

2010 Annual Survey Results



Student Engagement in Law School: In Class and Beyond



Law School Survey of
Student Engagement

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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.

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LSSSE Law School Participation Agreement

In a given administration year, participating law schools agree to the following:

- LSSSE staff will use the LSSSE data in aggregate for national reporting purposes and other legal education initiatives (e.g., scholarly papers). LSSSE may also make data in which individual schools cannot be separately identified available to researchers in studying the law school experience.
- Your school may use your own LSSSE data for institutional purposes.
- LSSSE results specific to each law school and identified as such will not be made public by LSSSE except by mutual agreement between LSSSE and the law school.



Foreword

Background

I've been a fan of the Law School Survey of Student Engagement (LSSSE) and its precursor (the undergraduate National Survey of Student Engagement, NSSE) since their inception. As a Senior Scholar with the Carnegie Foundation for the Advancement of Teaching from 1999–2001, I saw the ways in which tracking student engagement helped faculty members in diverse disciplines to understand how students spent their time, contributed to their communities, engaged with faculty and student colleagues, and benefited from differently designed educational programs. Both NSSE and LSSSE help universities and law schools to understand the intangible dimensions of effective teaching and potent learning, more meaningful measures than those associated with “rankings” systems such as those offered by *U.S. News & World Report*.

Over the last two years, I've co-chaired my law school's curriculum review committee and offered recommendations to colleagues about how to improve our educational program. I drew upon my experience as principal investigator and director of the Carnegie Foundation's study, *Educating Lawyers*, but believed it was even more important to share insights gleaned from LSSSE and comparisons between the experiences of our law students and those at peer institutions and law schools around the country.

This year's analysis of LSSSE data is particularly important, in my view. The Carnegie Report¹ emphasized several different dimensions of preparation for service as a member of the legal profession, including dimensions related to thinking and intellectual preparation, development of skills related to practice and performance, and those relating to professional values and identity. The 2010 LSSSE annual survey results highlight important ways in which students do (or do not) develop a sense of professional identity and values during law school. This is a crucial area about which I have written elsewhere,² and one about which many law faculty members are not well-informed.

Insights from the 2010 LSSSE

Insights derived from 2010 LSSSE data deserve careful attention by faculty members and law schools around the country. Seventy-seven law schools participated in the 2010 LSSSE survey (out of approximately 200 ABA-recognized schools). Many law schools participate in LSSSE in alternate years while others participate yearly to track longitudinal patterns, particularly during a time when many schools are considering

or implementing changes in their curriculum in response to the Carnegie Report or other forces. Here are some important highlights evident from analysis of LSSSE data reflecting student responses in spring 2010:

- *Understanding Client Needs.* Only about half of 1L, 2L, and 3L students said that they felt prepared to understand the needs of clients. Students with experience in clinical or pro bono work were more likely than others to report that they felt prepared.
- *Other Skills and Values.* Fewer than 60% of law students generally felt prepared to work with colleagues as part of a legal team, cope with day-to-day stresses of law practice, deal with ethical dilemmas, serve the public good, or understand professional values.
- *Role of Faculty Members.* Students generally reported that faculty members play crucial roles in helping them to acquire work-related knowledge and skills, to work effectively with others, to develop a personal code of ethics, to understand themselves, and to deal with ethical dilemmas. Yet fewer than a third of 3Ls have worked closely with faculty members or frequently discussed class readings or career plans with faculty members. The average student found faculty members to be only moderately available, helpful, and sympathetic. Approximately half of law students never worked with faculty members on activities other than coursework, such as committees or student-life activities, even though data confirm that such interaction benefits student development.
- *Student Motivations.* More than 50% of 1L students reported motivations for law study related to securing a challenging and rewarding career, furthering academic development, achieving financial security, or achieving prestige. Younger students were especially motivated by continuing their studies when unsure of next steps in life.
- *Law School Support.* Many students reported that strong law school support relating to non-academic issues contributed to their development of a sense of professional identity and ethics, yet less than one-quarter of students believed that they had received needed support from their law schools in this regard.



- *Public Service.* Nearly three-fourths of law students reported that they were involved in pro bono or volunteer work during law school.
- *Gender Differences Persist.* Notwithstanding the growing presence of women in law schools (now approximately 50% of the student body in many places), female students continued to report that they were less likely than male counterparts to ask questions in class frequently.

Imperatives for Participation

I urge faculty colleagues and law schools around the country to participate in the LSSSE survey process for several reasons:

- *Gains from Legal Education.* They need to determine what students are gaining from legal education in order to explain why students should enroll in law school programs during an era of increasing debt and uncertainty regarding job prospects.
- *Comparative Strengths.* They need to consider how their students' experiences compare with those of students at other law schools with which they compete.
- *Accreditors' Demands.* They need to attend to significant questions being raised by the American Bar Association, regional accreditors, and others about learning outcomes that students have reason to expect will drive the educational programs in which they enroll.

During my tenure with the Carnegie Foundation for the Advancement of Teaching, and my time developing recommendations that appeared in the Carnegie Report, I learned firsthand that “assessment drives learning.” Faculty members who hear students ask “Will it be on the test?” appreciate this powerful dynamic. Increasingly, deans and others understand this fact of life as they are called to account for their “rankings” in the infamous and ill-considered framework employed by *U.S. News & World Report*. LSSSE instead provides a meaningful measure of what law students actually gain from participation in law school. It offers faculty members a key to unlock the effectiveness of crucial curricular initiatives by means of direct student assessments and comparisons to peers. I urge colleagues around the country to engage with the challenging questions posed by the 2010 and ongoing LSSSE surveys, and to use these important tools to improve the ways in which we prepare law students for future roles as leaders within the legal profession.

Judith Wegner

Dean Emerita and Burton Craige Professor of Law
University of North Carolina at Chapel Hill

“[LSSSE] provides a meaningful measure of what law students actually gain from participation in law school.”



Director's Message

I am delighted to participate in my first annual report as the new director of the Law School Survey of Student Engagement. LSSSE is an annual survey that collects information directly from law students about how they spend their time in law school, what they experience, and what they learn from those experiences. It focuses on the notion of engagement, which “is a deceptively simple, even self-evident, premise: the more students do something, the more proficient they become.”³ The idea of engagement embraces a variety of activities, including many non-classroom experiences. According to psychologists Bonita London, Geraldine Downey, and Shauna Mace, “engagement refers not only to the academic investment, motivation, and commitment that students demonstrate within their institution (both in and out of the classroom context), but also to the psychological connection, comfort, and sense of belonging that students feel toward their institution, their peers, professors, and administrators.”⁴

LSSSE data are particularly important now, in light of increasing calls for change to legal education. These come, at least in part, from the challenges posed by the job market for new law graduates. The discussion of necessary change has included suggestions that the whole structure of law school in the U.S. needs to be reconfigured,⁵ as well as more modest—but still significant—proposals.⁶ The data generated by LSSSE provide

insight into what is working and not working in law school today, taken from the viewpoint of our first-line consumers—law students. Using these data will help to ensure that the changes a law school makes will enhance student learning and engagement.

Much of the current discussion around reform of legal education assumes that what matters in law school is limited to the learning that occurs in class, whether doctrinal or skills-based, clinical or research-oriented. Law school classes are, of course, crucial. At the same time, it makes sense to consider what the law school environment contributes to the learning and engagement of its students. In other settings, research confirms the relationship between underlying environment or context and learning.⁷ LSSSE’s 2010 findings reveal that what happens outside of class is significantly related to student learning. The data also indicate room for improvement in the non-class environment.

