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# AFRICAN AMERICAN STUDENT ENROLLMENT AND LAW SCHOOL RANKING

ALFRED L. BROPHY \*

## ABSTRACT

The director of data research for the *U.S. News* law school rankings, Robert Morse, has initiated discussion about how – if at all – racial diversity should be included in the *U.S. News* rankings. This essay explores the relationship between African American student enrollment and *U.S. News* peer assessment scores of law schools. It explores this first at all ABA-approved law schools, and then within tiers of law schools. It finds a positive, though slight, relationship between African American student enrollment and peer assessment scores for the 26 most elite law schools, a marginally stronger relationship for the top 103 schools, and a slight negative relationship for the remaining schools. These findings are supplemented with data on the relationship between schools' *U.S. News* peer assessment scores and their proportions of Asian American students, Hispanic students, and minority faculty.

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## INTRODUCTION

The *U.S. News* annual law school issue has begun to refer to racial diversity in law schools. *U.S. News* now publishes a racial diversity index for each law school as part of its annual issue on law schools, although the diversity index does not yet figure in the *U.S. News* ranking in any way.<sup>1</sup> Morse has pointed out one key purpose of the diversity index. It “identifies law schools where law students are most and least likely to encounter classmates from a different racial or ethnic group.”<sup>2</sup> There are several problems with the index, however, as Morse has recently pointed out. Because it measures the diversity of students across races, a school enrolling a high percentage of students from a single racial minority group receives a low score on diversity.<sup>3</sup> Moreover, the index “does not measure how successful each law school is at meeting a diversity goal or benchmark at the school, state, local, or national level.”<sup>4</sup> For those reasons, Morse believes that the current index would be inappropriate to use as a factor in its law school rankings.<sup>5</sup>

The current index seems less than ideal for the reasons Morse stated. Furthermore, there is little agreement as to what might be an appropriate measure. In fact, Morse wondered whether a diversity measure would refer only to ethnicity or would include other variables, such as “income and/or geographic diversity.”<sup>6</sup> Morse is concerned about design of a diversity measure and also about finding a measure that would be accepted by educators and students. He listed a series of basic issues to consider: “In terms of ethnic diversity, should the population standard that a law school be measured against be national if it’s a private and at the state level if it’s public? How should income diversity be measured? What age of the population should be used?”<sup>7</sup> He also is concerned about entering a controversial political debate. “*U.S. News* does not want our rankings to be

<sup>1</sup> *Law School Diversity Index*, U.S. NEWS, <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-law-schools/law-school-diversity-rankings> (last visited Jan. 26, 2013).

<sup>2</sup> Bob Morse, *U.S. News Debates Law Schools Over Adding Diversity to Rankings*, U.S. NEWS (Nov. 23, 2011), available at <http://www.usnews.com/education/blogs/college-rankings-blog/2011/11/23/us-news-debates-law-schools-over-adding-diversity-to-rankings>.

<sup>3</sup> The diversity index is based on a methodology developed by Philip Meyer and Shawn McIntosh. Philip Meyer & Shawn McIntosh, *The USA Today Index of Ethnic Diversity*, 4 INT J. PUB. OP. RES. 51-58 (1992).

<sup>4</sup> Morse, *supra* note 2.

<sup>5</sup> *Id.*

<sup>6</sup> *Id.*

<sup>7</sup> *Id.*

part of the ongoing public policy debate of how to achieve diversity goals at law schools or other parts of higher education,” Morse wrote in December 2011.<sup>8</sup>

A number of people and institutions have criticized the absence of diversity as a factor in rankings.<sup>9</sup> Such critics frequently argue that schools only respond to the factors that *U.S. News* measures and when *U.S. News* does not measure racial diversity, schools are unlikely to prioritize diversity among their student bodies.<sup>10</sup> *U.S. News* has extraordinary power. Over time, the winners in *U.S. News* rankings increase the LSAT scores of their entering students and those that do less well have declining student LSAT scores.<sup>11</sup>

Schools respond because *U.S. News* rankings matter. There is substantial empirical as well as anecdotal evidence here. Schools report that a rise or fall in their *U.S. News* rank affects everything from their applications to their ability to raise alumni dollars and support from their central administration. Students migrate over time to the schools that are doing well.<sup>12</sup> Schools have taken extraordinary measures in response to *U.S. News*. The *New York Times* reported in July 2005, for instance, that the University of Illinois tried to manipulate its ranking by reporting the market value of Lexis and Westlaw services it provided to its students, even though it paid for those services at a deeply discounted rate.<sup>13</sup>

Another commonly discussed effect of *U.S. News* has been schools' attempts to raise the profile of their entering students, particularly LSAT scores. Many people believe this has substantially adversely affected the admissions prospects of minority students, particularly African American

<sup>8</sup> *Id.*

<sup>9</sup> See, e.g., Bob Morse, *Should Diversity Be Added to Best Law Schools Rankings?* U.S. NEWS (Apr. 7, 2011), available at <http://www.usnews.com/education/blogs/college-rankings-blog/2011/04/07/should-diversity-be-added-to-best-law-schools-rankings> (discussing proposal from State Bar of California that *U.S. News* include racial diversity as part of its rankings).

<sup>10</sup> Rachel F. Moran, *Of Rankings and Regulation: Are the U.S. News & World Report Rankings Really a Subversive Force in Legal Education?*, 81 IND. L.J. 383 (2006); Alex M. Johnson, *The Destruction of the Holistic Approach to Admissions: The Pernicious Effects of Rankings*, 81 IND. L.J. 309, 326-27, 357-58 (2006) (“[T]he LSAT variable that is reported to . . . *U.S. News*[] is one of the few variables that a law school dean can control . . . . [T]he impact of any attempt by law schools to maintain or increase the LSAT scores of their matriculants will fall disproportionately . . . on members of underrepresented groups.”).

<sup>11</sup> William D. Henderson & Andrew P. Morriss, *Student Quality As Measured By LSAT Scores: Migration Patterns in the U.S. News Rankings Era*, 81 IND. L.J. 163, 186-87 (2006). What is cause and what is effect is unclear, but Henderson and Morriss identify increasing LSAT scores among the winners over time.

<sup>12</sup> *Id.* at 186.

<sup>13</sup> See Alex Wellen, *The \$8.78 Million Maneuver*, N.Y. TIMES (July 31, 2005), available at <http://www.nytimes.com/2005/07/31/education/edlife/wellen31.html?pagewanted=1>.

students.<sup>14</sup>

It has become commonplace to complain about the *U.S. News* rankings and to blame them for whatever ails the legal academy. That may be unfair. *U.S. News* ranks based on factors that are salient to the consumers of its rankings. And it is, after all, the consumers who continue to use the service. Much like an episode from the *Twilight Zone*,<sup>15</sup> we in the academy and members of our constituency are the people who mob newsstands, weblogs, and discussion boards every March and April, clamoring for the latest rankings.<sup>16</sup> And *U.S. News* may produce benefits in that it encourages competition. It is an interesting and important question whether *U.S. News* is, on balance, a help or a hindrance to the production of quality legal education. Among the considerations in answering this question, one will want to know whether *U.S. News* encourages schools to offer more student scholarships, to take steps to improve their programs, and whether that competition takes money away from other programs on campus or imposes an unfair burden on student tuition-payers who are not in a favored group. Moreover, one might ask whether *U.S. News* encourages the production of scholarship and whether that is something we want to encourage.<sup>17</sup> It is unlikely those questions will receive a definitive settlement anytime soon.

Given its power, it is becoming increasingly important to ask: what factors should *U.S. News* include in its ranking.<sup>18</sup> *U.S. News* already uses several measures of student quality (as measured by LSAT and

<sup>14</sup> See, e.g., Jeffrey Evans Stake, *Minority Admissions to Law School: More Trouble Ahead, and Two Solutions*, 80 ST. JOHN'S L. REV. 301, 313 (2006) (noting that "[F]ew schools are going to be willing to sacrifice their rank to do the right thing in admissions . . ."). Stake predicts that now that schools have maximized their student profile on the LSAT, they are likely to turn their attention to grades. He concludes, "as schools increase emphasis on grades and slide away from whole person review, the number of blacks in the top schools will move toward 3%." *Id.* at 316.

