

Racial and Ethnic Preferences in Admission at the University of Nebraska College of Law

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Executive Summary

The University of Nebraska College of Law awarded an extremely large degree of preference to blacks and Hispanics over whites and Asians with the same credentials and background in its 2006 and 2007 entering classes.

Grades and LSATs. In 2006 and 2007:

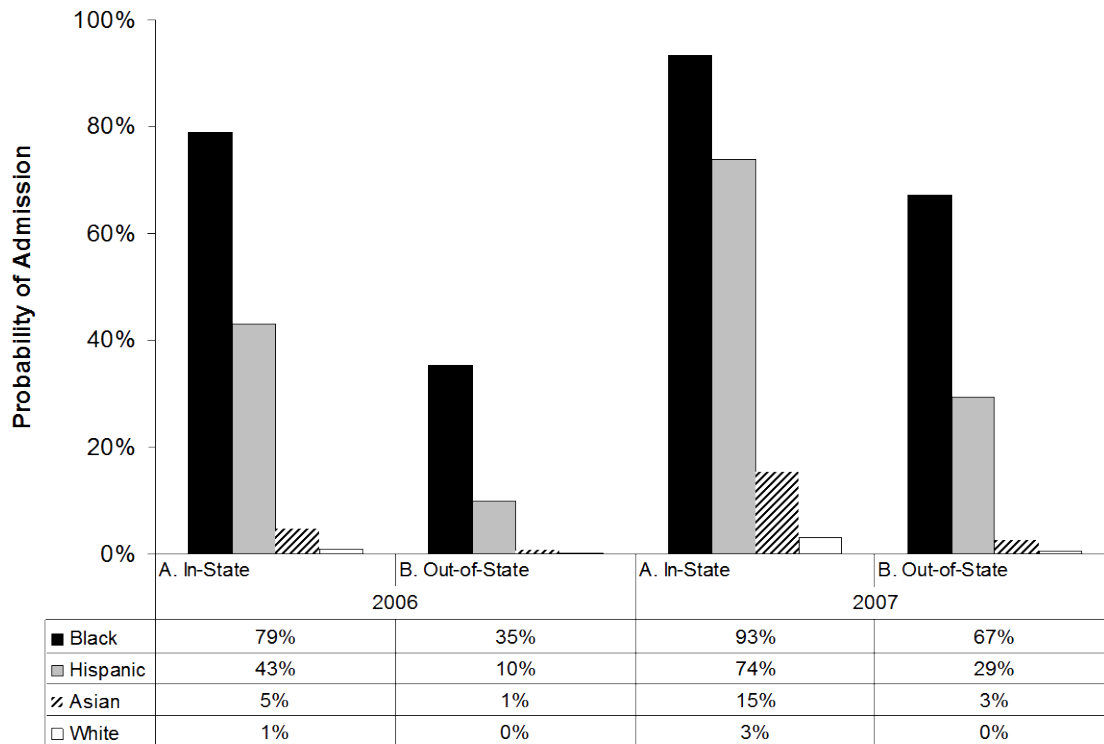
- Blacks admitted to the law school had lower LSAT scores and undergraduate GPAs than did Hispanic, Asian, and white admittees.
- Hispanic admittees had lower LSAT scores and college GPAs than did Asians and whites admitted to the law school.
- Asian admittees had lower LSAT scores and GPAs in 2006 than did their white counterparts. They had lower LSAT scores in 2007.

In this same period, 5 Hispanics, 12 Asians, and 389 whites were rejected by the law school despite higher test scores *and* undergraduate GPAs compared to the average black admitted in those years.

Odds Ratios. Odds ratios favoring black over white candidates in admission were extremely large, controlling for test scores, grades, Nebraska residency, and sex. The odds favoring black over white applicants with the same background and academic credentials were 442 to 1.

The law school also favored Hispanics over whites, by roughly 90 to 1 (controlling for background and qualifications), and Asians over whites, by roughly 6 to 1 (also controlling for background and qualifications).

Probability of Admission. Converting odds ratios into probabilities of admission, for an applicant with the credentials of the average black admittee, we note that race is given much more weight in admission than is Nebraska residency (see Figure 1, next page).

Figure 1. Probability of Admission

With the same credentials as the average black admittee:

- Hispanic, Asian, and white residents are all less likely to be admitted compared to black residents.
- Asian and white residents are less likely to be admitted compared to Hispanic residents.
- Asian and white *residents* are less likely to be admitted compared to black and Hispanic *non-residents*.
- Among in-state applicants, the largest gap is between white residents compared to black residents with the same credentials as the average black admittee.

For example, a white *resident* in 2006, with the same credentials as the average black admittee, had only a 1% chance of admission – versus a 79% chance for a black *resident* and a 35% chance for a black *non-resident*. In 2007, the probabilities of admission would be 3% for a white *resident*, 93% for a black *resident*, and 67% for a black *non-resident*, again comparing applicants with the same credentials as the average black admittee.

Acknowledgments

On behalf of the Center for Equal Opportunity, I would like to thank the Scale and Effect of Admissions Preferences in Higher Education (SEAPHE) Project for sharing the data analyzed here and obtained originally from the University of Nebraska College of Law. CEO and I also thank the Nebraska Association of Scholars for its efforts and help in this project.

