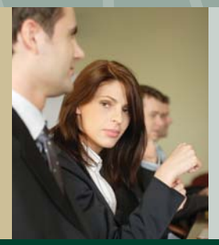
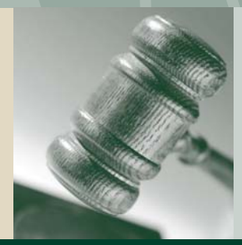




LSSSE

Law School Survey of Student Engagement

2007 Annual Survey Results

Student Engagement in Law School:
Knowing our Students

Center for Postsecondary Research
School of Education
Indiana University Bloomington
1900 E. Tenth Street
Eigenmann Hall, Suite 419
Bloomington, IN 47406-7512

Phone: 812-856-5824
Fax: 812-856-5150
E-mail: lssse@indiana.edu
Web: www.lssse.iub.edu

www.lssse.iub.edu

Law School Survey of Student Engagement

Advisors

LSSSE Advisory Board

Alison Grey Anderson
Professor of Law Emerita
University of California Los Angeles School of Law

Thomas Ehrlich
Senior Scholar
The Carnegie Foundation for the
Advancement of Teaching

Bryant G. Garth, Chair
Dean and Chief Executive Officer
Southwestern University School of Law

Richard A. Matasar
Dean and Professor of Law
New York Law School

Carl C. Monk
Executive Vice President and Executive Director
Association of American Law Schools

Rachel F. Moran
Raven Professor of Law and Executive Committee Member, Center for Social Justice
University of California,
Berkeley School of Law – Boalt Hall

Todd D. Rakoff
Byrne Professor of Administrative Law and Vice Dean for Academic Programming
Harvard Law School

Lauren K. Robel
Dean and Val Nolan Professor
Indiana University School of Law – Bloomington

LSSSE Faculty Associates

Kenneth G. Dau-Schmidt
Associate Dean for Research and Carr Professor of Law
Indiana University School of Law – Bloomington

William D. Henderson
Associate Professor of Law
Indiana University School of Law – Bloomington

Jeffrey E. Stake
Professor of Law and Neizer Faculty Fellow
Indiana University School of Law – Bloomington

The Law School Survey of Student Engagement (LSSSE) documents dimensions of quality in legal education and provides information about law student participation in effective educational activities that law schools and other organizations can use to improve student learning.

Table of Contents

Foreword

Measuring Outcomes in an Input World

Here is a thought experiment: if you could start a new law school from scratch, know that it had adequate resources, and have a free hand in designing a building, hiring a faculty, organizing a curriculum, choosing students, and assisting graduates in obtaining their careers, what would you create? How would you make your decisions? Would you model your new school on schools with high rankings? Would you consult with the leaders of existing institutions? Would you try to match the profiles of the highest ranked schools by copying their inputs–LSAT scores, undergraduate GPAs, faculty similar to theirs, traditional curricula, and so forth?

Given the apparent similarity of most law schools, either we have stumbled upon the perfect formula for legal education or all of us suffer from the same delusion (or lack of creativity). Simply put: our little corner of higher education is drawn to various input measures–LSAT scores, undergraduate GPAs, and faculty from a limited number of schools to name a few. These measures provide great comfort because they are familiar. But, can we continue to rely primarily on inputs if we want to produce value for our constituents? Are they robust enough to assure us that we are in fact producing the best graduates, with skills needed by those who will use their services, and who are satisfied with the experiences they received while students?

LSSSE is a new window to legal education. It seeks to provide us with actionable information about what our students do and value about their education. It shows us the by-product of our choices as it reveals the students' explicit and implicit understanding of our schools. The pages that follow in this report challenge some of our assumptions about students. They explore how age, law school type, year in school, and race are associated with different engagement patterns in law school. These data force us to think about our schools differently because they focus on what we are producing–our outputs.

LSSSE reflects an emerging trend in legal education. Like the After the J.D. study, the Carnegie Report, or the Best Practices recommendation, it asks us to look at outcomes rather than focus on inputs. This portends a shift away from simple comparisons of schools to each other on various input measures. By redirecting our attention to outcomes, we force ourselves to look more carefully at our missions. Who do we serve? What are we seeking to accomplish by our program? How do we know we are succeeding? What can we measure to understand whether what we do is effective while the students are still in school? What is the relationship of what takes place in school to the careers our students choose and ultimately occupy? And even if we cannot measure the ultimate outcomes for students by what they do in school, what precursors are reliably associated with those outcomes that we can measure?

Outcomes and outputs tell us much more about the success of our schools than do input measures. Moreover, in the years ahead both our accrediting agency, the American Bar Association Council on Legal Education and Admissions to the Bar and its evaluator, the United States Department of Education will likely require us to focus more clearly on outcomes in assessing us. But before we ever face such regulation, it is just the right thing to do to better understand how we can improve what we deliver to our students.

At New York Law School, for example, for many years we saw unacceptably low bar passage by our students. This was true over a long period of time during which students' entry credentials varied widely. Yet, through most of this period our solution was to assume that by increasing entry credentials, outcomes would naturally improve. This simply did not occur. Instead we systematically began to collect information regarding every aspect of our students' performance in law school and the profile of choices they made while here. The data revealed that those who did well in law school generally did well on the bar exam and that those who did poorly in law school did poorly on the bar exam. It turned out that our conventional solution to the problem of seeking students with better incoming credentials was not solving the problem because the predictive force of the LSAT/UGPA index that we use, while somewhat useful to predict first-year performance, could not predict enough of the variance in law school performance to reliably screen out those who would not do well. Once they became students, we treated them all alike, whether they were successful or not. The question we faced was whether deeper analysis of their behavior and our education after they entered could create a program that would alter these results.

Rather than relying on entry credentials alone, we looked at every aspect of every student's performance in school and on the bar examination. We found relationships between the paths they chose in school, their performance in school, and their first-time bar passage. After discovering that poorly performing first-year, first-semester students did not understand legal reasoning, we amended our first-year second semester curriculum by diverting the bottom third of the first-year students from one of the courses taken by their peers a rigorous legal reasoning and writing course. Our research also showed that at the end of the first year, the weakest students disproportionately avoided difficult courses, many of which were tested on the bar. We therefore restricted the upper-level curricular choices available to the students in the bottom quartile by requiring many more courses and limiting their electives. Further we discovered that in past years, full-time students who were in academic difficulty seemed to improve when they moved to part-time. We therefore mandated that full-time students in the bottom 10% of the class move to a reduced schedule by adding an extra semester to their program and limiting the number of courses they could take each semester. We cushioned the impact of this requirement by giving them all full scholarships for the extra semester and creating escape hatches if they significantly improved their performance in school in the second year. Finally, we added a legal writing and reasoning sequence in the third year for the bottom quartile students to reinforce the skills that would be tested on the bar examination.

In 1999, before the research for this program was completed and before any of these changes were implemented, the first-time New York bar pass for New York Law School students was slightly over 57%–well below the ABA school first-time takers in the state. In 2007, the pass rate was over 90% and a few points above the ABA first-time takers in the state. We are by no means sure that this improvement allows us to comfortably assure it will persist in perpetuity, but the process of dealing with the unacceptably low bar pass for our students gave us an important lesson in outcomes: we must collect data, analyze it, redesign our priorities to react to the data, and continue to refine to improve.

Looking forward to the next several years in legal education, it is clear that our schools no longer can merely rely on inputs and that success will be measured by the performance of our graduates, faculty, and students–our outputs. It is clear that our regulators will be pushing us to use outcome measures. Moreover as the cost of legal education continues to rise, our students will demand that we be accountable–that the education students receive bear some relationship to the outcomes they are seeking and that the faculty and staff direct their energies to further those outcomes. The challenge is for our schools to respond positively to these pressures.

LSSSE is an important part of the quest for owning outcomes. It is a window into our students' thoughts and actions. It provides insight into whether our schools are succeeding. It is no longer enough to seek students with strong credentials and then watch them disengage because we inadequately challenge them or offer programs that do not excite them or help them achieve their goals. The brutal truth to be seen in the data for our schools is not a scorecard that compares our school to others; rather it is the scorecard of our own performance. It sets the baseline of data that we can use from year to year to measure our improvements and responsiveness. It is a way to learn whether we are providing value.

Why do we need to create the new school I imagined at the beginning of this essay to ensure a transition to a system that is concerned with outcomes when the tools are available today to respond and change? We must seek to serve our students and build good outcomes or we risk being supplanted by new competitors that will design their programs to focus on outcomes from the start. It is surely the case that intentional, reflective design in education, purposefully directed to helping students reach their goals will replace static, input reliant metrics for measuring our performance. That is the promise of measuring outcomes in a world that expects nothing less.

Richard A. Matasar
President and Dean, New York Law School

Director's Message

Since its introduction in 2004, the Law School Survey of Student Engagement (LSSSE) has been used one or more times by 128 law schools in the U.S. and Canada. LSSSE focuses squarely on many promising teaching and learning practices and other aspects of the law school environment that are thought to be linked to high levels of student performance. We believe its questions have considerable face validity to law students, faculty and staff, which is one reason more than 87,000 law school students so far have completed the survey, making it one of the largest contemporary databases of legal education. LSSSE's acceptance reflected by its relatively high response rates – more than 50+ percent every year – and the increasing number of schools participating annually are gratifying and have allowed the survey to be self-supporting through institutional user fees since its inception.

To illustrate the potential value of schools forming a consortium to ask additional questions that probe more deeply into aspects of the law school experience that are especially relevant to their mission and student body, consider some of the findings from this year's report focusing on selected student or institutional characteristics.

In terms of the impact of law school, students themselves are key variables in the equation. As we discuss later, more than three fifths of those responding to LSSSE 2007 are members of the so-called Millennial generation. Does this make a difference in terms of how they experience law school or, equally important, how law school faculty and staff might more effectively work with them, given that some observers believe Millennials have distinctly different attitudes and values than their law school

"In terms of the impact of law school, students themselves are key variables in the equation."

