



EVALUATING THE VALUE OF LAW SCHOOL: STUDENT PERSPECTIVES

ANNUAL RESULTS 2013



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. In addition to LSSSE, CPR houses the National Survey of Student Engagement (NSSE) and the NSSE Institute, the Faculty Survey of Student Engagement (FSSE), the Strategic National Arts Alumni Project (SNAAP), and the Beginning College Survey of Student Engagement (BCSSE).

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PHOTO CREDITS

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

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Loyola University Chicago School of Law
Santa Clara University School of Law

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Southwestern Law School

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University of Washington School of Law
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QUICK FACTS

OBJECTIVES

To provide data to law schools to improve legal education and inform decision-making and compliance efforts, enhance student success, facilitate internal assessment and analysis, and support research on legal education.

SURVEY

Administered to all students at participating law schools via the Internet. Survey completion time is approximately 15-20 minutes.

SUPPORT

LSSSE is housed at Indiana University's Center for Postsecondary Research, and is supported by law school participation fees. Since its inception, LSSSE 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 eighty-seven different law schools in the United States, Canada and Australia have participated in LSSSE since 2004.

RESPONDENTS AND RESPONSE RATES

In 2013, 28,172 students at 98 law schools responded to the LSSSE survey. The average institutional response rate was 48%.

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

Survey responses and comments from JD/LLB students enrolled at participating law schools. Supplemental information used in analysis and reporting is obtained from the American Bar Association and the Law School Admission Council.

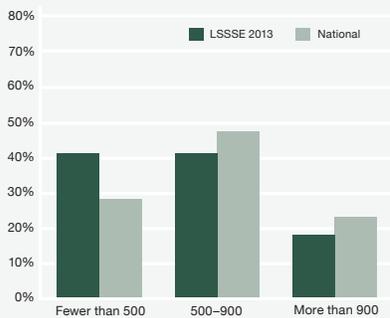
COST

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

PARTICIPATION AGREEMENT

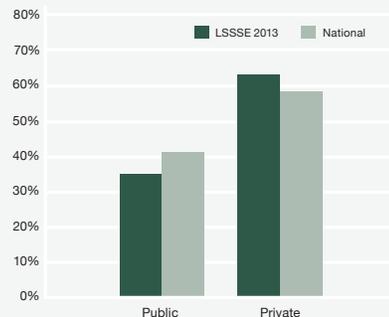
Results specific to a law school and identified as such will not be made public by LSSSE without the explicit agreement of the school. Participating law schools agree that LSSSE may use the aggregated data for national reporting purposes and other legal education initiatives, including research conducted by LSSSE staff or independent scholars.

Figure 1 Size of LSSSE 2013 U.S. Law Schools^a



^a National percentages include all ABA-approved law schools in the U.S. (including LSSSE 2013 participating schools) and are based on publicly available data from the ABA and LSAC.

Figure 2 Affiliation of LSSSE 2013 U.S. Law Schools Compared with National Profile^a



^a National percentages include all ABA-approved law schools in the U.S. (including LSSSE 2013 participating schools) and are based on publicly available data from the ABA and LSAC.



FOREWORD: DEAN DAVID N. YELLEN

Legal education is, in many ways, in uncharted waters. The pace of change seems to be accelerating. Applications and enrollment are down substantially, straining our financial resources. At the same time, many schools are attempting to continue to expose our students to more experiential learning, and to enhance our efforts to help them develop the skills and attributes necessary for success in their careers. Every day, we face important questions about our business model, our academic programs, and the services we provide to our students. As we adjust to the “new normal” and anticipate what might be next, there is a great need for data and other useful information to help guide our decision making.

As a Dean, I have found the Law School Survey of Student Engagement to be an invaluable tool. By providing a robust body of knowledge about the law school experience from the student perspective, LSSSE data helps us move beyond the anecdotal and intuitive, to more evidence based practices. I have found LSSSE to be essential in assessing where we are meeting our students’ needs and where we are coming up short. In particular, LSSSE enables us to make valuable comparisons over time and with other schools.

Consider career services. It is important to know if we are adequately supporting our students as they search for employment. One component of any evaluation of this effort should be student attitudes towards the school’s career counseling. However, a snapshot of student attitudes at any one moment is of limited utility. At most schools, students have more complaints about career services than about other areas such as student affairs (this year, almost half of all LSSSE respondents around the country reported being unsatisfied with career counseling services, while strong majorities were satisfied with academic advising and personal counseling). It is more important to know how our students evaluate our career services support compared with student experiences at other schools. Also, as we make changes in programming or personnel, it is useful to review how student satisfaction changes over time. LSSSE gives us precisely that type of data.