I would also like to thank Linda Chavez and the staff at the Center for Equal Opportunity for giving me the chance to work on another major study of racial and ethnic preferences in university admissions. I especially would like to thank Rudy Gersten, who handled numerous tasks related to the report, and Roger Clegg, who provided useful suggestions on the manuscripts.

Introduction

For over thirty years, racial and ethnic preferences have played a key role in how admissions officers at many of the nation's public and private institutions of higher learning have chosen their classes. A system of racial and ethnic preferences in admissions operates by establishing different standards of admission for individuals based upon their racial or ethnic background, with some students held to a higher standard and others admitted at a lower standard. Earlier in this century, some colleges and universities denied admission to Jews, blacks, women, and members of other groups even when their grades, test scores, and other measures of academic achievement surpassed those of white males who were offered an opportunity to enroll. The passage of new civil rights legislation in the 1960s made this kind of discrimination illegal.

Since then, however, many colleges, universities, and professional schools have created programs meant to boost the enrollment of students whose backgrounds previously had excluded them from pursuing a higher education – especially blacks and, to a lesser extent, Hispanics – by granting them preferences during the admissions process. These policies, when their existence was made public, immediately became controversial, and they remain so today. Defenders of racial and ethnic preferences claim that these policies are not discriminatory and help administrators choose between equally or almost equally qualified students, giving a slight edge to applicants who likely have faced discrimination or have come from disadvantaged backgrounds. Critics of preferences say that these policies are no better than the discriminatory ones they replaced and that, in any event, the advantages they confer upon certain applicants are much greater than supporters are willing to admit.

In the last decade or so, public institutions of post-secondary and professional education have seen their ability to use racial and ethnic preferences increasingly restricted. The 1996 enactment of California's Proposition 209 (also known as the California Civil Rights Initiative) forbids discrimination against or granting special treatment to any applicant on the bases of race, ethnicity, or sex in the public programs of the country's most populous state. Large majorities of voters approved similar ballot initiatives in the state of Washington in 1998 and in the state of Michigan in 2006. Other states such as Florida and Texas (for a period) have created policies that end explicit preferences and guarantee admission in the state university system to the top graduates of their respective state's high schools regardless of race or ethnicity. Most schools have never used such preferences since they are relatively nonselective.

The question of the legality of racial and ethnic preferences in higher education came to a head in 2003, when the U.S. Supreme Court ruled in two major cases on the legality of racial preferences in higher education admission. In the first case, *Gratz v. Bollinger*, the Court found that a point-system of preferences – used by the University of Michigan in its undergraduate admissions – was unconstitutional. In the second case, *Grutter v.*

Bollinger, the Court upheld a system of preferences used by the University of Michigan Law School that it found to be less mechanical.¹

The *Gratz* and *Grutter* decisions make it appropriate to monitor universities' use of racial and ethnic preferences for at least three reasons. First, as the split holdings demonstrate, if race is weighed too heavily or too mechanically, the law is violated. Second, since racial preferences are only allowed but not required under current law, the question remains whether universities *should* use them, even when they are allowed to. This policy question cannot be answered if the decisionmakers – particularly those outside the university admissions office, including, in the case of public universities, the general public – do not have all the facts. Third, at the conclusion of her majority opinion in *Grutter*, Justice Sandra Day O'Connor wrote, "We expect that 25 years from now, the use of racial preferences will no longer be necessary." Accordingly, one would expect to see the use of preferences and the weight afforded them to decline over time (five years of the grace period Justice O'Connor allowed have now lapsed).

This study of the University of Nebraska College of Law builds on previous work on racial and ethnic preferences in undergraduate, law, and medical school admissions done for the Center for Equal Opportunity and is one of several CEO studies since the *Grutter* decision.² As with CEO's reports on three Virginia public law schools and the University of Michigan law school, CEO sought the data on individual applicants' admission status, matriculation status, racial/ethnic group membership, sex, in-state or out-of-state residency, LSAT scores, and undergraduate GPAs.

The Scale and Effect of Admissions Preferences in Higher Education (SEAPHE) Project obtained data from the law school for 2006 and 2007, and provided CEO with a copy. From the data, we have omitted for our statistical analyses those cases for which race or ethnicity is listed as "Other," missing, or unknown. Additionally, American Indians and Native Hawaiians were omitted because of their small numbers in this context. Also, cases with missing academic data were dropped from the statistical analyses. Lastly, where instances might lead to the identification of an individual, the law school excluded the data from disclosure.

¹ In response to these decisions, Michigan voters in 2006 passed Proposal 2, banning race, ethnic and gender preferences in Michigan public contracting, public employment, and public education, including university admissions.

² The studies are found on CEO's website, www.ceousa.org.

Applicants and Admittees

Racial/Ethnic Composition of the Pool

Table 1 displays the racial composition of the law school's pool of applicants and admittees in 2006 and 2007.

Table 1. Racial Composition of Applicants and Admittees³

		<i>Applicants</i>	<i>Admittees</i>
2006	Black	5%	5%
	Hispanic	5%	8%
	Asian	6%	7%
	White	85%	80%
2007	Black	5%	4%
	Hispanic	5%	5%
	Asian	7%	6%
	White	84%	85%

Applicants

The racial and ethnic composition of the applicant pool changed little between 2006 and 2007.

Blacks made up 5% of applicants in 2006 and 2007. Hispanics were also 5% of applicants in 2006 and 5% in 2007. The only change was among Asians, rising from 6% of applicants in 2006 to 7% in 2007, a change of only a single percentage point.

