

2012 Annual Survey Results



Lessons from Law Students on Legal Education



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 legal education.

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The Law School Survey of Student Engagement is part of Indiana University's Center for Postsecondary Research, a research center in the School of Education devoted to studying the student experience.

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Photo Credits

Many thanks to the following law schools for contributing photos for use in this report.

Front Cover

Left—Columbus School of Law
Right—The John Marshall Law School

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Seton Hall University School of Law
Capital University Law School

Pages 4–5

University of California, Irvine School of Law
The John Marshall Law School

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The John Marshall Law School
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Capital University Law School
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Nova Southeastern University,
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Santa Clara University School of Law

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Nova Southeastern University,
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Cleveland State University,
Cleveland-Marshall College of Law
Nova Southeastern University,
Shepard Broad Law Center

Back Cover

Left—Santa Clara University School of Law
Right—Indiana University Maurer School of Law

LSSE Quick Facts

Survey

Administered to all students at participating law schools via the Internet. Supported by law school participation fees. Survey completion time is 15–20 minutes.

Objectives

Provide data to law schools to improve legal education and inform decision-making, enhance student learning, inform accreditation compliance efforts, and facilitate internal assessment and analysis.

Support

LSSE is housed at Indiana University's Center for Postsecondary Research. Since its inception, LSSE has benefitted from close working relationships with the Association of American Law Schools and The Carnegie Foundation for the Advancement of Teaching.

Participating Law Schools

One hundred and seventy-nine different law schools have participated in LSSE since 2004.

Respondents and Response Rates

In 2012, 25,901 students at 81 law schools responded to the LSSE survey. The average institutional response rate was 46%.

Audiences

Law school administrators and faculty, current and prospective law students, alumni, advisory boards, trustees, institutional researchers, accrediting organizations, and researchers studying legal education.

Data Sources

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

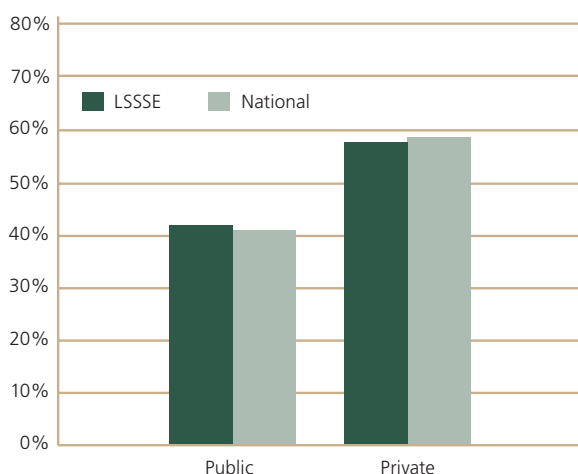
Cost

Participation fees range from \$3,000 to \$5,000, based upon student enrollment.

Participation Agreement

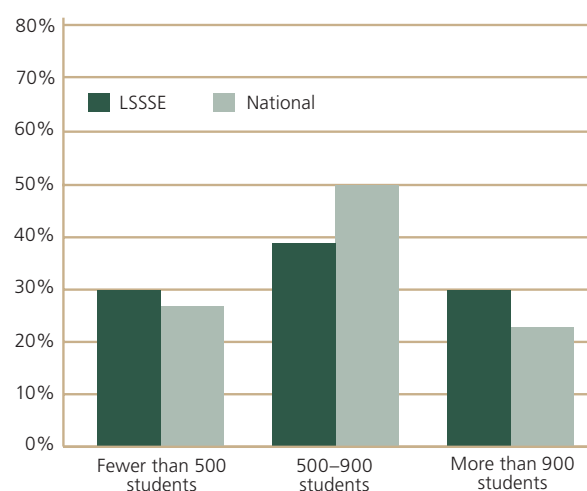
Participating law schools agree that LSSE may use the aggregated data for national reporting purposes and other legal education initiatives, including research and scholarship. Law schools may use their own data for institutional purposes, including improving legal education and policy-making, research,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

Figure 1 Affiliation of LSSE 2012 U.S. Law Schools Compared with National Profile*



* National percentages include all ABA-approved law schools in the U.S. (including LSSE 2012 participating schools) and are based on publicly available data from the ABA and the LSAC.

Figure 2 Size of LSSE 2012 U.S. Law Schools Compared with National Profile*



* National percentages include all ABA-approved law schools in the U.S. (including LSSE 2012 participating schools) and are based on publicly available data from the ABA and the LSAC.



Foreword: The Benefits of Knowledge

Everyone involved in legal education thinks they know how law students learn and how they experience law school. We generalize from our own experiences as law students and from anecdotal information. The Law School Survey of Student Engagement is invaluable because of its comprehensiveness and its rigor. As the dean of a new law school, I have found it indispensable in providing concrete information in a vast array of areas about our students' experiences. It has reinforced some of our conceptions, changed others, and helped identify areas for change and areas to not change. It is enormously helpful to be able to compare ourselves to peer schools, to schools of similar size, and to all law schools.

Particularly important to me are measures of experiential learning by law students. Every student of legal education, including most recently the Carnegie Commission, has said that there needs to be more emphasis on this in law schools. There is no way to learn to be a lawyer except by doing it. I often have remarked that it is unthinkable that medical schools could graduate doctors who had never seen patients or that they would declare that they just wanted to teach their students to think like doctors.

At my school, we have implemented a requirement that all students have a clinic in order to graduate, and virtually all will do so in an in-house clinic supervised by a full-time faculty member. We also encourage participation in externship programs, clinics that do not satisfy the graduation

requirement, and pro bono work. The LSSSE survey provided a measure of this engagement.

I was thus very interested in the LSSSE data concerning 2012 graduates in terms of their experiential learning. LSSSE data reveals that "76% have participated in a clinical internship or field experience, and 65% have completed some form of volunteer or pro bono work, up from 68% and 55%, respectively, in 2005." The improvement over the past seven years is notable. Yet, it is still discouraging that 35% of students graduate without having done any pro bono and about a quarter graduate without having experiential learning, such as a clinical internship or field experience.

Another area of great interest is how students report their interaction with their peers and faculty members. Without LSSSE data, there is nothing but impressions. All law schools use teaching evaluations to gather information about learning in classrooms, but rarely is there data about all of the learning that goes on outside of class, with both students and faculty members.

The new LSSSE statistics provide encouraging news. For example, "[s]ixty percent of all LSSSE respondents report that their relationships with other students are friendly and supportive (6 or 7 on a 7-point scale), compared to just 11% of all students who report negative relationships with peers (1, 2, or 3 on a 7-point scale)." I was especially pleased to see that there is no indication that women are less likely to engage in collaborative

"I am more than satisfied with my law school education, and I am grateful to be so lucky to be learning from such wonderful professors and peers."

—Comment from 2L student



learning than male law students, or that students of color are less likely to do so than white students. The LSSSE data show that female students are just as likely to engage in collaborative study, discuss ideas with classmates and have serious conversations with other students. Similarly, students of color are equally likely as others to study and discuss ideas with their classmates.

I was interested to see that students who participate in study groups are more likely to evaluate their law school experiences positively and to say that they would have chosen the same law school. The message is that I, and my law school, should do even more to encourage this.

