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Satisfaction with Law School among Graduates of the University of Michigan Law School, Classes of 1952-2001

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NOTE added in 2019:

Beginning in the year 1967, the University of Michigan Law School conducted by mail an annual survey of selected alumni classes. The survey was administered for forty consecutive years until 2006, when it was suspended upon the retirements of the survey's long-time co-directors, David L. Chambers and Terry K. Adams. In 2014, the survey was revived by Professor J. J. Prescott and continued annually online thereafter.

The following memorandum is one of a group of memoranda Chambers wrote in 2009 and 2010 – after the survey project was suspended but before its revival – on a range of topics that the initial forty years of data permit exploring. Some of the memoranda evolved into publications. The memo here did not. Thus, the accuracy of the tables and other statistical figures in this memo have not been double-checked as they would have been if formally published. To verify the claims here and for access to additional data from years after the Project was revived, qualified researchers may apply for access to the full Project dataset. For guidance, go to https://repository.law.umich.edu/alumni_survey/alumni_survey_dataset.html.

For important background information on the Project, the reader is encouraged to read [The University of Michigan Law School Alumni Survey Project: Description, Scope and Limits](#), a seven-page memo available on this website.

https://repository.law.umich.edu/alumni_survey_scholarship/

David L Chambers

David L Chambers
 File: alumpaper-satisfaction with law school
 March 2011, edits 2019

Satisfaction with Law School
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1. Four aspects of law school satisfaction

In 1981, when David Chambers and Terry Adams assumed responsibility for the alumni survey, they added questions about satisfaction with law school overall and satisfaction with the intellectual and career-training aspects of law school. Two years later, in 1983, a question about satisfaction with the social dimensions of law school was added. These four questions were included on all surveys through the final survey in 2006. The questions took the following form:

On the whole, how did you find your law school experience: (please circle one number in each row)

	<i>Very Satisfactory</i>					<i>Very Unsatisfactory</i>	
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Intellectually</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>As career training</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Socially</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Overall</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>

For the classes five and fifteen years out of law school we have 24 consecutive years of responses to the question about social satisfaction and 26 years of responses for the other three. For the classes twenty-five, thirty-five, and forty-five years out, whom we began to survey in 1997, we have ten consecutive years of responses.

Table 1 displays the mean levels of satisfaction for the 5, 15, 25, 35, and 45 year graduates, as well as the proportion of each group who circled 6 or 7 as their level of satisfaction. We call those who registered either of these top numbers out of 7 as “quite satisfied.”

Table 1
Satisfaction with Law School ,
by years out of law school.
Means, on 1 to 7 scale and percentage of respondents
who circled category 6 or 7, the two highest categories.
Classes of 1952-2001

	N=	Intellectually		Career Training		Socially		Overall	
		Mean	Q.S.*	Mean	Q.S.*	Mean	Q.S.*	Mean	Q.S.*
5 year grads	6299 ¹	5.70	68%	4.79	36%	4.80	41%	5.21	50%
15 year grads	5909	5.86	73%	5.18	48%	4.75	37%	5.40	55%
25 year grads	2225	5.89	74%	5.30	51%	4.69	34%	5.37	54%
35 year grads	1894	6.22	82%	5.74	66%	5.19	46%	5.85	71%
45 year grads	1329	6.44	88%	6.00	73%	5.49	55%	6.11	78%

* Q.S. = Quite Satisfied (1 or 2 on scale of 7)

file: ls12

The table reveals some strong patterns.

Look first down the column on the far right. As you can see, regardless of their number of years out of law school a majority of our graduates were quite satisfied with their law school experience overall. Not visible from the table is that comparatively few graduates, no matter how long out of law school, indicated that they were *dissatisfied* with any aspect of their experience, putting themselves into any of the 3 lowest categories out of seven.² We need, however, to be quite cautious about our claims of overall satisfaction. We have long hypothesized that the respondents to our survey included a higher percentage of those who thought fondly of their law school than of those whose feelings were less positive. (Like the graduates of other colleges and law schools, some Michigan graduates probably throw away any mail that comes to them from their alma mater without ever opening it.) We will examine the evidence for a skewed response to the law-school satisfaction questions at the end of this section.

¹ As to social satisfaction for the 5 and 15 year classes, there were 2 fewer years of data than there were for the other three forms of satisfaction. For social satisfaction, the number of cases for 5 year graduates is 5740, for 15 year graduates is 5383.

