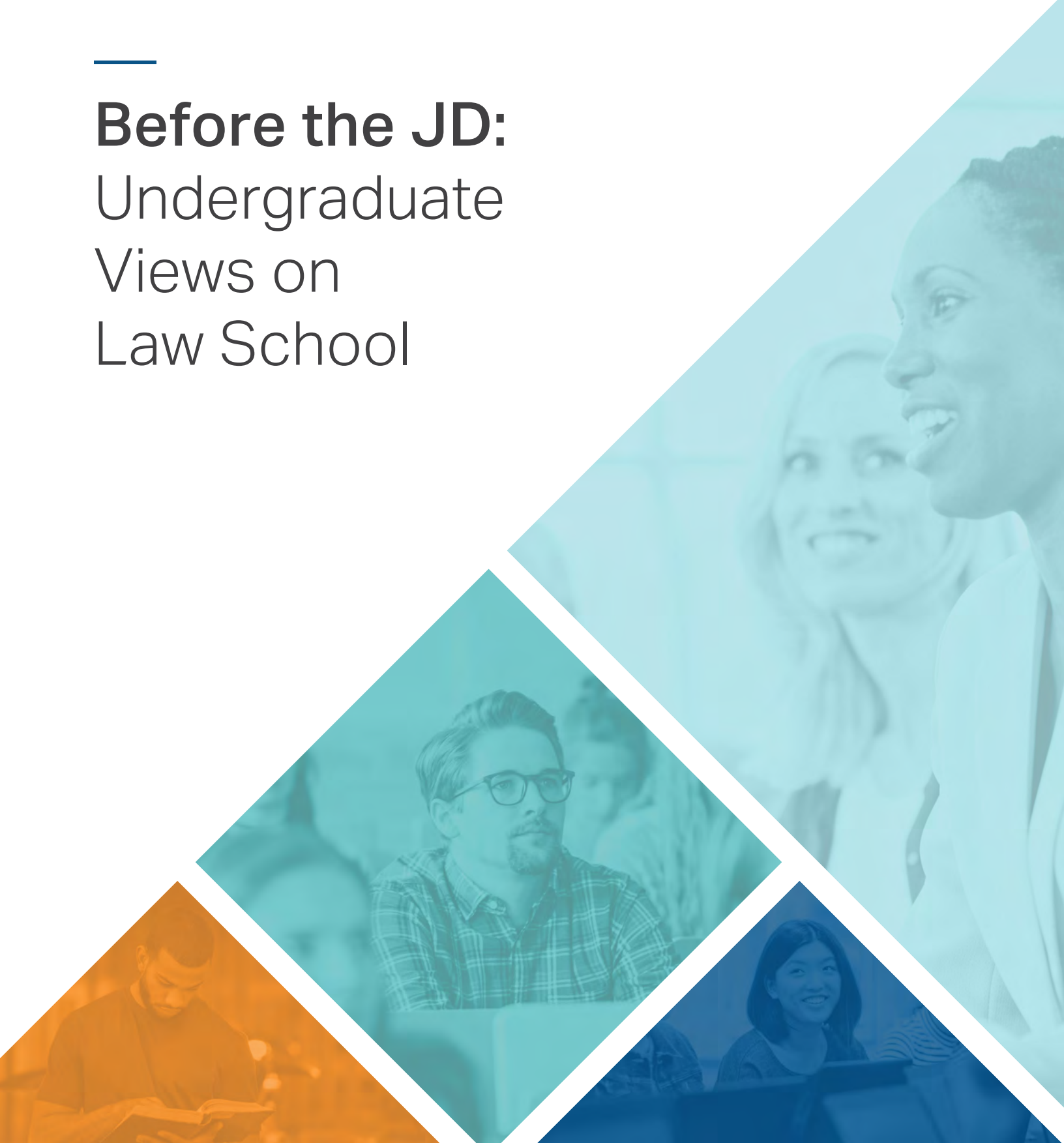




Association of American
Law Schools

GALLUP®

Before the JD: Undergraduate Views on Law School



Before the JD: Undergraduate Views on Law School



GALLUP®

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GENEROUS SUPPORT OF THIS PROJECT.



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FOREWORD

This project began in 2015 and grew out of conversations with law school deans and organizations concerned with legal education and the legal profession as to what explained the sharp decline in applicants to law school. The conversations led to the recognition that we knew very little about when and why students decide to go to law school.

A review of the literature revealed little research about the pathway from college to graduate or professional school—a marked contrast to the multitude of studies on how students move from high school to college. The lack of research was particularly evident for legal education. It became clear that there was a need for a national survey of undergraduate views on law school.

Inspired by *After the JD*, a 2004 report on the career paths taken by law school graduates published by the NALP Foundation for Law Career Research and Education and the American Bar Foundation, the Association of American Law Schools (AALS) recruited sponsors for *Before the JD: Undergraduate Views on Law School*. Our fellow stakeholders in legal education were the first to come aboard: the ABA Section on Legal Education and Admissions to the Bar, the AccessLex Institute, the American Bar Foundation, the Law School Admission Council (LSAC), and the National Association for Law Placement (NALP). Fourteen major law firms and four corporate counsel offices provided additional support for the survey, and Jeff Allum was recruited to be the project director. With the support and assistance of these sponsors, AALS requested proposals from five nationally recognized research companies and, in February 2017, selected Gallup to conduct the survey.

We soon realized that a survey of undergraduates would not provide information about “late deciders”—law students who did not decide to go to law school until after they graduated from college—nor how these students differed from those who decided earlier. The project was expanded to include a national survey of first-year law students. We chose the first-year demographic because those students are closer to the process that brought them to law school and not yet under the sway of the legal academy itself.

The spring of 2017 was spent preparing two survey instruments, one for undergraduates and another for first-year law students. They are similar in many respects, but some questions could only be answered by law students—for example, “How many years did you take off after you completed your undergraduate degree and before you enrolled in law school?” The questions that appear on both instruments have the additional benefit of providing some confirmation of the representativeness of answers from surveyed undergraduates.

AALS and Gallup spent the summer of 2017 recruiting four-year institutions of higher education and law schools that would agree to provide student email addresses for the online survey. Our initial target was to gather responses from 3,000 undergraduate students from 20 four-year institutions and 1,000 law students from 30 law schools. In the end, 22,189 undergraduates from 25 four-year institutions and 2,727 law students from 44 law schools participated. This level of response showed the great value of AALS and Gallup working together. The ties AALS has to law schools and, through law school deans, to institutions were very helpful in recruiting these institutions to participate in the survey. Gallup, on the other hand, has much greater name recognition with both undergraduate and law students than AALS.

Gallup presented a preliminary report on the survey results to law school deans and the sponsoring organizations at the AALS Annual Meeting in San Diego in January 2018 and prepared a draft final report for AALS in April. The good advice and counsel AALS received from the sponsors, members of an academic

advisory committee with expertise in empirical research, an AALS staff working group, and a group of law school deans who generously agreed to review the draft, helped to shape the best of this final report.

A major challenge in preparing this *Before the JD* report was deciding which of the many findings to include. To assist in the winnowing process, AALS, LSAC, and Gallup have prepared a separate report for college and university presidents, provosts, and graduate deans with further information on undergraduates considering advanced degrees other than law. AALS also plans to release specialized reports in the near future on other aspects of the survey data.

It has been a privilege to see so many leaders in the legal academy join together and, assisted by talented researchers at Gallup, make available key findings of the first national survey of undergraduates considering law school. We intend this report to be of value not only to law schools and aspiring law students, but to everyone who cares about law and justice. The nation needs diverse, talented, and well-educated lawyers and judges if we are going to continue to strengthen and benefit from the rule of law.

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Introduction





Introduction

A diverse pool of talented and well-educated lawyers is fundamental to strengthening and maintaining the rule of law in this nation. Yet applicants to law school in the United States declined by 38 percent between 2010 and 2015, from 87,900 to 54,500.¹ In contrast, applications to most other graduate and professional schools continued to increase during roughly this same period.²

This study, *Before the JD: Undergraduate Views on Law School (Before the JD)*, was undertaken to better understand what undergraduates at four-year institutions of higher education think about law school. It marks the first time, that we know of, in over half a century that this topic has been examined empirically using responses directly from students. In 1965, the National Opinion Research Center and the American Bar Foundation pioneered this line of research, lamenting then that “vague notions, old myths, and thought-shrugging generalizations are all we have to describe the raw materials from which our lawyers come.”³

The report is based on the results of a national survey of undergraduates at four-year institutions of higher education and a companion survey of first-year law students that were conducted in the fall of 2017 by Gallup, Inc., for the Association of American Law Schools (AALS). The objectives of this broad-ranging study are to:

- identify the factors that contribute most to the intention/decision to pursue or not pursue an advanced degree;
- identify, by rank and/or weight, the factors that contribute to the intention/decision to pursue or not pursue a JD;
- identify, by rank and/or weight, the sources of information for making decisions to pursue or not pursue advanced degrees generally and the JD specifically.

1 *ABA End-of-year summary: Applicants, admitted applicants, and applications*, AMERICAN BAR ASSOCIATION, <https://www.lsac.org/lisacresources/data/aba-coy/archive> (last visited May 10, 2018). In 2016 and 2017, the pool stayed mostly flat. This April, for the first time since 2011, the pool was up: law school applicants increased by 8.8 percent. Most of the increase is in applicants with LSAT scores of 160-180. See *Volume Summary by Region, Race/Ethnicity & LSAT Score*, LAW SCHOOL ADMISSION COUNCIL, <https://report.lsac.org/VolumeSummary.aspx?startpage=2> (last visited May 21, 2018).

2 Hironao Okahana & Enyu Zhou, Council of Graduate Schools, *GRADUATE ENROLLMENT AND DEGREES: 2006 TO 2016 (2017)*, available at http://cgsnet.org/ckfinder/userfiles/files/CGS_GED16_Report_Final.pdf.

3 Seymour Warkov & Joseph Zelan, *LAWYERS IN THE MAKING* xv (1965).

The successful joint recruiting efforts of AALS and Gallup generated nearly 30,000 survey responses from undergraduates and more than 3,500 survey responses from first-year law students.⁴ This report necessarily presents a focused selection of the many findings. We will make clear whether each finding we discuss is based on data from the undergraduates or from the law students.

This report is divided into nine sections of detailed findings, followed by a discussion of opportunities and next steps. After the main body of the report, appendices include the study's methodology (Appendix A), survey instruments (Appendix B), a list of the 25 participating four-year institutions and 44 participating law schools (Appendix C), and additional data tables (Appendix D).

Section 1 compares undergraduates considering law school to undergraduates considering other advanced degrees. The two groups are compared by demographics, including gender, parental education (a proxy for socio-economic status), and race/ethnicity, as well as by academic achievement and career aspirations.

Section 2 explores when students first considered law school. Responses from first-year law students were used for this section to capture students who did not decide to apply to law school until after college. Surprisingly, most law students reported first considering law school before college, including one-third who considered it before high school.

College is nevertheless an important stage leading to decisions about advanced degrees. The findings on primary sources of information used by undergraduate students address important variables in decision-making. Section 3 discusses sources of advice for potential law students, and reports that family members or relatives are ranked as the most important.

Section 4 takes up the question of what information undergraduates hear or see. Students report they hear professors talk less often about law school, and that they see less information about law school than about most other advanced degree programs. The data suggest that law schools may wish to take additional steps to get the word out to faculty teaching undergraduates, and to counseling staff, about the value of legal education.

Section 5 presents the primary reasons undergraduates give for going to law school in contrast to the reasons students give for considering other advanced degree programs. Their reasons are further analyzed by undergraduate GPA, gender, parental education, and race/ethnicity. Section 6 examines potential obstacles to attending law school in the same way. Section 7 explores undergraduate majors that produce the most law students.

Section 8 analyzes the reasons that law students apply to and then enroll in particular law schools. Finally, Section 9 looks at the typical time between college and law school and finds that most students delay enrollment for a year or more.

This report presents key findings while refraining from specific policy recommendations about how law schools might improve communication with prospective law students. Because law schools have different missions and serve different student populations, individual schools are in the best position to decide which findings are most pertinent to them. To assist that process, we report findings by student demographics including gender, parental education, and race/ethnicity, and by student academic achievement.

AALS is committed to examining and reporting more findings from the surveys in the future, as well as producing more focused research products. We hope that law schools and other stakeholders will find this report useful for better understanding what prospective law students and their peers are thinking and doing.

⁴ Some survey responses did not include sufficient data on demographic variables needed for data weighting and were removed from the final analysis. A total of 22,189 usable responses to the undergraduate survey, and 2,727 usable responses to the first-year law student survey were used as the basis of analysis presented in this report.



Executive Summary



Executive Summary

There was a significant decline in applicants to law school in the United States earlier this decade. Between 2010 and 2015 the applicant pool fell from 87,900 to 54,500, a decline of 38 percent. In contrast, during this same period, applications to most other graduate and professional schools continued to increase. This study, *Before the JD: Undergraduate Views on Law School (Before the JD)*, is based on the results of a national survey of undergraduates at four-year institutions of higher education and a companion survey of first-year law students conducted in the fall of 2017 by Gallup, Inc., for the Association of American Law Schools (AALS). The surveys generated over 22,000 usable responses from undergraduates at 25 four-year institutions and more than 2,700 usable responses from first-year law students at 44 law schools.

This report is divided into nine sections of detailed findings, followed by a discussion of opportunities and next steps. Appendices include the study's methodology (Appendix A), survey instruments (Appendix B), a list of participating institutions and law schools (Appendix C), and additional data tables (Appendix D).

Section 1. Profile of Potential Law Students

Before the JD begins by focusing on two groups of undergraduates: those considering law school among other advanced degrees and those considering other advanced degrees but not law school. There are some demographic differences between these groups:

- Among undergraduates considering law school, there is a near equal proportion of men and women (49% and 51%). Among undergraduates considering other degrees, there is a greater proportion of women (53%) than men (47%).
- Of undergraduates considering law, nine percent are Asian. By contrast, among undergraduates considering other degrees, 17 percent are Asian.
- Considering that only 12 percent of individuals age 45 to 64 nationwide have an advanced degree, it is striking that among the *Before the JD* sample of undergraduates considering law school, half (50%) have at least one parent with an advanced degree.⁵

5 Camille L. Ryan & Kurt Bauman, U.S. Census Bureau, EDUCATIONAL ATTAINMENT IN THE UNITED STATES: 2015 (2016), available at <https://www.census.gov/library/publications/2016/demo/p20-578.html>.

Although there are clear demographic differences between undergraduates considering law school and those considering other advanced degrees, the differences in terms of academic achievement are less pronounced.

Undergraduates considering law school also differ from those considering other advanced degrees in terms of the characteristics they see as important when selecting a career. Potential for career advancement and opportunities to be helpful to others are the top two career characteristics identified by students considering a JD.

Section 2. A majority of law students first considered law school before college; one-third before high school

More than half of first-year law students first considered going to law school before they reached college; one-third of them before high school. Women are more likely than men to have first considered a JD before high school, and first-year law students who have at least one parent with an advanced degree are more likely to consider law school during high school than students whose parents have a bachelor's degree or less. Black first-year law students are most likely to consider a JD before high school compared to students of other races or ethnicities.

Section 3. Family is the primary source of advice, particularly if at least one parent has an advanced degree

Before the JD found that a family member or relative is the most important source of information for undergraduates considering an advanced degree, followed by professors or staff and advisors/counselors at college. Undergraduates considering law also report that family is the primary source of advice. Admissions staff or recruiters from graduate or professional schools were identified by only a small number of undergraduates considering any advanced degree as an important source of advice.

Women undergraduates are more likely to rely on college advisors/counselors and professionals/people in the field as sources of advice, while men are more likely to rely on friends. Reliance on family as a source of advice about advanced degrees is highest for undergraduates who have at least one parent with an advanced degree. Black undergraduates are least likely to use professors as a source and most likely to rely on admissions staff from graduate programs (although the proportion who do so is still small). Asian and White students rely most on family, and Asian students are more likely than Black, Hispanic, and White students to rely on a friend as a source of advice.

Section 4. Undergraduates report hearing and seeing less about law school than other advanced degree programs

Despite the reported importance of professors and college staff as a source of advice about advanced degrees, relatively few (15%) undergraduates considering an advanced degree report hearing a professor talk about the JD. In contrast, half or more say they have heard a professor talk about an MA/MS or PhD, and more than one-fifth report hearing professors talk about specific degrees such as an MBA or MD.

Undergraduates considering law are more likely to report they have heard their professors talk about law school. Although only eight percent of undergraduates considering other advanced degrees report hearing professors talk about the JD, more than half (55%) of students considering law school report hearing professors talk about the JD. This may in part be confirmation bias—i.e., potential law students may be predisposed to seek out and remember information about law school.

Most undergraduates considering an advanced degree do not report seeing information about law school in college, while they do report seeing information on other advanced degrees. A majority of

undergraduate students considering an advanced degree report seeing information on campus about a master's degree (80%), PhD (61%), MBA (57%), or MD (52%), but only one-third (34%) report seeing information about a JD. Just as students considering law school are more likely to report hearing professors talk about law school, they are also much more likely to report seeing or receiving information about the JD.

Section 5. A pathway to a career in politics, government, or public service and passion for the work are the primary reasons undergraduates consider law school

Students considering a JD report different reasons for their interest in a law degree than undergraduates report for considering other advanced degrees. Students considering law report that the top reason for going to law school is that it is a pathway to a career in politics, government, or public service. "Passion for and high interest in the type of work" is next in importance, followed by "opportunities to be helpful to others or be useful to society/giving back" and to "advocate for social change." This means that three of the four top reasons for undergraduates to consider law school show that they see law as a way to contribute to the public good rather than as a private benefit. By comparison, although students considering other advanced degrees also value passion for and high interest in the type of work, they put more weight on high-paying jobs and advancement opportunities in the field.

For undergraduates considering a JD, the top reasons vary by gender and race/ethnicity. Women are more likely than men to consider law school because they are passionate about the work and to advocate for social change, while men are more likely to see law as a pathway to a career in politics, government, or public service. Hispanic and White students are also more likely to see law as a pathway to a career in politics, government, or public service compared to Asian and Black students.

Just as the reasons for considering law school vary by undergraduate demographics, there are also differences by academic achievement. Students with lower GPAs are more likely to consider law school for high-paying jobs, and less as an opportunity to give back, as a pathway to a career in politics, government, or public service, or because they have a passion for the work.

Section 6. Cost and work-life balance are the primary barriers to pursuing a law degree

Undergraduates considering law name overall cost/potential debt and poor work-life balance as the top reasons for potentially not attending law school. These are also cited as potential deterrents for undergraduates considering other advanced degrees, but the time needed to complete the degree is cited more often by these students than by those considering a JD.

There are some differences by demographic characteristics among undergraduates considering a JD in terms of what factors may deter them from going to law school. Women are more likely than men to say that law school is too hard and that they don't want to defend guilty people, while men are more likely to say that three years is too long and that too few jobs in the field pay enough money.

Concern with cost and debt decreases as parental education increases, from 74 percent of first-generation college students to 57 percent of those with at least one parent with an advanced degree. Hispanic students are more concerned with overall cost but less with work-life balance compared to students of other races/ethnicities.

It is worth noting that surveyed law students also report cost and work-life balance are the biggest potential deterrents for law school. The fact that the same barriers were named by those who nonetheless enrolled in law school shows that for them the potential benefits of attending law school outweighed the barriers.

Section 7. Political Science and Business are the largest law school feeder majors

Undergraduates' interest in law school by major aligns with the undergraduate fields of study reported by law students. Political science undergraduate majors are most likely to consider and attend law school, followed by business majors and criminal justice/pre-law majors.

Section 8. Reasons for applying to and enrolling in particular law schools vary by LSAT score

School location is the most important criterion for first-year law students surveyed in *Before the JD* in deciding where to apply for law school; it was rated as extremely or somewhat important by 83 percent of respondents. Other important factors are the graduate employment rate, quality of faculty, school reputation/ranking, and amount of financial support offered.

Students with LSAT scores of 165 and above are more influenced by the general reputation of the school and school ranking, while bar passage rate, overall cost, and school location are relatively less important.

When it comes to deciding which law school to attend for first-year students with multiple acceptances, responses again vary by LSAT score. A law school's general reputation and ranking becomes more important to students as LSAT scores increase, while location, the cost of tuition and fees, and bar passage rate are more important to students with lower LSAT scores.

Section 9. Most students do not enroll directly in law school after completing college

One-third of first-year law students went straight to law school from their undergraduate program. This means that a majority delayed law school enrollment, and of those, a little over half waited more than two years. First-year law students with higher LSAT scores are more likely to have delayed attending law school.

Although students may have done more than one thing between college and law school, of the two-thirds of first-year law students who delayed enrolling in law school, a majority worked or volunteered outside of the legal field. Students with LSAT scores of 165 and above were also more likely to work outside of the legal field, while those with lower LSAT scores were more likely to complete another graduate or professional degree.

Opportunities and Next Steps

With the understanding that law schools vary in their missions and student populations, this report deliberately refrains from making recommendations on how law schools should implement its findings. We do identify some opportunities and challenges that schools may wish to consider.

Before the JD offers some good news for law school enrollment in light of the steep applicant decline earlier in the decade. Undergraduate interest in law school continues to be larger than current law school enrollment. Further, many undergraduates (a larger pool than those already considering law) are undecided about whether to seek an advanced degree of any kind. Law schools should be encouraged by these findings. There is also an 8.1 percent increase in the law applicant pool for the fall of 2018. Given job-market uncertainties, schools should see this as an opportunity to enroll not simply more students, but more students who are likely to fulfill the needs and goals of an evolving profession.

One pattern in the findings deserves particular attention. Both the pool of undergraduates considering law school and the surveyed law students are more likely to have a parent with an advanced degree than the general population. Thomas B. Edsall has referred to the way higher education exacerbates

socio-economic inequality as the reproduction of privilege.⁶ One of the core values of AALS is to have a diverse student body and a broadly representative legal profession. *Before the JD* makes clear that it will take deliberate effort on the part of law schools to level the playing field for all qualified applicants.

Because most law students first considered law school before college, law schools may wish to consider developing ways to connect with high school students and ensure that law schools are well-represented at undergraduate career programs and fairs.

One major challenge remaining for law schools is how to address the two most prominent barriers to attending law school that undergraduates cite: cost and poor work-life balance in jobs in the field.

AALS researchers will work with interested schools to facilitate the development of smart strategies for acting on the findings presented in this report. In conjunction with the Law School Admission Council (LSAC) and Gallup, we are publishing a report for presidents, provosts, and graduate deans that focuses on the data collected from undergraduates who are considering an advanced degree other than law.

One limitation of the data collected for *Before the JD* is that they come from a single snapshot in time. LSAC has agreed to add some of the *Before the JD* questions to their annual survey of LSAT test-takers who apply to law school. This should provide valuable information about trends for all of legal education.

⁶ Thomas B. Edsall, Op-Ed., *The Reproduction of Privilege*, N.Y. TIMES, Mar. 12, 2012, <https://campaignstops.blogs.nytimes.com/2012/03/12/the-reproduction-of-privilege/>.