The LSSSE 2007 Report: Context and Contents

Noteworthy reports such as the 2006 book, *Educating Lawyers*, coauthored by LSSSE advisory board member William Sullivan have brought additional attention to what students are learning during law school and other aspects of legal education. One of the key discussion points is how to most productively use the three years of training to make sure students are well versed in the law as well as socialized to its professional practice. As the merits of such traditional approaches to teaching as the Langdellian model are weighed against innovative initiatives and programmatic developments, LSSSE data can inform such discussions by providing information about what students do and how they spend their time during law school. In the Foreword to this report, Richard Matasar eloquently states the rationale for collecting and using the kind of data LSSSE generates. In the future, LSSSE findings can be even more helpful in discovering important aspects of the law school experience when institutions join a consortium and add supplemental questions that address topics of common interest.

predecessors of a decade or more ago? As we shall see, LSSSE data suggest that the chronological age of law students is more important than generational membership with regard to, for example, how much time they spend preparing for class.

Where students go to law school is another factor that could well influence what students do and how they benefit from their legal studies. Does law school size, selectivity, or region of the country matter in terms of student engagement? What about whether a law school is public or private? LSSSE data from scores of law schools with variations of these characteristics provide some insight into these matters. Many of the findings are about what one would expect. For example, students at smaller law schools report having more contact with faculty and peers than students at larger law schools. In terms of law school selectivity, students at less selective law schools are more likely to say their academic needs are being met, even thought their counterparts at more selective schools are more satisfied overall and are more likely to say they would choose the same school again. Perhaps the perceived prestige that is typically correlated with selectivity affects the value students assign to their experience.

How students feel about their law school may not necessarily affect how much they learn. But students' perceptions about whether they are supported and comfortable in the learning environment almost certainly is related to their satisfaction and whether they will put forth the effort required to benefit in desired ways. Studies of undergraduates often show that students from various racial and ethnic groups who are in the numerical minority typically report being less satisfied and view the campus environment as being less supportive. However, LSSSE 2007 results show that the perceptions of African American students, for example, do not differ from their White peers nor are they less satisfied overall. In terms of student engagement in law school, there is more to the story, of course, about which we say more later in this report.

In previous annual LSSSE reports, we examined the experience of 3Ls in some depth. Because it is a perennial topic of concern, we again briefly take up the related question of whether students are using the final year of law school in ways that they sense will help in the transition to the world of legal practice. That is, LSSSE data show that although 3Ls spend less time on traditional academic matters, they do devote more time to working and to co-curricular activities that, perhaps, approximate some of the kinds of activities that lawyers do.

LSSSE's Governance Structure

Co-sponsored by the Association of American Law Schools and The Carnegie Foundation for the Advancement of Teaching, LSSSE is a cost-recovery project with all of its operating expenses covered by institutional participation fees. Housed in the Indiana University Center for Postsecondary Research, LSSSE benefits from the advice a group of nationally recognized legal educators and other experts.

We are indebted to all the LSSSE board members listed on the inside cover for their selfless service that helps to ensure that the project meets its potential by providing high quality information not otherwise available to the legal education community. Hats off especially to Bryant Garth, dean of Southwestern Law School, for his leadership as LSSSE board chair since its inception. We are pleased to welcome two new members to the board, Hulett "Bucky" Askew, consultant on legal education for the American Bar Association, and William Sullivan, senior scholar at the Carnegie Foundation for the Advancement of Teaching. Sullivan succeeds Tom Ehrlich who was an unfailing source of wisdom

Finally, we are grateful to the many law school educators who are committed to using student engagement data and related information to enhance the quality of legal education. As always, we welcome your comments about this report and suggestions for ways LSSSE can contribute to the national conversation about improving the quality of legal education or work with other interested parties toward this end.

George D. Kuh
Chancellor's Professor and Director
Indiana University Center for Postsecondary Research

"As the merits of such traditional approaches to teaching as the Langdellian model are weighed against innovative initiatives and programmatic developments, LSSSE data can inform such discussions by providing information about what students do and how they spend their time during law school."

Quick LSSSE Facts

Survey

Administered to all students at participating law schools via the web. Supported by institutional participation fees. Completion time is about 15 minutes.

Objectives

Provide data to law schools to improve legal education, enhance student success, inform accreditation efforts, and facilitate benchmarking efforts.

Partners

Cosponsored by the Association of American Law Schools and The Carnegie Foundation for the Advancement of Teaching.

Participating Law Schools

One hundred and twenty-eight different law schools have participated in LSSSE since 2003.

Respondents and Response Rates

In 2007, more than 27,000 law students responded to the LSSSE survey. The average institutional response rate is 54%. Four out of five participating schools had response rates of 50% or higher.

Audiences

Law school administrators and faculty, advisory boards, trustees, prospective students, institutional researchers, accreditors, higher education scholars, and college and university counselors.

Data Sources

JD/LLB students from participating law schools across the United States and Canada. Supplemental information comes from the American Bar Association and the Law School Admission Council.

Cost

Participation fees range from $3000 to $5000 as determined by student enrollment.

Participation Agreement

Participating law schools agree that LSSSE will use the aggregated data for national reporting purposes and other legal education initiatives. Law schools may use their own data for institutional purposes. Results specific to a law school, and identified as such, will not be made public except by mutual agreement between the schools and LSSSE.

Figure 1 Affiliation of LSSSE 2007 Law Schools compared with all ABA-Approved Schools

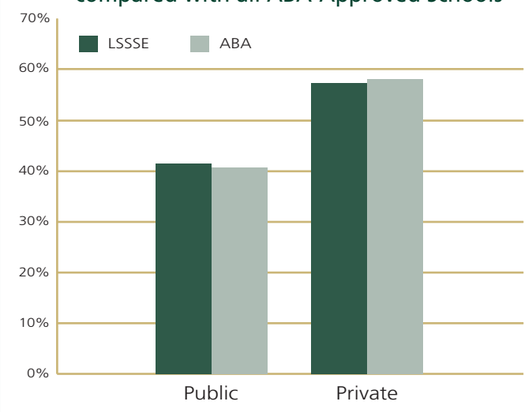
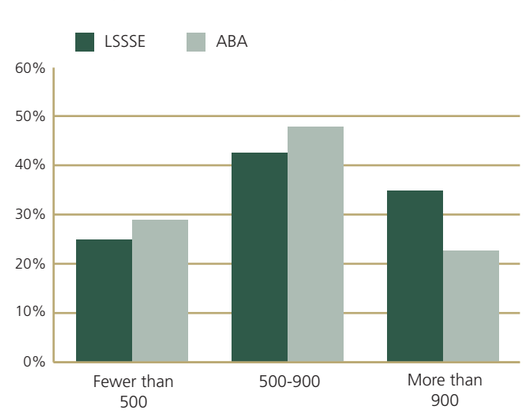


Figure 2 Size of LSSSE 2007 Law Schools compared with all ABA-Approved Schools



Selected Results

The Law School Survey of Student Engagement focuses on activities that affect learning in the law school context. The results show how law students use their time, what they think about their experience, and what law schools can do to improve engagement and learning.

In the sections that follow, we feature select findings from the 2007 survey administration, focusing on some main themes. In *Engagement and Age*, we look at issues surrounding the new face of law student populations. Much has been written about the differences between the Millennial generation and its predecessors, and the LSSSE data help us understand such differences in the law school context. Next, in *Law School Characteristics and Student Engagement*, we explore the ways in which the student experience differs by the types of law school students attend. In *Race and Ethnicity and Student Engagement,* we explore the experiences of minority law students. Finally, in *Another look at the 3L Experience,* we take a closer look at the third year of law school to better understand how 3Ls spend their time, and what experiences seem to be most beneficial during this final year of study.

> "The most significant benefit of LSSSE is that it is a versatile tool that provides law schools the opportunity to improve student life and learning."
> *–Robert Mena, Director of Student Affairs, Southwestern Law School*

Student Engagement Quiz

Information about the engagement of law students can be used to evaluate assumptions about the law school experience. This short quiz highlights what the data reveal about various areas of legal education. Answers to this quiz are based on the LSSSE 2007 survey results.

True/False

1. Nontraditional students, such as part-time or evening students, transfer students and older students, are less involved with co-curricular activities like journal and moot court and law student organizations.
2. Female students interact with professors less frequently than their male counterparts.
3. The average law student expects to owe between $60,000 and $80,000 in law school loans at graduation.
4. Students with substantial debt from law school are less likely to be satisfied with career services than those with less law school debt.
5. Minority students are less satisfied than White students with their overall law school experience.
6. Four in five third year students work for pay during their final year of law school.
7. Fewer than five percent of all law students prefer to work in non-legal settings after law school.
8. One in four students say their law school places very little emphasis on the ethical practice of law.
9. Students typically report that the quality of their relationships with administrative staff and offices is more positive than with faculty.
10. Minority students are more likely than White students to report working harder than they thought they could to meet the standards or expectations of faculty members.

Answers

1. True. Transfer students, part-time and evening students and students over 30 years of age all reported participating less frequently in co-curricular activities than traditional students.
2. False. Female students reported discussing assignments and career plans with faculty members as frequently as male students. While male students reported discussing course concepts with professors outside of class more frequently than females, female students were more likely to work with faculty members on activities other than coursework (eg. committees). Male and female students reported receiving approximately the same amount of feedback from professors.

Selected Results (continued)

3. True. Thirteen percent of law students expect to graduate with no debt related to law school, while nearly 1 in 3 (30%) expect to graduate owing more than $100,000 in law school loans.

4. False. Students with expected law school debt between $0 and $100,000 responded similarly to questions regarding satisfaction with career services. Students with law school debt in excess of $120,000, however, were slightly less positive about satisfaction with career services.

5. False. While Latino students are as satisfied or more satisfied with their overall educational experience than White students, African American students, Asian students and American Indian students are less satisfied with their educational experience than White students.

6. False. Sixty-four percent of 3Ls report working for pay in either legal or non-legal settings during the academic year. Of these, more than half (55%) report working 18 hours per week or more.