The percentage of the applicant pool made up of whites dropped slightly. In 2006, whites were 85% of applicants, dropping to 84% in 2007.

³ "No Response," "American Indian," "Native Hawaiian," "Alaskan Native," and "Other" were dropped from the analysis. In cases where the information could potentially lead to the identification of an individual student, the law school excluded the data from disclosure. The total numbers used for Table 1 are below.

	2006		2007	
	Applicants	Admittees	Applicants	Admittees
Black	36	17	41	14
Hispanic	39	26	45	15
Asian	44	22	57	18
White	657	264	729	273

Admittees

Of those admitted to Nebraska Law, the percentage made up by blacks, Hispanics, and Asians dropped from 2006 to 2007. Blacks made up 5% of those admitted to Nebraska's law school in 2006, dropping to 4% in 2007. Hispanics were 8% of those admitted in 2006, dropping by 3 percentage points to 5% in 2007. Asians as a percentage of admittees dropped from 7% in 2006 to 6% in 2007.

In contrast, whites as a percentage of those admitted to the law school rose by roughly 5 percentage points. In 2006, whites were 80% of admittees. In 2007, whites made up 85%.

Admission Rates

Figure 2. University of Nebraska College of Law Admission Rates

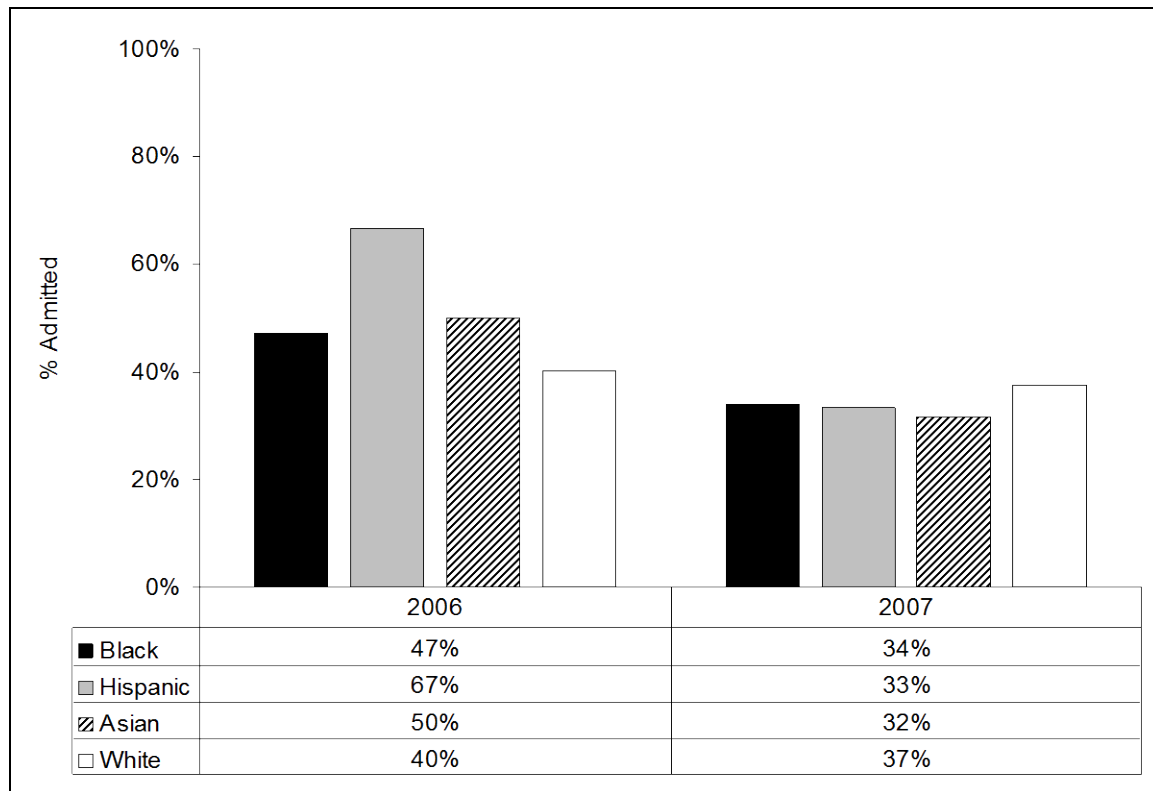


Figure 2 shows the percentage from each racial/ethnic group admitted for 2006 and 2007. When compared within a single year, we find that 2006 rates for black, Hispanic, and Asian applicants were higher compared to admission rates for whites. In 2006, 47% of blacks were admitted to the law school, as were 67% of Hispanics and 50% of Asians, compared to 40% of whites. In contrast, in 2007 whites were admitted at a higher rate compared to blacks, Hispanics, and Asians. Thirty-seven percent of white applicants were admitted in 2007, compared to 34% of black applicants, 33% of Hispanics, and 32% of Asians.

When comparing between years, we find that admission rates between 2006 and 2007 declined for all groups, but the drop in admission rates was substantially larger for blacks, Hispanics, and Asians compared to whites. From 2006 to 2007, the admission rate for black applicants dropped from 47% to 34% (a change of roughly 13 points). The admission rate for Hispanic applicants dropped 34 points (from 67% to 33%), while the rate for Asians dropped by 18 percentage points (from 50% to 32%). Whites, however, had the least precipitous drop (3 points).

