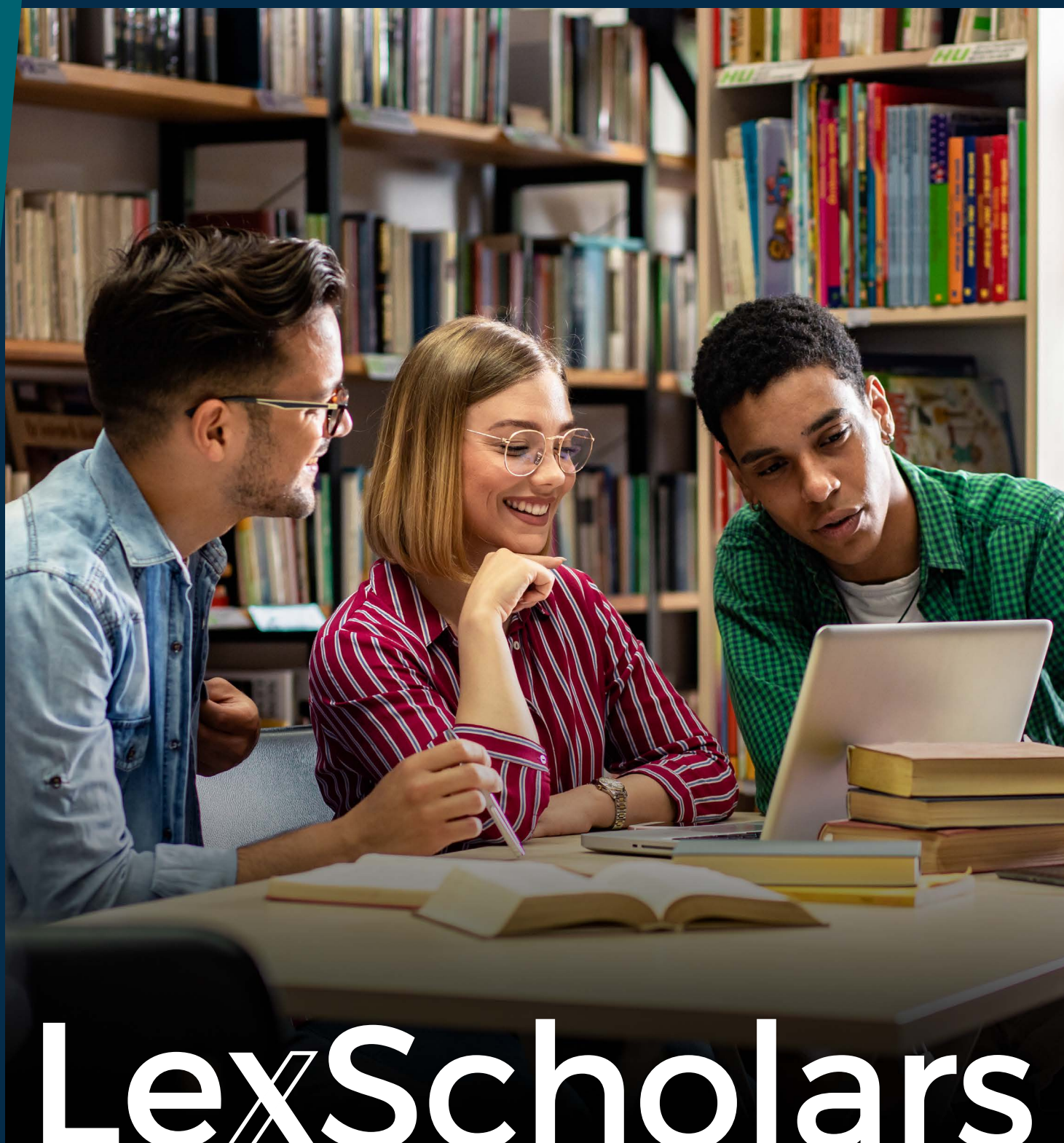




LexScholars

by AccessLex®

2026

Research Study:
Five-Year LexPreLaw Retrospective



Acknowledgements

This report was prepared through the collaborative efforts of the following members of the AccessLex Institute Center for Legal Education Excellence® team:

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This report is dedicated to the memory of Tanya West, whose commitment to the hopes and dreams of LexScholars participants will live on through their successes.



LexPreLaw Impact At-a-Glance (2020-24)

1,002 participants

80% underrepresented socioeconomic backgrounds

92% underrepresented racial/ethnic background

75% both underrepresented racial/ethnic and socioeconomic backgrounds

315

law school offers received by participants



157

participants received at least **one admission offer**

185

law school scholarship offers received by participants



109

participants received at least **one scholarship offer**

53

law school graduates to date

Introduction

LexScholars by AccessLex® was launched in 2020 as a five-year research study, premised on learning more about effective strategies for improving law school admission outcomes among people belonging to underrepresented racial, ethnic, and socioeconomic groups. The study, which took place 2020-24, offered programmatic support and resources to more than 1,000 aspiring lawyers seeking law school admission. At inception, LexScholars consisted of a single eponymously named program. Since then, a research study premised on preparing underrepresented people for the rigors of law school (LexPostBacc) has been added under the LexScholars umbrella, and the initial program has been renamed LexPreLaw.

LexPreLaw is targeted at people who are interested in beginning their law school studies within two years, namely college juniors, seniors, and graduates. The study focused on addressing common challenges faced by underrepresented applicants, including limited insight into the law school admission process and limited access to comprehensive Law School Admission Test (LSAT) preparation.

LexPreLaw is rooted in three guiding principles:

- Much of what determines law school success falls beyond the predictive power of standardized tests.
- Targeted and comprehensive support can increase the odds of law school admission for those with lower test scores and GPAs.
- Rigorous program evaluation is essential to maximizing the effectiveness of pathway programs.

This report examines the experiences and outcomes of the first five cohorts of LexPreLaw participants. Findings and discussion are organized using the Context, Input, Process, and Product (CIPP) evaluation framework.¹ We begin with an overview of program context, establishing the need for legal education pathway initiatives and identifying the specific barriers disproportionately faced by law school applicants belonging to underrepresented racial, ethnic, and socioeconomic groups.

Next, we describe the approaches taken by LexPreLaw to respond to the needs of its target population. We then summarize program implementation and evaluate the degree to which program components were accessed, utilized, and effective. Key program outcomes – including participant LSAT score change, application cycle persistence, the receipt of admission offers and scholarships, and the monetary value of the latter – are described. We conclude with a set of best practices for law school pathway program efforts, particularly those serving aspiring lawyers who may not gain admission without robust and comprehensive interventions.

Context: The Legal Profession and Law School

The legal profession is one of the least diverse professions in the U.S. While the population of non-White lawyers grew from 14% in 2020 to 21% in 2025,² Black and Latine populations remain significantly underrepresented in the profession.³ Black and Latine individuals account for 13.7% and 20% of the U.S. population, respectively, but represent just 4.9% and 5.9% of all lawyers.⁴ The legal profession also lacks socioeconomic diversity, with affluent and continuing-generation students over-represented among lawyers, and particularly among those who end up working in prominent and often lucrative roles, such as large law firm partners and important positions within government (e.g., attorneys general, prosecutors).⁵

The most significant drivers of underrepresentation in the profession are disparities in law school admission rates. Generally, an aspiring lawyer must earn a law degree from an accredited law school to be eligible for admission to a jurisdictional bar. Therefore, the composition of law schools has a direct influence on the composition of the legal profession.

Since 2020, law student enrollments have grown increasingly diverse,⁶ but people of color remain underrepresented. Enrollment disparities are most pronounced among students who identify as Black and/or Latine/Hispanic, who comprised 34% of the nation's population in 2025,⁷ but only 22% of law students in the same year.⁸ Law school applicants who identify as Black are the least likely of all racial groups to receive an offer of admission to any law school; just 41% did so during the 2024-25 cycle.⁹ The admission rate for applicants who identify as Latine was higher, at 53%, but still noticeably lower than the overall admission rate of 65%.¹⁰ While socioeconomic backgrounds of law students are not systematically tracked, the limited evidence we have suggests that applicants from socioeconomically disadvantaged backgrounds are also less likely to gain admission and are also underrepresented among law students.¹¹

The causes of the lower admission rates among people of color, particularly applicants who identify as Black or Latine/Hispanic, and applicants from socioeconomically disadvantaged backgrounds, are numerous and interwoven. LexPreLaw is designed to address the following:

1. Unequal access to high-quality LSAT prep materials.

The primacy of LSAT scores in law school admission is hardly disputed. Like other standardized tests, the LSAT is typified by pronounced racial and ethnic disparities in average scores.¹² Data show pervasive disparities: the average score among test-takers who identify as Black is 145, which is 11 points lower than the average among test-takers who identify as Asian (156) and 10 points lower than those who identify as White (155). The average among students who identify as Latine/Hispanic is 147; The averages among test-takers who identify as American Indian, Alaskan Native, Native Hawaiian, or Pacific Islander is 148.¹³ Performance on standardized tests, including the LSAT, depends significantly on one's degree of access to high-quality preparation – the cost of such preparation materials is often a barrier for underrepresented students.¹⁴ The ability to dedicate sufficient time to preparation can be a barrier as well, given the disproportionate likelihood of significant employment or caretaking responsibilities among underrepresented students.¹⁵

2. Inadequate transparency and accessibility of information related to the law school admissions process.

There are aspects of the law school application process that may not be intuitive to all applicants. An example is the way application deadlines function at most schools. Most law schools review applications on a “rolling” basis, meaning applications are considered continuously as they are deemed eligible for review. Through this framework, earlier applicants tend to have the best odds of gaining admission while later applicants are disadvantaged by the ever-increasing scarcity of available seats in the incoming class. Without explicit knowledge of how law school application “deadlines” function, one may incorrectly assume that submission by the stated deadline would ensure full consideration. The reality is that applicants who apply later in the process are less likely to be admitted.¹⁶ This is one example of how deficient access to information can impact one’s chances of admission. Decisions about where to apply, what content to include in personal statements, and from whom to seek recommendation letters also flow from access to admission process information.