Detailed Findings

Section 1. Profile of Potential Law Students

Before the JD begins by looking at the proportion of undergraduate students considering a JD: how many are there, what is their composition, and how do they differ from undergraduates who are considering other advanced degrees? We then turn to comparing two groups of undergraduates—those considering law school only or among other advanced degrees and those considering other advanced degrees but not law school.⁷ We look at the proportion of undergraduates considering law school and report demographic differences between these groups by gender, race/ethnicity, and parental education. There are also differences based on academic achievement indicators and the characteristics undergraduates value when thinking about a future career.

The Pool of Potential Law Students

The proportion of undergraduates considering a JD is significantly larger than the number who eventually graduate from law school. *Before the JD* found that more than one in seven (15%) undergraduates who are somewhat or extremely likely to pursue an advanced degree are considering a JD (See Figure 1.1).⁸ This is a relatively large figure, given that advanced degrees in legal studies represented just 3.8 percent of all advanced degrees awarded in academic year 2015-16 (See Table 1.1).⁹

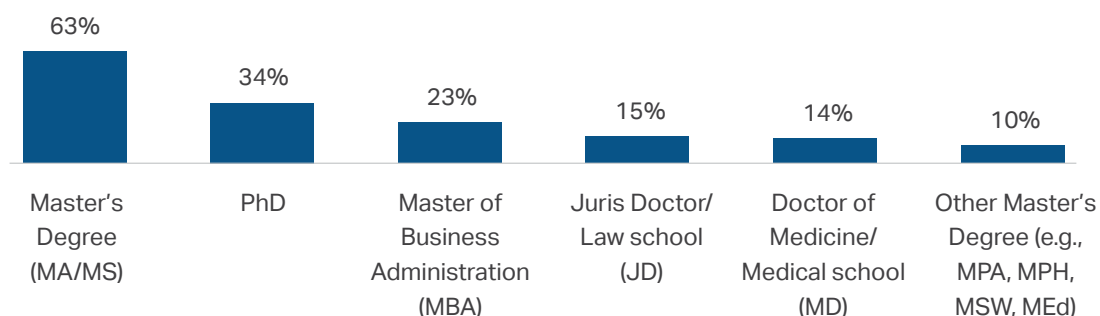
7 Throughout the report, the term “considering law” will refer to undergraduates who indicated they are considering a JD. Some respondents in this category indicated they are *only* considering a JD, and others indicated they are considering a JD among other degrees. Both types of respondents are included in the category “considering law.” Undergraduates referred to as “considering other degrees” indicated they are considering any advanced degree *except* a JD.

8 Throughout the report, the term “likely to pursue an advanced degree” refers to students who report they are somewhat or extremely likely to go to graduate or professional school to obtain a graduate or professional degree (e.g., MBA, other master’s, law, MD, or PhD) at any point.

9 Of the 37,000 degrees awarded in legal studies in academic year 2015-16, 34,179 were JDs, a decline of 10.4 percent from the 38,157 JDs and LLBs awarded in academic year 2000-01. See *2011–2016 Annual Questionnaire: Degrees Awarded for ABA Approved Law Schools* [Microsoft Excel Spreadsheet], AMERICAN BAR ASSOCIATION, https://www.americanbar.org/groups/legal_education/resources/statistics.html (last visited May 10, 2018) and *Enrollment and Degrees Awarded 1963–2012 Academic Years*, AMERICAN BAR ASSOCIATION, https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/statistics/enrollment_degrees_awarded_authcheckdam.pdf (last visited May 10, 2018). Nonetheless, the NCES data set provides the sobering news for legal educators that the percent of advanced degrees conferred in legal studies declined from 6.4 percent to 3.8 percent between 2000-01 and 2015-16, a decline of 41 percent.

It is also worth noting that of all undergraduates likely to pursue an advanced degree, nearly two-thirds (63%) are considering a master’s degree (MA or MS), one-third (34%) are considering a PhD, and one in four (23%) are considering an MBA (see Figure 1.1). Fewer undergraduates are considering an MD (14%).

Figure 1.1: Types of Advanced Degrees Considered by Undergraduates Likely to Pursue an Advanced Degree* (n=15,850)



*Undergraduates somewhat or extremely likely to pursue an advanced degree

Table 1.1: Advanced Degrees Conferred by Postsecondary Institutions Compared to Advanced Degrees Considered by Undergraduates

	National Center for Education Statistics ¹⁰			Before the JD
	Academic Year (AY) 2000-01	Academic Year (AY) 2015-16	Change AY 2000-01 to AY 2015-16	Degrees Considered by Undergraduates*
Master's degree (MA/MS)	60.3%	62.1%	1.8%	63.0%
MBA	19.5%	19.4%	-0.1%	23% (MBA)
PhD and comparable doctorates	7.1%	7.0%	-0.1%	34% (PhD)
Legal studies	6.4%	3.8%	-2.6%	15% (JD)
Health studies	6.6%	7.6%	1.0%	14% (MD)
Total Advanced Degrees Conferred	593,087	963,462	370,375	-

*Undergraduates somewhat or extremely likely to pursue an advanced degree; respondents could select more than one degree type

10 *Doctor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2015-16* [Microsoft Excel Spreadsheet], U.S. Dept. of Education, National Center for Education Statistics (2017), https://nces.ed.gov/programs/digest/d17/tables/dt17_324.10.asp?current=yes and *Master's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2015-16* [Microsoft Excel Spreadsheet], U.S. Dept. of Education, National Center for Education Statistics (2017), https://nces.ed.gov/programs/digest/d17/tables/dt17_323.10.asp. The U.S. Dept. of Education defines “legal professions and studies” to include, at the graduate and professional level, law (JD), post-JD degrees (e.g., LL.M.), and legal research and advanced professional studies (e.g., J.S.D., S.J.D.).

Demographics

Although law schools have enrolled a more diverse group of students in recent decades, the gains have not been consistent across all demographic groups. *Before the JD* found differences between undergraduates considering law and those considering other degrees based on gender, race/ethnicity, and parental education. These differences in turn shape the profile of classes that enroll in law school—and the profession itself.

Gender

There are some gender differences between undergraduates considering law and those considering other degrees. Among undergraduates considering law school, there is a near equal proportion of men and women (See Table 1.2). By contrast, among undergraduates considering other degrees, a greater proportion are women (53%) than men (47%). An even larger proportion of bachelor's degree earners are women (57%).¹¹

Law schools are enrolling more women. The American Bar Association reports that the class of first-year law students enrolling in the fall of 2017 was 52 percent women and 48 percent men.¹²

Race/Ethnicity

Undergraduates considering law also differ from their peers considering other degrees in terms of race/ethnicity. Although roughly equal proportions of undergraduates considering law school and those considering other degrees are Black or Hispanic, there are differences when it comes to Asian students.

Of undergraduates considering law, nine percent are Asian. Among undergraduates considering other degrees, 17 percent are Asian. The lower interest in law school among Asians is supported by other research on Asian Americans in the law. *A Portrait of Asian Americans* found that Asian Americans' enrollment in law school has declined more than other racial/ethnic groups since 2009.¹³

Although undergraduates considering law include approximately the same proportion of Black and Hispanic students as those considering other advanced degrees, there are more White students. Sixty-nine percent of undergraduates considering law are White compared with 63 percent of students considering other degrees. Unless the interest levels reflected in these findings change, Deborah Rhode's findings that law is one of the least diverse professions when it comes to race/ethnicity may continue to be true.¹⁴ The difference comes at a time when there is more of a need than ever for a diverse legal profession. By 2045, the United States is projected to be a majority-minority nation.¹⁵

11 Thomas D. Snyder, Cristobal de Brey, & Sally A. Dillow, U.S. Dept. of Education, National Center for Education Statistics, DIGEST OF EDUCATION STATISTICS: 2016 531 (Table 318.10) (52nd ed. 2018), available at <https://nces.ed.gov/pubs2017/2017094.pdf>.

12 *ABA Required Disclosures: JD Enrollment and Ethnicity* [Microsoft Excel Spreadsheet], AMERICAN BAR ASSOCIATION, <http://www.abarequireddisclosures.org/Disclosure509.aspx> (last visited June 12, 2018).

13 Eric Chung, Samuel Dong, Xiaonan April Hu, Christine Kwon, & Goodwin Liu, A PORTRAIT OF ASIAN AMERICANS IN THE LAW. Yale Law School and National Asian Pacific American Bar Association 8-9 (2017), available at <https://www.apaportraitproject.org/>.

14 Deborah Rhode, *Law is the Least Diverse Profession in the Nation. And Lawyers Aren't Doing Enough to Change That*, WASH. POST May 27, 2015, available at <https://www.washingtonpost.com/posteverything/wp/2015/05/27/law-is-the-least-diverse-profession-in-the-nation-and-lawyers-arent-doing-enough-to-change-that/>; see generally DEBORAH L. RHODE, THE TROUBLE WITH LAWYERS (2015).

15 Jonathan Vespa, David M. Armstrong, & Lauren Medina, U.S. Census Bureau, DEMOGRAPHIC TURNING POINTS FOR THE UNITED STATES: POPULATION PROJECTIONS FOR 2020 TO 2060 7 (2018), available at https://www.census.gov/content/dam/Census/library/publications/2018/demo/P25_1144.pdf.

Parental Education

Our survey also found major differences by level of parental education, which is used in *Before the JD* as a proxy for socio-economic status. Many undergraduates do not know their parents' income, but most are likely to know their parents' levels of education. Among undergraduates considering law school, 50 percent have at least one parent with an advanced degree, versus 40 percent among students considering other advanced degrees. Both figures stand in contrast to the 12 percent of U.S. citizens between the ages of 45 and 64 (a range in which one might expect to find parents of undergraduate students) who hold an advanced degree.¹⁶ Of students considering law, 21 percent are first-generation college students, compared with 26 percent of students considering other advanced degrees. Both percentages are much lower than the comparable 68 percent of U.S. citizens ages 45 to 64 who do not have a bachelor's degree.¹⁷

Before the JD's findings about parental education as a factor in advanced degree aspiration are consistent with other research on the topic. Thomas B. Edsall, for example, has referred to the way in which higher education exacerbates socio-economic inequality as the reproduction of privilege.¹⁸ The effects of parental education on advanced degree attainment were noted more than 15 years ago in *After the JD*, which found that newly admitted lawyers were more likely to have highly educated parents than the general population.¹⁹ They were also confirmed by Posselt and Grodsky, who report that the amount of "educational inheritance" from parents with advanced degrees for students in doctoral and professional degree programs is striking.²⁰ Mullen, Goyette, and Soares found strong effects of parental education on entry into first professional and doctoral programs, but not master's degrees.²¹

16 Camille L. Ryan & Kurt Bauman, U.S. Census Bureau, EDUCATIONAL ATTAINMENT IN THE UNITED STATES: 2015 (2016), available at <https://www.census.gov/library/publications/2016/demo/p20-578.html>.

17 *Id.*

18 Thomas B. Edsall, Op-Ed., *The Reproduction of Privilege*, N.Y. TIMES, Mar. 12, 2012, <https://campaignstops.blogs.nytimes.com/2012/03/12/the-reproduction-of-privilege/>.

19 Ronit Dinovitzer, Bryant G. Garth, Richard Sander, Joyce Sterling, & Gita Z. Wilder, AFTER THE JD: FIRST RESULTS OF A NATIONAL STUDY OF LEGAL CAREERS. The NALP Foundation for Law Career Research and Education and the American Bar Foundation (2004).

20 Julie R. Posselt, & Eric Grodsky, *Graduate Education and Social Stratification*, 43 ANNUAL REVIEW OF SOCIOLOGY, 353-378 (2017).

21 Ann L. Mullen, Kimberly A. Goyette, & Joseph A. Soares, *Who goes to graduate school? Social and academic correlates of educational continuation after college*, 76 SOCIOLOGY OF EDUCATION, 143-169 (2003).

Table 1.2: Advanced Degrees Considered by Undergraduate Demographics

	Undergraduates Considering Law School		Undergraduates Considering Other Degrees		Undecided About Pursuing an Advanced Degree ²²		Total Bachelor's Degrees Awarded, 2013-2014 Academic Year ²³	
	Number	Percentage ²⁴	Number	Percentage	Number	Percentage	Number	Percentage
Gender								
Men	1,001	49%	5,149	47%	1,170	57%	801,905	43%
Women	1,394	51%	7,652	53%	1,181	43%	1,068,245	57%
Total²⁵	2,395	100%	12,801	100%	2,351	100%	1,870,150	100%
Parental Education								
Less Than Bachelor's Degree	462	21%	3,228	26%	677	30%	-	-
Bachelor's Degree	716	29%	4,432	34%	978	39%	-	-
Advanced Degree	1,237	50%	5,298	40%	740	32%	-	-
Total	2,415	100%	12,958	100%	2,395	100%	-	-
Race/Ethnicity								
Asian	218	9%	2,175	17%	329	14%	131,662	8%
Black	139	9%	659	8%	108	6%	191,437	11%
Hispanic	246	13%	1,221	12%	225	12%	202,425	12%
White	1,772	69%	8,684	63%	1,700	67%	1,218,998	70%
Total	2,375	100%	12,739	100%	2,362	100%	1,744,522	100%

Academic Achievement

Differences in academic achievement between undergraduates considering law school and those considering other advanced degrees are less pronounced than differences by parental education. Of students considering law school, 70 percent report having a GPA above 3.0, compared with 64 percent of undergraduates considering other degrees (See Table 1.3). The same difference holds for standardized test

²² Given that there are a significant number of undergraduates who are undecided about pursuing an advanced degree, their numbers are reported here. The numbers and percentages reported for students who are undecided about an advanced degree include students who said they are neither likely nor unlikely to attend graduate school. The numbers and percentages reported for students considering law school and considering other degrees include only students who answered that they are somewhat or extremely likely to go to graduate school.

²³ Thomas D. Snyder, Cristobal de Brey, & Sally A. Dillow, U.S. Dept. of Education, National Center for Education Statistics, DIGEST OF EDUCATION STATISTICS: 2016 531 (Table 318.10), 565 (Table 322.30) (52nd ed. 2018), available at <https://nces.ed.gov/pubs2017/2017094.pdf>. For the purposes of comparison, race/ethnicity distributions exclude American Indian/Alaska Native, Two or More Races, and Non-resident Aliens.

²⁴ Percentages reported here, and throughout the *Before the JD* report, have been weighted to correct for unequal selection probability and nonresponse. For more information on weighting procedures, please refer to Appendix A: Methodology.

²⁵ Totals reported in this chart and throughout the report vary based on the number of respondents who provided the information.

scores: Of students considering law school, a greater proportion report having higher test scores than the proportion of their peers considering other degrees.

These findings are consistent with previous research showing that college GPA is associated with graduate school attendance. English and Umbach found that students demonstrating high levels of academic performance (as measured by GPA) are more likely to aspire to, apply for, and enroll in graduate education.²⁶

Table 1.3: Advanced Degrees Considered by Undergraduate Academic Achievement

	Undergraduates Considering Law		Undergraduates Considering Other Degrees		Undecided About Pursuing an Advanced Degree ²⁷	
	Number	Percentage	Number	Percentage	Number	Percentage
College GPA						
3.80+	428	17%	2,307	18%	285	11%
3.40-3.79	737	32%	3,269	26%	524	23%
3.00-3.39	416	20%	2,222	20%	430	21%
2.40-2.99	156	7%	1,030	10%	266	14%
<2.39	26	1%	195	2%	69	4%
Do not have GPA yet	595	21%	3,587	25%	688	26%
Total	2,358	100%	12,610	100%	2,262	100%
ACT/SAT Score						
33-36/1560+	405	16%	1,788	15%	237	11%
30-32/1490-1559	683	29%	2,949	25%	484	22%
27-29/1390-1489	585	27%	2,830	24%	540	26%
25-26/1290-1389	265	14%	1,538	15%	313	17%
20-24/1090-1289	219	12%	1,683	17%	355	19%
<20/<990	40	2%	385	4%	92	5%
Total	2,197	100%	11,173	100%	2,021	100%

Career Aspirations

Undergraduates considering law school have different career aspirations than those considering other advanced degrees. The two most important factors for undergraduates considering a JD are “potential for career advancement” and “opportunities to be helpful to others or be useful to society/giving back.”

Similarly, students considering a JD identify three other factors as extremely important more frequently than those considering other degrees: 1) advocating for social change (37% vs. 22%), 2) high prestige (22% vs. 13%), and 3) the potential for career advancement (62% vs. 52%) (See Figure 1.2).

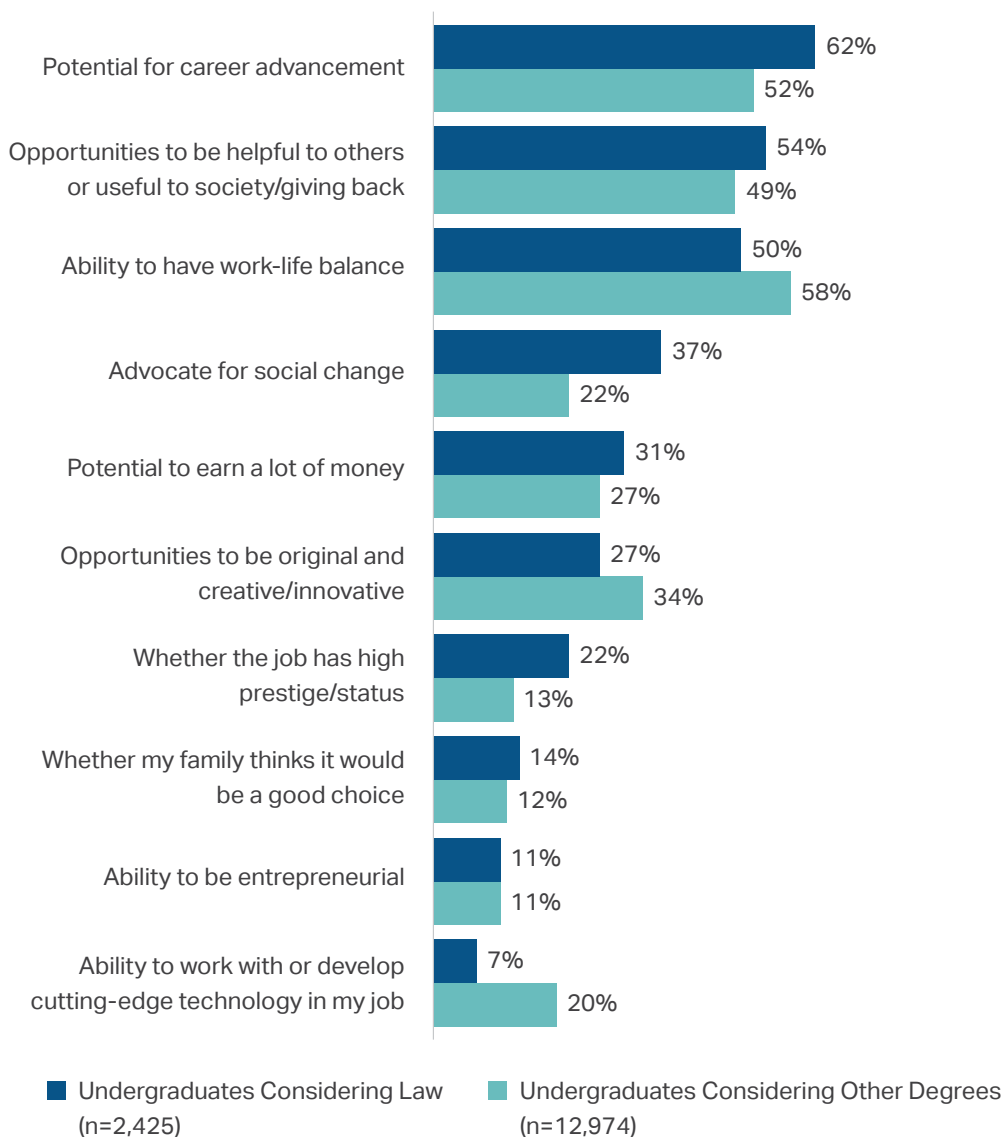
26 David English & Paul D. Umbach, *Graduate school choice: An examination of individual and institutional effects*, 39 THE REVIEW OF HIGHER EDUCATION, 173-211 (2016).

27 Undergraduates who say they are “neither likely nor unlikely” to pursue an advanced degree.

By contrast, undergraduates considering law school identify three factors as being extremely important less frequently than their peers considering other advanced degrees: 1) work-life balance (50% vs. 58%), 2) ability to work with or develop cutting-edge technology (7% vs. 20%), and 3) being creative/innovative (27% vs. 34%).

Figure 1.2: Importance of Characteristics in Selecting a Career (% extremely important)

Q: How important are each of these characteristics to you when thinking about selecting a career to pursue?



