

# ENGAGEMENT INDICATORS 2016

LSSSEville Law School





### LSSSE ENGAGEMENT INDICATORS: A SUMMARY REPORT

This report presents analyses of four general themes – Engagement Indicators – from your LSSSE survey data:

- **Learning to Think Like a Lawyer** – To what extent do your students report that their courses emphasize critical and analytical thinking?
- **Student-Faculty Interaction** – How do your students interact with faculty in matters both related and unrelated to classes and assignments?
- **Student Advising** – How satisfied are your students with several areas of advisory services?
- **Law School Environment** – How do your students perceive the law school environment and their “fit” in that environment?

Each Engagement Indicator is a combination of several individual survey questions that are related to one another conceptually and statistically.<sup>a</sup> The individual questions included in an Engagement Indicator address slightly different aspects of a common theme. When combined, the score provides a more complete and concise assessment of the central theme than any individual question standing alone. This approach also reduces the likelihood of relying too heavily on any individual survey question.

Engagement Indicators are meaningful as comparisons, both within your school and in relation to external groups. In the following pages, your students' Engagement Indicators are compared statistically to those of two comparison groups. If you only customized one comparison group, your second comparison group is the entire LSSSE 2015 & 2016 cohort. In addition, responses from the individual survey questions that make up each Indicator are presented. Our hope is that these results will prove useful in identifying areas of success as well as any that may warrant attention.

To facilitate comparisons, each Engagement Indicator is expressed on a 50-point scale. Keep in mind that because the score is the average of all students' responses to several questions, it would be most unusual for any score to approach 50. In order to reach a score of 50, all students would have to select the highest response option for all component questions.

As always in interpreting LSSSE results, your school should take into account its unique mission, purpose and profile. The Engagement Indicators are not intended to facilitate rankings. Rather, they provide a context for understanding students' engagement in law school and identifying opportunities for improving students' experiences.

For details on interpreting the components of this report, see page 8.

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a. See [lsse.indiana.edu/statisticalproperties.pdf](http://lsse.indiana.edu/statisticalproperties.pdf) for more information about the statistical properties of the Engagement Indicators.



# LSSSE 2016 Engagement Indicators

LSSSEville Law School

## SUMMARY COMPARISONS

The table below summarizes key comparisons set out in this report between the responses of your students and those attending your customized comparison group and all LSSSE 2015 & 2016 participating schools.

Key:

- Your students' average** was significantly higher than that of the comparison group ( $p < .05$ ), and the effect size<sup>a</sup> was substantial in magnitude ( $>0.3$ ).
- Your students' average** was significantly higher ( $p < .05$ ).
- No significant difference.
- Your students' average** was significantly lower ( $p < .05$ ).
- Your students' average** was significantly lower ( $p < .05$ ), and the effect size was substantial in magnitude ( $>0.3$ ).

LSSSEville Law Engagement Indicators		How LSSSEville Law compares with: Selected Peers	How LSSSEville Law compares with: LSSSE 2015 & 2016
<b>Learning to Think Like a Lawyer</b>			
1L	42.1	--	--
2L	41.8	--	
3L	40.4		
<b>Student-Faculty Interaction</b>			
1L	26.2	--	
2L	26.5	--	--
3L	27.2	--	--
<b>Student Advising</b>			
1L	33.2	--	--
2L	33.4	--	
3L	32.1		
<b>Law School Environment</b>			
1L	28.2	--	--
2L	27.9	--	
3L	27.5	--	

a. An effect size indicates the *practical* significance of the comparison. It reports the difference between the means of two groups in terms of their common standard deviation. See page 8 of this report for details of interpreting effect sizes.