3. Significant costs associated with applying to law school.

Mandatory expenses associated with applying to law school, including LSAT registration and application fees, present a financial obligation for all law school applicants. Difficulty meeting these obligations may directly impact application strategies such as where to apply and how many applications to submit. Financial strain may also delay completion of critical, time-sensitive tasks, such as taking the LSAT and submitting applications.¹⁷ The high costs of even being considered for law school admission function to exclude applicants based on varying access to financial resources.

4. Insufficient social, emotional, and informational support for underrepresented students of color and first-generation college graduates who pursue post-secondary education.

First-generation students, who are disproportionately Black and Latine, face distinctive challenges transitioning from undergraduate to graduate school.¹⁸ As undergraduates, these students are less likely to participate in extracurricular activities that demystify the graduate school process, resulting in knowledge and experience gaps that directly affect persistence and success in the application process.¹⁹ First-generation students and underrepresented students of color also experience more acute stress in educational contexts in general, and may lack access to social and informational support that foster positive experiences while pursuing academic goals.²⁰ In a recent survey of LSAT takers, first-generation college graduates were 60% more likely than continuing-generation students to report having no one to rely on for advice or information about the law school application process.²¹ This differential access to intangible, but impactful, resources creates significant, often subtle barriers that impede progress toward academic and professional goals.

5. Increased need for pathways explicitly dedicated to the educational advancement of racially and ethnically underrepresented students.

The current social and political climate in the United States has resulted in systematic erosion of initiatives that promote equitable access and success of racial and ethnic groups in educational settings. *Students for Fair Admissions v. Harvard* limited the circumstances in which admissions offices can consider applicant race or ethnicity in the admission process. While outside the purview of the case, other initiatives premised on inclusive student success have come under greater scrutiny, with many schools opting to significantly limit the scope of programs or eliminate them completely.²² Considering the positive impact of student diversity on student outcomes,²³ admissions offices may come to rely heavily on pathway programs, like LexPreLaw, to identify talented and motivated students who will make significant contributions to the law school learning environment.

Input: Program and Evaluation Design

LexPreLaw is designed to support participants' persistence and success in the law school application process by providing free high-quality LSAT prep, admissions counseling, financial assistance, and additional informational resources. The program seeks to: 1) identify talented and motivated aspiring lawyers from underrepresented backgrounds; and 2) address significant and disproportionate barriers they face while seeking law school admission. Program design assumes that participants will be largely successful in law school once they get there, if they can get there. Accordingly, the program focuses on the most critical points of intervention.

A key feature of the LexPreLaw program design involves differentiated treatment of program participants. Differential treatment facilitates a quasi-experimental approach to program evaluation, which allows program administrators to observe the impact of discrete interventions. Upon selection into the program, participants are assigned to one of three treatment groups:

Table 1. Overview of LexPreLaw Program Groups

Program Group	Resource(s) Provided
Admission Counseling (AC) Group	Admission Counseling, LSAT Prep, Financial Assistance
LSAT Prep (LP) Group	LSAT Prep, Financial Assistance
Financial Assistance (FA) Group	Financial Assistance

Within each program group, participants received differentiated exposure to financial assistance during the cycle, allowing the evaluation team to further define favorable impact of program interventions. While all LexPreLaw participants were offered financial assistance of some kind, typically a gift card for participating in program evaluation activities (e.g., monthly survey). Some participants were eligible for a cash reward for taking the LSAT and

completing law school applications by certain stipulated dates. The cumulative maximum an individual could earn during the program was \$600.

Table 2. Description and Administration of Financial Incentives

Incentive	Description	AC Group	LP Group	FA Group
Response	Gift card for submitting a monthly survey regarding law school application process, used for program evaluation	\$25/Survey	\$25/Survey	\$50/Survey
Behavioral	Cash reward for taking the LSAT, requesting LORs, and submitting at least five law school applications by the end of December (\$300) or the end of January (\$150)	Half of all participants, randomly selected	Half of all participants, randomly selected	N/A

AC and LP Group participants received a full-length online LSAT course administered by Kaplan Education. The course consisted of 28-32 hours of online, synchronous live instruction, and access to supplemental resources. The synchronous instruction took place over six to seven weeks, while access to the supplemental sources lasted roughly 12 months.²⁴ AC and LP Group participants were also invited to join a private LinkedIn group where members received timely and relevant information related to the law school application process and legal education broadly. Additionally, these participants were able to schedule 30-minute meetings with program staff, as needed, to receive guidance and support navigating the program and connecting with additional resources.

Participants in the AC Group also received access to comprehensive admission counseling services for a 10-month period, spanning the beginning of the application season in early fall through when law schools are expected to have communicated all their admission and scholarship decisions. Admission counselors provided highly personalized support by conceptualizing and drafting personal statements, resumes, diversity statements, and application addenda. Counselors also helped participants devise application strategies with timeliness, financial circumstances, and career goals in mind. Lastly, counselors provided encouragement and served as sources of structured accountability to AC Group participants.

The Financial Assistance (FA) Group functioned as a comparison group for the purposes of program evaluation; while this group did receive cash payment for completing program evaluation activities, they were not exposed to any other elements of LexPreLaw programming. FA Group participants are generally not included in data and figures reported below, except when noted.

Program Eligibility and Selection. The program application opened in March each year and was preceded by two to three months of coordinated promotion, including an email campaign among stakeholders currently affiliated with AccessLex; a live informational webinar; and print and digital advertisement. A link to the program application was posted on the LexPreLaw webpage and could be completed by anyone. All applicants considered

for selection met the following eligibility requirements:

1. Declared intention to pursue admission in the upcoming admission cycle;
2. Possessed a bachelor's degree or would receive a bachelor's degree by August of the following year;
3. Had not previously enrolled in a J.D. program at an ABA-approved law school;
4. Had not scored higher than the 25th percentile on the LSAT; and
5. Identified as a member of a racial, ethnic, or socioeconomic group that is underrepresented among law students.²⁵

Applicants provided their undergraduate transcript and LSAT Score Report to confirm their eligibility for the program. Once eligibility was confirmed and an application was considered complete, applicants were offered a program slot on a “first-come, first-selected” basis²⁶ and assigned to a program group. Selected applicants were slotted into the AC Group first, then the LP Group, and then the FA Group. Applications were reviewed by program staff on a rolling basis starting in April. The application link remained open to the public until all available program slots were filled.

Evaluation Design. Program evaluation is a core component of LexPreLaw. While programmatic components have extended resources to more than one thousand study participants, ongoing and rigorous evaluation helps extend impact through applied insights across various AccessLex projects, including the development of new programs, grant funding opportunities, and additional essential support services.

Multiple data collection instruments were employed each year to monitor and evaluate LexPreLaw program implementation and impact. Short descriptions of evaluation data sources are presented in Table 3.²⁷ Program evaluation activities reflect the quasi-experimental design embedded in program design and were guided by these evaluation questions:

- To what extent did LexPreLaw meet the needs of the targeted population?
- What impact does LexPreLaw components have on application process knowledge and behaviors?
- What impact does LexPreLaw have on key outcomes, including participant LSAT score change, application cycle persistence, the receipt of admission offers and scholarships, and the proportional value of scholarship offers?
- What participant characteristics and factors are associated with favorable program engagement?
- What participant characteristics and factors are associated with favorable program outcomes?

Table 3. Description of Program Evaluation Data Sources

LexPreLaw Application	Provided demographic and background information
Pre/Post-Intervention Assessment	Delivered before and after interventions to capture personal and professional obligations, knowledge about the law school admission cycle and financing law school, and perceived social and informational support
LSAT Prep Course Data	Course attendance, assignment, and practice test completion
Admission Counseling Data	Admission counseling task completion
Monthly Reports	Monthly submissions from participants regarding taking the LSAT, submitting applications, and receiving admission and scholarship decisions

Process: Program Implementation

LexPreLaw was designed to administer three key program components – LSAT prep, individualized admission counseling, and financial assistance – and provide social and informational support through multiple touchpoints with program staff. Engagement in each program component was meticulously documented each year, and formative analysis informed program planning. We discuss implementation of and engagement with each program component below and provide summary statements pertaining to the extent to which program components met participants’ needs.

Participant Profile. LexPreLaw enrolled 1,002 aspiring lawyers in its first five years of programming.²⁸ Ninety-two percent (92%) of program participants identified as members of a racial or ethnic group that is underrepresented in legal education. Sixty-nine percent (69%) reported receiving Pell Grants while in undergrad. Twenty-eight percent (28%) reported being a first-generation bachelor’s degree graduate. The median age of participants was 26. Seventy-nine percent (79%) identified as women. Seventy-eight percent (78%) maintained full-time employment. Seventy-four percent (74%) reported responsibilities as parents or caregivers. The median undergraduate grade point average (UGPA) among participants was 3.25. The median (highest) LSAT score percentile upon application to the LexPreLaw was 11. LexPreLaw capped participant eligibility at the 25th percentile.

Financial Assistance Disbursement. Financial assistance during the program was provided through monetary incentives in two ways:

First, participants received Amazon.com Gift Cards for participating in evaluation activities, such as monthly reporting. Monthly reporting opportunities enabled evaluation staff to monitor participant engagement, track progress on application tasks, and collect program feedback. Participants qualified for gift cards for submitting monthly reports on time. Depending on program group and year, gift card amounts were either \$25 or \$50. There were also some participants asked to submit monthly reports without the prospect of receiving a gift card.