The LSSSE recent information about student-faculty interaction provides a more mixed message. On the one hand, it reinforces the importance of student-faculty interactions as crucial in a student's feelings about law school. I was encouraged that women and minority students report as many faculty interactions as male and white students, respectively. I often have worried that, for many reasons, women and students of color were likely to have fewer interactions with faculty outside of class.

But at the same time, the LSSSE statistics provide a sobering message about the overall level of successful student-faculty interactions. Only slightly fewer than half of students (45%) describe their instructors as highly supportive and encouraging.

Only about a third of students describe their instructors as caring about them as individuals. A quarter have never talked about course issues (unrelated to a specific assignment) with a professor.

As a dean, this convinces me that law schools need to do more to facilitate positive interactions between students and faculty. As we design a new building, I want it to have an architecture conducive to such interactions. We need to provide funds for students and faculty to interact outside of class, such as for professors to have students over to their homes for seminars or small group meetings. Ensuring small sections in the first year and small class opportunities throughout are also important in facilitating student-faculty interactions.

Much is uncertain and changing in legal education. Applications are down, tuition is up, and job markets remain problematic. Now more than ever, it is essential that law schools have reliable data for making decisions. LSSSE is essential and invaluable in this regard. LSSSE does something else more subtle that is tremendously important: It is a powerful reminder that law schools exist, most of all, for our students and their legal education.

Erwin Chemerinsky

Dean and Distinguished Professor of Law
University of California, Irvine School of Law

"I've had a tremendous learning experience [in law school] and feel educationally enriched."

—Comment from 3L student

Director's Message

U.S. law schools might look back on the 2011–2012 academic year as their *annus horribilis*. Law schools have been under siege on various fronts, from criticisms for what they teach and fail to teach, to challenges to the accuracy and completeness of reporting employment and application statistics, and critiques of their financial structures. Adding to the uncertainty surrounding the future of law schools has been news of declining applications, reductions in class sizes, and the growing disparity between rising tuition and decreasing job opportunities. Taken together, one might well conclude that law schools are failing in much of what they attempt, including educating their students.¹

But all news is not bad, at least from the perspective of recent graduates. A *National Law Journal* article sounded a positive—if somewhat surprised—note in reporting on results of a Kaplan Bar Review survey of law graduates of the class of 2012 regarding their assessment of the quality of their legal education. Kaplan administered its survey just after the July 2012 bar exam and received responses from 705 graduates.² In response to a question about the “quality of their overall legal education,” 90% of respondents rated their law schools in the A to B range, based on a scale of A to F.³ More specifically, the responses were arrayed as follows:

- A: 37%
- B: 53%
- C: 9%
- D: 1%

None of the respondents failed their law school on quality, according to Kaplan. The Kaplan results echo the findings of the *After-the-JD* study of lawyers who graduated and passed the bar in 2000. That study found that approximately seven years after graduating, “three quarters of respondents indicate[d] that they are moderately or extremely satisfied with their decision to become a lawyer. ...”⁴ Similar levels of satisfaction were reported three years after graduation, too.⁵

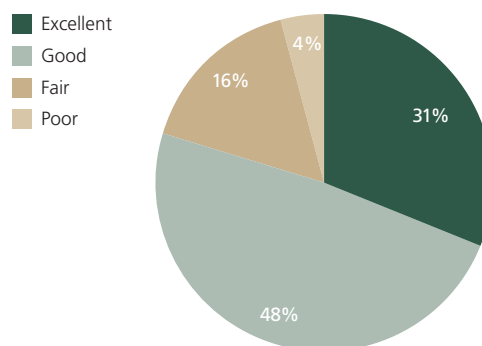
Is it possible to align these disparate messages? How can recent graduates be so positive about the quality of their legal education if law schools are floundering in so many ways? In part, the dissonance between the two extremes may be explained merely by the constraints and norms of the popular media, including attention-grabbing headlines and limited space for analysis.

But aligning the conflicting messages also requires context. This is sometimes absent in reporting, requires a deeper investigation of issues, takes more time and space to present, and often leads to a more nuanced story that may not grab headline attention.

The issue of student satisfaction, addressed in Kaplan’s survey, is one that screams for context. Are law students less satisfied today than they were before the 2008 financial crisis and its reverberations were felt by the profession and market for new law graduates? Given the rhetoric of doom about law schools in the press, one might assume that satisfaction has decreased proportionately. And regardless of longitudinal trends, what explains student satisfaction? Can law schools do more to increase satisfaction while also staying true to their educational missions?

Data from the Law School Survey of Student Engagement provides some answers, offering an historical and analytical context for interpreting the question of law student satisfaction. LSSSE’s data on satisfaction is generally consistent with the Kaplan survey, although slightly less positive than Kaplan’s. Two questions address overall satisfaction. The first asks, “How would you evaluate your entire educational experience at your law school?” Possible answers are “excellent,” “good,” “fair,” and “poor.” The second question asks students, “If you could start over again, would you go to the same law school you are now attending?” Answer choices are: “definitely yes,” “probably yes,” “probably no,” and “definitely no.” Figures 3 and 4 set out the results for third- and fourth-year students who responded to the LSSSE survey in 2012.

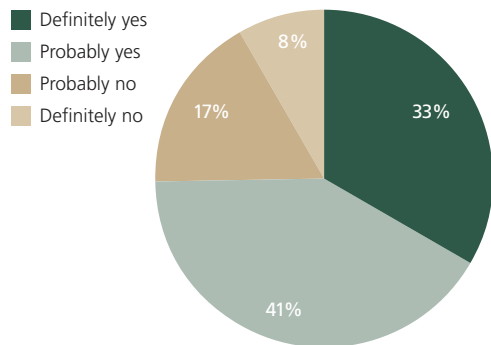
Figure 3 How Would You Evaluate Your Entire Educational Experience at Your Law School?*



* 3Ls and 4Ls only



Figure 4 If You Could Start Over Again, Would You Go to the Same Law School You Are Now Attending?*



* 3Ls and 4Ls only

For each of these questions, approximately three-quarters of students—and sometimes more—responded positively (combining the top two response options). While not quite as positive as Kaplan’s 90%, these LSSSE data provide a similarly positive counterweight to the negative popular message regarding legal education carried in other discussions over the past year or so. To provide more context, Table 1 sets out responses for first- and second-year students to these same questions; it includes the third- and fourth-year group for comparison. While there are modest variations among classes, the overall message of satisfaction is quite consistent.