² 13 percent of the 5 year graduates, 9 percent of the 15 year graduates, 9 percent of the 25 year graduates, 4 percent of the 35-year graduates, and 2 percent of the 45 year graduates put themselves into any of the 3 lowest categories, 1, 2, or 3. (file ls06).

A second pattern visible from the table is that, looking across any line, one sees that every group of grads by years out of law school was most satisfied with law school “intellectually” and, with one exception, least satisfied with law school “socially.” Moreover, the overall satisfaction of each group was lower than its satisfaction with law school intellectually but higher than its satisfaction with law school as career training and socially.

Third and similarly, looking *down* the columns, one sees that, with the exception of social satisfaction, the longer that respondents have been out of law school at the time that they are surveyed, the more satisfied they were with each aspect of their law school experience. With regard to overall satisfaction, the 35 and 45 year classes included considerably more highly satisfied graduates than the 5, 15 and 25 year classes.

One obvious question raised by the higher satisfaction of the classes that have been out longer is whether their higher satisfaction is simply a function of the passage of time (that is, of absence making the heart grow fonder) – an aging effect -- or whether these classes were always more satisfied than the more recent classes (a cohort effect). Unfortunately, since the classes 35 and 45 years out of law school were asked the satisfaction questions on only one occasion (between 1997 and 2006), we cannot compare their views of their law school experience then with their opinions were when they’d been out of law school only five or fifteen years. We are, however, able to compare sixteen more recent classes at two points in time, because these classes, the classes of 1976 through 1991, were asked the law-school satisfaction questions on both the 5 and 15 year classes.³ When we do, we find that, for these classes, there was both an aging effect and a cohort effect. After controls, the 15 year class member were somewhat happier with their law school experience than they’d been at five years, but it was also the case that some classes were less satisfied than other classes at both 5 and 15 years out. In particular, those who graduated in the late 70s were somewhat less satisfied with their law school experience overall at both 5 and 15 years than were those who graduated more recently.⁴

³ See file LS05w.

⁴ The classes of 1972 through 1981 were asked the law school satisfaction questions on both the 15 and 25 year surveys. For these classes there was essentially no net change between their 15 and 25 year responses to the question about over law school satisfaction. LS05w (last regression).

2. What aspect of satisfaction contributes most to overall satisfaction.

Of the three components of satisfaction with law school about which we asked – satisfaction intellectually, socially and as career training – which one was most strongly related to overall satisfaction? In regressions on overall satisfaction, using the components of satisfaction as controls, the results are remarkably consistent whether graduates have been out 5 years, 15 years, 25 years, 35 years, or 45 years. See Table 2

Table 2
Regression on Satisfaction with Law School Overall,
With components of law school satisfaction

	5 years out Classes of 1976-2001		15 years out Classes of 1966-1991		25 year out Classes of 1972-1981		35 years out Classes of 1962-1971		45 years out Classes of 1952-1961	
	n=5686		n=5343		n=2184		n=1864		n=1298	
	Marg Beta	RSQD	Marg Beta	RSQD	Marg Beta	RSQD	Marg Beta	RSQD	Marg Beta	RSQD
Intellectual satisfaction	.434	.130	.419	.118	.410	.103	.435	.123	.395	.099
Career training satisfaction	.269	.054	.292	.060	.276	.048	.298	.059	.332	.068
Social satisfaction	.444	.165	.427	.150	.420	.137	.373	.113	.373	.104
Explained Variance (adj)	79.3%		79.2%		79.5%		76.7%		79.9%	

File: ls05j (using master.024)

As the table displays, for each group of classes by years out of law school, all three components contribute significantly to explaining overall satisfaction and the three components taken together explain nearly 80 percent of the variance in overall satisfaction to a substantial extent.

