

LSACReport

February 2009

No.2009-1

Newsletter of the Law School Admission Council

In this
issue:



page 2

View From the Chair

page 3

DOE Implementing Race/Ethnicity Reporting Changes

page 4

DiscoverLaw.org Months • Test Director Transition • Disaster Recovery Project

page 5

New LSAC.org Functions to Debut • Research Reports

page 6

Philip D. Shelton Prize • Test Date Change Policy • Scholarship to Honor Dean Michael Patrick

page 7

Interest in US/Canadian Legal Education Increases • Volume Snapshot, 2008–2009: Tests Administered, Applicants, and Applications

page 8

Calendar

DiscoverLaw.org

Launched in November

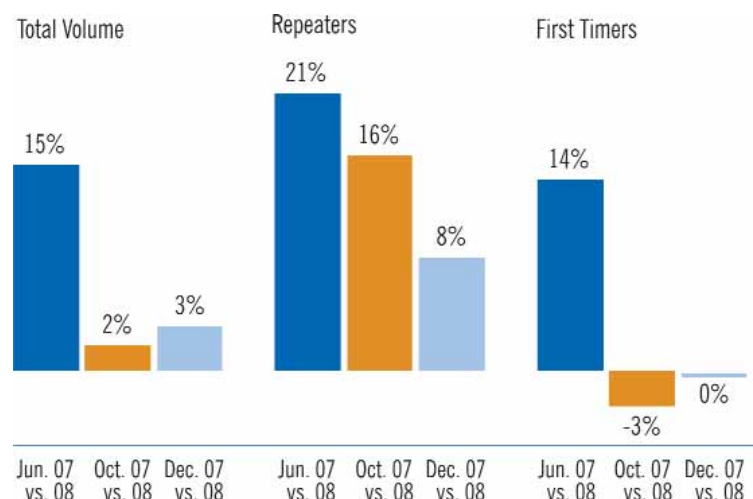
In November, LSAC's Office of Diversity Initiatives launched an intensive, integrated campaign designed to encourage racially and ethnically diverse first- and second-year college students to discover career opportunities in law and to choose a path in undergraduate school that helps them get there.

The campaign—*DiscoverLaw.org*—is the most recent addition to LSAC's continuing effort to increase racial and ethnic diversity in law schools and the legal profession. The launch is the culmination of nearly two years of research and development.

The cornerstone of the *DiscoverLaw.org* campaign is www.DiscoverLaw.org, which features examples of the need for lawyers worldwide, access to law school experts who can answer students' questions, profiles and advice from diverse law school graduates, and a timeline outlining steps undergraduate students can take to prepare themselves to be successful law school applicants.

DiscoverLaw.org is being promoted to students nationwide through online and print advertising. The advertisements aim to capture students' interest and inspire them by highlighting a variety of
(see *DiscoverLaw* page 5)

Percent Change in Testing Volumes 2007 to 2008



This chart illustrates that:

- total test-taker volume was up 15% in June '08 compared to June '07;
- repeater test-taker volume was up 21% in June '08 compared to June '07;
- first-time test-taker volume was up 14% in June '08 compared to June '07.

View From the Chair

Change

Change, the buzzword of the recent election cycle, offers a certain thrill and hope for the future. We all aspire to it and want to be agents of evolution to make the world, and our law schools, better places.

Often, the reality of change is a bit grimmer. Recently, much discussion about change has been about ways to adapt to increasingly discouraging financial news. We are more likely now to discuss change in terms of unpleasant reversals of fortune impacting the robust life of the law school.

Due to the worldwide financial crisis, we have seen endowments and university, state, alumni, or other support plummet. The ripple effect has already had a significant impact on our daily endeavors. Some pundits predict that the worst is yet to come, so we brace ourselves for unpredictable and volatile economic times. As funders and donors cut back or withhold already-promised dollars, budgeting reductions have become our new reality and our greatest anxiety. Scholarships are being reduced, student loans are becoming scarcer and more difficult to receive, and, in some cases, law school staffs face layoffs. The harsh reality, according to NALP, is that our students will not be employed at the same rates and salaries as in the past. It is not a time for the faint of heart.