7. True. Three percent of law students list "non-legal" as their preferred work setting after law school. Forty-nine percent prefer to work in private firms.

8. False. Fewer than five percent of students reported that their law school placed "very little" emphasis on the ethical practice of law. Indeed, the majority of students (76%) reported that their law school emphasized the ethical aspect "quite a bit" or "very much."

9. False. Students report that their relationships with administrative staff and offices are less positive than relationships with faculty members.

10. True. Fifty-eight percent of African American students report frequently working harder than they thought they could to meet the expectations of faculty members, compared to 46% of White students, 48% of Asian students, and 46% of Latino students.

Training 21st Century Lawyers: Selected Results

What aspects of professional preparation should legal educators emphasize in law school? Should legal theory dominate? Or should coursework focus on strategies and skills for law practice? Are we instilling in students a sense of professional ethics and responsibility sufficient to sustain them through their careers as practitioners, policy makers, and public servants? These are questions law schools must consider as they think about ways to improve legal education in the 21st century. There are no easy answers, but by using available data to inform our understanding of the current state of legal education, we can begin to develop a strategy to tackle these tough questions. Below we present select results from the 2007 data – both promising and disappointing – related to professional training in our law schools.

- Despite research suggesting that students benefit from collaborative learning during class (Sorcinelli, 1991; LSSSE, 2007), only 13% of students reported that they frequently engage in such activities. Sixteen percent of students reported that law school contributed "very little" to their ability to work effectively with others. Outside of class, however, nearly one in three students chose to frequently collaborate with their peers to complete assignments.
- Three in four students (76%) reported that their law school placed a substantial emphasis on the ethical practice of law. Yet a little less than half of students reported that law school actually contributed substantially to their development of a personal code of values or ethics.
- Two thirds of students felt that their coursework placed a substantial emphasis on exercising judgment about the value of information, arguments or methods. Nearly 80% of students felt that their law school substantially emphasized synthesis and organization of ideas, information and experiences.

Research suggests that learning by doing is most effective, and data indicate that clinical experiences positively influence students' gains in a variety of scholastic activities (Pascarella & Terenzini, 2005; LSSSE, 2007). A majority of 3L students reported participating in a clinical or field experience, and doing some sort of volunteer or pro bono work during their law school years.

Examining Engagement by Age

A significant challenge law schools face today is effectively preparing a new generation of lawyers who are Millennials. The Millennial generation – the largest in the nation's history – is made up of people born in or after 1980. They are said to be ambitious, highly diverse, and technologically-oriented (Coomes & DeBard, 2004; Howe & Strauss, 2003). Educators and researchers have considered at length the dynamics of serving the Millennial generation in higher education settings, from technology in the classroom to interacting with "helicopter parents." As these students enter law schools in growing numbers – almost two thirds (62%) of LSSSE 2007 respondents – law school faculty and staff members would do well to anticipate the implications for legal education of having Millennials in the classroom.

Although LSSSE data show differences between the engagement of Millennial students and other students, such differences appear to be more a function of age than generational membership. In 2007, students in the Millennial generation were 27 and younger. Student engagement data of respondents in 2004 and 2007 show similar patterns by age even though in 2004, younger "traditional-age" law students were not members of the Millennial generation. Thus, in this section we explore patterns of engagement in educational activities in terms of age rather than generational status.

Among 1Ls, traditional-age law students reported interacting more frequently with peers than their older counterparts. Younger students were also more likely than their classmates to:

- work with other students outside of class to complete assignments
- have serious conversations with students who differed from them
- spend time socializing or exercising.

Among 3Ls, younger students were much more likely to participate in student organizations and be members of law journal.

Table 1 **Percent of 1L Students Frequently Participating in Select Activities By Age***

Survey Item	Age 27 and Younger	Age 28 to 35	Age Over 35
Asked question in class or contributed to class discussions	44%	53%	70%
Prepared two or more drafts of a paper or class assignment before turning it in	72%	70%	79%
Worked with classmates outside of class to prepare class assignments	36%	32%	26%
Used email to communicate with a faculty member	66%	58%	55%
Talked about career plans or job search activities with a faculty member or advisor	26%	26%	24%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	9%	8%	5%
Had serious conversations with students of a different race or ethnicity than your own	61%	63%	57%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	71%	66%	58%

* Full-Time, 1L U.S. Law students only.

Examining Engagement by Age (continued)

In terms of academic effort, younger students were generally less engaged than other students. Among first years, younger law students were much less likely to ask questions and contribute to class discussions and were less likely to prepare multiple drafts of a paper (Table 1). Younger first-year students also spent less time studying than their older first year classmates (Table 2).

Despite engaging less frequently in many effective educational practices, younger students were more positive than their older counterparts about certain aspects of the law school experience, such as:

- Social support and non-academic support (work, family, etc.)
- Financial counseling
- School emphasis on encouraging contact among students from different backgrounds
- School emphasis on encouraging students to attend campus events and activities (Table 3).

An exception to this pattern is their views of the quality of relations with faculty and administrative staff (Table 4). Younger 3L students were less satisfied with the overall law school experience and less likely to say they would attend the same law school again (Figure 3). In part, this difference may be because older students are place bound and have fewer if any other options to pursue legal training. Younger students also reported gaining more from law school in a variety of areas than their older classmates, probably because younger students have not had as many life experiences that contribute to development in such areas as self understanding, career goals, and ethics and values (Table 4). At the same time, older students may benefit more if some aspects of the law school are designed to better suit their needs. For example, schools could develop initiatives to help students smooth the transition from an existing career to law practice or students earning a J.D. to complement a current career.

Table 2

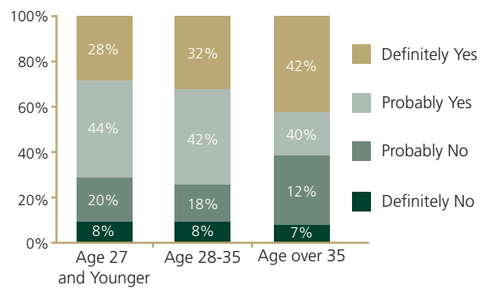
Percent of Full-Time 1L Students Who Spend More than 10 Hours a Week on Selected Activities By Age*

Survey Item	Age 27 and Younger	Age 28 to 35	Age Over 35
Reading assigned materials	89%	90%	93%
Preparing for class other than reading	33%	36%	44%
Working for pay in a law-related job	3%	3%	4%
Working for pay in a nonlegal job	5%	6%	8%
Exercising or participating in fitness activities	8%	5%	1%
Relaxing and socializing (watching TV, partying, etc.)	29%	23%	12%
Providing care for dependents living with you (parents, children, spouse, etc.)	4%	20%	42%
Commuting to class (driving, walking, etc.)	6%	10%	16%

* Full-Time, 1L U.S. Law students only.

Figure 3

Percent of 3Ls Who Would Choose the Same Law School Again by Age*



* 3L full-time U.S. law students only

Table 3

3L Student Perceptions of the Campus Environment By Age*

	Age 27 or Less	Age 28 to 35	Age Over 35
Percent who feel school emphasizes helping you cope with non-academic responsibilities †	16%	14%	10%
Percent who feel school emphasizes providing the support you need to thrive socially †	29%	26%	20%
Percent who feel school emphasizes attending campus events and activities †	64%	62%	59%
Percent who feel school emphasizes providing the financial counseling you need to afford your education †	34%	32%	31%
Percent who feel school encourages contact among students from different economic, social, sexual orientation, and racial or ethnic backgrounds †	43%	41%	38%
Percent who describe students as friendly, supportive, and feel a sense of belonging ††	56%	53%	57%
Percent who describe faculty as available, helpful, and sympathetic ††	43%	47%	52%
Percent who describe administrative staff and offices as helpful, considerate, and flexible ††	36%	41%	53%

† Students responding very much and quite a bit are considered reporting substantial emphasis.
†† Students responding 6 or 7 on a seven-point scale where seven is most positive.

* Full-Time, 3L U.S. Law students only.

Table 4

Percent 3L Student Who Indicate Experience at Law School Has substantially Contributed to Their Knowledge, Skills, and Personal Development By Age *†

Survey Item	Age 27 or Less	Age 28 to 35	Age Over 35
Speaking clearly and effectively	66%	63%	63%
Using computing and information technology	53%	48%	46%
Learning effectively on your own	83%	81%	74%
Understanding yourself	58%	58%	44%
Understanding people of other racial and ethnic backgrounds	34%	30%	28%
Developing clearer career goals	45%	41%	36%
Developing a personal code of values and ethics	51%	45%	37%

† Students responding 'very much' and 'quite a bit' are considered to have reported substantial gains.

* Full-Time, 3L U.S. Law students only.

Law School Characteristics and Student Engagement

Prospective law students consider a variety of factors in choosing a school.[1] Among them are location, mission and educational objectives, student characteristics, quality of teaching, availability of clinical programs, and cost. The LSSSE 2007 results indicate that certain characteristics of law schools are associated with higher levels of law student engagement. Below we present some of the ways in which the student experience differs by school characteristics.

Law School Affiliation

Despite the relative standardization of law school curricula across the country, LSSSE data suggest that a law school's affiliation is linked with different patterns of student engagement. For example, while students at public law schools reported more frequent interactions with peers from diverse backgrounds than their private school counterparts[2], they were less likely to develop positive relationships with faculty members. Additionally:

- Students at public schools were less likely to report that their school provided the support they needed to succeed academically.
- Students at public schools were more likely to attend the same school again if they had it to do over.
- Students at public and private schools did not differ in their perceptions of the quality of counseling and advising services.

Law School Size

Some students take into account the size of law schools they are considering. While larger schools may offer a greater variety of course offerings or wider range of co-curricular opportunities, smaller schools may provide a more intimate setting that promises more frequent interactions with faculty and peers. Generally speaking, LSSSE data corroborate some of these expected differences in the student experience at schools of differing size, particularly between schools in the large and small enrollment categories. For example, students at law schools with fewer than 500 students were more likely to:

- Report more frequent interactions with faculty members.
- Perceive that their school gives more emphasis to the ethical practice of law.
- Interact more often with their peers both in and out of class (Figure 4).
- Rate more favorably the quality of their relationships with peers, faculty, and especially administration and peers.