LSSSE is especially well-positioned to investigate the role of this larger law school context. Our core survey addresses whether and how context matters in law student learning through questions that relate directly to students’ “psychological connection, comfort, and sense of belonging” in school. For example, LSSSE includes questions about the extent to which schools provide support with regard to non-academic (including

“The data generated by LSSSE provide insight into what is working and not working in law school today, taken from the viewpoint of our first-line consumers—law students.”



family and work-related) responsibilities and the extent to which they help students thrive socially. It also includes questions about various opportunities for interaction with faculty, and about relationships with administrators as well as peers.

In addition to the core survey, each year LSSSE develops experimental questions focused on particular themes or issues. These are administered to students at a subset of participating schools, and might be used to tease out information relevant to world events or trends in legal education, for example, or to further understanding of data gathered in earlier surveys. In our most recent survey, two sets of experimental questions investigate how experiences and relationships outside of the classroom relate to student learning. The first focuses on the motivation of students both with regard to the decision to enter law school and with regard to working hard once in school. The second set considers how law schools prepare students to step into professional roles.

Our investigation of responses to the core and experimental questions revealed that context can contribute substantially to student learning. In this way, law school is more like lawyering than we otherwise might have thought: in practice, it isn't just the technical legal work that matters; trust is generated also

through the way a lawyer conveys his or her attitude toward clients. In the same way, the law school environment (which extends beyond the confines of the classroom and formal learning opportunities) conveys a school's attitude toward its students, and helps—or potentially detracts from—a student's engagement.

LSSSE data can identify the strengths of a law school's underlying environment as well as areas for improvement. The data also provide opportunities for tracking consequences of intentional changes that a school might make, whether with regard to the general school environment, in curriculum, or otherwise. For schools without expertise in data analysis, LSSSE staff is available to offer guidance. My colleagues here at LSSSE have deep expertise with the survey and analysis. We look forward to working together to learn about and advance legal education.

Carole Silver

LSSSE Director

Indiana University Center for Postsecondary Research

Professor of Law

Indiana University Maurer School of Law

"The law school environment conveys a school's attitude toward its students, and helps—or potentially detracts from—a student's engagement."

Quick LSSSE Facts

Survey

Administered to all students at participating law schools via the Web. Supported by law school 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

Co-sponsored by the Association of American Law Schools and the Carnegie Foundation for the Advancement of Teaching.

Participating Law Schools

One hundred and sixty-four different law schools have participated in LSSSE since 2004.

Respondents and Response Rates

In 2010, nearly 25,000 law students from 77 law schools responded to the LSSSE survey. The average institutional response rate was 48%.

Audiences

Law school administrators and faculty, law students, alumni, advisory boards, trustees, prospective students, institutional researchers, accreditors, legal education scholars.

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 \$3,000 to \$5,000 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 school and LSSSE.

Figure 1 Affiliation of LSSSE 2010 Law Schools Compared with All ABA-Approved Schools

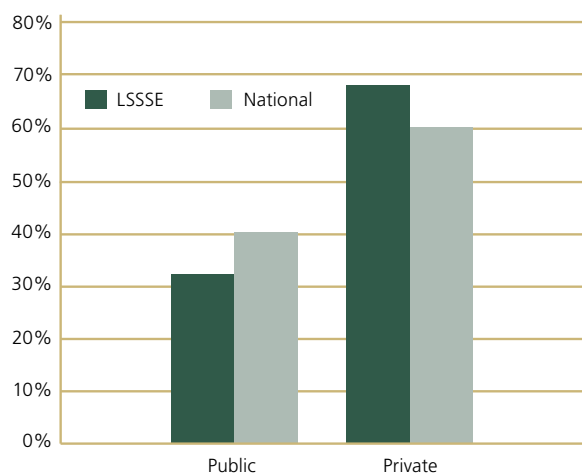
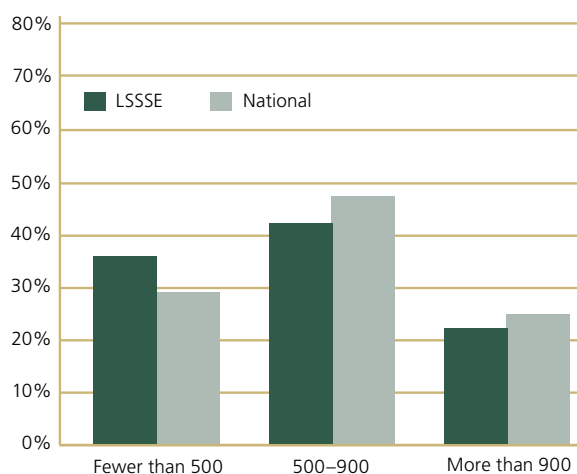


Figure 2 Size of LSSSE 2010 Law Schools Compared with All ABA-Approved Schools





Selected Results

The Law School Survey of Student Engagement focuses on activities related to effective learning in law school. The results provide evidence of how law students use their time and what they think about their legal education experience, while simultaneously providing guidance to law schools seeking to improve engagement and learning.

The findings on the law school student experience reported in this section are based on responses from nearly 25,000 law students at 77 law schools who completed LSSSE in spring 2010. Results from several sets of experimental questions appended to the 2010 survey for a subset of respondents also are drawn upon. Three themes are featured.

In the first section, *From Law Student to Lawyer*, we examine the effectiveness of law schools' efforts to prepare students to assume a professional role. Students at 22 law schools were asked how well their legal education has prepared them for various aspects of legal practice. In particular, we examine the relationship between common student activities—including interacting with faculty members and participation in pro bono and clinical opportunities—and the ethical and professional development of students.

In *Understanding Motivation*, we explore the factors that influence students' decisions to attend law school and those that keep them motivated to work hard once they matriculate. From intrinsic drive to external pressures, these data inform us about how students' individual characteristics and personal motivation affect their engagement.

Finally, *Outside the Classroom* looks at the influence of non-academic support on students' personal and professional development. To better understand how non-curricular aspects of the law school experience influence students, we investigate the correlation between students' relationships with faculty, administrators, and their peers, on one hand, with their assessment of gains in select areas, on the other hand.

What is going well

- Three quarters of 3Ls (73%) reported that they were involved with pro bono or volunteer work during law school.
- Only 7% of 1Ls frequently came to class unprepared. Forty-two percent of first-year students never came to class without completing the readings or assignments.
- The average student spent 27 hours per week reading assigned material and studying.
- More than half of students (57%) frequently worked harder than they thought they could to meet faculty members' standards or expectations.

What needs attention

- The average student found faculty members to be only moderately available, helpful, and sympathetic.
- Half of students never worked with faculty on activities other than coursework, such as committees or student life activities.
- More than a quarter of students (27%) never discussed ideas from readings or classes with faculty members outside of class.
- Female students were less likely than male students to ask questions in class frequently.
- One in four students (24%) said that their coursework placed a strong emphasis on memorizing facts, ideas, or methods from courses and readings so that the student could repeat them in pretty much the same form.

What warrants further investigation

- While half of students felt that their legal education contributed substantially to the development of a personal code of values and ethics, half felt that the law school contributed only some or very little in this regard.
- Forty percent of 3Ls reported spending some time each week working for pay in a legal setting.
- A majority of students (59%) who used career-counseling services at the law school were satisfied with their experience, but more than half of 3Ls (57%) were unsatisfied with job search help.

