

2016 ANNUAL

SURVEY RESULTS



Law School Scholarship Policies:
Engines Of Inequity



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The Law School Survey of Student Engagement is part of Indiana University's Center for Postsecondary Research, a research center in the School of Education devoted to studying the student experience. In addition to LSSSE, CPR houses the National Survey of Student Engagement (NSSE) and the NSSE Institute, the Faculty Survey of Student Engagement (FSSE), the Strategic National Arts Alumni Project (SNAAP), and the Beginning College Survey of Student Engagement (BCSSE).



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Suggested Citation: Taylor, A. N., Christensen, C. (2017, February). *Law School Scholarship Policies: Engines of Inequity (LSSSE Annual Results 2016)*. Bloomington, IN: Indiana University Center for Postsecondary Research.

PHOTO CREDITS

Many thanks to the following schools for contributing photos for use in this report.

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Indiana University Maurer School of Law

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Loyola University Chicago
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Quick Facts

OBJECTIVES

To provide data to law schools to improve legal education and inform decision-making and compliance efforts, enhance student success, facilitate internal assessment and analysis, and support research on legal education.

SURVEY

Administered to all students at participating law schools via the Internet. Survey completion time is approximately 15-20 minutes.

SUPPORT

LSSSE is housed at Indiana University's Center for Postsecondary Research, and is supported by law school participation fees. Since its inception, LSSSE has benefited from close working relationships with the Association of American Law Schools and The Carnegie Foundation for the Advancement of Teaching.

PARTICIPATING LAW SCHOOLS

One hundred and ninety six different law schools in the United States, Canada, and Australia have participated in LSSSE since 2004.

RESPONDENTS AND RESPONSE RATES

In 2016, 17,820 students at 72 law schools [in the U.S. and Canada] responded to the LSSSE survey. The average institutional response rate was 53%.

AUDIENCES

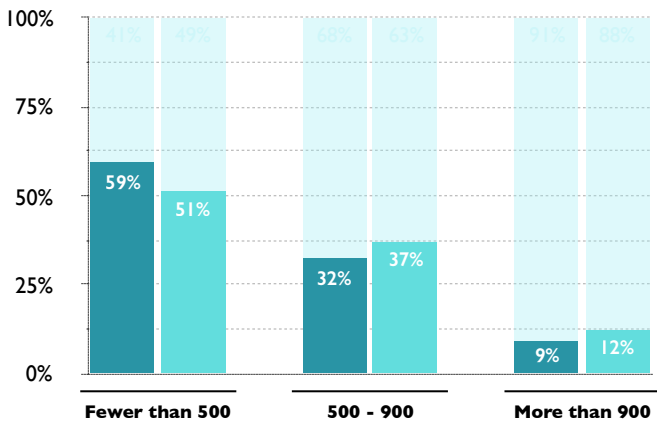
Law school administrators and faculty, current and prospective law students, alumni, advisory boards, trustees, institutional researchers, accrediting organizations, and researchers studying legal education.

DATA SOURCES

Survey responses and comments from JD/LLB students enrolled at participating law schools. Supplemental information used in analysis and reporting is obtained from the American Bar Association and the Law School Admission Council.

SIZE OF LSSSE 2016 SCHOOLS

Compared to National Profile of ABA Approved Law Schools^a

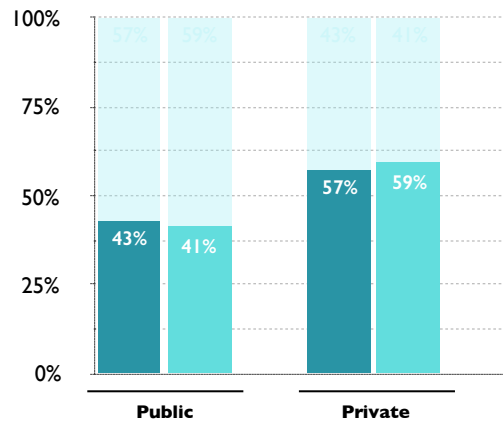


LSSSE 2016 National

a. National percentages are based on data from the ABA and the LSAC.

AFFILIATION OF LSSSE 2016 SCHOOLS

Compared to National Profile of ABA Approved Law Schools^a



LSSSE 2016 National

a. National percentages are based on data from the ABA and the LSAC.

Foreword

FRANK H. WU

The scholarship policies described in this Report ought to be exposed for what they are: sales gimmicks in the form of tuition discounts. Despite their name, “merit scholarships” are neither based on actual merit nor true scholarships. Law schools could reduce the price of attendance across-the-board for the benefit of students, with the same aggregate budgetary effect on institutions. But they have not done so. The reason is that consumers respond to sales; they want deals. Law students are no different; their enrollment decisions often depend on which school offers the biggest “merit scholarship.”

As this Report highlights convincingly, these selective tuition breaks flow most generously to privileged students. These trends betray our shared ideals of ensuring access to higher education – the engine of the American Dream.

Everyone is on the side of merit. There are no advocates for mediocrity. But so-called merit scholarships are less about students’ merit than they are about our own sense of elitism. The formulas for allocating the scholarships usually blend LSAT and UGPA. Responsible decision-makers, including those who design standardized tests, warn that these instruments are merely predictors of performance. They should not be confused with merit itself.

If law schools wished to reward merit in good faith, they could do so through scholarships to high-performing continuing students – those who have law school records to judge. But the utilitarian calculation which treats students as means to an end suggests that money is better spent on entering students. The latter, not the former, “count” for rankings purposes. The point of the game is to lure new students with credentials that would reflect well in the rankings away from competitors – using tactics similar to the provider of any commodity, such as cell phone service.

Merit scholarships exacerbate entitlement culture. Students understandably believe that they have earned the largesse through a test. Some even think they have done their schools a favor by enrolling. The mindset frames how they engage with their teachers, the administrators, and each other. It likely will influence how they conceive of their role as service professionals who represent others.

Modest reforms have occurred. The American Bar Association has taken action against conditional merit scholarships that were peddled as if guaranteed for the full course of study. Prospective students were being sold on scholarships they were not likely to keep beyond the first year unbeknownst to them. Consumer data protections now give them accurate information to assess these offers.