An even more striking aspect of the table is that with remarkable consistency, across all groups by years since graduation, satisfaction with the intellectual and social aspects of law school contribute much more substantially to overall satisfaction than satisfaction with career training. Why is it that career training counts so much less than intellectual satisfaction or social satisfaction? A couple of possible reasons come to mind. One is that, when people are asked to record (in a matter of a few seconds) their satisfaction with some period in their life, they may well think primarily about their feelings about the experience during the period itself rather than

on what that period came to mean for their future. How much law school contributed to their later career would not, of course, have been known until after law school. Another possibility, equally plausible, is that, as many law professors try to make clear to their students, legal education at Michigan provides at most fairly indirect career training. Law schools primarily teach students “how to think like a lawyer”, how, that is, to approach legal problems in general, not how to solve some particular legal problem the solution to which might vary across the fifty states. Law students do not major in some specialty during law school. Indeed, a large proportion of Michigan’s graduates reported, on our survey, that concerning their current principal subject-matter area of work in practice, they had “little or no idea” when in law school that this would become a principal area of their work.”⁵ All this being the case, many graduates may not expect that law school will have provided much direct career training for them and because they hold low expectations in this regard, their attitudes toward the law school’s success for them as career training looms less large than the more immediately salient aspects of intellectual and social satisfaction.

D. What explains variations among graduates in their satisfaction with law school.

As we saw in table 1, 50 percent of the graduates surveyed 5 years after law school were quite satisfied with law school overall. Conversely, of course, 50 percent were not. Here is the actual distribution of the 5-year graduates at each of the seven levels of reported satisfaction:

Table 3
Overall Satisfaction with Law School of Graduates
Surveyed 5 Years Out of Law School,
in each of the seven categories of satisfaction

	Very Satisfied			Very Dissatisfied				
	1	2	3	4	5	6	7	total
N=	1009	2123	1514	817	449	251	89	6252
%	16%	34%	24%	13%	7%	4%	2%	100%

Like the other distributions on the aspects of law-school satisfaction, the distribution is skewed toward the top. Still, 44 percent of the five-year graduates put themselves into one of the three middle categories out of seven, feeling slightly negative to only slightly positive about their law school experience overall. And a small percent more – about 6 percent were quite dissatisfied. What explains why some individual graduates were so much happier than others with their law school experience.

We had several hypotheses about the factors that might have contributed to satisfaction, for some but not all of which we had data from the survey to explore.

A first is simply a matter of personality: Some people are just more upbeat than others. Some people just make the best of any situation. Ours was not a personality survey, but we did ask many years of graduates to compare themselves to other lawyers their age with regard to their self-confidence, which may provide a clue to attitudes about life.

A second factor we thought might contribute to satisfaction was feeling a part of the mainstream of the law school, feeling that others were mostly like you in important respects. We thus thought that, in general, satisfaction with law school might be higher among our white graduates, our male graduates (particular in the years before women were a large part of the student body), our graduates from middle or upper middle class backgrounds, our graduates who came to law school within a year or two of finishing undergraduate school, our graduates from the Midwest, our graduates who planned a career in private practice or business, and our graduates whose political attitudes were in the mainstream (middle of the road to slightly liberal)

rather than quite liberal or some degree of conservative. For all these factors we have at least some indirect information.

A third factor that might contribute to satisfaction is academic success at the law school. We have information about law school grades and about serving on a law journals, but we do not have information about work as a research assistant to a faculty member or other mentoring relationships with faculty.

A fourth factor we thought might contribute to satisfaction with law school was the degree of success graduates achieved after law school or the degree of satisfaction that the graduates experienced in their careers, on the theory that law school might look better the more that their later career was successful or satisfying. We have information about current job settings and income, as well as satisfaction with their careers.

Finally, we thought that certain periods in the history of the law school (or in the country as a whole) might contribute to satisfaction. The Vietnam War period was, for example, a period of both high stress and high involvement for many students. The early 1990s was a time of stress for different reasons: the economy dipped and many private law firms cut significantly back on hiring new associates.

After much analysis, two items of information stand out as far more strongly related to law school satisfaction than any others. The first of these is law school grades – the higher the grades in law school, the higher the law school satisfaction. While we were not surprised to find a relationship between grades and satisfaction (see our third hypothesis above), we were quite surprised by the strength of the relationship and its consistency across all groups of graduates by years out. Tables 4A and 4B illustrate the relations for the 26 classes of five year graduates from 1976-2001 and the 26 classes of 15 year graduates from 1966-1991. This pattern also holds for those surveyed after 25, 35 and 45 years. Grades never lose their grip. Even with regard to satisfaction with law school socially, where one might have guessed hoped that the students with lower grades would have had more fun, higher grades are still strongly associated with higher satisfaction. We are able to explain only a modest portion of the variance in law school satisfaction, but law school grades and the second factor on which we are about to report account for the huge majority of the variance we are able to explain.