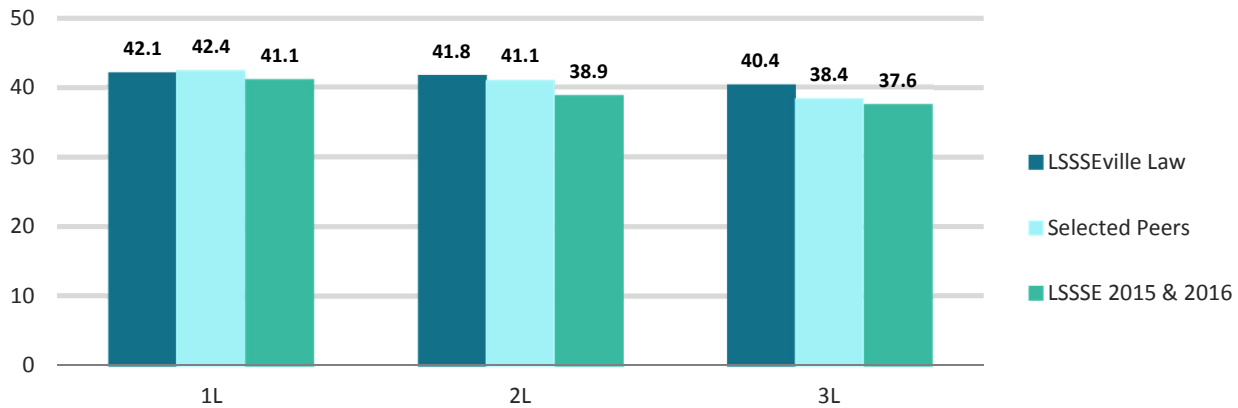
# LSSSE 2016 Engagement Indicators

LSSSEville Law School

## LEARNING TO THINK LIKE A LAWYER

Learning to think like a lawyer is the hallmark of legal education. Law schools aim to teach students to think critically and analytically and to assess information according to various contexts and frameworks. This indicator is based on questions about the emphasis of law school courses and offers insight into how law students experience their intellectual development.

### Comparisons by Year in Law School



### Mean Comparisons

	LSSSEville Law	Selected Peers		LSSSE 2015 & 2016	
	Mean	Mean <sup>a</sup>	Effect Size <sup>b</sup>	Mean <sup>a</sup>	Effect Size <sup>b</sup>
1L	42.1	42.4	-.04	41.1	.10
2L	41.8	41.1	.07	38.9 **	.28
3L	40.4	38.4 *	.18	37.6 **	.26

### Learning to Think Like a Lawyer Includes:

How much has your coursework (this year) emphasized: <sup>c</sup>		LSSSEville Law	Selected Peers	LSSSE 2015 & 2016
3b. Analyzing the basic elements of an idea, experience, or theory	1L	94%	96%	96%
	2L	98%	94%	93%
	3L	93%	91%	90%
3c. Synthesizing and organizing ideas, information, or experiences	1L	89%	91%	90%
	2L	88%	90%	85%
	3L	85%	83%	82%
3d. Making judgments about the value of information, arguments, or methods	1L	83%	86%	82%
	2L	87%	84%	79%
	3L	83%	78%	77%
3e. Applying theories or concepts to practical problems or in new situations	1L	93%	92%	91%
	2L	87%	89%	86%
	3L	86%	86%	85%

a. Significant differences between your students and those of your comparison group are indicated by: \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

b. An effect size indicates the *practical* significance of the comparison. It reports the difference between the means of two groups in terms of their common standard deviation. See page 8 of this report for details of interpreting effect sizes.

c. Percentage responding "Quite a bit" or "Very much." For details on how students responded to all survey questions see the *Frequency Distributions* report included in your *LSSSE Law School Report*, available in your notebook of materials and through the LSSSE Institution Interface.



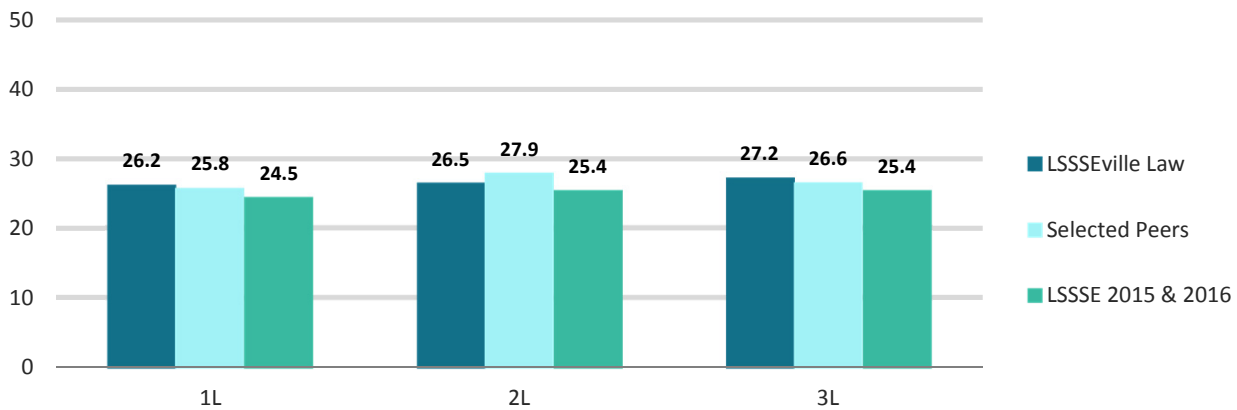
# LSSSE 2016 Engagement Indicators

LSSSEville Law School

## STUDENT-FACULTY INTERACTION

Student-faculty interaction is a fundamental aspect of law school and any educational experience. This indicator provides insight into students' interactions with faculty both inside and outside the classroom and in matters both related and unrelated to coursework and assignments.