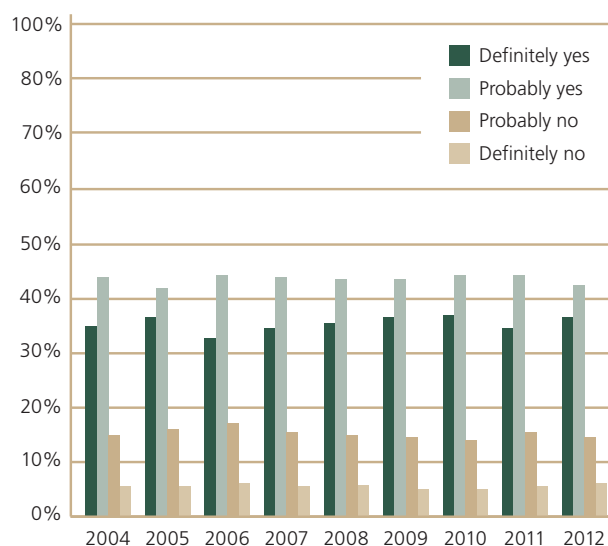
Table 1 Responses to Two Satisfaction Questions, 2012, All Respondents

How would you evaluate your entire educational experience at your law school?				
	Excellent	Good	Fair	Poor
1L	38%	49%	11%	2%
2L	30%	51%	16%	3%
3L + 4L	31%	48%	16%	4%

If you could start over again, would you go to the same law school you are now attending?				
	Definitely yes	Probably yes	Probably no	Definitely no
1L	44%	43%	10%	3%
2L	35%	43%	16%	6%
3L + 4L	33%	41%	17%	8%

LSSSE data also contradict the assumption that students are less satisfied today than they were before the 2008 financial crisis, when the market for their services was more robust. Despite a growing chorus of crisis⁶ and disaster in the press, students’ evaluation of their legal education as well as their likelihood of attending the same school if they could begin anew have been remarkably stable over the years. Figures 5 and 6 show LSSSE survey results for each year beginning in 2004, when LSSSE first surveyed a similar number of law schools. Generally, slightly more than 80% of respondents consistently have been satisfied⁷ with their overall law school experience, while slightly more than three-quarters of all respondents indicated they were likely⁸ to attend the same law school if they could start anew.

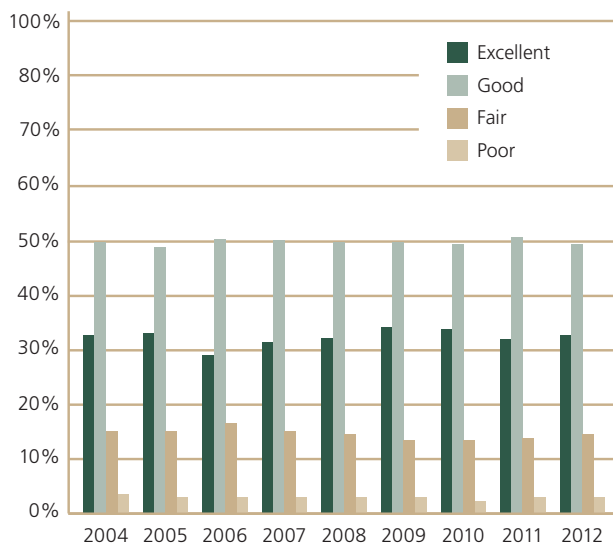
Figure 5 If You Could Start Over Again, Would You Go to the Same Law School You Are Now Attending?



Given that students’ assessments appear to be insensitive to changes in the marketplace and costs of legal education, despite increases in tuition of more than 80% for public law schools and approximately 45% for private law schools,⁹ what explains their satisfaction—or lack thereof? Analysis of LSSSE data reveals that several aspects of student engagement relate positively to



Figure 6 How Would You Evaluate Your Entire Educational Experience at Your Law School?



overall satisfaction. These include students' perceptions of the law school environment and its advisory and support services, the quality of relationships with classmates and interactions with faculty, and the academic emphasis of courses. To more fully understand the recipe for student satisfaction, therefore, it is instructive to investigate the factors that affect student engagement in these and other areas.

Two factors relevant to student satisfaction are highlighted in these *LSSSE Annual Survey Results*. First, student-faculty interaction—which includes discussions in class and about class-related matters as well as communication in the form of prompt feedback on academic work, collaboration on issues unrelated to class, and conversations about career plans—is discussed in *Investigating Student-Faculty Interaction*. In addition to relating

positively to student satisfaction, faculty interaction also relates to students' perceptions of their own development academically and personally. The same connection is present in the relationship between satisfaction and peer interaction, discussed in *Connecting with Classmates*: students who report positive relationships with peers are more likely to choose the same law school again. They also are more likely to report making strides in their ability to think critically and analytically, among other things.

Satisfaction and dissatisfaction are not particularly illuminated with a single-lens view; rather, satisfaction is a function of its component parts. By exploring the factors that affect students' judgments, it becomes clear that satisfaction relates to the substance of what law schools do as well as to the environment in which that substance is offered. The data generated by LSSSE begin to explain these relationships, and for law schools that participate in LSSSE, school-level data offer a foundation for understanding the ways in which students experience their schools.

Helping law schools become more effective in educating students is the mission of LSSSE. Regardless of whether the climate for law schools is positive or negative, our focus is on supporting schools in learning about what they are doing well, where there is room for improvement, and what they can do to improve. While it may be difficult to design a thoughtful response to headlines, responding to the lessons presented by LSSSE data offers a pragmatic and focused way forward.

Carole Silver

LSSSE Director

Indiana University Center for Postsecondary Research

Professor of Law

Indiana University Maurer School of Law



Selected Results

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

The selected results reported in this section are based on responses from 25,901 law students at 81 law schools who completed LSSSE in Spring 2012. We also draw upon responses to a set of experimental questions appended to the survey and given to a subset of the 2012 respondents. We feature selected results that explore similarities and differences within populations of law school students.

These results represent just a small sampling of the information LSSSE collects each year. In addition to the three themes featured on the following pages, LSSSE data let us learn more about how certain law school programs, practices, and curricular efforts relate to student success and student engagement; changes in the law school experience from year to year; how various types of students experience law school; and much more. These findings can yield important lessons about the law school experience writ large and, at the school-level, about experiences of students in the classroom. Below, we highlight just a few results to provide a better idea of the breadth of issues that LSSSE data can inform:

- Nearly a quarter of students (23%) prefer to work in government settings following law school, while 49% list private law practice as their preferred setting.
- Nearly one in three third-year students (31%) has worked with a faculty member on a research project outside of course programs or requirements during the course of law school.
- Twelve percent of students report that they never receive prompt feedback, either written or oral, on their academic performance from faculty.
- Seventy percent of students agree strongly (6 or 7 on a 7-point scale) that their end-of-course exams challenge them to do their very best work.
- The average 1L student spends 21 hours per week reading assigned material, compared to 17 and 13 hours per week for average 2L and 3L students, respectively.
- Twenty percent of first-year students do not plan to participate in law journal. While more than half of 1Ls (53%) do intend to join a law journal, only 40% of students have done so by their third year.
- Three out of four students (75%) report that their law school places a substantial emphasis on encouraging the ethical practice of law.
- Among those students who use law school-provided personal counseling and support services, 64% are satisfied with these services.
- Fifty-nine percent of students report that their law school experience contributes substantially to their understanding of themselves. Thirteen percent of students report that their law school experience contributes very little to self-understanding.
- Five percent of 3Ls are pursuing joint degrees. Among those students, more than a third (37%) are enrolled in JD/MBA programs.

"I am mostly satisfied with [my law school experience], but I would advise the law school to consider its strategic objectives in light of the changing legal education market."

—Comment from 3L student



Investigating Student-Faculty Interaction

Law school faculty play many roles. They help shape the culture of a school.¹⁰ Their scholarship plays a critical role in forming their school's academic reputation. Their service to the profession can further a law school's educational mission. And, of course, they also are teachers, and one of their crucial tasks is educating students.