A closer look at undergraduates considering law school reveals some differences in career aspirations by gender. Women select opportunities to be helpful to others (89%), ability to have work-life balance (86%), and advocating for social change (77%) more frequently than men (77%, 78%, and 54%) (See Figure 1.3). In contrast, 67 percent of men consider whether the job has a high prestige or status to be somewhat or extremely important, compared with 55 percent of women. Men are also more likely than women to identify working with or developing cutting-edge technology as somewhat or extremely important (29% vs. 22%).²⁸

28 For full data, see Table A1.1 in Appendix D: Additional Data Tables.

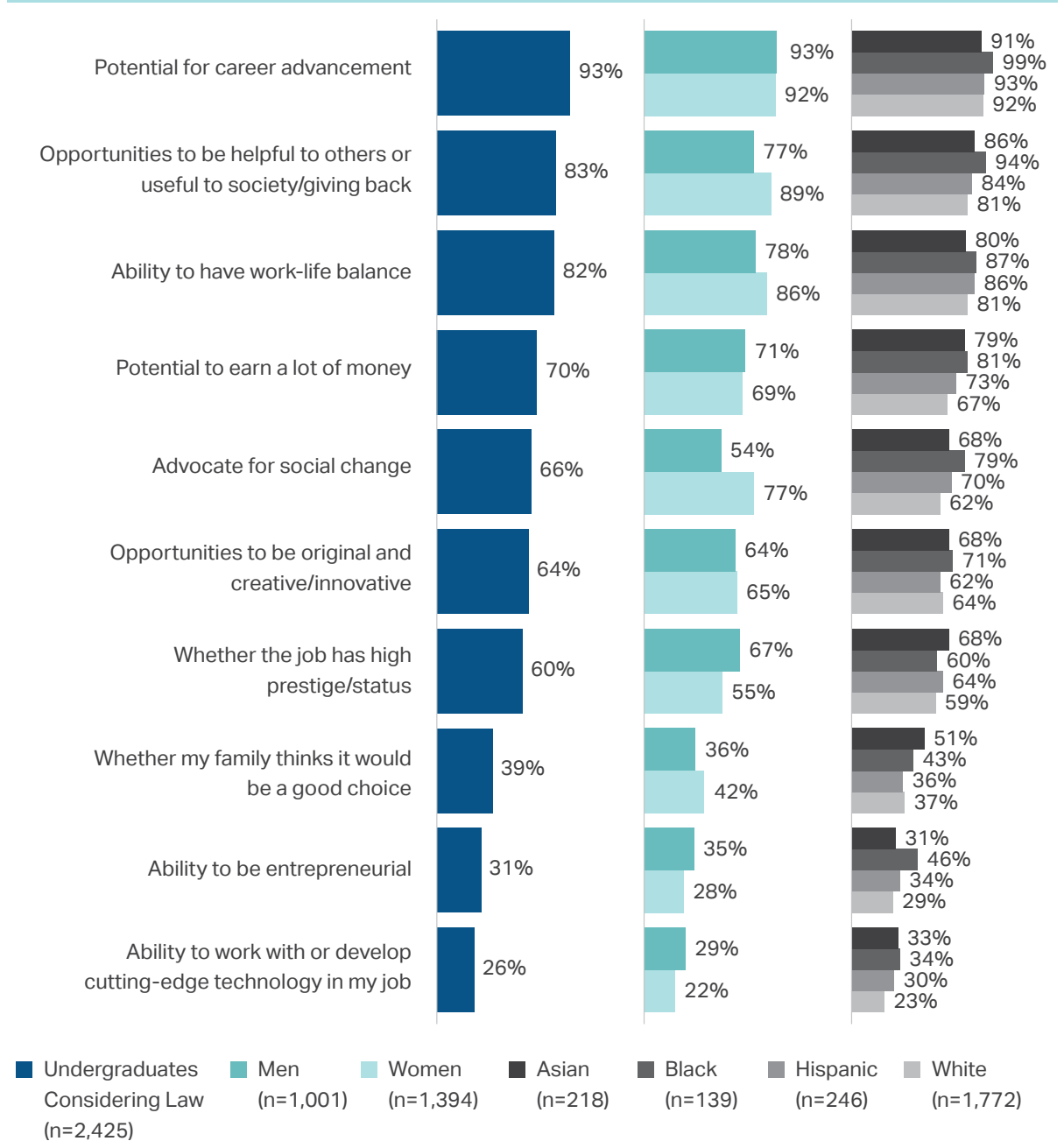
There are also differences by race/ethnicity. For example, work-life balance is more important to Black and Hispanic undergraduates (87% and 86%) than to their Asian and White peers (80% and 81%).

A large majority of students considering a JD, in all racial/ethnic groups, indicate that opportunities to be helpful to others are important in selecting a career. Black students are the most likely to indicate the importance of opportunities to be helpful to others.

Examining career characteristics that undergraduates consider important by parental education did not reveal differences as pronounced as those by gender and race/ethnicity.

Figure 1.3: Importance of Career Characteristics by Demographics Among Undergraduates Considering Law²⁹

Q: How important are each of these characteristics to you when thinking about selecting a career to pursue?



29 Before the JD analyzed information about standardized test scores (ACT/SAT). For full data, see table A1.1 in Appendix D: Additional Data Tables.

Section 2. A Majority of Law Students First Considered Law School Before College; One-Third Before High School

At some point in time, potential law students say to themselves, “I might like to go to law school.” This may happen in conjunction with conversations with families, friends, professors, or others willing to listen. *Before the JD* asked law students to estimate when they first considered law school—and their answers may be surprising.

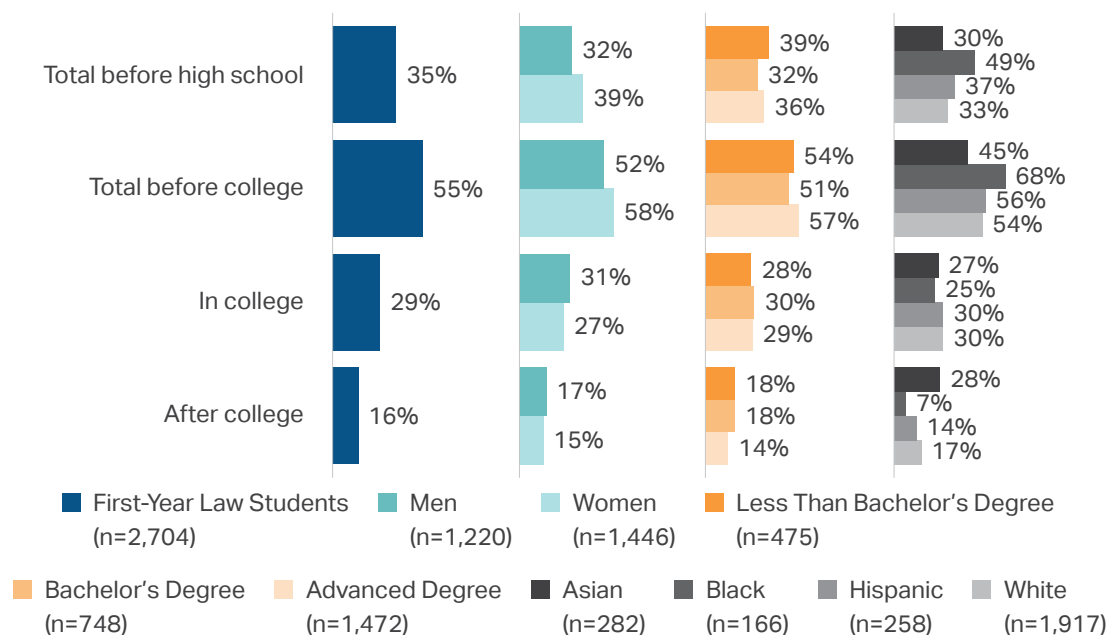
This section is based on responses from first-year law students, who from this point forward will be referred to simply as “law students.” We used law student responses instead of undergraduate student responses so that we can report findings that include law students who did not consider law school until after they graduated from college.

More than half of law students (55%) first considered going to law school before they reached college. Slightly more than one-third (35%) first considered getting a JD before high school. Smaller proportions of law students first considered a JD during and after college (29% and 16%).

The time students first considered law school varies by gender, parental education, and race/ethnicity. Women are more likely to first consider a JD before high school than men (39% vs. 32%). Law students who have at least one parent with an advanced degree are also more likely to first consider law school during high school or before (57%) than are law students whose parents have a bachelor’s degree (51%) or did not graduate from college (54%). Black law students are the most likely to consider a JD before high school (49%), followed by Hispanic (37%), White (33%), and Asian (30%) law students (See Figure 2.1).

Figure 2.1: When Law Students First Considered Law School by Demographics

Q: When did you first consider going to law school?



Differences by LSAT score are smaller than differences by demographics. The data show that law students with LSAT scores above 161 are slightly more likely to have considered law school during high school or earlier than students scoring below 161 (56% and 52%), but the differences are not as pronounced.

There is limited information available about when students in other fields first began thinking about pursuing an advanced degree. The most relevant comparison available is from the Association of American Medical Colleges (AAMC), which administers the medical school entrance exam (the MCAT). AAMC asks MCAT test-takers when they made the *final decision* to go to medical school and, as with *Before the JD*, their data indicate that these decisions are often made early in a student's life. Although the questions asked are different (*Before the JD* asked students when they first *considered* law school), a majority of law students and MCAT test-takers report considering a JD or deciding to study medicine prior to college.³⁰ While not perfect, this comparison suggests law students are not outliers with respect to when they first considered law school.

Given how early many law students first considered studying law, law schools may want to develop better ways of providing information about law and law school to secondary school students. Nearly one-third of law schools already make use of Street Law, a global, nonpartisan, nonprofit organization with more than 40 years of experience developing classroom and community programs that educate young people about law and government. More than 1,000 law students participate in Street Law programs at their law schools each year, teaching high school students about law using a Street Law textbook, now in its ninth edition, that covers such matters as human rights/civil rights, conflict resolution, and consumer rights.³¹ Other communities hold mock appellate argument programs for high school students or find ways to encourage courts to promote such programs.³²

30 ASSOCIATION OF AMERICAN MEDICAL COLLEGES, MATRICULATING STUDENT QUESTIONNAIRE: 2016 ALL SCHOOLS SUMMARY REPORT 5 (Dec. 2016), available at <https://www.aamc.org/download/474258/data/msq2016report.pdf>.

31 E-mail from Lee Arbetman, Exec. Dir., Street Law, to Judith Areen, Exec. Dir., Ass'n of Am. Law Sch. (May 11, 2018) (on file with AALS). See generally www.streetlaw.org.

32 See, e.g., HISTORICAL SOCIETY OF THE DISTRICT OF COLUMBIA CIRCUIT, <http://dcchs.org/> (last visited May 21, 2018); *Student Contests*, JUSTICE FOR ALL: COURTS AND THE COMMUNITY, http://justiceforall.ca2.uscourts.gov/student_contests.html (last visited May 21, 2018).

Section 3. Family Is the Primary Source of Advice, Particularly If at Least One Parent Has an Advanced Degree

Central to the future of legal education—indeed, of any advanced degree program—is understanding the sources undergraduate students turn to for career information and advice. *Before the JD* identified four primary sources.

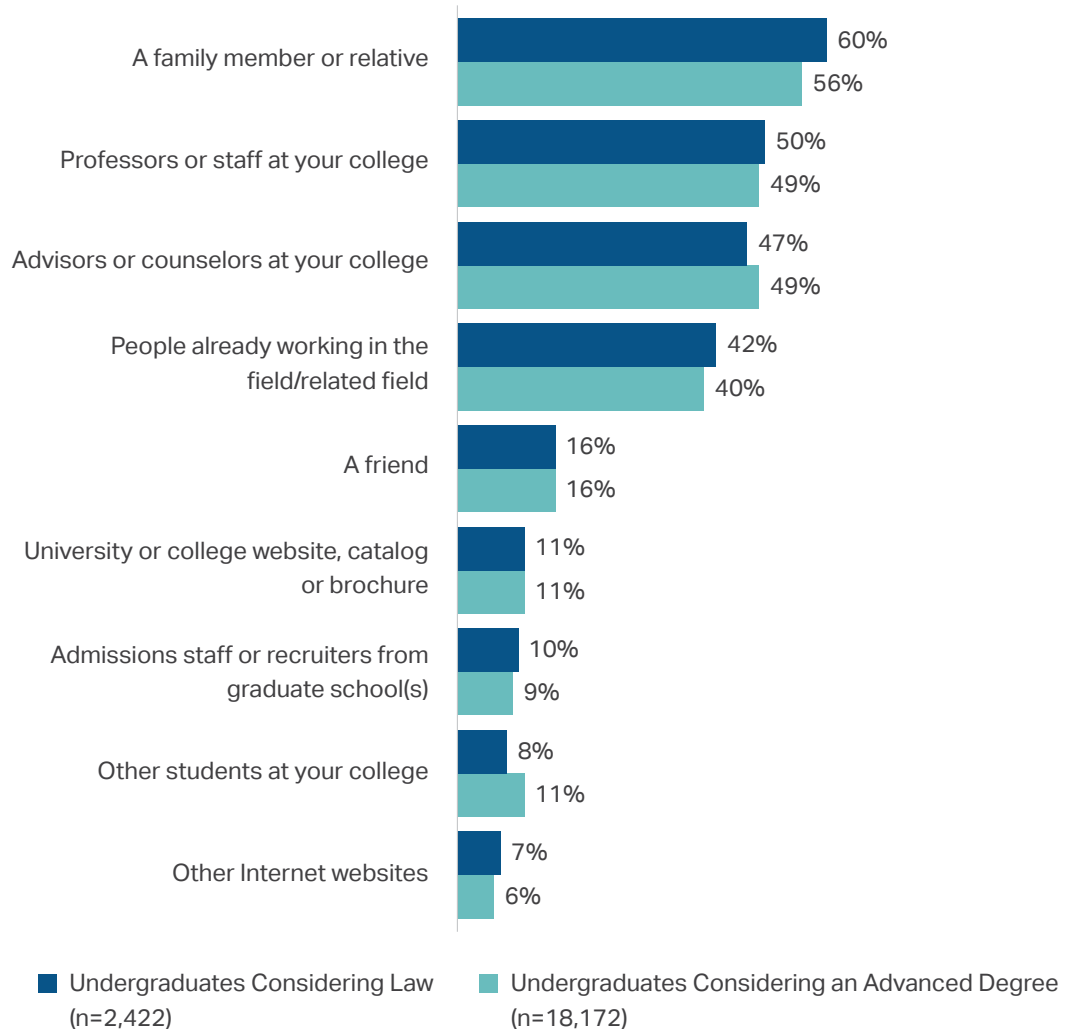
A family member or relative (56%) is the most important source of advice for undergraduates considering an advanced degree, followed by professors or staff (49%) and advisors/counselors (49%) at college (See Figure 3.1). Professionals in a relevant field (40%) are also an important source, albeit slightly less so.

Students considering law school also report that family is the primary source of advice (60%), but professors or staff were slightly more important than advisors or counselors for these students (50% vs. 47%).

Admissions staff or recruiters from graduate schools were only identified as an important source by nine percent of undergraduates considering an advanced degree and ten percent of undergraduates considering law.

Figure 3.1: Most Important Sources for Advice About Pursuing an Advanced Degree Among Undergraduates Considering an Advanced Degree

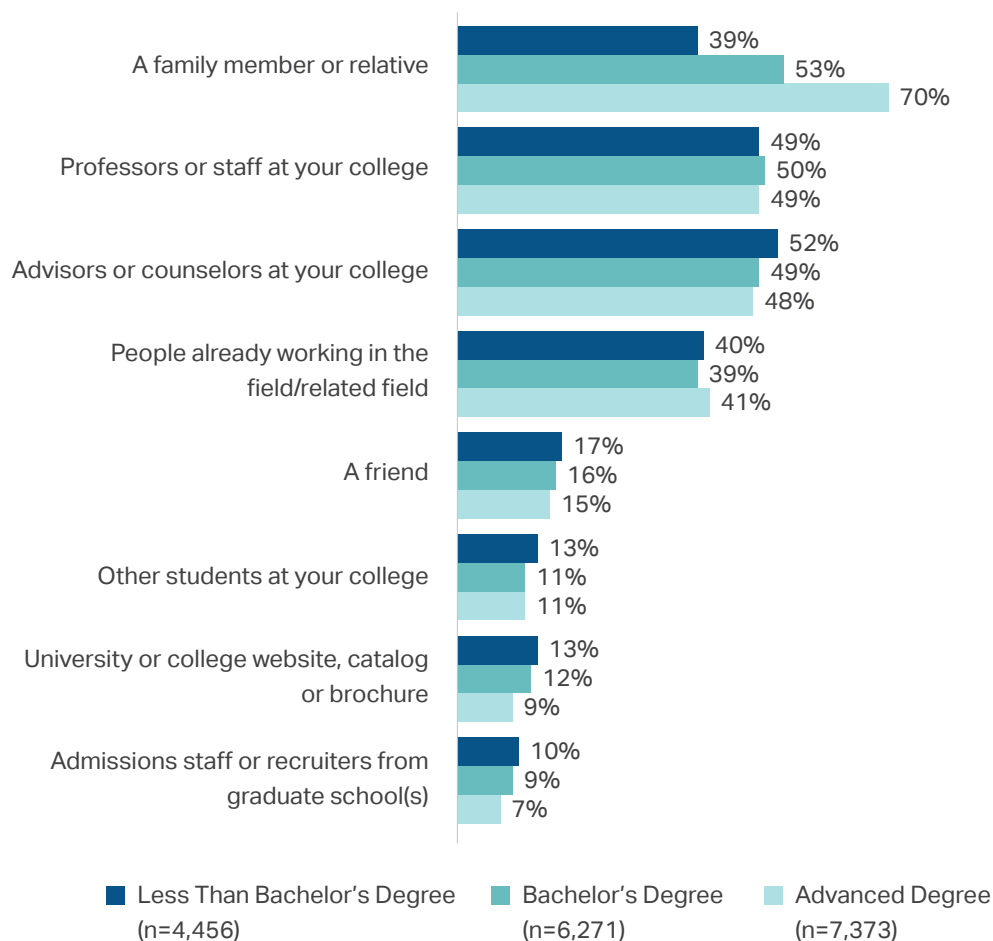
Q: Which of the following are your three most important sources for advice about pursuing a graduate or professional degree? (Three Responses Allowed)



Reliance on family as a source of advice about advanced degrees is highest for undergraduates who have at least one parent with an advanced degree. Seventy percent of these students report family is an important source, compared with 39 percent of first-generation college students (See Figure 3.2).

Figure 3.2: Three Most Important Sources for Advice About Pursuing an Advanced Degree Among Undergraduates Considering an Advanced Degree by Parental Education

Q: Which of the following are your three most important sources for advice about pursuing a graduate or professional degree? (Three Responses Allowed)



Primary sources of advice also differ according to the gender and race/ethnicity of students. Women are more likely than men to look to advisors/counselors (54% vs. 44%) and people working in the field (44% vs. 36%). Men are more likely to rely on friends (19% vs. 13%) (See Table 3.1). Black undergraduates are the least likely among their peers to identify professors or staff as a source (41%), and the most likely to identify admissions staff from graduate programs (15%). Asian and White students identify family as a source more often (57% and 58%), and Asian students (21%) are more likely than other racial/ethnic groups to report relying on a friend as a source of advice.

Table 3.1: Sources of Advice About Pursuing an Advanced Degree by Undergraduate Demographics³³

Q: Which of the following are your three most important sources for advice about pursuing a graduate or professional degree? (Three Responses Allowed)

	Total Undergraduates Considering an Advanced Degree	Gender		Race/Ethnicity			
		Men	Women	Asian	Black	Hispanic	White
A family member or relative	56%	57%	55%	57%	48%	49%	58%
Advisors or counselors at your college	49%	44%	54%	44%	52%	48%	51%
Professors or staff at your college	49%	50%	49%	45%	41%	49%	52%
People already working in the field/related field	40%	36%	44%	38%	39%	36%	41%
A friend	16%	19%	13%	21%	13%	15%	15%
Other students at your college	11%	13%	10%	13%	10%	12%	11%
University or college website, catalog or brochure	11%	10%	12%	11%	14%	12%	11%
Admissions staff or recruiters from graduate school(s)	9%	6%	11%	9%	15%	9%	8%
n=	18,172	7,429	10,447	2,792	927	1,718	12,365

Reliance on professors decreases with student GPAs (from 61% with GPAs 3.80 or above to 44% with GPAs below 2.40) (See Table 3.2). In contrast, reliance on friends increases as GPAs decrease, from 14 percent for students with the highest GPAs to 19 percent for those with GPAs below 2.40. Students with GPAs below 2.40 are also more likely to report that admissions staff or recruiters from graduate schools are an important source of information (14%) compared with seven percent of those with GPAs above 3.79.

³³ Response options that yielded under ten percent for all groups of students are not reported.

Table 3.2: Sources of Advice About Pursuing an Advanced Degree by Undergraduate College GPA³⁴

Q: Which of the following are your three most important sources for advice about pursuing a graduate or professional degree? (Three Responses Allowed)

	Total Undergraduates Considering an Advanced Degree	College GPA				
		3.80+	3.40-3.79	3.00-3.39	2.40-2.99	≤2.39
A family member or relative	56% ³⁵	54%	54%	55%	52%	49%
Advisors or counselors at your college	49%	48%	47%	47%	48%	47%
Professors or staff at your college	49%	61%	54%	45%	47%	44%
People already working in the field/related field	40%	42%	42%	40%	37%	37%
A friend	16%	14%	17%	17%	19%	19%
Other students at your college	11%	12%	12%	12%	11%	16%
University or college website, catalog or brochure	11%	13%	11%	12%	13%	9%
Admissions staff or recruiters from graduate school(s)	9%	7%	8%	9%	11%	14%
n=	18,172	3,041	4,581	3,107	1,477	295

³⁴ Response options that yielded under ten percent for all groups of students are not reported.

³⁵ This percentage is slightly higher than any of the percentages listed by GPA because *Before the JD* omitted from this table the 24 percent of undergraduates considering an advanced degree who reported that they did not have their GPA yet, most of whom were first-semester freshman undergraduates at the time they completed the survey.

Section 4. Undergraduates Report Hearing and Seeing Less About Law School Than About Other Advanced Degree Programs

Because undergraduates may receive information about many advanced degree programs, law school visibility on campus may be an increasingly important variable. *Before the JD* asked undergraduates about the visibility of advanced degree programs, including law school, on campus.

Before the JD found a relative lack of exposure to information about law school among undergraduates considering an advanced degree. Although many students report hearing about and seeing or receiving information about other advanced degrees such as master's and PhDs, fewer students report the same about the JD.

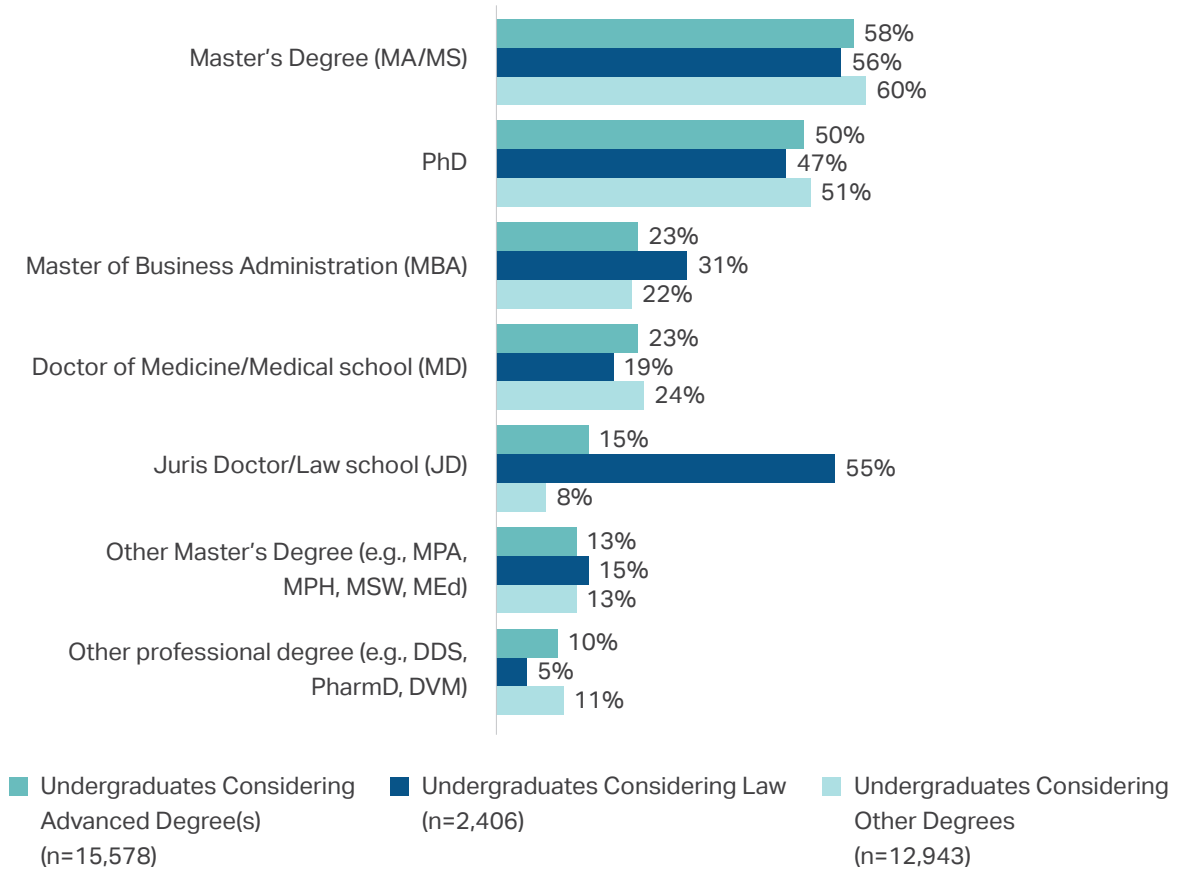
Students Report Hearing Faculty Talk Less About the JD Than About Other Advanced Degrees

Despite the reported importance of professors and college staff as a source of advice on advanced degrees, relatively few (15%) undergraduate students considering an advanced degree report hearing a professor talk about the JD. In contrast, half or more report hearing a professor talk about master's degrees (58%) or PhDs (50%), and nearly one-quarter about either an MBA (23%) or an MD (23%).