Second, half of the participants were selected at random to receive a cash incentive for earlier completion of application process tasks. This timing incentive sought to capitalize on data indicating that applicants who finished tasks earlier in the admission cycle were more likely to receive admission and scholarship offers.²⁹ Among selected participants, those who took the LSAT and applied to at least five law schools before December 30 received \$300, or \$150 if they completed these tasks between December 30 and January 31.

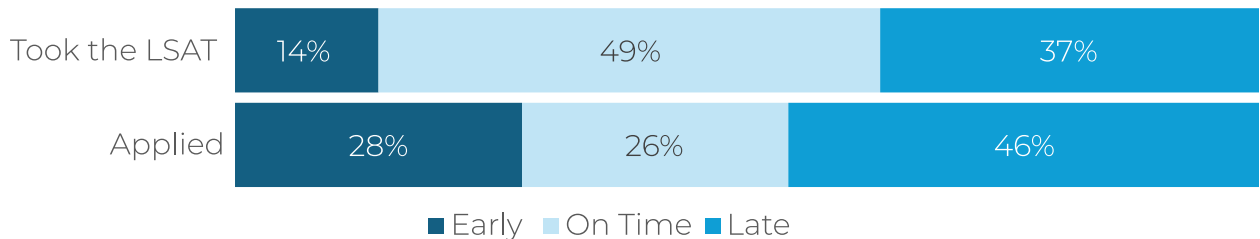
Both incentive types were effective. LexPreLaw participants who received greater monetary incentives demonstrated more consistent report submission. Additionally, the prospect of a timing incentive was associated with earlier LSAT attempts, earlier submission of law school applications, and the submission of more applications.

Figure 1. LSAT and Application Timing by Incentive Status (2020-25)

Offered Timing Incentive



Not Offered Timing Incentive



LSAT Prep Course Engagement. LSAT prep course engagement was observed through three indicators: synchronous course attendance, asynchronous assignment completion, and practice test completion. The average rate of live course attendance among LexPreLaw participants exceeded the average among all students taking similar Kaplan courses. LexPreLaw participants attended a median of 75% of class sessions offered, while the average Kaplan consumer attended just under 60% of class sessions.³⁰ These findings demonstrate both the commitment of LexPreLaw participants to achieving their goals, and the efficacy of cohort-based programs in promoting sustained engagement during the law school application journey.

Table 4. LSAT Prep Course Engagement by Program Year

Year	Attendance (median)	Assignments (median)	Prep Tests (median)	Participant Count
2020	75%	17	3	190
2021	75%	13	2	215
2022	69%	10	3	167
2023	75%	10	3	151
2024	75%	7	4	167
Overall	75%	10	3	890

Asynchronous engagement with LSAT prep resources – including course assignments and practice tests – varied across program cycles. Median figures indicate that participants completed one to two assignments independently per week of class, as well as three practice exams throughout the preparation period. Kaplan instructors recommend a minimum of two practice exams as part of a comprehensive preparation strategy: one diagnostic exam and another administered near the conclusion of course instruction.³¹ While Kaplan does not prescribe a specific number of assignments, instructors suggest that students devote approximately two hours each week to assignments, selecting asynchronous assignments based on their learning preferences, strengths, and weaknesses in different test areas.³²

Assignment completion declined over the five-year period, mirroring a similar trend among Kaplan's broader consumer base during the same timeframe.³³ Kaplan leadership attributed this shift to an increased emphasis on practice exams, viewed as the second most important contributor to LSAT success after live course attendance. LexPreLaw participants appear to have responded to this change in emphasis: assignment completion declined while completion of prep tests rose.

The types and duration of assignments vary considerably, complicating efforts to interpret LexPreLaw participants' asynchronous engagement. Some resources employ gamification, while others consist of drill or practice questions modeled after LSAT exam formats. Other "assignments" are instructional videos. Assignment completion times range from as little as five minutes to significantly longer periods, depending on the activity.

Subgroup Differences in LSAT Prep Course Engagement. Participants in the AC Group demonstrated higher engagement with both aspects of the LSAT preparation course, particularly the asynchronous components. This trend is likely indicative of selection bias and the greater overall engagement of program staff in the day-to-day experience of AC Group participants. Individuals in this group were the earliest program applicants each year, frequently submitting their program application on the day the form launched, and

thus may be those most highly motivated to remain engaged and achieve success year after year. Ongoing, individualized support from admission counselors likely also helped AC Group participants stay engaged in all program activities, including the LSAT prep course, and remain on track to complete important application process activities.

Table 5. LSAT Prep Course Engagement by Subgroup (2020–25)

Subgroup	Median Course Attendance	Median Assignments Completed	Median Prep Tests Completed	Participant Count (n)
Admission Counseling (AC) Group	68%	13	4	275
LSAT Prep (LP) Group	65%	10	2	615
Began Course Before Aug. 1	75%	12	3	732
Began Course After Aug. 1	67%	6	3	157
First-Time Participants	75%	12	3	790
Repeat Participants	58%	6	3	100

Across all years, participants who enrolled in the course earlier in the summer (prior to August 1) also exhibited greater overall engagement with the LSAT prep course compared to those joining later in the summer. This finding provides some insight into optimal timing for participant selection and enrollment into an LSAT prep course, to ensure program participants remain on track to perform their best. Additionally, first-time attendees were significantly more engaged in LSAT prep resources than repeat participants. This latter trend was evident from the program’s second year onward and influenced how returning participants were chosen – starting in 2023, returning participants were not placed in the selection queue until July 1 each summer, ensuring first-time participants preferential access to the program.

Admission Counseling Engagement. Admission counseling services were administered through a structured sequence of tasks, each with a designated deadline. The sequence and deadlines were premised on positioning participants for early or on-time submissions of required application materials. Participants submitted draft materials (e.g., personal statements, resumes, addenda) to admission counselors who then provided feedback and suggestions, often across multiple rounds. The intended result was a set of cohesive and well-written application materials that reflected the strengths and uniqueness of each participant. Additional tasks included drafting a list of target schools, identifying and contacting potential recommenders, applying for LSAC and application fee waivers, taking the LSAT, and ordering undergraduate transcripts.

Table 6. Admission Counseling Engagement by Program Year

Program Year	Median Tasks Completed on Time	Median Tasks Completed Total
2020	35%	80%
2021	30%	65%
2022	40%	85%
2023	44%	69%
2024	45%	64%
Overall	39%	72%

Admission counseling task completion rates vary across program cycles, with an overall average completion rate across all years of 72%. Tasks most frequently not completed by participants involved second and third reviews of application materials, including personal statements, resume, and optional statements/addendum. The gradual decline of total task completion during the five-year period is confounding, especially because selection criteria were modified over the years to, in theory, funnel the most motivated applicants into the AC Group.³⁴

Among the best predictors of task completion was participant gender and UGPA. Women tended to complete more admission counseling tasks than men, as did participants with higher UGPAs. These findings remain inconsequential for program eligibility and selection but do provide insights that could inform future program design.

Admission counseling services were provided by a single third-party organization. LexPreLaw benefited from the stability and continuity of this working relationship. Across program years, collaboration and communication between AccessLex staff and the service provider were tweaked and enhanced where deemed necessary by experience or emerging needs. At the conclusion of each cycle, LexPreLaw participants were asked to provide perceptions about the quality, relevance, and effectiveness of the admission counseling services. Participant feedback was highly positive each year. AC Group participants also consistently reported greater feelings of support throughout the program compared to other program groups.³⁵ Feedback for improvement most often related to slower-than-anticipated counselor response times to draft materials, as well as participant desire for more individualized guidance on their application materials.

Additional Engagement Indicators. Program staff maintained a private LinkedIn group where current and past LexPreLaw participants received timely and relevant information, encouragement, and resources. The number of group members grew from just a few dozen in the first year to over 700 five years later, representing almost three-quarters of all participants served during the five-year span. Group engagement was generally passive. Fewer than 25%

of group members ever contributed to or engaged with posted content, which is higher than average engagement with education-oriented LinkedIn pages.³⁶

LexPreLaw participants were asked to indicate any AccessLex resources and services they accessed during the program cycle. The LinkedIn page was the most frequently accessed resource, with 53% of respondents utilizing it. AccessLex-hosted webinars were attended by 42% of respondents, and various financial tools – including the AccessLex Law School Scholarship Databank, AccessLex Student Loan Calculator, and MAX Pre-Law by AccessLex® – were accessed by between 38% and 41% of respondents. These findings reflect the utility of the webinar format for resource sharing, and the determination LexPreLaw participants bring to financing their professional hopes and dreams.

Table 7. Top AccessLex Resources Accessed by Participants (2020–24)

AccessLex Resource	Participants (%)
LexScholars LinkedIn Page	53%
AccessLex Webinar	42%
AccessLex Law School Scholarship Databank	41%
AccessLex Student Loan Calculator	39%
Max Pre-Law	38%
Total Participants	792

In response to participant feedback during early program cycles, Office Hours were introduced in 2023. Office Hours took the form of 30-minute meetings between individual participants and program staff. The purpose of Office Hours was to give participants an opportunity to discuss relevant topics, such as the law school application process and ways to maximize their LexPreLaw experience. Meeting slots were assigned based on scheduling availability at the time a participant sought a meeting. In 2024, 32% of participants utilized Office Hours services. Program staff held an average of two sessions per week, with the capacity to host up to seven per week. Office Hours were available exclusively to LP participants and were not expanded to include AC or FA participants.

Product: Program Impact

The goal of LexPreLaw interventions was to increase the chances of participants receiving law school admission and scholarship offers. Sub-goals included encouraging participants to take the LSAT at least once, increasing the LSAT scores received, increasing participant application process knowledge, and fostering early engagement with the admission process. We examined the extent to which LexPreLaw accomplished these goals and how impact varied across participant subgroups.