Despite such differences, schools with more students may offer advantages in the form of a greater variety of resources and services. For example, the more students at a school, the more likely 3Ls were to be satisfied with financial counseling and financial aid advising.

Table 5

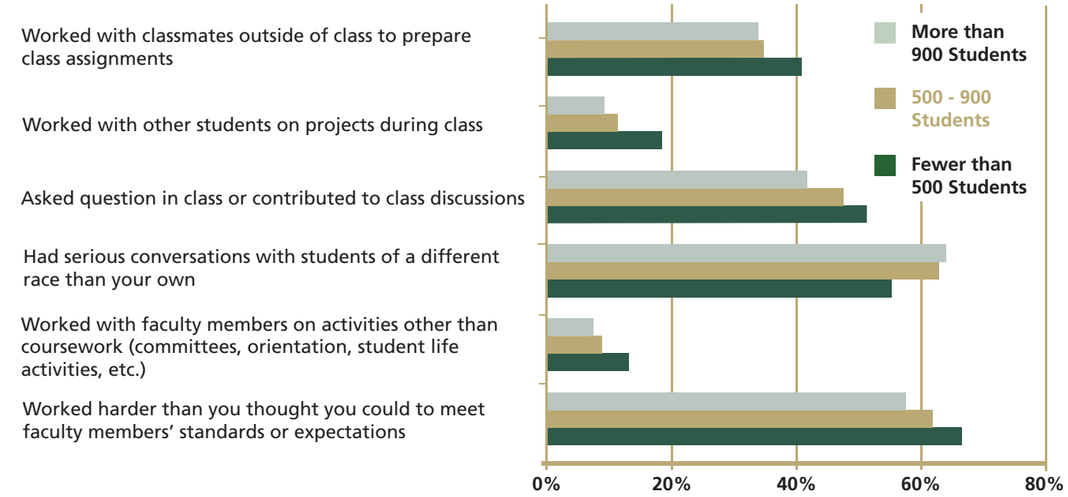
Characteristics of full-time students at public and private law schools †

Public	Private
Likelihood of choosing the same law school again	Exams challenged you to do your very best work
Having serious conversations with students who hold different values and beliefs	Working harder than you thought you could to meet faculty members' expectations
Participating in law school activities and organizations and community organizations	Memorizing facts, ideas or methods from courses or readings to be able to repeat in same form
Satisfaction with computing technology	
Writing papers of 20 pages or more	

†Table reports items with more than 4% difference in frequency of participation between public and private schools for full-time students at U.S. schools. Students who participate frequently are those who do so often or very often.

Figure 4

Percent of Students Frequently Participating in Select Activities by Law School Enrollment Size*†



* Includes full-time, 1L students at U.S. law schools.
† Students who responded "often" or "very often" are considered frequent participants.

Table 6

Percent of Students Frequently Participating in Select Activities By Law School Enrollment Size*

Item	Fewer than 500 Students	500 - 900 Students	More than 900 Students
Clinical internship or field experience	74%	74%	69%
Volunteer or probono work	49%	62%	60%
Study abroad	11%	15%	15%
Law journal member	31%	37%	36%
Moot court team	22%	26%	17%
Law student organization member	75%	72%	67%

* Full-Time, 3L U.S. Law students only. Students who frequently participate are those who do so often or very often.

Law School Characteristics and Student Engagement (continued)

Law School Selectivity

Selectivity as determined by LSAT percentile range admissions criteria published by the Law School Admissions Council (LSAC) is weighted heavily in law school rankings.[3] In this section we look at the relationships between selectivity and law student engagement.

Students at schools in the least selective category reported more frequent interactions with their classmates and professors. They were more likely to:

- Work with other students on projects during class.
- Work with classmates outside of class to prepare class assignments.
- Discuss ideas from readings or classes with faculty members outside of class, and to discuss assignments with faculty members.
- Work hard to meet the expectations of faculty members.
- Receive prompt feedback from professors on academic performance (Table 7).

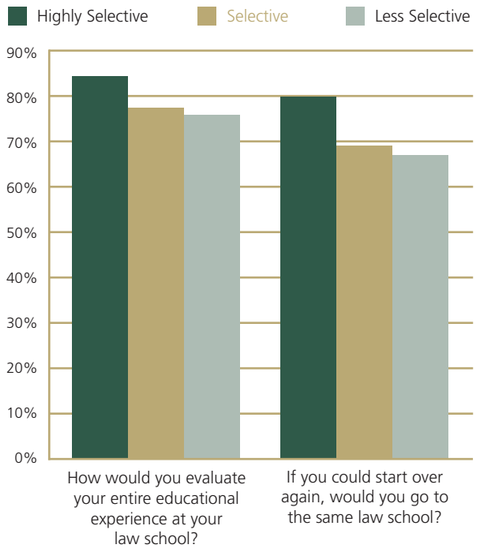
In addition, students at the least selective law schools were more likely to report being supported in meeting their academic needs. Although all students reported a strong emphasis on encouraging ethical development, students at the least selective schools were more likely to report making substantial gains in this area.[4] Students over 40 years of age were less likely to attend highly selective schools than to attend schools in the other two categories, while Asian students were represented in greater percentages at the highly selective schools.

Although selectivity was not linked with the quality of students' relationships with peers, professors or administrators, students at schools in the highly selective category reported greater overall satisfaction with their law school experience, and were more likely to choose the same law school again (Figure 5). Students at highly selective schools were also more likely to:

- Participate in moot court
- Join a law journal
- Work on a legal research project with a faculty member (Figure 6).

Such differences associated with law school selectivity might suggest that more resources are available to support such enriching educational activities as having a law journal. It may also be the case that different classroom approaches are more appropriate with certain types of students. More selective law schools might experiment with ways to stimulate academic collegiality among students and foster substantive interactions between students and professors outside of the classroom.

Figure 5 Student Overall Satisfaction with Law School by Law School Selectivity*



* Full-time, 3L students from U.S. law schools who reported their experiences were good or excellent, or that they would probably or definitely choose the same law school again.

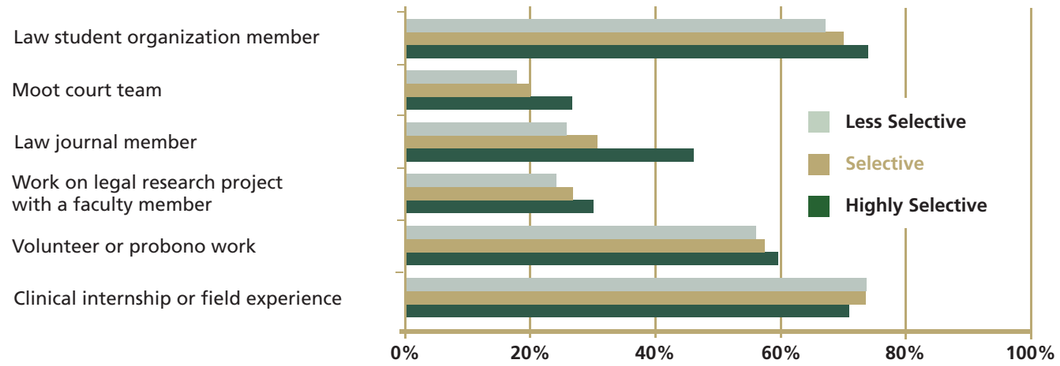
Table 7 Percent of Full-Time 1L Students Frequently† Participating in Select Educational Activities By Law School Selectivity††

Survey Item	Highly Selective	Selective	Less Selective
Worked on an assignment that required integrating information from various sources	76%	82%	83%
Included diverse perspectives in class discussions or writing assignments	48%	40%	41%
Worked with other students on projects during class	9%	12%	15%
Worked with classmates outside of class to prepare class assignments	31%	34%	38%
Discussed assignments with a faculty member	37%	42%	51%
Discussed ideas from your readings or classes with faculty members outside of class	17%	19%	24%
Received prompt feedback (written or oral) from faculty on your academic performance	32%	39%	44%
Worked harder than you thought you could to meet faculty members' expectations	57%	60%	69%

† Students responding often or very often are considered frequent participants. Full-Time, 1L U.S. Law students only.

†† Selectivity ranges based on LSAT score at 75th percentile for institution as reported by the Law School Admission Council. Schools in the highly selective category have 75th percentile scores above 155; selective schools have 75th percentile scores from 150; and schools in the less selective category have 75th percentile scores from 145.

Figure 6 Percent of Students who Frequently Participating in Select Co-curricular Activities by Law School Selectivity*



* Full-time, 3L students at U.S. law schools. Students who participate frequently are those do so often or very often.

Race and Ethnicity and Student Engagement

Race in legal education has been a controversial topic for many years. From *Grutter* to the Sander study and its rejoinders, [1] and from the law school application to the bar exam, the experiences of minority students have received considerable attention. Here, we use the LSSSE 2007 data to better understand whether race and/or ethnicity play a significant role in the engagement of students in their legal education. [2] Controlling for gender, LSAT scores, enrollment status (part-time versus full-time) and class level, we tested for the effects of race and ethnicity on 100 questions ranging from involvement in academic activities, self-reported gains, perceptions of the law school environment, relationships with other students, faculty and administrators, and participation in various co-curricular activities.

Overall, general patterns in student responses to the range of LSSSE engagement activities *did not differ markedly* for students from various different racial or ethnic backgrounds. Similarly, students' perceptions of the law school environment also did not differ. The responses of students from different racial and ethnic backgrounds in a few areas warrant additional attention and study. For example:

- African American students more frequently asked questions and contributed to class discussions
- Asian students were least likely to ask questions and participate in discussions during class
- African American students were most likely to participate in law student organizations (Table 8).

Although White students were more likely than minority students to participate in law journal, they were least likely to participate or hold leadership positions in law school organizations or to engage in serious conversations with students of another race or ethnicity (Table 8). It would be instructive to determine what factors may account for such differences in participation levels and what students hope to gain from their involvement.