LSSSE data suggest that students benefit tremendously from their relationships with professors.¹¹ Our analysis reveals that interaction with faculty relates significantly to students' perceptions of their own gains in both academic and personal dimensions. Student-faculty interaction influences students' assessment of their writing, speaking, and legal research skills; job- or work-related knowledge and skills; and critical and analytical thinking, among other factors. In terms of personal development, student-faculty interaction positively relates to students' understanding of themselves and others, and to their development of a personal code of values and ethics and a sense of contribution to the welfare of the community. Finally, interaction with faculty also relates positively to students' report of their grades.

Interaction with faculty not only affects students' sense of development, it also affects their overall level of satisfaction with law school. LSSSE data show that student-faculty interaction is strongly related to students' likelihood of choosing the same law school again and of their evaluation of their entire educational

experience (Table 2). Similarly, student-faculty interaction also relates positively to students' sense of the supportiveness of the law school environment and to their perception of the emphasis their coursework places on higher order learning activities.¹²

**Table 2 Impact^a of Student-Faculty Interaction^b
on Student Satisfaction and Gains**

Satisfaction with entire law school experience	+++
Likelihood of attending the same law school again	+++
Academic gains ^c	+++
Personal gains ^d	+++
Student-reported grades	+++

a. Institution-level controls include size and affiliation of the law school; student-level controls include gender, race, enrollment status, self-reported grades, and number of years between college and law school. Standardized Betas reported in this table are the result of multiple regression models.

b. Student-faculty interaction includes: discuss assignments with a faculty member; talk about career plans or job search activities with a faculty member or advisor; discuss ideas from your readings or classes with faculty members outside of class; use e-mail to communicate with a faculty member; work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.); receive prompt feedback (written or oral) from faculty on your academic performance.

c. Academic gains include: to what degree did your experience at this law school during the current academic year contribute to your sense of development in terms of clear and effective writing and speaking skills, critical and analytical thinking, legal research skills, the ability to learn effectively on your own, acquiring job- or work-related knowledge and skills, and acquiring a broad legal education.

d. Personal gains include: to what degree did your experience at this law school during the current academic year contribute to your development in terms of understanding people of other racial and ethnic backgrounds, a personal code of values and ethics, contributing to the welfare of the community, and understanding yourself.

+++p<.001 and standardized B>.1

“ [My] professors are always available and do not hesitate to provide anything needed by their students. Many professors make themselves available for additional office hours even before students ask them for extra help.”

–Comment from 1L student



Clearly, faculty matter to students. Given the strong benefit to students of these interactions with faculty, it is reassuring to note that LSSSE data do not show significant differences among different groups of students in levels of student-faculty interaction. No significant differences with regard to the amount of interaction with faculty are evident based on students' race, ethnicity, or gender. While students with lower LSAT scores are slightly less likely to interact with faculty, and students who report higher grades in law school are slightly more likely to interact with faculty, these relationships were small but significant. More influential in terms of faculty interaction are student behaviors (asking questions in class) and activities (moot court and law journal participation, and leading a law school organization), suggesting that students who are more inclined to speak up in class also are more likely to seek out professors to discuss assignments and issues, and those who involve themselves in co-curricular activities may have more opportunities to work with faculty who are advisors.

Generally, law students report positive relationships with faculty. Nearly half of students (45%) report that their instructors are highly supportive and encouraging. More than a third of students (38%) feel that their professors care about them as individuals. Fifty-seven percent report feeling strongly that faculty respect students.¹³

Despite these positive results, LSSSE data also suggest that students' interactions with professors are limited in scope. While

half of students frequently discuss assignments with faculty, 25% have never talked with them outside of class about course issues or readings. Nineteen percent of students have never talked to an instructor about an issue unrelated to coursework. One-third of students have never talked to a professor about which courses to take in law school, and one-quarter of students have never talked to a faculty member about career plans or career advice (Table 3).

Table 3 Percent of Students Who Report Never Talking with a Professor About Select Issues

Talked with faculty outside of class about topics unrelated to coursework	19%
Talked with faculty about which courses to take in law school	32%
Talked with faculty about career plans or career advice	25%
Discussed ideas from your readings or classes with faculty members outside of class	25%

These data underscore the impact that faculty can have on student growth, student outcomes—even student satisfaction with the law school experience as a whole. While our findings aver the importance of student-faculty interaction, they also suggest that additional opportunities exist for more meaningful interaction. Law schools may draw on these findings in considering strategies to promote and facilitate such interaction.

"I feel like the faculty is disconnected from the student body. I think [this] would improve if the law school implemented a mentoring program between professors and third-year students."

—Comment from 3L student



Connecting with Classmates

The environment for learning in law school is determined by a variety of factors, including the relationships students develop with one another. Peer interaction may affect not only whether students enjoy law school, but also activities that impact student learning.

Although the popular image of law school is one of intense competition among students, data reveal a more nuanced picture. Most students have positive attitudes toward their classmates. Sixty percent of all LSSSE respondents report that their relationships with other students are friendly and supportive (6 or 7 on a 7-point scale), compared to just 11% of all students who report negative relationships with peers (1, 2, or 3 on a 7-point scale).

These findings are promising, not only in terms of the climate of law school, but also in terms of their impact on student learning. Students who report positive relationships with their classmates are more likely than other students to engage with them in discussions about ideas or course issues outside of class, have serious conversations with students who differ from them in substantive ways (political opinions, religious beliefs, or personal values), and study collaboratively. Each of these types of interactions relate positively to student growth and development. Our analysis of LSSSE 2012 data reveals that students benefit from peer interaction in both academic and personal dimensions. Interaction with classmates relates significantly to students' development in writing, speaking, and legal research skills, job- or work-related knowledge and skills, and critical and analytical thinking, among other factors. Similarly, students' level of peer interaction positively influences their ability to understand themselves and others, their development of a personal code of values and ethics, and their sense of contribution to the welfare of the community.

While research has suggested that female law students suffer from an inhospitable climate that impedes their ability to flourish academically,¹⁴ LSSSE data do not reveal significant differences by gender in overall levels of peer interaction (a combined measurement of interaction that includes collaborative study, discussing ideas with classmates, and having serious conversations with other students who differ from them), nor are there any significant differences in these various aspects of

peer interaction when measured individually. That is, female students report that they engage in such activities with the same frequency as male students. Similarly, female and male students are equally as likely to report that their relationships with other students are friendly and supportive. With regard to possible differences among students based on their race or ethnicity, our analysis revealed that students of color were just as likely as white students to work with classmates outside of class and to discuss ideas from their readings or courses with other students. However, students of color are less likely than white students to report that their relationships with classmates are positive, and students of color are more likely than white students to have serious conversations with students who differ from them in terms of race or ethnicity. These differences may offer law schools starting points for investigating their own student populations and addressing disparities.

Law school provides a variety of opportunities for peer interaction—from participation in law student organizations to discussions that occur in social settings—each of which provides a path for students to connect with classmates in ways that can enhance learning and engagement. Study groups are a common avenue of connection. Seventy-seven percent of all students and 86% of 1Ls report taking part in a study group at least once during the current academic year. While participation in a study group has no correlation to higher law school grades as reported by students, it does relate positively to students' perception of their academic and personal development (including gains with regard to writing, speaking, research, and job-related skills; developing a personal code of values; and understanding themselves). Further, students who participate in a study group report higher levels of satisfaction with their overall law school experience and are more likely to choose the same law school again. These findings suggest that while study group participation may not guarantee an exceptional performance on the end-of-course exam, such interactions can deepen a student's sense of learning and belonging in law school.