From Law Student to Lawyer

The Carnegie Report concluded that law schools do an excellent job of preparing students academically.⁸ In its assessment of the status of modern legal education, the authors noted that a primary strength of law school is the focus on the intellectual transformation of students—teaching students to think like lawyers. Data from LSSSE also confirm that students devote significant time and energy to class preparation.⁹ Results indicate that law school provides a rigorous academic experience for students.¹⁰

At the same time, however, Carnegie suggests that law schools are not as effective in facilitating the transformation of law students to lawyers. In this regard, elements of professionalism and ethics are relevant. In part, the failure of law schools to achieve this broader transformation in their students may be due to ambivalence of faculty in teaching and discussing ethical and moral issues, suggesting that this is perhaps due to an assumption that such efforts are futile as students enter law school with well-developed moral sensibilities.¹¹

Data from the 2010 LSSSE survey corroborate Carnegie's assertion that professional development of students during law school is largely underemphasized.¹² In this section we analyze responses from 6,839 students attending 22 law schools to a set of experimental items that explore students' perceptions of how well their law school prepared them to step into the role of professionals.

According to students, law schools provide only moderate preparation for various ethical and professional aspects of their future legal careers. For example, only half of students reported that law school prepared them well (combining response options "very much" and "quite a bit") to deal with ethical dilemmas that may arise as part of law practice, while only slightly more reported that law school prepared them to serve the public good through their profession. By contrast, more than two-thirds of students reported that law school has prepared them to manage their time effectively (Table 1). While time management is important for success in school as well as in practice, the data suggest that law schools could do more to nurture the ethical development of their students.

Table 1 Student Perceptions of Professional Preparation by Class

| Professional Skill or Ability ^a | % of students who felt prepared ^b in select professional aspects | | |
|--|---|-----|-----|
| | 1L | 2L | 3L |
| Understanding the needs of clients | 53% | 54% | 57% |
| Working cooperatively with other attorneys as part of a legal team | 44% | 46% | 50% |
| Managing your time effectively | 69% | 68% | 66% |
| Coping with day-to-day stresses of law practice | 50% | 49% | 45% |
| Dealing with ethical dilemmas that arise as part of law practice | 48% | 55% | 57% |
| Serving the public good through your profession | 57% | 56% | 55% |
| Understanding professional values that will serve you in your legal career | 61% | 60% | 58% |

^aThese aspects of professional preparation were measured by experimental items that asked students to reflect on the extent to which their experience at their law school prepared them for various aspects of their future legal career. Response options included "very much," "quite a bit," "some," and "very little."

^bIncludes those students who reported "very much" and "quite a bit."

Students with experience in clinics or pro bono work were more likely than other students to report that their law schools provided adequate professional preparation. Specifically, clinical participation and pro bono work correlated with a higher degree of preparation in the following areas:

- Understanding the needs of future clients
- Working cooperatively with colleagues as part of a legal team
- Serving the public good through their profession
- Understanding professional values that will serve them in their legal careers



These findings suggest that exposure to practice-based and experiential settings provide valuable opportunities for students to cultivate professional ethics.

In addition to the positive effect of these practice-based learning opportunities, interaction with faculty is positively associated with students' ethical development. Those students who interacted with faculty more often—regardless of whether those discussions centered around course concepts, career aspirations, or faculty research—felt significantly more prepared in each of the six elements of professional development listed in Table 2. While law faculty play a critical role in the ethical and professional development of students during the legal education process, opportunities for valuable student-faculty interaction often are missed. Results from LSSSE 2010 show that only one-third of 3Ls have worked with a faculty member on a research project over the course of their law school careers. Only 20% of all students frequently (combining response options “often” and “very often”) discussed ideas from readings or classes with faculty, and fewer than one-third (29%) of students frequently discussed their career plans with a professor. Given the strong relationship between interaction with faculty and gains in professionalism shown in these results, it may be useful to consider how current policies and practices facilitate or inhibit student-faculty interaction.

As one might expect, younger students and those who entered law school sooner following a baccalaureate degree were more likely to report that law school offered significant professional preparation. At the same time, students with lower-entering LSAT scores and undergraduate GPAs were more likely to report that law school plays a significant role in their professional development (including their ability to deal with ethical dilemmas, and to understand professional values and the needs of clients) compared to students with higher-entering credentials.

Table 2 Relationship between Student-Faculty Interaction and Students' Professional Development

| Self-Reported Gains | Student-Faculty Interaction ^a |
|---|--|
| Acquiring job or work-related knowledge or skills | +++ |
| Working effectively with others | +++ |
| Developing a personal code of values and ethics | +++ |
| Understanding yourself | +++ |
| Dealing with ethical dilemmas that arise as a part of law practice ^b | +++ |
| Understanding professional values that will serve you in your legal career ^b | +++ |

^a Student-faculty interaction includes the following items: discussed assignments with a faculty member or advisor; talked about career plans or job search activities with a faculty member or advisor; discussed ideas from your readings or classes with faculty members outside of class; received prompt feedback (written or oral) from faculty on your academic performance; and used e-mail to communicate with a faculty member.

^b These self-reported gains were measured by experimental items that asked students to reflect on the extent to which their experience at their law school prepared them for various aspects of their future legal career. Response options included “very much,” “quite a bit,” “some,” and “very little.”

Key:

+ indicates a significant ($p < .001$) and positive predictor

- indicates a significant ($p < .001$) and negative predictor

- or + $p < .1$, -- or ++ $p < .01$ and Unstd. B > .1, --- or +++ $p < .001$ and Unstd. B > .15

These data reveal that law schools are reaching only about half of their students in preparing them to make the transition from students to lawyers. Valuable opportunities for the law school to emphasize key aspects of professional preparation are not being used to full effect (Table 1). Knowing more about student behaviors—frequency of student-faculty interaction, for example—also can help law schools identify areas where there may be room for improvement.

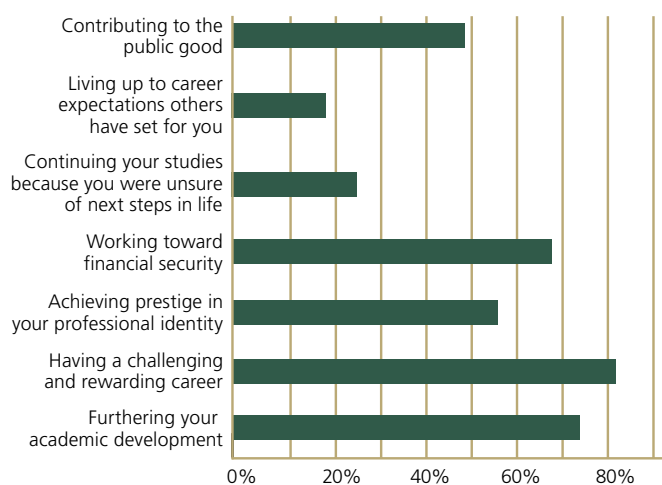
“Professors need to help us apply our ability to ‘think like lawyers’ in real world situations.”
—Comment from 3L student

Understanding Motivation

Part of the perpetual appeal of legal education is the broad application of the basic law degree, in which students with widely disparate academic, personal, and career goals find value. To better understand what drives students to enter law school, and to know what motivates them to perform academically during school, LSSSE collected responses from 4,626 students at 22 schools to a set of experimental questions administered as part of the 2010 survey. Students responded by rating the level of influence of various factors on their decision to attend law school, and the factors that motivated them to work hard once they arrived.

Among first year students,¹³ the most influential factor in the decision to enter law school was the desire to have a challenging and rewarding career. Students also were motivated by the opportunity to further their academic development and to work toward financial security (Figure 3). Younger students were more likely than their older classmates to enter law school because they were unsure of their next steps in life. In contrast, older students were more likely than their younger classmates to enter law school out of a desire to contribute to the public good (Table 3).

Figure 3 Percent of 1Ls Strongly Influenced^a by the Following in their Decisions to Attend Law School



^a Combining response options 6 and 7 on a seven-point scale.