A closer analysis reveals that undergraduates considering law school are more likely to report hearing a professor talk about the JD. Only eight percent of undergraduates considering other advanced degrees report hearing professors talk about the JD, while over half (55%) of students considering law school report hearing professors talk about the JD (See Figure 4.1). Notwithstanding the likelihood of at least some level of confirmation bias (i.e., that potential law students are predisposed to seek out and remember information about law school), the differences are nevertheless much less pronounced for other degrees. For example, about half or more of both groups report hearing professors talk about master's degrees and PhD programs.

Figure 4.1: Advanced Degrees That Undergraduates Report Hearing Professors Talk About During College

Q: Which, if any, of the following types of graduate or professional degree programs did your college professors talk about, either in class or in one-on-one discussion?

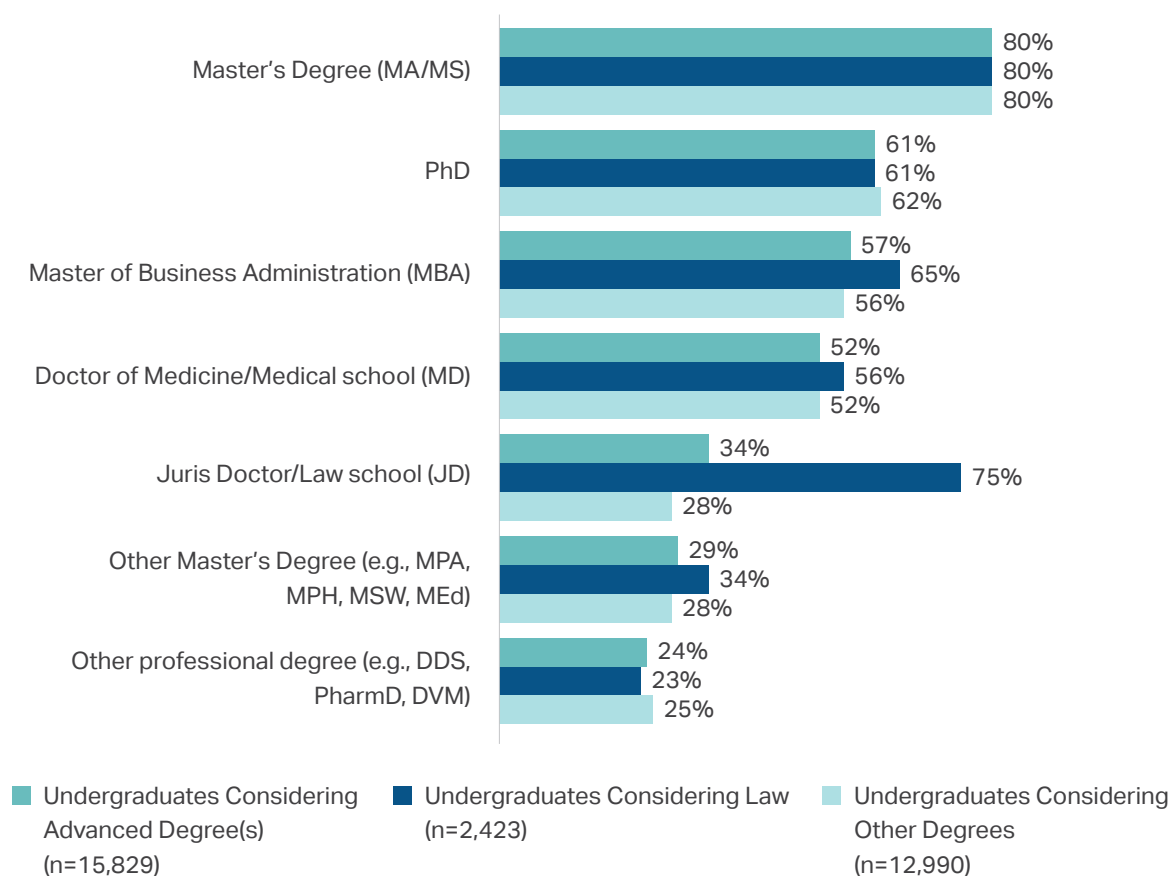


Undergraduates Report Seeing Less Information About the JD Than Other Advanced Degrees

The lack of exposure to information about law school extends beyond faculty discussion to the broader institutional environment. Just as students considering law school are more likely to report hearing professors talk about law school, they are also much more likely to report seeing or receiving information about the JD. Although less than one-third (28%) of undergraduates considering other advanced degrees report seeing or receiving information about the JD, three-quarters (75%) of their peers who are considering law school have seen or received such information (See Figure 4.2). Although students considering law school report more exposure to information about the JD, they also often report seeing and receiving information about other advanced degree programs.

Figure 4.2: Advanced Degrees That Undergraduates Report Seeing or Receiving Information About on Campus

Q: Which, if any, of the following types of graduate or professional degree programs have you seen information on, either around campus such as job fairs/graduate school fairs, general notices, or in counselor's office or through direct mail or email? (Select all that apply)



Section 5. A Pathway to a Career in Politics, Government, or Public Service and Passion for the Work Are the Primary Reasons Undergraduates Consider Law School

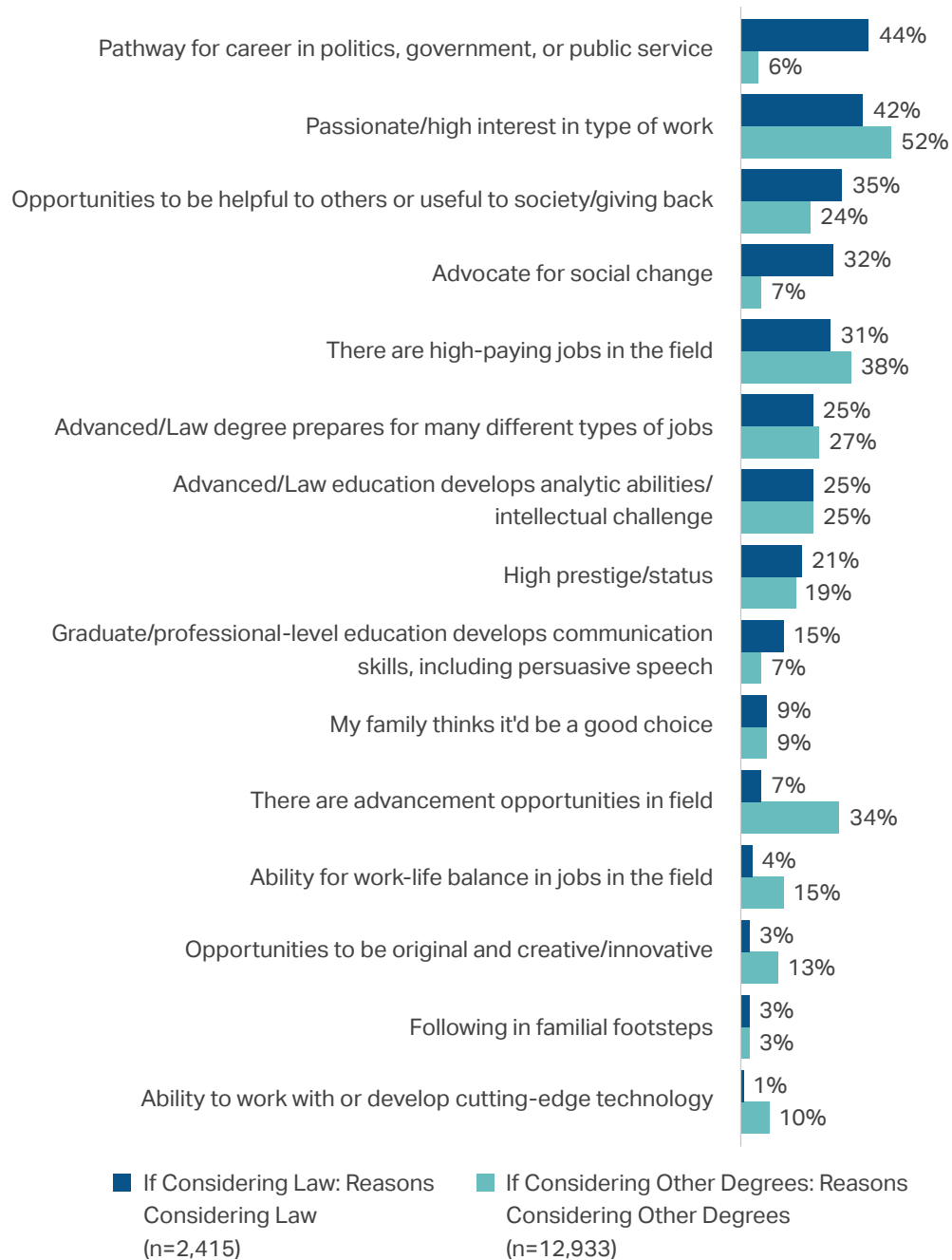
Until now, there has been no large-scale, national study to examine what factors contribute to a student's decision to go to law school. *Before the JD* asked students why they are interested in either law school or other advanced degrees and found some large differences in motivation.

Undergraduates considering law school report that their top reasons for going are that it is a pathway to a career in politics, government, or public service (44%) and that they have a passion for and high interest in the type of work (42%). Other important reasons given are opportunities to be helpful to others (35%) and to advocate for social change (32%) (See Figure 5.1).

This means three of the four top reasons for undergraduates to consider law school show they view law primarily as a public good, rather than a private one, that will enable them to have a service career, to be helpful to others, and to advocate for social change. By comparison, although students considering other advanced degrees also value passion for and high interest in the type of work (52%), they put more weight on high-paying jobs (38%) and advancement opportunities in the field (34%) than do those considering a JD (31% and 7%).

Figure 5.1: Top Reasons for Considering a JD vs. Other Advanced Degrees Among Undergraduates Somewhat/Extremely Likely to Pursue an Advanced Degree

Q: What are your top three factors for considering graduate or professional school, not including law school? (Three Responses Allowed)
 Q: What are your top three factors for considering law school? (Three Responses Allowed)

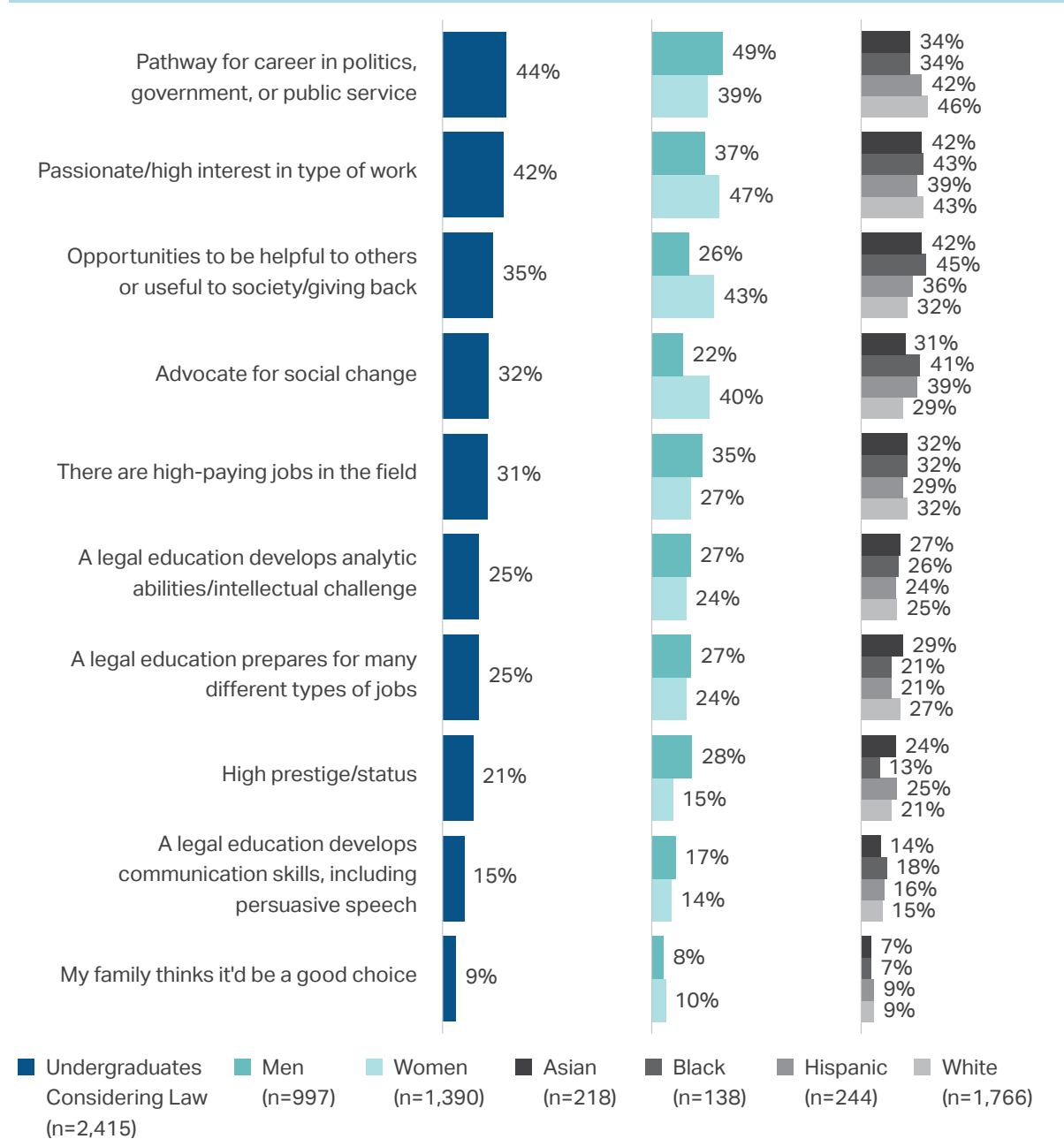


For undergraduates considering a JD, the top reasons for considering law school vary by demographics. Men are more likely than women to see law school as a pathway to politics, government, or public service (49% vs. 39%), having high prestige (28% vs. 15%), and offering high-paying jobs (35% vs. 27%) (See Figure 5.2). Women are more likely than men to consider law school because they are passionate about or have high interest in the type of work (47% vs. 37%), to advocate for social change

(40% vs. 22%), and as an opportunity to give back/be useful (43% vs. 26%). White and Hispanic students are more likely to see law as a pathway to politics, government, or public service (46% and 42%), compared to 34 percent for both Asian and Black students. Black and Hispanic students are more likely to consider law school to advocate for social change (41% and 39%) than Asian (31%) and White (29%) students. There are no noteworthy differences or patterns related to the parental education level of undergraduates considering law school.³⁶

Figure 5.2: Reasons for Considering a JD by Demographics Among Undergraduates Considering Law³⁷

Q: What are your top three factors for considering law school? (Three Responses Allowed)



³⁶ For full data, including parental education, please see Table A5.1 in Appendix D: Additional Data Tables.

³⁷ Response options that yielded under ten percent for all groups of students are not reported.

Just as the reasons for considering law school vary by undergraduate demographics, there are also differences by academic achievement. Students with higher GPAs are more likely to consider law school as an opportunity to give back (38% of those with GPAs above 3.39 vs. 28% below 3.0), and less likely to consider it because there are high-paying jobs in the field (36% of those with GPAs below 3.0 vs. 27% above 3.39) (See Table 5.1). *Before the JD* analyzed information about standardized test scores (ACT/SAT), but found no noteworthy differences or patterns.

Table 5.1: Reasons for Considering a JD by Undergraduate GPA Among Undergraduates Considering Law³⁸					
	Undergraduates Considering Law	3.80+	3.40-3.79	3.00-3.39	≤2.99
Pathway for career in politics, government, or public service	44%	45%	45%	45%	38%
Passionate/high interest in type of work	42%	46%	41%	43%	39%
Opportunities to be helpful to others or useful to society/giving back	35%	36%	39%	35%	28%
Advocate for social change	32%	28%	38%	27%	35%
There are high-paying jobs in the field	31%	27%	27%	31%	36%
A legal education develops analytic abilities/intellectual challenge	25%	30%	27%	19%	27%
A legal education prepares for many different types of jobs	25%	28%	23%	30%	26%
High prestige/status	21%	23%	20%	21%	21%
A legal education develops communication skills, including persuasive speech	15%	9%	15%	17%	19%
My family thinks it'd be a good choice	9%	10%	7%	9%	10%
There are advancement opportunities in field	7%	7%	6%	7%	5%
n=	2,415	425	737	413	182

³⁸ Response options that yielded under ten percent for all groups of students are not reported.

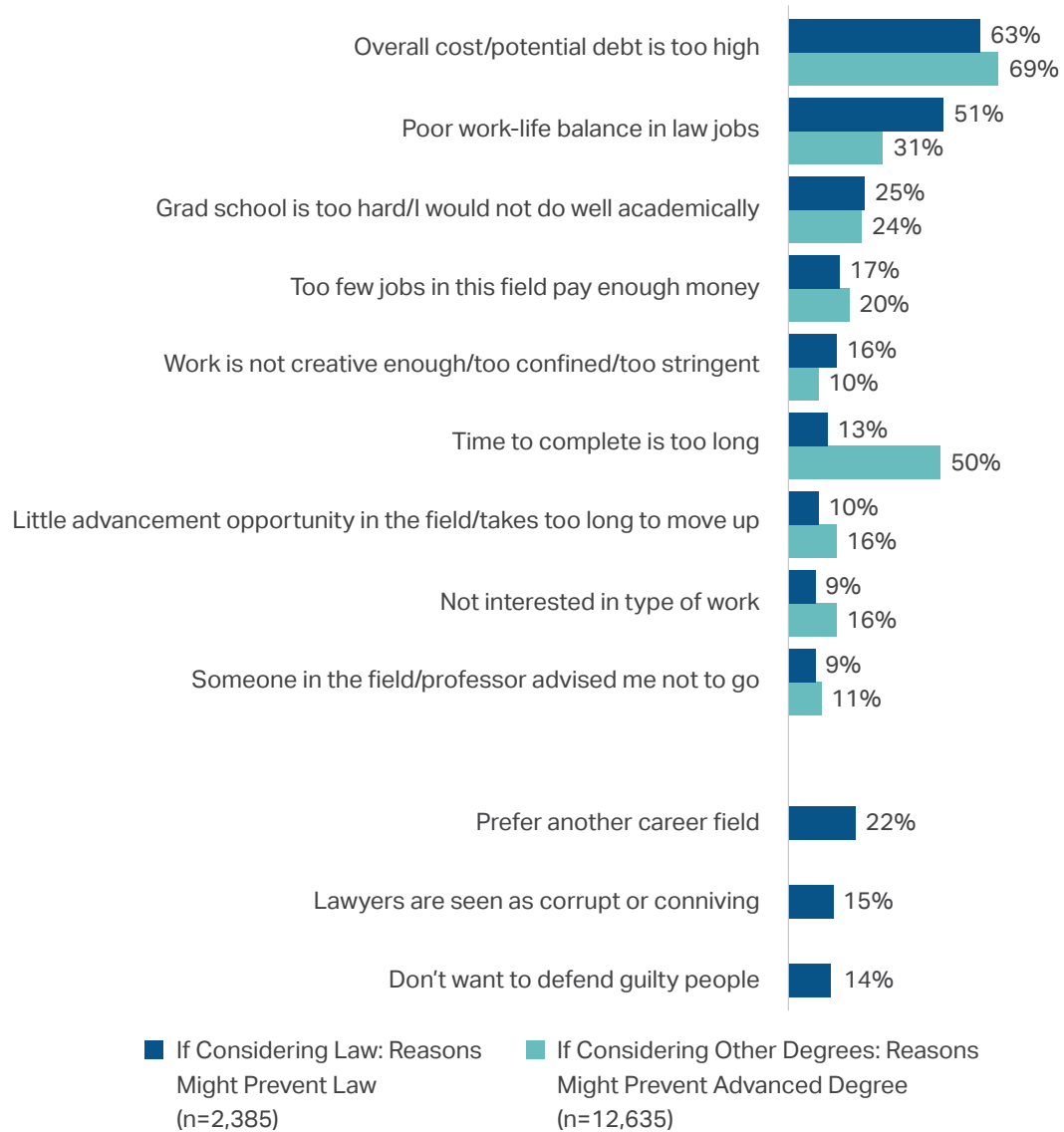
Section 6. Cost and Work-Life Balance Are the Primary Barriers to Pursuing a Law Degree

The cost of attending law school has been one of the predominant topics considered by legal education in recent years. *Before the JD* asked about cost and other factors that might dissuade potential law students from submitting an application.

Undergraduates likely to go to law school name overall cost/potential debt (63%) and poor work-life balance in jobs in the field (51%) as the top reasons for potentially not attending law school, followed by the belief that law school is too hard (25%) and preference for another career field (22%) (See Figure 6.1). Cost and work-life balance (69% and 31%) are also cited as potential deterrents for undergraduates considering other advanced degrees, but time needed to complete the degree (50%) is much more of a factor for these students than for those considering a JD (13%). It is noteworthy that cost is more frequently cited as a factor for preventing students from pursuing other advanced degrees (69%) than as a barrier to seeking a JD (63%).

Figure 6.1: Top Factors That Might Prevent Undergraduates From Pursuing a JD vs. Other Advanced Degrees Among Undergraduates Somewhat/Extremely Likely to Pursue an Advanced Degree³⁹

Q: What are the top three factors that might prevent you from going to law school/advanced degree? (Three Responses Allowed)



³⁹ The three factors including "Prefer another career field," "Lawyers are seen as corrupt or conniving," and "Don't want to defend guilty people" were response options in a question that was shown only to students who indicated that they were considering a JD. In addition, the wording of some response options for this question differed slightly from those shown in Figure 6.1. For full text of these questions, please see Appendix B: Survey Instruments.

