	6%

African American respondents were most likely to have considered law school in high school or earlier (40%) while Asian respondents were the least likely (27%). Younger respondents (age 22 and under) were most likely to have considered law school in high school or earlier (41%), while older applicants were most likely to have considered law school after college graduation (22%).

A detailed breakdown of these results can be found in Appendix A.

Parents' Education

Applicants were asked to select the highest level of education completed by one or more parent or guardian (Table 6.4); 70% indicated that their parent/guardian had at least a bachelor's degree.

Table 6.4 Parents' education

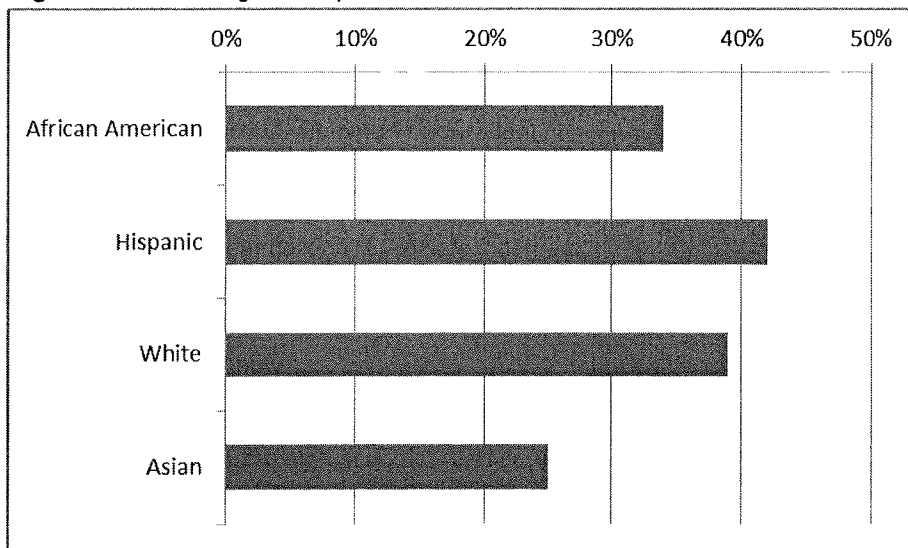
High school or less	3%
High school diploma or equivalent	10%
Business or trade school	2%
Some college	9%
Two-year college, associate's degree	6%
Four-year college, bachelor's degree	27%
Graduate or professional degree	43%
Don't know	<1%

A detailed breakdown of these results can be found in Appendix A.

Relatives Who Attended Law School

Applicants were asked which, if any, of their relatives had attended law school (Figure 6.2). A total of 36% of respondents had a relative, spouse, or partner who had attended law school. Hispanic and White respondents were most likely to have a relative, spouse, or partner who went to law school and Asian respondents were least likely.

Figure 6.2 Percentage of respondents with relatives who attended law school



A detailed breakdown of these results can be found in Appendix A.

Phase II: Factors Influencing Enrollment Choices

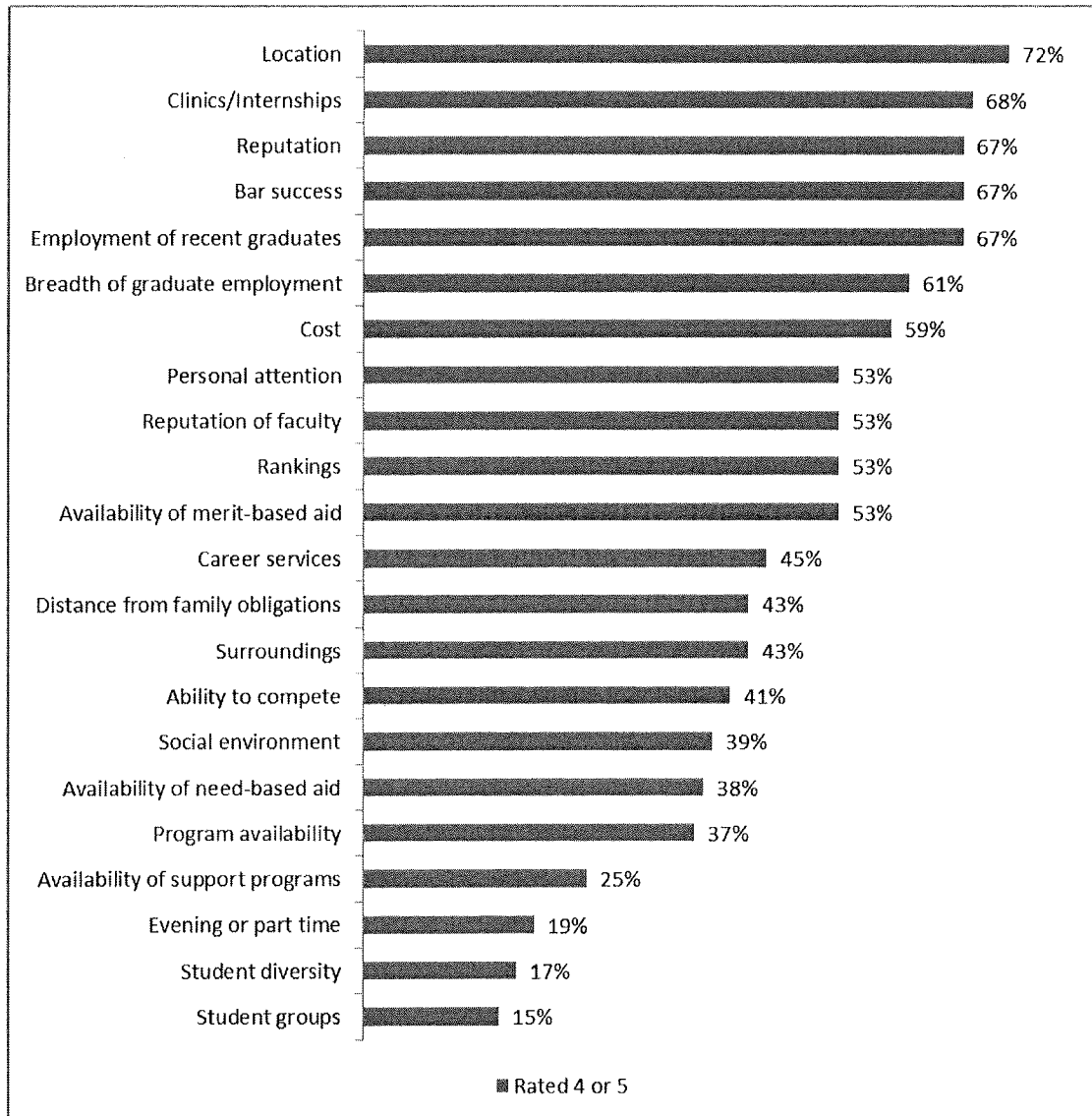
In Phase II of this study, applicants who were accepted to two or more law schools were asked about key factors influencing the enrollment decision. For a copy of the telephone questionnaire, please refer to Appendix B.

Note: Comparisons between Phase I and Phase II are based on only those applicants who completed both the questionnaire and the telephone interview ($n = 351$). In addition, because of the small sample size for this section, we did not report differences for any subgroup analyses where cell sizes were less than 50 or where all cells in the comparison contained less than 50% of the sample. Finally, differences that were smaller than 10% were not reported.

Chapter 7: Factors Considered Important in Enrollment Choice

Admitted applicants were asked to rate 22 factors on a 1 to 5 scale, where 1 is “not at all important,” 3 is “somewhat important,” and 5 is “extremely important” in choosing law schools to attend.

Figure 7.1 Percentage of admitted applicants rating 4 or 5 for each factor related to importance



Factors most often reported to be important were:

- **Academic quality:** Bar success (67%), reputation (67%), rankings (53%), and reputation of faculty (53%)
- **Employment:** Employment of recent graduates (67%), breadth of graduate employment (61%), and career services (45%)
- **Location:** Location (72%), surroundings (43%), and distance from family obligations (43%)
- **Program and faculty availability:** Clinics/internships (68%), personal attention to students (53%), and program availability (37%)
- **Financial factors:** Cost (59%), availability of merit-based aid (53%), and availability of need-based aid (38%)

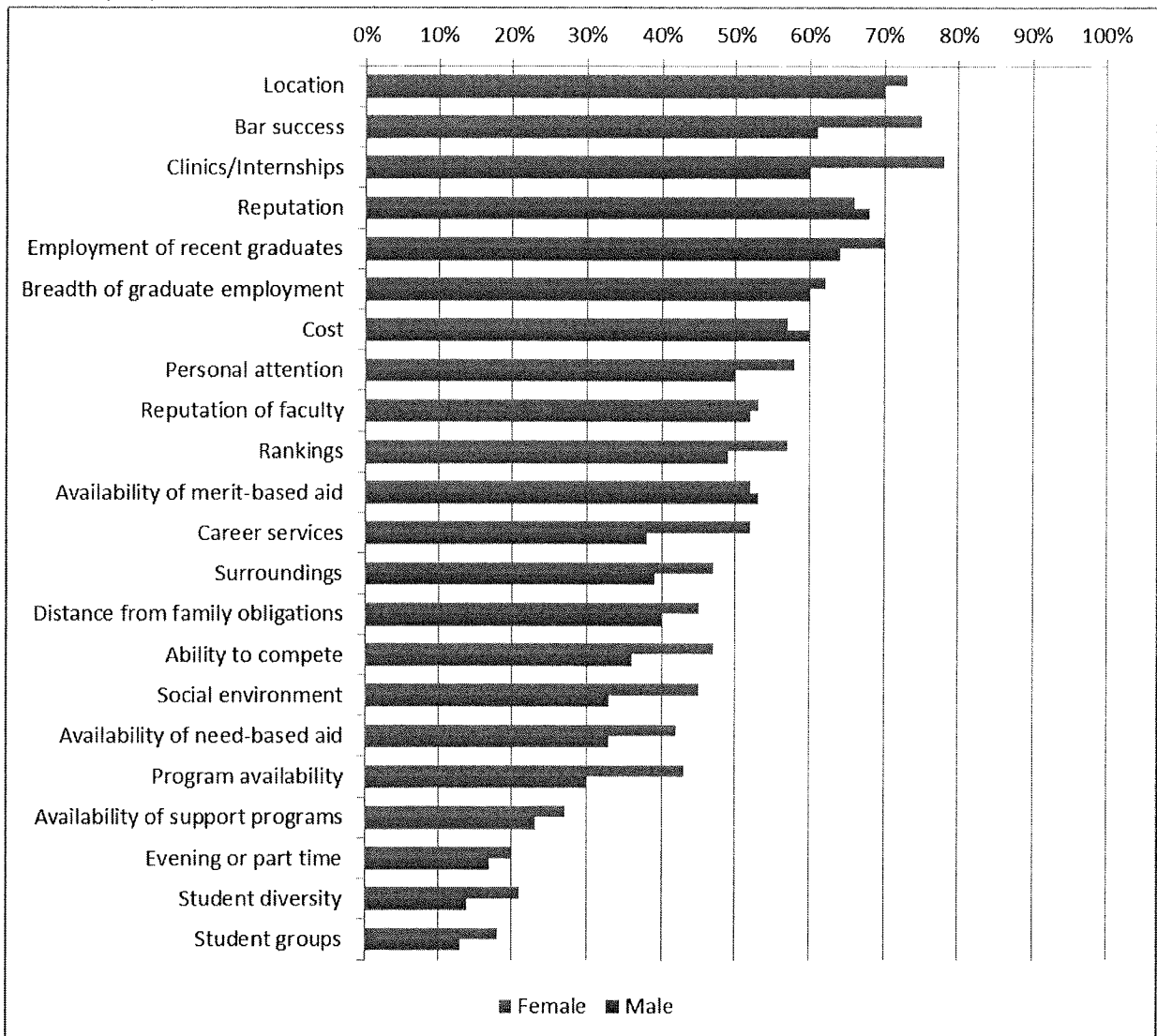
Subgroup Differences⁶

Gender

Generally, female admitted applicants tended to give higher importance ratings than their male peers. The largest gender differences in importance ratings were for:

- Clinics/internships (78% vs. 60%)
- Career services (52% vs. 38%)
- Program availability (43% vs. 30%)
- Social environment (45% vs. 33%)

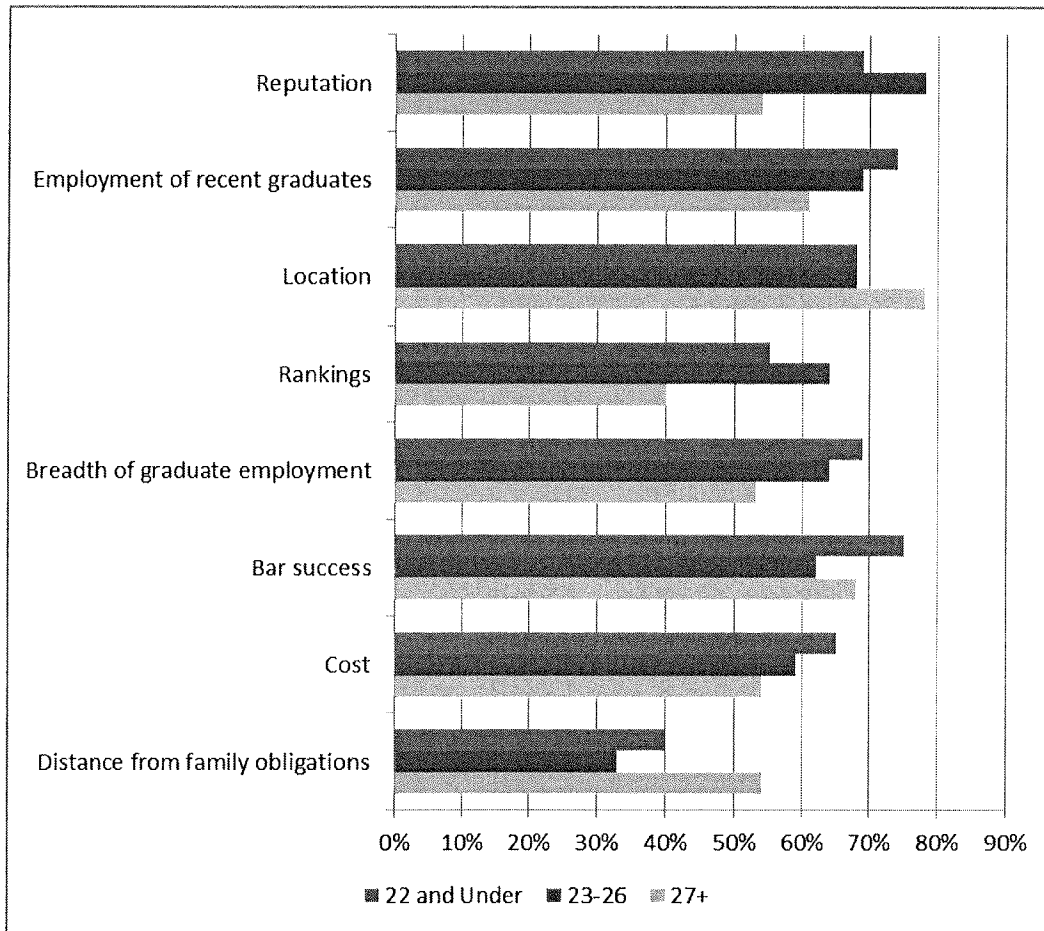
Figure 7.2 Percentage of admitted applicants, by gender, who rated each factor as “very important” or “extremely important”



⁶ Due to the small size of the interview sample, comparisons of subgroups based on race/ethnicity are not reported because they will not yield reliable results.

Age

Figure 7.3 Factors showing age differences in importance ratings (rated 4 or 5) by admitted applicants



Younger admitted applicants (22 and under) were most likely to give high importance ratings to employment of recent graduates, breadth of graduate employment, bar success, and cost. Admitted applicants ages 23–26 were most likely to give rankings the highest importance rating. Older admitted applicants (27 and over) were most likely to give the highest importance ratings to location and distance from family obligations.

Day vs. Evening and Full Time vs. Part Time

Applicants who planned to attend full-time and day programs were more likely to rate the following factors as very important:

- Rankings
- Reputation
- Social environment

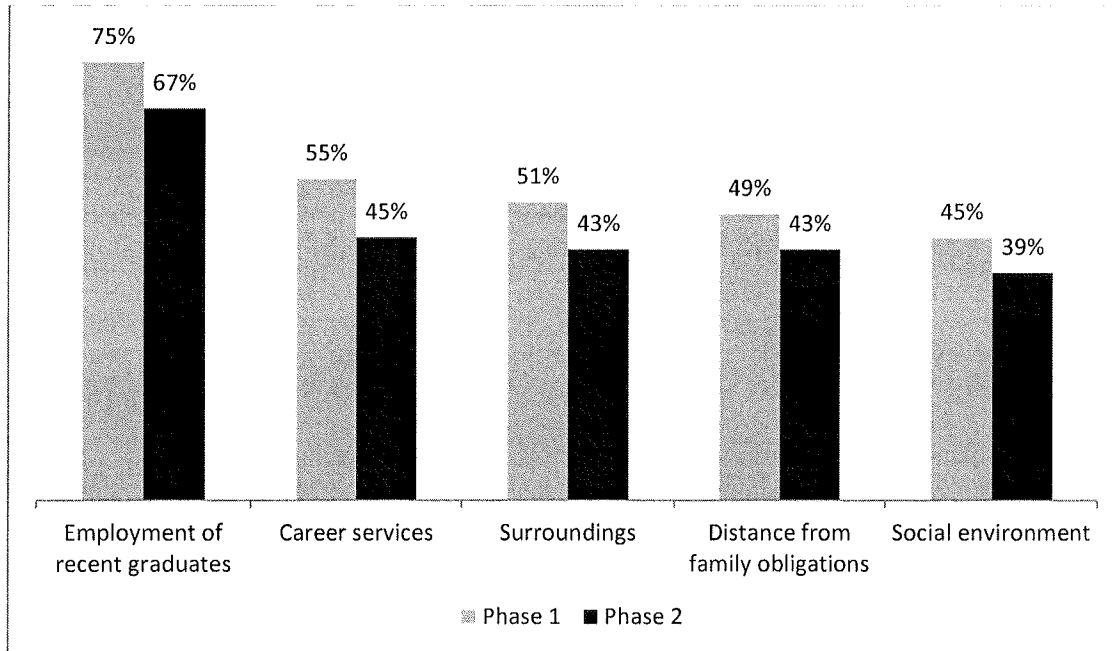
In comparison, applicants who planned to attend evening and part-time programs were more likely to rate location, distance from family obligations, and career services as very important.

Changes in Factors Considered Important⁷

Interview responses for admitted applicants were compared to their responses on the written survey about the application process. The percentage of respondents rating these factors as 4 or 5 is shown below only for admitted applicants who completed both the Phase I and Phase II surveys.

Ratings for most factors changed very little. Employment of recent graduates, career services, surroundings, distance from family obligations, and social environment showed the largest change and were rated more important in the application process than in the enrollment process.

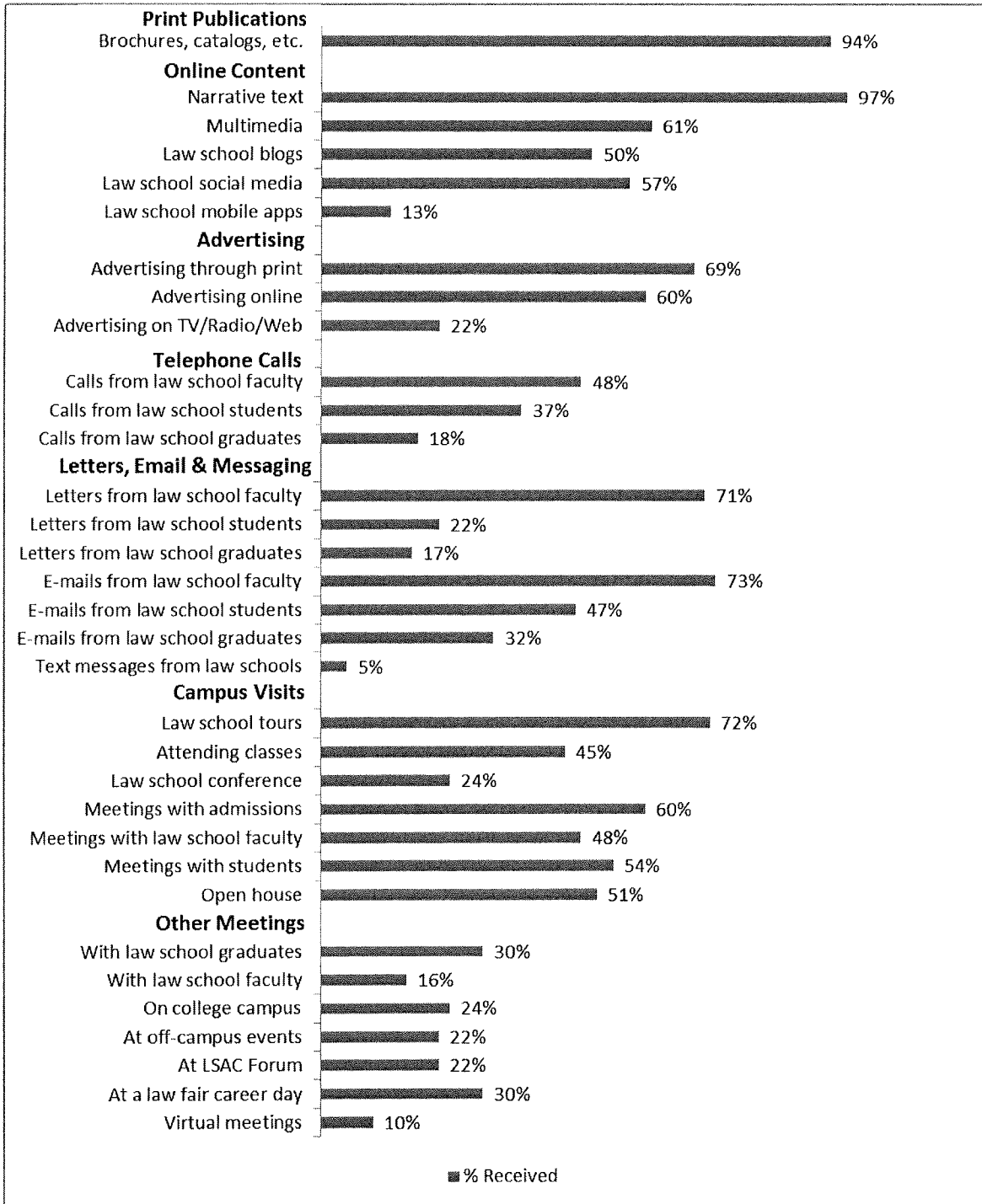
Figure 7.4 Changes in importance ratings of factors from Phase I to Phase II



⁷ Phase I questions asked about importance of factors in *deciding where to apply*. Phase II questions asked about the same factors with regard to *commitment to a specific law school*.

Chapter 8: Exposure, Influence, and Persuasiveness of Information From Law Schools

Figure 8.1 Exposure: What do admitted applicants see?