LSAT Score Outcomes

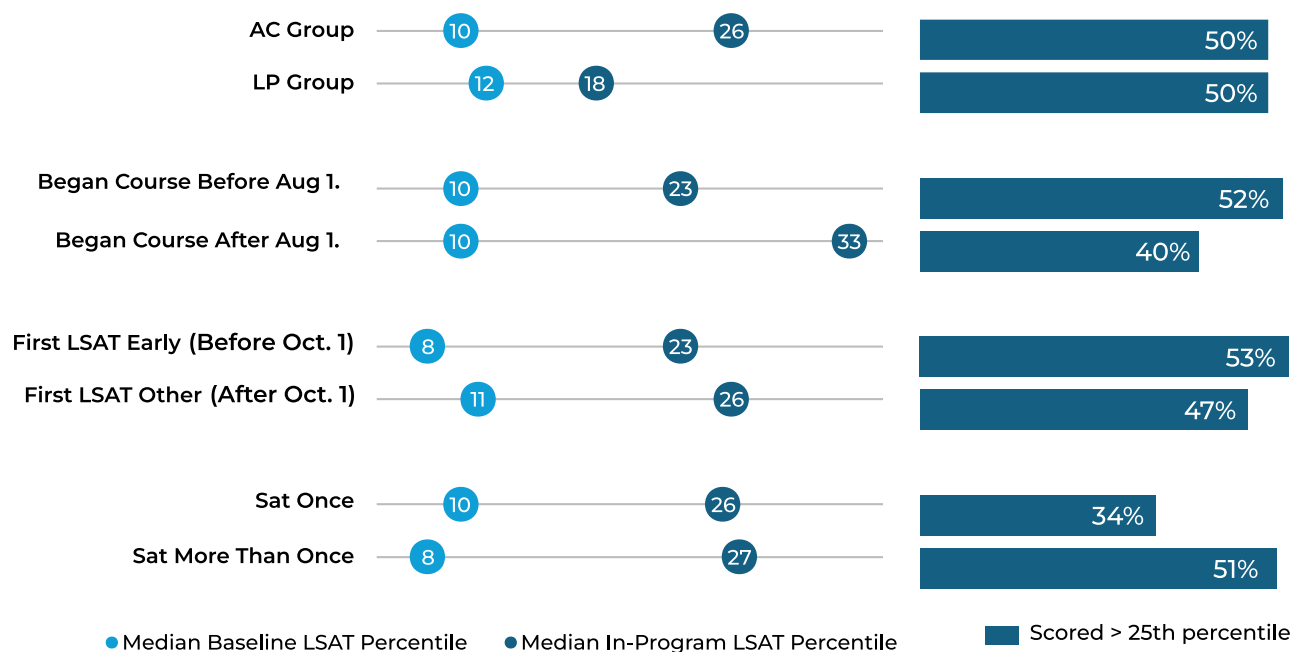
Forty-one percent (41%) of participants took the LSAT at least once during the program. Forty-seven percent (47%) of AC Group participants took the LSAT, the highest proportion among all participant subgroups.³⁷ This trend is likely the result of some combination of selection bias and the effects of the admission counseling intervention. As explained earlier, AC Group participants were the earliest applicants to LexPreLaw, suggesting an intense desire to maximize the program benefits. Also, AC Group participants were exposed to comprehensive admission counseling, which included advisement, encouragement, and accountability regarding taking the LSAT.

The likelihood of taking the LSAT was not related to any other explored participant factor, including background (e.g., gender, age) or their score on a future-lawyer identity prominence assessment that AccessLex administered.³⁸ In fact, no explored participant factor meaningfully predicted whether someone would ultimately sit for the LSAT. LexPreLaw participants enter the program in early summer with demonstrated interest in law school, but the ability to sit for the LSAT may depend more on practical conditions – such as time, finances, caregiving responsibilities, work obligations, and one’s sense of readiness – than on demographic characteristics or the salience of a future-lawyer identity. In this context, failure to take the LSAT should not be interpreted as lack of motivation or diminished commitment, but as evidence that aspiring law students from underrepresented backgrounds may face barriers that interrupt progress even after they have taken meaningful steps toward accomplishing their goals.

LSAT score outcomes were observed using three indicators of performance: highest LSAT score percentile, change in LSAT score percentile, and whether a participant ultimately scored above the 25th percentile after re-taking the exam.³⁹ The 25th percentile is significant because law school applicants with LSAT scores at the 25th percentile or higher are admitted to law school at disproportionately higher rates than applicants with lower scores.⁴⁰ In pursuit of maximum impact, LexPreLaw participation is limited to people with pre-program LSAT scores at the 25th percentile or below.

The median highest LSAT score percentile among those who retook the exam was 26. The median score improvement was 18 percentile points, and 50% of all participants scored above the 25th percentile during the program. AC Group participants and participants who took an LSAT before October 1 attained the highest scores and experienced the largest percentile increases.

Figure 2. LSAT Score Outcomes of LexPreLaw Participants (2020-25)



While many LexPreLaw participants' scores remain modest even after improvement, a subgroup of participants each year scored many percentile points higher than group medians, improving their scores dramatically (at least 30 points) from the sub-25th percentile starting point of all LexPreLaw participants. The median score improvement among this subgroup of participants (n = 36) was an impressive 40 score points. Most of these participants retook the LSAT just once, meaning their improved score was likely due to their access to high-quality test preparation rather than repeated exposure to the exam. These major swings in LSAT performance observed among dozens of participants over five years represent a vast amount of untapped potential that is obscured by the high cost of accessing quality test preparation.

Participants benefited from beginning their LSAT course earlier, taking their first during-program LSAT before October 1, and taking the LSAT more than one time during the program. Participants who exhibited these behaviors tended to earn higher scores and improve by more percentile points than other participants. They were also more likely to score above the critical 25th percentile.

Predicting LSAT Score Performance. Correlation analysis showed that LSAT prep course engagement of any kind (synchronous or asynchronous modalities) did not consistently predict LSAT performance. When any relationship was found, it was either very weak or appeared only in one or two program years. Because LSAT prep engagement took multiple forms, we also explored whether a composite engagement index would provide additional insight beyond the individual indicators of course attendance, assignment completion, and prep test completion. The index incorporated all three indicators into a single overall measure

of engagement. Results using the index were substantively unchanged from those reported above: higher overall engagement scores did not consistently predict LSAT outcomes in a way that differed from or strengthened the findings based on individual engagement indicators.

There are several possible reasons for these mixed results. First, course engagement, as measured by class attendance and assignment and prep test completion, does not fully capture what it means to study effectively or sufficiently. An individual may be present for every course session without actively engaging in the material. Similarly, one might complete multiple practice tests but neglect the essential process of reviewing incorrect responses to identify specific areas of misunderstanding.

Furthermore, LexPreLaw is based on the principle that the LSAT fails to capture the extensive potential, commitment, and professional value of individuals who may not perform well on standardized assessments. In fact, history suggests that many standardized exams (including the LSAT) primarily function to systematically limit access to educational and professional experiences for certain individuals.⁴¹ We surmise that commercial LSAT prep courses – including the structure, design, and delivery of curriculum – may inadvertently reify the nature of standardized testing, resulting in a course experience that may not correlate with improved performance on test day.

Nonetheless, the program offers test prep to help participants have the best chance at law school admission, given the prevalent use of LSAT scores in the law school admission review process. Further complicating our effort to observe the relationship between LSAT preparation and LSAT outcomes is the wide variance in teachers and testing environments to which participants were exposed. Assessing this relationship will remain difficult as the program prioritizes flexible access to interventions over controlled conditions for measurement.

Repeat Participants. Roughly 12% of participants from the second cycle onward were program repeaters. Repeat participants engaged less in LSAT prep course components in subsequent years of participation, likely reflecting more selective use of program resources while maintaining persistence toward career goals. The LSAT sit rate followed a similar pattern: 38% of eventual repeaters took the LSAT during their first year in the program, compared to 23% during their second year and 33% during their third. The decline in sit rate from first to second year may reflect that returning participants are not beginning from the same place as new participants; some may have already taken the LSAT, may be reassessing timing or readiness, or may be navigating the same external constraints that contributed to their delayed admission progress in the first place. The modest rebound in the third year, though based on a small group of participants, suggests that persistence may eventually translate back into action when participants' circumstances, preparation, or confidence become better aligned with taking the exam. Repeated participation in LexPreLaw itself remains a marker of resilience and commitment. As discussed later, favorable admission outcomes do surface for many program repeaters, suggesting that for some participants, progress toward law school admission unfolds over a longer timeline.

Table 8. LSAT Prep Course Engagement and LSAT Sit Rate by Program Repeaters

	Median Course Attendance	Median Assignments Completed	Median Prep Tests Completed	LSAT Sit Rate	n
Repeaters in Their First Year	75%	12	2	38%	87
Repeaters in Their Second Year	50%	7	3	23%	87
Repeaters in Their Third Year	63%	6	2	33%	12

Application Process Engagement

Forty-two percent (42%) of LexPreLaw participants submitted at least one law school application during their program cycle. Forty-six percent (46%) of AC participants submitted at least one application, compared to 40% of LP participants. The median number of applications submitted by AC participants was five, compared to four among LP participants.