Despite the high proportion of students who have participated in a study group, regular collaborative study is less common. Seventeen percent of students report meeting with a study group on a regular basis, 26% of students regularly study together with one other classmate, and 20% of students regularly meet



Table 4 Impact^a of Study Group Participation on Student Satisfaction, Grades and Gains

Satisfaction with entire law school experience	+++
Likelihood of choosing the same law school again	+++
Law school grades (self-reported)	
Personal gains ^b	+++
Academic gains ^c	+++

a. Institution-level controls include size and affiliation of the law school; student-level controls include gender, race, enrollment status, self-reported grades, and law school class.

b. Personal gains include: to what degree did your experience at this law school during the current academic year contribute to your development in terms of understanding people of other racial and ethnic backgrounds, a personal code of values and ethics, contributing to the welfare of the community, and understanding yourself.

c. Academic gains include: to what degree did your experience at this law school during the current academic year contribute to your sense of development in terms of clear and effective writing and speaking skills, critical and analytical thinking, legal research skills, the ability to learn effectively on your own, acquiring job- or work-related knowledge and skills, and acquiring a broad legal education.

+p<.01, ++p<.001, +++p<.001 and standardized B>.1

up with a classmate to study individually, but at a specified time and place. Nearly a third of students (31%) regularly share notes or outlines with classmates. Each of these activities relates positively to student gains across several dimensions, and especially in terms of students' ability to work effectively with others, to understand people of different backgrounds, to contribute to community welfare, and to develop a personal code of ethics. Studying together also positively relates to student gains in terms of developing clearer career goals. As one might expect, sharing notes or outlines has less of an impact on student gains than other types of collaboration, however.

Given the positive effect of peer interaction on students' development, it is promising to note that a majority of students engage in the type of intellectual, issue-based discussion that can really benefit their learning. Two thirds (65%) of law students report that they frequently discuss ideas from their courses with others outside of class, and the same proportion of students frequently discuss serious issues with students who differ from them in terms of beliefs, opinions, or values. Seventy-five percent of students participate in a law school organization, where interaction with other students likely occurs.

At the same time, research on teaching and learning underscores that students benefit from working together on assignments

and in-class projects, but law schools have yet to emphasize these opportunities.¹⁵ Only 18% of students report that they frequently work together on projects or assignments during class, while close to one-third (31%) frequently work with classmates to complete assignments outside of class. As with study groups, these group activities relate positively to students' sense of growth in multiple dimensions, especially their ability to work effectively with others, understand people of other backgrounds, contribute to community welfare, and solve complex real-world problems.

Table 5 Percent of Students Who Frequently* Engage in Select Activities by Class

Activity:	1L	2L	3L
Discussed ideas from your readings or classes with others outside of class	70%	66%	59%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	68%	66%	61%
Worked with other students on projects during class	17%	18%	18%
Worked with classmates outside of class to prepare assignments	36%	30%	28%

* Includes response options "very often" and "often."

These findings confirm that students benefit from opportunities to learn collaboratively. Whether studying one-on-one with another student to prepare for an exam or working with a group during class on a project, these interactions allow students to develop competencies that are essential to practice.¹⁶ Increasingly, law firms look for evidence of an ability to work well with others in hiring, compensation, and advancement decisions.¹⁷ To prepare students fully for future practice, law schools may wish to structure opportunities that allow students to learn from one another, and to encourage students to interact with classmates. By drawing on this rich resource—one another—students can enhance the value of their law school experience.

Examining Experiential Learning

Law schools are investing in experiential learning opportunities, but are all experiential opportunities alike? In this section, we explore several differences that emerge from analyzing LSSSE 2012 data on experiential legal education.

Experiential education is on the rise in law school, whether through skills-based curricula or practice-oriented programs. A greater proportion of students surveyed by LSSSE are participating in clinics, externships, and skills courses.¹⁸ According to 2012 LSSSE data from third-year students, for example, 76% have participated in a clinical internship or field experience, and 65% have completed some form of volunteer or pro bono work, up from 68% and 55%, respectively, in 2005.

Analysis of LSSSE 2012 data reveals that participation in experiential learning activities (such as for-credit clinical courses, field placements or internships, and pro bono work) positively relates to students' perception that their law school classes emphasize higher order learning activities, including analysis and synthesis of ideas and information, making judgments about the value of information, and applying theories and concepts to practical problems or in new situations (Table 6). Higher order learning, in turn, is associated with students' sense of acquiring a broad legal education. Data also show that participation in experiential learning activities significantly and positively affects students' perception that they are developing in personal and

Table 6 Relationship of Experiential Learning Activities to Higher Order Learning^a Activities by Class Level^b

Types of Experiential Activities:	1L	2L	3L
Clinical or pro bono project as part of a course or for academic credit	++	+++	+++
Clinical internship or field experience		+	++
Volunteer or pro bono work		++	++

a. "Higher order learning" includes students' report of the degree to which coursework emphasized the following activities during the current academic school year: memorizing facts, ideas, or methods from courses and readings; analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components; synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships; 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; and applying theories or concepts to practical problems or in new situations.

b. Continuous variables were standardized before entry into regression models. Controls included gender, race or ethnicity, LSAT, self-reported law school grades, enrollment status, law school size, and law school affiliation.

+ p<.001, ++p<.001 and unstandardized B>.1, +++p<.001 and unstandardized B>.2.

Table 7 Impact^a of Experiential Learning Activities on Students' Academic^b and Personal^c Gains

Types of Experiential Activities:	1L	2L	3L
Clinical or pro bono project as part of a course or for academic credit	+++	+++	+++
Clinical internship or field experience	+++	+++	++
Volunteer or pro bono work	+++	+++	++

a. Institution-level controls include size and affiliation of the law school; student-level controls include gender, race, enrollment status, self-reported grades, and number of years between college and law school.

b. Academic gains include: to what degree did your experience at this law school during the current academic year contribute to your sense of development in terms of clear and effective writing and speaking skills, critical and analytical thinking, legal research skills, the ability to learn effectively on your own, acquiring job- or work-related knowledge and skills, and acquiring a broad legal education.

c. Personal gains include: to what degree did your experience at this law school during the current academic year contribute to your development in terms of understanding people of other racial and ethnic backgrounds, a personal code of values and ethics, contributing to the welfare of the community, and understanding yourself.