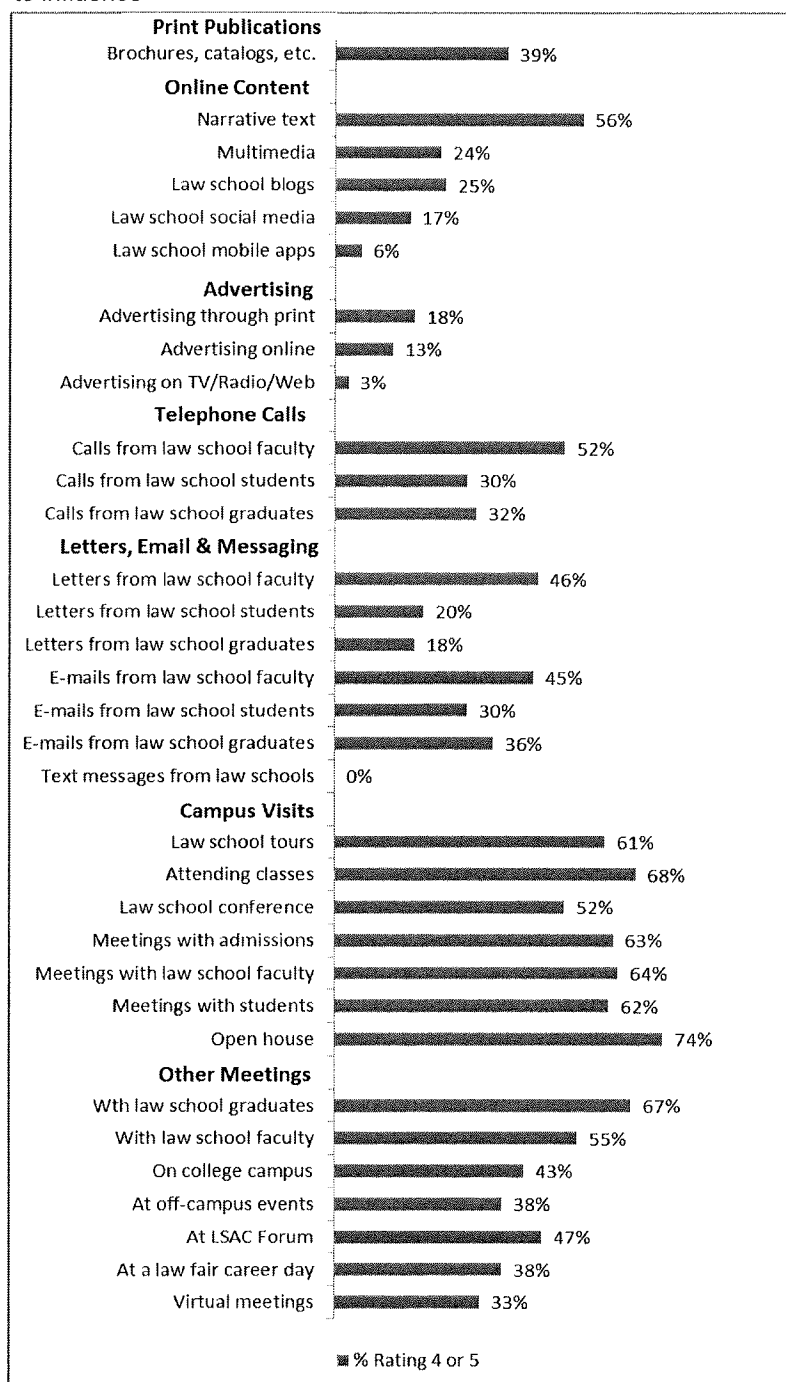


Nearly all admitted applicants were exposed to printed brochures, catalogs, and viewbooks (94%) and online narrative text (97%). At least two-thirds of respondents were exposed to e-mails from law school faculty (73%), law school tours (72%), letters from law school faculty (71%), and print advertising (69%).

Influence of Information Provided by Law Schools

Admitted applicants were asked to rate how much influence various kinds of information had on their decisions about which law school to attend. The rating scale was from 1 to 5, where 1 was "little or no influence" and 5 was "strong influence."

Figure 8.2 Percentage of respondents rating 4 or 5 for each factor related to influence

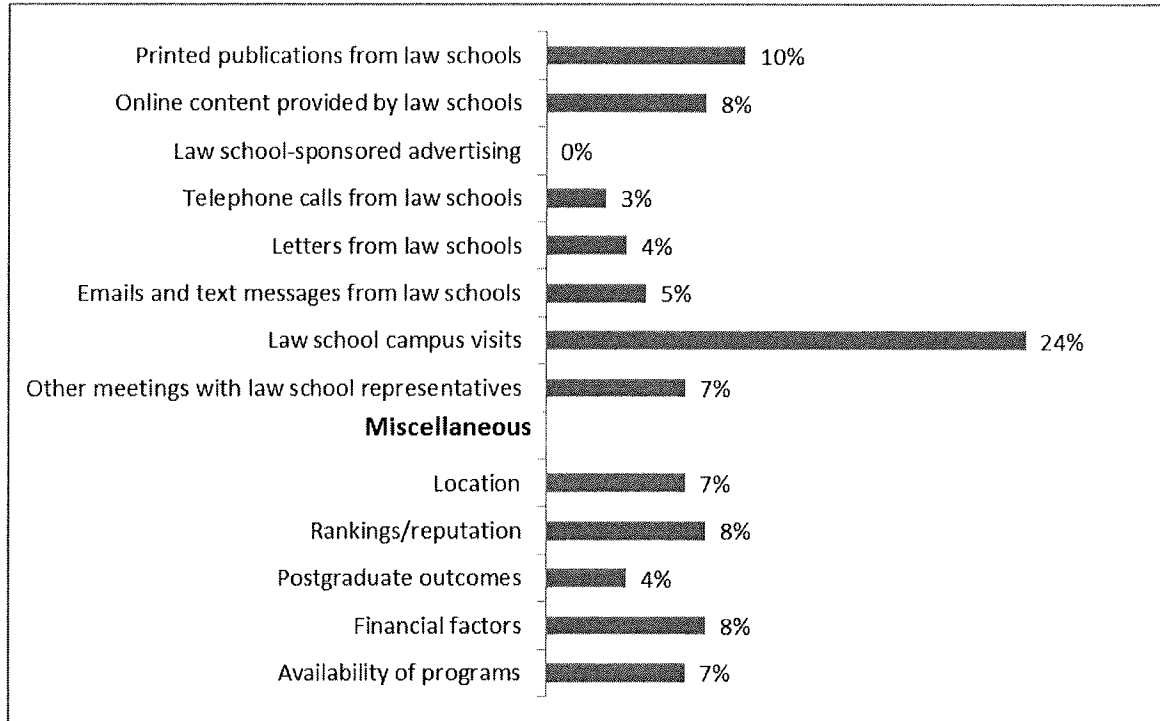


As Figure 8.2 shows, factors that were most often rated as influential were various types of campus visits (especially attending an open house) and meetings with law school graduates.

Most Persuasive Information Provided by Law Schools

Admitted applicants were asked to select up to three factors that most persuaded them to commit to a specific law school. The most frequently cited factor was law school campus visits (24%) followed by printed publications from law schools (10%).

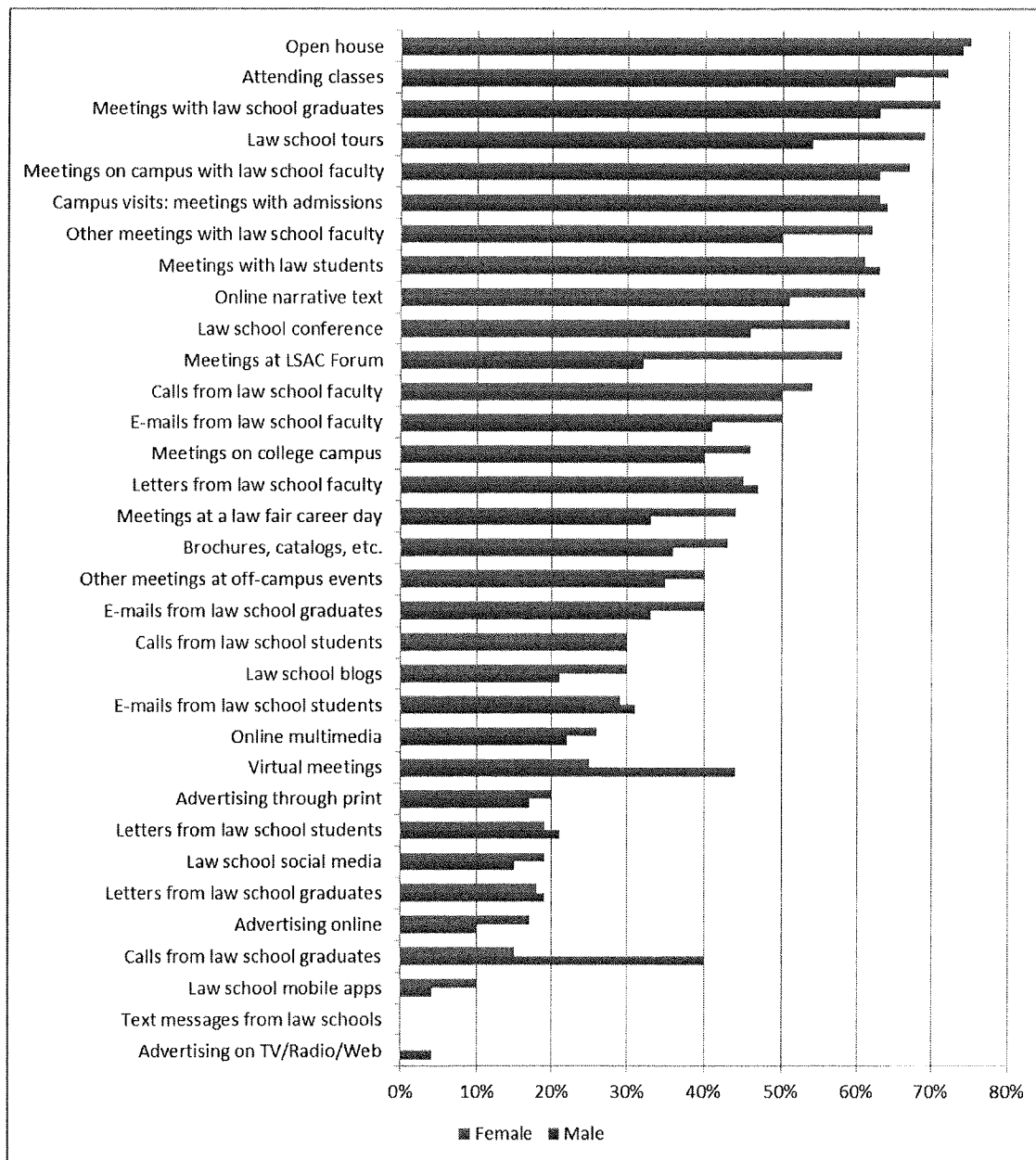
Figure 8.3 Percentage of admitted respondents selecting factors as persuasive



Subgroup Differences in Influence Ratings⁸

Gender

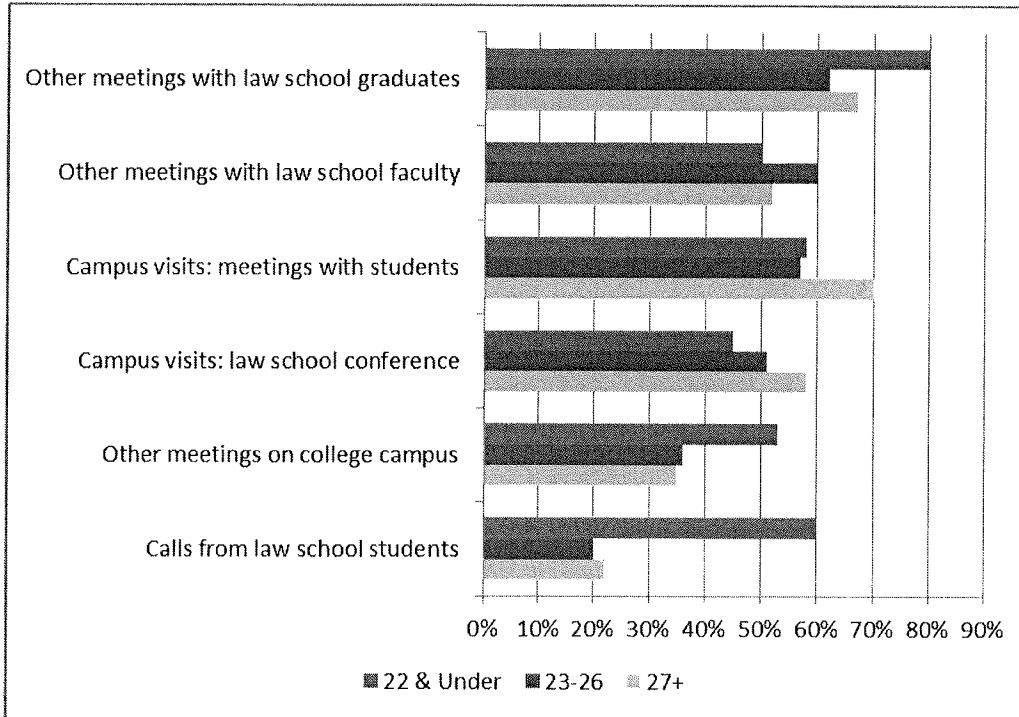
Figure 8.4 Percentage of admitted respondents, by gender, who rated 4 or 5 for each factor related to influence



When asked which factors were most influential in deciding where to commit, female respondents generally tended to give higher ratings to all factors. Ratings for law school tours, off-campus meetings with law school faculty, online narrative text, law school conferences, and meetings at LSAC forums showed the largest difference.

⁸ Due to the small size of the interview sample, comparisons of subgroups based on race/ethnicity are not reported because they will not yield reliable results.

Age

Figure 8.5 Factors showing the largest differences by age for influence ratings

Admitted applicants ages 22 and under gave the highest influence ratings to meetings with law school graduates, meetings on a college campus, and calls from law school students. Admitted applicants ages 23–26 gave the highest influence ratings to off-campus meetings with law school faculty, while older students (27 and older) gave the highest influence ratings to meetings with students on the law school campus.

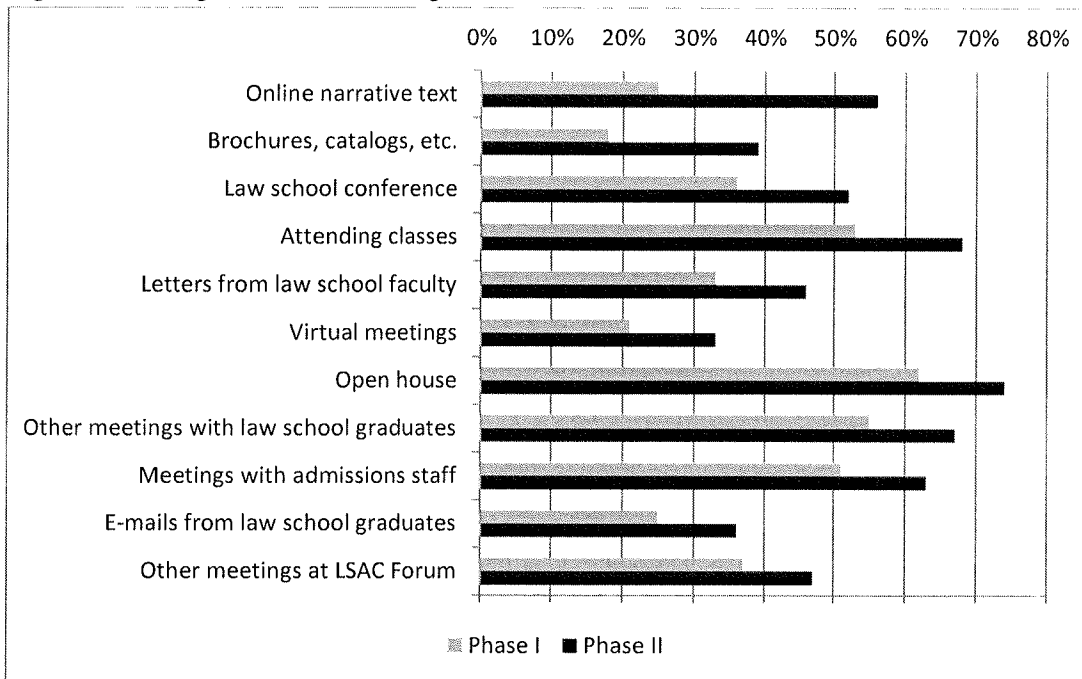
Day vs. Evening and Full Time vs. Part Time

Admitted applicants who planned to study law in full-time and day programs were more likely than those who planned to study in part-time or evening programs to give high influence ratings to other meetings with law school graduates, meetings with law school students, and other meetings with law school faculty. Admitted applicants who planned to study in part-time and evening programs gave higher influence ratings to online narrative text.

Changes in Influence Ratings From Phase I to Phase II⁹

Influence ratings changed somewhat from Phase I to Phase II of the study. Respondents were more likely to give higher influence ratings to most factors in Phase II, though the increase was generally small. Increases in influence ratings for the 11 factors displayed in Figure 8.6 were 10% or greater.

Figure 8.6 Changes in influence rating of factors from Phase I to Phase II



⁹ Phase I questions asked about the influence and persuasiveness of factors in *deciding where to apply*. Phase II questions asked about the same factors with regard to *commitment to a specific law school*.

Chapter 9: Communication

Admitted applicants were asked what type of communication from law schools they prefer and why. As indicated in Table 9.1, most respondents preferred e-mail communication followed by letters and then phone calls.

Table 9.1 Preferred mode of communication

Email	45%
Letters	25%
Phone calls	15%
Meetings	10%
Text messages	2%

Important Features of Communication

Respondents were asked why they preferred a particular mode of communication. Those who preferred e-mail communication most often cited convenience and accessibility. Those who preferred letters were also most likely to cite convenience as well as a sense of personal interaction. Respondents who preferred meetings most often cited the personal connection and immediacy of the interaction. Those who preferred phone calls were also most likely to cite the personal aspect of the communication. Finally, when text messaging was preferred, the most frequently cited reason was the immediacy of the communication.

Table 9.2 Percentage of respondents' reasons for preference by mode of communication

	E-mail	Letters	Meetings	Phone	Text Message
Convenience	79	58	40	44	79
Convenient (nonspecific)	30	19	10	13	50
Accessibility/easy access	20	10	3	9	14
Reply when ready/think before reply	9	7	4	6	7
Can get immediate response to questions	4	4	16	8	0
Will have record/better for record-keeping	6	10	1	4	0
Fast/quick/not time-consuming	7	4	3	4	7
Nonintrusive/less intrusive	3	4	3	0	0
Easy to reply	1	0	0	1	0
Information	6	12	7	7	14
Quality of information/more likely to be read	4	10	4	5	0
Information on specific subject of interest	2	2	3	2	14
Miscellaneous	15	30	53	49	7
Human interaction/personal connection	10	18	40	42	0
Formality (sense it's more formal/official)	2	9	6	5	7
Reality/feeling what it's like to be there	2	2	6	2	0
Less wasteful	1	1	0	0	0
Attention/focused on my needs	0	0	1	0	0

What Applicants Are Saying About Communication Preferences

E-mail is quick and it is more personal to get letters in the mail.

E-mail doesn't put anyone in a position where they have to answer something on the spot. Easy and less formal.

When you interact face to face, you can express how you communicate and how they are judging you. Or e-mails if not.

E-mail is nonintrusive and I can reply on my own time.

Because e-mails are convenient and TIMELY. Letters are official and hard copy, and formal.

E-mails because you can't really lose it like a letter. Or, you could forget what a phone call contained.

Letters because they're official.

Letters because I overlook e-mail. Letters are nicer.

Letters because I'm more likely to read a letter; may delete an e-mail. E-mails aren't as well thought out or as important.

Letters because it's physical and I can share with others. Can review easily because they're tangible.

Letters seem like someone would take more time to write and care for.

Phone calls are invasive. I enjoyed online media forums via Facebook and Twitter. Letters and meetings, they're formal ways to communicate.

Phone calls are easier with a personal touch and you don't have to go there out of your way.

Phone calls because it's personal and interactive and it shows they're serious.

Phone calls show from the law school that they value their incoming students. It also gives you a chance to ask questions; you are not talking to a machine.

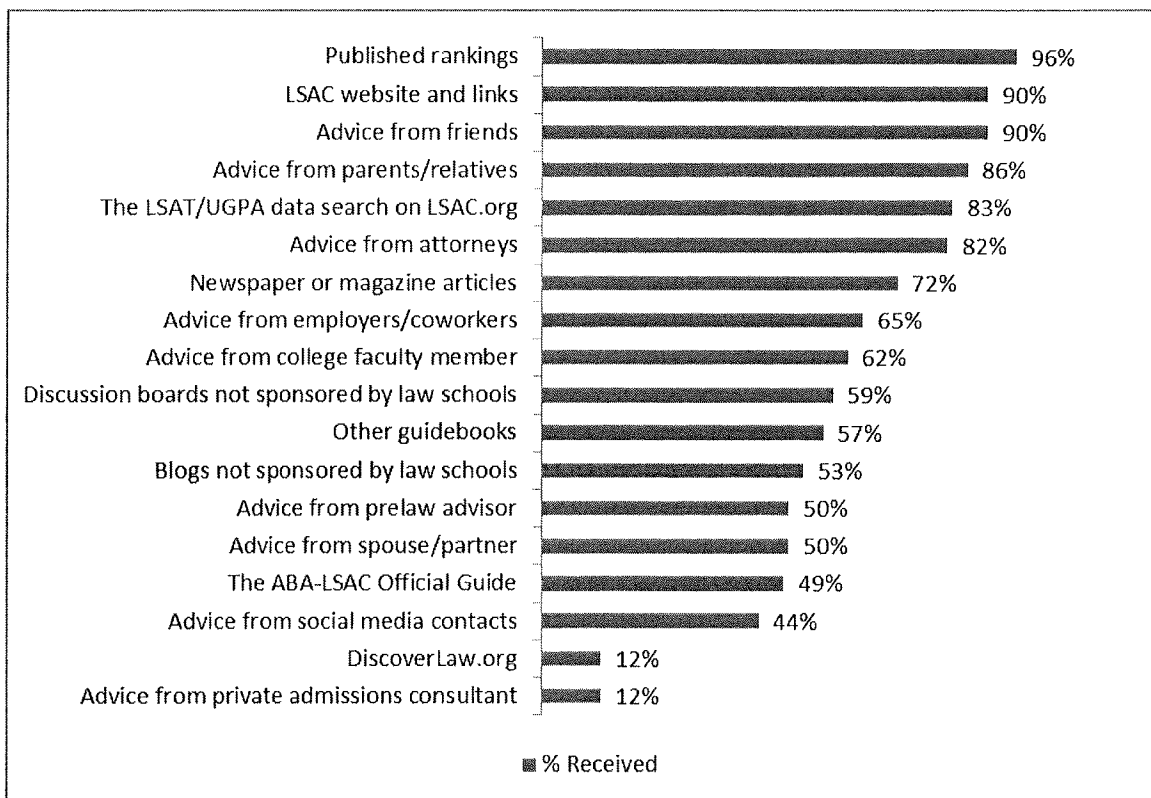
Meeting at the law school is the best way to go because you can get answers faster, meet a professor that interests you, etc.

Meetings are a better opportunity to communicate uninterrupted and see what it's like on campus.

Chapter 10: Exposure, Influence, and Persuasiveness of Information From Sources Other Than Law Schools

Figure 10.1 shows the percentage of admitted applicants who indicated that they received information of various types from sources other than law schools.