Other discussions include D. Marvin Jones, *When "Victory" Masks Retreat: The LSAT, Constitutional Dualism, and the End of Diversity*, 80 ST. JOHN'S L. REV. 15 (2006); John Nussbaumer, *Misuse of the Law School Admissions Test, Racial Discrimination, and the De Facto Quota System for Restricting African-American Access to the Legal Profession*, 80 ST. JOHN'S L. REV. 167 (2006); Laura Rothstein, *The LSAT, U.S. News and World Report, and Minority Admissions: Special Challenges and Special Opportunities for Law School Deans*, 80 ST. JOHN'S L. REV. 257 (2006).

<sup>15</sup> *The Twilight Zone: The Monsters Are Due on Maple Street* (CBS television broadcast Mar. 4, 1960).

<sup>16</sup> See, e.g., Jacqueline Lipton, *Law School Rankings?*, THE FACULTY LOUNGE (Feb. 5, 2012), available at <http://www.thefacultylounge.org/2012/02/law-school-rankings.html> (asking "[S]hould we not also be starting a countdown for the new U.S. News and World Report law school rankings? Am I remembering wrong or did they come out in March last year? Do we have any predictions about potential big winners and losers? Likely upsets?").

<sup>17</sup> Rachel F. Moran, *Of Rankings and Regulation: Are the U.S. News & World Report Rankings Really a Subversive Force in Legal Education?*, 81 IND. L.J. 383, 395-99 (2006).

<sup>18</sup> See, e.g., Alfred L. Brophy, *The Emerging Importance of Law Review Rankings for Law School Rankings, 2003-2007*, 78 U. COLO. L. REV. 35, 48 (2007) (proposing use of citations to law schools' main law reviews as a factor in rankings).

undergraduate GPA), perceived quality of the school (reputation among faculty and lawyers and judges), proxies for educational experience (student-faculty ratio and expenditures per student), and output (bar pass rate—as a ratio of the overall pass rate of first-time takers in the jurisdiction where the largest number of the school’s graduates take the bar examination).

*U.S. News* seems open to considering inclusion of some measure of racial diversity in its rankings of law schools, if an appropriate measure can be found. Because *U.S. News* has invited discussion, this paper joins the discussion on construction of a diversity measure by focusing on one question: what is the relationship between African American law student enrollment and law school ranking? Is there some reason to believe that we can use the percentage of African American students enrolled in a law school as a measure of reputation? We are a long way from settling what type of diversity to include – race, gender, class of students (and perhaps faculty) – or how to measure it. There are, of course, many factors to consider here – such as whether a diverse student body itself adds to the quality of the educational experience.

This is a topic that has received attention before. For example, in 2004 and 2005, Vernellia Randall ranked law schools according to their percentage of white students. She reported the results at the website “The Whitest Law Schools.”<sup>19</sup> Randall also has tables listing the “least isolating” law schools.<sup>20</sup> Others also express concern about the shifts – and in some cases decline – in the percentage of African American students at leading law schools.<sup>21</sup>

But even before entering that important debate, perhaps we can bring

<sup>19</sup> AMERICA’S WHITEST LAW SCHOOLS, <http://academic.udayton.edu/TheWhitestLawSchools/index.htm> (last visited Apr. 27, 2013).

<sup>20</sup> See Vernellia Randall, *The Isolation Factor*, 2005 THE WHITEST LAW SCHOOL REPORT (Feb. 5, 2006),

<http://academic.udayton.edu/TheWhitestLawSchools/2005TWLS/Chapter7/IsolationAfrican.htm>.

Randall pursued some investigation of the relationship between the percentage of white students and *U.S. News* overall rank. For instance, she observed that “70% of the 2005 *Top Ten Whitest Law Schools* were placed in the 3rd or 4th *U.S. News Tier*. This is particularly troubling since given the on average lower LSAT of minorities, one would expect more minorities to be in the 3rd or 4th tier schools.” See Vernellia Randall, *The Top Ten Whitest Law Schools Based on the Total Percent of White Students*, 2005 THE WHITEST LAW SCHOOL REPORT (Oct. 1, 2005),

<http://academic.udayton.edu/TheWhitestLawSchools/2005TWLS/Chapter3/index.asp>.

<sup>21</sup> See *Declining Black Enrollments at Many of the Nation’s Highest-Ranked Law Schools*, 60 J. BLACKS IN HIGHER ED. 10-11 (2008), available at [http://www.jbhe.com/news\\_views/60\\_lawschoolenrolls.html](http://www.jbhe.com/news_views/60_lawschoolenrolls.html); see also *The Progress of Black Students and Faculty at the Nation’s Highest-Ranked Law Schools*, 26 J. BLACKS IN HIGHER ED. 48-50 (Winter, 1999-2000).

some small improvement to the discussion by understanding how African American student enrollment is related – if at all – to law schools' reputation. From there we can begin to think about whether measuring African American enrollment (perhaps along with Asian American and Hispanic enrollment) would help us refine our understanding of a law school's quality.

### I. THE RELATIONSHIP BETWEEN AFRICAN AMERICAN STUDENT ENROLLMENT AND *U.S. NEWS* PEER ASSESSMENTS

This paper focuses on the relationship between African American student enrollment and *U.S. News* peer assessment rankings. In particular it examines how schools' ability to enroll African American students correlates with other indicators of success. To explore this question, I looked at the 196 ABA-approved schools for which African American student enrollment data are available and the 191 schools for which *U.S. News* peer assessment scores are available in the 2012 *U.S. News* rankings, which were released in March 2011. The highest percentage of African American students in the 196 schools was 79.7 (at Howard) and the lowest was 0.2 (at Gonzaga). The median is 5.65, the 75<sup>th</sup> percentile is 7.47 and the 25<sup>th</sup> percentile is 3.02. The mean is 7.05 (SD = 8.78).<sup>22</sup> The other key variable under study here, the *U.S. News* peer assessment scores at 191 ABA-approved law schools, had a maximum of 4.9, a median of 2.30, and a minimum of 1.2, with a 75<sup>th</sup> percentile of 2.90 and a 25<sup>th</sup> percentile of 1.28. The mean is 2.47 (SD = 0.85). Figure 1 displays the shape of the distribution.

Table 1 lists all the schools studied here in descending order according to each law schools' percentage of African American student enrollment. Table 1 also presents several other variables for each school. Because the background population of African Americans in each school's state varies dramatically, it provides something of a correction by dividing the

<sup>22</sup> The enrollment data come from the 2012 ABA – LSAC Official Guide to ABA Approved Law Schools 22-30 (2011) (“*Official Guide*”). The schools that were provisionally approved at the time of the 2012 *U.S. News* survey are missing from analyses of peer assessment scores. They are Charleston School of Law, Charlotte School of Law, Drexel University, Elon University, and University of LaVerne. Those schools were, however, included in results on ethnic/racial characteristics. Moreover, this study counts the two Widener campuses separately because separate ethnic/racial data were available for each Widener campus, even though only one peer assessment was available. The three Puerto Rican schools (Inter American, Pontifical Catholic, and Puerto Rico) have been removed from the study because the *Official Guide*, which provided the data on minority enrollment, does not include students from those schools. The data for the ABA's 2012 *Official Guide* are now archived at the LSAC's website: <http://www.lzac.org/lzacresources/publications/official-guide-archives>.

percentage of African American students in each school by the percentage of African Americans in the school's state, according to the 2009 U.S. Census Bureau American Community Survey.<sup>23</sup> The state-corrected percentages are not, however, employed in this article. Finally, Table 1 presents schools' *U.S. News* peer assessment scores and their peer assessment ranks.

Turning now to an examination of the relationship between African American student enrollment and peer assessment, there is a slight but statistically non-significant negative relationship between *U.S. News* peer assessment scores and the percentage of African American students in those schools. There is essentially no relationship between those two variables when considering all 191 law schools ( $r = -.11$ ,  $p = .11$ ). This correlation is skewed by the presence of the five historically black law schools – Howard University, Southern University, North Carolina Central, Texas Southern, Florida A&M – plus Atlanta's John Marshall, which has a large African American student body. With the exception of Howard, which is ranked 99 in *U.S. News* peer assessment, those schools are clustered near the low end of *U.S. News* peer assessment scores. After those schools, African American student enrollment begins to drop off and then increases again towards the upper end of peer assessment. This is visible in Figure 2, which plots *U.S. News* peer assessment scores against the percentage of African American student enrollment. Omitting those seven schools, there is a slight positive and statistically significant correlation between percentage African American student enrollment and *U.S. News* peer assessment ( $r = .15$ ,  $p = .04$ ).