### Comparisons by Year in Law School



### Mean Comparisons

	LSSSEville Law	Selected Peers		LSSSE 2015 & 2016	
	Mean	Mean <sup>a</sup>	Effect Size <sup>b</sup>	Mean <sup>a</sup>	Effect Size <sup>b</sup>
1L	26.2	25.8	.04	24.5 *	.17
2L	26.5	27.9	-.12	25.4	.10
3L	27.2	26.6	.05	25.4	.17

### Student-Faculty Interaction Includes:

		LSSSEville Law	Selected Peers	LSSSE 2015 & 2016
<b>About how often this year have you:<sup>c</sup></b>				
1k. Used email to communicate with a faculty member	1L	83%	78%	77%
	2L	85%	83%	81%
	3L	86%	83%	82%
1l. Discussed assignments with a faculty member	1L	69%	66%	57%
	2L	61%	66%	57%
	3L	56%	59%	56%
1m. Talked about career plans/job search activities with faculty	1L	32%	40%	39%
	2L	35%	47%	40%
	3L	39%	43%	39%
1n. Discussed ideas from your readings/classes with faculty outside of class	1L	32%	34%	27%
	2L	30%	35%	27%
	3L	31%	30%	24%
1o. Received prompt feedback from faculty on your academic performance	1L	61%	58%	53%
	2L	65%	60%	50%
	3L	54%	56%	50%
1q. Worked with faculty members on activities other than coursework	1L	16%	17%	15%
	2L	26%	34%	26%
	3L	34%	31%	27%

a. Significant differences between your students and those of your comparison group are indicated by: \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

b. An effect size indicates the *practical* significance of the comparison. It reports the difference between the means of two groups in terms of their common standard deviation. See page 8 of this report for details of interpreting effect sizes.

c. Percentage responding "Often" or "Very often." For details on how students responded to all survey questions see the *Frequency Distributions* report included in your *LSSSE Law School Report*, available in your notebook of materials and through the LSSSE Institution Interface.



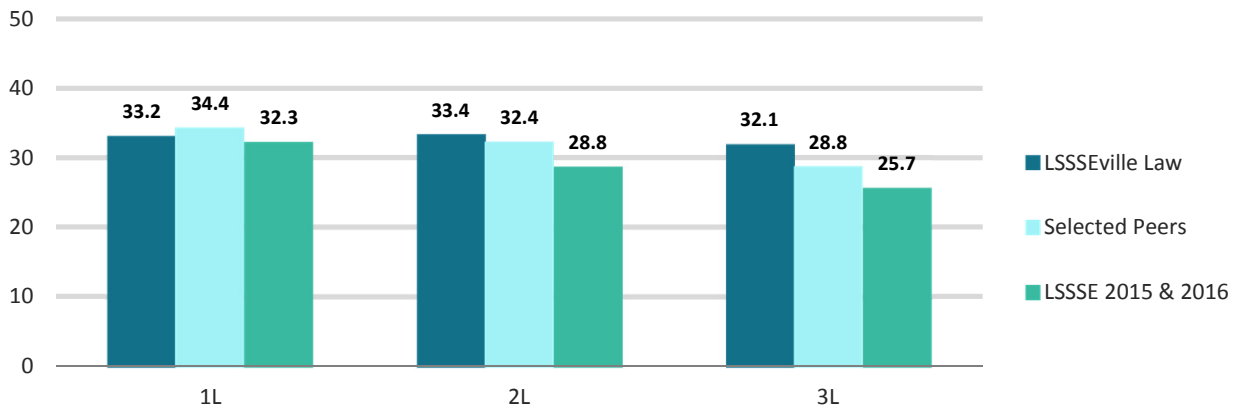
# LSSSE 2016 Engagement Indicators

LSSSEville Law School

## STUDENT ADVISING

This indicator is comprised of questions addressing several areas of advisory services offered by law schools. Combined, these services may affect students' satisfaction as well as engagement in class and with their legal education generally.