Expanding Borders

The theme for the LSAC annual meeting this year is about expanding the borders of our law schools. Part of that theme encompasses the realities of a new economy, one that may create an impetus to look well beyond traditional resources and create unique and untested innovations in order to maintain the services our students, faculty, and staffs deserve. Greater efforts to remain viable—whether by relying

exclusively on less-expensive online communications, doing ambitious (and oft-painful) cost-benefit analyses of traditional events and travel, or working more for less—may see us through hard times. The potential (and hopefully inevitable) upside must be what motivates and inspires us during adversity.

A New Pragmatism

This is a time when we must face one another with even greater collegiality, address applicants' appropriate concerns with good information, show a willingness to innovate and trim costs, and maintain a sincere desire to come through better and stronger. We hope that a new pragmatism, in the best possible sense, can inspire the resourcefulness to change, stimulate the new programs we must develop, and enhance our ability to succeed in lean times. The difficult fiscal reality will make us stronger and more responsive to our environments and to the new economy on the other side of this crisis.

Good Consumer Information

One challenge we necessarily face is our ongoing obligation to give applicants a realistic view of what awaits them as they now consider law school. This must include complete disclosure of revised or anticipated costs and possible fee increases, new standards for student aid, changes in programming, and employment projections. Only with great candor in discussing the new fiscal realities and possible changes in our schools can we provide the essential consumer information applicants must have to make fully informed decisions. It may be that some potential applicants, after getting all the facts, will defer law school until there is greater stability. Realistic con-



Ellen Keane Rutt
Associate Dean for Admissions, Student Finance,
and Career Services
Connecticut

sumer information is an investment in maintaining and expanding the position of legal education in the global economy, although it may cause some pain for each of us in the short term.

With great hope for the future and the optimism that change will make us better and stronger, I wish you good luck. As always, LSAC offers ongoing professional and educational support to member schools as we weather times both bad and good.

LSAC Report
Published Biannually
© 2009 by Law School Admission Council, Inc.

Executive Editor
Wendy Margolis
wmargolis@LSAC.org

Managing Editor
Bonnie Gordon
bgordon@LSAC.org

Design and Production Manager
Deborah Velsor



correspondence

DOE Implementing Race/Ethnicity Reporting Changes

As you may be aware, the US Department of Education (DOE) will implement new race/ethnicity reporting requirements for the 2010–2011 academic year. (For specifics, please visit nces.ed.gov/IPEDS/reic/resource.asp.)

In anticipation of these changes, starting in June/July 2009 LSAC will revise the ways in which it collects and reports the race/ethnicity of test takers and applicants in the LSAT and LSDAS registration process. Changes that individual law schools make to their LSAC electronic applications will be accommodated, and LSAC will continue to transfer that data (including multiple selections) back to the institutions via ACES² in the same way that it is currently done.

Data Collection

Individuals registering for the LSAT or LSDAS by paper or phone will self-identify with one or more of the following nine race/ethnicity categories, in accordance with the new DOE policy.

- **Aboriginal/Torres Strait Islander Australian**
A person having origins in any of the original peoples of Australia or the Torres Strait Islands.
- **American Indian/Alaska Native**
A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- **Asian**
A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- **Black/African American**
A person having origins in any of the black racial groups of Africa.
- **Canadian Aboriginal**
A person having origins in any of the original peoples of Canada.
- **Caucasian/White**
A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Hispanic/Latino**
A person of Cuban, Mexican, South or Central American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander**
A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Puerto Rican**
A person having origins in Puerto Rico.

Applicants registering for the LSAT or LSDAS through LSAC's online system will also select subcategories from within the nine main categories. Multiple selections across categories and subcategories will be possible. Below are the categories and subcategories that will be available through LSAC's online system.