The scholarship policies described in this Report ought to be exposed for what they are: sales gimmicks in the form of tuition discounts.

Yet we still have a system that does not well serve students who are qualified albeit disadvantaged. Over the years at an accelerating pace, American higher education has departed from need-based financial aid. Among law schools, the unprecedented decrease in applicants has hastened this trend. The result has been a “reverse Robin Hood” revenue model in which the poorest students are being forced to subsidize their wealthier peers. Real scholarships are funded by donors, endowments, and sources other than the student seated next to the recipient.

Instead of identifying talented individuals who lack resources – the “strivers” we claim to admire – we are reinforcing economic hierarchy. We are sending the message that those who already have so much, deserve so much more.

We must do better. The soul of legal education is at stake.

FRANK H. WU
DISTINGUISHED PROFESSOR OF LAW
UNIVERSITY OF CALIFORNIA
HASTINGS COLLEGE OF THE LAW



Director's Message

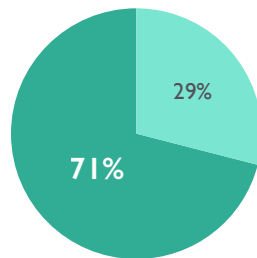
AARON N. TAYLOR

The cost of legal education is a topic of considerable interest. Discussions tend to revolve around ever-rising tuition sticker prices. The truth, however, is that relatively few students actually pay sticker price for their legal education. The downturn in law school applications and enrollments has prompted schools to rely more heavily on tuition discounts – mainly, scholarships – as means of attracting students. Over 70% of the law students surveyed by LSSSE in 2016 reported having received scholarships for their studies – a proportion that would have been unimaginable a decade ago¹. By forcing schools to be more generous in awarding scholarships, the decreased demand for legal education has been a bright spot for many students.

The distribution of law school scholarships has vast implications on student debt trends. The more a student receives in scholarship aid, the less the student will likely have to rely on loans to fund their studies. Given this prominence, it is important that we understand more about the scholarships being awarded and more about the recipients.

For the first time, questions on the 2016 LSSSE Survey asked respondents to share information about scholarship and grant aid they may have received. The responses provided a wealth of insight about eligibility criteria and the students who received this aid. Core to our analyses was the role of equity in law school scholarship awarding. We wanted to understand the extent to which scholarships were being awarded to students with the most financial need.

FIGURE 1



71% of respondents received scholarships during 2015-2016 school year



Equity is important given the risks involved with attending law school. If scholarships are awarded to students with the most financial need, these students could attend law school with less financial stress and less reliance on student loans. The aid would, in turn, minimize risks among students for whom law school is already riskiest. Unfortunately, based on the LSSSE Survey data, law school scholarships flow most generously to students with the least financial need and least generously to those with the most need.

These trends exacerbate preexisting privilege and disadvantage, setting the stage for long-term disparities in experiences and outcomes. Moreover, the tuition-driven nature of legal education leads to a perverse “reverse Robin Hood” reality, in which the most disadvantaged students subsidize the attendance of their privileged peers. This is the hallmark of an inequitable system – one that is simply indefensible.

As always, we hope this Report prompts reflections, discussions, and actions. We hope law school leaders consider the impact their decisions and policies have on students – the human beings who entrust us with their hopes and dreams. We have obligations to put our students in positions to not only succeed in our programs, but thrive long after they leave us. Treating our students with equity in mind is essential to meeting those obligations.

AARON N. TAYLOR
DIRECTOR, LAW SCHOOL SURVEY
OF STUDENT ENGAGEMENT
ASSOCIATE PROFESSOR, SAINT
LOUIS UNIVERSITY SCHOOL OF LAW





Law School Scholarship Policies: Engines of Inequity

This year's Annual Report analyzes law school scholarship trends through the frame of equity. Its fundamental scope is to investigate the extent to which law school scholarships benefit students with the most financial need. This issue is important because scholarships (effectively tuition discounts) influence the amount students pay for law school and, for most, the amounts they incur in student loan debt.

Law graduates are among the most highly indebted student loan borrowers. According to the American Bar Association, graduates of public law schools incur about \$90,000 in debt; the average among private law school graduates is about \$130,000². Therefore, questions about the types of scholarships being awarded and to whom they are being awarded have broad implications, in the short and long terms.

FIGURE 2

DURING THE CURRENT SCHOOL YEAR, WERE YOU AWARDED NEED- OR MERIT-BASED SCHOLARSHIPS OR GRANT FUNDING? IF SO, WHAT KIND OF FUNDING DID YOU RECEIVE? (SELECT ALL THAT APPLY.)

- NEED-BASED SCHOLARSHIP(S)
- MERIT-BASED SCHOLARSHIP(S)
- OTHER, PLEASE SPECIFY:
- NONE

The data presented in this Report comes from the LSSSE Survey responses of more than 16,000 students at 67 U.S. law schools who were asked a series of questions about scholarship and grant aid they received during the 2015-16³ school year. The responses provide an insightful glimpse into the state of law school scholarships, including the types of awards being made and the likeliest recipients.

² Source: The Report of the ABA Task Force on Financing Legal Education: http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/reports/2015_june_report_of_the_aba_task_force_on_the_financing_of_legal_education.authcheckdam.pdf

³ See Figure 2

Why is equity important?

Equity is an expression of fairness that accounts for the different backgrounds and different needs of our students. These differences embody the diversity that most law schools deem beneficial to the educational process. The most profound differences are those that manifest from structural barriers that foster disparities among people and groups. Equity requires that we encourage the success of all our students by appreciating their differences and meeting their needs to the extent possible.

Equity is often assumed to be the same as equality; but they are different. Equity accounts for differences in ways that equality does not. In fact, the insensitivity of equality-based frameworks can exacerbate inequity through a dichotomous compounding of privilege and disadvantage.

Merit scholarship programs provide a classic example of this phenomenon. Merit scholarships tend to be awarded through equality frameworks, in which similar criteria are applied to all applicants. These criteria most often revolve around standardized test scores and other factors that track closely to non-merit indicators, such as socioeconomic status. In the end, wealth and privilege become proxies for merit, a conflation that results in financial windfalls and further advantages for applicants least in need of such assistance.