Deterrents to law school differ by demographic characteristics in ways that may warrant further exploration. Women are more likely than men to say that law school is too hard (29% vs. 20%) and that they do not want to defend guilty people (17% vs. 12%) (See Figure 6.2). Women are less likely than men, however, to say that three years is too long (10% vs. 17%) and that too few jobs in this field pay enough money (14% vs. 20%).

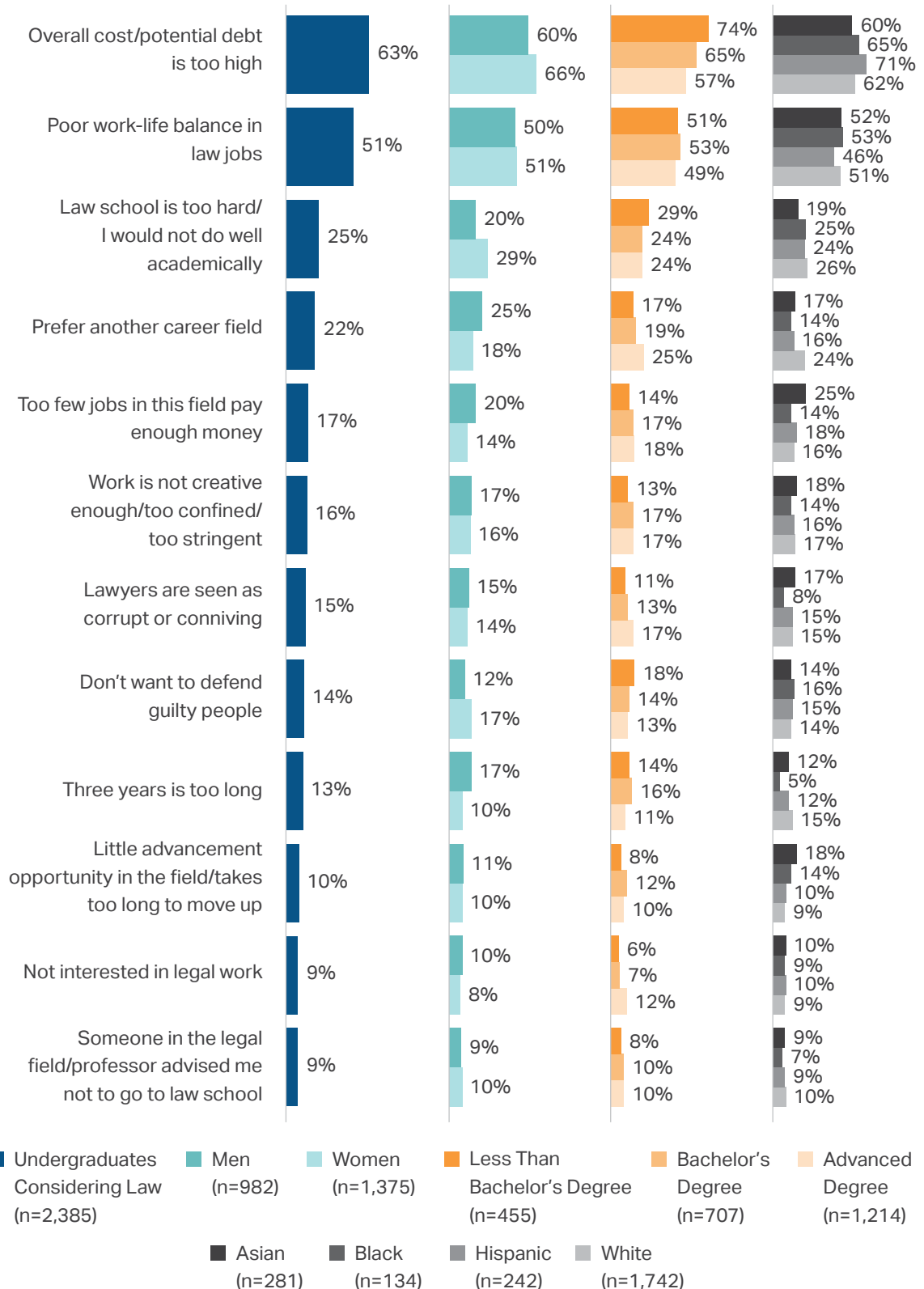
Concern with cost and debt decreases as parental education increases, from 74 percent of first-generation college students to 57 percent of those who have at least one parent with an advanced degree. Undergraduates who have at least one parent with an advanced degree are slightly more likely to report that lawyers are seen as corrupt or conniving (17% vs. 12% of other students) and to consider that as a reason not to attend law school.

Hispanic students are more concerned with overall cost (71%), but less with work-life balance (46%), than other undergraduates. Asian students are less likely than students of other races/ethnicities to say that law school is too hard (19%) but more likely to say that too few jobs in this field pay enough money (25%). Black undergraduates are less likely than other students to say that lawyers are seen as corrupt or conniving (8%) or that three years is too long (5%).

It is worth noting that surveyed law students also report cost (65%) and work-life balance (68%) as the biggest potential deterrents for law school. While work-life balance is slightly more discouraging for law students than for undergraduates, the fact that the same barriers were named by those who nonetheless enrolled in law school shows for them the potential benefits of attending law school outweighed the barriers.

Figure 6.2: Top Factors That Might Prevent Undergraduates Considering Law From Pursuing a JD⁴⁰

Q: What are the top three factors that might prevent you from going to law school? (Three Responses Allowed)



⁴⁰ Response options that yielded under ten percent for all groups of students are not reported.

Section 7. Political Science and Business Are the Largest Law School Feeder Majors

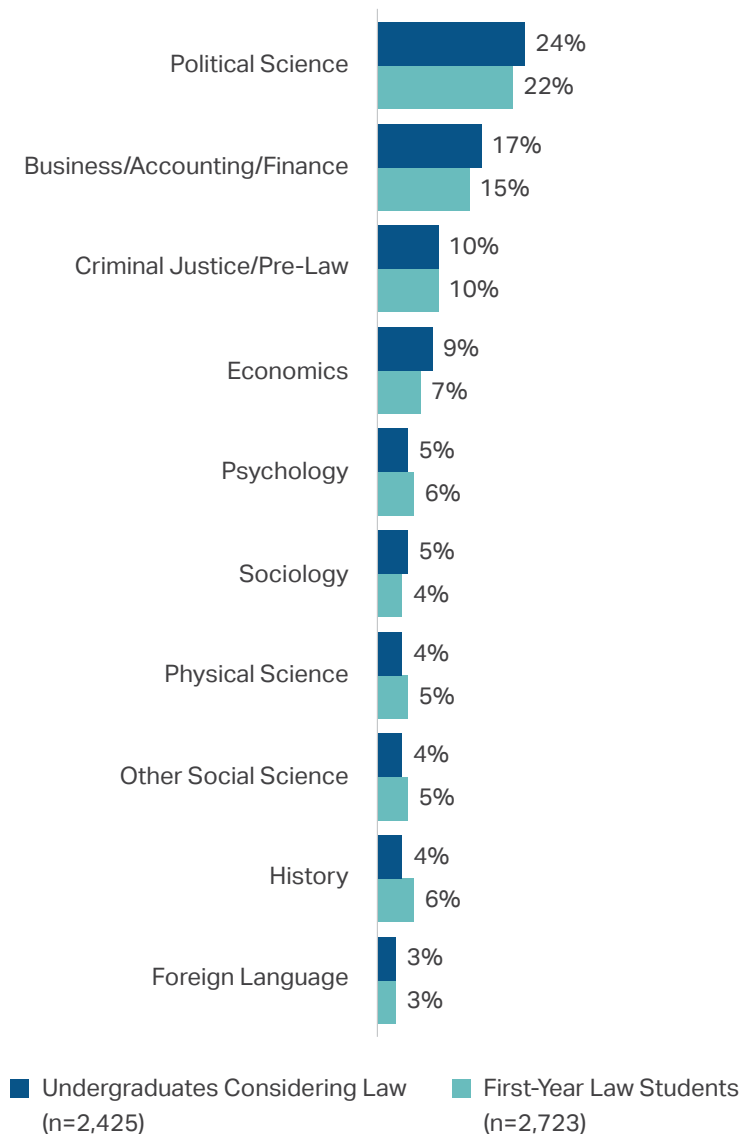
The Law School Admission Council (LSAC) regularly reports information about undergraduate feeder majors to law school.⁴¹ In academic year 2017-18, for example, political science (17.9%) represented the largest feeder major among law school applicants, followed by business and management (11.5%), criminal justice (6.5%), and psychology (5.6%). *Before the JD* collected information on majors and found important similarities.

Undergraduates' interest in law school by major aligns with the undergraduate fields of study reported by law students. Undergraduates considering law and law students are most likely to have political science majors (24% and 22%), followed by business majors (17% and 15%), and criminal justice/pre-law (10% and 10%) (See Figure 7.1). Social science fields such as economics and psychology are also significant feeders.

⁴¹ *Undergraduate Majors of Applicants to ABA-Approved Law Schools*, LAW SCHOOL ADMISSION COUNCIL, <https://www.lsac.org/lisacresources/data/applicants-by-major> (last visited May 10, 2018).

Figure 7.1: Largest Majors for Undergraduates Considering Law and Law Students⁴²

Q: Which of the following best describes your undergraduate field(s) of study? (Please select all that apply.)



⁴² Other undergraduate majors were reported by smaller percentages of undergraduates somewhat or extremely likely to go to law school and first-year law students. These smaller feeder majors are not reported here.

Section 8. Reasons for Applying to and Enrolling in Particular Law Schools Vary by LSAT Score

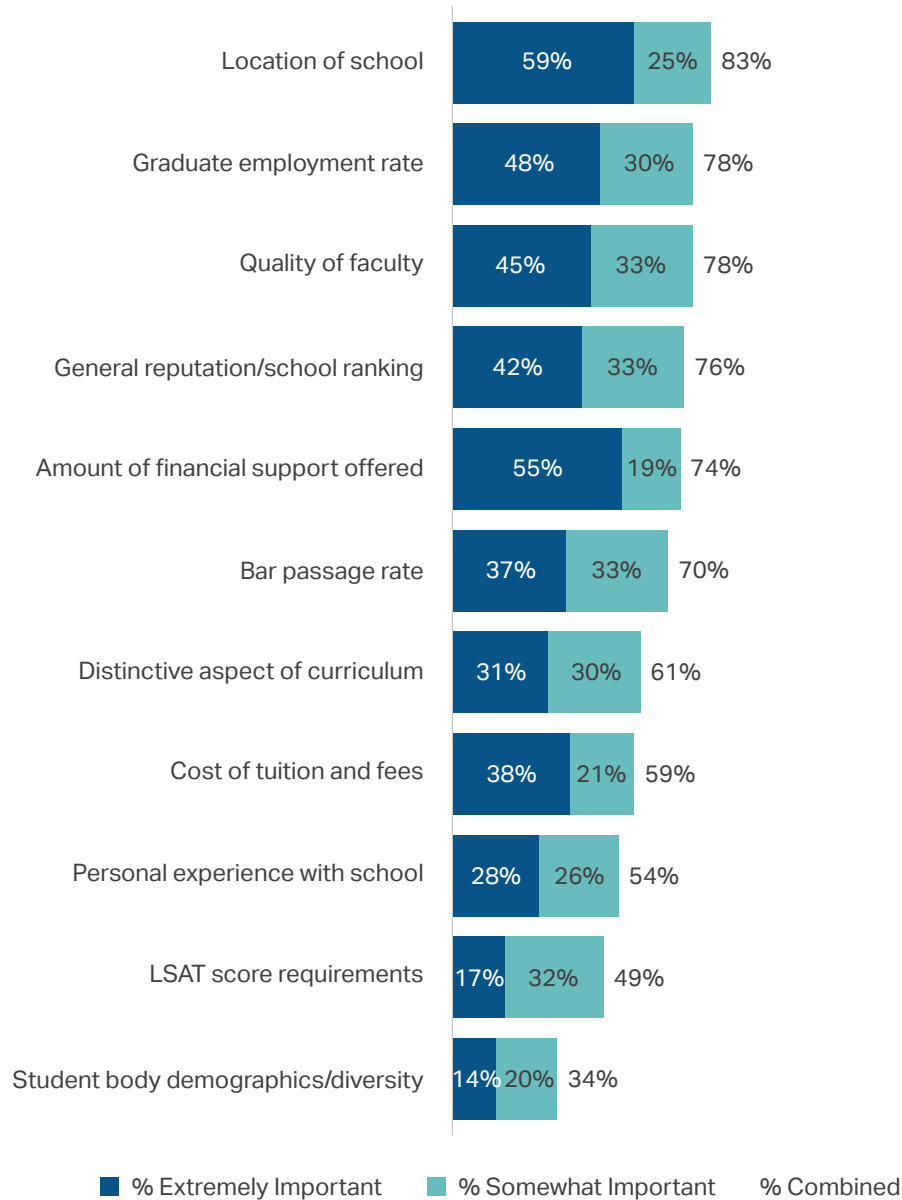
Individual law schools often wonder why students select one law school over another. *Before the JD* included a series of questions intended to shed light on this aspect of law school choice.

Reasons for Deciding Where to Apply to Law School Vary by LSAT Score

The findings discussed in this section are based on law student data because undergraduates for the most part have not yet wrestled with the issue of where to apply or enroll. For law students surveyed, school location emerged as the most important criterion in deciding to which law schools they applied. School location was extremely or somewhat important to 83 percent of law students (See Figure 8.1). Graduate employment rate (78%), quality of faculty (78%), reputation/ranking (76%), and the amount of financial support offered (74%) were also key criteria for more than two-thirds of law students.

Figure 8.1: Criteria Used in Deciding Where to Apply to Law School Among First-Year Law Students

Q: Next, please rate the importance of the following criteria in selecting the specific law schools you applied to.

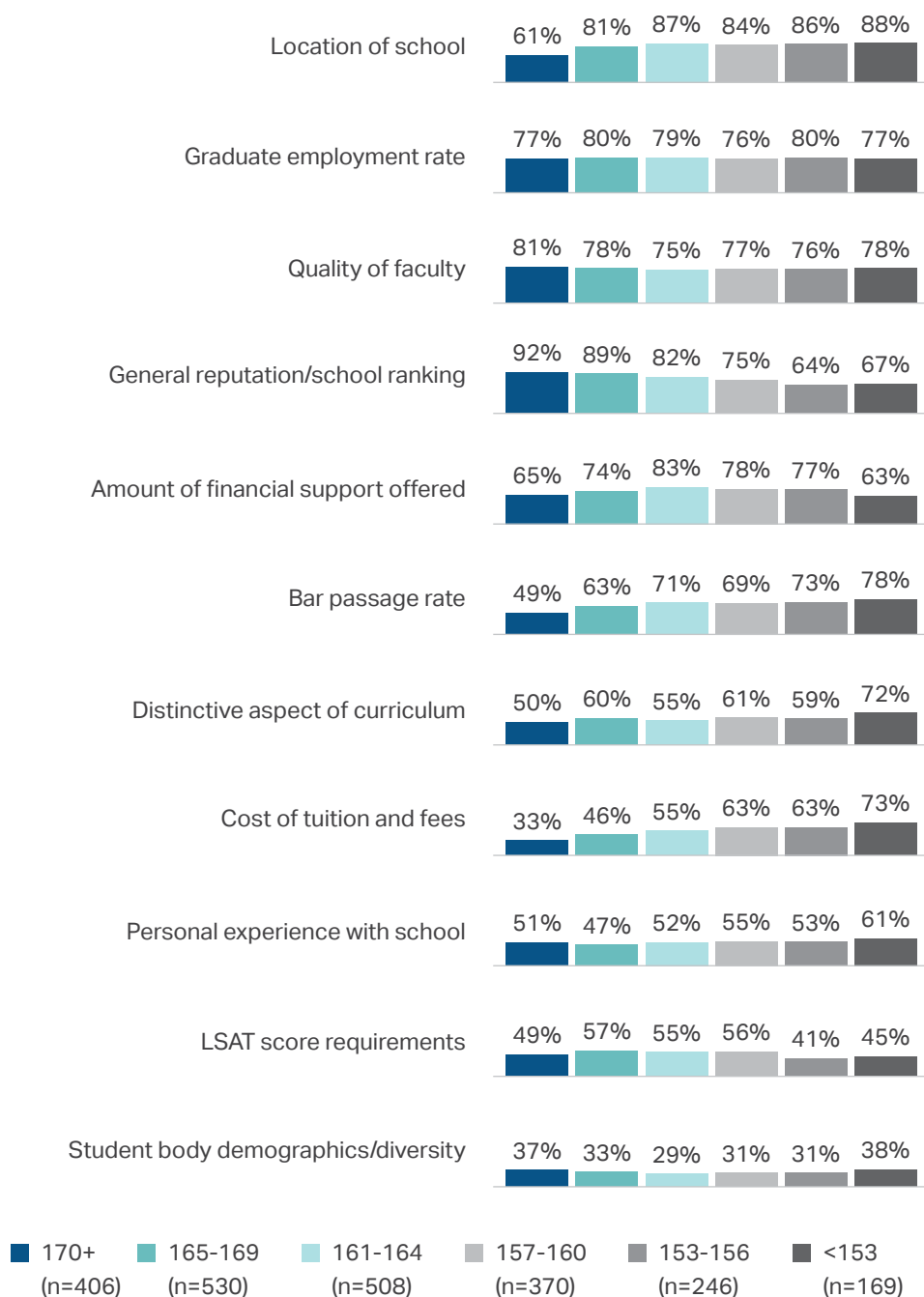


*(n=2,717)

The factors that shape decisions on where to apply to law school vary by LSAT score. Students with higher LSAT scores reported the general reputation of the school and school ranking as more important than students with lower LSAT scores. Bar passage rate, cost, and to some extent, school location were more important to students with lower LSAT scores compared to students with higher LSAT scores (see Figure 8.2).

Figure 8.2: Criteria Used in Deciding Where to Apply to Law School by LSAT Score Among First-Year Law Students
% Extremely/Somewhat Important

Q: Next, please rate the importance of the following criteria in selecting the specific law schools you applied to.

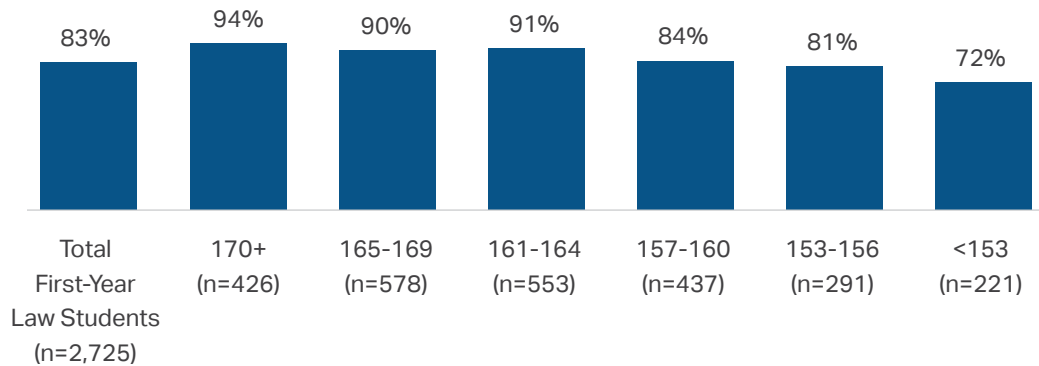


Reasons For Deciding Where to Enroll in Law School Also Vary by LSAT Score

Considering that more than eight in ten (83%) surveyed law students were accepted by more than one law school, it is important to understand which factors influence the decision of where to enroll (See Figure 8.3).

Before the JD found a positive relationship between multiple acceptances and LSAT scores. Of those with LSAT scores below 153, 72 percent were accepted to more than one school, compared to 94 percent of students with scores of 170 or higher.

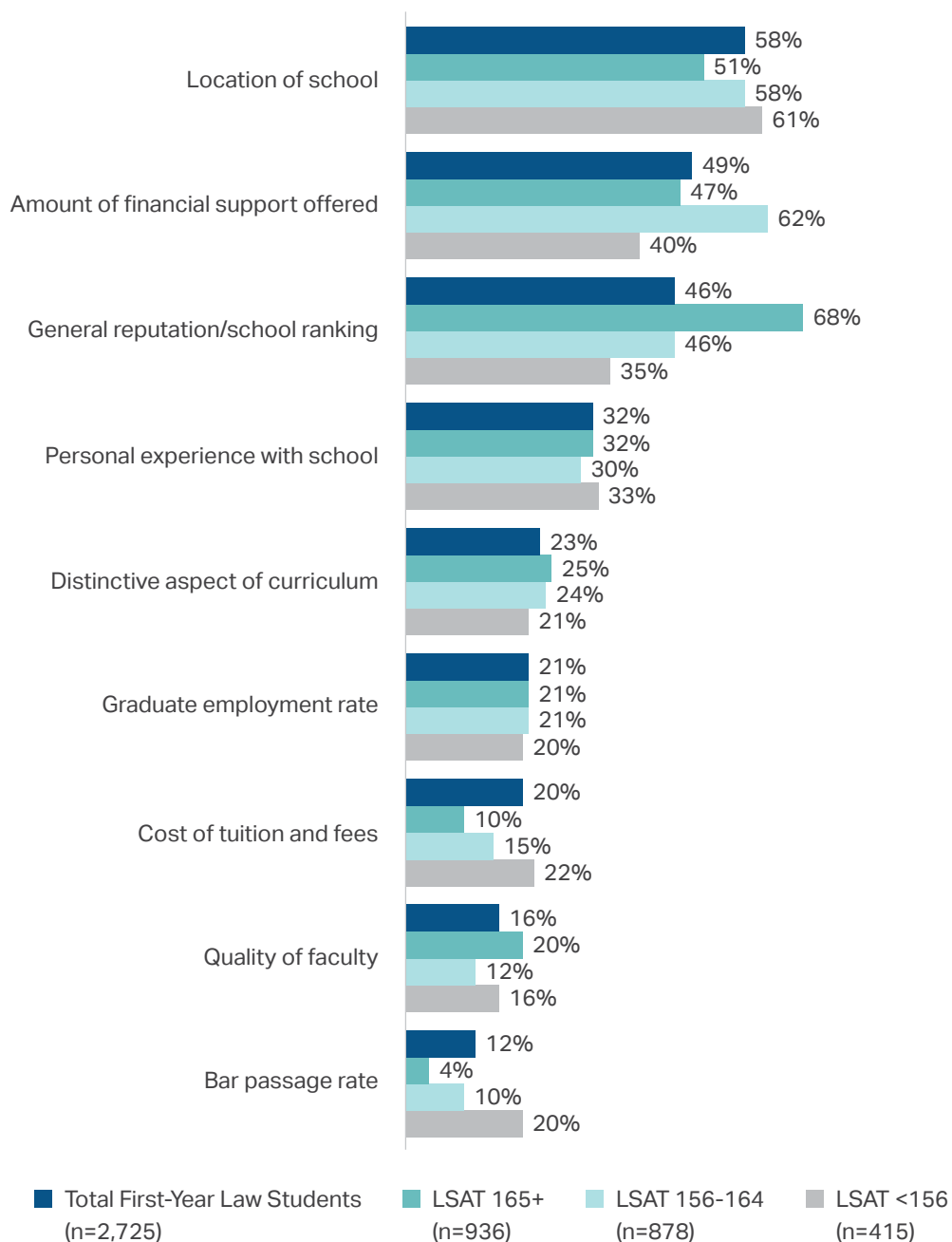
Figure 8.3: Law Students Accepted to More Than One Law School By LSAT Score



When it comes to deciding which law school to attend for students with multiple acceptances, additional criteria come into play. School location remains the most important criterion (named by 58%), but the amount of financial support offered (49%) and the general reputation of the school (46%) are also important. The criteria considered also vary by LSAT score. The law school’s general reputation/ranking becomes more important to students as LSAT scores increase (from 35% of students with LSAT scores below 156 to 68% with LSAT scores of 165 or higher) (See Figure 8.4). In comparison, concern about location (from 61% to 51%), the cost of tuition and fees (from 22% to 10%), and bar passage rate (from 20% to 4%) decrease as LSAT scores increase.