Given the non-significant relationship between African American student enrollment and *U.S. News* peer assessment at all 191 law schools (or very minor relationship when considering 184 schools when the historically black schools and Atlanta's John Marshall are omitted) – and the apparently curvilinear relationship revealed in Figure 2 – it makes sense to segment the schools according to their *U.S. News* peer assessment scores to see whether there are stronger relationships within various tiers of school. If one breaks down the law schools into tiers, such as the top 26, top 104, and remaining 87 schools, some differences between the tiers

<sup>23</sup> See *American Community Survey*, U.S. CENSUS BUREAU, [http://www.census.gov/acs/www/data\\_documentation/2009\\_release/](http://www.census.gov/acs/www/data_documentation/2009_release/). I used their table on the *Percent of the Total Population Who Are Black or African American Alone*, American Community Survey, U.S. CENSUS BUREAU, available at [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_09\\_5YR\\_GCT\\_0202.US04PR&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_09_5YR_GCT_0202.US04PR&prodType=table).



emerge.<sup>24</sup> The top 26 schools have an average enrollment of 6.8% African American students (SD = 2.32); African American student enrollment declines to 5.8% for the top 104 schools (SD = 2.93); and it declines to 5.2% for the lowest 81 schools (SD = 3.16) (when the historically black schools and Atlanta's John Marshall are excluded from the analysis).

There is a positive, though not statistically significant relationship ( $r = .19$ ,  $p = .35$ ) between peer assessment scores of the top 26 schools and the percentages of their students who are African American. That is, when looking at the top 26 schools in peer assessment, the more elite schools within that respected group generally have slightly higher African American student enrollment. Figure 3 plots *U.S. News* peer assessment scores against the percentage of African American student enrollment for the top 26 schools in peer assessment; inspection of figure 3 reveals little in the way of relationship, as is suggested by the small and statistically non-significant correlation. To the extent that there is a small positive relationship, that fits with the hypothesis that schools compete for African American students and the more highly regarded ones compete more successfully than the other elite, but still less highly regarded ones. This may partly reflect revealed preferences, for perhaps schools perceived as the most elite (or desirable) are successfully recruiting African American students.<sup>25</sup>

Table 2 lists the top 26 law schools according to *U.S. News* peer assessment scores together with their percentage of African American student enrollment, ordered by peer assessment. Table 3 presents the same data, but orders the schools by percentage of African American student enrollment. Some interesting patterns emerge from these data. Washington University in St. Louis has the highest percentage of African American students of any of the elite schools, followed by Harvard, Stanford, Vanderbilt, Northwestern, Columbia, and NYU. Such a ranking may reflect the power of the nation's most elite schools to attract large numbers of African American students; it may also testify to the particular recruiting efforts – and desirability – of schools like Washington University, Vanderbilt, and Northwestern.

The relationship between *U.S. News* peer assessment score and African

<sup>24</sup> There are 26 rather than 25 schools because there was a two-way tie in peer assessment for 25th; the next group is the top 104 instead of top 100 because there was a five-way tie for 100. The remaining 87 schools round out the 191 schools for which there are *U.S. News* peer assessment scores.

<sup>25</sup> See Cass Sunstein, *Ranking Law Schools: A Market Test?*, 81 IND. L.J. 25, 27 (2006) (suggesting that rankings measure preferences of students); see also Brian Leiter, *How to Rank Law Schools*, 81 IND. L.J. 47, 47 (2006) (criticizing revealed preference rankings as "hostage to ignorance and pernicious influences").

American student enrollment is essentially the same when the scope of study moves from the top 26 to the top 103 schools in *U.S. News* peer assessment (excluding Howard, which is ranked 99 and is a historically black school). There is a .20 correlation between peer assessment score and percentage African American students for the top 103 schools, which is statistically significant ( $p = .04$ ), demonstrating a positive, though small, relationship between peer assessment and percentage of the student body who are African American. Figure 4 plots *U.S. News* peer assessment scores against the percentage of African American student enrollment for the top 104 schools in terms of peer assessment and Table 4 lists the top 104 law schools in the *U.S. News* peer assessment along with their percentage African American student enrollment, ordered by percentage of African American student enrollment.

When we look at the 87 schools with the lowest *U.S. News* peer assessment, there is a negative and statistically significant correlation between the peer assessment score and African American student percentage ( $r = -.34$ ,  $p = .001$ ). Figure 5 plots *U.S. News* peer assessment scores against the percentage of African American student enrollment for those schools. Table 5 lists the remaining 92 ABA-approved law schools along with their percent African American student enrollment.<sup>26</sup> However, when the five historically black schools in that tier and Atlanta's John Marshall are excluded from the analysis, the relationship disappears. There is a slight negative correlation, which is not statistically significant ( $r = -.09$ ,  $p = .41$ ). One might think that the lower ranked schools – particularly the lowest ranked schools – have lower admissions standards than higher ranked schools and as a result are available to African American students whose scores are lower, on average, than mean scores of some other ethnic groups, but this does not seem to be the case.<sup>27</sup>

## II. THE RELATIONSHIP BETWEEN OTHER MINORITY STUDENT ENROLLMENT, MINORITY FACULTY, AND *U.S. NEWS* PEER ASSESSMENTS

These findings invite investigation of other relationships, such as the

<sup>26</sup> While there are 87 remaining schools in *U.S. News* peer assessment, there are another five schools for which there are no peer assessment scores. They are included in table 5 as well.

<sup>27</sup> See, e.g., SUSAN P. DALESSANDRO, LISA C. ANTHONY, & LYNDA M. REESE, LSAT PERFORMANCE WITH REGIONAL, GENDER, AND RACIAL/ETHNIC BREAKDOWNS: 2005-2006 THROUGH 2011-2012 TESTING YEARS 19-20, available at [http://www.lsac.org/docs/default-source/research-\(lsac-resources\)/tr-12-03.pdf](http://www.lsac.org/docs/default-source/research-(lsac-resources)/tr-12-03.pdf).

relationship of Asian American and Hispanic student enrollment and the percentage of minority faculty to *U.S. News* peer assessment scores. In fact, preliminary analysis reveals some important differences between Hispanic and Asian American student enrollment and their schools' *U.S. News* peer assessment scores. For instance, there is a very small (and statistically non-significant) correlation between Hispanic student enrollment and peer assessment scores ( $r = .03$ ,  $p = .70$ ). In contrast, there is a moderate and statistically significant relationship between Asian American student enrollment and peer assessment scores ( $r = .40$ ,  $p < .001$ ). Figure 6 plots *U.S. News* peer assessment scores against the percentage of Asian American student enrollment. For further comparison, Figure 7 plots *U.S. News* peer assessment scores against the percentages of both African American student enrollment and total minority enrollment.<sup>28</sup>

Turning to a parallel issue of the relationship between faculty diversity and peer assessment scores, all 191 schools for which there are peer ratings have a mean of 18.9% minority faculty ( $SD = 12.06$ ). There is a small though statistically significant correlation ( $r = -.19$ ,  $p = .001$ ) between the percentage of full time minority faculty and peer assessment score. That negative correlation means that as peer assessment increases, the percentage of minority faculty tends to decrease slightly. The weak nature of the relationship between percentage of minority faculty and peer assessment is revealed further when the schools are segmented into tiers. The top 26 schools have a mean of 15.9% minority faculty ( $SD = 4.88$ ) and a small positive, non-statistically significant correlation ( $r = .12$ ,  $p = .55$ ) between percentage of minority faculty and peer assessment. The top 103 schools (excluding Howard) have a mean of 16.5% minority faculty ( $SD = 14.36$ ). Those schools show essentially zero correlation between percentage minority faculty and peer assessment scores ( $r = .01$ ,  $p = .92$ ). The lowest 87 schools have a mean of 20.9% minority faculty ( $SD = 9.7$ ) and a small negative correlation ( $r = -.27$ ,  $p = .001$ ) between percentage of minority faculty and peer assessment scores. However, when the historically black schools and Atlanta's John Marshall are excluded, that mean drops to 18.2% ( $SD = 9.7$ ) and there is no longer a statistically significant correlation between percentage of minority faculty and peer assessment scores ( $r = -.09$ ,  $p = .44$ ). These preliminary findings invite subsequent scholarship to explore further the relationship between racial diversity of a faculty and a school's quality.