Latino, Mexican and Mexican American students reported higher debt levels than other minority students. Fifty-seven percent (57%) of those students expect to owe more than $80,000 in law school loans at graduation, compared to 44% of African American students and 45% of Asian students. While differences in personal financial resources may explain these discrepancies, law schools should determine if similar patterns hold for their students and address the contributing factors, such as lack of access by certain groups of students to certain kinds of financial aid and planning.

While these findings reflect the experiences of minority law students in the aggregate, they may not represent the experiences of such students at a particular law school. It is possible that organizational and cultural features of law schools that LSSSE does not directly assess may affect the engagement of students from different racial and ethnic backgrounds. It would be prudent for law schools to disaggregate LSSSE data and related information to determine the extent to which these national patterns hold for their students.

Table 8

Participation in Select Activities by Race and Class Year

Survey Item	Race	1L	2L	3L
Frequently asked questions in a class or contributed to class discussions†	Asian, Asian American, or Pacific Islander	29%	34%	40%
	Black or African American	49%	61%	59%
	White (not-Hispanic)	50%	55%	55%
	Latino, Mexican, or Mexican American	44%	53%	46%
	Other	48%	54%	56%
Frequently had serious conversations with students of a different race or ethnicity than your own†	Asian, Asian American, or Pacific Islander	68%	69%	72%
	Black or African American	72%	73%	74%
	White (not-Hispanic)	56%	54%	52%
	Latino, Mexican, or Mexican American	73%	74%	70%
	Other	72%	71%	75%
Law student organization leader††	Asian, Asian American, or Pacific Islander	43%	46%	42%
	Black or African American	63%	56%	59%
	White (not-Hispanic)	38%	39%	38%
	Latino, Mexican, or Mexican American	51%	59%	46%
	Other	46%	48%	48%
Law student organization member††	Asian, Asian American, or Pacific Islander	73%	74%	70%
	Black or African American	88%	85%	88%
	White (not-Hispanic)	70%	69%	67%
	Latino, Mexican, or Mexican American	77%	83%	77%
	Other	73%	72%	73%

† Students who frequently participate in an activity are those who do so often or very often
†† Indicates those students who have done or plan to do the activity

Another Look at the the 3L Experience

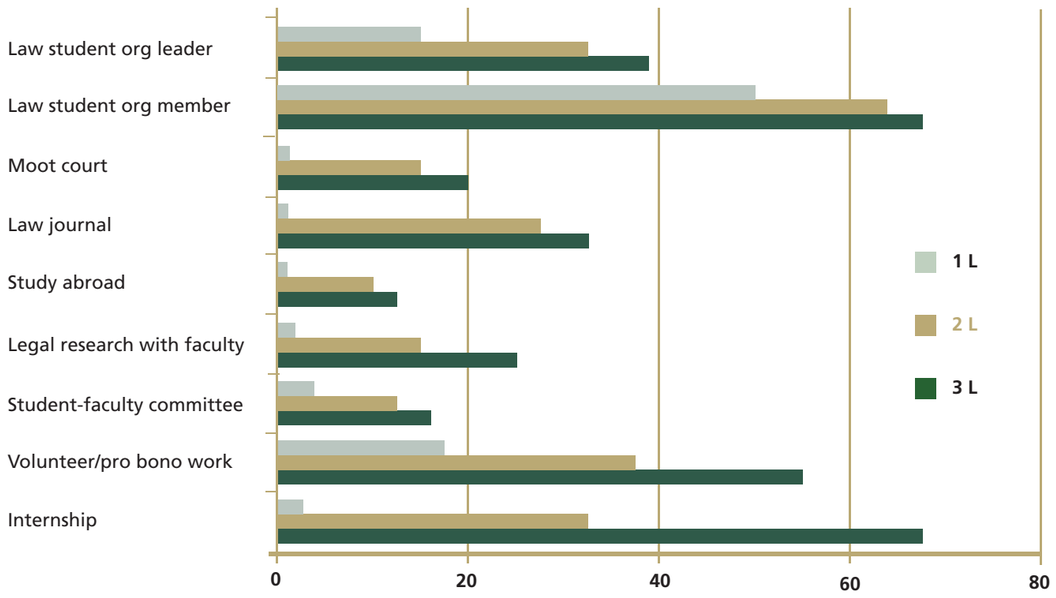
Another Look at the 3L Experience

The third year of law school has been the subject of considerable discussion over the years. Without question, LSSSE data show that 3Ls do not study or prepare for class as much as 1Ls. Does this mean that 3Ls are underengaged? Or does the nature of the third year experience change in ways that appropriately prepare students for the practice of law? LSSSE data help law schools better understand how third year law students spend their time and, in turn, identify areas that may warrant attention.

Some suggest that during the third year students would benefit from an increased emphasis on practice-based training, in contrast to the theoretical style typically employed in the classroom (Sullivan et al., 2007). To the extent that participating in co-curricular activities represents some of what law students can expect when they begin practicing law, many 3Ls are having such experiences. LSSSE data (LSSSE, 2006) indicate that taking part in moot court and doing legal research with a faculty member are linked to a variety of social and academic gains during law school (LSSSE, 2006). Compared with other students, 3Ls were most likely to have participated in such activities, probably because they have had several years to make connections with faculty members and seek out interesting volunteer and internship opportunities. Also, at many law schools, co-curricular activities are limited to second and third year participation.

Figure 7

Percent of Students Reporting Involvement with Select Educationally Enriching Activities†



† Percent student reporting involvement as "very often."

Whether spending more time in co-curricular activities has a debilitating influence on the academic focus of 3Ls is not clear from LSSSE data, nor can we determine if decreased levels of academic involvement are a function of fatigue with the standard case-based pedagogy. Nevertheless, 3L responses to LSSSE indicate that they are not as engaged in their academics and less satisfied with the services law schools are providing.

In addition, fewer 3Ls say they would choose the same law school they currently attend if given another chance: 84%of 1L versus 74% of 3L students.

Table 9 shows other evidence of academic lower engagement of 3L students. It is particularly troubling that a fifth of 3Ls come to class unprepared.

Table 9

Percent of Students who Frequently† Engage in Various Activities by Class Year

Survey Item	1L	3L
Came to class unprepared	6%	21%
Prepared two or more drafts of a paper before turning it in	71%	57%
Worked harder than they thought they could to meet faculty standards and expectations	61%	47%
Exams challenged them to do their best work	91%	81%
Discussed readings outside of class with fellow students, friends or family	70%	58%

† Students who frequently participate in a given activity are those who do so "often" and "very often."

"The LSSSE has been an invaluable tool for taking the pulse of our students. Everyone has anecdotes about what 'the students' think, but the LSSSE gives us the ability to add credence to the truths and combat the myths." *–Stephen M. Perez, Director of Admissions, University of Idaho College of Law*

Using LSSSE Data

LSSSE provides information that administrators and faculty can use almost immediately to improve the quality of the law school experience. As illustrated later, law schools such as **Fordham** and **Southwestern** are using their results to track the effects of new initiatives over time. This section illustrates how law schools across the U.S. and Canada are translating their data to action.

Making Improvement a Common Goal

Osgoode Hall Law School has developed a strategy for disseminating the results with the faculty. At an annual summer faculty workshop, Osgoode administrators presented the results to professors. The LSSSE findings have proven helpful in directing agenda items for these meetings. For example, LSSSE data provided the background for a discussion of first year curricular reform in 2006. In 2005, the results informed a discussion of law school strategic planning. In addition, the LSSSE results played a role in Osgoode's annual Course Design Institute. During the Institute, faculty members used LSSSE student engagement data to give context and meaning to a discussion of best practices in legal education.

Understanding Student Sub-Populations

Several schools are disaggregating their results to better understand the experiences of certain sub-populations within their law school. **Widener University School of Law** is using this approach to examine how the experiences of students at their two campuses differ. They are using the data to inform committee and administrative actions in the upcoming year, and to provide benchmarks for measuring the success of future initiatives designed to enhance the student educational experience at Widener. **The University of Ottawa Faculty of Law** offers a bilingual program of study. Administrators are analyzing their data to get a better idea of how the student experience differs according to the language of study.

Meanwhile, members of the Infilaw System, including **Florida Coastal School of Law**, **Charlotte School of Law** and **Phoenix School of Law** are looking at the response patterns of different types of students. Such analyses help administrators understand whether gender, enrollment status, race or ethnicity, age, and a number of other factors play a significant role in shaping the student experience at their law schools.

Charting Progress Over Time

Fordham University School of Law used their three years of data to assess progress over time. Comparing mean responses from several years, administrators were able to determine whether real change had taken place, and what areas deserved more attention. Fordham has adopted an every other year participation schedule, which allows them to chart trends effectively. **Southwestern University School of Law** is also using their multiple datasets to compare mean responses from students over several years.

With several years of LSSSE data in hand, administrators at **Indiana University School of Law, Bloomington** were ready to tackle a longitudinal analysis. Looking at trends over time, the deans were able to identify some areas for improvement and to discover which new policy initiatives have been most successful. This type of trend analysis lent new insight to institutional assessment efforts. Data points that may not stand out as notable during a particular administration year were more informative when viewed over several years. IU Law is now prepared to target specific programmatic areas, confident that these areas warrant attention.

Identifying Peer Law Schools and Setting Goals

Southwestern University Law School is using a normative approach to obtain a clearer picture of how the law school is performing vis-à-vis other law schools. Dean Bryant Garth also plans to triangulate Southwestern's results to achieve the most accurate picture available. To that end, Southwestern requested data from a second comparison group to complement the selected peers data included in their report. The first group included self-identified peer schools, while the second included several aspirational peers. By charting their results against both groups, administrators at Southwestern will be able to better understand the import of their results. The **University of Arkansas at Little Rock, William H. Bowen School of Law** is also planning to triangulate their results in a similar manner.