Figure 10.1 Percentage of admitted applicants exposed to information from sources other than law schools

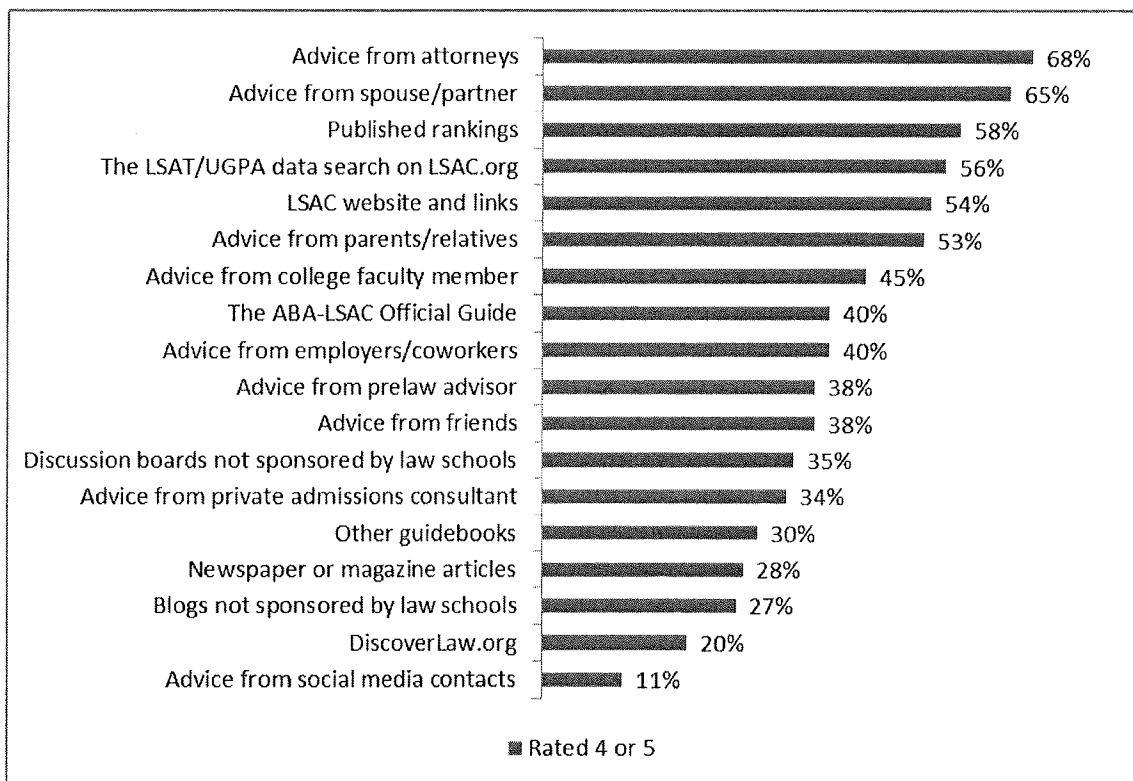


Nearly all admitted applicants were exposed to published law school rankings (96%). Other top sources of information were the LSAC website and links (90%), advice from friends (90%), advice from parents/relatives (86%), the data search tool on the LSAC website (83%), advice from attorneys (82%), newspaper or magazine articles (72%), and advice from employers and coworkers (65%).

Influence of Other Sources of Information and Advice on Enrollment Choice

Admitted applicants were asked to rate the influence of information from sources other than law schools. They were rated on a 1 to 5 scale, where 1 is "little or no influence," 3 is "moderate influence," and 5 is "strong influence." The percentage of respondents who saw the information and rated it 4 or 5 is shown in Figure 10.2.

Figure 10.2 Percentage of admitted applicants rating 4 or 5 for each factor related to influence of information from sources other than law schools

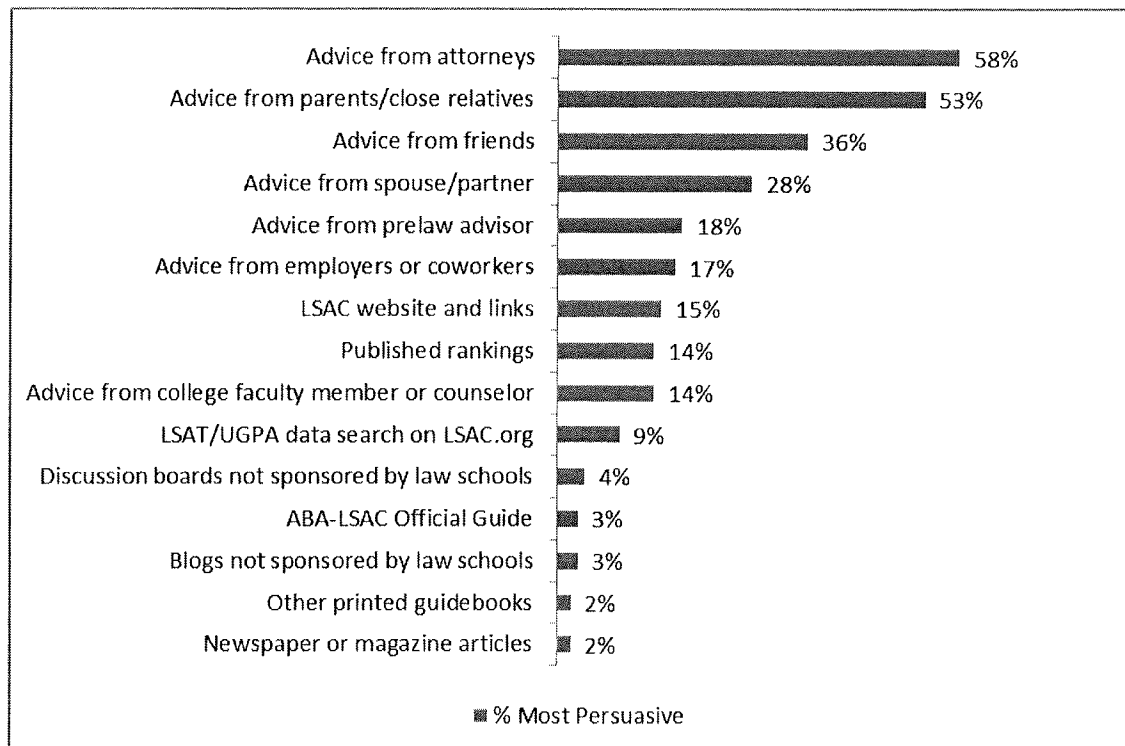


Advice from attorneys, advice from a spouse or partner, published rankings, the LSAC website (LSAT and UGPA search on LSAC website, LSAC website, and links), and advice from parents and relatives were rated as the most influential sources of information.

Most Persuasive Other Sources of Information and Advice on Enrollment Choice

Admitted applicants were asked to select up to three sources of information that were most persuasive to them, provided by sources other than law schools. The results are shown in the figure below.

Figure 10.3 Percentage of respondents selecting factors as most persuasive from sources other than law schools

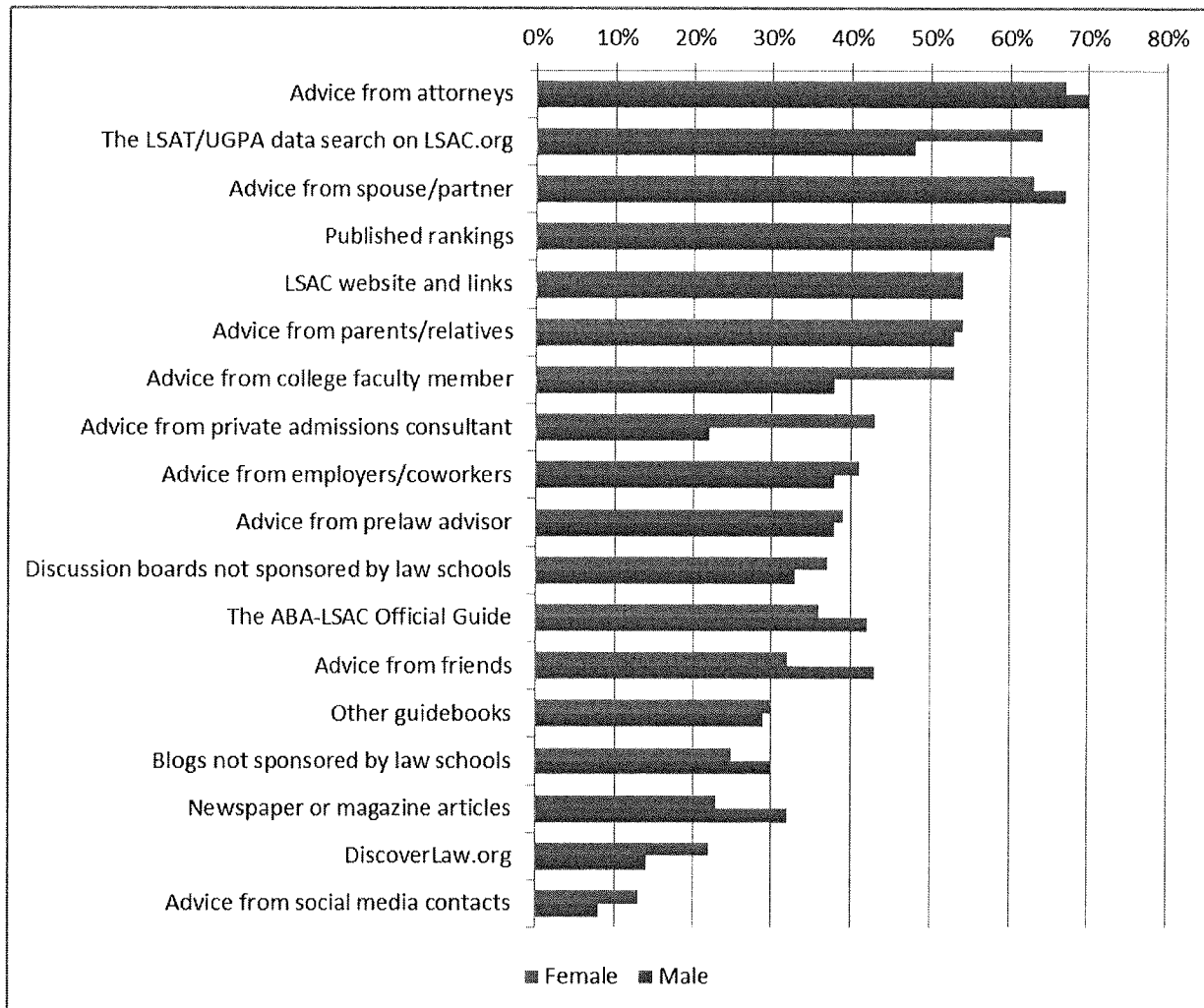


Advice from attorneys and advice from parents and close relatives were the most commonly cited as the most persuasive sources of information by more than half of the respondents. Advice from friends and advice from a spouse or partner were the next most frequently cited sources of information.

Subgroup Differences for Influence Ratings¹⁰

Gender

Figure 10.4 Percentage of admitted applicants, by gender, who rated 4 or 5 for each factor related to influence of information from sources other than law schools

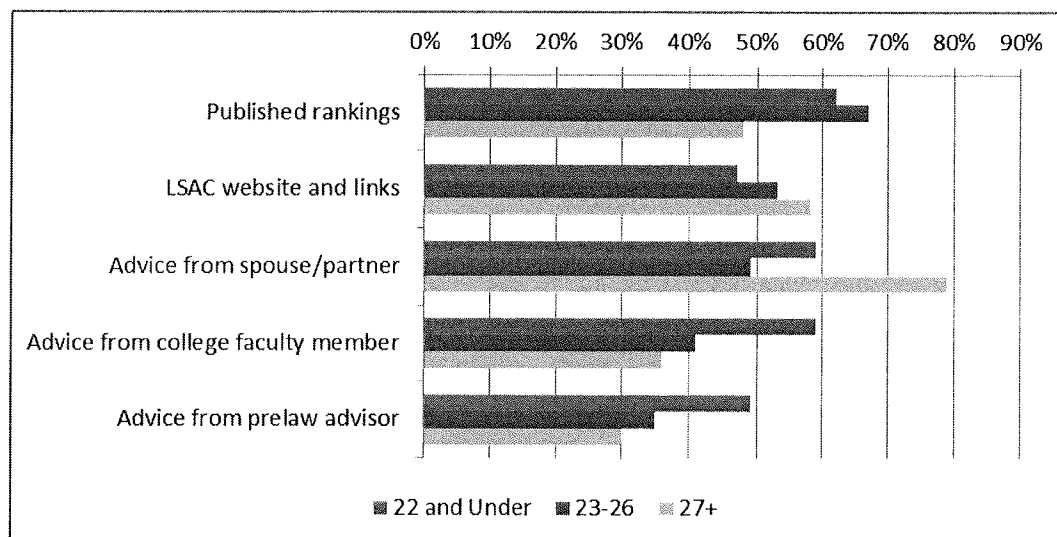


Female admitted applicants were more likely than their male counterparts to give high influence ratings to the LSAT/UGPA data search on the LSAC website and to advice from a college faculty member.

¹⁰ Due to the small size of the interview sample, comparisons of subgroups based on race/ethnicity are not reported because they will not yield reliable results.

Age

Figure 10.5 Factors showing the largest differences, by age, for influence ratings of information from sources other than law schools



Admitted applicants 22 years and younger were more likely than older admitted applicants to give high influence ratings to advice from a college faculty member and from a prelaw advisor. Admitted applicants between the ages of 23 and 26 were more likely than older applicants to give higher influence ratings to published rankings. Older admitted applicants (27 and above) were more likely than younger applicants to give high ratings to advice from a spouse or partner.

Day vs. Evening and Full Time vs. Part Time

Admitted applicants who planned to study in day and full-time programs were more likely to give high influence ratings to published rankings and advice from parents or relatives. Admitted applicants who planned to study part time gave *lower* influence ratings to the LSAT/UGPA data search tool on the LSAC website.

Changes in Influence Ratings From Phase I to Phase II¹¹

There was very little change in influence ratings for information from sources other than law schools from Phase I to Phase II of the study. The only change that met the 10% threshold was for the influence of the LSAC website and links, where high ratings (4 or 5) increased from 42% in Phase I to 54% in Phase II.

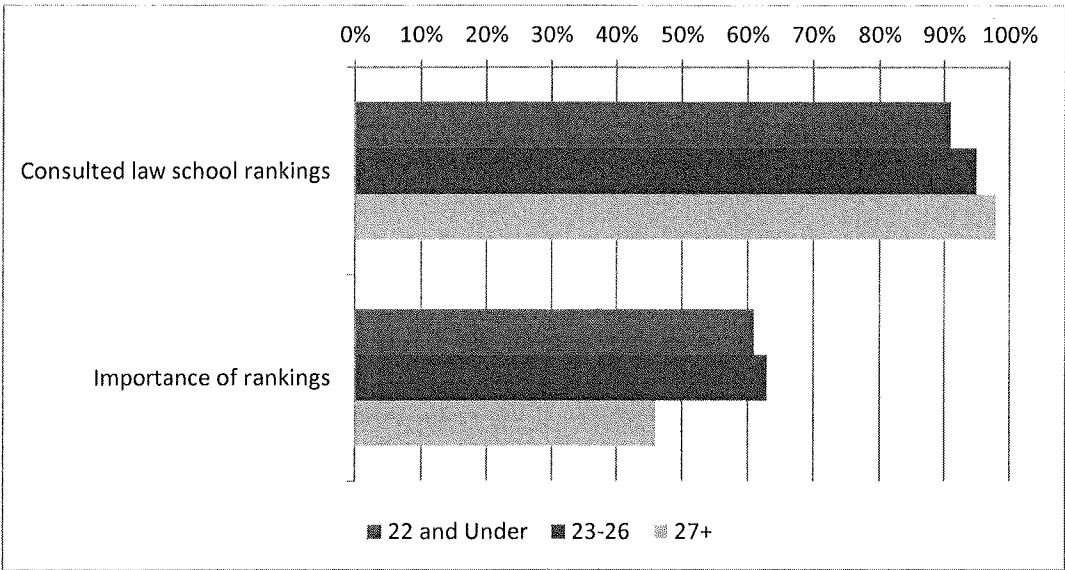
¹¹ Phase I questions asked about the influence and persuasiveness of factors in *deciding where to apply*. Phase II questions asked about the same factors with regard to *commitment to a specific law school*.

Chapter 11: Rankings, Discrimination, and Financial Aid

Law School Rankings

Almost all admitted applicants (95%) indicated that they consulted published law school rankings, while only 56% of them rated rankings as “very” or “extremely” important. Notably, older respondents (27 and up) were most likely to report having consulted law school rankings (98%) but were least likely to rate them as important (46% rated them 4 or 5).

Figure 11.1 Percentage of admitted applicants using law school rankings by age group



Full-time admitted applicants, private admitted applicants, and highly qualified admitted applicants were all more likely than others to consider published rankings important in their decision about where to commit.

Expectations of Discrimination

Respondents were asked whether they anticipated encountering discrimination at the law school they had chosen. The percentages displayed in Table 11.1 clearly indicate that most admitted applicants do *not* anticipate encountering any type of discrimination. Race/ethnicity was the most frequently cited category (13%), with gender and age discrimination both at 8% and disability and sexual orientation both at 3%.

Table 11.1 Expectations of discrimination

Gender	8%
Race/Ethnicity	13%
Sexual Orientation	3%
Age	8%
Disability	3%

Financial Aid

Admitted applicants were asked a series of questions about financial aid and the cost of attending law school. As Table 11.2 shows, almost two-thirds of respondents applied for merit- or need-based financial aid. Of those who applied, 64% received a merit-based scholarship and 24% received a need-based scholarship. Of those who applied for a scholarship, 82% indicated that the amount of merit-based scholarship influenced their choice of law school. Of those who received a need-based scholarship, 49% reported that the amount of that scholarship influenced their choice of law school.

Table 11.2 Percentage indicating financial factors

Yes/No Questions	% Yes
Applied for merit- or need-based scholarships?	65%
Received merit-based scholarship?	64%
Choice influenced by merit-based scholarship?	82%
Received need-based scholarship?	24%
Choice influenced by need-based scholarship?	49%
Excluded law school(s) due to cost?	51%
Debt burden a factor in choosing where to commit?	66%

Student Status

Admitted applicants were asked whether they planned to attend full-time, part-time, day, or evening programs (Table 11.3). The majority of respondents indicated that they planned to study full time and in day programs.

Table 11.3 Attendance status

Day	84%
Evening	16%
Full-Time	84%
Part-Time	15%

Appendix A (Phase I)

List of Tables

Important Factors in Law School

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Influence of Information From Other Sources

Day/Evening, Full-Time/Part-Time	92
Accepted to Law School, Matriculated	93
Ethnicity	94
Age, Qualification	95

Most Persuasive Information From Other Sources

Day/Evening, Full-Time/Part-Time	96
Accepted to Law School, Matriculated	97
Ethnicity	98
Age, Qualification	99

Law School Rankings

Ethnicity	100
Age	100

First Considered Law School

Ethnicity	100
Highest Level of Parents' Education	101

Cost and Financial Aid

Ethnicity	101
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Relatives Who Have Attended Law School

Ethnicity	101
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TABLE A-1
Important Factors in Law School

	Day	Evening	Full Time	Part Time
All	1,684	300	1,747	307
Location	75%	90%	75%	90%
Employment of recent graduates	75%	63%	75%	62%
Bar success	68%	70%	69%	70%
Clinics/Internships	71%	54%	71%	55%
Likelihood of being admitted	65%	70%	66%	70%
Reputation	67%	55%	67%	54%
Cost	61%	65%	61%	63%
Personal attention	61%	58%	62%	59%
Breadth of graduate employment	60%	51%	60%	50%
Career services	56%	49%	57%	49%
Reputation of faculty	54%	56%	54%	55%
Surroundings	56%	42%	56%	40%
Rankings	57%	42%	57%	39%
Availability of merit-based aid	53%	49%	53%	48%
Distance from family obligations	46%	72%	46%	70%
Social environment	50%	36%	51%	34%
Program availability	44%	49%	44%	49%
Availability of need-based aid	40%	41%	41%	40%
Ability to compete	39%	42%	38%	42%
Application fee waiver	36%	28%	37%	30%
Availability of support programs	27%	39%	28%	38%
Evening or part time	12%	93%	13%	92%
Student diversity	17%	22%	17%	22%
Student groups	18%	16%	18%	17%
Early action program (binding)	11%	16%	11%	16%
Early action program (nonbinding)	10%	13%	10%	12%

TABLE A-2
Important Factors in Law School

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,448	260	212	208
Location	78%	79%	74%	79%
Employment of recent graduates	72%	79%	78%	73%
Bar success	66%	85%	65%	77%
Clinics/Internships	65%	81%	71%	74%
Reputation	64%	64%	80%	67%
Likelihood of being admitted	63%	79%	75%	68%
Cost	60%	75%	60%	67%
Personal attention	58%	76%	59%	63%
Breadth of graduate employment	56%	71%	70%	65%
Career services	52%	68%	62%	66%
Reputation of faculty	52%	55%	62%	63%
Rankings	54%	50%	70%	57%
Surroundings	54%	54%	59%	53%
Availability of merit-based aid	49%	67%	55%	55%
Distance from family obligations	48%	57%	48%	59%
Social environment	45%	61%	56%	56%
Program availability	41%	62%	50%	53%
Availability of need-based aid	35%	66%	50%	52%
Ability to compete	36%	50%	51%	43%
Application fee waiver	31%	57%	39%	43%
Availability of support programs	22%	57%	34%	47%
Evening or part time	20%	49%	24%	40%
Student diversity	9%	47%	34%	37%
Student groups	14%	28%	26%	20%
Early action program (binding)	9%	25%	15%	19%
Early action program (nonbinding)	8%	23%	13%	17%

TABLE A-3
Important Factors in Law School

	Age			Gender	
	22 and Under	23–26	27+	Female	Male
All	695	1,050	887	1,377	1,171
Location	75%	75%	80%	80%	73%
Employment of recent graduates	79%	76%	66%	75%	71%
Bar success	72%	67%	67%	73%	62%
Clinics/Internships	72%	68%	65%	74%	61%
Reputation	72%	71%	56%	68%	64%
Likelihood of being admitted	70%	64%	65%	70%	61%
Cost	61%	63%	62%	62%	62%
Personal attention	62%	60%	60%	65%	55%
Breadth of graduate employment	59%	63%	54%	61%	57%
Career services	58%	58%	52%	59%	52%
Reputation of faculty	55%	55%	54%	58%	51%
Rankings	61%	59%	47%	57%	54%
Surroundings	58%	57%	47%	57%	50%
Availability of merit-based aid	54%	53%	52%	55%	50%
Distance from family obligations	44%	44%	61%	54%	44%
Social environment	54%	50%	41%	54%	42%
Program availability	44%	45%	46%	52%	37%
Availability of need-based aid	38%	40%	44%	46%	36%
Ability to compete	40%	40%	37%	45%	32%
Application fee waiver	37%	40%	32%	39%	32%
Availability of support programs	26%	29%	31%	34%	22%
Evening or part time	13%	19%	43%	28%	22%
Student diversity	15%	18%	20%	23%	13%
Student groups	16%	19%	16%	21%	13%
Early action program (binding)	10%	11%	15%	14%	11%
Early action program (nonbinding)	10%	10%	11%	12%	10%

TABLE A-4
Important Factors in Law School

	Merit-Based Scholarship		Need-Based Scholarship	
	Yes	No	Yes	No
All	1,449	700	1,267	876
Location	77%	77%	77%	78%
Employment of recent graduates	75%	67%	76%	68%
Bar success	69%	69%	72%	65%
Clinics/Internships	70%	66%	72%	64%
Likelihood of being admitted	66%	66%	70%	61%
Reputation	67%	62%	67%	63%
Cost	71%	44%	72%	48%
Personal attention	63%	59%	65%	56%
Breadth of graduate employment	62%	54%	64%	53%
Career services	58%	51%	60%	50%
Reputation of faculty	55%	55%	55%	53%
Surroundings	55%	51%	54%	53%
Rankings	56%	50%	56%	52%
Availability of merit-based aid	68%	23%	67%	34%
Distance from family obligations	49%	52%	50%	50%
Social environment	51%	43%	52%	44%
Program availability	45%	45%	47%	42%
Availability of need-based aid	50%	23%	59%	16%
Ability to compete	41%	37%	43%	35%
Application fee waiver	42%	24%	44%	25%
Availability of support programs	30%	29%	33%	24%
Evening or part time	25%	30%	26%	27%
Student diversity	18%	18%	20%	15%
Student groups	19%	15%	20%	13%
Early action program (binding)	13%	10%	15%	8%
Early action program (nonbinding)	12%	7%	14%	7%