Table 9. Application Process Engagement (2020–25)

	AC	LP	AC + LP	FA
Overall Application Rate	46%	40%	42%	44%
Median Applications Submitted	5	4	4	6
Applied Early (before Dec. 1)	46%	32%	37%	32%
Applied On Time (between Dec. 1 and Feb. 1)	24%	28%	26%	25%
Applied Late (after Feb. 1)	30%	40%	37%	44%

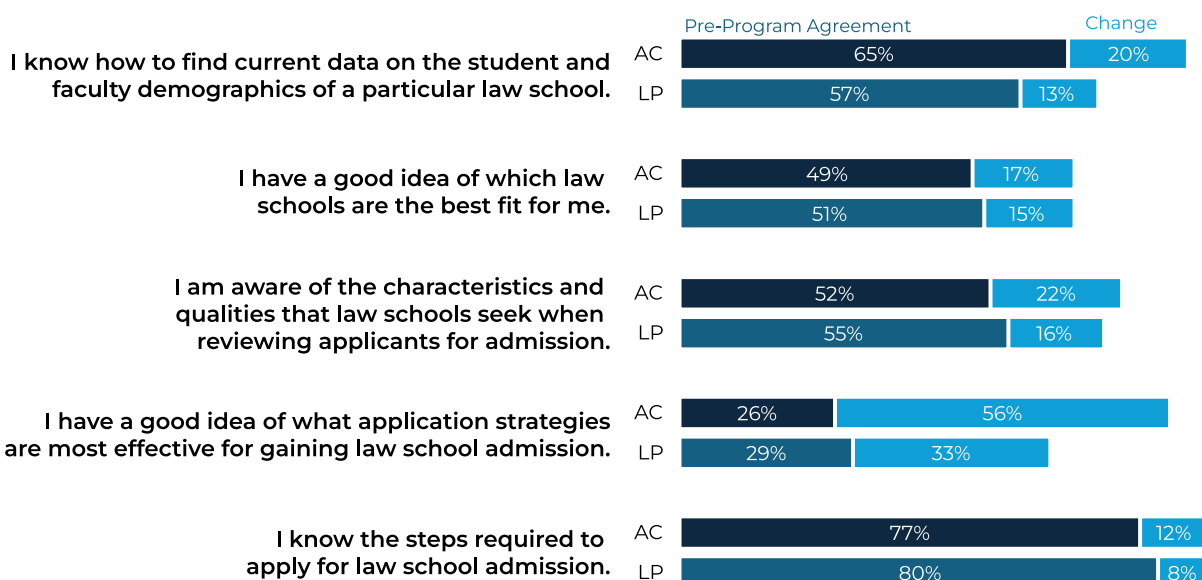
Thirty-seven percent (37%) of LexPreLaw participants submitted applications before December 1. Forty-six percent (46%) of AC participants exhibited this form of early engagement, compared to 32% of LP participants. These comparative trends again reflect the individualized guidance and encouragement received by the AC participants.

Among the 58% of LexPreLaw participants who did not submit at least one application in their respective cycle, 60% cited challenges related to work, health, family, or financial circumstances. This equates to 35% of all participants having to delay, if not abandon, the pursuit of law school admission for reasons unrelated to their ambitions or ability. For many of those who do not apply within their program year, achieving success involves a multi-year effort where sustained persistence is needed to overcome obstacles at each stage of the educational journey.

Law School Knowledge

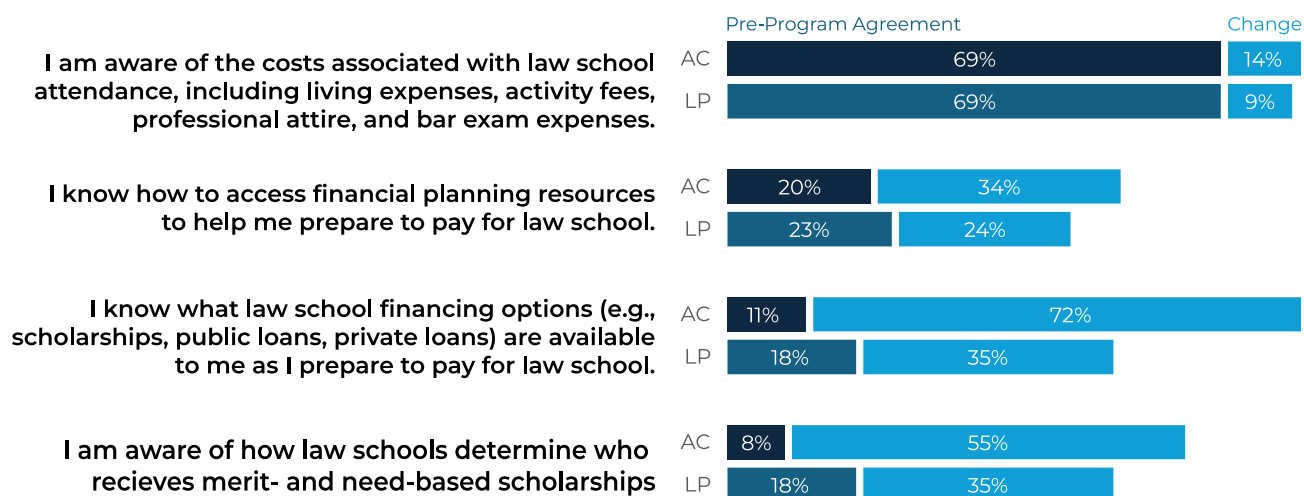
All LexPreLaw participants are members of underrepresented racial, ethnic, and socioeconomic groups, which often means they have had fewer opportunities to gain important knowledge about law school and the admission process. To evaluate the extent to which LexPreLaw participants benefited from relevant program support, we monitored changes in participant knowledge of the law school application process and law school financing. In almost every case, AC Group participants reported larger increases in knowledge of key aspects of the law school application process compared to LP participants.

Figure 3. Participants' Change in Application Process Knowledge (2020-24)



Participants in the AC Group also consistently reported larger increases in knowledge of key aspects of law school financing compared to LP participants.

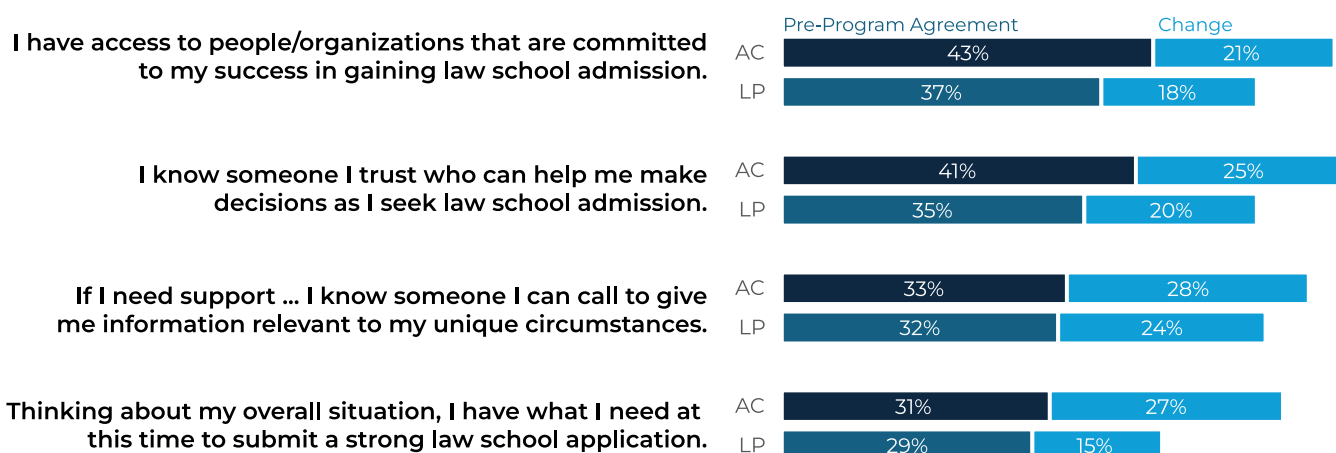
Figure 4. Participants' Change in Law School Financing Knowledge (2020-24)



Informational Support

To further evaluate the extent to which LexPreLaw participants benefited from relevant program support, we monitored changes in agreement with four support-related statements. Accessible informational support can be a key factor for students' persistence and success in academic settings. AC Group participants also showed larger increases in agreement with all four support-related statements. These findings provide strong evidence for the positive impact of proactive and personalized support for law school candidates from underrepresented backgrounds.

Figure 5. Participants' Change in Sense of Support (2020-24)



Admission and Scholarship Offers

Across all five years of the program, admission rates of AC and LP Group participants were comparable. Participants who applied early or on time to law school – meaning by the end of January – were more likely to be admitted than those who applied later in the admission cycle. The most dramatic differences in admission outcomes are observed between those who did and did not score above the LSAT 25th percentile on retake. These findings affirm this LSAT score threshold as a critical benchmark for improving the odds of law school admission.

Table 10. Admission Rate of LexPreLaw Program Groups (2020–25)

	Overall Admission Rate
AC Group	38%
LP Group	37%
Applied Early (before Dec. 1)	44%
Applied On Time (between Dec. 1 and Feb. 1)	39%
Applied Late (after Feb. 1)	29%
LSAT < 25th Percentile	21%
LSAT ≥ 25th Percentile	72%

Scholarship outcomes were comparable across program groups in terms of overall rate of receipt (i.e., receiving at least one scholarship with an admission offer) and median percentage of tuition covered by scholarships received. Unsurprisingly, scholarship outcomes vary rather dramatically by LSAT score; the 25th percentile score again represents a critical threshold for attaining more favorable outcomes. Scholarship outcomes also varied by timing of application – early and on-time applicants were slightly more likely to receive a scholarship compared to late applicants.

Table 11. Scholarship Rate of LexPreLaw Program Groups (2020–25)

	Overall Scholarship Rate	Median Percent of Tuition Covered
AC Group	69%	30%
LP Group	68%	33%
Applied Early (before Dec. 1)	69%	29%
Applied On Time (between Dec. 1 and Feb. 1)	74%	37%
Applied Late (after Feb. 1)	61%	38%
LSAT ≤ 25th Percentile	43%	20%
LSAT ≥ 25th Percentile	84%	35%

Repeat participants. Compared to first-time participants, repeat participants in LexPreLaw achieve substantially less favorable outcomes during subsequent years of participation. These results are likely driven by differential exposure to barriers within an otherwise relatively homogeneous population. But comparing repeat participants to themselves in prior years of the program yields important patterns. Repeat participants were essentially just as likely to apply in subsequent years of the program as in their first year of participation, with increasing success in admission outcomes with each subsequent year of the program. Repeat participants submitted fewer applications overall in subsequent years of the program, perhaps reflecting a narrowing of application strategy.