Other schools have recognized the value of peer comparisons in lending perspective to the results. The consortium option allows schools to examine topics in further detail. For example, schools with sizeable part-time populations can use the consortium option to examine issues pertinent to their students. Past consortium participants include **Campbell University Norman Adrian Wiggins School of Law, Florida Coastal School of Law, Marquette University Law School, New York Law School, Nova Southeastern Law Center, Thomas Jefferson School of Law, and University of Utah S.J. Quinney College of Law**.

Collaborating with Institutional Research

Many law schools have found it useful to team up with institutional researchers to take their results further. Institutional research offices, whether housed within the law school or in the university at large, serve as valuable resources for schools looking to identify sub-populations or perform extensive statistical analyses. **St. John's University School of Law** worked with its research office to break down the data into a format that enabled them to better share the results with different offices. When the new dean arrived on campus, she had a quick snapshot of student life.

Stetson University and New York Law School both employ the services of in-house institutional researchers. These researchers have responded to questions and analysis requests from the administration, but they have also had time to work with the data in depth to determine whether interesting patterns emerge. Meanwhile, **Pepperdine University Law School** worked closely with researchers housed in the larger university who were familiar with student engagement data.

Improving Teaching and Learning

The **University of British Columbia Law School** is committed to giving their students a first rate legal education. Using their 2006 data, administrators worked with institutional researchers to prepare a presentation of the results for the faculty members. This presentation gave rise to a full discussion of the results and their import to professors and students. A series of recommendations followed, targeting areas for immediate response and improvement. UBC plans to use the 2006 data as part of a baseline for future years as the school continues to gather data and develop a complete and nuanced picture of the student experience.

"We've found it particulary useful to see changes across the years of law school. Like many law schools, we tend to focus on the first-year academic program, and LSSSE has helped us to readjust our focus and to analyze the second and third years more systematically."
–John Applegate, Executive Associate Dean of Academic Affairs and Walter W. Foskett Professor of Law, Indiana University School of Law, Bloomington

Looking Forward

This is a pivotal moment in legal education. Focus on the professional training taking place in law school has sharpened. Calls for more accountability and new assessment measures in higher education are becoming commonplace. A new generation of students is matriculating to law school, and with it come new questions about the roles of technology, diverse learning styles and interests, and preparing lawyers for the challenges of 21st century law practice.

More and more law schools are discovering the value of student engagement data, and as we anticipate LSSSE's fifth annual survey cycle, we are increasingly confident that these data play a significant role in assessment and improvement efforts at law schools across the country. Accordingly, a primary goal for LSSSE over the coming year is to continue to make the data useful and accessible to law schools.

The LSSSE core survey has helped expand our knowledge of law student engagement considerably, but there is more to discover. In 2008, we will introduce several sets of supplementary survey items to explore more deeply certain areas of student engagement. As legal educators continue to look more closely at the quality of the law school experience, provacative questions may arise. What is the best method to teach legal research skills? How do we make the most of students' third year in law school? Does the traditional pedagogy suit the needs of 21st century lawyers? The LSSSE data can help us tackle these questions by enhancing our understanding of the underlying issues.

These additional questions may focus on the effects of practice-based learning experiences on student engagement, or how legal writing programs impact the first-year experience. Such additional information will further the efforts of legal education researchers working with the LSSSE data. The LSSSE data provide a rich resource for researchers, professional associations and sections, and other entities that share the goal of enhancing the law school experience. We will continue to facilitate appropriate partnerships and to connect student engagement data with other sources of information about the law school experience. We look forward to working with law schools as they work to improve the quality of legal education now and into the future.

"Participation in LSSSE has given us focused and reliable feedback from our students. This data will provide benchmarks for measuring the success of future initiatives designed to enhance the student educational experience here at Widener."
–Susan L. Goldberg, Associate Dean of Student Affairs, Widener University School of Law

To that end, we are planning several workshops for LSSSE schools aimed at helping faculty and staff to develop strategies and the skills to translate their LSSSE results to action. We anticipate that these forums will also help forge connections between LSSSE schools and facilitate the exchange of good ideas for improvement among law schools. Since developing a vital user community is an essential part of LSSSE's vision, we also intend to make greater use of virtual forums to connect users. We always encourage schools to be in touch with the LSSSE staff. Through one-on-one consultations or campus visits, we can help schools better understand their data in context and develop the skills and strategies necessary to incorporate student engagement data when implementing curricular or policy reform, or conducting self-studies or assessment efforts.

Supporting Materials

Resources

Grutter v. Bollinger, 539 U.S. 306 (2003)

Michael D. Coomes & Robert DeBard, *A Generational Approach to Understanding Students*, SERVING THE MILLIENNIAL GENERATION, NEW DIRECTIONS FOR STUDENT SERVICES (2004).

David L. Chambers, et al., *The Real Impact of Eliminating Affirmative Action in American Law School*, 57 Stan. L. Rev. 1855 (2004)

Neil Howe & William Strauss, MILLENNIALS RISING: THE NEXT GENERATION (2000).

Law School Survey of Student Engagement, STUDENT ENGAGEMENT IN LAW SCHOOLS: A FIRST LOOK, Bloomington IN: Indiana University Center for Postsecondary Research (2005).

Law School Survey of Student Engagement, STUDENT ENGAGEMENT IN LAW SCHOOLS: THE LAW SCHOOL YEARS, Bloomington IN: Indiana University Center for Postsecondary Research (2006).

Law School Survey of Student Engagement, ENGAGING LEGAL EDUCATION: MOVING BEYOND THE STATUS QUO, Bloomington IN: Indiana University Center for Postsecondary Research (2007).

Ernest T. Pascarella & Patrick T. Terenzini, HOW COLLEGE AFFECTS STUDENTS: A THIRD DECADE OF RESEARCH, VOLUME 2 (2005).

Richard H. Sander, *A Systemic Analysis of Affirmative Action in American Law Schools*, 57 Stan. L. Rev. 367 (2004).

M.D. Sorcinelli, *Research and Findings on the Seven Principles*, 47 NEW DIRECTIONS FOR TEACHING AND LEARNING, 13, 17 (1991).

William H. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond & Lee S. Shulman, EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW (2007).

Law School Deans Speak Out Against Rankings, available at http://www.lsas.org/pdfs/2006-2007/RANKING2006.pdf (last visited October 11, 2007).

Supporting Materials on the LSSSE Website

For more detailed information on the 2007 Annual Survey, please visit LSSSE's Web site at: www.lssse.iub.edu

- Copy of the LSSSE survey instrument
- Profiles of all participating law schools
- Frequency reports of student responses presented by class year with comparisons based on school size, school affiliation, and all participating LSSSE law schools
- Presentations from national conferences and campus workshops
- Registration information for LSSSE 2008 administration
- Accreditation Toolkit

"Having administered the LSSSE for the past four years, we've been able to measure performance both yearly and longitudinally. The feedback verified that strategies we implemented to address issues of concern actually produced the desired outcomes."
–Dr. Joane M. Ingham, Assistant Vice President for Institutional Research, New York Law School

Survey Instrument

The LSSSE survey is administered entirely online. In addition to the questions listed below, respondents can submit additional written comments at the end of the survey.

Law School Survey of Student Engagement 2007

Please mark your answers in the boxes. Examples: ☒ or ■ In the larger boxes, please print your responses.

1 In your experience at your law school during the current school year, about how often have you done each of the following?

	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	☐	☐	☐	☐
b. Prepared two or more drafts of a paper or assignment before turning it in	☐	☐	☐	☐
c. Worked on a paper or project that required integrating ideas or information from various sources	☐	☐	☐	☐
d. Included diverse perspectives (different races, religions, sexual orientations, genders, political beliefs, etc.) in class discussions or writing assignments	☐	☐	☐	☐
e. Come to class **without** completing readings or assignments	☐	☐	☐	☐
f. Worked with other students on projects **during class**	☐	☐	☐	☐
g. Worked with classmates **outside of class** to prepare class assignments	☐	☐	☐	☐
h. Put together ideas or concepts from different courses when completing assignments or during class discussions	☐	☐	☐	☐
i. Participated in a clinical or pro bono project as part of a course or for academic credit	☐	☐	☐	☐
j. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	☐	☐	☐	☐
k. Used e-mail to communicate with a faculty member	☐	☐	☐	☐
l. Discussed assignments with a faculty member	☐	☐	☐	☐
m. Talked about career plans or job search activities with a faculty member or advisor	☐	☐	☐	☐
n. Discussed ideas from your readings or classes with faculty members outside of class	☐	☐	☐	☐
o. Received prompt feedback (written or oral) from faculty on your academic performance	☐	☐	☐	☐
p. Worked harder than you thought you could to meet faculty members' standards or expectations	☐	☐	☐	☐
q. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	☐	☐	☐	☐
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	☐	☐	☐	☐
s. Had serious conversations with students of a different race or ethnicity than your own	☐	☐	☐	☐
t. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	☐	☐	☐	☐

2 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

Very little ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Very much

3 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them pretty much in the same form	☐	☐	☐	☐
b. **Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	☐	☐	☐	☐
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	☐	☐	☐	☐
d. **Making judgments** about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	☐	☐	☐	☐
e. **Applying** theories or concepts to practical problems or in new situations	☐	☐	☐	☐

4 During the current school year, about how much writing will you do?

	0	1-3	4-6	7-9	10 or more
a. Number of written papers of **20 pages or more**	☐	☐	☐	☐	☐
b. Number of written papers **between 5 and 19 pages**	☐	☐	☐	☐	☐
c. Number of written papers of **fewer than 5 pages**	☐	☐	☐	☐	☐

5 Which of the following have you done or do you plan to do at your law school before you graduate? (Mark *only one* response for each item.)