Overall Group Comparisons of Admittees' Test Scores and Grades

Methodology

Just as high school seniors seeking college admission take the SAT or the ACT, prospective law school students must take the Law School Admission Test (LSAT). The LSAT is a standardized multiple-choice test consisting of questions that aim to measure analytical reasoning, logical reasoning, and reading comprehension skills. Law school admission offices usually look carefully at the undergraduate grades and LSAT scores of their applicants. LSAT scores range from 120 to 180. The mean score for LSAT test takers is 150. An LSAT score of 160 is at the 84th percentile of all test takers, while a score of 140 is at the 36th percentile. An LSAT score of 170 is at the 98th percentile.

In the following section, we report group *medians* and related percentiles for LSAT scores and undergraduate GPAs of those admitted to the law school rather than reporting group *means*. Using group means places greater weight on extreme values than is warranted. That is, a few unusually high or low scores can have a substantial effect on the value of the mean.

The median and related statistics, however, are far less affected by the values of extreme cases. For example, the median LSAT score (i.e., the score at the 50th percentile) is that score where half the group scored above that number and half scored below it. Similarly, the median undergraduate GPA is that grade-point average where half of those in a particular group had GPAs above it and half below it.

We also report scores at the 25th and 75th percentiles, again to deal with the problem of extreme cases. While the median represents the middle of the distribution of scores, the 25th and 75th percentile scores taken together represent the actual spread of scores. For example, a GPA of 3.2 at the 25th percentile means that 25 percent of GPAs were below 3.2, while 75 percent of scores were above it. A GPA of 3.9 at the 75th percentile means that 75 percent of scores were below 3.9, while 25 percent were above it.

The next section compares the LSAT scores and undergraduate GPAs of admittees by racial and ethnic group. That is, these are the test scores and grades of those admitted to the law school at the 25th, 50th, and 75th percentiles. Each year (2006 and 2007) is grouped separately.