Figure 8.4: Criteria Used in Deciding Where to Enroll in Law School by LSAT Score Among Law Students Accepted to More Than One Law School⁴³

Q: Which THREE criteria were most important in selecting the law school you chose to attend? (Three Responses Allowed)



⁴³ Here, findings by LSAT score are presented within three categories, not six as reported earlier in this report. This was merely done for easy reading and interpretation.

Section 9. Most Students Do Not Enroll in Law School Directly After College

In seeking to investigate when law school enrollment occurs, *Before the JD* found that one-third (35%) of law students went straight to law school from their undergraduate program (See Table 9.1). This means that a majority delayed enrolling in law school. Of those, half (53%) waited more than two years. This finding shows only a slight decrease since *After the JD: First Results of a National Study of Legal Careers* reported that of students who graduated in 2000, 38 percent went directly from college to law school.⁴⁴ Interestingly, those who considered law school early on (i.e., during grade school) are less likely to enroll directly in law school (34%) than those who considered a JD in middle school through college (about 42%).

Law students with high LSAT scores are more likely to delay enrolling in law school: 74 percent of those with LSAT scores of 165 or above delayed enrollment, compared with 58 percent of students with LSAT scores below 156.

44 Ronit Dinovitzer, et al, *AFTER THE JD: FIRST RESULTS OF A NATIONAL STUDY OF LEGAL CAREERS* 19 (2004).

Table 9.1: Timeframe for Enrollment in Law School by Demographics⁴⁵

Q: Which of the following best describes your experience enrolling in your law degree program?								
	Total First-Year Law Students (n=2,724)	LSAT Score			Race/Ethnicity			
		LSAT 165+ (n=1,004)	LSAT 157-164 (n=989)	LSAT ≤156 (n=511)	Asian (n=283)	Black (n=167)	Hispanic (n=258)	White (n=1,934)
I enrolled in law school immediately upon completing my undergraduate degree	35%	26%	35%	42%	27%	29%	31%	36%
I took time off between completing my undergraduate degree and enrolling in law school	65%	74%	65%	58%	73%	71%	69%	64%

Of students who delayed enrolling in law school, nearly half (47%) enrolled in law school within two years, while an additional 31 percent enrolled within three to five years after graduating from college (See Table 9.2). Nine percent waited more than 10 years.

Law students whose undergraduate major was economics (81%), criminal justice (78%), or political science (71%) were most likely to enroll immediately in law school or within two years of graduation. Students who were undergraduates at larger institutions were more likely to enroll in law school earlier: 70 percent of those from institutions with enrollment of 10,000 or higher enrolled within two years, compared to 52 percent of students in institutions with fewer than 5,000 students.⁴⁶

⁴⁵ In this section, findings by LSAT score are presented within three categories, not six as reported earlier in this report. This was done for ease of reading and interpretation.

⁴⁶ See Table A9.1 in Appendix D: Additional Data Tables.

Table 9.2: Timeframe for Enrollment in Law School by Time Off After College Among First-Year Law Students Who Took Time Off

Q: About how many years did you take off after you completed your undergraduate degree and before you enrolled in law school?

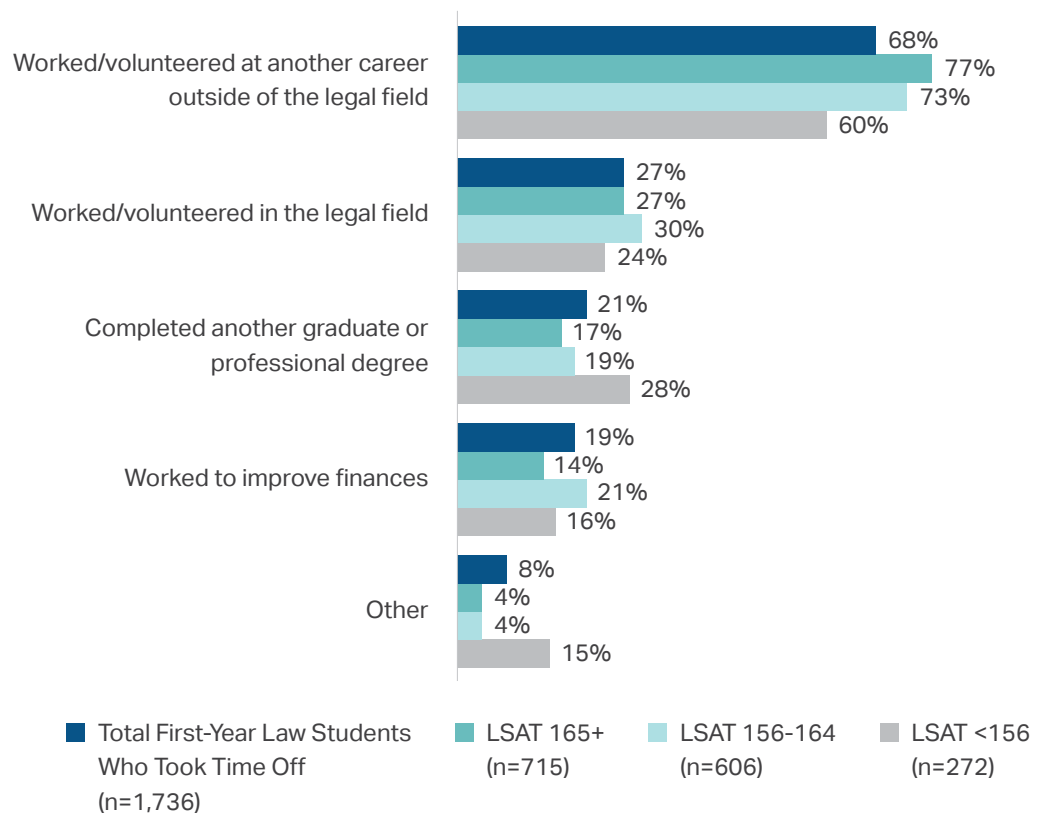
	Total First-Year Law Students (n=1,799)	LSAT Score			Race/Ethnicity			
		LSAT 165+ (n=732)	LSAT 157-164 (n=629)	LSAT ≤156 (n=290)	Asian (n=206)	Black (n=118)	Hispanic (n=181)	White (n=1,246)
One year or less	25%	23%	24%	33%	19%	34%	29%	25%
2 years	21%	25%	23%	17%	24%	21%	27%	21%
3 years	13%	19%	12%	10%	17%	10%	20%	11%
4-5 years	18%	19%	20%	15%	17%	14%	11%	21%
6-10 years	13%	10%	15%	11%	13%	13%	11%	14%
More than 10 years	9%	3%	6%	15%	10%	8%	3%	9%

The interim activities undertaken by the two-thirds of law students who delayed entering law school varied: 68 percent worked or volunteered outside of the law field between college and law school, 27 percent worked or volunteered in the law field, and one in five completed another degree (21%) or worked to improve their finances (19%) (See Figure 9.1).

Students with LSAT scores of 165 or higher were most likely to have worked outside of the legal field (77% vs. 68% overall), while those with lower LSAT scores were more likely to have completed another graduate or professional degree (28% vs. 21% overall).

Figure 9.1: What Students Who Delayed Enrollment in Law School Did During That Time

Q: How did you spend your time between college and law school?





Opportunities and Next Steps



Opportunities and Next Steps

This report presents findings from both a national survey of college undergraduates and a companion survey of first-year law students conducted in fall 2017. Because law schools vary in their missions and student populations, this report deliberately refrains from making recommendations on how law schools should implement its findings. The findings are presented with enough information on demographic and LSAT variations to enable individual schools to use the findings most relevant to their circumstances. Here we identify some opportunities and challenges that schools may wish to consider.

First, *Before the JD* offers some good news about law school enrollment in light of the steep applicant decline earlier in the decade. Undergraduate interest in law school is larger than current law school enrollment. Further, many undergraduates (a larger pool than those already considering law) are undecided about whether to seek an advanced degree. Law schools should be encouraged by these findings. There is also an 8.1 percent increase in the law applicant pool for the fall of 2018. Given job-market uncertainties, schools should see this as an opportunity to enroll not simply more students, but more students who are likely to fulfill the needs and goals of an evolving profession.

Differences among racial/ethnic groups identified in this report may be of interest to schools as they continue to work to enroll a diverse student body and increase diversity in the legal profession. Although the percentage of students in different racial groups who are considering law mirrors the percentage of each racial group receiving bachelor's degrees (31%), more are considering other advanced degrees (37%). Moreover, as we see with Asian students, increasing interest by minorities in some advanced degrees does not necessarily mean an increase in interest in law.

One enrollment pattern deserves particular attention. Both the pool of undergraduates considering law school and the surveyed law students are more likely to have a parent with an advanced degree than either undergraduates considering other advanced degrees or the general population. Thomas B. Edsall has referred to the way higher education exacerbates socio-economic inequality as the reproduction of privilege. One core value of AALS is that law schools should enroll a diverse student body, thereby leading to a more broadly representative legal profession.

Before the JD makes clear it will take deliberate effort on the part of law schools to level the playing field for qualified applicants, particularly if they are the first generation in their family to graduate from college.

One of the most unexpected findings of *Before the JD* is that most law students first considered law before college, while one-third did so before high school. Given this strong pattern of early consideration, law schools might want to provide information about studying law to secondary school students. Street Law is one example of such a program used by a number of law schools. Many of those schools offer a course for law students that involves teaching law to students in area high schools.

The data also show that undergraduates report hearing and seeing less about law school than about other advanced degree programs. One reason may be that most other graduate and professional programs have companion undergraduate programs and faculties that can communicate information through students, courses, teaching assistants, and research. If they are not already doing so, law schools might consider having law faculty offer courses to undergraduates with law students serving as teaching assistants. Law schools should also strive to be well represented at undergraduate career programs and fairs.

The data reveal that the primary reason undergraduates give for going to law school is that it will serve as a pathway to a career in politics, government, or public service. Passion for and interest in the work is also important, followed by opportunities to be helpful to others and to advocate for social change. This means three of the four top reasons for undergraduates to consider law school show they view law primarily as a way to contribute to the public good rather than as a private benefit. They consider law to be a service career, one where they can be helpful to others and advocate for social change.

A major challenge for law schools and the profession is how to address the two most prominent barriers to attending law school that undergraduates cite—cost and the perception of poor work-life balance in jobs in the field. Surveyed law students also report cost and work-life balance as the biggest potential deterrents for law school. That the same barriers were named by those who nonetheless enrolled in law school suggests that for them the benefits of attending law school outweighed the barriers.

To facilitate the development of smart strategies for acting on the findings presented in this report, AALS researchers will work with interested schools. We will also release additional reports grounded in the survey data. In conjunction with the Law School Admission Council (LSAC) and Gallup, for example, we are publishing a report for presidents, provosts, and graduate deans that focuses on the data collected from undergraduates who are considering advanced degrees other than law.

One limitation of the data collected for *Before the JD* is that they come from a single point in time. Given the importance to law schools and the profession of understanding how students make their decisions about law school, LSAC has agreed to collect key data on an ongoing basis, adding questions from *Before the JD* to several of its surveys, including its post-test survey of LSAT takers and its biennial survey of law school applicants. This will ensure that we can see trends for all of legal education.

We encourage interested law schools that did not participate last fall to conduct a *Before the JD* survey of their own students. AALS will make the law student survey instrument available to encourage the collection of additional data. Schools can benchmark the findings from their school to the national study.

The *Before the JD* study provides a wealth of insights into undergraduate and law student perspectives and values that should be of benefit to law schools, universities, researchers, and others. This report has summarized key findings and highlighted several areas that deserve further consideration. More insights remain to be discovered and to inform the future path of legal education. That work should, in turn, advance the health of our legal system and promote the values of access, justice, and the rule of law.

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APPENDIX A: METHODOLOGY

Results for the *Before the JD* report are based on surveys conducted with a sample of 22,189 undergraduates at four-year bachelor-granting institutions in the United States and 2,727 first-year law students at 44 AALS member law schools. The following offers an overview of the sampling strategy, data collection, data processing, and nonresponse bias methodologies used by this study. A more comprehensive report on methodology is available on the AALS website.

Sampling Strategy

In order to maximize the number of eligible undergraduates most likely to pursue a graduate or professional degree, Gallup and AALS defined the undergraduate sample using *Barron's Profiles of American Colleges 2017*, which groups U.S. institutions based on their degree of admissions competitiveness. The sampling frame included all four-year bachelor's degree-granting institutions with at least 1,500 students enrolled from the top four Barron's selectivity tiers, plus 20 institutions from the fifth-most competitive tier that are large sources of law school applications. This process resulted in the selection of 204 four-year colleges and universities enrolling approximately 2.3 million undergraduates. Of the 204 selected institutions, 25 ultimately agreed to participate in the study and provide student email addresses to Gallup for the survey. All 212,342 bachelor's degree-seeking students enrolled in these 25 institutions were eligible for inclusion in the study.

The sample strategy for first-year law students was shaped by the fact that more selective academic institutions, in Gallup's experience, are less likely to be willing to provide the email addresses of their students for studies of this sort. Gallup included in the sample all 50 AALS member law schools with the highest median LSAT scores in their entering class plus a randomly selected 25 percent of the 129 remaining AALS member law schools. This process resulted in the selection of 85 AALS member law schools that enroll 10,750 first-year law students. All first-year law students at these 85 AALS member law schools were eligible for inclusion in the study.

Data Collection

Selected students were emailed survey invitations that described how to complete the survey via the web between Oct. 2 and Nov. 7, 2017. Gallup received returned surveys from 30,328 of the 212,342 undergraduates (14% return rate) and 3,504 responses from the 10,750 first-year law students (33% return rate). After removing students under age 18 and those with data missing on the key demographics used for weighting, analysis was completed using data for 22,189 undergraduates and 2,727 first-year law school students.

Data Processing

Data for both groups were weighted to correct for unequal selection probability, nonresponse, and, as appropriate, differences in student characteristics. Undergraduate student data were weighted to match national demographics of age, gender, and race/ethnicity within Barron's selectivity tier using data on the student populations from the 204 institutions constituting the undergraduate population based on the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) database.

For law students, Gallup compared the characteristics of participating law schools to characteristics of all 179 AALS member law schools and found they were similar in distribution across region and institutional control (public vs. private), but somewhat different as defined by median LSAT scores. For that reason, law student respondent data were weighted to match demographic characteristics of gender

and race/ethnicity within groups of law schools organized by median LSAT scores for all students enrolled at the 179 AALS member law schools based on data from the American Bar Association (ABA).

Nonresponse Bias

To examine the potential nonresponse bias effects, Gallup performed an alternate nonresponse analysis based on data obtained from the respondents to the undergraduate survey. The analysis, which compared the “early” respondents to the “late” respondents on selected variables of interest, resulted in few differences, leading the project team to determine that there was no need for additional adjustments for nonresponse bias.

Margin of Error

The total 22,189 undergraduate student data have a margin of sampling error of ± 0.7 percentage points at the 95 percent confidence level. Error ranges for subsets of this population, such as undergraduates considering pursuing an advanced degree or specifically a law degree will be larger.

For results based on the total sample of first-year law school students, the margin of sampling error is ± 1.9 percentage points at the 95 percent confidence level. Error ranges for subsets of this population will be larger.

APPENDIX B: SURVEY INSTRUMENTS

AALS Before the JD Survey – Law School Students

October 2, 2017

I. Screening Question

S1 Which of the following best describes your current year in law school?

- 1 First year/L1
- 2 Second year/L2
- 3 Third year/L3
- 4 Fourth year/L4
- 5 I am not currently enrolled in law school

(Programmer: Error Message:) A response is required to continue. Skip: (If code 1 in S1, Skip to Q1; Otherwise, Set to WEB NOT QUALIFIED and Continue)

II. Career Considerations

Q1 How important are each of these characteristics to you when thinking about selecting a career to pursue?
(Programmer: Randomly rotate Q1A-Q1J)

	5	4	3	2	1	8
	Extremely important				Not at all important	Don't Know
Q1A	Potential to earn a lot of money					
Q1B	Potential for career advancement					
Q1C	Ability to have work-life balance					
Q1D	Opportunities to be original and creative/innovative					
Q1E	Ability to work with or develop cutting-edge technology in my job					
Q1F	Opportunities to be helpful to others or useful to society/giving back					
Q1G	Advocate for social change					
Q1H	Ability to be entrepreneurial					
Q1I	Whether the job has high prestige/status					
Q1J	Whether my family thinks it would be a good choice					

III. Perceptions of Law Vs. Other Careers

Q2 Next, please think about what you have seen or heard about these occupations/careers and select the statements that you feel describe each of the occupations/careers. *(Select as many or as few as apply for each occupation/career.)*

		Q2A	Q2B	Q2C	Q2D	Q2E
		Engineering/ Science/ Technology	Lawyer	Physician/ Surgeon	Entrepreneur	Financial Services (e.g., Investment Banking/ Finance)
1	Job pays a lot of money					
2	Job offers career advancement opportunities					
3	Ability to have work-life balance					
4	Opportunity to be original and creative/innovative					
5	Ability to work with or develop cutting-edge technology					
6	Opportunity to be helpful to others or useful to society/giving back					
7	Advocate for social change					
8	Ability to be entrepreneurial					
9	Job has high prestige/status					
10	My family thinks it would be a good choice					
11	None of these					

Q3 How positively or negatively do you feel the media, including TV, movies, newspapers, and Internet sites portray each career/occupation? *(Programmer: Rotate Q3A-Q3E in same order as Q2A-Q2E)*

		5	4	3	2	1	8
		Extremely positively				Extremely negatively	Don't see this career occupation in the media
Q3A	Engineering/Science/ Technology						
Q3B	Lawyer						
Q3C	Physician/Surgeon						
Q3D	Entrepreneur						
Q3E	Financial Services (e.g., Investment Banking/ Finance)						

Q4 Please select the statements that describe your feelings about each of these specific occupations. (Select as many or as few as apply for each one.) *(Programmer: Allow 8 responses for each Q4A-Q4E) (Programmer: Rotate Q4A-Q4E in same order as Q2A-Q2E)*

	Q4A	Q4B	Q4C	Q4D	Q4E
	Engineering/ Science/ Technology	Lawyer	Physician/ Surgeon	Entrepreneur	Financial Services (e.g., Investment Banking/ Finance)
1	I don't have the ability to do this kind of work				
2	I probably couldn't make as much money at this type of work as I'd like to make				
3	I would have to invest more time and money in preparing for this occupation than I feel I could afford				
4	I have one or more personal friends, or family friends, in this field				
5	My parents would disapprove of my going into this field				
6	My personality isn't suited for work in this field				
7	My friends/peers want to work in this field				
8	This is my mother's and/or father's occupation				
9	None of these <i>(Programmer: If selected, uncheck all other boxes in column)</i>				

Q5 Which of the following best describes your undergraduate field(s) of study? (Please select all that apply.) *(PROGRAMMER NOTE: Display pull down menu with list of 89 undergraduate major options, plus Other and Don't Know)*

IV. Pathway to Career/Graduate Degree

Q6 When did you first learn that some careers require graduate or professional degrees?

- 1 During grade school or earlier
- 2 During junior high/middle school
- 3 During high school
- 4 In college
- 5 Don't recall

Q7 Which, if any, of the following types of graduate or professional degree programs did you see information on while you were in college, either around campus such as job fairs/graduate school fairs, general notices, or in a counselor's office or through direct mail or email? *(Please select all that apply.)*

- 1 Master's Degree (MA/MS)
- 2 Master of Business Administration (MBA)
- 3 Other Master's Degree (e.g., MPA, MPH, MSW, MEd)
- 4 Juris Doctor/Law school (JD)
- 5 Doctor of Medicine/Medical school (MD)
- 6 Ph.D.
- 7 Other professional degree (e.g., DDS, PharmD, DVM)
- 8 I did not see any information about these degrees in college *(Programmer: If selected, uncheck all other boxes)*
- 9 Don't know *(Programmer: If selected, uncheck all other boxes)*

Q8 Which, if any, of the following types of graduate or professional degree programs did your college professors talk about, either in class or in one-on-one discussions? Please do not include discussions you had with your advisor(s) in college. *(Please select all that apply.)*

- 1 Master's Degree (MA/MS)
- 2 Master of Business Administration (MBA)
- 3 Other Master's Degree (e.g., MPA, MPH, MSW, MEd)
- 4 Juris Doctor/Law school (JD)
- 5 Doctor of Medicine/Medical school (MD)
- 6 Ph.D.
- 7 Other professional degree (e.g., DDS, PharmD, DVM)
- 8 None *(Programmer: If selected, uncheck all other boxes)*
- 9 Don't know *(Programmer: If selected, uncheck all other boxes)*

V. Potential Selection of a Graduate Program/ Professional Degree

Q9 When did you first consider going to law school?