TABLE A-5
Important Factors in Law School

	Public or Private		Qualification	
	Private	Public	Highly Qualified	Less Qualified
All	1,056	686	975	1,657
Location	79%	74%	74%	79%
Employment of recent graduates	73%	72%	74%	72%
Reputation	65%	69%	77%	59%
Bar success	67%	64%	58%	74%
Clinics/Internships	68%	64%	67%	69%
Likelihood of being admitted	62%	64%	56%	72%
Cost	48%	77%	59%	64%
Personal attention	61%	54%	53%	65%
Breadth of graduate employment	57%	57%	56%	61%
Rankings	55%	60%	69%	47%
Surroundings	54%	52%	57%	52%
Career services	55%	49%	54%	57%
Reputation of faculty	54%	50%	55%	55%
Availability of merit-based aid	50%	51%	56%	51%
Distance from family obligations	48%	49%	38%	56%
Social environment	45%	50%	48%	48%
Program availability	42%	37%	39%	48%
Ability to compete	37%	35%	32%	43%
Availability of need-based aid	36%	37%	34%	45%
Application fee waiver	31%	34%	34%	37%
Availability of support programs	24%	21%	14%	38%
Evening or part time	18%	14%	11%	34%
Student diversity	15%	16%	11%	23%
Student groups	16%	14%	15%	18%
Early action program (binding)	9%	7%	7%	15%
Early action program (nonbinding)	8%	6%	6%	13%

TABLE A-6
Exposure to Information Received From Law Schools

	Day	Evening	Full Time	Part Time
All	1,684	300	1,747	307
Brochures, catalogs, etc.	88%	84%	89%	83%
Online narrative text	85%	85%	85%	83%
Online multimedia	82%	81%	82%	79%
Advertising through print	70%	68%	71%	66%
Online law school blogs	69%	65%	70%	64%
E-mails from law school faculty	69%	63%	70%	63%
Campus visits: law school tours	70%	70%	69%	70%
Online law school social media	66%	62%	66%	61%
Advertising online	64%	61%	65%	59%
Campus visits: meetings with admissions	58%	57%	58%	57%
Campus visits: meetings with students	57%	52%	57%	53%
Letters from law school faculty	56%	51%	56%	51%
Campus visits: open house	53%	61%	53%	62%
Campus visits: attending classes	50%	46%	50%	49%
E-mails from law school students	49%	40%	49%	38%
Campus visits: meetings with law school faculty	46%	47%	46%	48%
Advertising on TV/Radio/Web	41%	49%	42%	47%
Other meetings with law school faculty	42%	44%	42%	43%
Online law school mobile apps	41%	45%	42%	44%
Calls from law school faculty	38%	32%	38%	33%
Other meetings with law school graduates	36%	42%	37%	38%
Calls from law school students	38%	32%	38%	30%
E-mails from law school graduates	36%	32%	36%	29%
Letters from law school students	35%	30%	36%	29%
Campus visits: law school conference	33%	40%	33%	40%
Other meetings on college campus	31%	33%	31%	31%
Letters from law school graduates	30%	27%	30%	26%
Other meetings at a law fair career day	28%	32%	28%	31%
Calls from law school graduates	28%	29%	29%	27%
Other meetings at off-campus events	25%	32%	26%	29%
Other meetings at LSAC forum	23%	32%	24%	32%
Other meetings: virtual meetings	16%	22%	16%	20%
Text messages from law schools	10%	16%	11%	14%

TABLE A-7
Exposure to Information Received From Law Schools

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,448	260	212	208
Brochures, catalogs, etc.	90%	88%	85%	78%
Online narrative text	86%	83%	86%	84%
Online multimedia	83%	82%	80%	82%
Online law school blogs	70%	72%	71%	67%
Advertising through print	72%	72%	61%	63%
Campus visits: law school tours	71%	68%	68%	66%
E-mails from law school faculty	68%	76%	76%	64%
Online law school social media	68%	68%	68%	58%
Advertising online	65%	68%	58%	59%
Campus visits: meetings with admissions	58%	64%	58%	53%
Campus visits: meetings with students	56%	61%	60%	56%
Letters from law school faculty	55%	64%	54%	53%
Campus visits: open house	53%	63%	53%	55%
Campus visits: attending classes	49%	54%	55%	49%
E-mails from law school students	47%	53%	58%	42%
Campus visits: meetings with law school faculty	46%	54%	50%	43%
Online law school mobile apps	43%	51%	46%	45%
Advertising on TV/Radio/Web	45%	48%	42%	40%
Other meetings with law school faculty	41%	54%	47%	42%
Calls from law school faculty	37%	42%	41%	37%
Other meetings with law school graduates	37%	45%	41%	39%
Calls from law school students	36%	37%	44%	39%
E-mails from law school graduates	35%	42%	47%	31%
Letters from law school students	34%	43%	38%	32%
Campus visits: law school conference	31%	52%	39%	41%
Other meetings on college campus	29%	45%	44%	33%
Letters from law school graduates	28%	39%	35%	30%
Other meetings at a law fair career day	25%	52%	36%	32%
Calls from law school graduates	28%	33%	36%	32%
Other meetings at off-campus events	24%	40%	36%	28%
Other meetings at LSAC forum	20%	49%	34%	30%
Other meetings: virtual meetings	14%	35%	25%	22%
Text messages from law schools	10%	20%	15%	14%

TABLE A-8
Exposure to Information Received From Law Schools

	Age			Gender	
	22 and Under	23–26	27+	Female	Male
All	695	1,050	887	1,377	1,171
Brochures, catalogs, etc.	91%	88%	86%	88%	88%
Online narrative text	84%	85%	84%	85%	85%
Online multimedia	83%	83%	80%	82%	83%
Advertising through print	71%	70%	69%	70%	70%
Online law school blogs	69%	71%	68%	67%	72%
Campus visits: law school tours	73%	66%	70%	70%	68%
E-mails from law school faculty	72%	68%	67%	69%	69%
Online law school social media	67%	68%	62%	65%	68%
Advertising online	64%	64%	64%	63%	65%
Campus visits: meetings with admissions	58%	55%	61%	56%	59%
Campus visits: meetings with students	59%	56%	55%	57%	56%
Letters from law school faculty	58%	57%	51%	54%	58%
Campus visits: open house	54%	51%	58%	55%	54%
Campus visits: attending classes	52%	47%	49%	50%	48%
E-mails from law school students	51%	51%	40%	47%	49%
Campus visits: meetings with law school faculty	48%	43%	49%	45%	47%
Online law school mobile apps	42%	43%	43%	42%	45%
Advertising on TV/Radio/Web	44%	43%	44%	42%	46%
Other meetings with law school faculty	44%	40%	44%	42%	43%
Calls from law school faculty	37%	38%	37%	33%	42%
Calls from law school students	37%	38%	34%	35%	39%
Other meetings with law school graduates	35%	38%	38%	35%	39%
Letters from law school students	38%	37%	30%	34%	36%
E-mails from law school graduates	37%	37%	32%	34%	37%
Campus visits: law school conference	36%	32%	36%	33%	36%
Other meetings on college campus	37%	31%	28%	31%	33%
Letters from law school graduates	32%	30%	27%	28%	31%
Other meetings at a law fair career day	30%	30%	27%	29%	30%
Calls from law school graduates	26%	30%	28%	26%	31%
Other meetings at off-campus events	25%	27%	28%	26%	28%
Other meetings at LSAC forum	23%	26%	27%	26%	25%
Other meetings: virtual meetings	17%	19%	17%	17%	18%
Text messages from law schools	12%	10%	13%	10%	14%

TABLE A-9
Exposure to Information Received From Law Schools

	Merit Scholarship Important		Need Scholarship Important	
	Yes	No	Yes	No
All	1,449	700	1,267	876
Brochures, catalogs, etc.	89%	85%	88%	88%
Online narrative text	85%	85%	85%	85%
Online multimedia	83%	80%	83%	80%
Advertising through print	72%	66%	73%	66%
Online law school blogs	70%	66%	72%	65%
E-mails from law school faculty	72%	63%	73%	64%
Campus visits: law school tours	72%	64%	71%	67%
Online law school social media	66%	63%	68%	62%
Advertising online	66%	60%	67%	59%
Campus visits: meetings with admissions	61%	52%	60%	54%
Campus visits: meetings with students	59%	50%	59%	52%
Letters from law school faculty	59%	48%	59%	51%
Campus visits: open house	57%	47%	57%	49%
Campus visits: attending classes	53%	43%	51%	47%
E-mails from law school students	51%	40%	51%	41%
Campus visits: meetings with law school faculty	50%	40%	51%	41%
Online law school mobile apps	42%	45%	43%	43%
Advertising on TV/Radio/Web	44%	42%	44%	42%
Other meetings with law school faculty	45%	38%	46%	38%
Other meetings with law school graduates	39%	34%	39%	35%
Calls from law school faculty	40%	32%	40%	33%
Calls from law school students	39%	32%	39%	34%
Letters from law school students	38%	29%	38%	30%
E-mails from law school graduates	37%	31%	38%	31%
Campus visits: law school conference	37%	30%	38%	29%
Other meetings on college campus	32%	31%	34%	29%
Letters from law school graduates	32%	25%	33%	25%
Other meetings at a law fair career day	30%	28%	32%	25%
Calls from law school graduates	30%	25%	31%	25%
Other meetings at off-campus events	28%	24%	29%	23%
Other meetings at LSAC forum	27%	23%	29%	20%
Other meetings: virtual meetings	19%	16%	20%	14%
Text messages from law schools	12%	11%	13%	10%

TABLE A-10
Exposure to Information Received From Law Schools

	Public or Private		Qualification	
	Private	Public	Highly Qualified	Less Qualified
All	1,056	686	975	1,657
Brochures, catalogs, etc.	90%	87%	92%	85%
Online narrative text	85%	86%	87%	84%
Online multimedia	82%	82%	84%	80%
Campus visits: law school tours	73%	71%	71%	68%
Online law school blogs	69%	69%	71%	68%
Advertising through print	70%	68%	68%	71%
E-mails from law school faculty	67%	66%	68%	69%
Online law school social media	64%	68%	67%	65%
Advertising online	63%	61%	61%	66%
Campus visits: meetings with students	58%	58%	59%	55%
Campus visits: meetings with admissions	56%	59%	56%	59%
Letters from law school faculty	56%	54%	56%	55%
Campus visits: open house	55%	55%	53%	54%
Campus visits: attending classes	51%	47%	52%	48%
E-mails from law school students	47%	48%	53%	44%
Campus visits: meetings with law school faculty	44%	45%	45%	47%
Online law school mobile apps	39%	42%	40%	45%
Advertising on TV/Radio/Web	40%	40%	39%	46%
Other meetings with law school faculty	39%	39%	40%	44%
Calls from law school faculty	38%	37%	37%	37%
Calls from law school students	39%	37%	41%	34%
Other meetings with law school graduates	36%	34%	34%	39%
Letters from law school students	33%	33%	36%	34%
E-mails from law school graduates	33%	34%	36%	35%
Campus visits: law school conference	33%	31%	28%	38%
Other meetings on college campus	27%	30%	26%	35%
Calls from law school graduates	28%	25%	27%	29%
Letters from law school graduates	28%	24%	28%	30%
Other meetings at a law fair career day	25%	26%	22%	33%
Other meetings at off-campus events	24%	23%	23%	29%
Other meetings at LSAC forum	23%	20%	18%	30%
Other meetings: virtual meetings	16%	13%	12%	21%
Text messages from law schools	10%	9%	9%	13%

TABLE A-11
Influence of Information Provided by Law Schools

	Day	Evening	Full Time	Part Time
All	1,684	300	1,747	307
Campus visits: open house	54%	55%	55%	56%
Campus visits: law school tours	53%	48%	53%	48%
Campus visits: meetings with law school faculty	50%	51%	50%	53%
Campus visits: meetings with students	51%	46%	51%	43%
Campus visits: attending classes	49%	47%	49%	45%
Campus visits: meetings with admissions	46%	54%	46%	53%
Other meetings with law school faculty	45%	42%	45%	42%
Other meetings with law school graduates	41%	52%	41%	50%
Other meetings on college campus	37%	35%	36%	32%
Calls from law school faculty	34%	35%	34%	39%
Other meetings at LSAC forum	37%	30%	37%	28%
Campus visits: law school conference	32%	43%	32%	41%
Other meetings at off-campus events	35%	30%	35%	29%
Other meetings at a law fair career day	33%	32%	33%	27%
E-mails from law school faculty	30%	26%	30%	30%
Calls from law school graduates	29%	29%	28%	30%
Letters from law school faculty	27%	23%	28%	24%
E-mails from law school graduates	25%	24%	24%	27%
Calls from law school students	23%	21%	22%	24%
Letters from law school graduates	23%	20%	23%	19%
E-mails from law school students	23%	19%	23%	22%
Online narrative text	20%	23%	21%	23%
Letters from law school students	21%	15%	21%	16%
Brochures, catalogs, etc.	19%	20%	19%	17%
Other meetings: virtual meetings	18%	25%	19%	18%
Online multimedia	17%	19%	17%	15%
Online law school blogs	14%	17%	14%	18%
Text messages from law schools	9%	19%	11%	19%
Advertising through print	10%	11%	9%	10%
Online law school social media	9%	14%	9%	11%
Advertising online	8%	13%	8%	12%
Online law school mobile apps	5%	8%	5%	7%
Advertising on TV/Radio/Web	3%	8%	3%	7%

TABLE A-12
Influence of Information Provided by Law Schools

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,449	260	212	208
Campus visits: open house	52%	59%	59%	56%
Campus visits: law school tours	52%	61%	50%	53%
Campus visits: meetings with students	49%	59%	50%	52%
Campus visits: meetings with law school faculty	47%	58%	59%	53%
Campus visits: attending classes	49%	56%	47%	51%
Campus visits: meetings with admissions	44%	58%	51%	57%
Other meetings with law school faculty	44%	48%	39%	52%
Other meetings with law school graduates	39%	56%	45%	47%
Other meetings on college campus	31%	50%	31%	42%
Calls from law school faculty	33%	43%	32%	37%
Other meetings at LSAC forum	28%	51%	29%	42%
Campus visits: law school conference	28%	48%	31%	38%
Other meetings at off-campus events	30%	43%	31%	35%
Other meetings at a law fair career day	25%	40%	33%	37%
E-mails from law school faculty	27%	45%	27%	36%
Calls from law school graduates	24%	49%	37%	31%
Letters from law school faculty	26%	32%	28%	31%
Calls from law school students	20%	43%	29%	24%
E-mails from law school graduates	21%	44%	18%	30%
E-mails from law school students	22%	37%	19%	25%
Online narrative text	19%	30%	23%	25%
Letters from law school graduates	19%	31%	26%	22%
Letters from law school students	19%	30%	27%	14%
Brochures, catalogs, etc.	16%	30%	19%	22%
Other meetings: virtual meetings	10%	35%	30%	18%
Online multimedia	14%	26%	20%	21%
Online law school blogs	11%	20%	25%	16%
Text messages from law schools	6%	31%	15%	19%
Advertising through print	8%	23%	8%	9%
Online law school social media	6%	16%	10%	16%
Advertising online	7%	22%	8%	11%
Online law school mobile apps	3%	14%	3%	11%
Advertising on TV/Radio/Web	2%	11%	5%	7%

TABLE A-13
Influence of Information Provided by Law Schools

	Age			Gender	
	22 and Under	23–26	27+	Female	Male
All	695	1,050	888	1,377	1,172
Campus visits: open house	54%	53%	53%	58%	47%
Campus visits: law school tours	54%	53%	49%	54%	49%
Campus visits: meetings with law school faculty	49%	52%	49%	53%	46%
Campus visits: meetings with students	49%	51%	49%	55%	43%
Campus visits: attending classes	49%	47%	49%	50%	46%
Campus visits: meetings with admissions	47%	45%	48%	52%	40%
Other meetings with law school faculty	42%	43%	48%	45%	43%
Other meetings with law school graduates	38%	40%	46%	42%	41%
Other meetings on college campus	36%	35%	33%	36%	33%
Other meetings at LSAC forum	35%	33%	36%	36%	31%
Calls from law school faculty	30%	34%	38%	34%	35%
Campus visits: law school conference	39%	30%	33%	37%	29%
Other meetings at off-campus events	40%	32%	31%	37%	29%
Other meetings at a law fair career day	35%	30%	30%	33%	27%
E-mails from law school faculty	26%	30%	31%	29%	29%
Calls from law school graduates	21%	29%	31%	30%	27%
Letters from law school faculty	27%	24%	29%	27%	25%
E-mails from law school graduates	22%	23%	26%	26%	21%
Calls from law school students	17%	26%	24%	24%	22%
Letters from law school graduates	23%	20%	22%	23%	19%
E-mails from law school students	22%	21%	23%	23%	21%
Online narrative text	20%	21%	21%	24%	17%
Letters from law school students	23%	19%	18%	22%	17%
Brochures, catalogs, etc.	22%	16%	19%	20%	16%
Other meetings: virtual meetings	17%	17%	24%	22%	15%
Online multimedia	17%	17%	17%	20%	13%
Online law school blogs	15%	15%	13%	17%	12%
Text messages from law schools	7%	12%	18%	16%	10%
Advertising through print	10%	10%	9%	10%	9%
Online law school social media	9%	9%	10%	11%	8%
Advertising online	10%	8%	10%	10%	8%
Online law school mobile apps	4%	5%	7%	7%	4%
Advertising on TV/Radio/Web	4%	3%	5%	4%	4%

TABLE A-14
Influence of Information Provided by Law Schools

	Merit Scholarship Important		Need Scholarship Important	
	Yes	No	Yes	No
All	1,449	700	1,267	876
Campus visits: open house	56%	49%	55%	53%
Campus visits: law school tours	55%	45%	55%	47%
Campus visits: meetings with law school faculty	52%	44%	51%	49%
Campus visits: attending classes	51%	43%	51%	45%
Campus visits: meetings with students	51%	45%	51%	47%
Campus visits: meetings with admissions	47%	48%	48%	46%
Other meetings with law school faculty	43%	48%	44%	45%
Other meetings with law school graduates	41%	46%	41%	46%
Other meetings on college campus	37%	32%	38%	32%
Calls from law school faculty	35%	36%	34%	37%
Other meetings at LSAC forum	35%	35%	38%	30%
Campus visits: law school conference	35%	30%	38%	26%
Other meetings at off-campus events	34%	32%	35%	31%
Other meetings at a law fair career day	32%	32%	33%	30%
E-mails from law school faculty	31%	28%	33%	26%
Calls from law school graduates	29%	25%	28%	29%
Letters from law school faculty	27%	26%	28%	25%
E-mails from law school graduates	26%	20%	27%	20%
Calls from law school students	22%	25%	22%	24%
E-mails from law school students	24%	20%	27%	17%
Letters from law school graduates	23%	20%	23%	21%
Online narrative text	21%	21%	22%	19%
Letters from law school students	20%	22%	20%	20%
Brochures, catalogs, etc.	21%	14%	22%	14%
Other meetings: virtual meetings	18%	22%	20%	18%
Online multimedia	17%	17%	19%	14%
Online law school blogs	15%	14%	16%	12%
Text messages from law schools	11%	14%	12%	11%
Advertising through print	11%	8%	11%	7%
Online law school social media	10%	9%	11%	7%
Advertising online	10%	7%	11%	6%
Online law school mobile apps	5%	6%	6%	5%
Advertising on TV/Radio/Web	4%	4%	5%	3%

TABLE A-15
Influence of Information Provided by Law Schools

	Public or Private		Qualification	
	Private	Public	Highly Qualified	Less Qualified
All	1,056	687	975	1,658
Campus visits: open house	54%	53%	52%	54%
Campus visits: law school tours	52%	50%	49%	53%
Campus visits: meetings with students	50%	47%	49%	50%
Campus visits: meetings with law school faculty	46%	48%	47%	51%
Campus visits: attending classes	44%	47%	44%	51%
Campus visits: meetings with admissions	45%	40%	37%	52%
Other meetings with law school faculty	40%	44%	39%	47%
Other meetings with law school graduates	39%	36%	34%	45%
Calls from law school faculty	30%	33%	28%	38%
Campus visits: law school conference	33%	26%	27%	36%
Other meetings on college campus	31%	28%	28%	38%
Other meetings at off-campus events	32%	25%	27%	36%
Other meetings at LSAC forum	28%	24%	24%	38%
E-mails from law school faculty	28%	23%	23%	33%
Other meetings at a law fair career day	29%	22%	22%	34%
Calls from law school graduates	23%	27%	20%	32%
Letters from law school faculty	23%	24%	22%	29%
Calls from law school students	19%	21%	15%	28%
E-mails from law school students	20%	20%	17%	26%
E-mails from law school graduates	21%	18%	15%	29%
Online narrative text	18%	18%	16%	24%
Letters from law school graduates	18%	17%	15%	25%
Brochures, catalogs, etc.	18%	15%	14%	21%
Letters from law school students	15%	18%	15%	22%
Online multimedia	16%	13%	12%	20%
Online law school blogs	14%	11%	14%	15%
Other meetings: virtual meetings	13%	12%	8%	23%
Online law school social media	9%	7%	6%	11%
Advertising through print	10%	5%	6%	12%
Advertising online	7%	7%	5%	11%
Online law school mobile apps	4%	4%	2%	7%
Text messages from law schools	5%	2%	1%	18%
Advertising on TV/Radio/Web	3%	2%	1%	5%

TABLE A-16
Most Persuasive Information Provided by Law Schools

	Day	Evening	Full Time	Part Time
All	1,506	240	1,547	249
Brochures, catalogs, etc.	35%	33%	36%	30%
Campus visits: law school tours	29%	30%	28%	30%
Online narrative text	26%	27%	26%	27%
E-mails from law school faculty	16%	12%	16%	14%
Campus visits: open house	14%	19%	14%	20%
Online multimedia	12%	15%	13%	13%
Campus visits: attending classes	13%	11%	13%	13%
Campus visits: meetings with students	14%	11%	13%	12%
Campus visits: meetings with admissions	11%	12%	11%	11%
Letters from law school faculty	10%	5%	10%	7%
Other meetings with law school graduates	10%	15%	10%	13%
Online law school blogs	8%	6%	8%	6%
Campus visits: meetings with law school faculty	8%	9%	8%	10%
Calls from law school faculty	7%	5%	7%	7%
Advertising through print	6%	5%	6%	5%
Other meetings with law school faculty	6%	8%	6%	6%
Other meetings at LSAC forum	5%	4%	5%	5%
Calls from law school students	4%	3%	4%	2%
E-mails from law school students	4%	3%	4%	2%
Other meetings on college campus	4%	2%	4%	3%
Other meetings at a law fair career day	4%	4%	4%	2%
Calls from law school graduates	3%	3%	3%	4%
Online law school social media	1%	3%	2%	2%
Letters from law school students	2%	0%	2%	1%
Letters from law school graduates	2%	1%	2%	1%
E-mails from law school graduates	3%	2%	3%	1%
Campus visits: law school conference	2%	3%	2%	2%
Other meetings at off-campus events	2%	3%	2%	3%
Online law school mobile apps	0%	1%	1%	1%
Advertising online	1%	3%	1%	3%
Other meetings: virtual meetings	0%	1%	0%	1%
Advertising on TV/Radio/Web	0%	1%	0%	1%
Text messages from law schools	0%	0%	0%	0%