### Comparisons by Year in Law School



### Mean Comparisons

	LSSSEville Law	Selected Peers		LSSSE 2015 & 2016	
	Mean	Mean <sup>a</sup>	Effect Size <sup>b</sup>	Mean <sup>a</sup>	Effect Size <sup>b</sup>
1L	33.2	34.4	-.10	32.3	.07
2L	33.4	32.4	.08	28.8 ***	.37
3L	32.1	28.8 **	.25	25.7 ***	.48

### Student Advising Includes:

In your experience at your law school, how satisfied are you with: <sup>c</sup>		LSSSEville	Selected	LSSSE
		Law	Peers	2015 & 2016
6a. Academic advising and planning	1L	80%	81%	77%
	2L	84%	76%	69%
	3L	80%	72%	67%
6b. Career counseling	1L	81%	83%	78%
	2L	81%	76%	67%
	3L	75%	66%	57%
6c. Personal counseling	1L	86%	78%	76%
	2L	77%	73%	68%
	3L	72%	68%	64%
6d. Job search help	1L	74%	82%	76%
	2L	77%	75%	66%
	3L	72%	61%	54%
8e. To what extent does your law school emphasize providing the support you need to succeed in your employment search? <sup>d</sup>	1L	62%	68%	65%
	2L	67%	64%	53%
	3L	62%	51%	42%

a. Significant differences between your students and those of your comparison group are indicated by: \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

b. An effect size indicates the *practical* significance of the comparison. It reports the difference between the means of two groups in terms of their common standard deviation. See page 8 of this report for details of interpreting effect sizes.

c. Percentage who used the service that responded "Satisfied" or "Very satisfied." For details on how students responded to all survey questions see the *Frequency Distributions* report included in your *LSSSE Law School Report*, available in your notebook of materials and through the LSSSE Institution Interface.

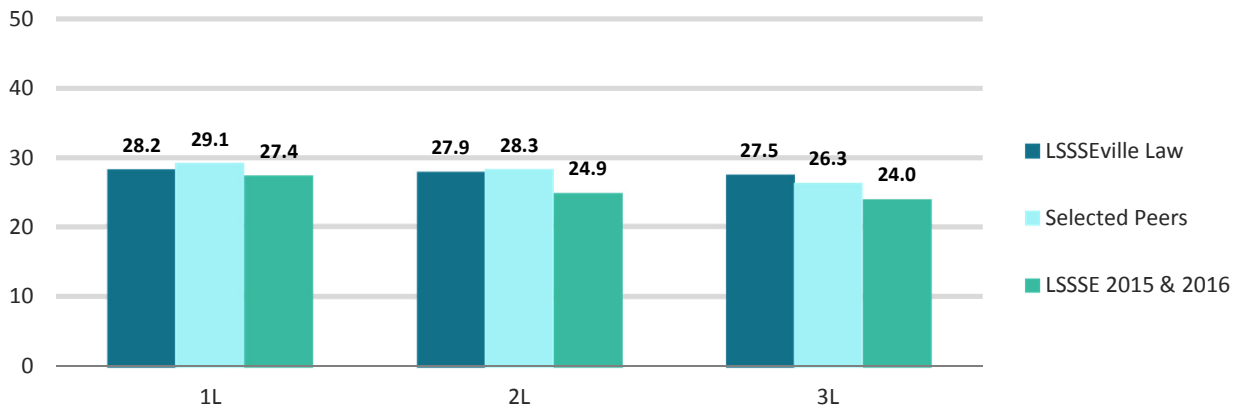
d. Percentage responding "Quite a bit" or "Very much."



## LAW SCHOOL ENVIRONMENT

The overall environment of a law school, in and outside of the classroom, contributes to a student’s educational experience. This indicator includes questions that ask students about their perception of the law school environment and their ‘fit’ in that environment.

### Comparisons by Year in Law School



### Mean Comparisons

	LSSSEville Law	Selected Peers		LSSSE 2015 & 2016	
	Mean	Mean <sup>a</sup>	Effect Size <sup>b</sup>	Mean <sup>a</sup>	Effect Size <sup>b</sup>
1L	28.2	29.1	-.07	27.4	.07
2L	27.9	28.3	-.03	24.9 *	.25
3L	27.5	26.3	.09	24.0 **	.29