+ p<.001, ++p<.001 and unstandardized B>.1, +++p<.001 and unstandardized B>.2.

academic dimensions (Table 7), including writing, speaking, research, and job-related skills. Such findings suggest that clinical projects for credit, pro bono work, and field experiences offer students opportunities to fine-tune their thinking, to sift, sort, and analyze information in ways that likely will benefit them in future law practice. Taken together, they suggest that experiential education not only is accomplishing one of its primary goals of "develop[ing] competence," but also helping students develop the "attributes of effective lawyers."¹⁹

According to clinical faculty, "self-reflection, intellectual and analytical skills, and professional skills"²⁰ should be key outcomes of legal education. One way experiential course faculty may achieve these goals is by broadening the focus on substantive law to include ethical and professional considerations. In this regard, findings from a set of experimental items administered as part of LSSSE 2012 to a subset of nine schools suggest that experiential learning opportunities differ dramatically in terms of the opportunities they offer to satisfy these goals. These experimental items attempt to delve further into the differences among three types of experiential activities: field placement externships or internships, live-client clinical courses, and skills and simulation courses. While clinical courses appear to emphasize ethical discussions among faculty and students, other types of experiential courses do so much less consistently (see Table 8). For example, 43% of students enrolled in a field placement externship or internship never discuss ethical



issues with their peers, and one-third (31%) never discuss ethical issues with their professors, compared to just 19% and 11%, respectively, of students enrolled in live-client clinical courses. These findings reveal opportunities for improvement.

For all types of experiential courses, the emphasis on substantive law and procedure seems to outweigh an emphasis on the ethical matters. While half of students enrolled in field placements and nearly half of those in skills or simulation courses report never looking up ethical rules, far fewer (19% of those in field placement externships or internships and 16% of students in skills courses) report never looking up relevant substantive law or procedure. Similar disparities exist among students in clinical courses (Table 8).

Table 8 Percentage of Students Who Never Engage in Select Activities by Type of Experiential Course

	Type of Course:		
	Skills or simulation course	Field placement (externship or internship)	Live-client clinical course
Discussed ethical rules or related ethical issues with other students during this course	38%	43%	19%
Discussed ethical rules or related ethical issues with faculty during this course	25%	31%	11%
Looked up ethical rules to inform your understanding of an ethical issue related to your work for this course	47%	50%	29%
Looked up the law or procedure related to the client matter as part of this course	16%	19%	6%

Summer activities provide another method for law students to gain important experiences that may act as a formal or informal complement to doctrinal and experiential coursework done during the academic year. However, analysis of responses to a set of experimental items administered as part of LSSSE 2012 to

subset of 22 schools revealed summer experiences to be relatively insignificant in terms of student development. Regardless of the nature of the activity—working (paid or unpaid) in a legal setting, summer courses at their own or another law school, externships, independent studies, or study abroad—our analysis showed no relationship between the summer experience and higher order learning activities or students’ academic gains, including critical and analytical thinking; writing, speaking, and research; and other job-related skills.

The disconnection between summer experiences and academic learning appears quite substantial. For example, students reported that generally they are not motivated by their summer work to pursue particular activities or courses during the academic year. Thirty-eight percent of students said that their summer experience did nothing at all to encourage them to enroll in a substantive course on a topic they might not otherwise have considered taking, and 70% said their summer experience did nothing to motivate them to participate in an activity such as journal or moot court. Half of students (51%) said their summer experience in no way encouraged them to take a clinical or skills course. Some differences did occur in the impact of students’ summer experiences according to the type of program. For example, while 38% of students who worked for pay in a law-related setting indicated that their summer experience had no influence on their selection of substantive courses, only 21% of those students who took classes for credit over the summer said the same. These differences may be more attributable to differences among students than influence of the summer program, however. For example, students who are less decided in terms of their career or legal specialty and, in turn, less directed in terms of a course of substantive study may also be more inclined to take summer courses. This analysis does not address these possibilities, and additional research is necessary to fully understand these variations and the impact of summer experiences. Overall, the findings suggest that greater effort to integrate lessons from summer activities into the academic focus of law school may be necessary to help students understand the ways in which summer activities relate to learning in law school.



Using LSSSE Data

We highlight here several ways in which law schools use their LSSSE data, from providing a basis for a broad and continuing discussion about how to improve the law school, to supporting a focused investigation into a single area of interest.

Take the Temperature of the Law School

Although the University of South Carolina School of Law had collected several years' worth of LSSSE data, the results were largely unmined when the new dean came on board in 2012. Exploring existing data offered the new administration an opportunity to take the temperature of the School of Law, and it also serves as an excellent baseline from which to consider the effects of new programs and initiatives.

A recent regional accreditation review spurred faculty-wide discussion about the insights available from LSSSE data. Accreditors were interested in the types of empirical process measures and outcomes-related measures that LSSSE collects. Many in the School of Law were conditioned to think of outcomes-based assessment as primarily reliant on bar pass. Accreditors also asked the School of Law for evidence of the educational experience from the students' perspective. LSSSE facilitates faculty exploration of those activities and behaviors that are related to bar pass and other desirable learning outcomes, such as grades and employment rates. Unlike bar pass, administrators and faculty can have an immediate impact on these processes related to learning. The focus on learning processes provided a new perspective that was eye-opening and exciting at the School of Law.

Create a Culture of Engagement

At the University of Missouri–Kansas City School of Law, student engagement is at the forefront. Associate deans review results from LSSSE annually, and the findings are the focus of discussion at an annual faculty meeting. Because UMKC collects LSSSE data each year, administrators are able to respond nimbly to changes in student attitudes, behaviors, or needs. Data from LSSSE have proved especially helpful in developing student services and support in ways that UMKC considers beneficial to students.

UMKC knows that maintaining student enthusiasm for this type of research is important, especially since LSSSE invites all students to respond to the survey each year. To keep response rates high, UMKC creates a little friendly competition between classes, rewarding the class with the highest response rate. Most

importantly, administrators communicate to students that their voices matter and that the school pays attention to responses. They do so by sharing a few facts and figures from LSSSE data with the students each year and involving students in a school-wide discussion about educational improvement.

Chart the Effect of New Programs

Students at Washington and Lee University School of Law have been part of a new initiative that completely re-imagines the third-year curriculum. Beginning in 2009, 3L students at W&L selected a full credit-load from a menu of experiential course options, including live-client clinics, externships for credit, simulation-based practicums, and extended immersions in practice settings. The goal of the new curriculum is to offer experiential learning opportunities that allow students to cultivate the skills essential for professional success.

The results have been striking. Using LSSSE data collected at three strategic intervals (a baseline measurement in 2004, a “before” picture gathered in 2008, and a follow-up look in 2012), W&L is charting the effects of the new curriculum. Administrators analyzed the results with particular attention to those areas of engagement in which they expected—indeed, desired—change, and those areas in which no change was expected. Results indicate that the new curriculum has been effective in meeting these expectations.

As administrators anticipated, 3Ls surveyed in 2012 reported that they were much more likely to work with peers to complete assignments, participate in pro bono or volunteer work, talk with professors about future career plans, and acquire work-related knowledge and skills when compared to data from previous years. In addition, W&L also observed changes related to other aspects of engagement (3Ls surveyed in 2012 were less likely to come to class unprepared than 3Ls surveyed in 2008, for example). The results are promising and suggest that the new curriculum is effectively engaging 3Ls.

Establish a Baseline for Future Comparisons

As a new law school, the University of California, Irvine School of Law was particularly interested in learning how the experiences of its students compared to those of students attending other law schools in California and beyond.

UC Irvine plans to share its LSSSE results with students and, in doing so, ask for even more input about their classroom learning, out of class experiences, and student support. A newly



formed student life committee will consider engagement data. Information from LSSSE will help start the discussion, and at this small school, administrators and faculty hope to build a culture of continuous improvement in which students really feel that their input is valued.