Results

LSAT Scores

Figure 3. LSAT Scores for Nebraska Law School Admittees

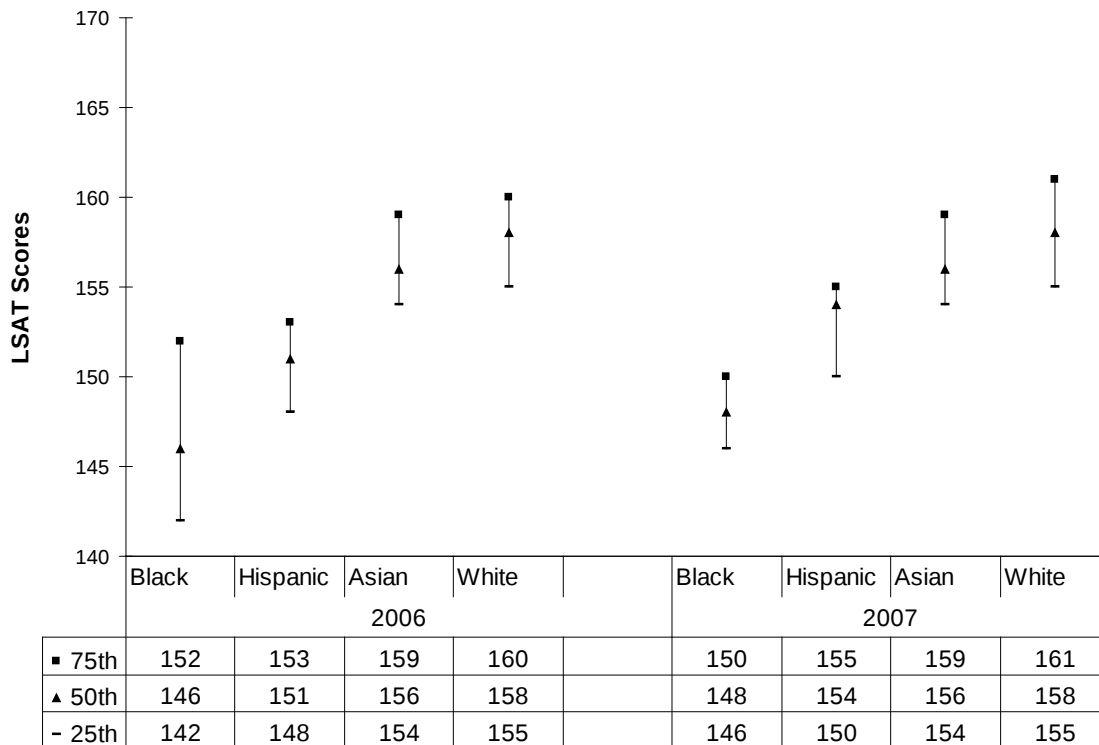


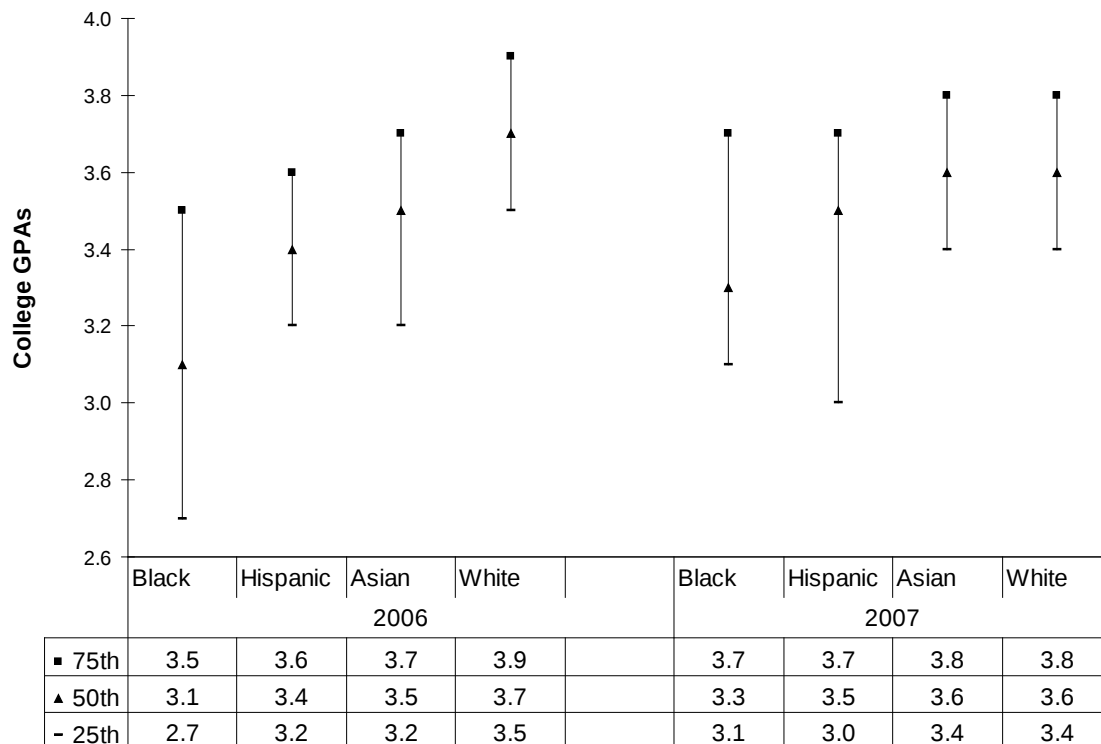
Figure 3 displays the spread of LSAT scores for those admitted to the law school for each year of this study. In every year, black admittees had lower median LSAT scores than did the other three groups. The median score for black admittees was lower than scores for Hispanic admittees at the 25th percentile for 2006 and 2007. The gap between black admittees and Asian and white admittees was even larger. LSAT scores for black admittees at the 75th percentile fell well below the LSAT scores for Asians and whites at the 25th percentile in both years. This means that 75% of blacks admitted to the law school had worse test scores compared to 75% of Asian and white admittees.

The range of LSAT scores for Hispanic admittees falls between the scores for black admittees and those for Asians and whites. The median LSAT scores for Hispanic admittees in 2006 and 2007 were lower than those for Asians and whites, as were Hispanic scores at the 75th percentile in the same years.

Asian medians were two points lower than the medians for white admittees in 2006 and 2007. Asian scores at the 25th and 75th percentiles were also lower than those for whites at the same percentiles in both years.

Undergraduate GPAs

Figure 4. Undergraduate GPAs for Nebraska Law School Admittees



At the 25th, 50th, and 75th percentiles, undergraduate GPAs are lower for blacks, Hispanics, and, in 2006, for Asians admitted to Nebraska Law compared to their white counterparts.

First of all, the law school admits black applicants with lower undergraduate GPAs compared to their Hispanic, Asian, and white counterparts. The median GPA for black admittees in 2006 was lower than the GPAs at the 25th percentile for the other three groups. This means that 50 percent of blacks admitted in 2006 had lower GPAs than 75 percent of Hispanics, Asians, and whites. In 2007, the median GPA for black admittees fell between the 25th and 50th percentile for Hispanic admittees and fell below the 25th percentile for Asians and whites.

The undergraduate GPAs for Hispanic admittees were lower than those for Asians and whites at the 25th, 50th, and 75th percentiles (except at the 25th percentile for Asians in 2006, when they were the same), but the gaps were not as great at those between black admittees and the other groups. In 2006, the Hispanic median fell between the 25th and 50th percentile for Asian admittees and fell below the 25th percentile for whites. In 2007,

the Hispanic median was between the 25th and 50th percentiles for Asian and white applicants.

Finally, Asian admittees had undergraduate GPAs lower than those of their white counterparts at every level in 2006. The median undergraduate GPA for Asian admittees fell below the 25th percentile for white admittees in 2006. In 2007, however, Asian and white GPAs were the same at the 25th, 50th, and 75th percentiles.

Rejectees versus Admittees

Table 2. Rejectees with LSAT Scores and Undergraduate GPAs Higher than Black Admittee Medians

	2006	2007	Total
Black	2	0	2
Hispanic	3	2	5
Asian	7	5	12
White	220	169	389

Next we compare the test scores and undergraduate GPAs of Hispanics, Asians, and whites rejected by the law school with the median test scores and GPAs of black admittees. That is, we are looking at applicants who were rejected despite having higher LSAT scores *and* undergraduate grades compared to the average black admittee.

As Table 2 shows, Nebraska Law rejected a total of 5 Hispanics and 12 Asians despite having scores and grades higher than the average LSAT scores and college GPAs for black admittees for each year.