	Done	Plan to do	Do not plan to do	Un-decided
a. Clinical internship or field experience	☐	☐	☐	☐
b. Volunteer or pro bono work	☐	☐	☐	☐
c. Student-faculty committee	☐	☐	☐	☐
d. Work on a legal research project with a faculty member outside of course or program requirements	☐	☐	☐	☐
e. Study abroad	☐	☐	☐	☐
f. Law journal member	☐	☐	☐	☐
g. Moot court team	☐	☐	☐	☐
h. Law student organization member	☐	☐	☐	☐
i. Law student organization leader	☐	☐	☐	☐

6 In your experience at your law school, how satisfied are you with each of these areas?

	Not used	Very unsatisfied	Unsatisfied	Satisfied	Very satisfied
a. Academic advising and planning	☐	☐	☐	☐	☐
b. Career counseling	☐	☐	☐	☐	☐
c. Personal counseling	☐	☐	☐	☐	☐
d. Job search help	☐	☐	☐	☐	☐
e. Financial aid advising	☐	☐	☐	☐	☐
f. Library assistance	☐	☐	☐	☐	☐
g. Computing technology	☐	☐	☐	☐	☐

7 During the current school year, about how many hours do you spend in a *typical* 7-day week doing each of the following?

# of hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	More than 35
a. Reading assigned textbooks, online class reading, and other course materials	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Preparing for class and clinical courses **other than reading** (studying, writing, doing homework, trial preparation, and other academic activities)	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Reading on your own (not assigned) for personal or academic enrichment	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Legal pro bono work **not required** for a class or clinical course	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Working for pay in a **law-related** job	☐	☐	☐	☐	☐	☐	☐	☐	☐
f. Working for pay in a **nonlegal** job	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. Participating in law school-sponsored activities (organizations, journal, moot court, student bar association, etc.)	☐	☐	☐	☐	☐	☐	☐	☐	☐
h. Exercising or participating in fitness activities	☐	☐	☐	☐	☐	☐	☐	☐	☐
i. Relaxing and socializing (watching TV, partying, etc.)	☐	☐	☐	☐	☐	☐	☐	☐	☐
j. Providing care for dependents living with you (parents, children, spouse, etc.)	☐	☐	☐	☐	☐	☐	☐	☐	☐
k. Commuting to class (driving, walking, etc.)	☐	☐	☐	☐	☐	☐	☐	☐	☐
l. Participating in community organizations (politics, religious groups, etc.)	☐	☐	☐	☐	☐	☐	☐	☐	☐

8 To what extent does your law school emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	☐	☐	☐	☐
b. Encouraging the ethical practice of the law	☐	☐	☐	☐
c. Providing the support you need to help you succeed academically	☐	☐	☐	☐
d. Encouraging contact among students from different economic, social, sexual orientation, and racial or ethnic backgrounds	☐	☐	☐	☐
e. Providing the support you need to succeed in your employment search	☐	☐	☐	☐
f. Helping you cope with your non-academic responsibilities (work, family, etc.)	☐	☐	☐	☐
g. Providing the support you need to thrive socially	☐	☐	☐	☐
h. Attending campus events and activities (special speakers, cultural events, symposia, etc.)	☐	☐	☐	☐
i. Providing the financial counseling you need to afford your education	☐	☐	☐	☐
j. Using computers in academic work	☐	☐	☐	☐

9 Mark the box that best represents the quality of your relationships with people at your law school.

Relationships with:

a. Other students	b. Faculty members	c. Administrative staff and offices
Friendly, supportive, sense of belonging	**Available, helpful, sympathetic**	**Helpful, considerate, flexible**
7 ☐	7 ☐	7 ☐
6 ☐	6 ☐	6 ☐
5 ☐	5 ☐	5 ☐
4 ☐	4 ☐	4 ☐
3 ☐	3 ☐	3 ☐
2 ☐	2 ☐	2 ☐
1 ☐	1 ☐	1 ☐
Unfriendly, unsupportive, sense of alienation	**Unavailable, unhelpful, unsympathetic**	**Unhelpful, inconsiderate, rigid**

10 To what extent has your experience at your law school contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad legal education	☐	☐	☐	☐
b. Acquiring job or work-related knowledge and skills	☐	☐	☐	☐
c. Writing clearly and effectively	☐	☐	☐	☐
d. Speaking clearly and effectively	☐	☐	☐	☐
e. Thinking critically and analytically	☐	☐	☐	☐
f. Using computing and information technology	☐	☐	☐	☐
g. Developing legal research skills	☐	☐	☐	☐
h. Working effectively with others	☐	☐	☐	☐
i. Learning effectively on your own	☐	☐	☐	☐
j. Understanding yourself	☐	☐	☐	☐
k. Understanding people of other racial and ethnic backgrounds	☐	☐	☐	☐
l. Solving complex real-world problems	☐	☐	☐	☐
m. Developing clearer career goals	☐	☐	☐	☐
n. Developing a personal code of values and ethics	☐	☐	☐	☐
o. Contributing to the welfare of your community	☐	☐	☐	☐
p. Developing a deepened sense of spirituality	☐	☐	☐	☐

11 How would you evaluate your entire educational experience at your law school?

☐ Excellent ☐ Fair ☐ Good ☐ Poor

12 If you could start over again, would you go to the *same law school* you are now attending?

☐ Definitely yes ☐ Probably no ☐ Probably yes ☐ Definitely no

13 Write in the year of your birth: 1 9 ☐ ☐

14 Your sex: ☐ Male ☐ Female ☐ I prefer not to respo

15 Are you an international student or foreign national?

☐ Yes ☐ No

16 What is your racial or ethnic identification? (Mark only one.)

☐ American Indian or Native American
☐ Asian, Asian American, or Pacific Islander
☐ Black or African American
☐ White (not Hispanic)
☐ Mexican or Mexican American
☐ Puerto Rican
☐ Other Hispanic or Latino
☐ Multiracial
☐ Other
☐ I prefer not to respond

17 What is your sexual orientation?

☐ Bisexual ☐ Heterosexual ☐ Gay or lesbian ☐ I prefer not to respond

18 Write in the number of credit hours in which you enrolled during the current academic year.

a. Fall 2006 semester: ☐ credit hours
b. Spring 2007 semester: ☐ credit hours

19 Thinking about the current academic term, how would you characterize your enrollment?

a. ☐ Full-time ☐ Less than full-time
b. ☐ Day division ☐ Evening division

20 Are you participating in a joint-degree program?

☐ No
☐ Yes. Specify which program:
☐ J.D./L.L.M ☐ J.D./M.P.A.
☐ J.D./M.B.A. ☐ J.D./M.P.P.
☐ Other: ☐

21 What is your current classification in your JD program?

☐ 1L ☐ 2L ☐ 3L ☐ 4L
☐ Other, specify: ☐

22 Did you begin law school at your current institution or elsewhere?

☐ Started here ☐ Started elsewhere

23 How many years elapsed between earning your undergraduate degree and enrolling in law school?

☐ 0 ☐ 3-5 ☐ More than 10
☐ 1-2 ☐ 6-10

24 What have most of your grades been up to now at this law school?

☐ A ☐ B+ ☐ C+
☐ A- ☐ B ☐ C
☐ B- ☐ C- or lower

25 How much educational debt from attending law school do you expect to have upon your graduation?

☐ $0 ☐ $60,001 - $80,000
☐ $1- $20,000 ☐ $80,001 - $100,000
☐ $20,001 - $40,000 ☐ $100,001 - $120,000
☐ $40,001 - $60,000 ☐ More than $120,000

THANKS FOR SHARING YOUR VIEWS!

Questions or comments? Contact Law School Survey of Student Engagement (LSSSE), Indiana University, Center for Postsecondary Research, Eigenmann Hall, Suite 419, 1900 East Tenth Street, Bloomington, Indiana, 47406-7512 or lssse@indiana.edu or www.nsse.iub.edu/lssse.

26 Which field best describes your area(s) of legal specialization or expected area(s) of specialization? (Mark *only one* in each column.)

Primary specialty	Secondary specialty (if applicable)	
☐	☐	Alternative dispute resolution
☐	☐	Bankruptcy
☐	☐	Civil rights
☐	☐	Constitutional
☐	☐	Corporate and securities
☐	☐	Criminal
☐	☐	Education
☐	☐	Employment and labor
☐	☐	Entertainment
☐	☐	Environmental and natural resources
☐	☐	Family and juvenile
☐	☐	General practice
☐	☐	Health
☐	☐	Immigration
☐	☐	International
☐	☐	Litigation and trial
☐	☐	Military
☐	☐	Nonlegal
☐	☐	Patent and intellectual property
☐	☐	Public interest
☐	☐	Real estate
☐	☐	Sports
☐	☐	Tax
☐	☐	Trusts and estates
☐	☐	Undecided
☐	☐	Other, specify: ☐

27 Which setting(s) best describe(s) (1) your PREFERRED work environment, and (2) your EXPECTED work environment once you graduate from law school? (Mark *only one* in each column.)