TABLE A-17
Most Persuasive Information Provided by Law Schools

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,122	195	157	153
Brochures, catalogs, etc.	35%	36%	34%	29%
Campus visits: law school tours	30%	26%	23%	24%
Online narrative text	27%	24%	27%	24%
E-mails from law school faculty	14%	25%	20%	22%
Campus visits: open house	15%	11%	15%	14%
Online multimedia	14%	11%	13%	11%
Campus visits: attending classes	14%	11%	13%	8%
Campus visits: meetings with students	14%	12%	10%	14%
Campus visits: meetings with admissions	12%	13%	8%	12%
Letters from law school faculty	9%	10%	10%	9%
Other meetings with law school graduates	11%	7%	11%	10%
Online law school blogs	8%	6%	14%	5%
Campus visits: meetings with law school faculty	9%	7%	8%	8%
Calls from law school faculty	6%	4%	6%	9%
Other meetings with law school faculty	5%	6%	5%	8%
Advertising through print	6%	6%	2%	6%
Other meetings at LSAC forum	3%	13%	5%	8%
Calls from law school students	3%	3%	4%	7%
E-mails from law school students	4%	6%	6%	4%
Other meetings on college campus	4%	3%	3%	6%
Other meetings at a law fair career day	4%	5%	3%	5%
Calls from law school graduates	3%	3%	1%	5%
Online law school social media	2%	2%	3%	1%
Advertising online	1%	3%	3%	2%
Letters from law school students	2%	1%	3%	1%
Letters from law school graduates	1%	3%	4%	3%
E-mails from law school graduates	2%	2%	5%	1%
Campus visits: law school conference	2%	3%	1%	4%
Other meetings at off-campus events	2%	3%	2%	1%
Online law school mobile apps	0%	0%	2%	1%
Other meetings: virtual meetings	0%	2%	1%	1%
Advertising on TV/Radio/Web	0%	1%	0%	1%
Text messages from law schools	0%	0%	0%	0%

TABLE A-18
Most Persuasive Information Provided by Law Schools

	Age			Gender	
	22 and Under	23–26	27+	Female	Male
All	533	800	682	1,062	888
Brochures, catalogs, etc.	40%	36%	33%	37%	34%
Campus visits: law school tours	31%	29%	24%	29%	27%
Online narrative text	23%	26%	28%	27%	24%
E-mails from law school faculty	15%	17%	16%	16%	16%
Campus visits: open house	14%	14%	15%	15%	14%
Online multimedia	14%	13%	13%	13%	14%
Campus visits: attending classes	14%	13%	12%	15%	11%
Campus visits: meetings with students	12%	15%	11%	14%	12%
Campus visits: meetings with admissions	11%	9%	13%	10%	11%
Letters from law school faculty	11%	10%	9%	8%	12%
Other meetings with law school graduates	7%	11%	11%	9%	11%
Online law school blogs	7%	10%	6%	8%	8%
Campus visits: meetings with law school faculty	8%	8%	9%	7%	10%
Calls from law school faculty	7%	8%	6%	5%	9%
Advertising through print	8%	5%	5%	6%	5%
Other meetings with law school faculty	5%	5%	7%	5%	7%
Other meetings at LSAC forum	4%	5%	6%	6%	4%
Calls from law school students	3%	4%	3%	4%	3%
E-mails from law school students	3%	6%	3%	4%	4%
Other meetings on college campus	4%	4%	4%	4%	4%
Other meetings at a law fair career day	5%	4%	4%	4%	5%
Calls from law school graduates	2%	2%	3%	2%	3%
Online law school social media	3%	2%	1%	2%	2%
Advertising online	1%	2%	1%	2%	1%
Letters from law school students	3%	2%	1%	1%	3%
Letters from law school graduates	2%	1%	2%	1%	2%
E-mails from law school graduates	3%	2%	2%	3%	2%
Campus visits: law school conference	2%	2%	2%	2%	2%
Other meetings at off-campus events	3%	1%	2%	2%	2%
Online law school mobile apps	1%	0%	0%	1%	1%
Other meetings: virtual meetings	0%	0%	1%	1%	0%
Advertising on TV/Radio/Web	0%	0%	1%	0%	0%
Text messages from law schools	0%	0%	0%	0%	0%

TABLE A-19
Most Persuasive Information Provided by Law Schools

	Merit Scholarship Important		Need Scholarship Important	
	Yes	No	Yes	No
All	1,270	598	1,116	747
Brochures, catalogs, etc.	36%	35%	37%	34%
Campus visits: law school tours	29%	26%	29%	28%
Online narrative text	24%	29%	25%	27%
E-mails from law school faculty	16%	16%	17%	15%
Campus visits: open house	16%	12%	15%	15%
Online multimedia	12%	14%	13%	13%
Campus visits: attending classes	14%	9%	13%	12%
Campus visits: meetings with students	14%	11%	13%	12%
Campus visits: meetings with admissions	11%	11%	11%	10%
Letters from law school faculty	10%	9%	10%	10%
Other meetings with law school graduates	9%	13%	9%	13%
Campus visits: meetings with law school faculty	9%	7%	8%	9%
Online law school blogs	7%	8%	8%	7%
Calls from law school faculty	7%	7%	7%	7%
Advertising through print	6%	5%	6%	5%
Other meetings with law school faculty	5%	7%	5%	7%
Other meetings at LSAC forum	5%	6%	6%	4%
Calls from law school students	4%	3%	4%	3%
E-mails from law school students	4%	4%	4%	4%
Other meetings on college campus	4%	4%	4%	4%
Other meetings at a law fair career day	4%	5%	4%	4%
Calls from law school graduates	3%	3%	3%	3%
Online law school social media	1%	3%	2%	2%
Letters from law school students	2%	1%	2%	2%
Letters from law school graduates	2%	2%	2%	1%
E-mails from law school graduates	2%	2%	3%	2%
Campus visits: law school conference	2%	2%	2%	2%
Other meetings at off-campus events	2%	2%	2%	2%
Online law school mobile apps	0%	1%	1%	1%
Advertising online	1%	2%	1%	1%
Other meetings: virtual meetings	1%	1%	1%	0%
Advertising on TV/Radio/Web	0%	0%	1%	0%
Text messages from law schools	0%	0%	0%	0%

TABLE A-20
Most Persuasive Information Provided by Law Schools

	Private	Public	Highly Qualified	Less Qualified
All	822	521	741	1,274
Brochures, catalogs, etc.	37%	33%	37%	35%
Campus visits: law school tours	31%	30%	27%	28%
Online narrative text	25%	25%	26%	26%
Campus visits: open house	14%	18%	17%	13%
Campus visits: meetings with students	15%	14%	16%	11%
Campus visits: attending classes	13%	15%	14%	12%
Online multimedia	14%	12%	12%	14%
E-mails from law school faculty	12%	12%	14%	17%
Campus visits: meetings with admissions	10%	11%	10%	12%
Letters from law school faculty	11%	9%	10%	10%
Other meetings with law school graduates	10%	10%	9%	11%
Campus visits: meetings with law school faculty	9%	9%	10%	7%
Online law school blogs	8%	8%	10%	7%
Calls from law school faculty	7%	8%	6%	7%
Advertising through print	6%	4%	5%	6%
Other meetings with law school faculty	5%	5%	4%	7%
Calls from law school students	5%	4%	5%	3%
E-mails from law school students	4%	5%	4%	4%
Other meetings at LSAC forum	4%	4%	4%	6%
Other meetings at a law fair career day	4%	3%	4%	5%
Calls from law school graduates	3%	3%	3%	2%
E-mails from law school graduates	3%	2%	3%	2%
Other meetings on college campus	2%	4%	3%	4%
Online law school social media	2%	2%	2%	2%
Letters from law school students	2%	2%	2%	2%
Letters from law school graduates	2%	1%	2%	2%
Campus visits: law school conference	2%	2%	1%	2%
Other meetings at off-campus events	2%	2%	2%	2%
Advertising online	1%	1%	1%	2%
Online law school mobile apps	0%	0%	1%	1%
Advertising on TV/Radio/Web	0%	0%	0%	0%
Text messages from law schools	0%	0%	0%	0%
Other meetings: virtual meetings	0%	0%	0%	1%

TABLE A-21
Exposure to Information From Other Sources

	Day	Evening	Full Time	Part Time
All	1,684	300	1,747	307
Published rankings	92%	81%	91%	82%
The LSAT/UGPA data search on LSAC.org	85%	75%	84%	78%
LSAC website and links	84%	77%	84%	78%
Advice from parents/relatives	79%	64%	79%	62%
Advice from friends	78%	75%	77%	76%
Advice from attorneys	67%	72%	68%	73%
Other guidebooks	66%	62%	66%	63%
Newspaper or magazine articles	67%	60%	68%	58%
The ABA-LSAC <i>Official Guide</i>	54%	49%	54%	51%
Advice from employers/coworkers	52%	63%	52%	61%
Advice from prelaw advisor	52%	43%	53%	42%
Advice from college faculty member	51%	43%	52%	41%
Advice from spouse/partner	44%	55%	44%	55%
Discussion boards not sponsored by law schools	46%	39%	47%	39%
Blogs not sponsored by law schools	40%	35%	41%	36%
Advice from social media contacts	30%	28%	30%	26%
Advice from private admission consultant	20%	28%	20%	28%
DiscoverLaw.org	18%	21%	18%	21%

TABLE A-22
Exposure to Information From Other Sources

	Accepted at ABA Law School		Matriculated at ABA Law School	
	Yes	No	Yes	No
All	2,024	608	1,752	798
Published rankings	92%	82%	91%	87%
The LSAT/UGPA data search on LSAC.org	84%	82%	84%	82%
LSAC website and links	83%	84%	82%	84%
Advice from parents/relatives	78%	71%	78%	74%
Advice from friends	78%	74%	78%	77%
Advice from attorneys	67%	71%	67%	72%
Newspaper or magazine articles	67%	66%	65%	70%
Other guidebooks	66%	66%	65%	68%
The ABA-LSAC <i>Official Guide</i>	52%	59%	51%	59%
Advice from employers/coworkers	53%	57%	52%	56%
Advice from prelaw advisor	50%	54%	50%	54%
Advice from college faculty member	49%	56%	48%	58%
Advice from spouse/partner	46%	46%	45%	49%
Discussion boards not sponsored by law schools	47%	40%	46%	44%
Blogs not sponsored by law schools	41%	37%	40%	40%
Advice from social media contacts	29%	31%	28%	33%
Advice from private admission consultant	19%	30%	18%	29%
DiscoverLaw.org	17%	26%	17%	24%

TABLE A-23
Exposure to Information From Other Sources

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,448	260	212	208
Published rankings	91%	89%	90%	80%
The LSAT/UGPA data search on LSAC.org	84%	85%	85%	78%
LSAC website and links	84%	87%	84%	77%
Advice from friends	78%	77%	80%	76%
Advice from parents/relatives	79%	75%	75%	64%
Advice from attorneys	71%	70%	65%	70%
Newspaper or magazine articles	67%	69%	69%	61%
Other guidebooks	66%	71%	67%	60%
The ABA-LSAC <i>Official Guide</i>	52%	65%	64%	51%
Advice from employers/coworkers	53%	57%	62%	54%
Advice from prelaw advisor	50%	59%	60%	47%
Advice from college faculty member	49%	60%	59%	51%
Advice from spouse/partner	47%	46%	43%	41%
Discussion boards not sponsored by law schools	44%	53%	55%	40%
Blogs not sponsored by law schools	37%	49%	52%	37%
Advice from social media contacts	29%	40%	36%	21%
Advice from private admission consultant	20%	36%	26%	21%
DiscoverLaw.org	16%	34%	27%	22%

TABLE A-24
Exposure to Information From Other Sources

	Age			Qualification	
	22 and Under	23–26	27+	Highly Qualified	Less Qualified
All	695	1,050	887	975	1,657
Published rankings	91%	91%	88%	96%	86%
The LSAT/UGPA data search on LSAC.org	87%	83%	81%	82%	84%
LSAC website and links	85%	83%	82%	81%	85%
Advice from parents/relatives	87%	80%	65%	84%	72%
Advice from friends	79%	79%	74%	81%	75%
Advice from attorneys	66%	69%	69%	65%	70%
Newspaper or magazine articles	70%	67%	64%	69%	65%
Other guidebooks	69%	66%	63%	65%	66%
The ABA-LSAC <i>Official Guide</i>	58%	53%	51%	46%	58%
Advice from employers/coworkers	46%	58%	54%	52%	54%
Advice from prelaw advisor	68%	52%	38%	49%	52%
Advice from college faculty member	68%	50%	39%	49%	52%
Advice from spouse/partner	36%	44%	55%	44%	47%
Discussion boards not sponsored by law schools	47%	46%	43%	51%	42%
Blogs not sponsored by law schools	41%	40%	39%	44%	38%
Advice from social media contacts	33%	31%	25%	28%	30%
Advice from private admission consultant	22%	21%	23%	14%	26%
DiscoverLaw.org	19%	18%	21%	13%	23%

TABLE A-25
Influence of Information From Other Sources

	Day	Evening	Full Time	Part Time
All	1,684	300	1,747	307
Advice from attorneys	55%	58%	55%	58%
Published rankings	56%	37%	56%	38%
Advice from spouse/partner	53%	53%	53%	54%
The LSAT/UGPA data search on LSAC.org	52%	40%	51%	42%
Advice from parents/relatives	49%	48%	48%	48%
Advice from friends	39%	45%	39%	46%
Advice from employers/coworkers	35%	45%	35%	45%
LSAC website and links	36%	35%	36%	37%
Advice from college faculty member	35%	35%	35%	35%
The ABA-LSAC <i>Official Guide</i>	35%	35%	34%	34%
Advice from prelaw advisor	36%	28%	35%	28%
Other guidebooks	30%	27%	30%	24%
Discussion boards not sponsored by law schools	32%	20%	32%	22%
Newspaper or magazine articles	25%	23%	25%	25%
Blogs not sponsored by law schools	25%	16%	25%	17%
Advice from private admission consultant	23%	22%	23%	21%
DiscoverLaw.org	10%	13%	11%	16%
Advice from social media contacts	10%	16%	10%	14%

TABLE A-26
Influence of Information From Other Sources

	Accepted at ABA Law School		Matriculated at ABA Law School	
	Yes	No	Yes	No
All respondents	2,025	608	1,752	798
Advice from attorneys	54%	59%	54%	56%
Published rankings	55%	47%	54%	51%
Advice from spouse/partner	52%	56%	52%	55%
The LSAT/UGPA data search on LSAC.org	51%	46%	51%	48%
Advice from parents/relatives	48%	52%	48%	49%
Advice from friends	38%	49%	37%	45%
Advice from employers/coworkers	35%	42%	34%	41%
LSAC website and links	34%	43%	34%	41%
Advice from college faculty member	34%	41%	33%	42%
The ABA-LSAC <i>Official Guide</i>	34%	37%	34%	36%
Advice from prelaw advisor	34%	37%	33%	40%
Other guidebooks	29%	32%	28%	33%
Discussion boards not sponsored by law schools	32%	23%	31%	29%
Newspaper or magazine articles	24%	27%	23%	29%
Blogs not sponsored by law schools	24%	22%	23%	26%
Advice from private admission consultant	21%	29%	18%	30%
DiscoverLaw.org	8%	19%	8%	18%
Advice from social media contacts	8%	19%	8%	15%

TABLE A-27
Influence of Information From Other Sources

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,449	260	212	208
Advice from attorneys	56%	55%	53%	59%
Published rankings	53%	49%	70%	46%
Advice from spouse/partner	53%	46%	48%	58%
The LSAT/UGPA data search on LSAC.org	50%	56%	53%	44%
Advice from parents/relatives	49%	46%	48%	50%
Advice from friends	39%	41%	43%	42%
Advice from employers/coworkers	36%	32%	43%	54%
LSAC website and links	34%	53%	36%	36%
Advice from college faculty member	36%	40%	35%	34%
The ABA-LSAC <i>Official Guide</i>	34%	43%	38%	30%
Advice from prelaw advisor	36%	39%	39%	30%
Other guidebooks	28%	37%	28%	32%
Discussion boards not sponsored by law schools	27%	32%	38%	30%
Newspaper or magazine articles	22%	26%	32%	25%
Blogs not sponsored by law schools	20%	31%	31%	24%
Advice from private admission consultant	18%	27%	29%	47%
DiscoverLaw.org	8%	21%	7%	16%
Advice from social media contacts	7%	15%	12%	22%

TABLE A-28
Influence of Information From Other Sources

	Age			Qualification	
	22 and Under	23–26	27+	Highly Qualified	Less Qualified
All	695	1,050	888	975	1,658
Advice from attorneys	54%	55%	57%	52%	57%
Published rankings	58%	56%	46%	67%	45%
Advice from spouse/partner	45%	49%	59%	53%	53%
The LSAT/UGPA data search on LSAC.org	51%	51%	47%	48%	51%
Advice from parents/relatives	53%	50%	43%	47%	49%
Advice from friends	36%	38%	47%	35%	44%
Advice from employers/coworkers	29%	38%	39%	29%	40%
LSAC website and links	35%	34%	39%	29%	40%
Advice from college faculty member	38%	35%	34%	32%	38%
The ABA-LSAC <i>Official Guide</i>	32%	40%	32%	32%	36%
Advice from prelaw advisor	39%	36%	28%	32%	37%
Other guidebooks	34%	29%	28%	31%	29%
Discussion boards not sponsored by law schools	29%	33%	28%	37%	26%
Newspaper or magazine articles	27%	26%	21%	26%	24%
Blogs not sponsored by law schools	19%	26%	24%	26%	22%
Advice from private admission consultant	28%	24%	21%	15%	26%
DiscoverLaw.org	14%	8%	13%	5%	13%
Advice from social media contacts	13%	8%	13%	6%	13%

TABLE A-29
Most Persuasive Information From Other Sources

	Day	Evening	Full Time	Part Time
All	1,552	246	1,595	258
Advice from attorneys	35%	40%	34%	41%
Advice from parents/relatives	36%	28%	37%	26%
Published rankings	37%	20%	37%	19%
The LSAT/UGPA data search on LSAC.org	34%	21%	32%	27%
Advice from friends	23%	29%	23%	30%
Advice from spouse/partner	19%	28%	20%	28%
The ABA-LSAC <i>Official Guide</i>	17%	13%	16%	16%
LSAC website and links	15%	14%	15%	17%
Advice from prelaw advisor	11%	9%	12%	8%
Advice from employers/coworkers	10%	22%	10%	21%
Other guidebooks	10%	7%	10%	7%
Advice from college faculty member	10%	8%	9%	7%
Discussion boards not sponsored by law schools	9%	4%	8%	5%
Newspaper or magazine articles	5%	6%	5%	5%
Blogs not sponsored by law schools	4%	4%	4%	3%
Advice from private admission consultant	2%	4%	2%	3%
DiscoverLaw.org	0%	2%	0%	1%
Advice from social media contacts	1%	1%	1%	1%

TABLE A-30
Most Persuasive Information From Other Sources

	Accepted at ABA Law School		Matriculated at ABA Law School	
	Yes	No	Yes	No
All	1,531	437	1,325	583
Advice from parents/relatives	37%	30%	38%	30%
Advice from attorneys	34%	40%	34%	37%
Published rankings	37%	23%	37%	27%
The LSAT/UGPA data search on LSAC.org	32%	29%	33%	28%
Advice from friends	23%	27%	23%	23%
Advice from spouse/partner	22%	17%	22%	19%
The ABA-LSAC <i>Official Guide</i>	16%	18%	15%	20%
LSAC website and links	14%	19%	14%	20%
Advice from prelaw advisor	11%	11%	11%	13%
Advice from employers/coworkers	11%	14%	11%	11%
Other guidebooks	9%	13%	9%	12%
Advice from college faculty member	9%	11%	8%	12%
Discussion boards not sponsored by law schools	9%	4%	9%	6%
Newspaper or magazine articles	5%	5%	4%	6%
Blogs not sponsored by law schools	4%	4%	3%	5%
Advice from private admission consultant	2%	5%	2%	4%
DiscoverLaw.org	0%	1%	0%	1%
Advice from social media contacts	1%	1%	1%	1%

TABLE A-31
Most Persuasive Information From Other Sources

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,101	196	145	144
Advice from parents/relatives	37%	30%	31%	33%
Advice from attorneys	36%	37%	30%	39%
Published rankings	35%	28%	45%	26%
The LSAT/UGPA data search on LSAC.org	32%	32%	33%	27%
Advice from friends	23%	20%	26%	27%
Advice from spouse/partner	23%	15%	12%	15%
The ABA-LSAC <i>Official Guide</i>	16%	23%	21%	13%
LSAC website and links	15%	25%	7%	18%
Advice from employers/coworkers	12%	11%	11%	16%
Advice from prelaw advisor	11%	13%	13%	13%
Other guidebooks	9%	10%	10%	9%
Advice from college faculty member	9%	14%	8%	15%
Discussion boards not sponsored by law schools	7%	5%	12%	7%
Newspaper or magazine articles	5%	3%	7%	3%
Blogs not sponsored by law schools	3%	4%	4%	4%
Advice from private admission consultant	2%	5%	3%	6%
DiscoverLaw.org	0%	2%	2%	0%
Advice from social media contacts	0%	2%	1%	1%

TABLE A-32
Most Persuasive Information From Other Sources

	Age			Qualification	
	22 and Under	23–26	27+	Highly Qualified	Less Qualified
All	513	781	674	740	1,228
Advice from parents/relatives	44%	39%	26%	40%	32%
Advice from attorneys	31%	36%	38%	31%	38%
Published rankings	39%	35%	28%	49%	25%
The LSAT/UGPA data search on LSAC.org	32%	32%	30%	28%	33%
Advice from friends	21%	22%	27%	22%	24%
Advice from spouse/partner	12%	19%	30%	22%	20%
The ABA-LSAC <i>Official Guide</i>	16%	17%	16%	12%	19%
LSAC website and links	12%	14%	18%	10%	18%
Advice from prelaw advisor	19%	11%	5%	10%	12%
Advice from employers/coworkers	7%	14%	12%	9%	13%
Other guidebooks	11%	9%	9%	10%	10%
Advice from college faculty member	13%	8%	8%	8%	11%
Discussion boards not sponsored by law schools	7%	9%	7%	12%	5%
Newspaper or magazine articles	5%	3%	6%	6%	4%
Blogs not sponsored by law schools	3%	4%	4%	4%	3%
Advice from private admission consultant	3%	2%	3%	1%	3%
DiscoverLaw.org	1%	1%	0%	0%	1%
Advice from social media contacts	1%	1%	1%	0%	1%

TABLE A-33
Law School Rankings

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,448	260	212	208
Consulted published law school rankings	88%	79%	83%	72%
Applied to one or more specific law schools based on these rankings	77%	82%	88%	80%
Excluded one or more specific law schools from consideration based on these rankings	66%	64%	72%	63%

TABLE A-34
Law School Rankings

	Age			
	Total	22 and Under	23–26	27+
All	2,632	695	1,050	887
Consulted published law school rankings	84%	87%	86%	81%
Applied to one or more specific law schools based on these rankings	79%	83%	83%	71%
Excluded one or more specific law schools from consideration based on these rankings	66%	70%	69%	59%

TABLE A-35
First Considered Law School

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,448	260	212	208
In high school or earlier	35%	40%	27%	38%
1st/2nd year of college	11%	12%	14%	9%
3rd year of college	11%	9%	8%	9%
4th year of college	6%	2%	7%	6%
After college graduation	12%	10%	16%	10%
During a break in education	5%	7%	4%	6%

TABLE A-36
First Considered Law School

	Highest Level of Education Completed by Either Parent					
	HS or Less	HS Diploma or Equivalent	Some College	2-yr College Associate	4-yr College Bachelor	Grad/ Prof. Degree
All	56	226	171	129	591	938
In high school or earlier	41%	44%	42%	45%	41%	40%
1st/2nd year of college	5%	13%	11%	9%	14%	15%
3rd year of college	7%	13%	9%	18%	12%	12%
4th year of college	2%	4%	10%	8%	7%	8%
After college graduation	20%	12%	12%	12%	14%	16%
During a break in education	16%	8%	9%	7%	7%	6%

TABLE A-37
Cost and Financial Aid

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,448	260	212	208
Applied for need- or merit-based aid	72%	68%	67%	61%
Excluded law school(s) due to cost	50%	59%	42%	57%
Merit scholarship is a factor in decision to attend	67%	73%	66%	64%
Need-based scholarship is a factor in decision to attend	56%	72%	62%	63%
Debt burden is a factor in attending	68%	64%	60%	61%

TABLE A-38
Relatives Who Have Attended Law School

	Ethnicity			
	White	African American	Asian	Hispanic
All	1,448	260	212	208
Parent/Guardian	11%	6%	4%	12%
Brother or sister	5%	7%	7%	8%
Other close relatives	20%	19%	12%	17%
Spouse/Partner	3%	2%	2%	5%

Appendix A: Phase I Survey



SURVEY OF ABA LAW SCHOOL APPLICANTS

The information that you provide will be related to other information in the Law School Admission Council™ database. All information will be kept in strictest confidence. Only the professional researchers conducting the study will have access to individually identifiable data.