Going forward, UC Irvine plans to administer LSSSE several years in a row to establish a reliable baseline, and then to move toward periodic administrations that will allow the school to measure progress and change in key areas.

Set Goals

Louisiana State University, Paul M. Herbert Law Center used LSSSE data to prepare its self-study, drawing specifically on those survey questions that relate to their strategic plan. As it developed its strategic plan several years ago, LSU identified several items from LSSSE that spoke to school-specific goals. Data from subsequent LSSSE administrations allowed them to measure progress toward those goals.

With the self-study now behind them, LSU is ready to use LSSSE data to identify those factors that relate to student satisfaction. By controlling for student characteristics in the analysis, administrators at LSU can begin to drill down on the aspects of the student experience—how students spend their time, how often they interact with peers and faculty, and their participation in experiential learning opportunities—that impact students’ view of their legal education. Knowing more about the factors that affect student satisfaction can help law schools efficiently direct resources and know where to concentrate improvement efforts.

Outreach Services

LSSSE staff members are available to visit individual law schools to conduct workshops 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 insight into student engagement data at their law school, including what students do, how they perceive their experiences, and how they perceive their personal and academic development. 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 use 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 at their law school. LSSSE staff members are available to visit participating law schools to discuss the data in detail. Often such conversations lead to discoveries about differences in the legal education experience for various populations of students (e.g., full-time versus part-time students, or older students versus traditional-aged students), changes in results over time, or important areas of focus for further inquiry.

User Resources

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

Guide to the LSSSE Survey Items

This LSSSE instrument was developed to investigate each aspect of student engagement in multiple ways. The guide offers several groupings of items that schools can use to organize their analyses.

Working with LSSSE Data


This guide provides a detailed description of each analyzed data section of the *Law School Report* received by participating law schools, along with definitions of key statistical terms. This *Report* accompanies the school’s data.

Predict LSSSE Results Worksheets

These worksheets can be used as part of a LSSSE presentation to generate interest in the findings. The worksheets ask participants to contemplate their own assumptions about student behaviors, and then to compare those assumptions to their school’s actual results. Two different versions are available, tailored for faculty and administrators.

LSSSE PowerPoint Template

To facilitate presentations to faculty groups and administrators using results from your own law school, 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.



Looking Ahead

As we prepare for LSSSE's ten-year anniversary in the spring of 2013, it is a nice opportunity to consider the project's growth. Beginning with a pilot administration at 11 law schools, the survey has been administered over the course of these ten years at 179 different law schools in three countries. Our aggregated database includes responses from more than 238,000 law students. As more schools participate, the contextual data that LSSSE provides also grows and allows for more representative and meaningful comparisons. But apart from its scope, the measure of LSSSE's value is in its ability to provide law schools with valid, reliable information about the student experience.

Despite changes in the landscape of legal education over the past ten years, or changes that will almost inevitably occur in future years, LSSSE's focus remains on students. The survey allows us to learn about what students do during law school—how often they ask questions in class, how often they receive feedback from faculty, how much time they devote to reading and briefing cases—and what they feel they gain—intellectually, personally, and academically. Schools may use the data generated by their students' responses to understand what aspects of the educational experience are working well and to learn more about those aspects that may deserve more attention. Our work is to collect, analyze, and report these data annually. When viewed longitudinally, the data offer law schools insight into the effects of new programs and curricular innovations; they can help schools with specific, articulated goals to track progress and

document improvement. The value of such longitudinal analyses grows with each annual LSSSE administration.

Looking ahead, we reaffirm our commitment to law schools to provide the highest quality information about the student experience. Over the next ten years, we anticipate new innovations in terms of survey methodology through advances in technology, among other things. Identifying ways to make use of new technologies while also safeguarding student responses is a significant concern. Technology also almost certainly will continue to affect how students interact with peers and professors. We look forward to responding to these changes in ways that deliver valid, reliable data. To that end, we undertake research that investigates validity; in the coming year, this will take the form of follow-up research with non-respondents to the survey to learn whether their experiences are somehow different from students who responded. In addition, we continue our collaboration with law schools to further their analysis and interpretation of LSSSE data, both directly and by adding additional sources to enhance their data. In order to facilitate schools' use of the data generated by LSSSE, we are preparing a new analytical report that aggregates survey questions based on their statistical and conceptual qualities. As always and above all, we look forward to sustaining our partnership with law schools in their ongoing efforts to improve the quality of legal education.

"I feel as though I have received a quality legal education at this school."