<sup>28</sup> For a few schools, data on African American student enrollment in the 2012 *Official Guide* was obviously erroneous. In those instances, I substituted data from the 2011 *Official Guide*.

## CONCLUSION

There is only a small relationship between the percentage of African American student enrollment and *U.S. News* peer assessment scores. When looking at segments of the ABA-approved law schools, such as the top 26 schools, there is a minor and statistically non-significant relationship. Among the top 103 schools there is a minor, statistically significant relationship. That suggests the possibility that African American student enrollment is positively associated with school quality in some tiers. These preliminary findings invite more reflection about the relationship between African American student enrollment and peer assessment and how one might devise a meaningful measure of student diversity as part of the *U.S. News* law school rankings.

Substantial work needs to be done to convince *U.S. News* readers and the creators of the *U.S. News* rankings that racial diversity – particularly African American student enrollment – should be included as part of overall ranking. As we pursue this work it will be helpful to explore two principles. First, that a diverse student body is itself an indicator of quality. And, second, that a diverse student body enhances the educational experience of the entire class.<sup>29</sup>

<sup>29</sup> See Kevin R. Johnson, *The Importance of Student and Faculty Diversity in Law Schools: One Dean's Perspective*, 96 IOWA L. REV. 1549, 1550-51 (2011).

**Table 1**

**ALL ABA-APPROVED LAW SCHOOLS RANKED BY  
PERCENTAGE AFRICAN AMERICAN STUDENT ENROLLMENT,  
WITH *U.S. NEWS* PEER ASSESSMENT SCORES**

AA rank	School	AA%	AA%/state%	Peer	Peer rank
1	Howard	79.7	1.50	2.3	99.0
2	Southern U	57.0	1.78	1.4	178.5
3	North Carolina Central	48.8	2.32	1.5	173.0
4	Texas Southern	44.5	3.87	1.4	178.5
5	Florida A&M	42.3	2.71	1.4	178.5
6	District of Columbia	30.7	0.58	1.4	178.5
7	Atlanta's John Marshall	20.3	0.68	1.4	178.5
8	Rutgers Newark	15.7	1.15	2.6	66.5
9	Loyola New Orleans	14.5	0.45	2.1	116.5
10	Cooley	13.3	0.96	1.3	185.0
11	William & Mary	12.9	0.66	3.3	32.5
13.5	Detroit Mercy	12.2	0.88	1.4	178.5
13.5	Washington U	12.2	1.09	3.7	18.5
15	Northeastern	12.1	1.92	2.4	84.5
16.5	Mississippi	11.6	0.31	2.2	108.0
16.5	Tennessee	11.6	0.70	2.6	66.5
18	Florida Coastal	11.4	0.73	1.4	178.5
19	Harvard	11.3	1.79	4.9	1.0

20	Georgia	11.1	0.37	3.0	45.0
21	Arkansas Little Rock	11.0	0.71	2.1	116.5
22	Maryland	10.7	0.37	3.0	45.0
23.5	American	10.2	0.19	3.0	45.0
23.5	Stanford	10.2	1.67	4.8	2.5
25	Mercer	9.6	0.32	2.2	108.0
26	Cleveland	9.5	0.81	2.0	128.0
27	Valparaiso	9.4	1.07	1.9	142.5
28.5	CUNY	9.3	0.59	2.0	128.0
28.5	Kentucky	9.3	1.24	2.4	84.5
31	Florida International	9.2	0.59	1.7	161.0
31	Touro	9.2	0.59	1.6	168.0
31	Vanderbilt	9.2	0.56	3.8	17.0
33.5	Mississippi College	9.1	0.25	1.6	168.0
33.5	Richmond	9.1	0.46	2.4	84.5
35	Georgia State	8.9	0.30	2.4	84.5
36.5	Hofstra	8.4	0.54	2.4	84.5
36.5	Indiana Bloomington	8.4	0.95	3.3	32.5
38	John Marshall Chicago	8.3	0.57	1.9	142.5
39	Northwestern	8.2	0.57	4.0	15.5
40	Memphis	8.1	0.49	1.8	154.0
41	Alabama	7.9	0.30	3.0	45.0
44	Arkansas Fayetteville	7.7	0.50	2.3	99.0
44	Columbia	7.7	0.49	4.7	4.0
44	Georgetown	7.7	0.14	4.2	12.0
44	Louisiana State	7.7	0.24	2.3	99.0
44	NYU	7.7	0.49	4.5	7.0
47.5	Florida State	7.6	0.49	2.9	48.5
47.5	San Francisco	7.6	1.25	2.1	116.5
49	Penn	7.5	0.71	4.4	9.5

50	USC	7.4	1.21	3.7	18.5
53.5	Baltimore	7.3	0.25	2.0	128.0
53.5	Houston	7.3	0.63	2.6	66.5
53.5	Miami	7.3	0.47	2.8	53.0
53.5	North Carolina	7.3	0.35	3.6	20.5
53.5	Ohio	7.3	0.62	1.6	168.0
59	Northern Capital	7.2	0.61	1.7	161.0
59	Indiana Indianapolis	7.2	0.82	2.6	66.5
59	New York Law School	7.2	0.46	2.3	99.0
59	Northern Illinois	7.2	0.50	1.7	161.0
59	Temple	7.2	0.69	2.7	59.0
62	Loyola Chicago	7.1	0.49	2.4	84.5
64.5	Illinois	7.0	0.48	3.5	24.0
64.5	Tulane	7.0	0.22	3.1	40.0
64.5	Wisconsin	7.0	1.17	3.5	24.0
68.5	Emory	6.9	0.23	3.5	24.0
68.5	Florida	6.9	0.44	3.1	40.0
68.5	Michigan State	6.9	0.50	2.2	108.0
68.5	Ohio State	6.9	0.58	3.3	32.5
72	Faulkner	6.8	0.26	1.3	185.0
72	Pittsburgh	6.8	0.65	2.8	53.0
75.5	Nevada	6.7	0.87	2.3	99.0
75.5	St. Thomas Florida	6.7	0.43	1.5	173.0
75.5	Stetson	6.7	0.43	2.1	116.5
75.5	Wayne	6.7	0.48	2.2	108.0
79	Duke	6.6	0.31	4.2	12.0
79	South Carolina	6.6	0.24	2.3	99.0
79	Wake Forest	6.6	0.31	3.1	40.0
81.5	Cornell	6.5	0.41	4.2	12.0
81.5	Yale	6.5	0.68	4.8	2.5
83	Washington	6.4	0.33	3.3	32.5

	& Lee				
84.5	Dayton	6.3	0.53	1.9	142.5
84.5	Missouri	6.3	0.56	2.6	66.5
	Columbia				
87	Widener- Delaware	6.2	0.30	1.9	142.5
87	DePaul	6.2	0.43	2.3	99.0
87	Southwestern	6.2	1.02	2.1	116.5
90	Akron	6.1	0.52	1.9	142.5
90	Cincinnati	6.1	0.52	2.5	73.5
90	Virginia	6.1	0.31	4.4	9.5
92	Thomas	5.9	0.97	1.6	168.0
	Jefferson				
95	Chicago	5.8	0.40	4.6	5.0
95	Drake	5.8	2.32	2.0	128.0
95	Nova	5.8	0.37	1.8	154.0
95	Phoenix	5.8	1.49	1.2	189.5
95	West	5.8	1.87	2.1	116.5
	Virginia				
98	Samford	5.7	0.22	1.9	142.5
99.5	St. John's	5.6	0.36	2.3	99.0
99.5	Texas	5.6	0.49	1.7	161.0
	Wesleyan				
101	George	5.5	0.10	3.5	24.0
	Washington				
102	Regent	5.4	0.28	1.3	185.0
104	Rutgers	5.3	0.39	2.5	73.5
	Camden				
104	SMU	5.3	0.46	2.6	66.5
104	Western	5.3	0.87	1.3	185.0
	State				
106	Missouri	5.2	0.46	2.2	108.0
	Kansas City				
108	Boston U	5.1	0.81	3.4	28.0
108	Liberty	5.1	0.26	1.2	189.5
108	Notre Dame	5.1	0.58	3.3	32.5
111	Connecticut	5.0	0.52	2.8	53.0
111	SUNY	5.0	0.32	2.3	99.0
	Buffalo				
111	Saint Louis	5.0	0.45	2.4	84.5