APPLICATION TO LAW SCHOOL

1. Some of the factors that might have influenced your law school application choices are listed below. How important to you was each of the following factors in choosing the law school(s) to which you have applied? **(CIRCLE THE NUMBER ON EACH LINE THAT BEST REPRESENTS YOUR RATING.)**

	<u>Not at all Important</u>		<u>Somewhat Important</u>		<u>Extremely Important</u>
a. Overall reputation or prestige of the law school	1	2	3	4	5
b. Availability of a particular academic program or specialty	1	2	3	4	5
c. Racial/ethnic diversity of the student body	1	2	3	4	5
d. Location: part of the country, distance from home	1	2	3	4	5
e. Distance from family obligations.....	1	2	3	4	5
f. Your ability to compete on a relatively equal academic footing with most students.....	1	2	3	4	5
g. Presence of particular student interest groups and organizations.....	1	2	3	4	5
h. Cost of attendance	1	2	3	4	5
i. Social environment in which you would feel comfortable	1	2	3	4	5
j. Availability of academic support programs (such as a summer program or a tutorial program during the year).....	1	2	3	4	5
k. Success of graduates in passing the bar	1	2	3	4	5
l. Personal attention to students.....	1	2	3	4	5
m. Your ability to attend in the evening or part-time	1	2	3	4	5
n. Reputation of the faculty	1	2	3	4	5
o. Surroundings: neighborhood, city, or town; availability of off-campus recreational and cultural activities.....	1	2	3	4	5
p. Employment rate of recent graduates	1	2	3	4	5
q. Comprehensive career services.....	1	2	3	4	5
r. Breadth of graduates' employment outcomes	1	2	3	4	5
s. Opportunities to participate in clinics, internships, or similar programs combining practical experience with law study.....	1	2	3	4	5
t. Likelihood of being admitted	1	2	3	4	5
u. Standings in published law school rankings.....	1	2	3	4	5
v. Availability of need-based grants	1	2	3	4	5
w. Availability of merit-based scholarships	1	2	3	4	5
x. Availability of a binding early decision program	1	2	3	4	5
y. Availability of a nonbinding early action program	1	2	3	4	5
z. Offer of an application fee waiver.....	1	2	3	4	5

INFORMATION PROVIDED BY LAW SCHOOLS

2. Please indicate the extent to which various kinds of information provided by law schools influenced your decisions about the law schools to which you would apply. **(IF YOU DID NOT RECEIVE INFORMATION OF A GIVEN TYPE, CIRCLE 0.)**

	Did Not Receive That Type of Information	Little or No Influence		Moderate Influence		Strong Influence
Publications						
a. Printed law school brochures, catalogs, viewbooks, etc.	0	1	2	3	4	5
Online Content						
b. Law school narrative text	0	1	2	3	4	5
c. Law school multimedia	0	1	2	3	4	5
d. Law school blogs	0	1	2	3	4	5
e. Law school–sponsored social media (e.g., Facebook, Twitter, etc.)	0	1	2	3	4	5
f. Law school mobile apps	0	1	2	3	4	5
Advertising						
g. Law school–sponsored print advertisements ...	0	1	2	3	4	5
h. Law school–sponsored online advertisements	0	1	2	3	4	5
i. Law school–sponsored radio/TV advertisements	0	1	2	3	4	5
Telephone calls						
j. From law school faculty/staff	0	1	2	3	4	5
k. From law school students	0	1	2	3	4	5
l. From law school graduates	0	1	2	3	4	5
Letters						
m. From law school faculty/staff	0	1	2	3	4	5
n. From law school students	0	1	2	3	4	5
o. From law school graduates	0	1	2	3	4	5
E-mails						
p. From law school faculty/staff	0	1	2	3	4	5
q. From law school students	0	1	2	3	4	5
r. From law school graduates	0	1	2	3	4	5
Text Messages						
s. From law school	0	1	2	3	4	5
Campus visits						
t. Law school tours	0	1	2	3	4	5
u. Attending classes	0	1	2	3	4	5
v. Law school conference	0	1	2	3	4	5
w. Meetings with admission staff	0	1	2	3	4	5
x. Meetings with faculty members	0	1	2	3	4	5
y. Meetings with students	0	1	2	3	4	5
z. Law school open house for applicants	0	1	2	3	4	5
Other meetings with law representatives						
aa. Meetings with graduates of a law school	0	1	2	3	4	5
bb. Meetings with law school faculty or staff	0	1	2	3	4	5
cc. On your college or university campus	0	1	2	3	4	5
dd. At an off-campus law school–sponsored event	0	1	2	3	4	5
ee. At a Law School Forum sponsored by LSAC ..	0	1	2	3	4	5
ff. At a law fair or career day	0	1	2	3	4	5
gg. Virtual meetings (webinars, video chats, etc.)	0	1	2	3	4	5

3. Which kinds of information listed previously most persuaded you to apply? **(PLEASE WRITE IN THE LETTERS FOR UP TO THREE ITEMS FROM THE PREVIOUS LIST OF INFORMATION TYPES.)**

4. On what media or device(s) did you receive information? **(PLEASE CHECK ALL THAT APPLY.)**

- a. In print (e.g., newspapers, magazines) ₁ ☐
 b. Desktop or laptop computer ₁ ☐
 c. Tablet ₁ ☐
 d. Mobile phone or other mobile device (e.g., iPod Touch) ₁ ☐

5. Did you receive printed publications, phone calls, letters, e-mails, or text messages that you had not requested from one or more law schools? ₁ ☐ Yes ₂ ☐ No
6. Did you participate in LSAC's Candidate Referral Service™ (CRS), which makes information about law school candidates available to law schools for recruitment purposes? ₁ ☐ Yes ₂ ☐ No

IF "YES"— DID YOU APPLY TO A LAW SCHOOL YOU WERE NOT PREVIOUSLY CONSIDERING BASED ON A CRS CONTACT? ₁ ☐ Yes ₂ ☐ No ₃ ☐ Not sure

7. Thinking more generally about communications from law schools, how do you think the communications you received could be improved? (PLEASE COMMENT.)

OTHER SOURCES OF INFORMATION AND ADVICE

8. Please indicate the extent to which information or advice from the sources listed below influenced your decisions about law schools to which you would apply. (IF YOU DID NOT RECEIVE INFORMATION OR ADVICE FROM A GIVEN SOURCE, CIRCLE 0.)

	<u>Did Not Receive</u>	<u>Little or No Influence</u>		<u>Moderate Influence</u>		<u>Strong Influence</u>
a. The printed ABA-LSAC Official Guide to ABA-Approved Law Schools™	0	1	2	3	4	5
b. The Data Search (LSAT and GPA) on the LSAC website	0	1	2	3	4	5
c. Other printed guidebooks to law schools and law study....	0	1	2	3	4	5
d. Published rankings of law schools	0	1	2	3	4	5
e. Newspaper or magazine articles (printed or online)	0	1	2	3	4	5
f. The LSAC website and links	0	1	2	3	4	5
g. DiscoverLaw.org™	0	1	2	3	4	5
h. Non-law-school-sponsored online discussion boards	0	1	2	3	4	5
i. Non-law-school-sponsored blogs	0	1	2	3	4	5
Advice from:						
j. College or graduate school prelaw advisor	0	1	2	3	4	5
k. Other college faculty member or counselor	0	1	2	3	4	5
l. Private admissions consultant	0	1	2	3	4	5
m. Parents or close relatives	0	1	2	3	4	5
n. Spouse/partner	0	1	2	3	4	5
o. Friends	0	1	2	3	4	5
p. Employers or coworkers	0	1	2	3	4	5
q. Attorneys	0	1	2	3	4	5
r. Social media contacts (e.g., Facebook, Twitter, etc.)	0	1	2	3	4	5

9. Which sources of information/advice listed previously most persuaded you? (PLEASE WRITE IN THE LETTERS FOR UP TO THREE ITEMS FROM THE PREVIOUS LIST OF INFORMATION SOURCES)

10. Did you consult published law school rankings? ₁ ☐ Yes ₂ ☐ No

IF "YES"— WERE THESE RANKINGS A MAJOR FACTOR IN YOUR DECISIONS:

- a. To exclude one or more specific law schools from consideration?..... ☐ Yes ☐ No
 b. To apply to one or more specific law schools?..... ☐ Yes ☐ No

11. When did you first consider attending law school? (b)When did you decide definitely that you would apply? (**PLEASE CHECK ONLY ONE RESPONSE PER COLUMN.**)

	(a) <u>First Considered</u>	(b) <u>Decided to Apply</u>
a. During high school or earlier	<input type="checkbox"/>	<input type="checkbox"/>
b. In the first or second year of college/university	<input type="checkbox"/>	<input type="checkbox"/>
c. In the third year of college/university	<input type="checkbox"/>	<input type="checkbox"/>
d. In the fourth year of college/university	<input type="checkbox"/>	<input type="checkbox"/>
e. After graduation from college/university	<input type="checkbox"/>	<input type="checkbox"/>
f. During a break in your education	<input type="checkbox"/>	<input type="checkbox"/>

12. Do you anticipate encountering discrimination on the basis of any of the following statuses during your application to or attendance at law school or the process of looking for a job following graduation? (**CHECK RELEVANT BOXES UNDER EACH CATEGORY HEADING, ON EACH LINE.**)

	(a) <u>Gender</u>	(b) <u>Race/Ethnicity</u>	(c) <u>Sexual Orientation</u>	(d) <u>Age</u>	(e) <u>Disability</u>
a. In the application process.....	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. While attending law school.....	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. In your job search following graduation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

12d. If "Yes" to one or more of the above statuses, please describe your concerns:

13. Did you provide information on your racial/ethnic background in completing forms for law school admission?

- ☐ Yes (**SKIP TO Q14**) ☐ No (**CONTINUE TO Q13a**)

13a. If "No," please describe briefly your reason for deciding not to provide this information?

COST AND FINANCIAL AID

14. Did you apply for need-based grants or merit-based scholarships at law schools to which you applied? ☐ Yes, at all schools ☐ Yes, at some schools ☐ No
15. In deciding where to apply, did you exclude one or more law schools from consideration because of the cost of attendance? ☐ Yes ☐ No
16. If you are admitted to law school, will the amount of merit-based scholarships be a significant factor in your decision to attend? ☐ Yes ☐ No
17. If you are admitted to law school, will the amount of need-based grants be a significant factor in your decision to attend? ☐ Yes ☐ No

18. Was debt burden a factor in choosing where to apply? 1 ☐ Yes 2 ☐ No

19. If you attend law school, will you attend: **(PLEASE CIRCLE ONE NUMBER IN EACH ROW.)**

a. Full or part-time? 1 Full-time 2 Part-time 3 Don't know

b. Day or evening? 1 Day 2 Evening 3 Don't know

20. What is the highest level of education completed by one or more of your parents or guardians? **(PLEASE CIRCLE ONE NUMBER ONLY.)**

Less than high school	HS diploma or equivalent	Business or trade school	Some college	2 yr. college (associate degree)	4 yr. college (bachelor degree)	Graduate or prof. degree	Don't know
1	2	3	4	5	6	7	0

21. Who, if any, of the following have attended law school? **(PLEASE CHECK ALL THAT APPLY.)**

Parent/guardian 1 ☐ Yes

Brother or sister 1 ☐ Yes

Other close relative 1 ☐ Yes

Spouse/partner 1 ☐ Yes

Because we may want to follow up with you to learn about your decision regarding attending law school, we would like to be able to contact you in the spring/summer. Please provide your phone number as well as the names and phone numbers of two other people who will know how to get in touch with you. We will not contact the other people unless we cannot reach you.

May we recontact you in the spring/summer for a telephone follow-up interview? 1 ☐ Yes 2 ☐ No

Please include the phone number (with area code) where you may be reached and indicate when you would like to be contacted:

	Daytime	Evening
Phone Number () _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Please provide the names and phone numbers (with area codes) of two other people who will know how to get in touch with you:

		Daytime	Evening
#1	Name _____ Phone Number () _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>
#2	Name _____ Phone Number () _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>

To have your name entered in the lottery to win one of two iPads, please provide an e-mail address and phone number where you can be reached if your name is drawn. Contact information will ONLY be used to notify the winners of the lottery. All responses will be kept in strictest confidence.

Name _____

E-mail _____

Phone Number () _____

Thank you very much for taking the time to complete this questionnaire.

If you would like to share additional comments with us, please use the space below.

Please return this questionnaire in the postage-paid envelope provided.

Appendix B (Phase II)

List of Tables

Important Factors in Law School

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Age, Gender	109

Exposure to Information Received From Law Schools

Day/Evening, Full-Time/Part-Time	110
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Influence of Information Provided by Law Schools

Day/Evening, Full-Time/Part-Time	112
Age, Gender	113

Most Persuasive Information Provided by Law Schools

Day/Evening, Full-Time/Part-Time	114
Age, Gender	114

Exposure to Information From Other Sources

Day/Evening, Full-Time/Part-Time	115
Age, Gender	116

Influence of Information From Other Sources

Day/Evening, Full-Time/Part-Time	117
Age, Gender	118

Most Persuasive Information From Other Sources

Day/Evening, Full-Time/Part-Time	119
Age, Gender	120

Law School Rankings

Age	120
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TABLE B-1
Important Factors in Law School

	Day	Evening	Full Time	Part Time
All	291	54	295	54
Location	69%	89%	69%	87%
Bar success	67%	72%	68%	67%
Clinics/Internships	69%	63%	70%	56%
Employment of recent graduates	67%	63%	68%	57%
Reputation	69%	57%	69%	52%
Breadth of graduate employment	61%	65%	62%	61%
Cost	60%	54%	61%	50%
Availability of merit-based aid	52%	55%	53%	49%
Personal attention	54%	50%	55%	44%
Rankings	55%	39%	56%	35%
Reputation of faculty	51%	56%	51%	52%
Career services	43%	56%	43%	54%
Distance from family obligations	40%	57%	41%	55%
Surroundings	43%	44%	43%	41%
Ability to compete	40%	50%	42%	44%
Availability of need-based aid	39%	36%	38%	36%
Social environment	40%	28%	41%	26%
Program availability	38%	24%	38%	24%
Availability of support programs	22%	37%	23%	33%
Evening or part time	5%	89%	5%	91%
Student diversity	15%	23%	16%	21%
Student groups	14%	17%	14%	17%

TABLE B-2
Important Factors in Law School

	Age			Gender	
	22 and Under	23–26	27+	Male	Female
All	84	136	131	185	165
Location	68%	68%	78%	70%	73%
Clinics/Internships	67%	69%	69%	60%	78%
Bar success	75%	62%	68%	61%	75%
Employment of recent graduates	74%	69%	61%	64%	70%
Reputation	69%	78%	54%	68%	66%
Cost	65%	59%	54%	60%	57%
Distance from family obligations	40%	33%	54%	40%	45%
Breadth of graduate employment	69%	64%	53%	60%	62%
Personal attention	58%	50%	53%	50%	58%
Availability of merit-based aid	54%	53%	52%	53%	52%
Reputation of faculty	51%	57%	49%	52%	53%
Career services	46%	46%	43%	38%	52%
Surroundings	42%	46%	41%	39%	47%
Rankings	55%	64%	40%	49%	57%
Ability to compete	48%	41%	38%	36%	47%
Availability of need-based aid	35%	40%	38%	33%	42%
Program availability	43%	36%	34%	30%	43%
Evening or part time	5%	16%	30%	17%	20%
Social environment	49%	42%	29%	33%	45%
Availability of support programs	24%	23%	28%	23%	27%
Student diversity	18%	17%	16%	14%	21%
Student groups	18%	19%	10%	13%	18%

TABLE B-3
Exposure to Information Received From Law Schools

	Day	Evening	Full Time	Part Time
All	291	54	295	54
Online narrative text	96%	98%	96%	98%
Brochures, catalogs, etc.	94%	96%	94%	94%
E-mails from law school faculty	75%	70%	75%	70%
Campus visits: law school tours	72%	78%	73%	74%
Letters from law school faculty	72%	70%	72%	72%
Advertising through print	68%	70%	69%	67%
Online multimedia	60%	70%	61%	63%
Advertising online	60%	65%	61%	61%
Campus visits: meetings with admissions	58%	70%	60%	67%
Online law school social media	58%	48%	59%	43%
Campus visits: meetings with students	55%	54%	55%	52%
Campus visits: open house	49%	67%	50%	63%
Online law school blogs	49%	54%	49%	50%
Campus visits: meetings with law school faculty	47%	52%	49%	46%
Calls from law school faculty	49%	40%	49%	40%
E-mails from law school students	47%	46%	48%	43%
Campus visits: attending classes	44%	50%	44%	50%
Calls from law school students	37%	30%	37%	34%
E-mails from law school graduates	32%	30%	32%	30%
Other meetings with law school graduates	30%	31%	29%	33%
Other meetings at a law fair career day	31%	24%	31%	22%
Other meetings on college campus	24%	19%	25%	17%
Campus visits: law school conference	21%	33%	22%	33%
Advertising on TV/Radio/Web	21%	28%	21%	28%
Letters from law school students	22%	19%	22%	19%
Other meetings at off-campus events	22%	22%	22%	22%
Other meetings at LSAC forum	19%	30%	20%	26%
Calls from law school graduates	17%	19%	17%	21%
Letters from law school graduates	18%	17%	17%	17%
Other meetings with law school faculty	15%	22%	16%	20%
Online law school mobile apps	13%	17%	14%	11%
Other meetings: virtual meetings	9%	19%	9%	19%
Text messages from law schools	4%	11%	4%	11%

TABLE B-4
Exposure to Information Received From Law Schools

	Age			Gender	
	22 and Under	23–26	27+	Male	Female
All	84	136	131	185	165
Online narrative text	99%	95%	97%	96%	98%
Brochures, catalogs, etc.	98%	91%	96%	95%	94%
E-mails from law school faculty	69%	76%	74%	76%	71%
Campus visits: law school tours	74%	70%	74%	75%	70%
Letters from law school faculty	67%	69%	76%	70%	72%
Advertising through print	69%	67%	71%	64%	74%
Online multimedia	64%	63%	58%	63%	59%
Advertising online	67%	58%	59%	57%	64%
Campus visits: meetings with admissions	54%	61%	63%	66%	54%
Online law school social media	64%	54%	55%	58%	55%
Campus visits: meetings with students	63%	50%	52%	54%	54%
Campus visits: open house	55%	46%	55%	52%	51%
Online law school blogs	60%	51%	42%	51%	48%
Calls from law school faculty	44%	50%	47%	50%	45%
Campus visits: meetings with law school faculty	48%	44%	52%	51%	44%
E-mails from law school students	48%	49%	45%	47%	47%
Campus visits: attending classes	49%	42%	46%	47%	44%
Calls from law school students	36%	40%	35%	40%	34%
E-mails from law school graduates	29%	35%	31%	33%	30%
Other meetings with law school graduates	24%	39%	25%	32%	27%
Other meetings at a law fair career day	39%	30%	24%	31%	29%
Campus visits: law school conference	26%	26%	20%	25%	23%
Other meetings on college campus	41%	24%	13%	26%	23%
Advertising on TV/Radio/Web	19%	24%	23%	25%	20%
Letters from law school students	24%	22%	20%	21%	22%
Other meetings at off-campus events	24%	26%	17%	20%	24%
Other meetings at LSAC forum	18%	26%	19%	19%	25%
Calls from law school graduates	12%	20%	19%	23%	12%
Letters from law school graduates	20%	16%	16%	17%	17%
Other meetings with law school faculty	12%	19%	16%	16%	16%
Online law school mobile apps	15%	13%	13%	15%	12%
Other meetings: virtual meetings	6%	10%	13%	9%	12%
Text messages from law schools	2%	5%	8%	8%	2%

TABLE B-5
Influence of Information Provided by Law Schools

	Day	Evening	Full Time	Part Time
All	291	54	295	54
Campus visits: open house	73%	75%	74%	74%
Campus visits: attending classes	70%	63%	69%	63%
Other meetings with law school graduates	71%	47%	71%	50%
Campus visits: meetings with admissions	62%	68%	61%	72%
Campus visits: meetings with law school faculty	64%	57%	65%	60%
Campus visits: meetings with students	64%	48%	63%	54%
Campus visits: law school tours	60%	60%	61%	58%
Online narrative text	54%	66%	54%	64%
Other meetings with law school faculty	57%	42%	57%	45%
Calls from law school faculty	52%	43%	52%	48%
Campus visits: law school conference	50%	50%	52%	56%
Letters from law school faculty	48%	42%	49%	41%
Other meetings at LSAC forum	46%	44%	48%	43%
E-mails from law school faculty	44%	45%	44%	45%
Other meetings on college campus	42%	40%	42%	44%
Brochures, catalogs, etc.	41%	32%	42%	27%
Other meetings at off-campus events	38%	33%	39%	33%
Other meetings at a law fair career day	39%	31%	39%	33%
E-mails from law school graduates	37%	25%	37%	31%
Other meetings: virtual meetings	44%	10%	40%	20%
Calls from law school students	34%	6%	33%	22%
Calls from law school graduates	34%	10%	32%	27%
E-mails from law school students	30%	24%	31%	22%
Online law school blogs	23%	38%	23%	41%
Online multimedia	23%	26%	24%	21%
Letters from law school students	23%	10%	23%	10%
Advertising through print	19%	11%	19%	11%
Letters from law school graduates	22%	0%	22%	0%
Online law school social media	17%	19%	17%	17%
Advertising online	12%	20%	13%	12%
Online law school mobile apps	3%	22%	2%	33%
Advertising on TV/Radio/Web	3%	0%	3%	0%
Text messages from law schools	0%	0%	0%	0%

TABLE B-6
Influence of Information Provided by Law Schools

	Age			Gender	
	22 and Under	23–26	27+	Male	Female
All	84	136	131	185	165
Campus visits: open house	78%	74%	72%	74%	75%
Campus visits: attending classes	68%	68%	68%	65%	72%
Other meetings with law school graduates	80%	62%	67%	63%	71%
Campus visits: meetings with law school faculty	60%	63%	67%	63%	67%
Campus visits: meetings with admissions	60%	61%	67%	64%	63%
Campus visits: meetings with students	58%	57%	70%	63%	61%
Campus visits: law school tours	61%	60%	61%	54%	69%
Online narrative text	54%	55%	57%	51%	61%
Other meetings with law school faculty	50%	60%	52%	50%	62%
Calls from law school faculty	54%	47%	56%	50%	54%
Campus visits: law school conference	45%	51%	58%	46%	59%
Other meetings at LSAC forum	40%	54%	40%	32%	58%
Letters from law school faculty	46%	50%	42%	47%	45%
E-mails from law school faculty	43%	43%	49%	41%	50%
Other meetings on college campus	53%	36%	35%	40%	46%
Brochures, catalogs, etc.	48%	36%	37%	36%	43%
Other meetings at off-campus events	45%	31%	41%	35%	40%
Other meetings at a law fair career day	39%	41%	32%	33%	44%
E-mails from law school graduates	38%	31%	40%	33%	40%
Other meetings: virtual meetings	20%	21%	47%	44%	25%
Calls from law school graduates	40%	30%	32%	40%	15%
Calls from law school students	60%	20%	22%	30%	30%
E-mails from law school students	43%	23%	31%	31%	29%
Online law school blogs	18%	33%	22%	21%	30%
Online multimedia	28%	19%	27%	22%	26%
Letters from law school students	25%	10%	27%	21%	19%
Letters from law school graduates	24%	14%	19%	19%	18%
Advertising through print	19%	19%	18%	17%	20%
Online law school social media	24%	18%	10%	15%	19%
Advertising online	14%	9%	17%	10%	17%
Online law school mobile apps	0%	6%	12%	4%	10%
Advertising on TV/Radio/Web	6%	0%	3%	4%	0%
Text messages from law schools	0%	0%	0%	0%	0%