- **Aboriginal/Torres Strait Islander Australian**
Australian Aboriginal
Torres Strait Islander Australian
- **American Indian/Alaska Native**
Alaska Native
American Indian
- **Asian**
Cambodian
Chinese
Filipino
Indian
Japanese
Korean

Malaysian
Pakistani
Thai
Vietnamese
Other Asian

- **Black/African American**
Black or African American
- **Canadian Aboriginal**
First Nation
Métis
Inuit
Other Canadian Aboriginal
- **Caucasian/White**
European
Middle Eastern
North African
Other Caucasian/White
- **Hispanic/Latino**
Central American
Chicano/Mexican
Cuban
South American
Other Hispanic/Latino
- **Native Hawaiian/Other Pacific Islander**
Native Hawaiian
Pacific Islander
- **Puerto Rican**
Puerto Rican
- **Declining to indicate race/ethnicity**

Candidate Referral Service (CRS)

The CRS will be modified to support selection and reporting across multiple categories and subcategories of race/ethnicity data.

We will provide updates as we move forward with implementation of these changes in data collection and reporting. In the meantime, if you have questions, please contact: Phil Handwerk, Institutional Researcher 215.968.1347, phandwerk@LSAC.org.

DiscoverLaw.org Months: Diversity Outreach for High School and Early College Students

The Law School Admission Council (LSAC) has been joined by law schools across the country to show diverse students why the world *does* need another lawyer. Forums, Q&A sessions, workshops and more are scheduled between January 15 and March 15, 2009 at the law schools and more will be joining them. This program is specifically designed for early outreach activities targeted to racially and ethnically diverse students.

- Arizona State University
Sandra Day O'Connor
College of Law
January 24, 2009
- Cleveland State University
Cleveland-Marshall
College of Law
January 30, 2009
- Creighton University
School of Law
February 12, 2009
- University of Detroit
Mercy School of Law
January 21, 2009
March 10, 2009
- Faulkner University
Thomas Goode Jones
School of Law
February 28, 2009
- Florida A&M University
College of Law
February 27, 2009
- The University of Kansas
School of Law
February 27, 2009
- Mercer University Walter S. George
School of Law
February 18, 2009
- University of Missouri
Kansas City School of Law
March 14, 2009
- Northern Kentucky University
Salmon P. Chase College of Law
TBD
- University of Oregon
School of Law
TBD
- Roger Williams University
School of Law
February 25, 2009
- Southern Illinois University
School of Law
February 1, 2009
- The Thomas M. Cooley Law School
TBD
- Tulane University Law School
February 5, 2009
February 6, 2009
- The University of Tulsa
College of Law
February 28, 2009
- Wake Forest University
School of Law
March 13, 2009

Test Director Transition

Richard Adams, Director of Test Development at LSAC since 1997, has decided that it is time for him to retire. We are losing a wonderful colleague who has enriched our lives, set and maintained the highest standards for the LSAT, and been responsible for giving us a test that is stable, reliable, and valid, year in and year out.

Lily Knezevich has accepted an appointment to replace Richard as LSAC's Director of Test Development.

Lily has worked at LSAC since 1998 as a Senior Test Specialist. Prior to that, from 1990 to 1998, Lily worked at the Educational Testing Service. At ETS she worked primarily on the GRE, but also contributed to the GMAT and LSAT (while ETS held the contract with us for item writing).

Lily has taught at the University of Pittsburgh, the College of William and Mary, and Oxford University. She has a BA in Philosophy from New York University, where she was a member of Phi Beta Kappa, and MA and PhD degrees from the University of Pittsburgh. A little-known fact is that Lily won the "Apple for the Teacher" Award while teaching at the College of General Studies at the University of Pittsburgh.

While Lily has tremendously large shoes to fill with Richard Adams retiring in February, we are all confident that she is well prepared for this new role.

Disaster Recovery Project Underway

Data and services needed by law schools and applicants are now protected in the event of a disaster or severe service interruption. LSAC will be able to quickly recover critical services within 24 hours of a catastrophic disruption of services at the Newtown headquarters. The two top priorities for service recovery were ACES² and the secure area of *LSAC.org*.

Law schools rely on ACES² for data transfer and on LSAC for data hosting; nearly 80 percent of member schools rely on LSAC to store admission-related data. The secure area of the website (*www.LSAC.org*) is also a critical service for both active and potential law school applicants who must meet deadlines for LSAT registration, credential processing, and completing law school applications.