113.5	Marquette	4.9	0.82	2.4	84.5
113.5	Texas	4.9	0.43	4.1	14.0
115	California	4.8	0.79	4.5	7.0
	Berkeley				
116.5	Catholic	4.5	0.08	2.4	84.5
116.5	Fordham	4.5	0.29	3.2	36.5
119	Cardozo	4.4	0.28	2.9	48.5
119	Northern	4.4	0.59	1.6	168.0
	Kentucky				
119	UCLA	4.4	0.72	4.0	15.5
121.5	New	4.3	3.31	1.9	142.5
	Hampshire				
121.5	New Mexico	4.3	1.95	2.4	84.5
123	Chicago-	4.2	0.29	2.7	59.0
	Kent				
124	Ave Maria	4.1	0.26	1.2	189.5
125	Penn State	4.0	0.38	2.4	84.5
127	Boston	3.9	0.62	3.4	28.0
	College				
127	Loyola	3.9	0.64	2.6	66.5
	Marymount				
127	Toledo	3.9	0.33	1.9	142.5
130.5	Barry	3.8	0.24	1.2	189.5
130.5	Brooklyn	3.8	0.24	2.6	66.5
130.5	Case	3.8	0.32	2.7	59.0
	Western				
	Reserve				
130.5	Louisville	3.8	0.51	2.2	108.0
134	Oklahoma	3.7	0.51	2.4	84.5
134	Pepperdine	3.7	0.61	2.5	73.5
134	St. Mary's	3.7	0.32	1.7	161.0
136	Pace	3.6	0.23	2.0	128.0
137.5	Seton Hall	3.5	0.26	2.4	84.5
137.5	Washburn	3.5	0.63	1.9	142.5
139.5	Hamline	3.4	0.77	1.9	142.5
139.5	South Texas	3.4	0.30	1.7	161.0
141.5	Campbell	3.3	0.16	1.5	173.0
141.5	Oklahoma	3.3	0.45	1.6	168.0
	City				
144	Minnesota	3.2	0.73	3.6	20.5

144	Seattle	3.2	0.94	2.4	84.5
144	U. St. Thomas	3.2	0.73	2.0	128.0
146.5	North Dakota	3.1	2.82	1.9	142.5
146.5	Whittier	3.1	0.51	1.4	178.5
149.5	Arizona	3.0	0.77	3.1	40.0
149.5	Lewis & Clark	3.0	1.67	2.4	84.5
149.5	Syracuse	3.0	0.19	2.4	84.5
149.5	Texas Tech	3.0	0.26	1.9	142.5
153.5	Colorado	2.9	0.74	3.1	40.0
153.5	Duquesne	2.9	0.28	1.8	154.0
153.5	Oregon	2.9	1.61	2.7	59.0
153.5	South Dakota	2.9	2.90	1.8	154.0
158	Creighton	2.8	0.65	2.0	128.0
158	Iowa	2.8	1.12	3.5	24.0
158	Michigan	2.8	0.20	4.5	7.0
158	Roger Williams	2.8	0.47	1.8	154.0
161.5	California Western	2.7	0.44	1.8	154.0
161.5	Santa Clara	2.7	0.44	2.5	73.5
165.5	California Hastings	2.6	0.43	3.3	32.5
165.5	Denver	2.6	0.67	2.6	66.5
165.5	McGeorge	2.6	0.43	2.1	116.5
165.5	Southern Illinois	2.6	0.18	1.9	142.5
165.5	Suffolk	2.6	0.41	2.0	128.0
165.5	Widener- Penn	2.6	0.25	1.9	142.5
169	Tulsa	2.5	0.34	1.9	142.5
171.5	Kansas	2.4	0.43	2.7	59.0
171.5	Nebraska	2.4	0.56	2.4	84.5
171.5	Quinnipiac	2.4	0.25	2.0	128.0
171.5	William Mitchell	2.4	0.55	2.0	128.0
175	Arizona	2.3	0.59	3.0	45.0

	State				
175	Vermont	2.3	2.87	2.3	99.0
175	Western	2.3	0.37	1.6	168.0
	New				
	England				
178.5	Appalachian	2.2	0.11	1.3	185.0
178.5	Golden Gate	2.2	0.36	1.8	154.0
178.5	Maine	2.2	1.69	2.2	108.0
178.5	Villanova	2.2	0.21	2.6	66.5
181	Albany	2.1	0.13	2.1	116.5
182	U of	2.0	0.59	3.2	36.5
	Washington				
183.5	Baylor	1.9	0.17	2.3	99.0
183.5	Willamette	1.9	1.06	2.0	128.0
185	California	1.5	0.25	3.4	28.0
	Davis				
187	Brigham	1.4	1.17	2.8	53.0
	Young				
187	Idaho	1.4	2.00	2.0	128.0
187	New	1.4	0.22	1.7	161.0
	England				
189.5	George	1.2	0.06	2.8	53.0
	Mason				
189.5	San Diego	1.2	0.20	2.8	53.0
191	Hawaii	1.1	0.48	2.4	84.5
192	Utah	1.0	0.83	2.8	53.0
193	Chapman	0.5	0.08	1.9	142.5
194.5	Montana	0.4	1.33	2.0	128.0
194.5	Wyoming	0.4	0.44	2.1	116.5
196	Gonzaga	0.2	0.06	2.1	116.5

**Table 2**

**TOP 26 U.S. NEWS SCHOOLS IN PEER ASSESSMENT, RANKED BY PEER  
ASSESSMENT, WITH PERCENTAGE AFRICAN AMERICAN STUDENT  
ENROLLMENT**

AA rank	School	AA%	AA%/state%	Peer	Peer rank
19	Harvard	11.3	1.79	4.9	1.0
23.5	Stanford	10.2	1.67	4.8	2.5
81.5	Yale	6.5	0.68	4.8	2.5
44	Columbia	7.7	0.49	4.7	4.0
95	Chicago	5.8	0.40	4.6	5.0
44	NYU	7.7	0.49	4.5	7.0
115	California Berkeley	4.8	0.79	4.5	7.0
158	Michigan	2.8	0.20	4.5	7.0
49	Penn	7.5	0.71	4.4	9.5
90	Virginia	6.1	0.31	4.4	9.5
44	Georgetown	7.7	0.14	4.2	12.0
79	Duke	6.6	0.31	4.2	12.0
81.5	Cornell	6.5	0.41	4.2	12.0
113.5	Texas	4.9	0.43	4.1	14.0
39	Northwestern	8.2	0.57	4.0	15.5
119	UCLA	4.4	0.72	4.0	15.5
31	Vanderbilt	9.2	0.56	3.8	17.0
13.5	Washington U	12.2	1.09	3.7	18.5
50	USC	7.4	1.21	3.7	18.5
53.5	North Carolina	7.3	0.35	3.6	20.5
144	Minnesota	3.2	0.73	3.6	20.5
64.5	Wisconsin	7.0	1.17	3.5	24.0
64.5	Illinois	7.0	0.48	3.5	24.0
68.5	Emory	6.9	0.23	3.5	24.0
101	George Washington	5.5	0.10	3.5	24.0
158	Iowa	2.8	1.12	3.5	24.0