TABLE B-7
Most Persuasive Information Provided by Law Schools

	Day	Evening	Full-Time	Part-Time
All	679	135	696	128
Campus visits to law schools	25%	24%	25%	25%
Printed publications from law schools	11%	5%	11%	3%
Online content provided by law schools	7%	11%	7%	9%
Other meetings with law school representatives	7%	6%	7%	6%
E-mails and text messages from law schools	6%	3%	6%	4%
Letters from law schools	4%	1%	4%	0%
Telephone calls from law schools	3%	2%	3%	4%
Law school-sponsored advertising	0%	.	0%	.
Miscellaneous: rankings/reputation	8%	7%	8%	7%
Miscellaneous: financial factors	7%	10%	7%	10%
Miscellaneous: location	6%	9%	6%	10%
Miscellaneous: availability of programs	6%	11%	6%	11%
Miscellaneous: postgraduate outcomes	3%	3%	3%	3%
Miscellaneous: LSAC website and books	0%	2%	0%	1%

TABLE B-8
Most Persuasive Information Provided by Law Schools

	Age			Gender	
	22 and Under	23–26	27+	Male	Female
All	194	348	283	434	389
Campus visits to law schools	20%	27%	25%	25%	24%
Printed publications from law schools	11%	9%	9%	9%	10%
Online content provided by law schools	8%	10%	5%	5%	10%
Other meetings with law school representatives	7%	5%	8%	7%	6%
E-mails and text messages from law schools	7%	6%	4%	6%	5%
Letters from law schools	6%	3%	3%	4%	4%
Telephone calls from law schools	4%	4%	2%	4%	3%
Law school-sponsored advertising	0%	.	.	.	0%
Miscellaneous: rankings/reputation	10%	8%	7%	9%	7%
Miscellaneous: financial factors	5%	8%	9%	8%	7%
Miscellaneous: location	6%	6%	8%	5%	8%
Miscellaneous: availability of programs	5%	6%	8%	7%	6%
Miscellaneous: postgraduate outcomes	5%	3%	3%	4%	3%
Miscellaneous: LSAC website and books	0%	0%	1%	0%	0%

TABLE B-9
Exposure to Information From Other Sources

	Day	Evening	Full Time	Part Time
All	291	54	295	54
Published rankings	96%	94%	97%	93%
LSAC website and links	91%	87%	91%	85%
Advice from friends	90%	89%	90%	85%
Advice from parents/relatives	87%	80%	88%	74%
The LSAT/UGPA data search on LSAC.org	84%	74%	84%	72%
Advice from attorneys	80%	85%	81%	80%
Newspaper or magazine articles	71%	76%	72%	70%
Advice from employers/coworkers	64%	67%	65%	61%
Advice from college faculty member	62%	59%	63%	54%
Discussion boards not sponsored by law schools	60%	49%	60%	47%
Other guidebooks	54%	63%	55%	61%
Blogs not sponsored by law schools	53%	52%	54%	50%
Advice from spouse/partner	48%	67%	48%	63%
Advice from prelaw advisor	50%	47%	50%	45%
The ABA-LSAC <i>Official Guide</i>	49%	41%	49%	41%
Advice from social media contacts	43%	48%	45%	41%
DiscoverLaw.org	10%	22%	11%	19%
Advice from private admission consultant	9%	22%	10%	20%

TABLE B-10
Exposure to Information From Other Sources

	Age			Gender	
	22 and Under	23–26	27+	Male	Female
All	84	136	131	185	165
Published rankings	92%	96%	98%	96%	96%
LSAC website and links	92%	90%	90%	87%	94%
Advice from friends	96%	90%	86%	90%	90%
Advice from parents/relatives	93%	92%	74%	87%	84%
The LSAT/UGPA data search on LSAC.org	86%	81%	82%	81%	85%
Advice from attorneys	78%	84%	81%	83%	79%
Newspaper or magazine articles	76%	71%	71%	73%	71%
Advice from employers/coworkers	56%	69%	65%	65%	64%
Advice from college faculty member	85%	63%	46%	62%	63%
Discussion boards not sponsored by law schools	57%	65%	53%	60%	58%
Other guidebooks	65%	56%	52%	57%	56%
Blogs not sponsored by law schools	54%	59%	47%	52%	54%
Advice from prelaw advisor	69%	51%	37%	48%	52%
Advice from spouse/partner	35%	47%	64%	48%	53%
The ABA-LSAC <i>Official Guide</i>	51%	51%	45%	50%	48%
Advice from social media contacts	54%	44%	38%	42%	47%
DiscoverLaw.org	11%	13%	12%	8%	16%
Advice from private admission consultant	9%	13%	13%	10%	14%

TABLE B-11
Influence of Information From Other Sources

	Day	Evening	Full Time	Part Time
All	291	54	295	54
Advice from attorneys	67%	70%	68%	67%
Advice from spouse/partner	61%	75%	61%	76%
Published rankings	60%	49%	62%	42%
The LSAT/UGPA data search on LSAC.org	56%	55%	57%	46%
LSAC website and links	53%	53%	54%	48%
Advice from parents/relatives	57%	30%	58%	25%
Advice from college faculty member	46%	38%	47%	38%
Advice from employers/coworkers	40%	39%	40%	39%
The ABA-LSAC <i>Official Guide</i>	41%	27%	42%	27%
Advice from prelaw advisor	38%	40%	38%	42%
Advice from friends	40%	27%	40%	26%
Discussion boards not sponsored by law schools	36%	35%	36%	36%
Advice from private admission consultant	33%	33%	34%	27%
Other guidebooks	27%	41%	28%	39%
Blogs not sponsored by law schools	30%	21%	29%	22%
Newspaper or magazine articles	29%	22%	28%	21%
DiscoverLaw.org	11%	33%	13%	40%
Advice from social media contacts	11%	8%	11%	9%

TABLE B-12
Influence of Information From Other Sources

	Age			Gender	
	22 and Under	23–26	27+	Male	Female
All	84	136	131	185	165
Advice from attorneys	63%	68%	72%	70%	67%
Advice from spouse/partner	59%	49%	79%	67%	63%
Published rankings	62%	67%	48%	58%	60%
The LSAT/UGPA data search on LSAC.org	56%	58%	54%	48%	64%
LSAC website and links	47%	53%	58%	54%	54%
Advice from parents/relatives	53%	52%	54%	53%	54%
Advice from college faculty member	59%	41%	36%	38%	53%
The ABA-LSAC <i>Official Guide</i>	38%	43%	37%	42%	36%
Advice from employers/coworkers	30%	46%	38%	38%	41%
Advice from prelaw advisor	49%	35%	30%	38%	39%
Advice from friends	34%	34%	45%	43%	32%
Discussion boards not sponsored by law schools	30%	44%	28%	33%	37%
Advice from private admission consultant	29%	29%	41%	22%	43%
Other guidebooks	21%	40%	25%	29%	30%
Newspaper or magazine articles	29%	29%	25%	32%	23%
Blogs not sponsored by law schools	34%	27%	23%	30%	25%
DiscoverLaw.org	33%	18%	13%	14%	22%
Advice from social media contacts	14%	7%	12%	8%	13%

TABLE B-13
Most Persuasive Information From Other Sources

	Day	Evening	Full Time	Part Time
All	689	126	699	124
Advice from attorneys	19%	19%	20%	18%
Advice from parents or close relatives	18%	12%	19%	12%
Advice from friends	13%	13%	12%	15%
Advice from spouse/partner	9%	15%	9%	16%
Published rankings	5%	3%	5%	2%
LSAC website and links	5%	4%	5%	4%
Advice from prelaw advisor	5%	7%	5%	7%
Advice from college faculty member	5%	3%	5%	2%
Advice from employers or coworkers	5%	6%	5%	6%
The LSAT/UGPA data search on LSAC.org	3%	3%	3%	2%
The ABA-LSAC <i>Official Guide</i>	1%	0%	1%	0%
Other printed guidebooks	1%	1%	1%	1%
Newspaper or magazine articles	1%	0%	1%	1%
Discussion boards not sponsored by law schools	1%	2%	1%	2%
Blogs not sponsored by law schools	1%	2%	1%	2%
DiscoverLaw.org		0%		0%
Advice from private admission consultant	0%	1%	0%	1%
Advice from social media contacts	0%		0%	0%

TABLE B-14
Most Persuasive Information From Other Sources

	Age			Gender	
	22 and Under	23–26	27+	Male	Female
All	195	322	296	426	384
Advice from attorneys	17%	19%	22%	20%	20%
Advice from parents or close relatives	21%	18%	14%	17%	17%
Advice from friends	11%	12%	13%	13%	11%
Advice from spouse/partner	6%	6%	16%	9%	11%
Advice from employers or coworkers	5%	7%	5%	5%	5%
Published rankings	4%	5%	5%	5%	5%
LSAC website and links	5%	6%	4%	6%	4%
Advice from prelaw advisor	10%	5%	3%	5%	5%
Advice from college faculty member	7%	5%	2%	3%	6%
The LSAT/UGPA data search on LSAC.org	3%	2%	4%	2%	4%
The ABA-LSAC <i>Official Guide</i>	1%	1%	1%	1%	1%
Other printed guidebooks	1%	1%	0%	1%	0%
Newspaper or magazine articles	0%	2%	0%	2%	.
Discussion boards not sponsored by law schools	1%	1%	2%	2%	1%
Blogs not sponsored by law schools	1%	1%	1%	1%	1%
DiscoverLaw.org	0%	.	.	.	0%
Advice from private admission consultant	0%	.	0%	0%	.
Advice from social media contacts	0%	0%	0%	0%	0%

TABLE B-15
Law School Rankings

	Age			
	Total	22 and Under	23–26	27+
All	351	84	136	131
Consulted published law school rankings	95%	91%	95%	98%
Rankings were important in the decision to attend this law school	56%	61%	63%	46%

Appendix B: Phase II Telephone Survey Instrument



[TEXT IN BOLD, ALL CAPS] = instructions for interviewer; not to be read aloud

[Text in bold red] = notes about functionality of online survey; will not appear on screen

[READ IF SPEAKING TO FRIEND/FAMILY.]

"Hello, my name is _____ from MMS Education, a national market research company. A couple of months ago **[NAME IN SAMPLE]** completed a survey for the Law School Admission Council and agreed to complete a follow-up survey. However, we are unable to get in touch with him/her. **[NAME IN SAMPLE]** gave us your name and number as someone who may know how to contact him/her."

"Do you have a phone number where we can reach him/her?"

[RECORD NEW NUMBER ON CALLING LIST.]

"Thank you very much."

[ASK TO SPEAK WITH THE PERSON NAMED IN SAMPLE.]

IF PERSON NAMED IS NO LONGER AT THAT NUMBER, ASK FOR NEW CONTACT INFO.

IF INFO CANNOT BE OBTAINED, CALL THE FRIENDS/FAMILY NUMBERS PROVIDED TO FIND PERSON NAMED IN SAMPLE.]

[SURVEY TO CONDUCT WITH PERSON ONCE YOU HAVE THEM ON PHONE:]

"Hello, my name is _____ from MMS Education, a national market research company. Recently, you completed a survey for the Law School Admission Council and indicated that you were willing to participate in a follow up telephone survey. The telephone survey will help the Law School Admission Council further understand applicant's needs and concerns in deciding what law school to attend. Your participation will enable the Law School Admission Council to better meet the needs of future applicants."

"The telephone survey will take about 20 minutes to conduct; is now a good time to conduct the survey?"

[IF NOT]

"Could we schedule a time that is more convenient for you?"

[RECORD DATE: _____ TIME: _____]

"Thank you. I'll call you then."

[IF SO, PROCEED WITH ONLINE SURVEY...]

Student ID: [*required]

Student's name: [*required]

Before we begin the survey, I'm going to ask you a few qualifying questions.

S1. Have you committed to attending one of the law schools you applied to? [*required]

- ☐ Yes [Continue]
- ☐ No [Terminate]
- ☐ Don't know/not sure [Terminate]

[IF "NO" OR "DON'T KNOW"]: Thank you very much for your willingness to participate, but you don't meet the criteria for this survey.

[PAGE BREAK]

S2. Is this the only school to which you applied? [*required]

- ☐ Yes [Terminate]
- ☐ No [Continue]
- ☐ Don't know/not sure [Terminate]

[IF "YES" OR "DON'T KNOW"]: Thank you very much for your willingness to participate, but you don't meet the criteria for this survey.

[PAGE BREAK]

S3. Is this the only school that admitted you? [*required]

- ☐ Yes [Terminate]
- ☐ No [Continue]
- ☐ Don't know/not sure [Terminate]

[IF "YES" OR "DON'T KNOW"]: Thank you very much for your willingness to participate, but you don't meet the criteria for this survey.

[PAGE BREAK]

Q1. I am going to read a series of factors that might have influenced your law school selection. Please indicate how important each of the following items was in choosing the law school to which you have committed, using a 5 point scale where “5” is “extremely important,” “3” is “somewhat important” and “1” is “not at all important.” You may choose any number from 1 to 5.

[Items will be presented in random order]	Not at all important 1	2	Somewhat important 3	4	Extremely Important 5	No response
Overall reputation or prestige of the law school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of a particular academic program or specialty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic diversity of the student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location: part of the country, distance from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance from family obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to compete on a relatively equal academic footing with most students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presence of particular student interest groups and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social environment in which you would feel comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of academic support programs (such as a summer program or a tutorial program during the year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success of graduates in passing the bar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal attention to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to attend in the evening or part-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surroundings: neighborhood, city, or town; availability of off-campus recreational and cultural activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment rate of recent graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensive career services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breadth of graduates' employment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to participate in clinics, internships, or similar programs combining practical experience with law study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standings in published law school rankings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of need-based grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of merit-based scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

Q2a. Now, I am going to read a list of various kinds of information provided by law schools. If you received the kind of information I name, please indicate the extent to which it influenced your decision about which law school to commit to, using a 5-point scale where “5” means it had a “strong influence”, “3” means it had a “moderate influence” and “1” means it had “little or no influence.” You may use any number from 1 to 5. If you did not receive the information I name, don’t give it a rating; just tell me you didn’t receive it. Let’s start with...

[PAGE BREAK]

[Categories will be presented in random order with each category appearing on a new screen, but items will remain in the same order within each category.]

[Publications]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not receive	No response
Printed law school brochures, catalogs, viewbooks, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

[Online content]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not receive	No response
Law school narrative text (Web, not multimedia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law school multimedia (i.e., video, audio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law school blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law school sponsored social media, such as Facebook or Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law school mobile apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

[Advertising]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not receive	No response
Law school sponsored print advertisements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law school sponsored online advertisements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law school sponsored radio or TV advertisements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

[Telephone calls]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not receive	No response
Telephone calls from law school faculty/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone calls from law school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone calls from law school graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

[Letters]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not receive	No response
Letters from law school faculty/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters from law school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters from law school graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

[Email]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not receive	No response
Emails from law school faculty/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emails from law school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emails from law school graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

[Text Messages]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not receive	No response
Text messages from law school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

Q2b. Now, I am going to read a list of various types of events you may have attended. If you attended the kind of event I name, please indicate the extent to which it influenced your decision about which law school to commit to, using a 5-point scale where “5” means it had a “strong influence”, “3” means it had a “moderate influence” and “1” means it had “little or no influence.” You may use any number from 1 to 5. If you did not attend the kind of event I name, don’t give it a rating; just tell me you didn’t attend it. Let’s start with campus visits.

[Items will be presented in random order]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not attend	No response
Tour of campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending classes on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference held on law school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus meeting with admission staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus meeting with faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus meeting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open house for law school applicants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

Q2c. Now let’s talk about off-campus meetings and events.

[Items will be presented in random order]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not attend	No response
Meeting with law school graduates off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with law school faculty or staff off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with law school representatives on your college or university campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with law school representatives at an off-campus law school sponsored event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with law school representatives at a law school forum sponsored by LSAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with law school representatives at a law fair or career day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual meetings, such as webinars or video chats, with law school representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

Q3. What kinds of information that you received most persuaded you in your decision to commit? Please list up to three.

--

[INTERVIEWER: Do not prompt unless necessary. If student needs prompting, here is the list of sources of information:]

Printed law school brochures, catalogs, viewbooks, etc.
Law school narrative text (Web, not multimedia)
Law school multimedia (i.e., video, audio)
Law school blogs
Law school sponsored social media, such as Facebook or Twitter
Law school mobile apps
Law school sponsored print advertisements
Law school sponsored online advertisements
Law school sponsored radio or TV advertisements
Telephone calls from law school faculty/staff
Telephone calls from law school students
Telephone calls from law school graduates
Letters from law school faculty/staff
Letters from law school students
Letters from law school graduates
Emails from law school faculty/staff
Emails from law school students
Emails from law school graduates
Text messages from law school
Tour of campus
Attending classes on campus
Conference held on law school campus
On-campus meeting with admission staff
On-campus meeting with faculty members
On-campus meeting with students
Open house for law school applicants
Meeting with law school graduates off-campus
Meeting with law school faculty or staff off-campus
Meeting with law school representatives on your college or university campus
Meeting with law school representatives at an off-campus law school sponsored event
Meeting with law school representatives at a law school forum sponsored by LSAC
Meeting with law school representatives at a law fair or career day
Virtual meetings, such as webinars or video chats, with law school representatives

[PAGE BREAK]

Q4a. Which type of communication from Law School Admission Offices would you prefer? You can select more than one. [Check all that apply]

- ☐ Email
- ☐ Letters
- ☐ Phone calls
- ☐ Meetings
- ☐ Text messages
- ☐ (No preference - INTERVIEWER: If you check this box, no other boxes should be checked.)

Q4b. Why do you prefer this type of communication?

[PAGE BREAK]

Q5a. Now, I am going to read a list of other sources of information and advice. Please indicate the extent to which it influenced your decision about which law school to commit to, using a 5-point scale where “5” means it had a “strong influence”, “3” means it had a “moderate influence” and “1” means it had “little or no influence.” You may use any number from 1 to 5. If you did not receive any information or advice from the source named, don’t give it a rating; just tell me you didn’t receive it. Let’s start with sources of information.

[Items will be presented in random order]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not receive	No response
The printed ABA-LSAC Official Guide to US Law Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The LSAT and GPA Data Search tool on the LSAC website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other printed guidebooks to law schools and law study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published rankings of law schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articles printed in newspapers or magazines, or published online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The LSAC website and links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The DiscoverLaw.org website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non law school sponsored online discussion boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non law school sponsored blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

Q5b. Now let’s talk about sources of advice.

[Items will be presented in random order]	Little or no influence 1	2	Moderate influence 3	4	Strong influence 5	Did not receive	No response
Advice from a college or graduate school pre-law advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from other college faculty member or counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from a private admissions consultant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from parents or close relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from your spouse or partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from employers or co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from attorneys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from social media contacts (e.g., Facebook, Twitter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

**Q6. Which sources of information or advice that were just discussed most persuaded you?
Please list up to three.**

[INTERVIEWER: Do not prompt unless necessary. If student needs prompting, here is the list of sources of information:]

The printed ABA-LSAC Official Guide to US Law Schools
The LSAT and GPA Data Search tool on the LSAC website
Other printed guidebooks to law schools and law study
Published rankings of law schools
Articles printed in newspapers or magazines, or published online
The LSAC website and links
The DiscoverLaw.org website
Non law school sponsored online discussion boards
Non law school sponsored blogs
Advice from a college or graduate school pre-law advisor
Advice from other college faculty member or counselor
Advice from a private admissions consultant
Advice from parents or close relatives
Advice from your spouse or partner
Advice from friends
Advice from employers or co-workers
Advice from attorneys
Advice from social media contacts (e.g., Facebook, Twitter, etc.)

[PAGE BREAK]

Q7. Did you consult published law school rankings? [*required]

- ☐ Yes [Continue to Q7a]
- ☐ No [Skip to Q8]
- ☐ Not sure/Don't know [Skip to Q8]
- ☐ (No response) [Skip to Q8]

[PAGE BREAK]

Q7a. How important were the rankings in your decision to attend this school? Please use a 5-point scale where "5" means it was "extremely important", "3" means it was "somewhat important" and "1" means it was "not at all important." Of course you may use any number from 1 to 5.

	Not at all important 1	2	Somewhat important 3	4	Extremely important 5	No response
Importance of rankings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[PAGE BREAK]

Q8. Do you anticipate encountering discrimination on the basis of any of the following statuses at the law school you have chosen?

	Yes	No	No response
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race/Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9. Did you apply for any merit-based scholarships or need-based grants at the law school(s) you chose? [*required]

- ☐ Yes [Continue with Q10.]
- ☐ No [Skip to Q14.]
- ☐ Not sure/Don't know [Skip to Q14.]
- ☐ (No response) [Skip to Q14.]

[PAGE BREAK]

Q10. Did you receive a merit-based scholarship at the law school(s) you chose?
[*required]

- ☐ Yes [Continue with Q11.]
- ☐ No [Skip to Q12.]
- ☐ Not sure/Don't know [Skip to Q12.]
- ☐ (No response) [Skip to Q12.]

[PAGE BREAK]

Q11. Did the amount of the merit-based scholarship influence your choice of law schools?

- ☐ Yes
- ☐ No
- ☐ Not sure/Don't know
- ☐ (No response)

[PAGE BREAK]

Q12. Did you receive a need-based grant at the law school(s) you chose? [*required]

- ☐ Yes [Continue with Q13.]
- ☐ No [Skip to Q14.]
- ☐ Not sure/Don't know [Skip to Q14.]
- ☐ (No response) [Skip to Q14.]

[PAGE BREAK]

Q13. Did the amount of the need-based grant influence your choice of law schools?

- ☐ Yes
- ☐ No
- ☐ Not sure/Don't know
- ☐ (No response)

[PAGE BREAK]

Q14. Did you exclude one or more law schools from consideration because of the cost of attendance?

- ☐ Yes
- ☐ No
- ☐ Not sure/Don't know
- ☐ (No response)

Q15. Was debt burden a factor in choosing where to commit?

- ☐ Yes
- ☐ No
- ☐ Not sure/Don't know
- ☐ (No response)

Q16. Are you attending law school full-time or part-time?

- ☐ Full-time
- ☐ Part-time
- ☐ Not sure/Don't know
- ☐ (No response)

Q17. Are you attending law school during the day or in the evening?

- ☐ During the day
- ☐ In the evening
- ☐ Not sure/Don't know
- ☐ (No response)

[PAGE BREAK]

Those are all the questions we have. Thank you very much for participating in the survey.

[INTERVIEWER: AFTER YOU HAVE ENDED THE CALL, you must complete this screen and click Submit Responses before making your next call.]