Table 4A
 Satisfaction with Law School ,
 in relation to law school grades,
 graduates 5 years out of law school
 Classes of 1976-2001

	Satisfaction with law school intellectually		Satisfaction with law school as career training		Satisfaction with law school Socially		Satisfaction with law school overall	
	N=6299		N=6288		N=5740		N=6250	
	Mean	Q.S.*	Mean	Q.S.*	Mean	Q.S.*	Mean	Q.S.*
GPA in top fifth of class	6.13	81%	5.27	49%	5.09	47%	5.71	67%
GPA in 2d highest fifth of class	5.85	73%	4.97	41%	4.95	44%	5.41	56%
GPA in middle fifth of class	5.62	65%	4.69	32%	4.78	41%	5.15	46%
GPA in 2d lowest fifth of class	5.44	61%	4.50	29%	4.65	40%	4.92	41%
GPA in bottom fifth of class	5.31	57%	4.33	26%	4.36	31%	4.48	35%

* Q.S. = Quite Satisfied (6 or 7 on scale of 7)

file: ls13e

Table 4B
 Satisfaction with Law School ,
 in relation to law school grades,
 graduates 15 years out of law school
 Classes of 1966-1991

	Satisfaction with law school intellectually		Satisfaction with law school as career training		Satisfaction with law school Socially		Satisfaction with law school overall	
	N=5909		N=5894		N=5383		N=5875	
	Mean	Q.S.*	Mean	Q.S.*	Mean	Q.S.*	Mean	Q.S.*
GPA in top fifth of class	6.28	86%	5.63	62%	5.08	45%	5.88	72%
GPA in 2d highest fifth of class	6.05	79%	5.36	53%	4.90	42%	5.61	62%
GPA in middle fifth of class	5.83	71%	5.18	46%	4.69	36%	5.35	53%
GPA in 2d lowest fifth of class	5.37	65%	4.94	40%	4.63	33%	5.17	46%
GPA in bottom fifth of class	5.09	57%	4.67	35%	4.33	28%	4.82	37%

* Q.S. = Quite Satisfied (6 or 7 on scale of 7)

file: ls13e

The second factor that is strongly related to law school satisfaction is career satisfaction. The more satisfied our graduates were with their careers overall, the more satisfied they were with their law school experience overall. Table 14 shows the relationship, one that persists no matter how many years our graduates have been out of law school. The relationship persists undiminished after law school grades are taken into account. Indeed, as can be seen in appendix table A, for the classes surveyed after they'd been out of law school 35 years and 45 years, career satisfaction becomes increasingly important relative to law school grades in explaining satisfaction with law school.

Table 14
Satisfaction with *Law School* overall ,
in relation to Satisfaction with *Career* overall

	5 year graduates		15 year graduates		25 year graduates		35 year graduates		45 year graduates	
	N=6090		N=5666		N=2090		N=1815		N=1251	
	Mean LS Sat	% Q.S.*	Mean LS Sat	% Q.S.*	Mean LS Sat	% Q.S.*	Mean LS Sat	% Q.S.*	Mean LS Sat	% Q.S.*
Quite satisfied with career overall (categories 1 and 2)	5.47	60%	5.63	64%	5.58	62%	6.03	78%	6.25	84%
Slightly satisfied or so-so with career overall (categories 3 and 4)	5.09	43%	5.12	44%	5.17	44%	5.45	55%	5.57	57%
Dissatisfied with career overall (categories 5, 6 and 7)	4.57	35%	4.60	33%	4.41	27%	4.69	38%	5.00	33%

* Q.S. = Quite Satisfied (6 or 7 on scale of 7)

file: ls13e1

Exactly how are career satisfaction and law school satisfaction related? One possibility is simply that whatever the traits are that contribute to being satisfied with law school are also the traits that contribute to being satisfied with work as a lawyer – for example, opportunities for intellectual challenge and skill at analytic reasoning, for example. If this is the full explanation, then career satisfaction does not in fact contribute to law school satisfaction; it is simply a reflection of some other traits that also contribute to law school satisfaction. Though this explanation may account for a part of the correlation, we suspect it does not account for much, in large part because, as we will see, in regressions on overall law school satisfaction, satisfaction with career remains strongly related to law school satisfaction even after law school grades are taken into account. In addition, the practice of law draws upon such a wide range of skills – deal-

making, interviewing, persuasion, and so forth -- that are not a major part of law school education and that we suspect contribute to career satisfaction.