**Table 3**

**TOP 26 U.S. NEWS SCHOOLS IN PEER ASSESSMENT, RANKED BY  
PERCENTAGE AFRICAN AMERICAN STUDENT ENROLLMENT**

AA rank	School	AA%	AA%/state%	Peer	Peer rank
13.5	Washington U	12.2	1.09	3.7	18.5
19	Harvard	11.3	1.79	4.9	1.0
23.5	Stanford	10.2	1.67	4.8	2.5
31	Vanderbilt	9.2	0.56	3.8	17.0
39	Northwestern	8.2	0.57	4.0	15.5
44	Columbia	7.7	0.49	4.7	4.0
44	Georgetown	7.7	0.14	4.2	12.0
44	NYU	7.7	0.49	4.5	7.0
49	Penn	7.5	0.71	4.4	9.5
50	USC	7.4	1.21	3.7	18.5
53.5	North Carolina	7.3	0.35	3.6	20.5
64.5	Illinois	7.0	0.48	3.5	24.0
64.5	Wisconsin	7.0	1.17	3.5	24.0
68.5	Emory	6.9	0.23	3.5	24.0
79	Duke	6.6	0.31	4.2	12.0
81.5	Cornell	6.5	0.41	4.2	12.0
81.5	Yale	6.5	0.68	4.8	2.5
90	Virginia	6.1	0.31	4.4	9.5
95	Chicago	5.8	0.40	4.6	5.0
101	George Washington	5.5	0.10	3.5	24.0
113.5	Texas	4.9	0.43	4.1	14.0
115	California Berkeley	4.8	0.79	4.5	7.0
119	UCLA	4.4	0.72	4.0	15.5
144	Minnesota	3.2	0.73	3.6	20.5
158	Iowa	2.8	1.12	3.5	24.0
158	Michigan	2.8	0.20	4.5	7.0

**Table 4**

**TOP 104 U.S. NEWS SCHOOLS IN PEER ASSESSMENT RANKED BY  
PERCENTAGE AFRICAN AMERICAN STUDENT ENROLLMENT**

AA rank	School	AA%	AA%/state%	Peer	Peer rank
1	Howard	79.7	1.50	2.3	99.0
8	Rutgers Newark	15.7	1.15	2.6	66.5
11	William & Mary	12.9	0.66	3.3	32.5
13.5	Washington U	12.2	1.09	3.7	18.5
15	Northeastern	12.1	1.92	2.4	84.5
16.5	Tennessee	11.6	0.70	2.6	66.5
19	Harvard	11.3	1.79	4.9	1.0
20	Georgia	11.1	0.37	3.0	45.0
22	Maryland	10.7	0.37	3.0	45.0
23.5	American	10.2	0.19	3.0	45.0
23.5	Stanford	10.2	1.67	4.8	2.5
28.5	Kentucky	9.3	1.24	2.4	84.5
31	Vanderbilt	9.2	0.56	3.8	17.0
33.5	Richmond	9.1	0.46	2.4	84.5
35	Georgia State	8.9	0.30	2.4	84.5
36.5	Hofstra	8.4	0.54	2.4	84.5
36.5	Indiana Bloomington	8.4	0.95	3.3	32.5
39	Northwestern	8.2	0.57	4.0	15.5
41	Alabama	7.9	0.30	3.0	45.0
44	Arkansas Fayetteville	7.7	0.50	2.3	99.0
44	Columbia	7.7	0.49	4.7	4.0
44	Georgetown	7.7	0.14	4.2	12.0
44	Louisiana State	7.7	0.24	2.3	99.0
44	NYU	7.7	0.49	4.5	7.0
47.5	Florida State	7.6	0.49	2.9	48.5

49	Penn	7.5	0.71	4.4	9.5
50	USC	7.4	1.21	3.7	18.5
53.5	Houston	7.3	0.63	2.6	66.5
53.5	Miami	7.3	0.47	2.8	53.0
53.5	North Carolina	7.3	0.35	3.6	20.5
59	Indiana	7.2	0.82	2.6	66.5
59	Indianapolis				
59	New York Law School	7.2	0.46	2.3	99.0
59	Temple	7.2	0.69	2.7	59.0
62	Loyola Chicago	7.1	0.49	2.4	84.5
64.5	Illinois	7.0	0.48	3.5	24.0
64.5	Tulane	7.0	0.22	3.1	40.0
64.5	Wisconsin	7.0	1.17	3.5	24.0
68.5	Emory	6.9	0.23	3.5	24.0
68.5	Florida	6.9	0.44	3.1	40.0
68.5	Ohio State	6.9	0.58	3.3	32.5
72	Pittsburgh	6.8	0.65	2.8	53.0
75.5	Nevada	6.7	0.87	2.3	99.0
79	Duke	6.6	0.31	4.2	12.0
79	South Carolina	6.6	0.24	2.3	99.0
79	Wake Forest	6.6	0.31	3.1	40.0
81.5	Cornell	6.5	0.41	4.2	12.0
81.5	Yale	6.5	0.68	4.8	2.5
83	Washington & Lee	6.4	0.33	3.3	32.5
84.5	Missouri Columbia	6.3	0.56	2.6	66.5
87	DePaul	6.2	0.43	2.3	99.0
90	Cincinnati	6.1	0.52	2.5	73.5
90	Virginia	6.1	0.31	4.4	9.5
95	Chicago	5.8	0.40	4.6	5.0
99.5	St. John's	5.6	0.36	2.3	99.0
101	George Washington	5.5	0.10	3.5	24.0
104	Rutgers Camden	5.3	0.39	2.5	73.5

104	SMU	5.3	0.46	2.6	66.5
108	Boston U	5.1	0.81	3.4	28.0
108	Notre Dame	5.1	0.58	3.3	32.5
111	Connecticut	5.0	0.52	2.8	53.0
111	SUNY Buffalo	5.0	0.32	2.3	99.0
111	Saint Louis	5.0	0.45	2.4	84.5
113.5	Marquette	4.9	0.82	2.4	84.5
113.5	Texas	4.9	0.43	4.1	14.0
115	California Berkeley	4.8	0.79	4.5	7.0
116.5	Catholic	4.5	0.08	2.4	84.5
116.5	Fordham	4.5	0.29	3.2	36.5
119	Cardozo	4.4	0.28	2.9	48.5
119	UCLA	4.4	0.72	4.0	15.5
121.5	New Mexico	4.3	1.95	2.4	84.5
123	Chicago- Kent	4.2	0.29	2.7	59.0
125	Penn State	4.0	0.38	2.4	84.5
127	Boston College	3.9	0.62	3.4	28.0
127	Loyola Marymount	3.9	0.64	2.6	66.5
130.5	Brooklyn	3.8	0.24	2.6	66.5
130.5	Case Western Reserve	3.8	0.32	2.7	59.0
134	Oklahoma	3.7	0.51	2.4	84.5
134	Pepperdine	3.7	0.61	2.5	73.5
137.5	Seton Hall	3.5	0.26	2.4	84.5
144	Minnesota	3.2	0.73	3.6	20.5
144	Seattle	3.2	0.94	2.4	84.5
149.5	Arizona	3.0	0.77	3.1	40.0
149.5	Lewis & Clark	3.0	1.67	2.4	84.5
149.5	Syracuse	3.0	0.19	2.4	84.5
153.5	Colorado	2.9	0.74	3.1	40.0
153.5	Oregon	2.9	1.61	2.7	59.0
158	Iowa	2.8	1.12	3.5	24.0
158	Michigan	2.8	0.20	4.5	7.0



161.5	Santa Clara	2.7	0.44	2.5	73.5
165.5	California Hastings	2.6	0.43	3.3	32.5
165.5	Denver	2.6	0.67	2.6	66.5
171.5	Kansas	2.4	0.43	2.7	59.0
171.5	Nebraska	2.4	0.56	2.4	84.5
175	Arizona State	2.3	0.59	3.0	45.0
175	Vermont	2.3	2.87	2.3	99.0
178.5	Villanova	2.2	0.21	2.6	66.5
182	U of Washington	2.0	0.59	3.2	36.5
183.5	Baylor	1.9	0.17	2.3	99.0
185	California Davis	1.5	0.25	3.4	28.0
187	Brigham Young	1.4	1.17	2.8	53.0
189.5	George Mason	1.2	0.06	2.8	53.0
189.5	San Diego	1.2	0.20	2.8	53.0
191	Hawaii	1.1	0.48	2.4	84.5
192	Utah	1.0	0.83	2.8	53.0