Table 12. Application and Scholarship Outcomes by Program Repeaters

	Application Rate	Median Applications Submitted	Admission Rate	Scholarship Rate	n
Repeaters in Their First Year	38%	5	9%	33%	87
Repeaters in Their Second Year	34%	3	13%	75%	87
Repeaters in Their Third Year	42%	3	20%	0%	12

Scholarship outcomes among repeat participants should be interpreted with caution, particularly because the third-year group is quite small and because scholarship availability varies considerably across schools. Still, the strong second-year scholarship rate suggests that repeated participation may help some applicants refine their strategy over time, positioning

them not only for admission but also for more favorable financial aid outcomes.

Predicting admissions and scholarships. Admission and scholarship rates were relatively consistent between key participant subgroups, including between men and women and between first- and continuing-generation students. Scholarship outcomes, but not admissions, did vary by admission counseling task completion – participants who received a scholarship with their admission offer tended to complete more admission counseling tasks overall, compared to participants who did not receive a scholarship offer.

Timing factors seem to be the most consistent driver of variance in admission and scholarship outcomes. Participants who began their LSAT course earlier in the summer and sat for their first LSAT in August, September, or October were more likely to receive admission and scholarship offers.

Participants who sat for the LSAT more than once during the program were more likely to be admitted and to receive a scholarship. In addition, scholarship offers tended to be more generous.

Table 13. Admission and Scholarship Outcomes by LSAT Behavior

	Admission Rate	Scholarship Rate	Median Tuition Covered
Began LSAT Prep Course Before Aug. 1	40%	69%	33%
Began LSAT Prep Course After Aug. 1	27%	68%	25%
Took LSAT Early/On Time (First LSAT in Aug.-Oct.)	42%	74%	29%
Took LSAT Late (First LSAT Nov. or later)	34%	58%	32%
Took LSAT Once	41%	68%	32%
Took LSAT More Than Once	51%	79%	38%

Regression analysis revealed a small, positive relationship between the number of applications a participant submitted and their number of admissions ($B = .13$, $p < .001$), as well as the number of scholarships they received ($B = .09$, $p < .001$). Regression analyses also revealed a positive relationship between the number of regions that a participant applied to and their number of admissions ($B = .27$, $p < .001$), as well as the number of scholarships they received ($B = .19$, $p < .001$). Descriptive findings of this relationship are displayed in Table 14.

Figure 6. Admission and Grant Outcomes Predicted by Total Applications Submitted and Total Regions Applied to

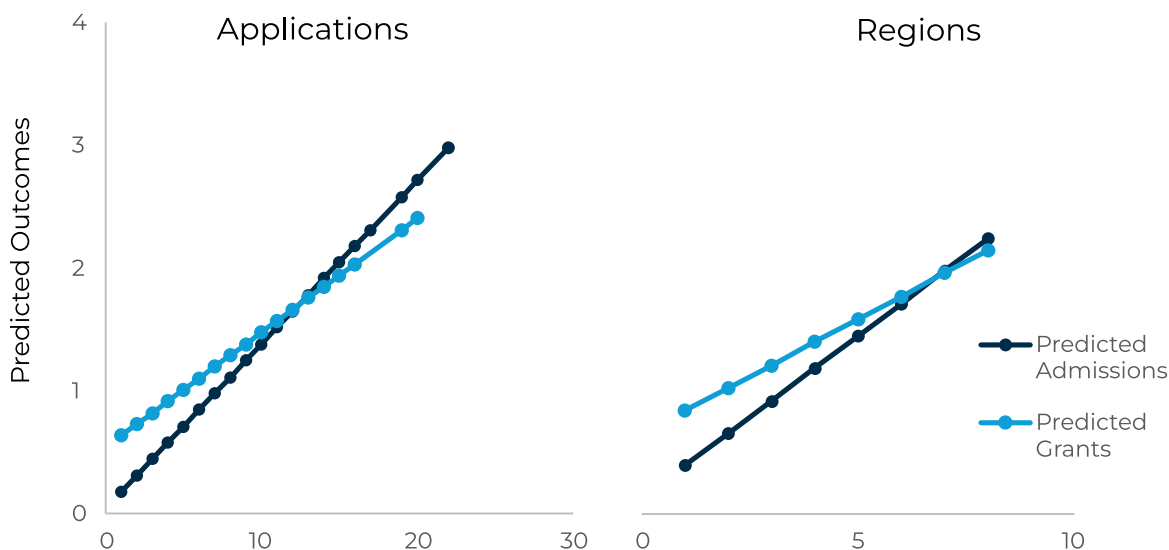


Table 14. Admission and Scholarship Rates by Application Breadth

	Admission Rate	Scholarship Rate
Submitted 1 Application	23%	63%
Submitted 2-4 Applications	24%	65%
Submitted 5 or More Applications	51%	70%
Applied to 1 Region	28%	61%
Applied to 2 Regions	38%	76%
Applied to 3 or More Regions	48%	69%

Conclusion and Recommendations

In the first five years of programming, LexPreLaw provided targeted support to a diverse community of individuals who faced significant barriers and low odds of gaining law school admission. Today, LexPreLaw alumni have been admitted to 115 different law schools and have received scholarship offers from 90. LexPreLaw alumni have gone on to matriculate at 54 law schools across the country and, as of spring 2024, some of our earliest program alumni have graduated and have successfully gained bar admission.

This five-year retrospective provides a meaningful moment to reflect on both the remarkable achievements of our participants and the wisdom we have gathered through five years of dedicated programming. Looking ahead, we reaffirm our commitment to empowering future cohorts of aspiring law students to achieve their goals despite the significant barriers they may experience. The outcomes of the past five years have equipped us with a deeper understanding of what works and where additional support is needed, as well as an even more acute passion for supporting those who access our programs. Drawing from our experience, we offer the following recommendations for future pathway program design and implementation.

Effective pathway programs are designed to deliver targeted and relevant support for a clearly defined group of students. By focusing recruitment on students who share common barriers, pathway programs may tailor their interventions to address the specific needs and capitalize on the unique opportunities of program participants. Logical consistency between program goals, activities, and expected outcomes ensures that interventions directly correspond to identified challenges, providing meaningful solutions without inadvertently perpetuating existing inequities. Ultimately, pathway programs must remain responsive and sensitive to the unique circumstances of their participants, ensuring that every element – from design to delivery – actively supports equitable access and success.

Effective pathway programs utilize behavior-focused interventions, operating on the understanding that participants who complete a relatively extensive program application process are already talented, motivated, and likely to succeed in law school once they get there. Rather than aiming to change attitudes or address the external circumstances in participants' lives, programming should encourage concrete behavioral changes – such as starting the application process early and broadening application strategies – that will help participants navigate their law school decision. Structured and scheduled programming that outlines a clear, transparent progression of participant activities also appears vital for participant success.

Effective pathway programs prioritize the holistic development and informed decision-making of their participants. Recognizing that even highly capable, motivated, and well-supported students may choose not to apply to law school in a given cycle or attrit from the pathway altogether, it is crucial for pathway programs and program leadership to embrace expansive definitions of success. The best pathway programs provide technical support for goal attainment and empower students to make choices that are truly aligned with their interests and circumstances. This approach ensures that pathway programs remain participant-centered, equitable, and genuinely supportive of diverse outcomes.

Effective pathway programs implement a rigorous evaluation process rooted in an established evaluation framework. LexPreLaw utilized the CIPP framework, but there are many options for consideration, including participant-led frameworks that may be particularly fruitful in pathway program contexts and with participants whose career aspirations include advocacy. Evaluation plans should be constructed from the outset of programming and carefully aligned with the program's stated goals. Evaluation activities should include gathering diverse data – qualitative, quantitative, formative, summative, and both direct and indirect measures – to provide a comprehensive view of program implementation and effectiveness. Incorporating control or comparison groups and utilizing repeated measures will enhance the reliability of impact assessments. Engaging evaluation professionals, when possible, helps to ensure data collection, management, and interpretation processes run efficiently.

Pathway programs must be flexible and responsive to the needs of the participants and the outcomes of evaluation. In the first five years of LexPreLaw, we revised selection criteria multiple times, adjusted the timing of key interventions during the summer, adapted our assessment methods, and even introduced new interventions while significantly refining existing practices, all in response to evaluation data. The result is a program that has evolved to meet its participants' needs and remain relevant in a rapidly changing environment. Program leaders who hold too tightly to the way things are or were meant to be undoubtedly stifle innovation and growth, while those who make decisions without tangible insights risk continued investment in activities that do not maximize participant and program outcomes. By modeling a growth mindset and an openness to continued learning, pathway programs can magnify their impact on their participants, legal education, and the legal profession.

Appendix A: Program Evaluation Tools and Resources

Table 15. Evaluation Activities Timeline	
Month	Evaluation Activity
March–May	Application Processing
June	Pre-Intervention Assessment
July	
August	Monthly Survey
September	Monthly Survey; Admission Counseling Data
October	Monthly Survey
November	Monthly Survey
December	Monthly Survey; Admission Counseling Data
January	Monthly Survey; LSAT Prep Course Data
February	Monthly Survey; Post-Intervention Assessment
March	Monthly Survey
April	Monthly Survey; Admission Counseling Data
May	Monthly Survey
June	Monthly Survey
July	Monthly Survey; Admission Counseling Data
August	Feedback Assessment

Full Description of Data Sources

The LexPreLaw Application

As part of their application to the LexPreLaw program, applicants provide information related to their background. This includes demographic information (e.g., race/ethnicity, gender, parent education, and Pell Grant recipient status), prior academic achievement (e.g., UGPA and standardized test scores), and any previous experience with the law school application process (e.g., previous LSAT sits and law school application submissions).