The LSAC team responsible for this project, LSAC's Information Services Division (ISD) Service Continuity Project Team (along with their external partners, Anexinet and Hewlett Packard), worked over the summer to develop a plan and design a system for passing data between Newtown and the backup site. They replicated all critical data into the new system and completed testing for recovering these vital services by Labor Day weekend.

Since the completion of this vital recovery service, the team has turned its attention to planning for the recovery of *all* LSAC services in the weeks and months following a catastrophe.

While most project teams hope that the results of their hard work will be noticed and used, this is one project that everyone trusts will always remain in the background, there but never needed. All agree, however, that the money and time have been well spent.

New *LSAC.org* Functions to Debut in April

The comprehensive redesign of the interactive, secure part of *LSAC.org* is moving quickly toward its planned debut at the end of April 2009. The April release is timed to avoid major law school application deadlines and disruptions of service to applicants and law schools.

The goal of the redesign has been ease of use for potential applicants, who use the site for the entire law school application process, from LSAC registration to submitting their applications. Parts of the redesigned online processes have been showcased for feedback at almost all of the 2008 law school recruitment forums, and in other settings, with a total of nearly 500 attendees spending up to an hour on hands-on testing with members of the project

team close by. This interaction allowed LSAC staff to see firsthand the impact of their efforts and to gain information to help fine-tune the new design.

Law School Support Services staff provided updates on the new online processes at regional training workshops held throughout the US. Some of the changes will affect how law schools receive applicant information. Candidates will be purchasing law school reports specifically for the schools to which they apply, which will eliminate the possibility of submitting a law school application without having purchased enough law school reports. There will be no more “general” letters of recommendation. These changes are being implemented as a result of extensive research into how potential appli-

cants think about the application process compared to how they were using or could use the site to proceed through the process.

The new site will allow applicants to customize their “dashboard” so that they can easily access the information that is most relevant to where they are in the admission process. There will also be a fully functional demo site where law school staff and prelaw advisors will be able to mimic LSAC processes to better advise applicants.

We are looking forward to the release of the new site and to your feedback once you have an opportunity to see it. LSAC’s regional teams and candidate services representatives are available to answer questions about the site for law schools, prelaw advisors, and applicants.

Research Reports Available on LSACnet

This list includes reports published online between January and December 2008. These and many other LSAC-sponsored research reports (RR), computerized testing reports (CT), and LSAT technical reports (TR) can be downloaded at www.LSACnet.org.

RR 05-02: *A Hierarchical Framework for Modeling Speed and Accuracy on Test Items*

Wim J. van der Linden
October 2005

RR 05-03: *Likelihood-Based Statistics for Validating Continuous Response Models*

Cees A. W. Glas and Oksana Korobko
October 2005

RR 05-04: *Likelihood-Based Estimation Methods for Models for Concurrent Continuous and Discrete Responses*

Cees A. W. Glas and
Wim J. van der Linden
October 2005

RR 06-06: *Likelihood-Based Statistics for Continuous and Discrete Responses with a Structure for the Item and Person Parameters*

Cees A. W. Glas and
Wim J. van der Linden
October 2006

RR 07-01: *Test Design and Speededness*

Wim J. van der Linden
March 2007

SR 97-02: *Formulation of DETECT’s Conditional Covariance Parameter and Evaluation of Estimator Bias*

Louis Roussos, Lynda Reese, and
Vincent Harris
March 1997

CT 01-05: *Development and Testing of an Innovative Listening Comprehension (LC) Item Type Interface*

Kimberly A. Swygert and
Michael Contreras
October 2001

DiscoverLaw

(continued from page 1)

continued

scenarios in which a lawyer is needed. The advertising plays off the incorrect perception that the world has too many lawyers with the tagline, “Actually, the world DOES need another lawyer.”

LSAC is encouraging undergraduate colleges throughout the country to bring *DiscoverLaw.org* to their campus by taking advantage of the campaign’s resources. Select schools in Albuquerque, Los Angeles, Houston, and Raleigh-Durham/Chapel Hill are in the process of enlisting undergraduate students as *DiscoverLaw.org* Campus Coordinators to plan special events and activities on campus to further promote law as a career.