The number of whites rejected by the law school despite higher test scores and better grades was considerably larger: 220 in 2006 and 169 in 2007, for a total of 389 rejectees.

Logistic Regression Analysis and Odds Ratios

Methodology

Admitting students based on racial and ethnic preferences results in schools accepting preferred minorities with lower test scores and grades than those of nonpreferred minorities and white students at the same school. Admission officers essentially reach down into the applicant pool and pull up certain students, a practice that necessarily results in at least some whites with better credentials than preferred minority admittees being rejected from the same schools, despite their superior qualifications.

Although the data presented thus far provide substantial evidence of the operation of racial and ethnic preferences in admissions to the University of Nebraska College of Law, it is possible to make the case even stronger and considerably more precise. The most powerful means of assessing the degree of racial and ethnic preference in admissions is to develop a statistical model that predicts the probability of admission at a school for members of the different ethnic and racial groups, holding constant their qualifications. Computing a logistic regression equation does this, by predicting admission decisions by race and ethnicity, and including LSAT scores and undergraduate GPAs, among other factors, as statistical control variables.

Logistic regression analysis using multiple variables was used as the preferred statistical technique because of the nature of the data provided. One way of conventionally expressing a relationship between the independent and dependent variable is by using correlation coefficients. A negative correlation coefficient of -1.0 signifies a perfect negative relationship between the independent (predictor) variable and the dependent (or outcome) variable, whereby an increase in the value of the independent variable yields a decrease in the value of the dependent variable. A positive correlation coefficient of 1.0 signifies a perfect positive relationship between the two variables; as the independent variable increases, so does the dependent variable. Strictly speaking, however, one cannot use correlations to analyze admissions data because correlations and standard multiple regression analysis require a dependent variable that is non-binary in form. In the case of an applicant's admission status, the dependent variable (individual admission status) is a binary dependent variable – reject versus admit. To address this binary-variable problem, we rely on multiple logistic regression equations and their corresponding odds ratios.

The odds ratio is somewhat like a correlation coefficient, except instead of varying from 1.0 to -1.0, it varies between zero and infinity. An odds ratio of 1.0 to 1 means that the odds of admissions for the two groups are equal. It is equivalent to a correlation of zero. An odds ratio greater than 1.0 to 1 means that the relative odds of members of Group A being admitted are greater than those for members of Group B, in precisely the amount calculated. An odds ratio of less than 1.0 to 1 means the members of Group A are less likely to be admitted than those in Group B. The former is similar to a positive correlation, the latter similar to a negative correlation.

The statistical technique of logistic regression allows us to present admissions data in terms of the relative odds of those in Group A being admitted as compared to Group B while simultaneously controlling for a host of other possibly confounding variables. The value of the odds ratio is that it provides a relatively direct summary measure of the degree of racial or ethnic preference given in the admissions process for a given group at a particular school.

Logistic regression equations predicting the likelihood of admissions were computed for the 2006 and 2007 applicant pools, controlling for LSAT scores, undergraduate grade-point averages, year of application, sex, and in-state residency. We were able to derive the odds of admission from these equations for each minority group relative to that of whites, while simultaneously controlling for the effects of these other variables.⁴

Logistic regression analysis also allows us to test for statistical significance. Statistical calculations always include what is called a *p*-value. When results are deemed to be statistically significant, this means that the calculated *p*-value is less than some pre-determined cutoff level of significance. The level of significance conventionally is reported in the form of " $p \leq .05$." This value means that, with these data, there is a probability equal to or less than 5 percent that the difference found between one group and another (e.g., blacks versus whites, Hispanics versus whites, or Asians versus whites, since minority groups are being compared to whites) is due to chance. It is a convention in statistical studies to use the 0.05 value. In more stringent analyses, 0.01 (one in 100) or occasionally 0.001 (one in 1,000) can be used as the cutoff. Any *p* value greater than 0.05 or the more stringent 0.01 is rejected, and the results are said to be nonsignificant. A difference that is statistically significant, however, has very little chance of being the result of chance—that is, a statistical fluke. In the case of the present study, the *p*-value is .0001, or only one in 10,000.

In the next section, we discuss odds ratios derived from comparing blacks to whites, Hispanics to whites, and Asians to whites in Nebraska Law's admission process. Statistical significance is also noted. The size of the odds ratio reflects the strength of the association between race or ethnicity and admission status. Another way to state this is that the odds ratio measures the magnitude of the preference given relative to the baseline group (here, whites). An odds ratio equal to or greater than 3.0 to 1 is commonly thought

⁴ For a discussion of logistic regression and a more complete discussion of odds ratios, see Alan Agresti, *Introduction to Categorical Data Analysis* (New York: John Wiley and Sons, 1996).

to reflect a strong association; an odds ratio less than 3.0 to 1 but greater than 1.5 to 1 reflects a moderate association; while a relative odds ratio of 1.5 or less to 1 indicates a weak association. Of course, an odds ratio of 1.0 to 1 indicates no relationship.⁵ Note that a very strong association might be taken to be the rough equivalent of the relative odds of smokers versus nonsmokers dying from lung cancer, which in one well-known study is calculated as 14 to 1.⁶

Results: Relative Odds of Admission, Controlling for Other Factors

Table 3. Odds of Blacks, Hispanics, and Asians Being Admitted over White Applicants, Controlling for Other Factors

	Odds Ratio
Black over White	442 to 1****
Hispanic over White	90 to 1****
Asian over White	6 to 1****

**** $p < 0.0001$

Table 3 displays the odds ratios of blacks, Hispanics, and Asians being admitted over white applicants with the same test scores and grades, while controlling for year of admission, sex, and residency. Statistical analysis shows that blacks, Hispanics, and Asians are all favored over whites when controlling for test scores, grades, year of admission, sex, and residency. All the odds ratios are statistically significant.