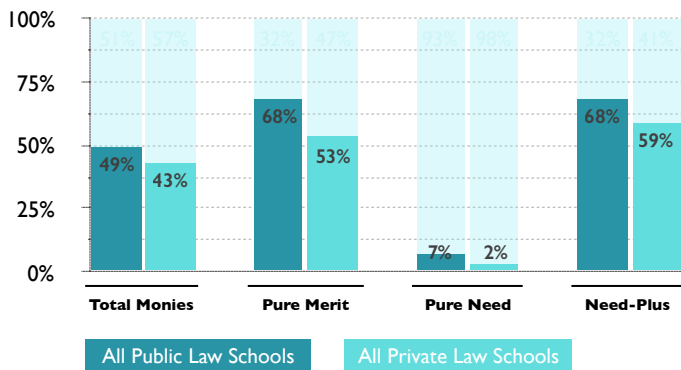
How do law schools award scholarships?

Scholarship budgets are driven by the realities of competitive higher education markets. Applicants often differentiate and select schools based on scholarship offers they receive. The pressures of this system can foster tensions in scholarship budgeting. A common tension is created when determining allotments of merit versus need-based funding. These allotments are fundamental expressions of priorities, and they provide templates for determining the eventual recipients of scholarship funds.

Merit scholarship funding makes up the bulk of law school scholarship budgets. American Bar Association data show a vast expansion of merit scholarship funding between 2005 and 2010⁴, and while more current data are limited, all indications are that this trend has continued and likely intensified since that time. Need-based funding, on the other hand, has remained essentially flat. Funding for so-called “need-plus” scholarships increased markedly. These awards are, in theory, need/merit hybrids. But indirect trends suggest these scholarships have little equitable impact, operating as merit scholarships by another name.

FIGURE 3

Inflation-Adjusted (CPI) Percent Increase in Grants/Scholarships: Total Monies, Merit, Need, Need-Plus (AY2004-05 – 2009-10)



The trends we observed through the Survey data highlight the prominence of merit scholarships. Seventy-nine percent of scholarships awarded to respondents were merit-based⁵. Sixty percent of all respondents (including those who received no aid) reported receiving merit scholarships. Need-based scholarships were much rarer, with only 19% of respondents stating they were recipients of this aid⁶.

⁴ See Figure 3

⁵ See Figure 4

⁶ See Figure 5

FIGURE 4

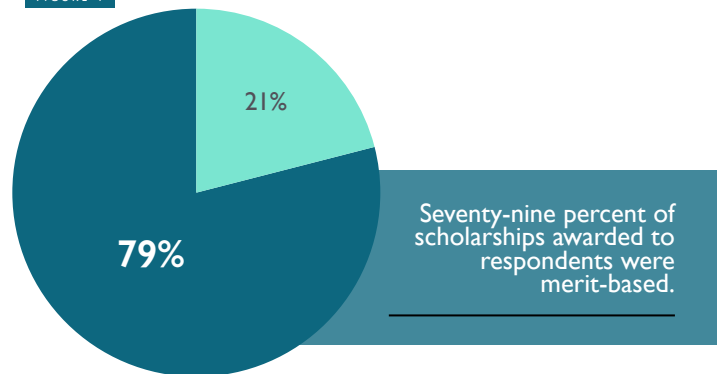
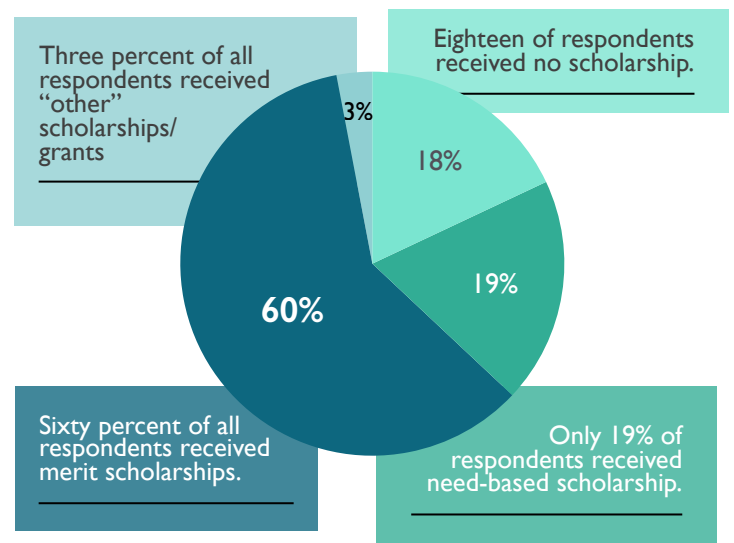


FIGURE 5

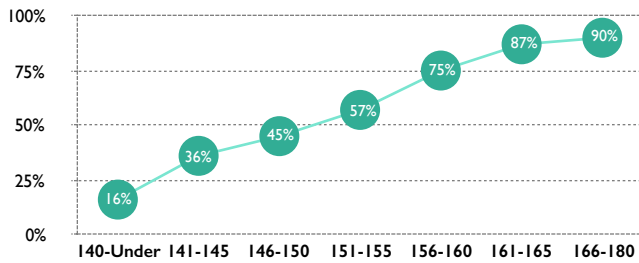


Merit scholarships

Merit scholarship selection criteria tend to look similar to admission criteria. Law School Admission Test (LSAT) scores and, to lesser, but important extents, undergraduate GPAs weigh heavily in both processes. Put simply, a high LSAT score is the surest path to receiving an offer of admission with a lucrative scholarship. The LSSSE data bear this out. Ninety percent of respondents with LSAT scores above 165 received merit scholarships, compared to just 16% of respondents with scores of 140 or below. At every interval in our analysis, respondents with higher LSAT scores were more likely to have received merit scholarships⁷.

FIGURE 6

Respondents with higher LSAT scores were more likely to receive merit scholarships.