—Comment from 3L student

- ¹ See Brian Z. Tamanaha, *Failing Law Schools* (2012).
- ² No information was available from Kaplan regarding the response rate for their survey.
- ³ Karen Sloan, “Law school retains luster for many recent graduates,” (10/23/2012) avail. at <http://www.law.com/jsp/nlj/PubArticleNLJ.jsp?id=1202576050155&et=editorial&bu=National%20Law%20Journal&cn=20121024nlj&src=EMC-Email&pt=NLJ.com-%20Daily%20Headlines&kw=Law%20school%20retains%20luster%20for%20many%20recent%20graduates>. Kaplan’s press release regarding the survey is at “Kaplan Bar Review Survey: Most Law School Graduates from the Class of 2012 Give their Law School Education High Marks, But Some Don’t Feel their Law Schools Prepared them Well Enough for the Bar Exam,” (10/23/2012) avail. at <http://press.kaptest.com/press-releases/kaplan-bar-review-survey-most-law-school-graduates-from-the-class-of-2012-give-their-law-school-education-high-marks-but-some-dont-feel-their-law-schools-prepared-them-well-enough-for-the-b>.
- ⁴ Dinovitzer, Nelson, Plickert, Sandefur, Sterling, Adams, Garth, Hagan, Wilder, and Wilkins, *AFTER THE JD II: RESULTS FROM A NATIONAL STUDY OF LEGAL CAREERS* 46 (2009) (“One of the most consistent stories in the early careers of lawyers is their level of satisfaction: contrary to media accounts, AJD respondents in both waves of the study reported generally high levels of satisfaction. On the whole, three quarters of Wave 2 respondents indicate that they are moderately or extremely satisfied with their decision to become a lawyer. ...”). Satisfaction is quite consistent across work settings (*id.* at p. 48).
- ⁵ Dinovitzer, Garth, Sander, Sterling, Wilder, *AFTER THE JD: FIRST RESULTS OF A NATIONAL STUDY OF LEGAL CAREERS*, at p. 47.
- ⁶ See Bryant G. Garth, “Crises, Crisis Rhetoric, and Competition in Legal Education: A Sociological Perspective on the (Latest) Crisis of the Legal Profession and Legal Education,” *Stanford J. of Law & Policy* (forthcoming 2013).
- ⁷ “Satisfied” here is derived by combining responses of “excellent” and “good.”
- ⁸ “Likely” here is derived by combining responses of “definitely yes” and “probably yes.”
- ⁹ On the costs of law school, see ABA Section of Legal Education and Admissions to the Bar, Statistics, Law School Tuition 1985–2011, avail. at http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/statistics/lstuition.authcheckdam.pdf.
- ¹⁰ For research documenting the effects of faculty on law school culture and more, see Daniel Martin Katz et. al., *Reproduction of Hierarchy—A Social Network Analysis of the American Law Professoriate*, 61 J. LEGAL EDUC. 76 (2012).
- ¹¹ To assess students’ level of interaction with faculty, we compiled a measure that included the following individual survey items: *during the current academic year, about how often did you:* discuss assignments with a faculty member; talk about career plans or job search activities with a faculty member or advisor; discuss ideas from your readings or classes with faculty members outside of class; use e-mail to communicate with a faculty member; work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.); receive prompt feedback (written or oral) from faculty on your academic performance.
- ¹² The measure of supportive law school environment includes the items related to the degree to which the law school emphasized: providing support you need to thrive socially; helping you cope with non-academic responsibilities (work, family, etc.); encouraging contact among students from different economic, social, sexual orientation, and racial or ethnic backgrounds; attending campus events and activities (special speakers, cultural events, symposia, etc.); providing the support you need to help you succeed academically; and providing the financial counseling you need to afford your education. Higher order learning activities include the following items: about how often have you put together ideas or concepts from different courses; and during the current academic year, to what degree has your coursework emphasized analyzing the basic elements of an idea, experience, or theory; synthesizing and organizing ideas, information, and experiences; making judgments about the value of information, arguments, or methods; and applying theories or concepts to practical problems or in new situations.
- ¹³ Each finding is based on students’ level of agreement with a statement based on a 7-point scale, and the level of agreement indicated here is a 6 or 7.
- ¹⁴ Morrison Torrey, Jennifer Ries, Elaine Spiliopoulos, *What Every First-Year Female Law Student Should Know*, 7 COLUMBIA J. GENDER & L. 267 (1998); ELIZABETH MERTZ, WAMUCHI NJOGU AND SUSAN GOODING, *RACE, GENDER, AND STATUS IN LAW SCHOOL EDUCATION: A STUDY OF EIGHT CONTRACTS CLASSROOMS* (1997).
- ¹⁵ See, e.g. Marjan Laal, Seyed Mohammad Ghodsi, *Benefits of Collaborative Learning*, 31 *PROCEDIA—SOC. & BEHAV. SCI.*, 486 (2012); and Kristin S. Knaplund & Richard H. Sander, *The Art and Science of Academic Support*, 45 J. LEGAL EDUC. 157 (1995).
- ¹⁶ See Neil W. Hamilton, Verna Monson and Jerome M. Organ, *Encouraging Each Student’s Personal Responsibility for Core Competencies Including Professionalism*, 21 *The Professional Lawyer* 3, 10 (2012), avail. at http://www.americanbar.org/content/dam/aba/administrative/professional_responsibility/tpl_21_3_20121105.authcheckdam.pdf (synthesizing research from several scholars on the core competencies for legal practice, and noting effective teamwork and team building, building strong client rapport, and listening, among other essential skills).
- ¹⁷ See Rhonda Muir, *The Importance of Emotional Intelligence in Law Firm Partners*, 33(5) *LAW PRACTICE* 60 (2007), NALP Foundation for Law Career Research, *Survey of Law Firm Use of Core Competencies and Benchmarking in Associate Compensation and Advancement Structures, Research Findings* (2009), avail. at <http://www.nalpfoundation.org/uploads/PDCCCompetenciesandBenchmarksSurveyResultsFINAL.pdf>, and Susan Manch, *Competencies and Competency Models—An Overview*, in *THE ART AND SCIENCE OF STRATEGIC TALENT MANAGEMENT IN LAW FIRMS* 77 (Terri Mottershead, ed., 2010).
- ¹⁸ Figures from a 2010–2011 survey show that among U.S. law schools, there were 1,036 distinct in-house, live client clinics with an average of 6.6 clinics per reporting school and 1,393 field placement programs, averaging 9.6 programs per reporting school. David A. Santacrose & Robert R. Kuehn, *Center For the Study of Applied Legal Education: Report on the 2010–2011 Survey*, Center for the Study of Applied Legal Education, (2012), available at SSRN: <http://ssrn.com/abstract=2049589>.
- ¹⁹ ROY STUCKEY ET. AL., CLINICAL LEGAL EDUCATION ASSOCIATION, *BEST PRACTICES FOR LEGAL EDUCATION: A VISION AND A ROAD MAP* (2007).
- ²⁰ *Id.*, Executive Summary.

Participating Law Schools: 2004–2012

ALABAMA

Faulkner University,
Thomas Goode Jones School of Law
Montgomery
Samford University,
Cumberland School of Law
Birmingham
The University of Alabama
School of Law
Tuscaloosa

ARIZONA

Arizona State University,
Sandra Day O'Connor College of Law
Tempe
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
Humphreys College Laurence Drivon
School of Law
Stockton
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 Hastings
College of the Law
San Francisco
University of California,
Irvine School of Law
Irvine
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
Gould School of Law
Los Angeles
Western State University
College of Law
Fullerton
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
University of Connecticut
School of Law
Hartford

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

Ave Maria School of Law
Naples
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 Mānoa
William S. Richardson School of Law
Honolulu

IDAHO

University of Idaho College of Law
Moscow

ILLINOIS

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

INDIANA

Indiana University
Maurer School of Law
Bloomington
Indiana University
Robert H. McKinney School of Law
Indianapolis
Valparaiso University School of Law
Valparaiso

IOWA

Drake University Law School
Des Moines
The University of Iowa
College of Law
Iowa City

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
Francis King Carey 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

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
The University of Mississippi
School of Law
Oxford

MISSOURI

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

University of Nebraska College of Law
Lincoln

NEVADA

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

NEW HAMPSHIRE

University of New Hampshire
School of Law
Concord

NEW JERSEY

Seton Hall University School of Law
Newark

NEW YORK

Albany Law School
Albany

Brooklyn Law School
Brooklyn

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

Fordham University School of Law
New York

Hofstra University,
Maurice A. Deane School of Law
Hempstead

New York Law School
New York

Pace University School of Law
White Plains

St. John's University School of Law
Queens

SUNY Buffalo Law School
Buffalo

Syracuse University College of Law
Syracuse

Touro College
Jacob D. Fuchsberg Law Center
Central Islip

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
Claude W. 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
College of Law
Norman

The University of Tulsa College of Law
Tulsa

OREGON

Lewis & Clark Law School
Portland

University of Oregon School of Law
Eugene

Willamette University College of Law
Salem

PENNSYLVANIA

Earl Mack School of Law
Drexel University
Philadelphia

Temple University –
James E. Beasley School of Law
Philadelphia

University of Pittsburgh School of Law
Pittsburgh

RHODE ISLAND

Roger Williams University
School of Law
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 Law School
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

The University of Texas
School of Law
Austin

UTAH

Brigham Young University
J. Reuben Clark Law School
Provo

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

VERMONT

Vermont Law School
South Royalton

VIRGINIA

Regent University School of Law
Virginia Beach

University of Richmond School of Law
Richmond

Washington and Lee University
School of Law
Lexington

William & Mary Law School
Williamsburg

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

AUSTRALIA

University of New South Wales –
Faculty of Law
Sydney, NSW

CANADA

University of Alberta – Faculty of Law
Edmonton, AB

University of Calgary – Faculty of Law
Calgary, 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,
Schulich School of Law
Halifax, NS

McGill University – Faculty of Law
Montreal, ON

Osgoode Hall Law School
of York University
Toronto, ON

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



Law School Survey of Student Engagement

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