Pre/Post-Intervention Assessment

Participants are asked to complete an assessment at both pre- and post-program intervention to assess changes in characteristics because of program participation. In the pre-program assessment, information is collected regarding participants' responsibilities outside of the program and school (e.g., full-time employment status, caretaker status, whether they are employed within the legal profession, and how flexible their working hours are). The assessment also collects information concerning participants' stress levels surrounding achievement, racism, and discrimination. In 2023, participants were also asked questions regarding proactive personality, a personality type associated with goal- and action-oriented behavior.⁴² In the most recent year of the program, a growth mindset assessment was administered. Lastly, participants are asked about their knowledge of legal education and the profession, their identity as a future lawyer, and about their perceived emotional and informational support. The post-program assessment included the same measures as the pre-program assessment, save proactive personality and growth mindset.

Table 16. Pre/Post Response Rates Across All Years

	2021	2022	2023	2024	Overall
Pre-Intervention	99%	93%	98%	98%	97%
Post-Intervention	71%	51%	80%	73%	69%

LSAT Prep Course Data

At the conclusion of all LSAT prep courses, Kaplan provided a summary of participant engagement. These data included how often LexPreLaw participants attended live courses as well as information on behaviors collected outside of class, such as information on how many, if any, assignments each participant completed in addition to whether they completed any LSAT prep tests.

Admission Counseling Data

Approximately every other month, the admission counseling service provided updates on participant engagement. As part of the admission counseling service, participants were asked to complete a series of tasks which served to aid participants in submitting applications as early in the admission cycle as possible. Each task had an associated deadline, and the data transfers included how many tasks participants had completed and how many of those tasks were completed and submitted on time.

Monthly Survey

Each month during each program year, participants were asked to complete a monthly reporting survey on the first business day of every month. All participants, including the Financial Assistance Group, were sent a personalized link to the survey. Participants were asked to report their application process experiences, behaviors, and outcomes from the preceding month. Participants reported whether they took the LSAT, if they received an LSAT score from the previous month and, if so, what the score and associated percentile were. Additionally, participants reported if they submitted any applications and which schools they applied to, if they received any admission decisions and from which schools, if they received any scholarships, and if they had made a final decision regarding the law school they would attend. The form was designed to take five to 10 minutes to complete, depending on the number of updates participants had to report concerning the previous month.

The final monthly report varied from previous months. In the final monthly survey, participants were asked to report information regarding matriculation and financial aid. Specifically, participants were asked if they matriculated and to which school, as well as if they intended to enroll full- or part-time. Participants were also asked if they submitted the Free Application for Federal Student Aid (FAFSA), if they received any external funding as a result, and, finally, a breakdown of how they planned to pay for law school.

Feedback Assessment

Within the final monthly survey, participants were asked several questions regarding their experiences in the LexPreLaw program. Participants reported on their experiences within specific program components as well as their overall experience as part of the LexPreLaw program.

Appendix B: Additional Data Tables

Table 17. LexPreLaw Participant Demographics by Program Year

	2020	2021	2022	2023	2024	Overall
% Underrepresented Race and Ethnicity	94%	94%	91%	89%	91%	92%
% Economically Disadvantaged, Pell Grant Recipient	77%	81%	67%	72%	68%	74%
% Economically Disadvantaged, First-Generation College Graduate	29%	27%	26%	26%	30%	28%
% Underrepresented Race and Ethnicity and Economically Disadvantaged	75%	78%	73%	75%	74%	75%
Gender						
Women	78%	78%	80%	77%	81%	79%
Men	21%	20%	20%	22%	19%	20%
Non-Binary, Other, etc.	1%	1%	0%	1%	1%	1%
Median Age (IQR)	24 (6)	25 (9)	26 (10)	29 (12)	29 (12)	26 (10)
n	259	278	204	189	202	1132

Table 18. LexPreLaw Participant Prior Achievement by Program Year

	2020	2021	2022	2023	2024	Overall
Median Undergraduate GPA	3.20	3.30	3.26	3.29	3.27	3.25
Median Baseline LSAT Score Percentile (IQR)	11 (11)	11 (11)	11 (12)	10 (12)	11 (8)	11 (11)
% Employeed Full-Time*	-	-	70%	75%	85%	77%
% With Some or Many Family Obligations*	-	-	80%	75%	72%	75%
Repeat Participants	0%	1%	1%	20%	26%	7%
n	259	278	204	189	202	1132

*Available starting in 2022

Table 19. LexScholars' Agreement with Support Statements Across All Years by Group

		Thinking about my overall situation, I have what I need currently to submit a strong law school application.	If I need support ... I know someone I can call to give me information relevant to my unique circumstances.	I know someone I trust who can help me make decisions as I seek law school admission.	I have access to people/ organizations that are committed to my success in gaining law school admission.
First-Generation	Pre	35%	43%	46%	44%
	Post	44%	57%	61%	54%
Continuing Generation	Pre	27%	30%	34%	37%
	Post	49%	56%	56%	57%

Table 20. LSAT Sit Rate by Repeat Status and Treatment Group

	Overall
AC	47%
LP	38%
FA	37%
First-Time Participant	42%
Repeat Participant	24%

Table 21. Admission Rates by Gender and Program Year

	2020	2021	2022	2023	2024	Overall
Women	41%	41%	44%	32%	30%	37%
Men	47%	24%	21%	42%	27%	34%
Non-Binary/Other	-	-	-	-	-	50%

Footnotes

¹The CIPP model “is configured to enable and guide comprehensive, systematic examination of social and educational programs that occur in the dynamic, septic conditions of the real world.” DANIEL L. STUFFLEBEAM & ANTHONY J. SHINKFIELD, *EVALUATION THEORY, MODELS, & APPLICATIONS* 336 (2nd ed. 2014).

²See AM. BAR ASS’N, 2025 NATIONAL LAWYER POPULATION SURVEY 21, <https://www.americanbar.org/content/dam/aba/administrative/news/2025/2025-natl-lawyer-population-survey.pdf>.

³In 2025, 42.7% of the U.S. population identified as Black or Latine. See U.S. Census Bureau QuickFacts: United States, U.S. CENSUS BUREAU (July 1, 2025), <https://www.census.gov/quickfacts/fact/table/US/PST045223>.

⁴See AM. BAR ASS’N, *supra* note 2, at 21. In 2025, 42.7% of the U.S. population identified as Black or Latine. See U.S. CENSUS BUREAU, *supra* note 3.

⁵See REFLECTIVE DEMOCRACY CAMPAIGN, *TIPPING THE SCALES: CHALLENGERS TAKE ON THE OLD BOYS’ CLUB OF ELECTED PROSECUTORS 1* (2019), <https://wholeads.us/wp-content/uploads/2019/10/Tipping-the-Scales-Prosecutor-Report-10-22.pdf>. See generally ROBERT L. NELSON ET AL., *THE MAKING OF LAWYERS’ CAREERS: INEQUALITY AND OPPORTUNITY IN THE AMERICAN LEGAL PROFESSION* (2023).

⁶James Leipold, *Incoming Class of 2023 Is the Most Diverse Ever, But More Work Remains*, LAW SCH. ADMISSION COUNCIL (Dec. 15, 2023), <https://www.lsac.org/blog/incoming-class-2023-most-diverse-ever-more-work-remains>.

⁷See U.S. CENSUS BUREAU, *supra* note 3.

⁸See AM. BAR ASS’N, *COMPILATION – ALL SCHOOLS DATA: 2025 JD ENROLLMENT AND ETHNICITY*, <https://www.abarequireddisclosures.org/requiredDisclosure>.

⁹ACCESSLEX INST., *LEGAL EDUCATION DATA DECK 6* (Nov. 11, 2025), <https://www.accesslex.org/research-and-data-tools-and-resources/legal-education-data-deck>.

¹⁰*Id.*

¹¹See Aaron N. Taylor, *Robin Hood, In Reverse: How Law School Scholarships Compound Inequality*, 47 J.L. & EDUC. 41, 61–62 (2018); CHAD CHRISTENSEN, JACQUELYN PETZOLD & MEERA E. DEO, *LSSSE 2023 ANNUAL REPORT: FOCUS ON FIRST-GENERATION STUDENTS 5* (2023), <https://lssse.indiana.edu/files/focus-on-first-generation-students-final.pdf>

¹²See ROBERT KELLY & JAMES MORGAN, LAW SCH. ADMISSION COUNCIL, *LSAT PERFORMANCE WITH REGIONAL, GENDER, RACIAL AND ETHNIC, REPEATER, AND DISABILITY BREAKDOWNS: 2018–19 THROUGH 2022–23 TESTING YEARS*, at 18–19 (2024), <https://www.lsac.org/sites/default/files/research/TR-24-01.pdf>.

¹³Robert Kelly & James Morgan, *LSAT Performance with Regional, Gender, Racial/Ethnic, Repeater, and Accommodation Breakdowns: 2018–2019 Through 2024–2025 Testing Years*, LSAT Technical Report TR 26-01 (Law Sch. Admission Council May 2026), <https://www.lsac.org/sites/default/files/research/TR-26-01.pdf>.

¹⁴See Kevin Woodson, *Entrenched Racial Hierarchy: Educational Inequality from the Cradle to the LSAT*, 47 MITCHELL HAMLINE L. REV. 224, 250 (2022); Diane Curtis, *The LSAT and the Reproduction of Hierarchy*, 41 W. NEW ENG. L. REV. 307, 312 n. 21 (2019); Aaron N. Taylor, *The Marginalization of Black Aspiring Lawyers*, 13 FIU L. REV. 489, 497 (2019).

¹⁵*Cf.* Claudia Buchmann, Dennis J. Condrón & Vincent J. Roscigno, *Shadow Education, American Style: Test Preparation, the SAT and College Enrollment*, 89 SOC. FORCES 435, 455 (2010) (finding that family background, especially socioeconomic, affects likelihood of SAT preparation).