“AS WE ADJUST TO THE ‘NEW NORMAL’ AND ANTICIPATE WHAT MIGHT BE NEXT, THERE IS A GREAT NEED FOR DATA AND OTHER USEFUL INFORMATION TO HELP GUIDE OUR DECISION MAKING.”



The importance of LSSSE and similar tools is only likely to grow in the future. Law schools are paying more attention to what and how our students learn. We need to be able to make informed judgments about the success or failure of curricular innovations. Proposed accreditation changes may accelerate this trend. The American Bar Association's Section of Legal Education, which accredits law schools, is considering a set of proposals from the Standards Review Committee related to the assessment of student learning outcomes (disclosure: I served on the SRC from 2006-2012 and helped draft these proposals). If adopted, these proposals will require each law school to: 1) identify the learning outcomes it intends to achieve for its students; 2) align its curriculum with these learning outcomes; 3) attempt to assess how well students are achieving these learning outcomes; and 4) periodically examine and refine these three steps. There will be many different ways to structure a process that satisfies these requirements, and most schools will probably include a number of different measures. A common element, though, will likely be LSSSE-like surveys of student attitudes towards what they have learned.

LSSSE already focuses on how well students believe they are learning to think like lawyers. This year, LSSSE included some interesting questions about student learning in the areas of business, finance and quantitative reasoning. This shows the adaptability of LSSSE. As schools identify and refine their intended learning outcomes, LSSSE will continue to evolve in useful ways.

One of the most surprising numbers contained in this LSSSE report is 98. That is the number of law schools participating in LSSSE this year. Why that number isn't doubled, I do not know. Every school has much to gain by participating in this valuable enterprise. The future of legal education is unsettled. I am optimistic that many of the changes that are taking place will lead to a much improved model. I urge all law schools to take advantage of the information and insights that LSSSE provides.

David N. Yellen
Dean and Professor of Law
Loyola University Chicago School of Law

“ONE OF THE MOST SURPRISING NUMBERS CONTAINED IN THIS LSSSE REPORT IS 98. THAT IS THE NUMBER OF LAW SCHOOLS PARTICIPATING IN LSSSE THIS YEAR. WHY THAT NUMBER ISN'T DOUBLED, I DO NOT KNOW.”



DIRECTOR'S MESSAGE: CAROLE SILVER

Debates surrounding the future of legal education tend to focus on what is *not* happening, including what is not effectively taught. Learning has become a focal point in the current discussion about the value of law school, and we address it in these Annual Results through our focus on three aspects of learning: substance (*Learning About and From Lawyers: engagement with the profession*), process (*Learning to Think Like a Lawyer*) and the context for learning (*Student Advising*).

Here, I draw on unique data from LSSSE to explore briefly another contentious issue in the debate about learning and the value of legal education: how do law schools help to educate lawyers to understand business and financial concepts and quantitative information generally? Whether identified as “financial literacy,” quantitative reasoning or facility with business concepts, there is widespread agreement that these areas are important subjects for law students.¹ According to a recent article in *The Economist*, for example, “Many lawyers end up working in business, but their legal education leaves them ill-prepared for this. Apart from a bit of accounting, law school courses typically contain little that is of help in running an enterprise.”² Many law firms have invested in teaching business basics to their newly hired lawyers in response to clients’ repeated calls for better preparation.

Law schools also are responding to this chorus by ramping up efforts to teach these subjects. New programs and initiatives have been announced at several schools in just the last few months.³ But before celebrating the response and solution, it is crucial to have a means of assessing progress so that we can learn whether these new initiatives actually are contributing to better preparing new graduates to work in contexts in which business and financial concepts and quantitative analyses are important.

To that end, a frame of reference is critical. Without a baseline it is next to impossible to determine whether progress has been made, much less what more should be attempted before declaring victory for legal education. Data from the Law School Survey of Student Engagement can help law schools establish baselines and monitor progress.

Law students’ learning related to business and financial concepts and quantitative analyses was the focus of a set of experimental questions administered by LSSSE in the Spring of 2013 to students at 34 U.S. law schools. The questions asked students about coursework that involved learning about these topics, whether law school has furthered their acquisition and development of business and financial skills, when and whether they learned to read and understand a financial statement, and about reading habits regarding business and financial publications. The results, which are the subject of ongoing research, support the existence of the problem identified in the press, but also offer some opportunities.