For additional information about the *DiscoverLaw.org* campaign, please contact Kent Lollis, Executive Director for Diversity Initiatives, klollis@LSAC.org, 215.968.1227.



Philip D. Shelton Prize for Outstanding Legal Education Research

The Shelton Prize is for outstanding published empirical research related to legal education. The first prize of \$5,000 will be awarded in 2009 for research published in 2007 or 2008.

The winner(s) will be invited to present their work at the LSAC annual meeting, which will be held in San Antonio on May 27–30, 2009. Winners will be announced in the *Chronicle of Higher Education*.

Nominations:

Nominations are now being accepted for this prize. Please send a copy of the nominated article and brief information about the author(s) to:



Stephen T. Schreiber
Executive Vice President and Chief Operating Officer
Law School Admission Council
662 Penn Street
Newtown, PA 18940
E-mail: sschreiber@LSAC.org

Test Date Change Policy

Candidates registering to take the LSAT may change their test date or request a refund up *until three weeks prior to the test date*. This replaces the previous policy that allowed test takers to make changes up until the Monday after a test administration. The recommendation by the Services and Programs Committee was approved by the LSAC Board of Trustees. The change will be instituted beginning with the June test cycle.

The previous policy, which resulted in 39,000 registrants effecting 56,000 test date changes in one year, has meant long waiting lists for preferred test sites, large numbers of unused test booklets in circulation, test takers traveling to inconveniently located test sites (even as seats at preferred sites become available the day of the test), less-than-optimal test sites, and the use of inexperienced proctors. With the new policy in place, registered test takers who do not sit for the test must pay the full registration fee when they wish to register for a test in the future. In addition to the earlier deadline for test date changes, the financial penalty for changing the test date has been increased. In the past, a \$33 fee was charged to a test registrant who wished to change their test date; with the current policy, the fee is equivalent to one-half of the LSAT fee, which this year would be half of \$132 (cost of the LSAT), or \$66.

The new policy, which is consistent with other graduate-level testing organizations, is expected to relieve the problems caused by the previous policy, such as inconvenience for test takers and test security issues.

Scholarship Created to Honor Dean Michael Patrick



A 1990 alumnus is “giving back” to the law school that saw potential in “an imperfect candidate” (his words) and, in granting him admission, allowed him to

pursue his dream of practicing law. Now a successful lawyer with his own firm in South Florida, Frank Goldstein has created The Goldstein Law Group Endowment in Honor of University of Florida College of Law Dean Michael Patrick. Mr. Goldstein will donate \$40,000 toward scholarships for University of Florida, Frederic G. Levin College of Law students in Dean Patrick’s name.

Assistant Dean of Admissions Michael Patrick (photo), who will soon retire, had been part of the admission office that admitted Goldstein to UF Law 18 years ago.

A ceremony announcing the scholarship was held in the university’s Rare Book Room in October, with both Dean Patrick and Frank Goldstein in attendance. Noting that scholarships usually are endowed in someone’s name after they are long gone from the university, Dean Patrick acknowledged that this situation was both “unique and an honor.”

The scholarship fund will be chosen by a committee (which includes the dean). Applicants must be third-year law students who have an LSAT score of 159 or higher and financial need. Applicants must complete a 100-word essay on why they deserve the award.

Dean Patrick has contributed much of his time and energy to LSAC; he served on subcommittees for both the Services and Programs Committee and the Finance and Legal Affairs Committee between 1991 and 2001.

Interest in US/Canadian Legal Education Increases; LSAC Responds

In response to increasing worldwide interest in US and Canadian legal education, LSAC has begun providing better and more specific information abroad about US and Canadian legal education. Recently, LSAC was invited to participate with a global network of advising centers, EducationUSA (EdUSA), in a series of regional workshops about US higher education. Specifically our role was to present information related to legal education in the United States. Most recently LSAC joined a conference held in Delhi this past January. An earlier workshop took place in Cairo last April. The intent was to reach out to the Middle East/North Africa and South Central Asia regions, respectively. More such workshops are planned for the future.