### Law School Environment Includes:

To what extent does your law school emphasize: <sup>c</sup>		LSSSEville Law	Selected Peers	LSSSE 2015 & 2016
8d. Encouraging contact among students from different economic, social, sexual orientation, and racial or ethnic backgrounds	1L	61%	61%	56%
	2L	62%	60%	52%
	3L	65%	58%	50%
8g. Providing support you need to thrive socially	1L	40%	45%	42%
	2L	35%	45%	35%
	3L	44%	38%	34%
8f. Helping you cope with non-academic responsibilities	1L	41%	40%	34%
	2L	34%	39%	28%
	3L	37%	31%	26%
8c. Providing the support you need to help you succeed academically	1L	77%	79%	76%
	2L	81%	75%	67%
	3L	72%	71%	65%
8h. Attending campus events and activities	1L	70%	76%	74%
	2L	72%	76%	71%
	3L	75%	72%	69%
8i. Providing the financial counseling you need to afford your education	1L	57%	55%	46%
	2L	53%	49%	39%
	3L	41%	49%	37%

a. Significant differences between your students and those of your comparison group are indicated by: \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

b. An effect size indicates the *practical* significance of the comparison. It reports the difference between the means of two groups in terms of their common standard deviation. See page 8 of this report for details of interpreting effect sizes.

c. Percentage responding "Quite a bit" or "Very much." For details on how students responded to all survey questions see the *Frequency Distributions* report included in your *LSSSE Law School Report*, available in your notebook of materials and through the LSSSE Institution Interface.



### INTERPRETING THE ENGAGEMENT INDICATORS REPORT

To facilitate using LSSSE data to support law schools' efforts to improve, we created four Engagement Indicators: Learning to Think Like a Lawyer, Student-Faculty Interaction, Student Advising and Law School Environment. This Engagement Indicator Report compares the performance of your law school to two comparison groups. If you only customized one comparison group, your second comparison group is the entire LSSSE 2015 & 2016 cohort.

Each Engagement Indicator is an aggregate of responses to several LSSSE questions. The responses to the individual LSSSE questions were rescaled from 0 to 50. An Indicator of zero would mean that every student chose the lowest possible response option for every question in the set, and an Indicator of 50 would mean that every student chose the highest possible response to every question in the set.

#### Means

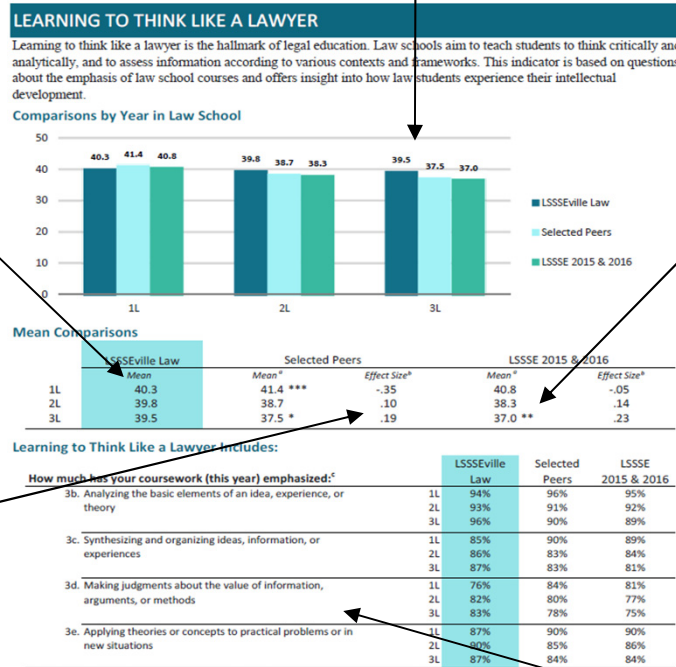
Means are reported for 1L, 2L and 3L students. The mean is the arithmetic average of student level Engagement Indicators. Information about students' year in law school is derived from information provided by the law school, if available; otherwise, this is based on information provided by students in their LSSSE responses.

#### Effect Size

Effect size indicates the *practical* significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate and .8 large. A positive sign indicates that your school's mean was greater, thus showing an affirmative result for the school. A negative sign indicates your school lags behind the comparison group, and, depending on the questions, this may suggest that the student behavior or school practice addressed in the question may warrant attention.

#### Bar Charts

A visual display of 1L, 2L and 3L mean Engagement Indicator scores for your institution and two comparison groups. If you only customized one, the second comparison group is the entire LSSSE 2015 & 2016 cohort.



#### Statistical Significance

Engagement Indicators with mean differences that are larger than would be expected by chance alone are noted with one, two or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$  and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference was due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the LSSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes to judge the practical meaning of the results.

#### Engagement Indicator Survey Items

The individual items used in creating the Engagement Indicator are summarized and descriptive information is provided.