Table 3 Relationship between Student Age and Factors that Strongly Influenced^a Students' Decisions to Attend Law School

| | Student Age |
|---|--------------------|
| Contributing to the public good | +++ ↑ ^b |
| Achieving prestige in your professional identity | +++ ↓ |
| Furthering your academic development | |
| Having a challenging and rewarding career | |
| Working toward financial security | +++ ↓ |
| Continuing your studies because you were unsure of next steps in life | +++ ↓ |
| Living up to career expectations others have set for you | +++ ↓ |

^a Includes those students who selected 6 or 7 on a seven-point scale.

^b Arrows indicate whether correlation occurs as students get older or younger. For example, an up arrow indicates that the older the student, the more likely they are to have decided to go to law school out of a desire to contribute to the public good. A down arrow indicates correlation with younger students.

Key:

+ indicates a significant ($p < .001$) and positive predictor

- indicates a significant ($p < .001$) and negative predictor

- or + $p < .1$, -- or ++ $p < .01$ and Unstd. B $> .1$, --- or +++ $p < .001$ and Unstd. B $> .15$

A relationship also exists between student motivation and academic engagement. First-year students who cited that a desire to contribute to the public good was very influential in their decision to attend law school were significantly more likely than other students to:

- Spend more time studying and preparing for class
- Ask questions in class
- Have frequent interactions with faculty members (Table 4)



Similarly, students who entered law school in order to further their academic development along with those who wanted to have a challenging and rewarding career were more academically engaged than other students (Table 4). On the other hand, those students who chose to attend law school because they were unsure of their next steps in life were significantly *less* likely to spend time studying. These same students were also significantly less likely to ask questions in class (Table 4).

Both prior to entering law school and during law school, career-centered influences remain central to student motivation:

- 77% of all students said having a challenging and rewarding career strongly influenced their decision to attend law school
- 61% of all students were motivated to work hard during law school by a desire to be competitive in the job market

By contrast, fewer than half of all students (47%) reported that an inherent interest in the material motivated them to work hard in school. Less than one-third of students (30%) were motivated to work hard by challenging instructors. Meanwhile, 43% of students cited fear of failure as a substantially motivating influence. Promisingly, a majority of students (72%) were driven by an intrinsic desire to perform to the best of their ability.

Motivational factors varied along gender lines. Female students were more likely than their male colleagues to respond to intrinsic motivations (including an inherent interest in the material and the desire to perform to the best of their ability) (Figure 4). However, female students also were more likely than males to work hard due to a fear of failure or to avoid embarrassment in front of their peers. Men and women appear equally motivated by the desire to do well in the job market.

Table 4 Relationship between Factors that Strongly^a Influenced Students’ Decisions to Attend Law School by Select Academic Engagement Activities

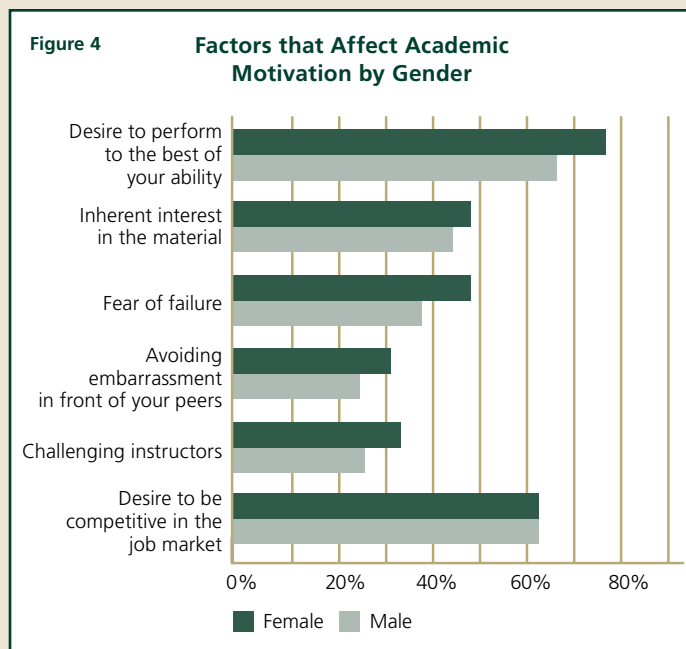
| | Hours spent studying and preparing for class | Asked questions in class | Student-faculty interaction ^b |
|---|--|--------------------------|--|
| Contributing to the public good | +++ | ++ | +++ |
| Furthering your academic development | +++ | +++ | +++ |
| Having a challenging and rewarding career | ++ | +++ | +++ |
| Achieving prestige in your professional identity | + | | +++ |
| Working toward financial security | | + | ++ |
| Continuing your studies because you were unsure of next steps in life | --- | --- | |
| Living up to career expectations others have set for you | | | |

^aIncludes those students who selected 6 or 7 on a seven-point scale.

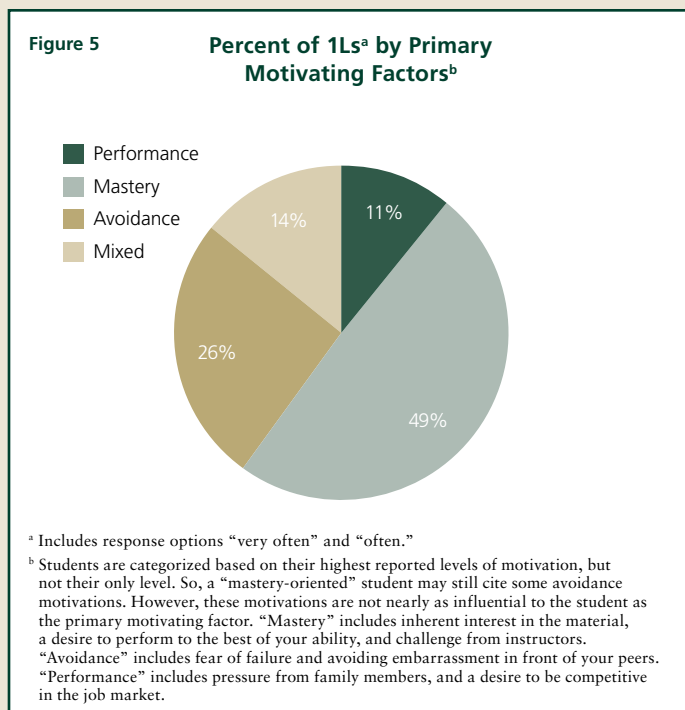
^bStudent-faculty interaction includes the following items: discussed assignments with a faculty member; talked about career plans or job search activities with a faculty member or advisor; discussed ideas from your readings or classes with faculty members outside of class; received prompt feedback (written or oral) from faculty on your academic performance; used e-mail to communicate with a faculty member.

Key:
+ indicates a significant (p<.001) and positive predictor
- indicates a significant (p<.001) and negative predictor
- or + p<.1, -- or ++ p<.01 and Unstd. B>.1, --- or +++ p<.001 and Unstd. B>.15

Understanding Motivation (continued)



These results illustrate three kinds of influencing factors that primarily motivate students in their pursuit of legal education. Students are largely driven by “performance” factors, those that reflect a competitive drive; “mastery” factors, those that center on intellectual achievement; or “avoidance” factors, those which include outcomes students wish to prevent or avoid. While students may be influenced by a combination of these factors, or have “mixed” motivations, most often students affiliate to one of these domains (Figure 5). About half of LSSSE respondents (49%) were primarily motivated by mastery-related factors, while about a quarter (26%) reported that avoidance behaviors were primarily responsible for motivating them to work hard. Only one in 10 (11%) students were primarily motivated by performance-related factors.