The black-to-white odds ratio is over 440 to 1, when controlling for the other variables. This displays an extremely large preference of black over white applicants with identical qualifications.

The Hispanic-to-white odds ratio is also extremely large. Hispanic applicants are clearly favored over whites with the same qualifications and background, by roughly 90 to 1.

The Asian-to-white odds ratio is also large (roughly 6 to 1), but is much smaller than the odds ratios for the other two groups over whites, all other factors being equal.

⁵ See David E. Lilienfeld and Paul D. Stolley, *Foundations of Epidemiology*, 3rd edition (New York: Oxford University Press, 1994): 200-202.

⁶ Taken from a 20-year longitudinal study of British male physicians by R. Doll and R. Peto, as quoted in Agresti, *Introduction to Categorical Data Analysis*, p. 47.

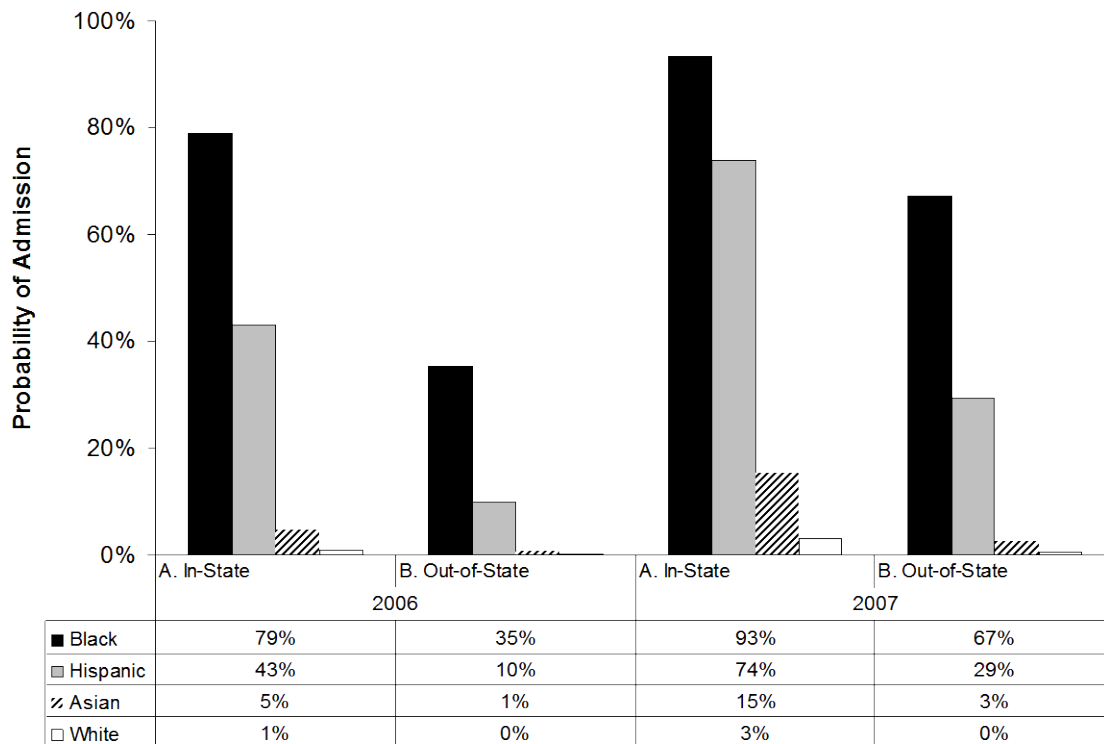
Probabilities of Admission

The meaning of logistic regression equations and their associated odds ratios may be difficult to grasp because the equations are complex and hard to explain without resorting to mathematical formulations. A more intuitive way to grasp the underlying dynamic of preferential admissions is to convert these logistic regression equations into estimates of the probabilities of admission for individuals with different racial/ethnic group membership, given the same LSAT scores and grades. In this section, we compare the probabilities of admission for individuals belonging to these different groups, using the logistic regression equation specific to each year. The probability calculations provide an estimate of the admission chances for members of each group, all with the same test scores, undergraduate grades, residency status, and sex.

We chose to examine the probabilities for an in-state male applicant with the same LSAT score and undergraduate GPA as the median for black admittees for 2006 and 2007.⁷ The same set of test scores and undergraduate GPAs were entered for blacks, whites, Hispanics, and Asians. Chances of admission were then calculated for a black applicant, a white applicant, a Hispanic applicant, and an Asian applicant with those academic qualifications. These calculations do not change the statistical results reported in the earlier section on odds ratios, but they do provide an easier-to-understand interpretation of their meaning.

The differences in odds ratios illuminate large differences in the probability of admission based on an applicant's race. The probability of admission is presented in Table 4. It shows the probability of admission for blacks, Hispanics, Asians, and whites, for the same test scores and grades in a particular year.