The close correspondence between LSAT scores and merit scholarships fostered racial and socioeconomic disparities. White and Asian respondents were most likely to have received a merit scholarship. Black and Latino respondents were least likely⁸. The underlying reason is that LSAT scores among blacks and Latinos tend to be lower than those of whites and Asians. In the LSSSE sample, 63% and 46% of black and Latino respondents respectively had LSAT scores below the rough national median of 151⁹. Only about a quarter of white and Asian respondents had scores below 151. At the other end of the distribution, where scholarship money flows most abundantly, 22% of white and Asian respondents scored above 160, with only 4% of black and 9% of Latino respondents having scored at that level.

FIGURE 7

White and Asian respondents were most likely to receive merit scholarships.

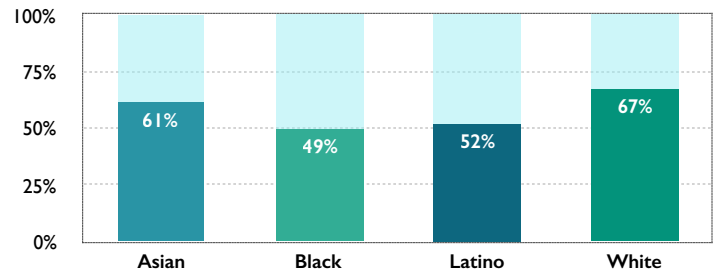
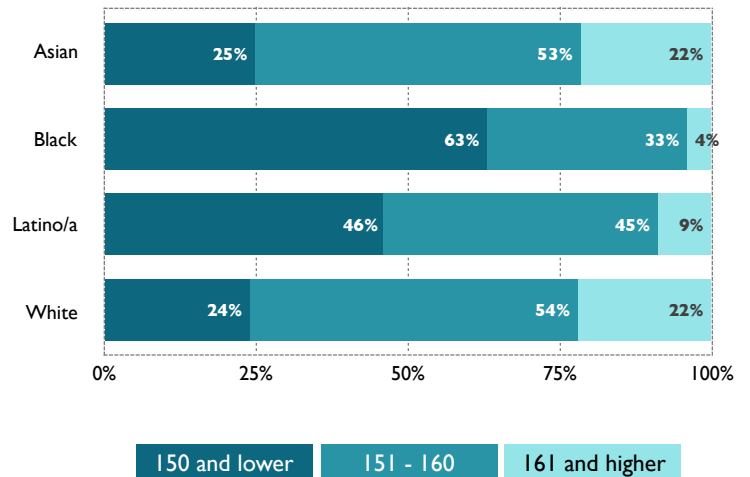


FIGURE 8

LSAT Distribution by Race and Ethnicity



⁷ See Figure 6

⁸ See Figure 7

⁹ See Figure 8





We used parental education in our analysis as a proxy for a respondent's socioeconomic background. This framing is common in the research literature and is rooted in the fact that children of college-educated parents are more likely than other children to come from relatively affluent backgrounds. We classified our respondents into three parental education groupings:

- **FG-HS:** “first-generation” respondents for whom neither parent has more than a high school diploma
- **FG-SC:** “first-generation” respondents for whom at least one parent has some college experience, but no bachelor's degree
- **N-FG:** “non-first-generation” respondents for whom at least one parent has a bachelor's degree or higher

In our sample, N-FG respondents – presumably the most privileged group – were most likely to have received a merit scholarship; FG-HS respondents – the least privileged – were least likely¹⁰. Once again, these disparities align with LSAT score trends. Forty-three percent of FG-HS respondents had LSAT scores below 151, compared to about a quarter of N-FG respondents¹¹. At the other end, 22% of N-FG respondents scored at 160 or higher, compared to just 10% of FG-HS respondents.

Need-based scholarships

Financial need is the only (or predominant) criterion for need-based scholarships. In their purest forms, the most aid flows to students with the most financial need. With the LSAT playing essentially no role, the award trends look very different from those pertaining to merit scholarships. In fact, among our sample, the trends were reversed in many ways. Black respondents were the most likely recipients of need-based scholarship aid; white respondents were least likely. When parental education was considered, FG-HS respondents were most likely to have received a need-based scholarship. Additionally, respondents with the lowest LSAT scores were slightly more likely to have received need-based scholarships, though no strong LSAT trends were observed.

¹⁰ See Figure 9

¹¹ See Figure 10

FIGURE 9

N-FG respondents were most likely to receive a merit scholarship;

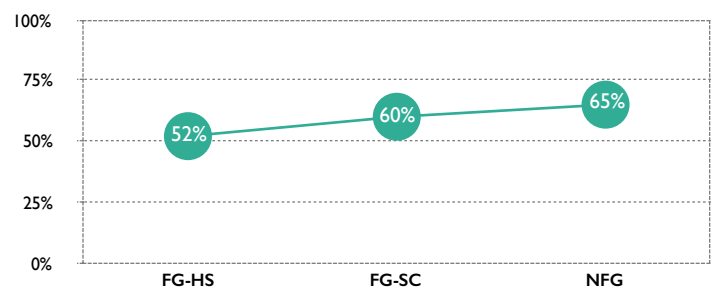
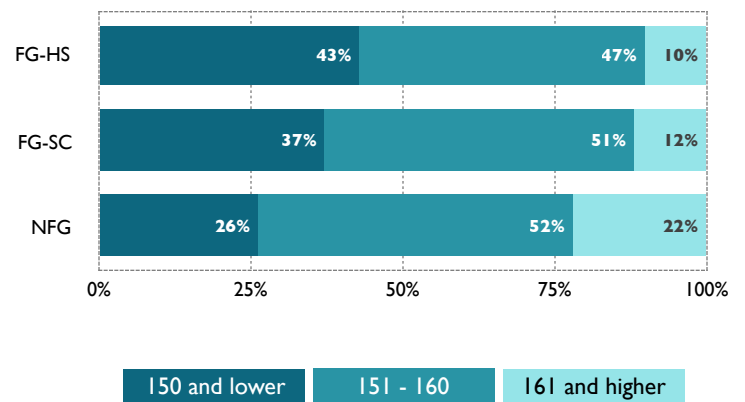


FIGURE 10

LSAT Distribution by Parental Education



LSAT misuse

The progressive nature of the need-based scholarship trends is mostly the result of the LSAT score being minimized as a factor. But the question is often posed: Why shouldn't the LSAT be a primary criterion for determining who gains admission to law school *and* who receives scholarships? The most basic answer to this question is that the LSAT is not designed to be used in the manners in which it is often used.