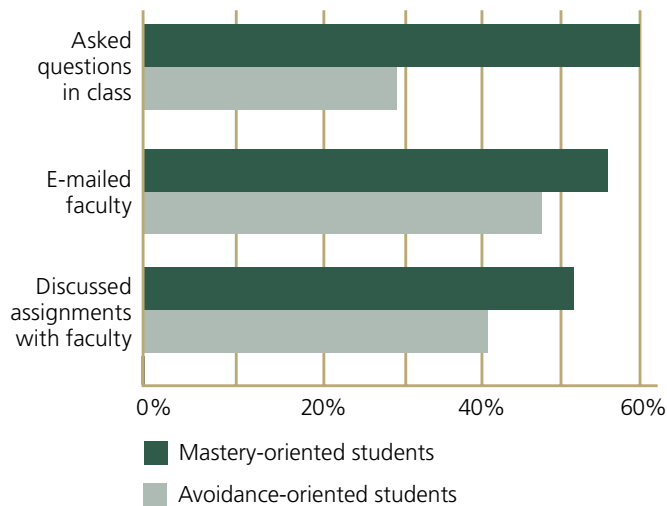
Among first-year students, those who were motivated primarily to work hard in school by mastery-related factors also were more likely to ask questions in class, e-mail faculty, and discuss assignments with faculty members than those students who cited fear of failure and avoiding embarrassment as primary motivators (Figure 6).

“I came to law school so that I can get the skills needed to help those who cannot help themselves.”

—Comment from 2L student



Figure 6 Percent of 1Ls Frequently^a Engaged in Select Activities based on the Primary Factors^b that Motivated them to Work Hard in their Law School Classes



^a Includes response options “very often” and “often.”

^b Students are categorized based on their highest reported levels of motivation, but not their only level. So, a “mastery-oriented” student may still cite some avoidance motivations. However, these motivations are not nearly as influential to the student as the primary motivating factor. “Mastery” includes inherent interest in the material, a desire to perform to the best of your ability, and challenge from instructors.

“Avoidance” includes fear of failure and avoiding embarrassment in front of your peers.

These data indicate that the factors influencing students’ decisions to attend law school are related to engagement in the classroom following matriculation. Not surprisingly, students who were intrinsically motivated to attend law school—whether out of a desire to contribute to the public good, or the desire to have a challenging and rewarding career—were more likely to engage in effective educational practices inside the classroom (Table 4). These findings may encourage law school admissions offices and pre-law programs to offer more intentional counseling to those prospective and enrolled law students who are less directed, especially in light of growing challenges in the job market for law graduates. At the same time, the data reflect a significant portion of students whose primary motivation is avoidance; this, too, relates to engagement but in a negative direction. Particularly in light of the disproportionate number of female students in this group, we hope our identification of the issue will generate attention and additional research.

“Law school should focus more on encouraging students to learn legal materials on their own. Learning for personal enrichment should be important, not just for law exams.”

—Comment from 2L student

Outside the Classroom

Legal educators have long wondered whether the traditional law school model warrants modification.¹⁴ Criticisms of the traditional model highlight diminishing academic engagement in the third year,¹⁵ and research confirms that academic engagement declines over the course of students' three-year tenure in law school.¹⁶ But curricular offerings, though fundamental, are not the only important element of a legal education. Law school plays a critical role in introducing students to the legal profession. Schools serve this role in part by dedicating programming and resources toward students' personal and professional development, including offering opportunities to hear guest lectures and attend symposia, providing personal support services, and organizing social events.

What is the value of the law school experience that takes place beyond the classroom? Do students experience socialization during law school that affects their personal and professional development? To answer these questions, LSSSE explored the impact of several non-academic dimensions of law school on students' personal and professional gains.

First, we explored the relationships between aspects of the law school environment—the law school's support in non-academic, social, and extra-curricular dimensions—and student development. Students who reported that their law school provided more help in coping with non-academic responsibilities (work, family, etc.)

were more likely to report strong gains in the development of a personal code of values and ethics (Table 5). Despite the benefit offered by this type of law school support, less than a quarter of students perceived substantial support from their law school in non-academic dimensions (Figure 7). Not surprisingly, students who felt that their law school offered the support they needed to thrive socially also were more likely to cite gains in their ability to work effectively with others. Other relationships between personal gains and support offered by the law school also were statistically significant (Table 5). While law school support for the non-academic, extra-, and co-curricular needs of students understandably garners less attention than the core curriculum, these results indicate that additional attention to the non-classroom environment might foster gains for students in areas that are important to achieving a well-rounded legal education.

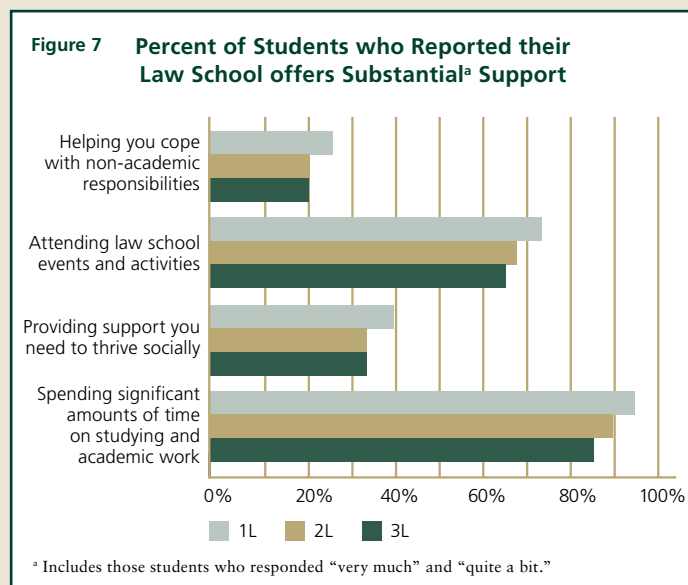


Table 5 Relationship between Law School Support and Student-Reported Gains in Personal and Professional Development

| Self-Reported Gains | Non-academic Support ^a | Social Support ^b | Extra-curricular Support ^c |
|---|-----------------------------------|-----------------------------|---------------------------------------|
| Acquiring a broad legal education | + | + | + |
| Acquiring job or work-related knowledge or skills | ++ | ++ | ++ |
| Working effectively with others | ++ | +++ | + |
| Understanding yourself | + | ++ | + |
| Developing a personal code of values and ethics | +++ | ++ | ++ |

Correlation coefficients are reported at the following levels: + indicates $r > .2$, ++ indicates $r > .3$, and +++ indicates $r > .4$.

^a To what extent does your law school emphasize helping you cope with your non-academic responsibilities (work, family, etc.)?

^b To what extent does your law school emphasize providing the support you need to thrive socially?

^c To what extent does your law school emphasize attending campus events and activities (special speakers, cultural events, symposia, etc.)?

Next, we explored the relationship between interpersonal relationships within the law school on students' non-academic development. Students who reported positive relationships with faculty members were much more likely to report strong gains in key aspects of personal and professional development, including acquiring a broad legal education and essential

job- or work-related knowledge and skills (Table 6). Similar positive correlations also exist between students' relationships with administrators and their self-reported gains. Students' relationships with their peers had a smaller influence on individual gains (Table 6).

Table 6 Effects^a of Relationships with Faculty, Administrators, and other Students on Students' Perceptions of their Gains in Select Areas

| Self-Reported Gains | Relationships with Faculty | Relationships with Administrators | Relationships with Other Students |
|--|----------------------------|-----------------------------------|-----------------------------------|
| Acquiring a broad legal education | +++ | ++ | ++ |
| Acquiring job or work-related knowledge and skills | +++ | +++ | + |
| Working effectively with others | +++ | ++ | +++ |
| Understanding yourself | +++ | ++ | + |
| Developing a personal code of values and ethics | +++ | +++ | + |

^aInstitutional-level controls include size and affiliation. Student-level controls include class, gender, enrollment status, transfer status, undergraduate grades, race, U.S. citizenship, sexual orientation, credit hours taken, LSAT score, grades in law school, debt, day or night enrollment, enrollment in a joint degree.