⁷ One can compare probabilities of admission for any combination of academic qualifications, residency status, and sex. The equation for calculating probabilities is provided in Appendix 2.

Figure 5. Probabilities of Admission *

* *Assumes applicant is male and has the same LSAT score and undergraduate GPA as the median for black admittees in that particular year.*

Figure 5 shows the likelihood of admission for the four groups, divided into in-state and out-of-state applicants. Applicants were assumed to have an LSAT score and college GPA equal to the average score and GPA of black admittees in 2006 and 2007.⁸ The extremely large weight given to race and ethnicity can be particularly appreciated when comparing the likelihood of admission of black, Hispanic, Asian, and white in-state applicants with out-of-state applicants of the same racial and ethnic groups, all with the same academic credentials as the average black admittee. The odds ratios favoring blacks and Hispanics over whites,⁹ for example, are larger than the 7 to 1 odds ratio favoring Nebraska residents over non-residents (controlling for all other factors).¹⁰

Accordingly, the results are that, with the same credentials as the average black admittee, Hispanic, Asian, and white *residents* were all less likely to be admitted compared to black *residents*. Additionally, Asian and white *residents* were less likely to be admitted compared to black and Hispanic *non-residents*.

⁸ The median LSAT score for black admittees was 146 in 2006 and 148 in 2007. The median college GPA for black admittees was 3.1 in 2006 and 3.3 in 2007.

⁹ 442 to 1 and 90 to 1, respectively.

¹⁰ Gender gives an applicant no substantial advantage, with an odds ratio of women over men by 1.2 to 1.

In 2006, black residents with the same test scores and grades as the average black admittee had a 79% chance of admission, while black non-residents had a 35% chance.

Hispanic *in-state* applicants in 2006 had a 43% chance of admission – a smaller chance of admission compared to black *in-state* applicants, with a 79% chance of admission. Hispanic *in-state* applicants in 2006 however had a greater chance of admission than black *out-of-state* applicants, with a 35% chance of admission.

Asian *residents* in 2006 with the same credentials as the average black admittee had a 5% chance of admission, compared to a 79% chance for black residents and a 35% chance for black non-residents. The 2006 Asian *in-state* probability was also smaller than the admission chances of both *in-state* and *out-of-state* Hispanics (43% and 10%, respectively).

White *in-state* applicants in 2006 with the same credentials as the average black admittee had the smallest chance of admission among all *in-state* applicant groups (1%). It was much smaller compared to the 79% chance of admission for *in-state* blacks, the 43% chance for *in-state* Hispanics, and the 5% chance for *in-state* Asians. Moreover, white *in-state* applicants had less of a chance of admission compared to *out-of-state* blacks (35%) and Hispanics (10%), and the same chance of admission as *out-of-state* Asians (1%) with the same credentials.

In 2007, black *in-state* applicants with the same credentials as the average black admittee had a 93% chance of admission, while black *out-of-state* applicants had a 67% chance.

Hispanic *in-state* applicants in 2007 had a 74% chance of admission – smaller than the chances for black *in-state* applicants (93%) but larger than the chances for *out-of-state* blacks (67%).

Asian *in-state* applicants in 2007 had a 15% chance of admission, compared to a 93% chance for *in-state* blacks and a 74% chance for *in-state* Hispanics. The Asian *in-state* admission probability was also much smaller than the chances for *out-of-state* blacks and Hispanics (67% and 29%, respectively).

White *in-state* applicants in 2007 had the smallest admission probability of all racial and ethnic groups in Nebraska. White *in-state* applicants had a 3% chance of admission, compared to a 93% chance for *in-state* blacks, a 74% chance for *in-state* Hispanics, and a 15% chance of admission for *in-state* Asians. The 3% chance of admission for *in-state* whites was also smaller than the admission chances of *out-of-state* blacks (67%) and Hispanics (29%) with identical credentials, and was the same as Asian *out-of-state* applicants (3%).

Appendices

Appendix 1. Logistic Regression Equations

Variable	Unstandardized Regression Coefficient	Odds Ratio: Exp(B)
Year	-0.557	0.573*
LSAT	0.475	1.608**
UGPA	3.571	35.538**
Black	6.092	442.394**
Asian	1.753	5.775**
Hispanic	4.496	89.626**
Gender	0.174	1.190 ^{ns}
Resident	1.919	6.817**
Constant	1030.407	—

Note: ^{ns} not statistically significant; * $p \leq 0.001$; ** $p \leq 0.0001$

Appendix 2. Calculating the Probability of Admission

Probability of Admission to University of Nebraska College of Law = $A/(1+A)$

$A = \text{EXP}((-0.557 \cdot \text{Year}) + (0.475 \cdot \text{LSAT}) + (3.571 \cdot \text{UGPA}) + (6.092 \cdot \text{Black}) + (1.753 \cdot \text{Asian}) + (4.496 \cdot \text{Hispanic}) + (0.174 \cdot \text{Gender}) + (1.919 \cdot \text{Resident}) + (1030.407))$



CENTER FOR EQUAL OPPORTUNITY

The Center for Equal Opportunity (CEO) is a non-profit research institution established under Section 501(c)(3) of the Internal Revenue Code. CEO sponsors conferences, supports research, and publishes policy briefs and monographs on issues related to race, ethnicity, and public policy.

Linda Chavez, Chairman