The LSAT is designed to be a predictor of first-year performance in law school¹². The Law School Admission Council estimates that across the more than 200 law schools the test explains anywhere from 19% to 56% of the variance in first-year grades, with the median being about 38%. When combined with the undergraduate GPA, the median association is about 48%. These associations give both indicators value in predicting law school success; but that value is limited and even less reliable in predicting longer-term outcomes, such as bar exam performance and career success. Despite these limitations, the LSAT remains a central factor in most admissions and scholarship awarding decisions. It is an unfortunate and uncomfortable truth that a large number of admissions and merit scholarship decisions are rooted in a fundamental misuse of the LSAT.

Some of the misuse is driven by an insufficient understanding of how to interpret LSAT scores by people making admissions and scholarship decisions. The most impactful factor, however, is the competitive law school market. Legal education has long been a prestige-driven industry¹³. The emergence of the U.S. News rankings in the 1990s, and their widespread diffusion as indicators of law school quality, have intensified pressures on law schools to maintain, if not raise, their LSAT profiles. A school's ranking is closely associated with its median LSAT score¹⁴. This pressure has been heightened by the unprecedented downturn in applications that began in 2011 and an even more intense drop in applicants with high LSAT scores. But given the associations among LSAT score, race, and socioeconomic background, the results are merit scholarship (and admissions) processes that are increasingly inequitable and indefensible.

¹² Source: LSAT Scores as Predictors of Law School Performance: <http://www.lsac.org/fjd/lsat/your-score/law-school-performance>

¹³ Source: Enduring Hierarchies in American Legal Education: <http://ilj.law.indiana.edu/articles/7-Arewa-Morris-Henderson.pdf>

¹⁴ Source: The LSAT, Law School Exams and Meritocracy: The Surprising and Undertheorized Role of Test-Taking Speed: <http://www.repository.law.indiana.edu/cgi/viewcontent.cgi?article=1342&context=facpub>



How do scholarships and debt interact?

The income and wealth inequalities that plague our society foster vast disparities in student loan debt among people with similar levels of education. According to the Brookings Institution, “black college graduates owe \$7,400 more [in student debt] on average than their white peers.”¹⁵ Four years after graduation, this gap balloons to \$25,000, due to differences in interest accrual and graduate school borrowing. LSSSE data align with these findings. Fifty-three percent of black respondents and 57% of Latino respondents expected to owe more than \$100,000 in law school debt upon graduation, compared to 38% of white and 40% of Asian respondents¹⁶. Almost half of FG-HS respondents expected to owe more than \$100,000, compared to 34% to N-FG respondents¹⁷. As the Brookings data illustrate, higher interest accrual on higher debts will likely exacerbate these already yawning disparities over time.

Respondents expecting higher law school debts were less likely to have received merit scholarships. Respondents expecting more than \$200,000 in debt were only about half as likely to have received a merit scholarship as those expecting \$80,000 or less¹⁸. At each interval above \$40,000 in expected debt, chances of having received a merit scholarship declined. Conversely, respondents expecting higher law school debts were *more* likely to have received need-based scholarships¹⁹. The impact of those awards, however, is limited by their relative rarity.

FIGURE 11

Most black and Latino respondents expected more than \$100,000 in law school debt.

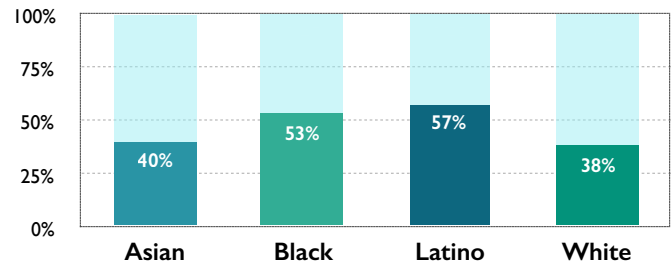


FIGURE 12

Almost half of ‘first-generation’ respondents expected more than \$100,000 in law school debt.

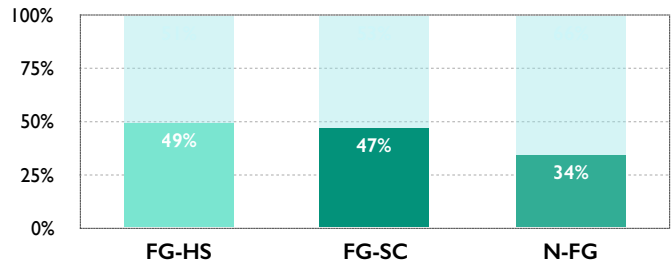


FIGURE 13

Respondents expecting the most debt were least likely to receive merit scholarships.

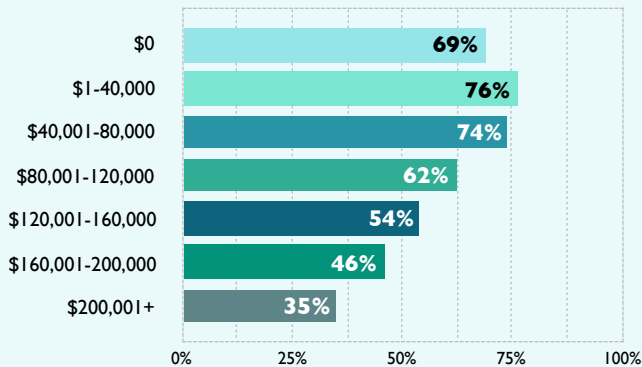
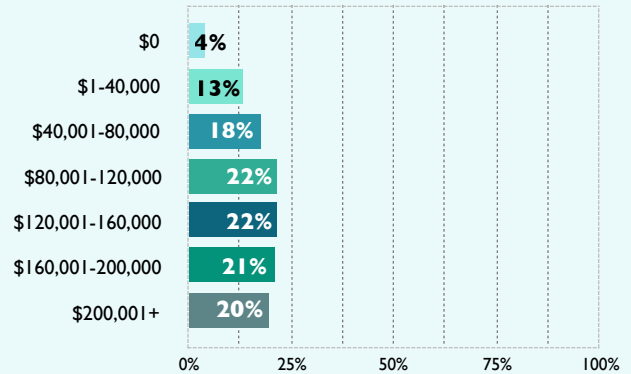


FIGURE 14

Respondents expecting the most debt were more likely to receive need-based scholarships.