Key:

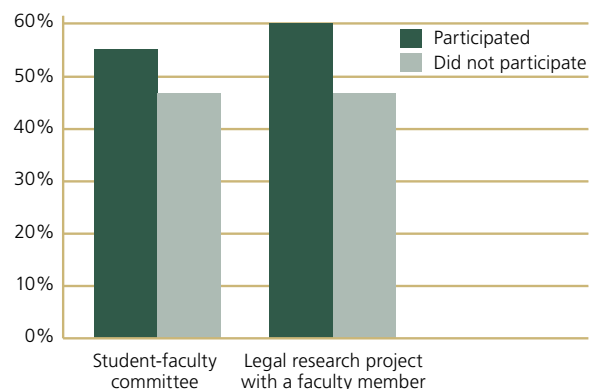
+ indicates a significant ($p < .001$) and positive predictor

- indicates a significant ($p < .001$) and negative predictor

- or + $p < .1$, -- or ++ $p < .01$ and Unstd. B $> .1$, --- or +++ $p < .001$ and Unstd. B $> .15$

These findings underscore the importance of faculty and, to a somewhat lesser extent, administrators, on student development. As we noted in *From Law Student to Lawyer*, students who interacted more frequently with professors felt more professionally prepared. Similarly, those students who served on committees or on legal research projects with faculty members also reported stronger ethical gains (Figure 8).


Figure 8 Percent of 3Ls who Reported Substantial^a Ethical Gains by Student-Faculty Interaction



^aIncludes those students who responded "very much" and "quite a bit."

These results highlight the value to students of those aspects of legal training that occur outside the classroom. Personal and social support from the law school is associated with development of a stronger sense of ethics, the ability to work effectively with others, and the acquisition of work- and job-related skills. Yet too often we see law schools place decidedly less emphasis on these non-academic aspects of the law school experience (Figure 7). The tenor of students' relationships with their professors and with the law school administration also affects students' development in a variety of important areas, suggesting that law schools may wish to cultivate an atmosphere that facilitates meaningful interaction between students and faculty and administrators. In sum, these findings confirm the importance of what happens outside the classroom. While academic aspects of law school should continue to garner primary attention from those evaluating our system of legal education, non-academic elements also warrant consideration.

"To me, the support of the faculty is the greatest asset of my school."
—Comment from 1L student



Looking Forward

While there is danger in predicting the future, it is probably safe to suggest that law schools in the U.S. will face serious challenges in the coming year.¹⁷ If nothing else, the job market for new law graduates likely will be a continuing concern, fueled by demands on the traditional business model of U.S. law firms, changes enabled by globalization and advances in technology, and general economic conditions.

Law schools operate in a complex web of relationships and reactions that create various and often conflicting demands. They must reach out to potential applicants as well as to new and more seasoned alumni, and at the same time develop and maintain myriad relationships—with and among students, faculty, and administrators; with organizations that analyze, rank, and comment on their activities; with regulators and competitors; and with potential employers of their graduates.

Under these circumstances, law schools that most thoroughly understand themselves will be best positioned to respond to these various influences as well as to pressures exerted by the current economic climate. LSSSE data contribute to the information

base schools need; the data allow insight into what schools are doing well and where they might focus their efforts toward improvement.¹⁸ Schools that have participated regularly in LSSSE are able to use their data as both target and guide: multiple years of data help schools identify trends, take responsive action, and track reactions. Law schools armed with this insight will be better able to respond nimbly to the demands of their audiences and stakeholders. We are interested in partnering with schools to help them unpack their data to develop solutions to existing problems and position themselves for the most promising futures.

At the same time, we hope to attract scholars interested in using LSSSE data in their work. This report has identified several issues that would benefit from additional research, including questions related to student motivation and professional development. We invite scholars to collaborate or use LSSSE data in their own research.

We look forward to working together to learn more about the processes and institutions of legal education.

Notes

¹ William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, Lee S. Shulman, *EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW* (2007).

² Judith Welch Wegner, *Reframing Legal Education's Wicked Problems*, 61 *RUTGERS L. REV.* 867 (2009).

³ Patrick O'Day & George D. Kuh, *Assessing What Matters in Law School: The Law School Survey of Student Engagement*, 81 *IND. L. J.* 401, 405–6 (2006).

⁴ Bonita London, Geraldine Downey, and Shauna Mace, *Psychological Theories of Educational Engagement: A Multi-Method Approach to Studying Individual Engagement and Institutional Change*, 60 *VAND. REV.* 455, 456 (2007).

⁵ See, e.g., Bryant Garth, *The Evolution of J.D. Programs—Is Non-Traditional Becoming More Traditional?—Introduction*, 38 *SW. L. REV.* 537 (2009) (describing earlier reform efforts); Richard A. Matasar, *The Rise and Fall of American Legal Education*, 49 *N.Y.L. SCH. L. REV.* 465, 494 (2004–2005) (“The great success of American legal education has been buoyed by cheap money, a perception that there are not many viable alternatives, a sense that a legal education is an excellent long-term investment, students’ belief that they are the exception to any negative trends, and the historically accurate belief that the legal profession is so robust that it will always outrun the debt that students take to become lawyers. In the years to come, each of these trends will change substantially and jeopardize the legal academy.”).

⁶ See Daniel de Vise, *Washington and Lee Takes Law Students from Class to Court*, *WASH. POST*, Dec. 18, 2009 (describing curricular changes instituted by Washington and Lee for third-year students and various approaches to change taken by other law schools); see also the University of Michigan Law School’s required course in transnational law, described at http://web.law.umich.edu/_ClassSchedule/aboutCourse.asp?crse_id=038594.

⁷ See, e.g., National Research Council on Increasing High School Students’ Engagement and Motivation to Learn, *ENGAGING SCHOOLS: FOSTERING HIGH SCHOOL STUDENTS’ MOTIVATION TO LEARN* (2004) at 33–34 (“the effect of the educational context on engagement is partially mediated by three sets of psychological variables—beliefs about competence and control, values and goals, and a sense of social connectedness. [...] Positive beliefs and feelings [...] should lead to high levels of effort and persistence”).

⁸ Sullivan, *supra* note 1.

⁹ LSSSE 2010 data show that on average, law students spend 27 hours each week studying and preparing for class.

¹⁰ According to data from the LSSSE 2010 survey, 89% of students felt that the law school placed a substantial (combining response options “very much” and “quite a bit”) emphasis on spending significant amounts of time studying on an academic work. More than half of students (57%) frequently (combining response options “often” and “very often”) worked harder than they even thought they could to meet the expectations of faculty members.

¹¹ Sullivan, *supra* note 1, at 132.

¹² *Id.*

¹³ When not specifically designated otherwise, data include responses from 1Ls, 2Ls, and 3Ls.

¹⁴ Following an influential report by the Carnegie Foundation for the Advancement of Teaching in the early 1970s (Herbert L. Packer and Thomas Ehrlich, *NEW DIRECTIONS IN LEGAL EDUCATION*, (1972)), the ABA Committee on Legal Education issued a recommendation to eliminate the three-year requirement for bar admittance (see Preble Stoltz, *The Two Year Law School: The Day the Music Died*, 25 *J. LEGAL EDUC.* 37 (1972–1973)). Other recommendations cite a need for more practice-based experience during law school, and advocate some more formal combination of clinical and theoretical training as part of the standard law school curriculum (see, e.g., Sullivan, *supra* note 1; Mitu Gulati, Richard Sander, & Robert Sockloskie, *The Happy Charade: An Empirical Examination of the Third Year of Law School*, 52 *J. LEGAL EDUC.* 235 (2001)).