(1) Preferred setting	(2) Expected setting	
☐	☐	Academic (professor, education agency)
☐	☐	Accounting firm
☐	☐	Business and industry (corporate counsel)
☐	☐	Government agency (federal, state)
☐	☐	Judicial clerkship
☐	☐	Legislative office
☐	☐	Military
☐	☐	Nonlegal organization
☐	☐	Private firm - small (fewer than 10 attorneys)
☐	☐	Private firm - medium (10-50 attorneys)
☐	☐	Private firm - large (more than 50 attorneys)
☐	☐	Prosecutor's office
☐	☐	Public defender's office
☐	☐	Public interest group
☐	☐	Solo practice
☐	☐	Other, specify: ☐

28 What was your LSAT score? ☐

29 What was your undergraduate grade point average? ☐

Participating Law Schools: 2004 - 2007

American University,
Washington College of Law
Washington, DC

Ave Maria School of Law
Ann Arbor, MI

Brigham Young University,
J. Reuben Clark Law School
Provo, UT

Brooklyn Law School
Brooklyn, NY

California Western School of Law
San Diego, CA

Campbell University,
Norman Adrian Wiggins School of Law
Buies Creek, NC

Case Western Reserve University
School of Law
Cleveland, OH

The Catholic University of America - Columbus
School of Law
Washington, DC

Charleston School of Law
Charleston, SC

Charlotte School of Law
Charlotte, NC

The City University of New York
School of Law at Queens College
Flushing, NY

Cleveland State University,
Cleveland-Marshall College of Law
Cleveland, OH

Concord Law School
Los Angeles, CA

Dalhousie Law School
Halifax, NS

Drake University Law School
Des Moines, IA

Drexel University College of Law
Philadelphia, PA

Duke University School of Law
Durham, NC

Elon University School of Law
Greensboro, NC

Emory University School of Law
Atlanta, GA

Florida Coastal School of Law
Jacksonville, FL

Fordham University School of Law
New York, NY

Franklin Pierce Law Center
Concord, NH

The George Washington University
Law School
Washington, DC

Georgetown University Law Center
Washington, DC

Georgia State University College of Law
Atlanta, GA

Golden Gate University School of Law
San Francisco, CA

Gonzaga University School of Law
Spokane, WA

Hamline University School of Law
Saint Paul, MN

Harvard University Law School
Cambridge, MA

Hofstra University School of Law
Hempstead, NY

Indiana University
School of Law - Bloomington
Bloomington, IN

John Marshall Law School, Atlanta
Atlanta, GA

Lewis and Clark Law School
Portland, OR

Loyola University School of Law, Chicago
Chicago, IL

Marquette University Law School
Milwaukee, WI

Mercer University
Walter F. George School of Law
Macon, GA

Michigan State University College of Law
East Lansing, MI

Mississippi College School of Law
Jackson, MS

New York Law School
New York City, NY

North Carolina Central University
School of Law
Durham, NC

Northeastern University School of Law
Boston, MA

Northern Kentucky University,
Salmon P. Chase College of Law
Highland Heights, KY

Nova Southeastern University
Shepard Broad Law Center
Ft. Lauderdale, FL

Ohio Northern University,
Pettit College of Law
Ada, OH

The Ohio State University
Michael E. Moritz College of Law
Columbus, OH

Oklahoma City University School of Law
Oklahoma City, OK

Osgoode Hall Law School of York University
Toronto, ON

Pace University School of Law
White Plains, NY

Pepperdine University School of Law
Malibu, CA

Phoenix School of Law
Phoenix, AZ

Queen's University - Faculty of Law
Kingston, ON

Quinnipiac University School of Law
Hamden, CT

Roger Williams University,
Ralph R. Papitto School of Law
Bristol, RI

St. John's University School of Law
Jamaica, NY

Saint Louis University School of Law
St. Louis, MO

St. Thomas University School of Law
Miami, FL

Samford University, Cumberland School of Law
Birmingham, AL

Santa Clara University School of Law
Santa Clara, CA

Seattle University School of Law
Seattle, WA

Seton Hall University School of Law
Newark, NJ

South Texas College of Law
Houston, TX

Southern Illinois University School of Law
Carbondale, IL

Southern University Law Center
Baton Rouge, LA

Southwestern Law School
Los Angeles, CA

Stetson University College of Law
Gulfport, FL

Suffolk University Law School
Boston, MA

Syracuse University College of Law
Syracuse, NY

Temple University
James E. Beasley School of Law
Philadelphia, PA

Texas Tech University School of Law
Lubbock, TX

Texas Wesleyan University School of Law
Fort Worth, TX

Thomas Jefferson School of Law
San Diego, CA

Touro College
Jacob D. Fuchsberg Law Center
Central Islip, NY

Université de Montréal - Faculté de droit
Montréal, QC

Université d'Ottawa- Faculté de droit,
Section de droit civil
Ottawa, ON

The University of Akron School of Law
Akron, OH

The University of Alabama School of Law
Tuscaloosa, AL

University of Arkansas at Little Rock,
William H. Bowen School of Law
Little Rock, AR

University of Arkansas School of Law
Fayetteville, AR

University of Baltimore School of Law
Baltimore, MD

University of British Columbia Faculty of Law
Vancouver, BC

University of California
at Davis School of Law
Davis, CA

University of California
at Los Angeles School of Law
Los Angeles, CA

University of Cincinnati College of Law
Cincinnati, OH

University of Dayton School of Law
Dayton, OH

University of Detroit Mercy School of Law
Detroit, MI

The University of the District of Columbia,
David A. Clarke School of Law
Washington, DC

University of Florida, Levin College of Law
Gainesville, FL

University of Houston Law Center
Houston, TX

University of Idaho College of Law
Moscow, ID

University of Illinois College of Law
Champaign, IL

University of Manitoba - Faculty of Law
Winnipeg, MB

University of Maryland School of Law
Baltimore, MD

University of Miami School of Law
Coral Gables, FL

University of Missouri
Columbia School of Law
Columbia, MO

University of Missouri
Kansas City School of Law
Kansas City, MO

The University of Montana School of Law
Missoula, MT

University of Nebraska College of Law
Lincoln, NE

University of Nevada, Las Vegas,
William S. Boyd School of Law
Las Vegas, NV

University of New Brunswick - Faculty of Law
Fredericton, NB

The University of Oklahoma Law Center
Norman, OK

University of Ottawa, Faculty of Law, Common
Law Section
Ottawa, ON

University of the Pacific,
McGeorge School of Law
Sacramento, CA

University of Pittsburgh School of Law
Pittsburgh, PA

University of Richmond School of Law
Richmond, VA

University of St. Thomas School of Law
Minneapolis, MN

University of San Francisco School of Law
San Francisco, CA

University of Saskatchewan - College of Law
Saskatoon, SK

University of South Carolina School of Law
Columbia, SC

University of South Dakota School of Law
Vermillion, SD

University of Southern California Law School
Los Angeles, CA

The University of Tennessee College of Law
Knoxville, TN

University of Toronto - Faculty of Law
Toronto, ON

The University of Tulsa College of Law
Tulsa, OK

University of Utah S.J. Quinney College of Law
Salt Lake City, UT

University of Victoria - Faculty of Law
Victoria, BC

University of Western Ontario - Faculty of Law
London, ON

University of Windsor, Faculty of Law
Windsor, ON

Valparaiso University School of Law
Valparaiso, IN

Vanderbilt University Law School
Nashville, TN

Washburn University School of Law
Topeka, KS

Washington and Lee University School of Law
Lexington, VA

Washington University School of Law
St. Louis, MO

Wayne State University Law School
Detroit, MI

Western New England College School of Law
Springfield, MA

Whittier Law School
Costa Mesa, CA

Widener University School of Law
Wilmington, DE

William Mitchell College of Law
St. Paul, MN

Footnotes

From *Law School Characteristics and Student Engagement*

[1] See *Law School Deans Speak Out Against Rankings*, available at http://www.lsas.org/pdfs/2006-2007/RANKING2006.pdf (last visited October 11, 2007).

[2] Variables included: (a) had serious conversations with students of a different race or ethnicity than your own, and (b) had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values.

[3] Selectivity ranges based on LSAT score at 75th percentile for institution as reported by the Law School Admission Council. Schools in the highly selective category have 75th percentile scores above 155; selective schools have 75th percentile scores from 150; and schools in the less selective category have 75th percentile scores from 145.

[4] Based on responses from full-time, 3L students at U.S. law schools. Students who reported a substantial emphasis were those who felt that the law school contributed quite a bit or very much to their personal development in that area.

From *Race and Ethnicity and Student Engagement*

[5] *Grutter v. Bollinger*, 539 U.S. 306 (2003); Richard H. Sander, *A Systemic Analysis of Affirmative Action in American Law Schools*, 57 Stan. L. Rev. 367 (2004); *see e.g.* David L. Chambers, et al., *The Real Impact of Eliminating Affirmative Action in American Law School*, 57 Stan. L. Rev. 1855 (2004).

[6] Students who did not report their race and/or ethnicity were not included in this analysis. We combined the following student responses into a single category: Mexican, Mexican American, Puerto Rican, and Other Hispanic Latino. The other category includes those students responding American Indian or Native American, multi-racial, and other. We controlled for gender, LSAT, enrollment status (part-time/full-time) and class level in this analysis.

Law School Survey of Student Engagement

Director
George Kuh

Project Manager
Lindsay Watkins

Indiana University Center for Postsecondary Research

Associate Director – Research and Data Analysis
Robert Gonyea

Associate Director – NSSE Institute & BEAMS
Jillian Kinzie

Assistant Director – Survey Operations
Todd Chamberlain

Finance Manager
Marilyn Gregory

BCSSE Project Manager & Research Analyst
James S. Cole

CSEQ Project Manager & Research Analyst
Julie Williams

CSEQ/Local NSSE Project Associates
Michelle Salinas Homes
Kathleen Zaback

FSSE Project Manager
Thomas F. Nelson Laird

FSSE Project Associates
Amy Garver
Amanda Suniti Niskodé

NSSE Client Services Coordinator
Chad Ahren

NSSE Client Services Project Associates
Elizabeth Beehler
Dan Bureau
Chad Christensen
Kevin Guidry
Tony Ribera
Mahauganee Shaw
Lisa Wallace

NSSE Institute Project Manager
Kathy Anderson

NSSE Institute Project Associate
Jennifer Buckley

Web Developer
Jonathan Tweedy

Research Analysts
Pu-Shih Daniel Chen
Ali Korkmaz
Shimon Sarraf
Rick Shoup

Office Coordinator
Erin Whisler

Office Secretary
Barbara Stewart

Project Support Staff
Sarah Feagles

Finance Assistant
Lindsey Gibson

Indiana University Center for Survey Research

Director
John Kennedy

Associate Director
Nancy Bannister

Assistant Director – Finance
Maryanne McDonnell

Assistant Director – Survey Technologies
Kevin Tharp

Project Managers
Erica Moore
Julie Baker

Field Manager – Mail
Jamie Roberts

Field Manager – Telephone
Lilian Yahng

Research Assistants
Kristin McCormick
Frankie Ferrell
Stef Shuster
Amanda Wrigley

Senior Supervisor
Sojourner Manns

Programmer/Analyst
Jason Francis

Computing Assistants
Push Wijegunawardena
Nicholas Bannister-Andrews