¹⁵ Source: Black-white disparity in student loan debt more than triples after graduation: <https://www.brookings.edu/research/black-white-disparity-in-student-loan-debt-more-than-triples-after-graduation/>

¹⁶ See Figure 11

¹⁷ See Figure 12

¹⁸ See Figure 13

¹⁹ See Figure 14



How do merit scholarships impact the law school experience?

Law students tend to have favorable perceptions of their law school experiences. Eighty-five percent of LSSSE Survey respondents rated their law school experiences “good” or “excellent.” Receipt of a scholarship was associated with even higher satisfaction. Eighty-eight percent of respondents who received merit scholarships rated their experiences favorably, compared to 81% of respondents who did not receive merit scholarships²⁰. Similar trends persisted across racial and socioeconomic classifications, with the most intense effects being among black and Latino respondents.

A subset of 2,256 respondents were surveyed about the extent and nature of law school-related stress they experienced. Among this group, the receipt of a merit scholarship was associated with stress levels. Fifty-one percent of respondents who received merit scholarships reported high levels of law school stress, compared to 56% of respondents with no merit scholarships²¹.



FIGURE 15

Perceptions of law school experiences

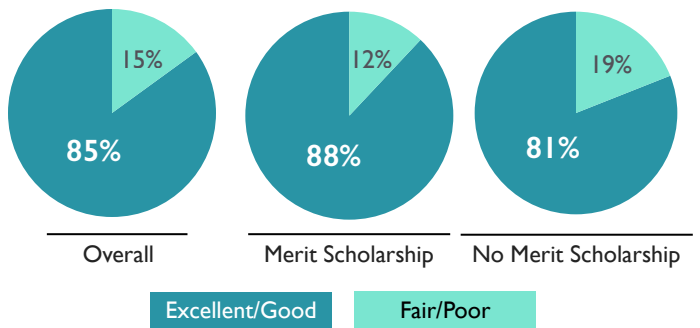
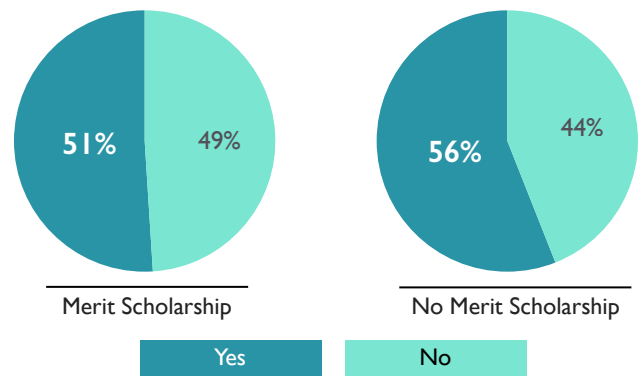


FIGURE 16

High levels of law school stress



²⁰ See Figure 15

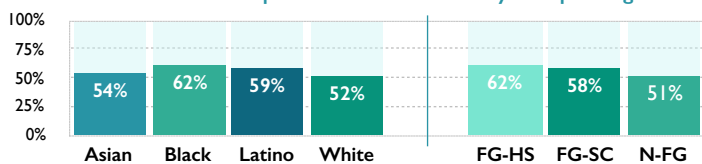
²¹ See Figure 16

This trend can be explained in part by racial and socioeconomic factors. Blacks, Latinos, and respondents from lower socioeconomic backgrounds were generally more likely to report high stress²².

foreword author, Frank Wu, we must do better. Law school scholarships must be used as facilitators of opportunity, not engines of inequity.

FIGURE 17

Black and FG-HS respondents were most likely to report high stress.



The highest proportions were among black and FG-HS respondents – 62% of both groups reported high stress. But with only one exception, receipt of a merit scholarship was associated with lower levels of stress, irrespective of race or socioeconomic classification²³.

Unsurprisingly, there were associations between merit scholarships and stress arising specifically from finances or debt concerns. These associations, however, were weakest among respondents more likely to come from disadvantaged backgrounds²⁴. Blacks and Latinos who received merit scholarships were only slightly less likely to report high financial/debt stress than those who did not. FG-HS respondents reported slightly *higher* levels of financial/debt stress among those who received merit scholarships compared to those who did not. On the other hand, the effects of merit scholarships on financial/debt stress were much more intense for white, Asian, and N-FG respondents. Within each group, respondents who received merit scholarships were noticeably less likely to report high financial/debt stress than those who did not.

We surmise that these trends are the results of a combination of factors. Black, Latino, and FG-HS respondents are more likely to have financial concerns that transcend tuition costs, rendering a merit scholarship alone less likely to fully allay their stress. (For similar reasons, the impacts of need-based scholarships on stress were insignificant overall.) Conversely, respondents of other groups are likely to have less intense financial concerns and, given their higher LSAT scores, are likely to have received larger merit scholarships. Stress has broad impacts on everything from academic performance to health. Therefore, these data emphasize how scholarship policies impact the overall quality of life of students.

Conclusion

An offer of admission is more than a mere expression of interest by a law school. It is a tacit, if not explicit, commitment to fostering the long-term success of the recipients. For the most disadvantaged students, the manners in which merit scholarships are awarded work against this commitment. In the words of our

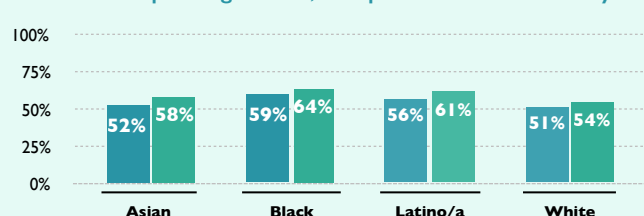
²² See Figure 17

²³ See Figure 18

²⁴ See Figure 19

FIGURE 18

Respondents who received merit scholarships less likely to report high stress, irrespective of race/ethnicity.