¹⁵ Gulati, *supra* note 14.

¹⁶ See, e.g., *Student Engagement in Law School: Enhancing Student Learning*, Law School Survey of Student Engagement, 2009 Annual Survey Results, 8 (2010); *Engaging Legal Education: Moving Beyond the Status Quo*, Law School Survey of Student Engagement, 2006 Annual Survey Results, 14 (2007). With each successive year, students spend less time studying, they come to class prepared less often, and they are less likely to discuss course concepts and ideas outside of class. LSSSE data confirm these trends each year.

¹⁷ See, e.g., Thomas D. Morgan, *THE VANISHING AMERICAN LAWYER* (2010); Bernard A. Burk & David McGowan, *Big but Brittle: Economic Perspectives on the Future of the Law Firm in the New Economy*, *COLUMBIA BUS. L. REV.* (forthcoming 2011), avail. at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1680624.

¹⁸ See generally, Jeffrey W. Carr, *Lessons Learned*, avail. at <http://www.law.georgetown.edu/legalprofession/documents/CarrJeff.pdf> (using these issues to guide a “hot wash” review process).



Using LSSSE Data

LSSSE provides information that law school administrators and faculty can use almost immediately to improve the quality of the law school experience. This section illustrates how selected law schools across the country are using the data to affect positive change.

Link LSSSE with Other Sources of Information

Engagement data are even more valuable when linked with other sources of information. Knowing how classroom behavior, co-curricular participation, and interaction with faculty relate to bar pass rates and job placement can help law schools consider the best ways to improve. Administrators at **Southwestern Law School** are using this approach to connect LSSSE findings with bar pass information. Discovering whether those students who experience success on the bar exam share similar patterns of engagement will help Southwestern tailor its academic support services. For instance, if the school discovers that students who work together on projects or assignments are more likely to succeed, the law school can undertake intentional programming to create more opportunities for collaboration.

Make the Data Work for You

One of the primary benefits of a national survey is that law schools receive comparative information that can help them evaluate the quality of their educational experience in the context of other law schools. Each participating law school has the opportunity to select a set of peer comparison law schools using any criteria they find useful. LSSSE then aggregates data from the selected schools, renders it anonymous, and delivers a comparative analyzed data report. Schools use these reports to help identify areas where they are performing well and those areas that may warrant further investigation and attention.

Florida Coastal School of Law is making the most of LSSSE's comparative capabilities. From a list of schools in its geographic area, Coastal asked LSSSE to identify those schools that were performing best on certain engagement measures. Without releasing any results from individual institutions, LSSSE created benchmark scores based on the results of these schools. Coastal can now use these benchmarks to set performance goals for strategic planning purposes.

Chart Improvement Over Time

Participating in LSSSE over several years can help schools track change, document improvement, and note trends. Such analyses are particularly helpful for schools preparing for a site visit or self-study. Data from LSSSE can help quantify improvements in student services and law school environment that otherwise can be difficult to capture.

The **University of Maryland School of Law** is using several years' worth of data as part of its strategic planning process. Noting areas in which improvement is desired but results remain static can be as helpful as identifying those areas with positive change over several years. A multi-year analysis will serve as Maryland's foundation for discussion about how to improve the educational experience for students.

Document the Effect of New Programs

LSSSE data can help law schools quantitatively measure the effects of new programs and initiatives. **Vermont Law School** is using its results to document the benefits of an academic support program. Knowing whether students involved in the program feel they've made substantial strides in areas of personal and professional development, and whether those students also involve themselves in the types of activities that translate to success in law school will help administrators at Vermont Law School evaluate the program over time to maximize its benefit to students.

Similarly, a group of faculty and administrators at **Indiana University Maurer School of Law** used LSSSE data to help develop and measure the success of a new first-year legal professions course. After the course had been in place for a few years, IU analyzed LSSSE data and identified positive trends in professional gains among students along with superior performance on comparative measures. In this way, results from LSSSE helped to verify the positive effect of this new course.

Create a Culture of Improvement

It may be useful to start a school-wide discussion about the quality of the legal education experience.



Using LSSSE Data (continued)

LSSSE data may help get the conversation started. Knowing more about how students spend their time, how frequently they interact with faculty, administrators, and peers, and what they feel they've gained from law school stimulates productive discussion.

Among the law schools sharing the data in these ways are the George Washington University School of Law, Santa Clara University School of Law, The John Marshall Law School in Chicago, New York Law School, Indiana University Maurer School of Law, and the University of British Columbia Faculty of Law.

Outreach Services

LSSSE staff members visit schools around the country to conduct workshops for various groups and to facilitate school-specific interpretation and analyses.

LSSSE User Workshops

User workshops allow faculty and administrators an opportunity to learn more about how they can use LSSSE results at their law school. Workshop participants gain important insight into student engagement at their law school—what students do, what they gain, and how they perceive their experiences. In addition, LSSSE analysts share strategies for interpreting and analyzing the data. Participants work through their customized data reports and several sample analyses to give them ideas and models to employ with their own results. Presentations from previous user workshops are posted to the LSSSE Web site, lsse.iub.edu/pastpresentations.cfm.

School Visits and Consultations

Schools ready to probe more deeply into their results may wish to plan a strategy session or one-on-one training. LSSSE staff members are available to visit participating law schools to discuss the data in detail. Conversations have led to discoveries about differences in the quality of the legal education experience for various types of students (e.g., full-time versus part-time students, or older versus younger students), changes in results over time, and important areas of focus for further inquiry. Contact LSSSE at lsse@indiana.edu to schedule a visit to your school.

User Resources

LSSSE has developed several print resources to help participating law schools use their data most effectively.

Working with Your LSSSE Data Guide


Similar to an instruction manual, this guide provides a detailed description of each section of your *Law School Report*, along with definitions of key statistical terms that are utilized in the analyzed data reports. Review this guide for a step-by-step strategy for understanding your results. You can download copies of the *Working with Your Data Guide* from our Web site, lsse.iub.edu/understandingresults.cfm.

Accreditation Toolkit

The *Accreditation Toolkit* offers guidelines for incorporating LSSSE data into accreditation self-studies. The Toolkit provides a map that aligns specific items from the LSSSE survey instrument to ABA accreditation standards. Find the *Accreditation Toolkit* on the Web site, lsse.iub.edu/otheruses.cfm.

LSSSE PowerPoint Template

To facilitate presentations using results from your own law school, it may be useful to customize LSSSE's sample PowerPoint template. The template outlines some of the important aspects of student engagement and provides talking points along with space to drop in data from your school. Download a copy of the 2010 PowerPoint template from our Web site, lsse.iub.edu/communicatingresults.cfm.