Student's state: [*required]

[drop-down list of states, plus Guam, Puerto Rico, and "Other"]

Interviewer's initials: [*required]

[drop-down list of interviewer initials, plus "Other"]

Submit Responses



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Diversity in the US Population & the Pipeline to Legal Careers

US Population 2016	Bachelor's Degrees Conferred 2015–2016	ABA Applicants 2017	ABA Matriculants 2017	JD Degrees 2016 –2017	Lawyers 2017
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	US Population 2016	Bachelor's Degrees Conferred 2015–2016	ABA Applicants 2017	ABA Matriculants 2017	JD Degrees 2016 –2017	Lawyers 2017
Sex						
Male	49.2%	42.8%	46.3%	47.4%	N/A	62.6%
Female	50.8%	57.2%	53.2%	52.1%	N/A	37.4%
Race/Ethnicity						
White	61.3%	62.3%	62.2%	69.6%	62.3%	88.6%
Black	12.4%	10.1%	15.0%	9.9%	8.0%	5.6%
Hispanic	17.8%	12.2%	13.1%	11.7%	11.3%	4.8%
Asian/Pacific Islander	5.7%	7.2%	11.0%	10.5%	7.0%	4.4%
American Indian/Alaska Native	0.7%	0.5%	2.3%	2.0%	0.7%	N/A

Notes About This Data

- **US Population:** White, Black, Asian/Pacific Islander, and American Indian/Alaska Native counts are of non-Hispanics indicating only one race/ethnicity
- **Bachelor's Degrees Conferred:** Bachelor's degrees conferred by degree-granting institutions
- **ABA Applicants:** Data use maximum reporting for race/ethnicity and include data for all terms excluding deferrals
- **ABA Matriculants:** Data use maximum reporting for race/ethnicity and include data for all terms excluding deferrals
- **Lawyers:** Persons whose ethnicity is identified as Hispanic may be of any race

Sources

- **US Population:** US Census Bureau, Population Division (PEPSR6H)–2016
- **Bachelor's Degrees Conferred:** National Center for Education Statistics' Digest of Education Statistics: 2017; Table 322.20
- **ABA Applicants:** LSAC, National Decision Profile. These data display **Academic Year**. Academic year reflects the law school enrollment year. For example, academic year 2016 or 2016–2017 would indicate the academic year beginning in fall 2016 and extending into spring 2017.
- **ABA Matriculants:** LSAC, National Decision Profile. These data display **Academic Year**. Academic year reflects the law school enrollment year. For example, academic year 2016 or 2016–2017 would indicate the academic year beginning in fall 2016 and extending into spring 2017.
- **JD Degrees:** American Bar Association
- **Lawyers:** Bureau of Labor Statistics, 2017 Current Population Survey

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The Future of Latinos in the United States: Law, Mobility, and Opportunity (A Project of the American Bar Foundation)

Vol. 24 No. 2

By Pilar Margarita Hernández Escontrías, Rachel F. Moran, and Robert L. Nelson

Pilar Margarita Hernández Escontrías is a Research Social Scientist and Project Manager for the American Bar Foundation's (ABF) initiative "The Future of Latinos in the United States: Law, Opportunity, and Mobility." She received her Ph.D in Anthropology from Northwestern University in 2016 and her research is situated at the intersection of law, critical race theory, gender, and citizenship in colonial Latin América.

Rachel F. Moran is Dean Emerita and Michael J. Connell Distinguished Professor of Law at UCLA and the inaugural William H. Neukom Fellows Research Chair in Diversity and Law at the ABF. She is an expert in legal education through her time as dean, as a former president of the Association of American Law Schools, and as a founding faculty member at the UC Irvine School of Law. She also is a leading scholar on issues of educational access, diversity and equality, and Latino-related law and policy.

Robert L. Nelson is Director Emeritus and MacCrate Research Chair in the Legal Profession at the ABF and Professor of Sociology and Law at Northwestern University. He has led several interdisciplinary research groups including the World Justice Project, the Discrimination Research Group, and the Research Group on Legal Diversity. He also oversaw the creation of doctoral fellowship programs that support emerging leaders studying law and inequality.

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The Latino population has grown rapidly and soon will be the second largest racial or ethnic group in the nation. In a few states, Latinos already outnumber other racial and ethnic constituencies, and in some cities and counties, they make up a majority of all

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residents. As a result, the future of Latinos in the United States will significantly shape the prospects and wellbeing of the country as a whole. This demographic transformation presents opportunities and challenges for the legal profession and for the system of justice.

As part of its commitment to studying diversity and law and to connecting cutting-edge research to today's most pressing issues of law and policy, the American Bar Foundation (ABF) has launched a major initiative on "The Future of Latinos in the United States: Law, Opportunity, and Mobility." This project supports research, teaching, and community outreach to address the needs and concerns of the rapidly expanding Latino population. In this article we describe the origins of the project, the mission it serves, and the initial activities we have organized. We close with a brief discussion of the next phases of the project and an invitation to practicing lawyers to get involved in this effort.

I. Introduction: Bridging the Research and Service Gaps

According to 2008 projections done by the Pew Research Center, nearly 20% of the United States population will be foreign-born by 2050. Many of these immigrant populations will come from Latin American countries and Latinos are expected to comprise nearly 30% of the population by 2050. In fact, Latinos will account for over 60% of the national population growth in the four decades spanning 2005-2050.

Of course, population growth alone is no guarantee of full inclusion and equality. So far, Latinos have lagged behind other groups on vital indicators like economic security and educational achievement. Census data show that in 2014, the average real median household income was \$53,657, with white and Asian populations enjoying significantly higher incomes overall. The median household income of Latinos and Black Americans, however, was substantially lower than the average at \$42,491 and \$35,398, respectively. In 2015, 66.7% of Latinos achieved a high school degree or more, and only 15.5% earned a bachelor's degree or higher. In comparison, 93.3% of whites received a high school diploma in 2015 and 36.2% received a bachelor's degree. The most educated population by far are Asians, who are nearly four times more likely than Latinos to graduate from a four-year university. Latinos experience the lowest levels of educational attainment nationwide, placing them at a severe disadvantage at a time when bachelor's degrees are minimum requirements for entry-level jobs. Latinos cannot reliably turn to the legal system for redress of inequities, in part because they lack legal representation, especially culturally competent legal representation.



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This combination of demographic growth and persistent inequality spurred the creation of this project. The effort launched in May 2015 at Stanford University's Center for Advanced Study in the Behavioral Sciences with initial leadership from (now) Justice Mariano-Florentino Cuéllar of the California Supreme Court as well as advice from a national advisory group of leading law and policy scholars. Since then, the initiative has been led by Rachel F. Moran, the inaugural William H. Neukom Fellows Research Chair in Diversity and Law at the ABF, and Dean Emerita and Michael J. Connell Distinguished Professor of Law at UCLA School of Law, and Robert Nelson, Director Emeritus and the MacCrate Research Chair in the Legal Profession at the ABF, and professor of sociology and law at Northwestern University. Neukom Chair Funds supported the first year of work on the project, including the hiring of Project Manager, Dr. Pilar Margarita Hernández Escontrías.

The American Bar Foundation has unique institutional resources to support a national initiative that addresses law's role in shaping the future of Latinos. These include a long history of empirical research on inequality and the law, an outstanding research faculty with expertise in quantitative and qualitative methodologies, an ongoing program of research on diversity and the law, connections to the organized bar and law schools, and a track record of fellowship programs for undergraduates and graduate students working on issues related to inequality and law. Indeed, Justice Cuéllar participated in an ABF Summer Fellowship for undergraduates, an experience that he considers the beginning of his development as a lawyer and scholar.

A. Mapping Latino-Serving Organizations at the National and Regional Level

As a first step in developing our project, we did foundational research, some of which involved the creation of a database of Latino-serving organizations nationwide, as well as databases of law school clinics, foundations, and university research institutes. We imported a list of over 400 organizations into ArcGIS, organizing them by type of organization, services provided, areas of focus, languages spoken, and contact information. The infrastructure maps we created (see Figure 1 below for an example) are living documents, and we continue to add to them as we receive suggestions and feedback. We plan on creating a bilingual database of these materials so that Latinos and the individuals or organizations serving them can search for resources in their area.

Associate Editor

Natalia Vera

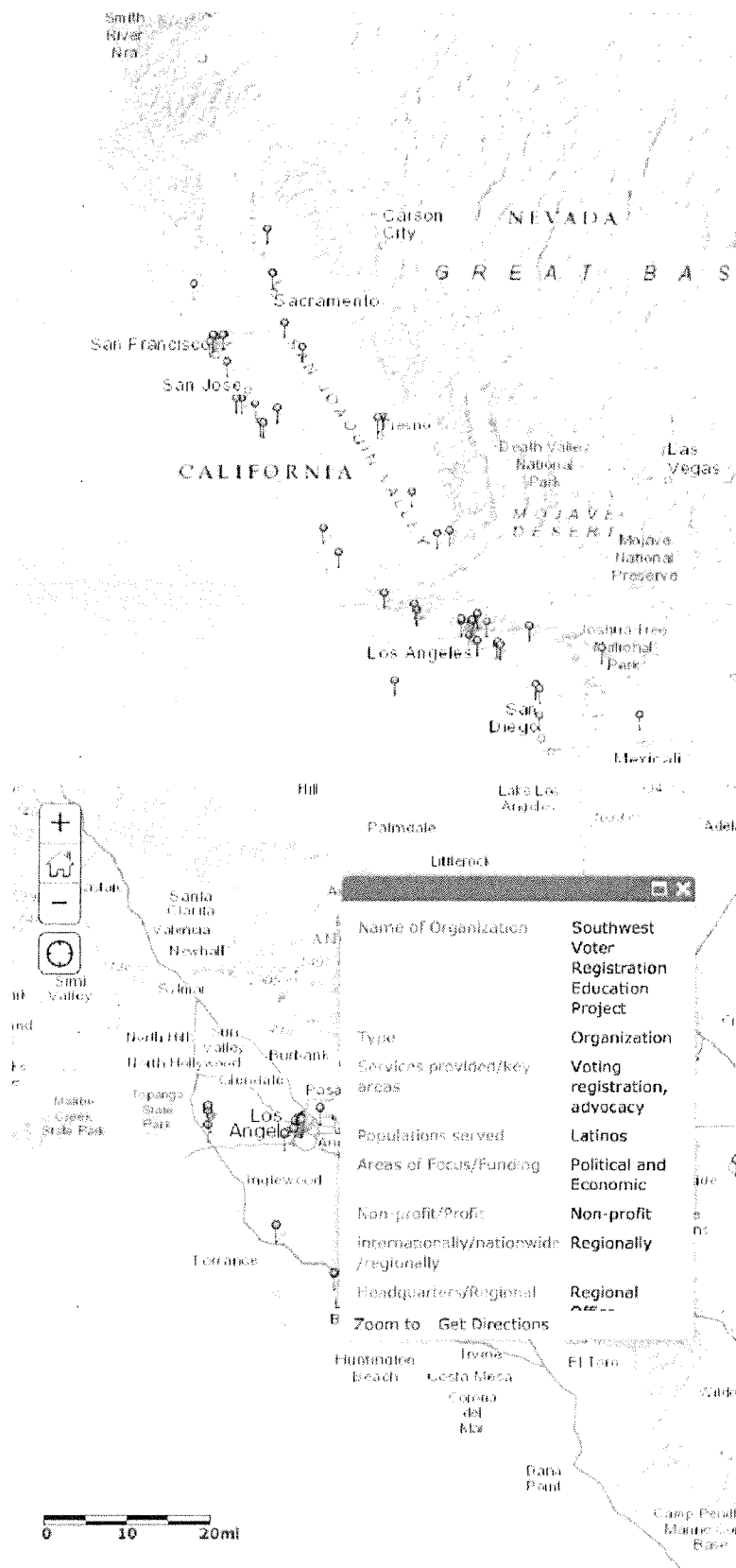


Figure 1: GIS mapping of Latino-serving organizations in California (top); information provided on each location (bottom).

These maps document the infrastructure of research, advocacy, and service organizations available to students, scholars, activists, foundation officials, media representatives, and individuals seeking spaces for collaboration and exchange. Currently, there are organizations such as the National Council of La Raza (NCLR) that provide lists of affiliate organizations. There is not, however, one centralized database that maintains a searchable map of providers and institutions serving the Latino population. Our maps are meant to be interactive and easily navigable, and we hope that by making the database a bilingual resource, it will be accessible to a wide audience.

B. Compiling and Summarizing Existing Research

In addition to our mapping projects, we have produced the most comprehensive annotated bibliography on Latino-related research available to date. Our annotated bibliography contains 415 academic and news media sources and is organized into nine major themes: 1) immigration, 2) political participation and civic engagement/activism, 3) civil rights, 4) economic opportunity, 5) families and family formation, 6) education, 7) health, 8) criminalization of Latinos, and 9) Latino news and media. We have published this annotated bibliography on our website.

This foundational research was crucial to our efforts because it provided us with a sense of both the infrastructure of organizational support and the intellectual universe that could undergird our project. We discovered burgeoning research literature and a growing infrastructure of Latino-serving organizations, but we concluded that a great deal remains to be done. Latinos are still an understudied and underserved population, and there is little collaboration and network-building among law schools, research centers, community organizations, foundation officials, and media organizations. Our project aims to bridge the gaps that exist among constituencies to lay the groundwork for law and policy reforms that benefit the Latino community.

II. Forging Our Mission

As the United States evolves into a nation with a majority of minorities, there are going to be dramatic shifts in the composition of that minority population. For every one hundred Americans you meet in 2050, 46 will be non-Hispanic white, 30 will be Latino, 13 will be African American, and 8 will be Asian American. To put these numbers in perspective, at the height of the civil rights movement, out of every 100 Americans, only about ten were non-white, and nearly all of them were African American. This impending and unprecedented demographic shift can upend our legal and political conventions, making the future seem like "a kind of limbo, a repository of endless surprises" because we "no longer see it as the expected culmination of the past, as the growing edge of the present," to quote economic historian Robert Heilbroner. For

just this reason, we cannot limit an initiative on Latinos to a recitation of the past or a portrait of the present. We must think deliberately about an uncharted future with all the complex scenarios it may hold. We are, of course, acutely aware that prediction can be a treacherous undertaking, but we also realize that without it, there can be no planning ahead.

A core belief that guides our work is faith in the power of law and policy to manage change, create opportunity, and promote mobility. In the face of potential obstacles, we believe that the foundational principles of liberty, equality, and dignity that undergird our Constitution confer "another kind of power that comes from the justice of our cause," as labor organizer César Chavez once observed. In taking this view, we are quintessentially advocates of the notion that law is a public profession, one dedicated to promoting the general good as well as the individual interests of clients. We also recognize that we cannot possibly cover the entire law and policy landscape, so it has been essential to identify the key drivers that will be most impactful in shaping the future. We have settled on four: educational attainment, economic participation, civic engagement and political mobilization, and immigration policy. Each of these areas of law and policy is focused on agency and inclusion. Education is an engine of upward mobility that prepares students for civic and economic life. As the United States Supreme Court recognized in *Plyler v. Doe*, 457 U.S. 202 (1982), the denial of an adequate education can relegate children to an "underclass [that] presents most difficult problems for a Nation that prides itself on adherence to principles of equality under law." For Latinos, a persistent achievement gap could be a serious impediment to a bright future.

Similarly, our country has recognized the need for conditions of work that promote human dignity and liberty. As President Franklin Delano Roosevelt once observed, "A necessitous man is not a free man." In the face of growing wealth and income inequality, questions of economic security are likely to be of special importance to Latinos who find themselves disproportionately vulnerable to low wages, job loss, and poverty. Civic engagement and political mobilization are the lifeblood of our democracy. As the Reverend Martin Luther King, Jr. made clear in his famous "Give Us the Ballot" speech, without a voice in civic and political life, the promise of rights can ring hollow indeed. Latinos have long been characterized as the "sleeping giant" that has yet to convert numbers into political clout, and this ongoing civic empowerment gap could blight their future. Finally, immigration is the way that our nation defines the body politic, and it is the basis for creating terms of belonging for newcomers. If full integration and inclusion are to take place, these policies must be unblemished by overtones of bigotry and hate. As high-profile debates about immigration policy continue in our country, many Latinos find themselves at the center of questions about the deserving and the undeserving, the

desirable and the deportable. This liminal status could have damaging consequences for the future.

With these four key areas of inquiry in mind, we set about deciding how we would approach our work. We wanted to build on the American Bar Foundation's longstanding commitment to interdisciplinary research of the highest caliber. Yet, we also realized that because our research would address a future with profound social, economic, and political consequences, we needed to build bridges between the academy and the community. To that end, we determined to include not just faculty in a variety of scholarly disciplines in our discussions, but also critically important stakeholders from legal advocacy organizations and community organizations, emerging leaders, members of the media, and foundation representatives. Given the differences among Latinos in different parts of the country, we concluded that there was much to learn at the regional level and that these lessons would be influential in shaping national policy.

Though our focus is primarily on research, we also thought it critical to explore ways to train the next generation of leaders for the Latino community. Latinos remain severely underrepresented in the legal profession, with only 7.9% of law school graduates in 2014 identifying as Latino, and there is an ever-widening access to justice gap as the Latino population continues to grow. In determining how to address these concerns, we reflected on the seminal role that Howard Law School played in training young lawyers as it coordinated with the National Association for the Advancement of Colored People's Legal Defense Fund to craft an agenda for civil rights reform. Ultimately, that sustained collaboration changed the legal landscape of America by reinvigorating the promise of equal opportunity for all. Today, there is no equivalent of Howard Law School for the Latino community, but there are clinics at nearly every law school in the country. We hope to link clinics to public interest firms and pro bono programs at law firms so that advocates can think cooperatively, collegially, and creatively in advancing an agenda for law and policy reform on behalf of the Latino population. In so doing, we eventually hope to create a nationwide "Network for Justice," which will operate to create legal and legislative support for the Latino community.

In addition to research and leadership training, we must be sure that our work reaches a broad audience. To that end, we plan to do outreach to the general public so that people can develop informed opinions about the Latino community and its role in American life. We are creating a website that will make it easy to get information about our research and leadership training initiatives, as well as updates on other events and initiatives that might be of interest. Because the Latino population is relatively young, we are making use of social media to get our message out too.

III. Seminal Conversations: Convening Diverse Stakeholders to Shape the Future of Latinos in the United States

To realize this mission, we have begun hosting a series of regional roundtables on the future of Latinos, and we have held a planning summit to address the worsening access to justice gap. Here, we share the results of these first meetings.

A. The Inaugural Midwest Roundtable

On June 6-7, 2016, with generous support from the Chicago Community Trust, Northwestern Pritzker School of Law, and Northwestern University's Office of the Provost, the ABF convened over 80 thought leaders on Latino issues in the Midwest for our inaugural regional roundtable.

The roundtable brought together key stakeholders from Chicago and the Midwest, including law and non-law scholars, legal advocates, community leaders, politicians, media representatives, foundation representatives, and emerging leaders, to imagine the different futures for Latinos that are possible by 2050. Small group and plenary discussions explored vitally important issues that will influence the prospects for Latinos in the region in the coming years. Questions of immigration, education, economic opportunity, and civic and political engagement were central to the conversations that took place over the two-day event.

Keynote addresses were delivered by Professor Lilia Fernández (Department of History, Rutgers University), Ricardo Meza (Officer at Greensfelder Attorneys at Law, former Executive Inspector General for the State of Illinois, and former Regional Counsel for the Mexican American Legal Defense and Educational Fund), Dr. Layla Suleiman González (Director, Human Services Interdisciplinary Program, Loyola University Chicago), Sylvia Puente (Executive Director, Latino Policy Forum), and Jesus "Chuy" Garcia (Cook County Commissioner and formal Mayoral Candidate for the city of Chicago).

During the small group discussions, we asked our participants to think creatively about what the future might hold for Latinos in the Midwest. Given the future-oriented nature of our work, we thought we should experiment with some unconventional methodologies, in this case, scenario-building. We asked participants to explore the worst-case scenario (the "vicious cycle") and the best-case scenario (the "virtuous circle") and then infer from these exercises what a realistic scenario might look like. Specifically, we called on participants to contemplate the critical contingencies or uncertainties that will affect the future of the Latino community in the region.

We are currently in the process of examining the policy and research suggestions that emerged from these discussions and will be distributing a report shortly. The experience at the Midwest

roundtable will be invaluable in preparing for additional regional roundtables and a culminating national summit.

B. The Network for Justice Planning Summit

On November 7, 2016, we held a planning summit at UCLA to launch a pilot Network for Justice in California with generous support from the California Bar Foundation, the California Community Foundation, a number of departments and offices at the UCLA campus, and UC Davis School of Law. The summit brought together over 50 participants from law school clinics, law firms, public interest organizations, foundations, and academic research centers, as well as a group of emerging leaders. Among the participants were California Supreme Court Justice Mariano-Florentino Cuellar, California Assemblymembers Lorena Gonzalez and Jose Medina, President and General Counsel of the Mexican American Legal Defense and Educational Fund Thomas Saenz, California Rural Legal Assistance Executive Director Jose Padilla, President and Chief Executive Officer of the California Community Foundation Antonia Hernandez, California Bar Foundation Executive Director Sonia Gonzales, Dean of the UC Davis School of Law Kevin Johnson, and leading attorney and Emmy-award winning broadcast journalist Manny Medrano.

In putting together the summit, we were fortunate to benefit from the leadership of two leading clinicians: Luz Herrera, Professor and Associate Dean for Experiential Education at Texas A&M School of Law, and Leticia Saucedo, Professor and Director of Clinical Legal Education at UC Davis School of Law. Together, they designed a program that explored the state of Latinos in California, the nature of national and state advocacy networks, and models of advocacy that could guide the creation of a Network for Justice. Pilar Margarita Hernández Escontrías, the project manager for our "Future of Latinos" initiative, did extensive research using U.S. Census Bureau and American Community Survey data to provide an overview of how Latinos in California are faring when it comes to immigration, educational attainment, economic participation, and civic engagement and political mobilization. With respect to immigration, she found that there was an overall increase in the number of foreign-born Latinos in every region in California from 2010-2014, with the exception of the Northern region. The highest increase in the Latino immigrant community occurred in the Central Region. As for educational attainment, Latinos in the North Central region experienced the greatest increase in school enrollment, graduation, and percentage of students completing college preparatory courses. As the number of Latinos increased in certain areas, the population sometimes faced greater economic instability. For example, Latinos in the Central region experienced the highest increase in food insecurity, resulting in record enrollment in the CalFresh supplemental nutritional assistance program from 2010-2014.

The size of the Latino population also correlates with important political consequences. For instance, in 2016, California congressional districts in which less than 10% of eligible voters were Latino disproportionately elected Republicans, while districts in which 20% or more of eligible voters were Latino overwhelmingly elected Democrats. We are currently reviewing the results of these discussions and demographic analyses to draft a strategic plan for launching a pilot Network for Justice in California.

IV. Conclusion

In her book of essays and poems entitled *Borderlands: La Frontera*, Gloria Anzaldúa describes the space that Latinos occupy as “others” in the United States. For Anzaldúa, the “border” not only exists in physical space, but also becomes inscribed upon Latinos who find themselves adapting to contradictory and ambiguous identities. This liminal identity can lead to profound structural inequalities but also can nurture an enduring faith that the future can be brighter. As Anzaldúa notes, “Our strength lies in shifting perspectives, in our capacity to shift, in our ‘seeing through’ the membrane of the past superimposed on the present...”

As we look to an uncertain future, it becomes even more imperative that we produce research that matters. In the next year, we plan to host four more regional roundtables in Connecticut (scheduled for April 8-9, 2017, at Yale Law School), Florida, California, and Texas, as well as a national summit in Washington, D.C. Through these efforts, we will build new partnerships, share information, and create new knowledge. In addition, we will forge new networks that link the clinical resources at law schools to the Latino clients who need them, as we focus on the unique promise of law and policy in advancing the prospects of Latinos. We will use our website and social media to create a resource for anyone in the country who wants to learn more about the challenges confronting the Latino population. We welcome your ideas and appreciate your interest as we embark on this exciting journey into an unknown future with principles of fairness and equality as our compass.

For more information about our project on the Future of Latinos in the United States, please see our website at <https://futureoflatinos.org> or contact our project manager Dr. Pilar Margarita Hernández Escontrías at pescontrias@abfn.org.