**Table 5**

**REMAINING 92 LAW SCHOOLS RANKED BY  
PERCENTAGE AFRICAN AMERICAN STUDENT ENROLLMENT**

AA rank	School	AA%	AA%/state%	Peer	Peer rank
2	Southern U	57.0	1.78	1.4	178.5
3	North Carolina Central	48.8	2.32	1.5	173.0
4	Texas Southern	44.5	3.87	1.4	178.5
5	Florida A&M	42.3	2.71	1.4	178.5
6	District of Columbia	30.7	0.58	1.4	178.5
7	Atlanta's John Marshall	20.3	0.68	1.4	178.5
9	Loyola New Orleans	14.5	0.45	2.1	116.5
10	Cooley	13.3	0.96	1.3	185.0
12	Charlotte	12.7	0.60	.	.
13.5	Detroit Mercy	12.2	0.88	1.4	178.5
16.5	Mississippi	11.6	0.31	2.2	108.0
18	Florida Coastal	11.4	0.73	1.4	178.5
21	Arkansas Little Rock	11.0	0.71	2.1	116.5
25	Mercer	9.6	0.32	2.2	108.0
26	Cleveland	9.5	0.81	2.0	128.0
27	Valparaiso	9.4	1.07	1.9	142.5
28.5	CUNY	9.3	0.59	2.0	128.0
31	Florida International	9.2	0.59	1.7	161.0
31	Touro	9.2	0.59	1.6	168.0
33.5	Mississippi College	9.1	0.25	1.6	168.0

38	John Marshall Chicago	8.3	0.57	1.9	142.5
40	Memphis	8.1	0.49	1.8	154.0
47.5	San Francisco	7.6	1.25	2.1	116.5
53.5	Baltimore	7.3	0.25	2.0	128.0
53.5	Drexel	7.3	0.70	.	.
53.5	Ohio	7.3	0.62	1.6	168.0
59	Northern Capital	7.2	0.61	1.7	161.0
59	Northern Illinois	7.2	0.50	1.7	161.0
64.5	Elon	7.0	0.33	.	.
68.5	Michigan State	6.9	0.50	2.2	108.0
72	Charleston	6.8	0.24	.	.
72	Faulkner	6.8	0.26	1.3	185.0
75.5	St. Thomas Florida	6.7	0.43	1.5	173.0
75.5	Stetson	6.7	0.43	2.1	116.5
75.5	Wayne	6.7	0.48	2.2	108.0
84.5	Dayton	6.3	0.53	1.9	142.5
87	Widener- Delaware	6.2	0.30	1.9	142.5
87	Southwestern	6.2	1.02	2.1	116.5
90	Akron	6.1	0.52	1.9	142.5
92	Thomas Jefferson	5.9	0.97	1.6	168.0
95	Drake	5.8	2.32	2.0	128.0
95	Nova	5.8	0.37	1.8	154.0
95	Phoenix	5.8	1.49	1.2	189.5
95	West Virginia	5.8	1.87	2.1	116.5
98	Samford	5.7	0.22	1.9	142.5
99.5	Texas Wesleyan	5.6	0.49	1.7	161.0
102	Regent	5.4	0.28	1.3	185.0
104	Western State	5.3	0.87	1.3	185.0

106	Missouri Kansas City	5.2	0.46	2.2	108.0
108	Liberty	5.1	0.26	1.2	189.5
119	Northern Kentucky	4.4	0.59	1.6	168.0
121.5	New Hampshire	4.3	3.31	1.9	142.5
124	Ave Maria	4.1	0.26	1.2	189.5
127	Toledo	3.9	0.33	1.9	142.5
130.5	Barry	3.8	0.24	1.2	189.5
130.5	Louisville	3.8	0.51	2.2	108.0
134	St. Mary's	3.7	0.32	1.7	161.0
136	Pace	3.6	0.23	2.0	128.0
137.5	Washburn	3.5	0.63	1.9	142.5
139.5	Hamline	3.4	0.77	1.9	142.5
139.5	South Texas	3.4	0.30	1.7	161.0
141.5	Campbell	3.3	0.16	1.5	173.0
141.5	Oklahoma City	3.3	0.45	1.6	168.0
144	U. St. Thomas	3.2	0.73	2.0	128.0
146.5	North Dakota	3.1	2.82	1.9	142.5
146.5	Whittier	3.1	0.51	1.4	178.5
149.5	Texas Tech	3.0	0.26	1.9	142.5
153.5	Duquesne	2.9	0.28	1.8	154.0
153.5	South Dakota	2.9	2.90	1.8	154.0
158	Creighton	2.8	0.65	2.0	128.0
158	La Verne	2.8	0.46	.	.
158	Roger Williams	2.8	0.47	1.8	154.0
161.5	California Western	2.7	0.44	1.8	154.0
165.5	McGeorge	2.6	0.43	2.1	116.5
165.5	Southern Illinois	2.6	0.18	1.9	142.5
165.5	Suffolk	2.6	0.41	2.0	128.0
165.5	Widener- Penn	2.6	0.25	1.9	142.5

169	Tulsa	2.5	0.34	1.9	142.5
171.5	Quinnipiac	2.4	0.25	2.0	128.0
171.5	William Mitchell	2.4	0.55	2.0	128.0
175	Western New England	2.3	0.37	1.6	168.0
178.5	Appalachian	2.2	0.11	1.3	185.0
178.5	Golden Gate	2.2	0.36	1.8	154.0
178.5	Maine	2.2	1.69	2.2	108.0
181	Albany	2.1	0.13	2.1	116.5
183.5	Willamette	1.9	1.06	2.0	128.0
187	Idaho	1.4	2.00	2.0	128.0
187	New England	1.4	0.22	1.7	161.0
193	Chapman	0.5	0.08	1.9	142.5
194.5	Montana	0.4	1.33	2.0	128.0
194.5	Wyoming	0.4	0.44	2.1	116.5
196	Gonzaga	0.2	0.06	2.1	116.5

Figure 1. Distribution of *U.S. News* Peer Assessment Scores, N = 191

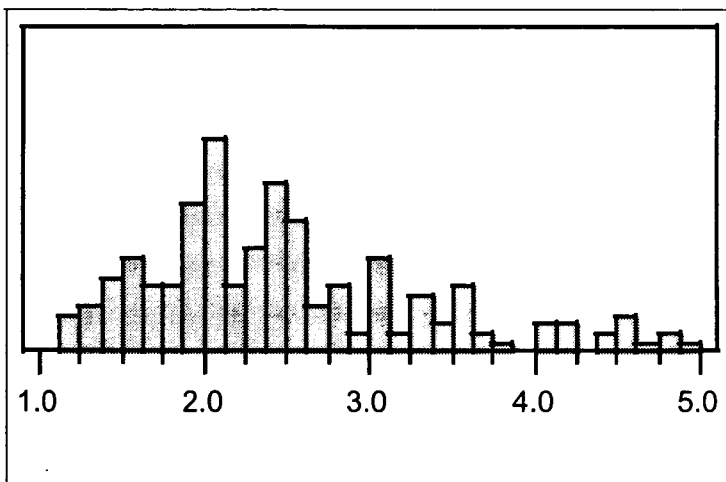


Figure 2: *U.S. News* Peer Assessment Scores Plotted Against Percent African American Student Enrollment, N = 191

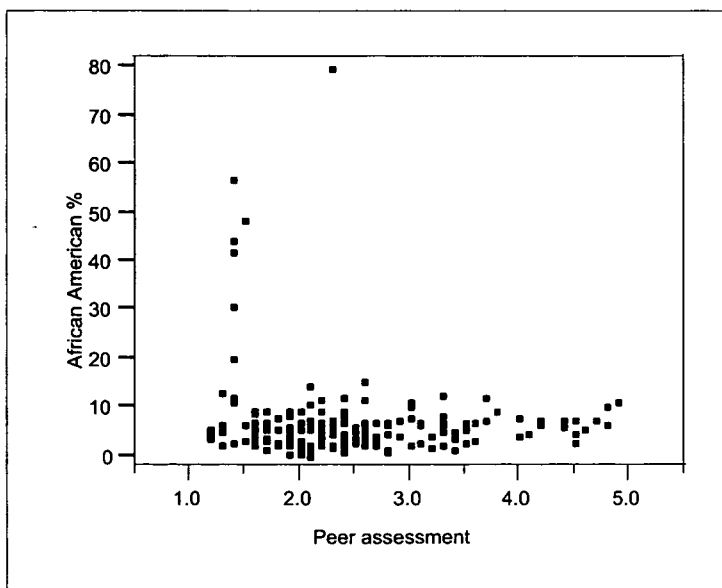


Figure 3

U.S. News Peer Assessment Scores Plotted Against Percent African American Student Enrollment of the 26 Schools with Highest Peer Assessment, N = 26