A second explanation, much like the first, is that some people are just happier than others in all the spheres of their life. Some folks see the rosy side, some see the dark. Under this explanation, even if the activities associated with law school differ greatly from those associated with law practice, there could still be a strong association between the two realms of satisfaction. And, as with the first explanation, under this view, career satisfaction would not be a cause of law school satisfaction. Rather, both forms of satisfaction would flow from other qualities.

It is the third possible explanation that posits a causal relation between satisfaction with career and satisfaction with law school: that when graduates are satisfied with their careers, that happiness is likely to make them look back with affection on their law school experience. Conversely, when work is unsatisfying, the training that lay before it may also look unsatisfying. We find support for this explanation when we examined the responses to the satisfaction questions of those who answered them twice, first on the 5 year survey and again on the 15 year survey. Changes in satisfaction with career between the 5 year survey and the 15 year survey correlated strongly with changes in satisfaction with law school. Those who reported lesser satisfaction with their careers at 15 years than they had at five tended also to report less satisfaction with law school at 15 than at 5. Conversely, those whose career satisfaction improved tended to have improved views of their law school experience.⁶

Once these two factors – grades and career satisfaction – are taken into account, other information available to us adds little further explanation of law school satisfaction. Our hypothesis that lesser satisfaction was likely to be reported by those who were not in various “majority” groups within the law school proved without foundation. With the huge numbers of cases in our dataset, slight differences of no practical significance often emerge as statistically significant, but, after controls, women at all stages after law school report the same levels of satisfaction with law school as men,⁷ those from outside the Midwest as high satisfaction as those from within,⁸ those whose fathers were blue collar clerical or clerical as high satisfaction as those with fathers who were attorneys or business owners or managers. As to race, before controlling for grades, black and Hispanic graduates report somewhat lower satisfaction than whites. Once law school grades are taken into account, however, the direction of satisfaction reverses. Among black, Hispanic and white graduates with similar grades, the black and

⁶ See ls13i.

⁷ Ls13g3. Overall, among the 5-year, 15-year, and 25-year classes, women have a slightly lower mean grade point average than men, but, once grades are controlled for, women and men report essentially the same satisfaction with law school. See Appendix Table A

⁸ We have substantial missing data for state of parents’ residence at the beginning of law school, but, for those years we do have, there is no significant relationship between coming from the Midwest and law school satisfaction.

Hispanic graduates were more satisfied than whites with law school overall.⁹ (See Appendix table A)

Age at the beginning of law school also worked in the opposite direction than we had hypothesized. Because all graduating classes have included such a large preponderance of students who matriculated within a year or two after finishing college, we had hypothesized that older students might have enjoyed law school less than younger. In fact, the reverse is true. See Appendix Table A. After taking other factors into account, the older the student the higher the likely satisfaction with law school overall. See appendix Table A. It is possible that, on average, older students make more considered decisions to attend law school.

Several other factors contribute mildly (but statistically significantly) to explaining overall satisfaction. Appendix Table A reports results of regressions on the graduates 5, 15, 25, 35, and 45 years after law school.

Our hypothesis that some people are simply more upbeat about life than others (which was one possible explanation for the high correlation between law school satisfaction and career satisfaction) finds further indirect support from the responses to the question asking our graduates to compare themselves to others with regard to their self-confidence. Even after controlling for career satisfaction, those who reported themselves as comparatively more self-confident than others reported themselves were, on the whole, significantly more satisfied with law school overall.

Among those 15 and 25 years out of law school (but not those 5 years out), current political attitudes corresponded with law school satisfaction: other factors considered, the more conservative the graduate's politics at the time of our survey, the more satisfied they were with law school. (Current political attitudes were more strongly linked to law school satisfaction than graduates' recollection of their political views when they were in law school.)

Current career settings also helped explain satisfaction with law school. Even after taking grades and career satisfaction into account, those who worked in very large private firms (of more than 200 attorneys) or large private firms (of 51 to 200 lawyers) were more satisfied than those who worked in smaller firms or in government or public interest/legal services or corporate counsel's offices and especially more satisfied than those who were working in settings where they did not practice law at all.