FG-HS and N-FG respondents who received merit scholarships less likely to report high stress.

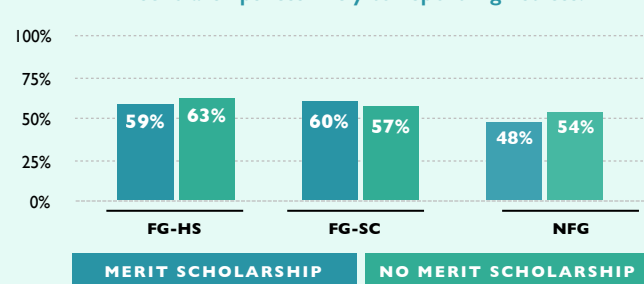
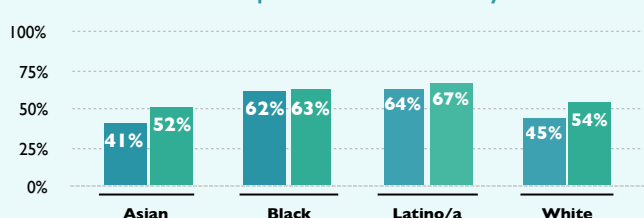
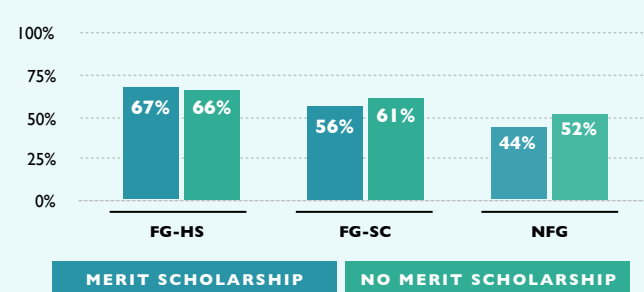


FIGURE 19

Respondents who received merit scholarships less likely to report high stress from financial/debt concerns, irrespective of race/ethnicity.



FG-SC and N-FG respondents who received merit scholarships less likely to report high stress from financial/debt concerns.



Participating Schools: 2004-2016

Alabama

Faulkner University
Thomas Goode Jones School of Law
Montgomery
Samford University
Cumberland School of Law
Birmingham
The University of Alabama
School of Law
Tuscaloosa

Arizona

Arizona State University
Sandra Day O'Connor College of Law
Tempe
Arizona Summit Law School
Phoenix

Arkansas

University of Arkansas at Little Rock
William H. Bowen School of Law
Little Rock
University of Arkansas
School of Law
Fayetteville

California

California Western School of Law
San Diego
Chapman University School of Law
Orange
Concord Law School
Los Angeles
Golden Gate University
School of Law
San Francisco
Humphreys College
Laurence Drivon School of Law
Stockton
Loyola Law School
Los Angeles
Pepperdine University
School of Law
Malibu
Santa Clara University
School of Law
Santa Clara
St. Francis School of Law
Irvine
Southwestern Law School
Los Angeles
Thomas Jefferson School of Law
San Diego
University of California,
Berkeley
School of Law
Berkeley
University of California, Davis
School of Law
Davis

University of California,
Hastings
College of the Law
San Francisco

University of California, Irvine
School of Law
Irvine

University of California, Los Angeles
School of Law
Los Angeles

University of La Verne
College of Law
La Verne

University of the Pacific
McGeorge School of Law
Sacramento

University of San Diego
School of Law
San Diego

University of San Francisco
School of Law
San Francisco

University of Southern California
Gould School of Law
Los Angeles

Western State University
College of Law
Fullerton

Whittier Law School
Costa Mesa

Colorado

University of Colorado Law
School
Boulder

University of Denver Sturm
College of Law
Denver

Connecticut

Quinnipiac University School of Law
Hamden

University of Connecticut
School of Law
Hartford

Delaware

Widener University School of Law
Wilmington

District of Columbia

American University
Washington College of Law

The Catholic University of America
Columbus School of Law

The George Washington
University
Law School

Georgetown University Law
Center

The University of the District
of Columbia
David A. Clarke School of Law

Florida

Ave Maria School of Law
Naples

Florida Coastal School of Law
Jacksonville

Florida International University
College of Law
Miami

Nova Southeastern University
Shepard Broad Law Center
Ft. Lauderdale

St. Thomas University
School of Law
Miami

Stetson University College of Law
Gulfport

University of Florida
Levin College of Law
Gainesville

University of Miami School of Law
Coral Gables

Georgia

Emory University School of Law
Atlanta

Georgia State University
College of Law
Atlanta

John Marshall Law School,
Atlanta

Mercer University
Walter F. George School of Law
Macon

University of Georgia
School of Law
Athens

Hawai'i

University of Hawai'i at Mānoa
William S. Richardson School of Law
Honolulu

Idaho

Concordia University School of Law
Boise

University of Idaho College of Law
Moscow

Illinois

DePaul University College of Law
Chicago

Northern Illinois University
College of Law
DeKalb

Northwestern University
School of Law
Chicago

The John Marshall Law School
Chicago

Loyola University Chicago
School of Law
Chicago

Southern Illinois University
School of Law
Carbondale

University of Illinois College of Law
Champaign

Indiana

Indiana University
Maurer School of Law
Bloomington

Indiana University
Robert H. McKinney School of Law
Indianapolis

Valparaiso University School of Law
Valparaiso

Iowa

Drake University Law School
Des Moines

The University of Iowa
College of Law
Iowa City

Kansas

The University of Kansas
School of Law
Lawrence

Washburn University School of Law
Topeka

Kentucky

Northern Kentucky University
Salmon P. Chase College of Law
Highland Heights

University of Kentucky
College of Law
Lexington

University of Louisville
Louis D. Brandeis School of Law
Louisville

Louisiana

Louisiana State University
Paul M. Hebert Law Center
Baton Rouge

Loyola University
New Orleans College of Law
New Orleans

Southern University Law
Center
Baton Rouge
Tulane University Law School
New Orleans