The presentation, given by LSAC's Jim Vaseleck (Executive Assistant to the President and Associate Corporate Counsel), covered the basics about JD and LL.M degree programs, including why legal education in the US is of

value to international students. He also covered the basics such as duration, admission requirements, the LSAT, and other LSAC services. In attendance at these workshops were about 100 of EducationUSA's members, each representing an educational advising center in their home country. Typically staff from US educational and testing organizations such as ETS, College Board, ACT, GMAC, and various universities are invited to make presentations.

EdUSA is supported by the Bureau of Educational and Cultural Affairs at the US Department of State. The organization's mission is to foster mutual understanding between the US and other countries and to provide information about higher education institutions that is accurate, unbiased, comprehensive, objective, and timely. Millions of prospective students learn about US study opportunities through EducationUSA's more than 450 advising centers around the world. LSAC has sent publications such as the *ABA/LSAC Official Guide to ABA-*

Approved Law Schools along with test preparation material to all of these advising centers worldwide.

In addition material has also been sent to 50 Canadian educational offices around the world that were identified to LSAC through Edu-Canada: International Promotion of Education in Canada, Foreign Affairs and International Trade Canada (DFAIT).

In the past, there has been a great deal of interest overseas in secondary and undergraduate and postgraduate university education in the US, but more than ever there is an interest in professional education, including programs awarding degrees in business, medicine, and law. LSAC continues to respond to this growing interest by nurturing contacts and identifying resources. Global educational advising centers can be a good resource for LSAC-member law schools to recruit prospective students from overseas, where interest in the JD and, more often, the LL.M, is high.

Volume Snapshot, 2008–2009: Tests Administered, Applicants, and Applications

| | Current Year | | Complete Prior Year | |
|--|--------------|--|---------------------|-----------------------------------|
| | Statistic | Percent change from prior year-to-date | Final | Percent change from previous year |
| February 2009 Tests Administered | | | 25,193 | -3.0% |
| December 2008 Tests Administered | 43,646 | 3.3% | 42,250 | 3.0% |
| October 2008 Tests Administered | 50,721 | 1.9% | 49,785 | 3.4% |
| June 2008 Tests Administered | 28,939 | 15.3% | 25,103 | 0.9% |
| 2008–2009 YTD Tests Administered | 123,306 | 5.3% | 142,331 | 1.6% |
| Fall 2008 Preliminary End of Year ABA Applicants | 82,429 | -0.4% | 82,794 | -5.1% |
| Fall 2008 Preliminary End of Year ABA Applications | 529,443 | 2.8% | 514,801 | -2.5% |
| Fall 2008 Preliminary End of Year Applications per Applicant | 6.4 | | 6.2 | |

Calendar

March 2009

- 2 Law School Recruitment Forum
San Francisco, CA
- 8–9 Prelaw Advisor National Council
Philadelphia/Newtown, PA
- 13 Diversity Committee
Santa Fe, NM
- 14 Services and Programs Committee
Santa Fe, NM
- 26 Grants Subcommittee
Quebec City, Quebec
- 27 Test Development and Research Committee
Quebec City, Quebec
- 28 Finance and Legal Affairs Committee
Quebec City, Quebec

April 2009

- 2-3 Electronic Services Conference
New Orleans, LA

May 2009

- 1-2 Board of Trustees
Kiawah Island, SC
- 20 Mayflower I
Washington, DC
- 21 Mayflower II
Washington, DC
- 27–30 Annual Meeting and Educational Conference
San Antonio, TX

June 2009

- 3–6 Academic Assistance Training Workshop
St. Louis, MO
- 8 LSAT Administration
- 27 Law School Recruitment Forum
Washington, DC

July 2009

- 10–11 Committee Chairs' Meeting
Sedona, AZ

August 2009

- 7–8 Board of Trustees' Retreat
TBA

September 2009

- 12–16 Newcomers Workshop
Philadelphia, PA
- 12 Law School Recruitment Forum
Miami, FL
- 26 LSAT Administration
- 29 LSAT Administration

October 2009

- 9–10 Law School Recruitment Forum
New York, NY
- 12 Law School Recruitment Forum
Boston, MA