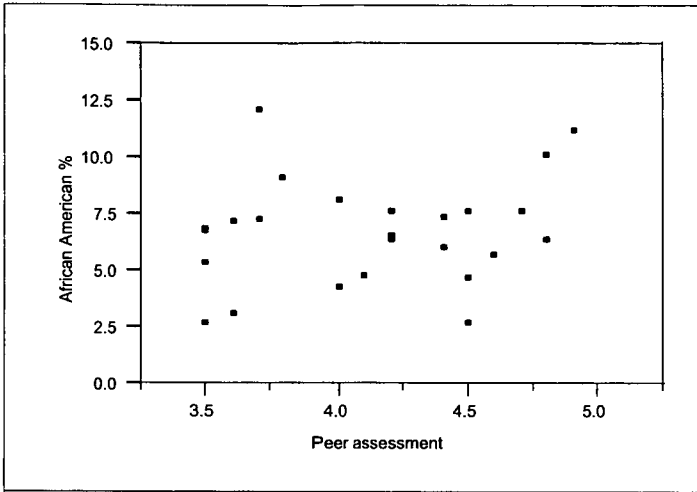


Figure 4 U.S. News Peer Assessment Plotted Against Percent African American Student Enrollment in the 104 Schools with Highest Peer Assessment, N = 104

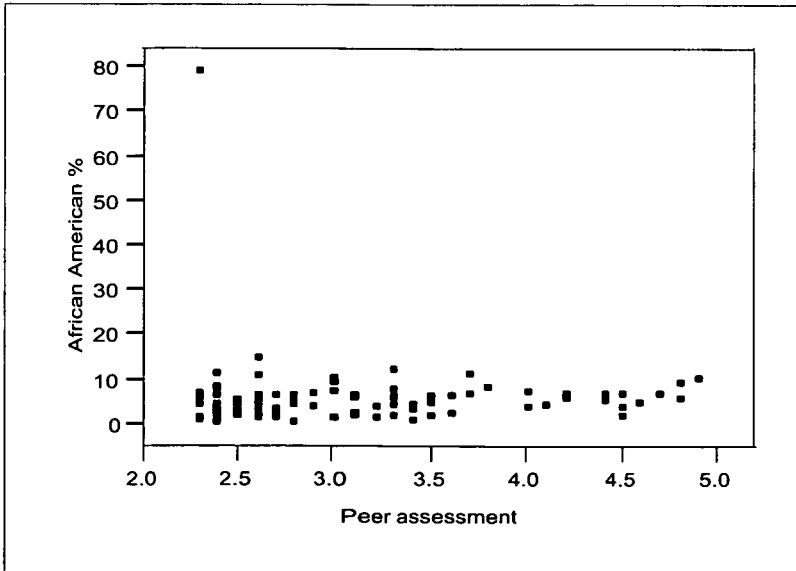


Figure 5  
U.S. News Peer Assessment Plotted Against Percent African American Student Enrollment in the Remaining 87 Schools, N = 87

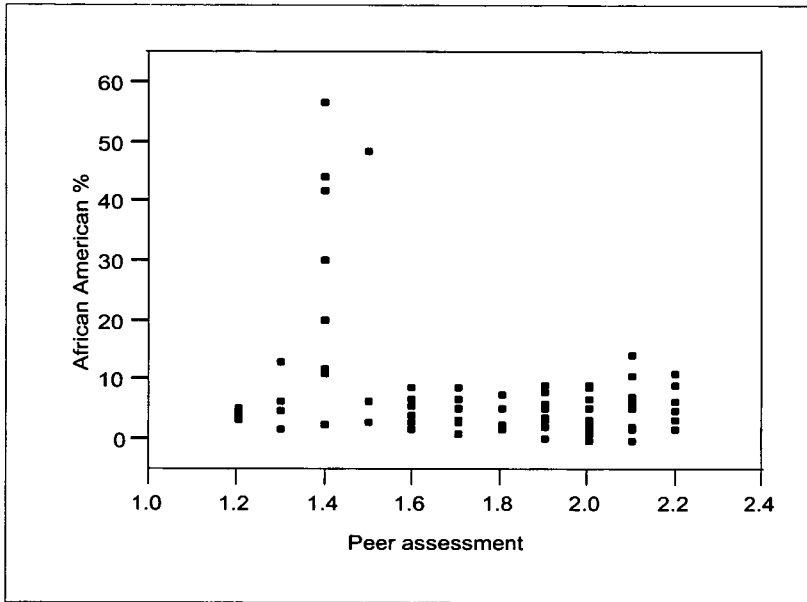


Figure 6  
U.S. News Peer Assessment Scores Plotted Against Percent Asian Student Enrollment, N = 191

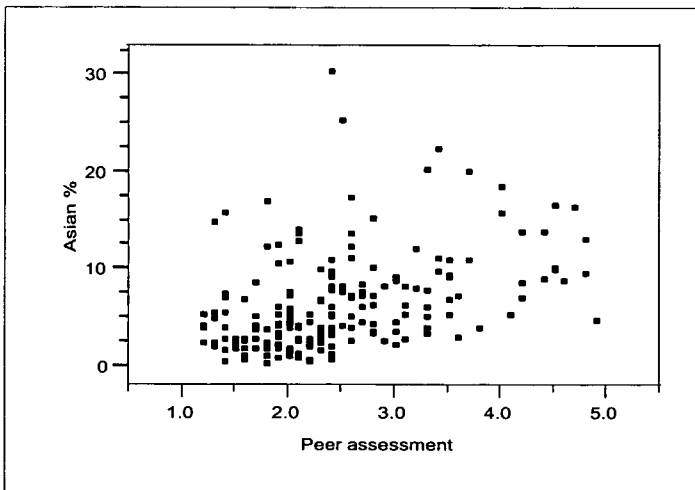
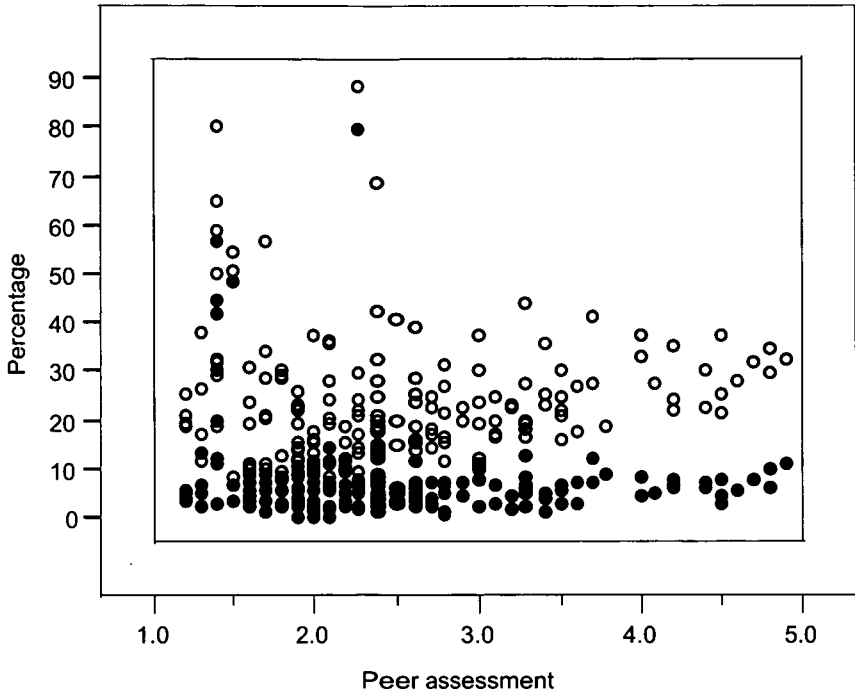




Figure 7  
Percent African American and Total Minority Student Enrollment, Plotted  
Against *U.S. News Peer* Assessment Scores, N=191



Y ● African American %      ○ Total minority %