Maine

University of Maine School of Law
Portland

Maryland

University of Baltimore
School of Law
Baltimore

University of Maryland
Francis King Carey School of Law
Baltimore

Massachusetts

Boston College Law School
Newton

Harvard University Law School
Cambridge

Northeastern University
School of Law
Boston

Suffolk University Law School
Boston

University of Massachusetts
School of Law
Dartmouth

Western New England College
School of Law
Springfield

Michigan

Michigan State University
College of Law
East Lansing

Thomas M. Cooley Law School
Lansing

University of Detroit Mercy
School of Law
Detroit

Wayne State University Law
School
Detroit

Minnesota

Hamline University School of Law
Saint Paul

University of Minnesota Law
School
Minneapolis

University of St. Thomas
School of Law
Minneapolis

William Mitchell College of Law
St. Paul

Mississippi

Mississippi College School of Law
Jackson

The University of Mississippi
School of Law
Oxford

Missouri

Saint Louis University School of Law
St. Louis

University of Missouri
School of Law
Columbia

University of Missouri Kansas
City
School of Law
Kansas City

Washington University
School of Law
St. Louis

Montana

The University of Montana
School of Law
Missoula

Nebraska

Creighton University School
of Law
Omaha

University of Nebraska
College of Law
Lincoln

Nevada

University of Nevada, Las
Vegas
William S. Boyd School of Law
Las Vegas

New Hampshire

University of New Hampshire
School of Law
Concord

New Jersey

Rutgers University-Newark
School of Law
Newark

Seton Hall University School
of Law
Newark

New Mexico

The University of New
Mexico
School of Law
Albuquerque

New York

Albany Law School
Albany

Brooklyn Law School
Brooklyn

City University of New York
School of Law at Queens
College
Flushing

Cornell Law School
Ithaca

Fordham University School of
Law
New York

Hofstra University
Maurice A. Deane School of
Law
Hempstead

New York Law School
New York

Pace University School of Law
White Plains

St. John's University School of
Law
Queens

Syracuse University College of
Law
Syracuse

Touro College
Jacob D. Fuchsberg Law
Center
Central Islip

University at Buffalo Law
School
Buffalo

Yeshiva University
Benjamin N. Cardozo School
of Law
New York

North Carolina

Campbell University
Norman Adrian Wiggins
School of Law
Raleigh

Charlotte School of Law
Charlotte

Duke University School of Law
Durham

Elon University School of Law
Greensboro

North Carolina Central
University
School of Law
Durham

University of North Carolina
School of Law
Chapel Hill

Wake Forest University
School of Law
Winston-Salem

Ohio

Capital University Law School
Columbus

Case Western Reserve
University
School of Law
Cleveland

Cleveland State University
Cleveland-Marshall College of
Law
Cleveland

Ohio Northern University
Claude W. Pettit College of
Law
Ada

The Ohio State University
Michael E. Moritz College of
Law
Columbus

The University of Akron
School of Law
Akron

University of Cincinnati
College of Law
Cincinnati

University of Dayton School of
Law
Dayton

Oklahoma

Oklahoma City University
School of Law
Oklahoma City

The University of Oklahoma
College of Law
Norman

The University of Tulsa
College of Law
Tulsa

Oregon

Lewis & Clark Law School
Portland

University of Oregon School
of Law
Eugene

Willamette University College
of Law
Salem

Pennsylvania

Earl Mack School of Law
Drexel University
Philadelphia

Temple University
James E. Beasley School of Law
Philadelphia

University of Pittsburgh
School of Law
Pittsburgh

Rhode Island

Roger Williams University
School of Law
Bristol

South Carolina

Charleston School of Law
Charleston

University of South Carolina
School of Law
Columbia

South Dakota

University of South Dakota
School of Law
Vermillion

Tennessee

Lincoln Memorial University
Duncan School of Law
Knoxville

The University of Tennessee
College of Law
Knoxville

Vanderbilt University School
of Law
Nashville

Texas

Baylor University School of
Law
Waco

St. Mary's University of San
Antonio
School of Law
San Antonio

South Texas College of Law
Houston

Southern Methodist University
Dedman School of Law
Dallas

Texas Southern University
Thurgood Marshall School of
Law
Houston

Texas Tech University School
of Law
Lubbock

Texas Wesleyan University
School of Law
Fort Worth

The University of Texas
School of Law
Austin

University of Houston Law
Center
Houston

Utah

Brigham Young University
J. Reuben Clark Law School
Provo

University of Utah
S.J. Quinney College of Law
Salt Lake City

Vermont

Vermont Law School
South Royalton

Virginia

Liberty University
School of Law
Lynchburg

Regent University School of
Law
Virginia Beach

University of Richmond
School of Law
Richmond

Washington and Lee
University
School of Law
Lexington

William & Mary Law School
Williamsburg

Washington

Gonzaga University School of
Law
Spokane

Seattle University School of
Law
Seattle

University of Washington
School of Law
Seattle

West Virginia

West Virginia University
College of Law
Morgantown

Wisconsin

Marquette University Law
School
Milwaukee

University of Wisconsin Law
School
Madison

Wyoming

University of Wyoming
College of Law
Laramie

Australia

University of New South
Wales
Faculty of Law
Sydney, NSW

University of Tasmania
Faculty of Law
Hobart, TAS

Canada

University of Alberta
Faculty of Law
Edmonton, AB

University of Calgary
Faculty of Law
Calgary, AB

University of British Columbia
Faculty of Law
Vancouver, BC

University of Victoria
Faculty of Law
Victoria, BC

University of Manitoba
Faculty of Law
Winnipeg, MB

University of New Brunswick
Faculty of Law
Fredericton, NB

Dalhousie University
Schulich School of Law
Halifax, NS

McGill University Faculty of
Law
Montreal, ON

Osgoode Hall Law School of
York University
Toronto, ON

Queen's University Faculty of
Law
Kingston, ON

Université d'Ottawa
Faculté de droit, Section de
droit civil
Ottawa, ON

University of Ottawa
Faculty of Law, Common Law
Section
Ottawa, ON

University of Toronto Faculty
of Law
Toronto, ON

University of Western Ontario
Faculty of Law
London, ON

University of Windsor Faculty
of Law
Windsor, ON

Université de Montréal
Faculté de droit
Montréal, QC

University of Saskatchewan
College of Law
Saskatoon, SK



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