- 1 During grade school or earlier
- 2 During junior high/middle school
- 3 During high school
- 4 In college
- 5 After college
- 6 Don't recall

(There is no Q10)

Q11 Which types of graduate or professional degree programs did you consider? *(Please select all that apply.) (Programmer: Check boxes) (Programmer: Fill in response)*

- 1 Master's Degree (MA/MS)
- 2 Master of Business Administration (MBA)
- 3 Other Master's Degree (e.g., MPA, MPH, MSW, MEd)
- 4 Juris Doctor/Law school (JD)
- 5 Doctor of Medicine/Medical school (MD)
- 6 Ph.D.
- 7 Other graduate or professional degree (Please specify) (Programmer: Allow 210 characters)
- 9 Don't know (Programmer: If selected, uncheck all other boxes)

Q12A Which of the following were your three most important sources for advice about pursuing any graduate or professional degree? *(Programmer: Check boxes) (Programmer: Allow 3 responses for each degree) (Programmer: Fill in response)*

- 1 A family member or relative
- 2 A friend
- 3 Community leader such as a priest or minister
- 4 High school counselor
- 5 High school teacher, athletic coach or other extracurricular coach/adviser
- 6 Other students at your college
- 7 Professors or staff at your college
- 8 Advisors or counselors at your college
- 9 College coach or extracurricular advisor
- 10 Admissions staff or recruiters from graduate school(s)
- 11 Graduate school fair that you attended
- 12 Employer(s) or coworker(s)
- 13 People already working in the field/related field
- 14 Military recruiter or military career office
- 15 College guidebook (e.g., Fiske, U.S. News, Princeton Review)
- 16 University or college website, catalog or brochure
- 17 Other Internet websites
- 18 Other (Please specify) *(Programmer: Allow 120 characters)*
- 19 None/No one *(Programmer: If selected, uncheck all other boxes)*

Skip: (If code 4 in Q11_4, Display Q12B; Otherwise, Skip to Q13)

Q12B Which of the following were your three most important sources for advice about pursuing a law degree?
(Programmer: Allow 3 responses for each degree)

- 1 A family member or relative
- 2 A friend
- 3 Community leader such as a priest or minister
- 4 High school counselor
- 5 High school teacher, athletic coach or other extracurricular coach/adviser
- 6 Other students at your college
- 7 Professors or staff at your college
- 8 Advisors or counselors at your college
- 9 College coach or extracurricular advisor
- 10 Admissions staff or recruiters from graduate school(s)
- 11 Graduate school fair that you attended
- 12 Employer(s) or coworker(s)
- 13 People already working in the field/related field
- 14 Military recruiter or military career office
- 15 College guidebook (e.g., Fiske, U.S. News, Princeton Review)
- 16 University or college website, catalog or brochure
- 17 Other Internet websites
- 18 Other (Please specify) (Programmer: Allow 120 characters)
- 19 None/No one (Programmer: If selected, uncheck all other boxes)

Q13 Of your close friends in college, how many have enrolled in a graduate or professional degree program?

- 1 All
- 2 Most
- 3 Some
- 4 Few
- 5 None
- 6 Did not have any close friends at my college

Q14A What were your top three factors for considering law school? (*Programmer: Randomly rotate 1-15, always display 16 last*) (*Programmer: Allow 3 responses*)

- 1 There are high-paying jobs in the field
- 2 There are advancement opportunities in field
- 3 Ability for work-life balance in law jobs
- 4 Opportunities to be original and creative/innovative
- 5 Passionate/high interest in type of work
- 6 Ability to work with or develop cutting-edge technology
- 7 Opportunities to be helpful to others or useful to society/giving back
- 8 High prestige/status
- 9 A legal education prepares for many different types of jobs
- 10 Advocate for social change
- 11 A legal education develops analytic abilities/intellectual challenge
- 12 A legal education develops communication skills, including persuasive speech
- 13 Following in familial footsteps
- 14 My family thought it would be a good choice
- 15 Pathway for career in politics, government or public service
- 16 Other (Please specify) (*Allow 200 characters*)

Q14B What were the top three factors that most discouraged you about going to law school? (*Programmer: Randomly rotate 1-15, always display 16 last*) (*Programmer: Allow 3 responses*)

- 1 Too few jobs in this field pay enough money
- 2 Little advancement opportunity in the field/takes too long to move up
- 3 Poor work-life balance in law jobs
- 4 Work is not creative enough/too confined/too stringent
- 5 Not interested in legal work
- 6 No ability to work with or develop cutting-edge technology
- 7 Don't want to defend guilty people
- 8 Family/friends advised against it
- 9 Law school is too hard/I would not do well academically
- 10 Three years is too long
- 11 Overall cost/potential debt is too high
- 12 Lawyers are seen as corrupt or conniving
- 13 Prefer another career field
- 14 My family did not think it would be a good choice
- 15 Someone in the legal field/professor advised me not to go to law school
- 16 Other (Please specify) (*Allow 200 characters*)

VI. Law School Selection/Experience

L16 Next, please rate the importance of the following criteria in selecting the specific law schools you applied to: *(Programmer: Randomly rotate L16A-L16L, then display L16M, if appropriate)*

		5	4	3	2	1
		Extremely important				Not Important at all
L16A	General reputation/school ranking					
L16B	Bar passage rate					
L16C	Graduate employment rate					
L16D	LSAT score requirements					
L16E	Cost of tuition and fees, not including financial aid or scholarships					
L16F	Amount of financial support offered, such as financial aid or scholarships					
L16G	Personal experience with the school (e.g. campus visit, knowing someone who attended that school, meetings/interviews with students)					
L16H	Location of school					
L16I	Distinctive aspect of the curriculum (e.g., clinical programs, strong curriculum in a particular area of focus)					
L16J	Quality of faculty					
L16K	Legacy/family member					
L16L	Student body demographics/diversity					
L16M	(Programmer: If code 16 in Q14A_16, display: (response from Q14A_T "Other"))					

L17 Were you accepted to more than one law school?

- 1 Too few jobs in this field pay enough money
- 2 Little advancement opportunity in the field/takes too long to move up

Skip: (If code 1 in L17, Continue; Otherwise, Skip to L19)

L18 Which three criteria were most important in selecting the law school you chose to attend?
(Programmer: Randomly rotate codes 1-12 in same order as L16, then display code 13)
(Programmer: Allow 3 responses)

- 1 General reputation/school ranking
- 2 Bar passage rate
- 3 Graduate employment rate
- 4 LSAT score requirements
- 5 Cost of tuition and fees, not including financial aid or scholarships
- 6 Amount of financial support offered, such as financial aid or scholarships
- 7 Personal experience with the school (e.g. campus visit, knowing someone who attended that school, meetings/interviews with students)
- 8 Location of school
- 9 Distinctive aspect of the curriculum (e.g., clinical programs, strong curriculum in a particular area of focus)
- 10 Quality of faculty
- 11 Legacy/family member
- 12 Student body demographics/diversity
- 13 Other (Please specify) (Programmer: Allow 120 characters)

L19 Which of the following best describes your experience enrolling in your law degree program?

- 1 I enrolled in law school immediately upon completing my undergraduate degree and did not take time off
- 2 I took time off between completing my undergraduate degree and enrolling in law school

Skip: (If code 2 in L19, Continue; Otherwise, Skip to L22)

L20 About how many years did you take off after you completed your undergraduate degree and before you enrolled in law school?

- 1 Less than one year
- 2 1 year
- 3 2 years
- 4 3 years
- 5 4 years
- 6 5 years
- 7 6 years
- 8 7 years
- 9 8 years
- 10 9 years
- 11 10 years
- 12 More than 10 years
- 13 Don't know/cannot recall

(Skip: (If code 2-12 in L20, Continue; Otherwise, Skip to L22)

L21 How did you spend your time between college and law school? *(Select all that apply)*

- 1 Worked/volunteered at another career outside of the legal field
- 2 Worked/volunteered in the legal field
- 3 Worked to improve finances
- 4 Completed another graduate or professional degree
- 9 Other (Please specify) (Programmer: Allow 120 characters)

L22 How easy or difficult do you think it will be for you to get the type of legal job you would like (location, pay, and prestige level) right out of law school?

- 1 Extremely difficult
- 2 Somewhat difficult
- 3 Neither difficult nor easy
- 4 Somewhat easy
- 5 Extremely easy
- 6 Have no idea

L23 In what kind of environment do you most want to work; that is, what type of job do you want once you graduate from law school?

- 1 Large law firm
- 2 Small law firm
- 3 Solo practice
- 4 Federal government
- 5 State or local government
- 6 Legal Services or public defender
- 7 Nonprofit organization/public interest
- 8 Other
- 9 Don't Know

VII. Demographics

X1 On a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please rate your level of agreement with the following items. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other. I see myself as:
(Programmer: Randomly rotate X1A-X1J)

	5 Strongly Agree	4	3	2	1 Strongly disagree	8 Don't know/ Does not apply
X1A	Extraverted, enthusiastic.					
X1B	Critical, quarrelsome.					
X1C	Dependable, self-disciplined.					
X1D	Anxious, easily upset.					
X1E	Open to new experiences, complex.					
X1F	Reserved, quiet.					
X1G	Sympathetic, warm.					
X1H	Disorganized, careless.					
X1I	Calm, emotionally stable.					
X1J	Conventional, uncreative.					

D1 What is your age in years?

- 18 18-
- 96 96
- 97 97 or older
- 98 Prefer not to answer

(Programmer: Display drop-down menu for ages 18-96)

D2 Which of the following would you describe yourself as?

- 1 Man
- 2 Woman
- 3 Transgender
- 8 Prefer not to answer

- D3** What is your current marital status?
- 1 Single/Never been married
 - 2 Married
 - 3 Separated
 - 4 Divorced
 - 5 Widowed
 - 6 Domestic partnership/Living with partner (not legally married)
 - 8 Prefer not to answer
- D4** Are you of Hispanic, Latino or Spanish origin - such as Mexican, Puerto Rican, Cuban, or other Spanish origin?
- 1 Yes
 - 2 No
 - 8 Don't Know
- D5** Which of the following describes your race? (You may select one or more.)
- 1 White
 - 2 Black or African American
 - 3 Asian
 - 4 American Indian or Alaska Native
 - 5 Native Hawaiian or Pacific Islander
 - 6 Don't know (Programmer: If this option is selected, uncheck all other boxes)
- D9** What is the highest education level your parent/parents completed? (*Please select the highest level among all your parents/stepparents/legal guardians*)
- 1 Less than a high school diploma (Grades 1 through 11 or no schooling)
 - 2 High school graduate (diploma or GED certificate)
 - 3 Technical, trade, vocational, or business school or program after high school
 - 4 Some college but no degree
 - 5 Two-year associate degree (e.g., AAS)
 - 6 Four-year bachelor's degree (e.g., BS, BA, AB)
 - 7 Some postgraduate or professional schooling after graduating college, but no postgraduate degree (e.g., some graduate school)
 - 8 Postgraduate or professional degree (e.g., MA, MS, PhD, MD, JD)

D9A Which of the following graduate or professional degrees have you obtained? *(Select all that apply.)*
(Programmer: Check boxes) (Programmer: Fill in response)

- 1 I do not hold any other graduate or professional degrees (Programmer: If selected uncheck all other boxes)
- 2 Master's Degree (MA/MS)
- 3 Master of Business Administration (MBA)
- 4 Other Master's Degree (e.g., MPA, MPH, MSW, MEd)
- 5 Doctor of Medicine (MD)
- 6 Ph.D.
- 7 Other graduate or professional degree
- 8 Other postgraduate work but no degree
- 9 Other (please specify) (Programmer: Allow 200 characters)

D10 Were you born in the United States or in another country?

- 1 Born in the United States
- 2 Born in another country
- 8 Don't know

D11 Were one or both of your parents born in the United States?

- 1 Yes, both parents were born in the United States
- 2 Only one parent was born in the United States
- 3 No, neither parent was born in the United States
- 8 Don't know
- 9 Prefer not to answer

D12A Which of the following standardized tests did you take? *(Select all that apply)*

- 1 ACT
- 2 SAT
- 3 LSAT
- 4 GMAT
- 5 GRE
- 6 MCAT
- 7 Other

Skip: (If code 1 in D12A, Continue; If code 7 or blank in D12A, Skip to SCH2; Otherwise, Skip to Note before D14A)(Programmer: If code 1 in D12A_1, display:)

D13 What was your highest composite ACT Score?

- 1 33-36
- 2 30-32
- 3 27-29
- 4 25-26
- 5 23-24
- 6 21-22
- 7 19-20
- 8 15-18
- 9 10-14
- 10 1-9
- 11 Don't recall
- 12 I did not take the ACT

(Programmer: If code 2 in D12A_2, display:)

D14A In what year did you take the SAT? If you took the SAT more than once, please tell us about the SAT you most recently took.

- 1 March 2016 or earlier
- 2 After March 2016
- 8 Don't recall
- 9 I did not take the SAT

(Programmer: If code 1 in D14A, display:)

D14B What was your highest total SAT score? By total SAT score, we mean your combined score for Critical Reading (multiple choice and essay) and Math out of a total of 2400 possible points.

- 1 2300+
- 2 2120-2299
- 3 1970-2119
- 4 1810-1969
- 5 1650-1809
- 6 1510-1649
- 7 1350-1509
- 8 900-1349
- 9 600-899
- 10 Don't recall

(Programmer: If code 2 in D14A, display:)

D14C What was your highest total SAT score? By total SAT score, we mean your combined score for Evidence-Based Reading and Writing, and Math out of a total of 1600 possible points. Please do not include your SAT Essay scores.

- | | |
|----|--------------|
| 1 | 1560+ |
| 2 | 1490-1559 |
| 3 | 1390-1489 |
| 4 | 1290-1389 |
| 5 | 1190-1289 |
| 6 | 1090-1189 |
| 7 | 990-1089 |
| 8 | 700-989 |
| 9 | 400-699 |
| 10 | Don't recall |

(Programmer: If code 3 in D12A_3, display:)

D16A What was your highest scaled LSAT Score?

- | | |
|----|--------------------------|
| 1 | 174 or higher |
| 2 | 170-173 |
| 3 | 168-169 |
| 4 | 165-167 |
| 5 | 163-164 |
| 6 | 161-162 |
| 7 | 159-160 |
| 8 | 157-158 |
| 9 | 155-156 |
| 10 | 153-154 |
| 11 | 151-152 |
| 12 | 150 or lower |
| 20 | Don't recall/didn't take |

(Programmer: If code 4 in D12A_4, display:)

D16B What was your highest scaled GMAT Score?

- 1 750 or higher
- 2 720-749
- 3 700-719
- 4 650-699
- 5 630-649
- 6 600-629
- 7 580-599
- 8 560-579
- 9 540-559
- 10 520-539
- 11 500-519
- 12 499 or lower
- 20 Don't recall/didn't take

(Programmer: If code 5 in D12A_5, display:)

D16C What was your highest GRE score?

- 1 169 or higher
- 2 167-168
- 3 165-166
- 4 163-164
- 5 161-162
- 6 159-160
- 7 157-158
- 8 155-156
- 9 153-154
- 10 151-152
- 11 149-150
- 12 148 or lower
- 20 Don't recall/didn't take

(Programmer: If code 6 in D12A_6, display:)

D16D What was your highest MCAT total score?

- 1 520 or higher
- 2 515-519
- 3 510-514
- 4 505-509
- 5 500-504
- 6 490-499
- 7 480-489
- 8 479 or lower
- 20 Don't recall/didn't take

(Programmer: If code 6 in D12A_6, display:)

SCH2 In what state was the college or university where you obtained your undergraduate degree located?

(Programmer: Display as a dropdown box of 50 states and D.C, outside U.S. and other)

SCH2_97 Did not complete undergraduate studies in the United States

- 97 Did not complete undergraduate studies in the United States

SCH2_98 Don't know

- 98 Don't know

Skip: (If code 97 or 98 in SCH2, Skip to SCH4)

SCH3 From which college or university did you obtain your undergraduate degree? *(Please enter specific words or phrases into the box below, and then click "Search" to locate your institution. You may enter a partial name to begin searching. Then, please select your institution from this list. If you are unable to locate your institution, please select "Other".)* *(Programmer: Drop down menu, allow one response)*
 ((INSERT TABLE OF ACCREDITED DEGREE-GRANTING UNIVERSITIES.))

- 9998 Don't know

SCH3_997 Other

- 9997 Other

SCH3_998 Don't know

- 9998 Don't know

Skip: (If SCH3 is Blank, 9997 or 9998, Continue;Otherwise, Skip to D17)

SCH4 In what state was the college or university where you obtained your undergraduate degree located?
(Programmer: Fill in response) (Programmer: Allow 70 characters) VERBATIM

D17 What is your total annual household income, including all sources of personal income and that of others living in your household. (Your best guess is fine.)

- 1 Less than \$35,000
- 2 \$35,000 - \$59,999
- 3 \$60,000 - \$74,999
- 4 \$75,000 - \$89,999
- 5 \$90,000 - \$109,999
- 6 \$110,000 - \$129,999
- 7 \$130,000 - \$149,999
- 8 \$150,000 - \$174,999
- 9 \$175,000 - \$224,999
- 10 \$225,000 or more
- 11 Don't know
- 12 Prefer not to answer

Association of American Law Schools Before the JD Undergraduate Student Survey

I. Screening Question

D1 What is your age in years?

- 16 16 years or younger
- 17 17
- 18 18-
- 4 96
- 5 97 or older
- 5 Prefer not to answer

S1 Which of the following best describes your current year in school?

- 1 Freshman/first year student
- 2 Sophomore
- 3 Junior
- 4 Senior
- 5 Fifth year senior
- 6 Sixth year senior
- 7 Seventh year or more
- 8 I am not currently enrolled in college/university

Skip: (If code 8 in S1 OR code 16, 17, or 98 in D1, Set to WEB NOT QUALIFIED and Continue; Otherwise, Skip to Q1)

II. Career Considerations

Q1 How important are each of these characteristics to you when thinking about selecting a career to pursue? *(Programmer: Randomly rotate Q1A-Q1J)*

		5	4	3	2	1	8
		Extremely important				Not at all important	Don't know
Q1A	Potential to earn a lot of money						
Q1B	Potential for career advancement						
Q1C	Ability to have work-life balance						
Q1D	Opportunities to be original and creative/innovative						
Q1E	Ability to work with or develop cutting-edge technology in my job						
Q1F	Opportunities to be helpful to others or useful to society/giving back						
Q1G	Advocate for social change						
Q1H	Ability to be entrepreneurial						
Q1I	Whether the job has high prestige/status						
Q1J	Whether my family thinks it would be a good choice						

III. Perceptions of Law Vs. Other Careers

Q2 Next, please think about what you have seen or heard about these occupations/careers and select the statements that you feel describe each of the occupations/careers. *(Select as many or as few as apply for each occupation/career.) (Programmer: Randomly rotate Q2A-Q2E)*

		Q2A	Q2B	Q2C	Q2D	Q2E
		Engineering/ Science/ Technology	Lawyer	Physician/ Surgeon	Entrepreneur	Financial Services (e.g., Investment Banking/ Finance)
1	Job pays a lot of money					
2	Job offers career advancement opportunities					
3	Ability to have work-life balance					
4	Opportunity to be original and creative/innovative					
5	Ability to work with or develop cutting-edge technology					
6	Opportunity to be helpful to others or useful to society/giving back					
7	Advocate for social change					
8	Ability to be entrepreneurial					
9	Job has high prestige/status					
10	My family thinks it would be a good choice					
11	None of these (Programmer: If selected, uncheck all other boxes in column)					

Q3 How positively or negatively do you feel the media, including TV, movies, newspapers, and Internet sites portray each career/occupation? (*Programmer: Rotate Q3A-Q3E in same order as Q2A-Q2E*)

	5 Extremely important	4	3	2	1 Not at all important	8 Don't know
Q3A	Engineering/Science/ Technology					
Q3B	Lawyer					
Q3C	Physician/Surgeon					
Q3D	Entrepreneur					
Q3E	Financial Services (e.g., Investment Banking/ Finance)					

Q4 Please select the statements that describe your feelings about each of these specific occupations. (Select as many or as few as apply for each one.) (*Programmer: Rotate Q4A-Q4E in same order as Q2A-Q2E*)

	Q2A	Q2B	Q2C	Q2D	Q2E
	Engineering/ Science/ Technology	Lawyer	Physician/ Surgeon	Entrepreneur	Financial Services (e.g., Investment Banking/ Finance)
1	I don't have the ability to do this kind of work				
2	I probably couldn't make as much money at this type of work as I'd like to make				
3	I would have to invest more time and money in preparing for this occupation than I feel I could afford				
4	I have one or more personal friends, or family friends, in this field				
5	My parents would disapprove of my going into this field				
6	My personality isn't suited for work in this field				
7	My friends/peers want to work in this field				
8	This is my mother's and/or father's occupation				
9	None of these (<i>Programmer: If selected, uncheck all other boxes in column</i>)				

Q5 Which of the following best describes your field(s) of study at (response in SB)? *(Please select all that apply.) (PROGRAMMER NOTE: Display pull down menu with list of 89 undergraduate major options, plus Other and Don't Know)*

IV. Pathway to Career/Graduate Degree

Q6 When did you first learn that some careers require graduate or professional degrees?

- 1 During grade school or earlier
- 2 During junior high/middle school
- 3 During high school
- 4 In college
- 5 Don't recall

Q7 Which, if any, of the following types of graduate or professional degree programs have you seen information on, either around campus such as job fairs/graduate school fairs, general notices, or in a counselor's office or through direct mail or email? *(Please select all that apply.) (Programmer: Check boxes)*

- 1 Master's Degree (MA/MS)
- 2 Master of Business Administration (MBA)
- 3 Other Master's Degree (e.g., MPA, MPH, MSW, MEd)
- 4 Juris Doctor/Law school (JD)
- 5 Doctor of Medicine/Medical school (MD)
- 6 Ph.D.
- 7 Other professional degree (e.g., DDS, PharmD, DVM)
- 8 I haven't seen any information about these degrees (Programmer: If selected, uncheck all other boxes)
- 9 Don't know (Programmer: If selected, uncheck all other boxes)

Q8 Which, if any, of the following types of graduate or professional degree programs have your professors talked about, either in class or in one-on-one discussions? Please do not include discussions you have had with your advisor(s). *(Please select all that apply.) (Programmer: Check boxes)*

- 1 Master's Degree (MA/MS)
- 2 Master of Business Administration (MBA)
- 3 Other Master's Degree (e.g., MPA, MPH, MSW, MEd)
- 4 Juris Doctor/Law school (JD)
- 5 Doctor of Medicine/Medical school (MD)
- 6 Ph.D.
- 7 Other professional degree (e.g., DDS, PharmD, DVM)
- 8 I haven't seen any information about these degrees (Programmer: If selected, uncheck all other boxes)
- 9 Don't know (Programmer: If selected, uncheck all other boxes)

V. Potential Selection of a Graduate Program/Professional Degree

- Q9** How likely are you to go to graduate or professional school to obtain a graduate or professional degree (e.g., MBA, other master's, law, medical, dental, or other PhD) at any point?
- 5 Extremely likely
 - 4 Somewhat likely
 - 3 Neither likely nor unlikely
 - 2 Somewhat unlikely
 - 1 Extremely unlikely
 - 6 Haven't ever thought about obtaining a graduate or professional degree

Skip: (If code 3, 4 or 5 in Q9, Continue; Otherwise, Skip to Q13)

(There is no Q10)

- Q11** Which types of graduate or professional degree programs are you considering? *(Please select all that apply.)*
- 1 Master's Degree (MA/MS)
 - 2 Master of Business Administration (MBA)
 - 3 Other Master's Degree (e.g., MPA, MPH, MSW, MEd)
 - 4 Juris Doctor/Law school (JD)
 - 5 Doctor of Medicine/Medical school (MD)
 - 6 Ph.D.
 - 7 Other graduate or professional degree (Please specify) (Programmer: Allow 210 characters)
 - 9 Don't know (Programmer: If selected, uncheck all other boxes)

Q12 Which of the following are your three most important sources for advice about pursuing a graduate or professional degree? (Programmer: Allow 3 responses)

- 1 A family member or relative
- 2 A friend
- 3 Community leader such as a priest or minister
- 4 High school counselor
- 5 High school teacher, athletic coach or other extracurricular coach/adviser
- 6 Other students at your college
- 7 Professors or staff at your college
- 8 Advisors or counselors at your college
- 9 College coach or extracurricular advisor
- 10 Admissions staff or recruiters from graduate school(s)
- 11 Graduate school fair that you attended
- 12 Employer(s) or coworker(s)
- 13 People already working in the field/related field
- 14 Military recruiter or military career office
- 15 College guidebook (e.g., Fiske, U.S. News, Princeton Review)
- 16 University or college website, catalog or brochure
- 17 Other Internet websites
- 18 Other (Please specify) (Programmer: Allow 120 characters)
- 19 None/No one (Programmer: If selected, uncheck all other boxes)

(Programmer: Error Message:) You can only select up to three responses.