Participating Law Schools: 2004–2010

ALABAMA

Samford University,
Cumberland School of Law
Birmingham
The University of Alabama
School of Law
Tuscaloosa

ARIZONA

Phoenix School of Law
Phoenix

ARKANSAS

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

CALIFORNIA

California Western School of Law
San Diego
Chapman University School of Law
Orange
Concord Law School
Los Angeles
Golden Gate University School of Law
San Francisco
Loyola Law School
Los Angeles
Pepperdine University School of Law
Malibu
Santa Clara University School of Law
Santa Clara
Southwestern Law School
Los Angeles
Thomas Jefferson School of Law
San Diego
University of California at Davis
School of Law
Davis
University of California at Los Angeles
School of Law
Los Angeles
University of the Pacific,
McGeorge School of Law
Sacramento
University of San Diego School of Law
San Diego
University of San Francisco
School of Law
San Francisco
University of Southern California
Law School
Los Angeles
Whittier Law School
Costa Mesa

COLORADO

University of Colorado Law School
Boulder
University of Denver
Sturm College of Law
Denver

CONNECTICUT

Quinnipiac University School of Law
Hamden

DELAWARE

Widener University School of Law
Wilmington

DISTRICT OF COLUMBIA

American University
Washington College of Law
The Catholic University of America –
Columbus School of Law
The George Washington University
Law School

Georgetown University Law Center

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

FLORIDA

Florida Coastal School of Law
Jacksonville
Florida International University
College of Law
Miami
Nova Southeastern University,
Shepard Broad Law Center
Ft. Lauderdale
St. Thomas University School of Law
Miami
Stetson University College of Law
Gulfport
University of Florida,
Levin College of Law
Gainesville
University of Miami School of Law
Coral Gables

GEORGIA

Emory University School of Law
Atlanta
Georgia State University
College of Law
Atlanta
John Marshall Law School, Atlanta
Atlanta
Mercer University
Walter F. George School of Law
Macon

HAWAII

University of Hawai'i at Manoa
The William S. Richardson
School of Law
Manoa

IDAHO

University of Idaho College of Law
Moscow

ILLINOIS

The John Marshall Law School
Chicago
Loyola University
School of Law, Chicago
Chicago
Southern Illinois University
School of Law
Carbondale
University of Illinois College of Law
Champaign

INDIANA

Indiana University Maurer
School of Law
Bloomington
Valparaiso University School of Law
Valparaiso

IOWA

Drake University Law School
Des Moines

KANSAS

The University of Kansas
School of Law
Lawrence
Washburn University School of Law
Topeka

KENTUCKY

Northern Kentucky University,
Salmon P. Chase College of Law
Highland Heights
University of Kentucky College of Law
Lexington
University of Louisville,
Louis D. Brandeis School of Law
Louisville

LOUISIANA

Louisiana State University,
Paul M. Hebert Law Center
Baton Rouge
Loyola University
New Orleans College of Law
New Orleans
Southern University Law Center
Baton Rouge
Tulane University Law School
New Orleans

MAINE

University of Maine School of Law
Portland

MARYLAND

University of Baltimore School of Law
Baltimore
University of Maryland School of Law
Baltimore

MASSACHUSETTS

Harvard University Law School
Cambridge
Northeastern University
School of Law
Boston
Suffolk University Law School
Boston
Western New England College
School of Law
Springfield

MICHIGAN

Ave Maria School of Law
Ann Arbor
Michigan State University
College of Law
East Lansing
Thomas M. Cooley Law School
Lansing
University of Detroit
Mercy School of Law
Detroit
Wayne State University Law School
Detroit

MINNESOTA

Hamline University School of Law
Saint Paul
University of Minnesota Law School
Minneapolis
University of St. Thomas
School of Law
Minneapolis
William Mitchell College of Law
St. Paul

MISSISSIPPI

Mississippi College School of Law
Jackson
University of Mississippi
School of Law
Oxford

MISSOURI

Saint Louis University School of Law
St. Louis
University of Missouri –
Columbia School of Law
Columbia

Participating Law Schools: 2004–2010 (continued)

University of Missouri –
Kansas City School of Law
Kansas City

Washington University School of Law
St. Louis

MONTANA

The University of Montana
School of Law
Missoula

NEBRASKA

Creighton School of Law
Omaha

University of Nebraska College of Law
Lincoln

NEW HAMPSHIRE

Franklin Pierce Law Center
Concord

NEVADA

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

NEW JERSEY

Seton Hall University School of Law
Newark

NEW YORK

Albany Law School
Albany

Brooklyn Law School
Brooklyn

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

Fordham University School of Law
New York

Hofstra University School of Law
Hempstead

New York Law School
New York

Pace University School of Law
White Plains

St. John's University School of Law
Jamaica

Syracuse University College of Law
Syracuse

Touro College
Jacob D. Fuchsberg Law Center
Central Islip

University at Buffalo Law School
Buffalo

Yeshiva University,
Benjamin N. Cardozo School of Law
New York

NORTH CAROLINA

Campbell University
Norman Adrian Wiggins
School of Law
Raleigh

Charlotte School of Law
Charlotte

Duke University School of Law
Durham

Elon University School of Law
Greensboro

North Carolina Central University
School of Law
Durham

University of North Carolina
School of Law
Chapel Hill

Wake Forest University School of Law
Winston-Salem

OHIO

Capital University Law School
Columbus

Case Western Reserve University
School of Law
Cleveland

Cleveland State University,
Cleveland-Marshall College of Law
Cleveland

Ohio Northern University
Pettit College of Law
Ada

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

The University of Akron
School of Law
Akron

University of Cincinnati
College of Law
Cincinnati

University of Dayton School of Law
Dayton

OKLAHOMA

Oklahoma City University
School of Law
Oklahoma City

The University of Oklahoma
Law Center
Norman

The University of Tulsa College of Law
Tulsa

OREGON

Lewis & Clark Law School
Portland

University of Oregon School of Law
Eugene

PENNSYLVANIA

Drexel University College of Law
Philadelphia

Temple University –
James E. Beasley School of Law
Philadelphia

University of Pittsburgh School of Law
Pittsburgh

RHODE ISLAND

Roger Williams University
Bristol

SOUTH CAROLINA

Charleston School of Law
Charleston

University of South Carolina
School of Law
Columbia

SOUTH DAKOTA

University of South Dakota
School of Law
Vermillion

TENNESSEE

Lincoln Memorial University –
Duncan School of Law
Knoxville

The University of Tennessee
College of Law
Knoxville

Vanderbilt University School of Law
Nashville

TEXAS

Baylor University School of Law
Waco

St. Mary's University of San Antonio
School of Law
San Antonio

South Texas College of Law
Houston

Southern Methodist University
Dedman School of Law
Dallas

Texas Southern University
Thurgood Marshall School of Law
Houston

Texas Tech University School of Law
Lubbock

Texas Wesleyan University
School of Law
Fort Worth

University of Houston Law Center
Houston

UTAH

Brigham Young University
J. Reuben Clark Law School
Provo

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

VERMONT

Vermont School of Law
South Royalton

VIRGINIA

Regent University School of Law
Virginia Beach

William & Mary Law School
Williamsburg

University of Richmond School of Law
Richmond

Washington and Lee University
School of Law
Lexington

WASHINGTON

Gonzaga University School of Law
Spokane

Seattle University School of Law
Seattle

University of Washington
School of Law
Seattle

WISCONSIN

Marquette University Law School
Milwaukee

University of Wisconsin Law School
Madison

WYOMING

University of Wyoming College of Law
Laramie

CANADA

University of Alberta – Faculty of Law
Edmonton, AB

University of British Columbia –
Faculty of Law
Vancouver, BC

University of Victoria – Faculty of Law
Victoria, BC

University of Manitoba –
Faculty of Law
Winnipeg, MB

University of New Brunswick –
Faculty of Law
Fredericton, NB

Dalhousie University,
Dalhousie Law School
Halifax, NS

McGill University – Faculty of Law
Montreal, ON

Osgoode Hall Law School
of York University
Toronto, ON



Law School Survey of Student Engagement

Queen's University – Faculty of Law
Kingston, ON

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

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

University of Toronto – Faculty of Law
Toronto, ON

University of Western Ontario –
Faculty of Law
London, ON

University of Windsor –
Faculty of Law
Windsor, ON

Université de Montréal –
Faculté de droit
Montréal, QC

University of Saskatchewan –
College of Law
Saskatoon, SK

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Watermark consists of words and phrases repeated most frequently in students' write-in comments to LSSSE 2010. Font size correlates positively with frequency of occurrence.