Finally, we had a few pieces of relevant information for 5 year graduates that we did not have (or had much less of) for graduates who had been out of law school lawyer. Those who in law school worked on a law review or journal and those who in law school served in student

⁹ Ibid

government were, on average, more satisfied than those who did not. In addition, among the 5-year graduates, the greater the degree of difficulty they reported in paying off their student loans the less satisfied they were with law school.

E. A Cautionary Note: The Response Problem

I've long suspected that there was a strong correlation between our graduates' satisfaction with their law school experience and their willingness to respond to our surveys. We cannot, of course, test this hypothesis directly since those who never respond never answer our questions about law school satisfaction. On the other hand, as we've discussed above, we do now know that law school grades are closely associated with law school satisfaction (at least among the respondents) and we have information about law school grades for all our graduates, whether they responded or not. Looking at the response rates of our graduates in relation to their grades reveals that, as with satisfaction, grades are closely associated with response.

Response rates to our surveys,
in relation to final law school gradepoint average,
graduates of 1980s and 1990s.¹⁰

	GPA <2.80	GPA 2.80 – 3.19	GPA 3.20 – 3.49	GPA >3.49
Grads of 1980s	51%	63%	67%	72%
Grads of 1990s	44%	59%	64%	65%

At least a couple of points can be drawn from the considerably lower response rate of the graduates with the lowest grades. The first is that if all graduates had responded to our survey, it is highly probable that the mean overall satisfaction level of our graduates would be somewhat lower than that which we report above. The second is that it is quite possible that grades are even more strongly associated with law school satisfaction than we are already able to measure. We cannot know, of course, whether our nonrespondents with low grades are as comparatively dissatisfied with their law school experience as the respondents with low grades, but it would be unsurprising if, as a group, they were even more dissatisfied.

¹⁰ See run ls07b, printout 7

Appendix Table A

Regression on Satisfaction with Law School Overall,
Satisfaction measured on 7 point scale, with 7 indicating highest satisfaction

	5 year classes 1982-2001	15 year classes 1972-1991	25 year classes 1972-1981	35 year Classes 1962-1971	45 years classes 1952-1961
	n=4202	n=3954	n=	n=1510	n=1005
	Standar- dized beta	Standar- dized beta	Standar- dized beta	Standar- dized beta	Standar- dized beta
Law school final GPA	.227**	.284**	.285**	.224**	.188**
Satisfaction w/career overall	.182**	.214**	.234**	.249**	.354**
Year of graduation	.001	.082**	.037	-.013	-.021
Age at start of law school	.042**	.050**	.074**	N.A.	N.A.
Male	.006	-.010	-.014	.008	.033
African-American	.046**	.071**	.073**	N.A.	N.A.
Hispanic	.034*	.043**	.040	N.A.	N.A.
Other nonwhite	.008	-.041**	-.013	N.A.	N.A.
Father blue collar or clerical	.016	N.A.	N.A.	N.A.	N.A.
Worked on law journal	.059**	N.A.	N.A.	N.A.	N.A.
Served in LS student govt.	.050**	N.A.	N.A.	N.A.	N.A.
Difficulty paying LS loans	-.060**	N.A.	N.A.	N.A.	N.A.
Comparison to other attys: skeptical of others' motives	-.050**	-.026	-.022	-.032	-.027
Comparison to others attys: self-confident	.115**	.067**	.059*	.080**	-.020
Liberal to conservative (1-7)	-.006	.060**	.101**	.020	.041
In comparison w/ those in very large firms (201+ attorneys)					
government attorneys	-.058**	-.054**	-.057*	.011	-.021
public interest attorneys	-.065**	-.030	-.045	-.071**	N.A.
corporate counsel	-.043**	-.040*	-.027	.034	.025
atty in 0-10 person firm	-.061**	-.018	.007	.045	.003
atty in 11-50 person firm	-.022	-.013	-.006	.051	-.029
atty in 51-200 person firm	-.025	-.018	.010	.011	.034
works in nonprac setting	-.095**	-.096**	-.110**	-.030	-.078
Not currently employed	-.044**	-.008	-.024	-.028	-.061
Total explained variance (adj)	15.0%	15.8%	17.3%	15.4%	17.1%

**p<.01 (based on T-Ratio)

file: ls13g4