¹⁶See Sherrie K. Godette et al., “If You’re on Time, You’re Late”: Law School Application Timing Among Historically Underrepresented Applicants, ACCESSLEX INST. (Dec. 27, 2023), <https://www.accesslex.org/news-tools-and-resources/law-school-application-timing-among-historically-underrepresented-applicants>; Aaron N. Taylor, *supra* note 14, at 497–98.

¹⁷Across multiple years of LexPreLaw program data, financial strain is the most frequently cited negative impact on participation in the law school application process.

¹⁸See Brett Lunceford, *When First-Generation Students Go to Graduate School*, NEW DIRECTIONS FOR TEACHING & LEARNING, Autumn 2011, at 13, 14; Andrew Martinez, *Pathways to the Professoriate: The Experiences of First-Generation Latino Undergraduate Students at Hispanic Serving Institutions Applying to Doctoral Programs*, 8 EDUC. SCIS. art. no. 32, at 2 (2018).

¹⁹NASPA, *FIRST-GENERATION COLLEGE GRADUATES' PARTICIPATION IN EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES AS UNDERGRADUATE STUDENTS 1* (2021), <https://www.firstgenforward.org/our-insights/fact-sheets>.

²⁰Tabitha G. Wilbur & Vincent J. Roscigno, *First-Generation Disadvantage and College Enrollment/Completion*, 2 SOCIUS 1, 6 (2016); Dorainne J. Levy et al., *Psychological and Biological Responses to Race-Based Social Stress as Pathways to Disparities in Educational Outcomes*, 71 AM. PSYCH. 455, 457 (2016). See generally Melinda M. Gibbons et al., *How First-Generation College Students Adjust to College*, 20 J. COLL. STUDENT RETENTION: RSCH., THEORY & PRAC. 488 (2016); Anthony R. Unverferth et al., *Perceived Barriers for First-Generation Students: Reforms to Level the Terrain*, 21 INT'L J. EDUC. REFORM 238 (2012).

²¹ALISHA KIRCHOFF & ELIZABETH BODAMER, *LSAC'S KNOWLEDGE REPORT 2024–2025 TEST TAKERS 15* (2025), <https://www.lsac.org/sites/default/files/research/2025-PLQ-Report.pdf>.

²²For example, in an internal review of proposals for AccessLex's Diversity Pathways and Interventions Grant Program, which funds legal education diversity programs across the country, we found that 73% of proposals submitted in the year prior to the SFFA v. Harvard decision explicitly mentioned race or ethnicity as a feature of program design and participant selection, compared to just 36% of proposals submitted in the two grant cycles immediately following the ruling. See Nat'l Ctr. for Institutional Diversity, Univ. of Mich., *Critical Leadership for Civil Rights in Higher Education: The Experiences of Chief Diversity Officers Navigating Anti DEI Action*, (2025), <https://ncid.umich.edu/wp-content/uploads/2025/04/NCID-CDO-Report-April-2025.pdf>. See also Aaron N. Taylor, *Backlash: How Racial Justice in Higher Education Is Being Trumped by Politics* 29–31 (AccessLex Inst. Rsch. Paper No. 26-02, 2026), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=6596758.

²³Barbara L. Wolfe & Jason Fletcher, *Estimating Benefits from University-Level Diversity* 16–17 (Nat'l Bureau of Econ. Rsch., Working Paper No. 18812, 2013), https://www.nber.org/system/files/working_papers/w18812/w18812.pdf; Jeffrey F. Milem, *The Educational Benefits of Diversity: Evidence from Multiple Sectors*, in COMPELLING INTEREST: EXAMINING THE EVIDENCE ON RACIAL DYNAMICS IN COLLEGES AND UNIVERSITIES 126, 137 (Mitchell J. Chang, Daria Witt, James Jones & Kenji Hakuta eds., 2003); Patricia Gurin et al., *Diversity and Higher Education: Theory and Impact on Educational Outcomes*, 72 HARV. EDUC. REV. 330, 351–53 (2002).

²⁴Over five years, changes in the LSAT (i.e., removal of Logic Games) resulted in a shorter LSAT prep course overall; Supplemental resources included more than 2,500 practice questions with detailed explanations; more than 75 previously administered exams; personalized performance reports; and an archive of more than 100 LSAT workshop videos.

²⁵Racial and ethnic underrepresentation was determined by comparing the proportion of law students at ABA-approved law schools who identified as members of specific race/ethnic groups, to the proportions of overall U.S. population. A group is deemed underrepresented when its proportion of law students is lower than its proportion of the U.S. population. Individuals who identified as American Indian or Alaska Native; Black/African American; Latine/Hispanic; and Native Hawaiian/Other Pacific Islander are considered underrepresented among U.S. law students. We define socioeconomic underrepresentation as being a first-generation bachelor's degree graduate or a recipient of a federal Pell Grant during undergraduate education.

²⁶An exception to this selection process was among repeat participants. Prior participants were invited to reapply to the program but were placed in a queue for selection starting July 1st.

²⁷A timeline of data collection activities and full description of data sources are presented in Appendix A.

²⁸A full summary of participant demographics and prior achievement are presented in Appendix B.

²⁹Sherrie K. Godette et al., *supra* note 16.

³⁰Average attendance across all consumers is 57%. Attendance is counted if the participant logged into the live

course setting during the synchronous session. E-mail from Margaret Sahyouni, Senior Customer Engagement Manager, Kaplan N. Am., to Kelsey Risan, Dir. of Program Evaluation, AccessLex Inst. (Feb. 2, 2024) (on file with author).

³¹E-mail from Keltly Lonergan, Client Success Manager, Kaplan N. Am., to Kelsey Risan, Dir. of Program Evaluation, AccessLex Inst. (Dec. 30, 2025) (on file with author).

³²*Id.*

³³E-mail from Keltly Lonergan, Client Success Manager, Kaplan N. Am., to Kelsey Risan, Dir. of Program Evaluation, AccessLex Inst. (June 1, 2026) (on file with author).

³⁴For example, after noting higher overall engagement of first-time applicants in program components, these applicants were prioritized for placement into the AC Group over repeat participants. Likewise, after noting individuals with an existing LSAT score at the time of their application to LexPreLaw were more likely to remain engaged with program resource, these applicants were also prioritized for selection into the AC Group over applicants without an existing LSAT score.

³⁵See full data related to feelings of support in Appendix B.

³⁶See LinkedIn Engagement Benchmarks by Industry 2026: Your Essential Guide to B2B Performance, INFLUENCEFLOW (Apr. 4, 2026), <https://influenceflow.io/resources/linkedin-engagement-benchmarks-by-industry-2026-your-essential-guide-to-b2b-performance>.

³⁷Additional data tables are in Appendix B.

³⁸This finding is notable considering theoretical expectation that more prominent identities are more likely to be enacted through identity-consistent behaviors. See Peter S. Brenner, Richard T. Serpe & Sheldon Stryker, *The Causal Ordering of Prominence and Salience in Identity Theory: An Empirical Examination*, 77 SOC. PSYCHOL. Q. 231 (2014), <https://pmc.ncbi.nlm.nih.gov/articles/PMC4896744/>.

³⁹Across all five years of the program, participants who exceeded this threshold were 50% more likely to earn admission than participants who did not. Therefore, we identify this as a key threshold for evaluating LSAT score outcomes.

⁴⁰In 2023, applicants with LSAT scores in the 145–149 range (26th–35th percentile) had a 55% admission rate, compared with just 14% for applicants scoring 140–144 (12th–25th percentile). See LAW SCH. ADMISSION COUNSEL, US NATIONAL DECISION PROFILES (2023) (on file with author).

⁴¹Standardized testing in the United States originated in the early twentieth century and is rooted in eugenic ideology. See Wayne Au, *Hiding Behind High Stakes Testing: Meritocracy, Objectivity and Inequality in U.S. Education*, 12 INT'L EDUC. J.: COMPAR. PERSP. 7, 8–9 (2013), <https://files.eric.ed.gov/fulltext/EJ1017702.pdf>; Eric Grodsky et al., *Testing and Social Stratification in American Education*, 34 ANN. REV. SOCIO. 385, 389 (2008). Standardized intelligence assessments were originally designed for military use and subsequently adapted for civilian education purposes. See Au, *supra*, at 8. The earliest standardized assessments were premised on the notion that differences in intelligence were inherent and biologically determined and could be uniformly measured. See Au, *supra*, at 8; Grodsky, *supra*, at 389. This biological essentialist belief has been used to justify racially exclusionary educational policies and segregation; these beliefs also justify discrimination based on sex, disability status, origin, and other status characteristics. See Au, *supra*, at 10; Grodsky, *supra*, at 390. These origins and underpinnings of standardized testing influence all past and current standardized assessments and admissions tools, including the Law School Admission Test (LSAT). See Kristen Holmquist et al., *Measuring Merit: The Shultz Zedeck Research on Law School Admissions*, 63 J. LEGAL EDUC. 565, 572–73 (2014). These tools perpetuate racial disparities by favoring knowledge structures and preparation opportunities more accessible to White and affluent test-takers. See Grodsky, *supra*, at 392–94. Extensive research has documented persistent performance gaps between social groups and shown that the design, implementation, and consequences of the LSAT systematically disadvantage Black, Latine, and other racially minoritized applicants. See Holmquist, *supra*, at 572–73; Aaron N. Taylor, *supra* note 14, at 496–97, 504–06.

⁴²See Leon Christopher Prieto, *The Influence of Proactive Personality on Social Entrepreneurial Intentions Among African American and Hispanic Undergraduate Students: The Moderating Role of Hope* 34 (Aug. 2010), https://repository.lsu.edu/gradschool_dissertations/317/ (Ph.D. dissertation, Louisiana State University).

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