Q13 Of your close friends in college, how many do you expect will pursue a graduate or professional degree?

- 1 Extremely likely
- 2 Somewhat likely
- 3 Neither likely nor unlikely
- 4 Somewhat unlikely
- 5 Extremely unlikely
- 6 Haven't ever thought about obtaining a graduate or professional degree

Skip: (If code 4 in Q11_4, Continue; If code 3, 4, or 5 in Q9, Skip to Text before Q15A; Otherwise, Skip to Note before Q17)

Q14A What are your top three factors for considering law school? *(Programmer: Randomly rotate 1-15, always display 16 last) (Programmer: Allow 3 responses)*

- 1 There are high-paying jobs in the field
- 2 There are advancement opportunities in field
- 3 Ability for work-life balance in law jobs
- 4 Opportunities to be original and creative/innovative
- 5 Passionate/high interest in type of work
- 6 Ability to work with or develop cutting-edge technology
- 7 Opportunities to be helpful to others or useful to society/giving back
- 8 High prestige/status
- 9 A legal education prepares for many different types of jobs
- 10 Advocate for social change
- 11 A legal education develops analytic abilities/intellectual challenge
- 12 A legal education develops communication skills, including persuasive speech
- 13 Following in familial footsteps
- 14 My family thinks it'd be a good choice
- 15 Pathway for career in politics, government or public service
- 16 Other (Please specify) (Allow 200 characters)

(Programmer: Error Message:) You can only select up to three responses.

Q14B What are the top three factors that might prevent you from going to law school? *(Programmer: Randomly rotate 1-15, always display 16 last) (Programmer: Allow 3 responses)*

- 1 Too few jobs in this field pay enough money
- 2 Little advancement opportunity in the field/takes too long to move up
- 3 Poor work-life balance in law jobs
- 4 Work is not creative enough/too confined/too stringent
- 5 Not interested in legal work
- 6 No ability to work with or develop cutting-edge technology
- 7 Don't want to defend guilty people
- 8 Family/friends advise against it
- 9 Law school is too hard/I would not do well academically
- 10 Three years is too long
- 11 Overall cost/potential debt is too high
- 12 Lawyers are seen as corrupt or conniving
- 13 Prefer another career field
- 14 My family does not think it would be a good choice
- 15 Someone in the legal field/professor advised me not to go to law school
- 16 Other (Please specify) (Allow 200 characters)

(Programmer: Error Message:) You can only select up to three responses.

(If code 4 in Q11_4, display:) Next, please think about the factors you are considering in deciding to go to graduate or professional school (other than law school).

(Otherwise, display:) There are many different factors that people consider when deciding whether to go to graduate or professional school or not. For the following questions, please think about the factors you are considering in deciding to go to graduate or professional school.

Q15A What are your top three factors for considering graduate or professional school [(If code 4 in Q11_4, display:), not including law school]? *(Programmer: Randomly rotate 1-15, always display 16 last)*
(Programmer: Allow 3 responses)

- 1 There are high-paying jobs in the field
- 2 There are advancement opportunities in field
- 3 Ability for work-life balance in jobs in the field
- 4 Opportunities to be original and creative/innovative
- 5 Passionate/high interest in type of work
- 6 Ability to work with or develop cutting edge technology
- 7 Opportunities to be helpful to others or useful to society/giving back
- 8 High prestige/status
- 9 A graduate/professional degree prepares for many different types of jobs
- 10 Advocate for social change
- 11 Graduate/professional-level education develops analytic abilities/intellectual challenge
- 12 Graduate/professional-level education develops communication skills, including persuasive speech
- 13 Following in familial footsteps
- 14 My family thinks it'd be a good choice
- 15 Pathway for career in politics, government or public service
- 16 Other (Please specify) *(Allow 200 characters)*

Q15B What are the top three factors that might prevent you from going to graduate or professional school [(If code 4 in Q11_4, display:), not including law school]? *(Programmer: Randomly rotate 1-15, always display 16 last)* *(Programmer: Allow 3 responses)*

- 1 Too few jobs in the field pay enough money
- 2 Little advancement opportunity/takes too long to move up
- 3 Poor work-life balance in jobs in the field
- 4 Work is not creative enough/ too stringent
- 5 Not interested in type of work
- 6 No chance for using technology
- 7 HOLD
- 8 Family/friends advise against it
- 9 Graduate/professional school is too hard/ I would not do well academically
- 10 The time needed to complete graduate/professional school is too long
- 11 Overall cost for me is too high
- 12 HOLD
- 13 HOLD
- 14 My family does not think it would be a good choice
- 15 Someone in the field/professor advised me not to go to pursue a graduate or professional degree
- 16 Other (Please specify) *(Allow 200 characters)*

(Programmer: Error Message:) You can only select up to three responses.

- Q16** How likely are you to go to law school?
- 5 Extremely likely
 - 4 Somewhat likely
 - 3 Neither likely nor unlikely
 - 2 Somewhat unlikely
 - 1 Extremely unlikely
 - 6 Haven't ever thought about applying to law school

Skip: (If code 1 or 2 in Q9, Continue; Otherwise, Skip to X1)

- Q17** Which of the following best explains why you do not anticipate pursuing a graduate or professional degree? *(Select all that apply.)*
- 1 No desire to do so
 - 2 Can get a good job without further schooling
 - 3 Financial obstacles/cost is too high/potential debt
 - 4 Low grades in college
 - 5 Family responsibilities
 - 6 I want to get practical experience first
 - 7 I don't think I have the ability to do well in graduate/professional school
 - 8 I lack the necessary undergraduate course prerequisites
 - 9 I'm tired of being a student
 - 10 Military service
 - 11 Other (Please specify) *(Allow 200 characters)*

VI. Personal Attributes

X1 On a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please rate your level of agreement with the following items. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other. I see myself as:
(Programmer: Randomly rotate X1A-X1J)

	5 Strongly Agree	4	3	2	1 Strongly disagree	8 Don't know/ Does not apply
X1A	Extraverted, enthusiastic.					
X1B	Critical, quarrelsome.					
X1C	Dependable, self-disciplined.					
X1D	Anxious, easily upset.					
X1E	Open to new experiences, complex.					
X1F	Reserved, quiet.					
X1G	Sympathetic, warm.					
X1H	Disorganized, careless.					
X1I	Calm, emotionally stable.					
X1J	Conventional, uncreative.					

D2 Which of the following would you describe yourself as?

- 1 Man
- 2 Woman
- 3 Transgender
- 8 Prefer not to answer

- D3** What is your current marital status?
- 1 Single/Never been married
 - 2 Married
 - 3 Separated
 - 4 Divorced
 - 5 Widowed
 - 6 Domestic partnership/Living with partner (not legally married)
 - 8 Prefer not to answer
- D4** Are you of Hispanic, Latino or Spanish origin - such as Mexican, Puerto Rican, Cuban, or other Spanish origin?
- 1 Yes
 - 2 No
 - 8 Don't know
- D5** Which of the following describes your race? *(You may select one or more.) (Programmer: Check boxes) (Programmer: Allow five responses)*
- 1 White
 - 2 Black or African American
 - 3 Asian
 - 4 American Indian or Alaska Native
 - 5 Native Hawaiian or Pacific Islander
 - 6 Don't know (Programmer: If this option is selected, uncheck all other boxes)
- D9** What is the highest education level your parent/parents completed? *(Please select the highest level among all your parents/stepparents/legal guardians)*
- 1 Less than a high school diploma (Grades 1 through 11 or no schooling)
 - 2 High school graduate (diploma or GED certificate)
 - 3 Technical, trade, vocational, or business school or program after high school
 - 4 Some college but no degree
 - 5 Two-year associate degree (e.g., AAS)
 - 6 Four-year bachelor's degree (e.g., BS, BA, AB)
 - 7 Some postgraduate or professional schooling after graduating college, but no postgraduate degree (e.g., some graduate school)
 - 8 Postgraduate or professional degree (e.g., MA, MS, PhD, MD, JD)
- D10** Were you born in the United States or in another country?
- 1 Born in the United States
 - 2 Born in another country
 - 8 Don't know

D11 Were one or both of your parents born in the United States?

- 1 Yes, both parents were born in the United States
- 2 Only one parent was born in the United States
- 3 No, neither parent was born in the United States
- 8 Don't know
- 9 Prefer not to answer

D12 What is your current undergraduate GPA at (response in SB)?

- 0.0625 3.80 or higher
- 2 3.60-3.79
- 3 3.40-3.59
- 4 3.20-3.39
- 5 3.00-3.19
- 6 2.80-2.99
- 7 2.60-2.79
- 8 2.40-2.59
- 9 2.20-2.39
- 10 2.00-2.19
- 11 Below 2.00
- 12 I do not have a GPA yet
- 13 Don't recall

D13 What was your highest composite ACT Score?

- 1 33-36
- 2 30-32
- 3 27-29
- 4 25-26
- 5 23-24
- 6 21-22
- 7 19-20
- 8 15-18
- 9 10-14
- 10 1-9
- 11 Don't recall
- 12 I did not take the ACT

D14A In what year did you take the SAT? If you took the SAT more than once, please tell us about the SAT you most recently took.

- 1 March 2016 or earlier
- 2 After March 2016
- 8 Don't recall
- 9 I did not take the SAT

Skip: (If code 1 in D14A, Continue; If code 2 in D14A, Skip to D14C; Otherwise, Skip to D17)

D14B What was your highest total SAT score? By total SAT score, we mean your combined score for Critical Reading (multiple choice and essay) and Math out of a total of 2400 possible points.

- 1 2300+
- 2 2120-2299
- 3 1970-2119
- 4 1810-1969
- 5 1650-1809
- 6 1510-1649
- 7 1350-1509
- 8 900-1349
- 9 600-899
- 10 Don't recall

Skip: (All in D14B, Skip to D17)

D14C What was your highest total SAT score? By total SAT score, we mean your combined score for Evidence-Based Reading and Writing, and Math out of a total of 1600 possible points. Please do not include your SAT Essay scores.

- 1 1560+
- 2 1490-1559
- 3 1390-1489
- 4 1290-1389
- 5 1190-1289
- 6 1090-1189
- 7 990-1089
- 8 700-989
- 9 400-699
- 10 Don't recall

(There is no D15 or D16)

D17 What is your parent/guardian's total annual household income, including all sources of personal income and that of others living in your household (Your best guess is fine.)

- 1 Less than \$35,000
- 2 \$35,000 - \$59,999
- 3 \$60,000 - \$74,999
- 4 \$75,000 - \$89,999
- 5 \$90,000 - \$109,999
- 6 \$110,000 - \$129,999
- 7 \$130,000 - \$149,999
- 8 \$150,000 - \$174,999
- 9 \$175,000 - \$224,999
- 10 \$225,000 or more
- 11 Don't know
- 12 Prefer not to answer

Programmer: Set Participation Code in OMS to "Web Long Complete"

APPENDIX C: LIST OF PARTICIPATING LAW SCHOOLS AND INSTITUTIONS OF HIGHER EDUCATION

Law Schools

American University, Washington College of Law	Suffolk University Law School
Arizona State University, Sandra Day O'Connor College of Law	Temple University, James E. Beasley School of Law
Baylor University School of Law	The George Washington University Law School
Benjamin N. Cardozo School of Law, Yeshiva University	The University of Richmond School of Law
Boston College Law School	University of California, Davis, School of Law
Boston University School of Law	University of California, Los Angeles School of Law
Brigham Young University, J. Reuben Clark Law School	University of Colorado Law School
Cleveland-Marshall College of Law at Cleveland State University	University of Florida, Frederic G. Levin College of Law
Columbia Law School	University of Iowa College of Law
Duke University School of Law	University of Miami School of Law
Emory University School of Law	University of Mississippi School of Law
Florida State University College of Law	University of New Hampshire School of Law
Fordham University School of Law	University of Pittsburgh School of Law
Georgetown University Law Center	University of Wisconsin Law School
Gonzaga University School of Law	Wake Forest University School of Law
Harvard Law School	Washington University in St. Louis School of Law
Indiana University Maurer School of Law	William & Mary Law School
Indiana University Robert H. McKinney School of Law	Yale Law School
Loyola Law School, Los Angeles	
New York University School of Law	
Notre Dame Law School	
Pepperdine University School of Law	
Quinnipiac University School of Law	
Roger Williams University School of Law	
Seattle University School of Law	
Southern Methodist University, Dedman School of Law	

Institutions of Higher Education

Bucknell University

College of Mount Saint Vincent

Colorado College

Denison University

Drexel University

Hamilton College

Indiana University-Bloomington

North Carolina State University at Raleigh

Rowan University

Sewanee-The University of the South

Smith College

Temple University

The University of Richmond

University of California-Irvine

University of Chicago

University of Connecticut

University of Delaware

University of Minnesota-Twin Cities

University of Nebraska-Lincoln

University of Southern California

University of Tulsa

University of Vermont

University of Wisconsin-Madison

Wake Forest University

Wesleyan University

APPENDIX D: ADDITIONAL DATA TABLES

Table A.1.1: Importance of Career Characteristics by Demographics Among Students Considering Law

Q: How important are each of these characteristics to you when thinking about selecting a career to pursue?

	Gender		Parental Education		Race/Ethnicity			ACT/SAT Score								
	Men	Women	Less Than Bachelor's Degree	Bachelor's Degree	Advanced Degree	Asian	Black	Hispanic	White	30-32/ 1490- 1559	27-29/ 1390- 1489	25-26/ 1290- 1389	20-24/ 1090- 1289	<20/ <990		
Potential for career advancement	93%	92%	93%	94%	92%	91%	99%	93%	92%	93%	92%	95%	96%	92%		
Opportunities to be helpful to others or useful to society/giving back	83%	89%	87%	82%	82%	86%	94%	84%	81%	83%	84%	87%	84%	87%		
Ability to have work-life balance	82%	86%	85%	82%	81%	80%	87%	86%	81%	74%	85%	86%	88%	85%		
Potential to earn a lot of money	70%	69%	70%	73%	67%	79%	81%	73%	67%	64%	70%	77%	74%	75%		
Advocate for social change	66%	65%	69%	61%	64%	68%	71%	62%	64%	63%	66%	68%	72%	79%		
Opportunities to be original and creative/innovative	64%	77%	69%	64%	65%	68%	79%	70%	62%	67%	60%	64%	59%	77%		
Whether the job has high prestige/status	60%	55%	59%	62%	60%	68%	60%	64%	59%	65%	57%	65%	63%	56%		
Whether my family thinks it would be a good choice	39%	42%	37%	41%	39%	51%	43%	36%	37%	34%	39%	48%	50%	35%		
Ability to be entrepreneurial	31%	28%	38%	31%	29%	31%	46%	34%	29%	24%	30%	30%	35%	43%		
Ability to work with or develop cutting-edge technology in my job	26%	22%	30%	26%	23%	33%	34%	30%	23%	24%	22%	26%	33%	38%		
n=	2,425	1,001	1,394	462	716	1,237	218	139	246	1,772	405	683	585	265	219	40

Table A2.1: When First-Year Law Students First Considered Law School by Demographics

	Gender		Parental Education			Race/Ethnicity			
	Men	Women	Less Than Bachelor's Degree	Bachelor's Degree	Advanced Degree	Asian	Black	Hispanic	White
During grade school or earlier	14%	20%	21%	12%	19%	13%	28%	17%	16%
During junior high/middle school	18%	19%	18%	20%	17%	16%	22%	20%	18%
During high school	20%	19%	15%	20%	21%	16%	18%	20%	20%
Total during high school or earlier	52%	58%	54%	51%	57%	45%	68%	56%	54%
In college	31%	27%	28%	30%	29%	27%	25%	30%	30%
After college	17%	15%	18%	18%	14%	28%	7%	14%	17%
N=	1,220	1,446	475	748	1,472	282	166	258	1,917
Percentage	45.8%	54.2%	17.6%	27.8%	54.6%	10.8%	6.3%	9.8%	73.1%

Table A5.1: Reasons for Considering a JD by Demographics (All Undergraduates Somewhat/Extremely Likely to Go to Graduate or Professional School Who Are Considering a JD)⁴⁷

	Undergraduates Considering Law	Gender		Parental Education			Race/Ethnicity			
		Men	Women	Less Than Bachelor's Degree	Bachelor's Degree	Advanced Degree	Asian	Black	Hispanic	White
Pathway for career in politics, government, or public service	44%	49%	39%	45%	46%	42%	34%	34%	42%	46%
Passionate/high interest in type of work	42%	37%	47%	44%	39%	43%	42%	43%	39%	43%
Opportunities to be helpful to others or useful to society/ giving back	35%	26%	43%	36%	32%	36%	42%	45%	36%	32%
Advocate for social change	32%	22%	40%	35%	31%	31%	31%	41%	39%	29%
There are high-paying jobs in the field	31%	35%	27%	31%	36%	28%	32%	32%	29%	32%
A legal education develops analytic abilities/intellectual challenge	25%	27%	24%	24%	28%	25%	27%	26%	24%	25%
A legal education prepares for many different types of jobs	25%	27%	24%	23%	24%	27%	29%	21%	21%	27%
High prestige/status	21%	28%	15%	20%	21%	22%	24%	13%	25%	21%
A legal education develops communication skills, including persuasive speech	15%	17%	14%	15%	15%	16%	14%	18%	16%	15%
My family thinks it'd be a good choice	9%	8%	10%	9%	9%	8%	7%	7%	9%	9%
N=	2,425	997	1,390	461	714	1,232	218	138	244	1,766

⁴⁷ Response options that yielded under 10 percent for all groups of students are not reported.

Table A6.1: Potential Deterrents for Students Considering a JD by Demographics⁴⁸ (All Undergraduates Somewhat/Extremely Likely to Go to Graduate or Professional School Who Are Considering a JD)

	Undergraduates Considering Law									
	Gender		Parental Education			Race/Ethnicity				
	Men	Women	Less Than Bachelor's Degree	Bachelor's Degree	Advanced Degree	Asian	Black	Hispanic	White	
Overall cost/potential debt is too high	63%	60%	66%	74%	65%	57%	60%	65%	71%	62%
Poor work-life balance in law jobs	51%	50%	51%	51%	53%	49%	52%	53%	46%	51%
Law school is too hard/I would not do well academically	25%	20%	29%	29%	24%	24%	19%	25%	24%	26%
Prefer another career field	22%	25%	18%	17%	19%	25%	17%	14%	16%	24%
Too few jobs in this field pay enough money	17%	20%	14%	14%	17%	18%	25%	14%	18%	16%
Work is not creative enough/too confined/too stringent	16%	17%	16%	13%	17%	17%	18%	14%	16%	17%
Three years is too long	13%	17%	10%	14%	16%	11%	12%	5%	12%	15%
Don't want to defend guilty people	14%	12%	17%	18%	14%	13%	14%	16%	15%	14%
Lawyers are seen as corrupt or conniving	15%	15%	14%	11%	13%	17%	17%	8%	15%	15%
Little advancement opportunity in the field/takes too long to move up	10%	11%	10%	8%	12%	10%	18%	14%	10%	9%
Not interested in legal work	9%	10%	8%	6%	7%	12%	10%	9%	10%	9%
Someone in the legal field/professor advised me not to go to law school	9%	9%	10%	8%	10%	10%	9%	7%	9%	10%
N=	2,385	982	1,375	455	707	1,214	281	134	242	1,742

⁴⁸ Response options that yielded under 10 percent for all groups of students are not reported.

Table A8.1: Criteria in Deciding Where to Apply to Law School by LSAT Score Among First-Year Law Students

		LSAT Score					
		170+	165-169	161-164	157-160	153-156	<153
General reputation/ school ranking	Somewhat important	22%	30%	38%	33%	36%	29%
	Extremely important	70%	60%	44%	42%	27%	38%
Bar passage rate	Somewhat important	24%	32%	41%	34%	34%	31%
	Extremely important	25%	31%	30%	35%	39%	47%
Graduate employment rate	Somewhat important	24%	30%	32%	27%	38%	28%
	Extremely important	53%	50%	47%	49%	42%	49%
LSAT score requirements	Somewhat important	27%	38%	35%	40%	27%	26%
	Extremely important	22%	18%	19%	15%	14%	19%
Cost of tuition and fees, not including financial aid or scholarships	Somewhat important	13%	22%	21%	20%	24%	19%
	Extremely important	20%	24%	34%	43%	38%	54%
Amount of financial support offered, such as financial aid or scholarships	Somewhat important	21%	21%	18%	18%	21%	17%
	Extremely important	44%	53%	64%	60%	57%	45%
Personal experience with the school (e.g., campus visit, knowing someone who attended that school, meetings/ interviews with students)	Somewhat important	27%	27%	26%	24%	25%	32%
	Extremely important	24%	20%	26%	31%	28%	30%
Location of school	Somewhat important	33%	26%	29%	17%	26%	22%
	Extremely important	35%	54%	58%	67%	60%	65%
Distinctive aspect of the curriculum (e.g., clinical programs, strong curriculum in a particular area of focus)	Somewhat important	27%	33%	28%	29%	28%	37%
	Extremely important	24%	27%	28%	32%	31%	35%
Quality of faculty	Somewhat important	26%	35%	37%	28%	40%	29%
	Extremely important	55%	43%	38%	49%	37%	49%
Legacy/family member	Somewhat important	2%	3%	4%	2%	2%	4%
	Extremely important	0%	1%	2%	5%	3%	3%
Student body demographics/ diversity	Somewhat important	25%	21%	21%	19%	19%	14%
	Extremely important	11%	13%	8%	12%	12%	24%
N=		406	530	508	370	246	169

Table A9.1: Students Enrolling in Law School Immediately After Undergraduate School or Within 2 Years

	%	(n=)
Total First-Year Law Students	65%	2,724
Undergraduate Major		
Business	70%	342
Physical science/Biology	52%	105
Other social science	63%	142
Economics	81%	237
Criminal justice/Pre-law	78%	207
English language	63%	125
History	60%	173
Political science	71%	590
Psychology	59%	178
Sociology	59%	118
Foreign language	61%	86
Undergraduate School Size		
Less than 5,000	52%	407
5,000-9,999	63%	269
10,000-19,999	69%	484
20,000 and above	70%	1,318

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