Reading and understanding a financial statement

- Slightly more than 65% of all responding students indicated that they had learned to read and understand a financial statement prior to entering law school. At one school, just over 80% of respondents indicated they had learned this before law school, and at only two law schools did this proportion drop to below 50% of respondents. This is quite a substantial group of students who enter with some significant familiarity with financial concepts. Nevertheless, at most schools there remains a significant minority of students without this basic financial knowledge, who need support to catch up to their peers.

Reading a business or finance-focused publication

- Only 28% of all respondents at the schools we surveyed reported frequently⁴ reading a business or finance-focused publication, whether a newspaper, journal or on-line publication or site. On the other hand, at one school, approximately 40% of responding students indicated that they frequently read such a publication, while the proportion of students at other schools reporting that they *never* read such a publication ranged from a high of 44% to a low of 23%. Differences between men and woman were stark: 38% of male students reported frequently reading a national business or financial journal, newspaper or web-based publication, compared to only 18% of female respondents.

Coursework involving learning to understand business or financial concepts, or numerical, graphical or statistical information

- Overall, approximately 52% of respondents indicated that their coursework substantially⁵ involves learning to understand business concepts. At the same time, nearly 20% of students indicated that their courses do *not* involve any such learning. Not surprisingly, there is a substantial difference between first-year students and upper-level students on this question.
- Slightly more than 40% of all respondents indicated that their coursework substantially involves learning to understand financial concepts. In contrast, at one school more than one-third of respondents indicated that their coursework does not at all involve such concepts.



- Only approximately 23% of all respondents indicated that their coursework substantially involves learning to understand numerical, graphical or statistical information. At one school, one-third of all respondents reported that their coursework substantially involves such learning. On the other hand, slightly more than 35% of all respondents indicated that their coursework does *not* involve any such learning. The range of responses indicating no attention to numerical, graphical or statistical information was between nearly 24% at one school to approximately 51% at another. Those students not learning these skills likely will be at a disadvantage, since lawyers engaged in a variety of practice areas, including litigation and commercial transactions, draw on numerical, graphical and statistical information in their work.

This quick look at the findings from this set of questions reveals a number of important points. First, with regard to the topics investigated, the range of responses at different law schools was quite broad: while a few law schools appear to emphasize each of the issues investigated, others emphasize none at all. In addition, within law schools certain student populations were more likely than others to pursue these activities. Second, more than half of all respondents thought they had important knowledge related to understanding a financial statement before entering law school. It is possible that the students were overly optimistic about their abilities, but it also is possible that law schools are not doing enough to draw connections for students between their existing knowledge and its relevance to legal issues and skills.

One thing that is clear from this brief overview of the data is that law schools start from different places in their attempts to teach students about business, finance and quantitative reasoning. Knowing more about the experiences of each school's students will facilitate helping move them from novice to expert.

Law schools need not wait until a problem is identified in the press or otherwise. Using LSSSE and other assessment methods to understand student learning is not limited to responding to crises and public criticism. Rather, it can be a regular part of analyzing a school's activities, strengths and weaknesses. Of course, criticism can focus the attention of educators on particular topics, such as helping students gain comfort with business-related material. But including assessment processes in routine management of law schools might offer insight that facilitates strategic approaches to educating law students, as opposed to the more reactive paths that characterize certain law school initiatives in the current climate.

This is the last Annual Survey Results report that I will oversee as Director of LSSSE, as I am moving on to new challenges. It has been a privilege to be part of the LSSSE team. As I pass the baton to our new director, Professor Aaron Taylor, I am optimistic that LSSSE will continue to be an important resource for law schools. LSSSE has grown since I joined: 31 new law schools have participated at least once since 2010, and the project now reaches across the United States and Canada into Australia. Data produced from the LSSSE survey has been used in research that is the subject of scholarly publications, working papers and presentations to law, higher education and related audiences, and our research efforts continue.⁶ Most of all, LSSSE serves to inform law schools as they work through the challenges facing legal education by helping them offer more effective support for their students and guiding efforts to engage within the law school and larger professional communities. There has not been a more important time since the project's inception to learn from LSSSE.

Carole Silver
Director, Law School Survey of Student Engagement
Professor of Law, Indiana University Maurer School of Law

“IN TODAY’S ECONOMIC WORLD . . . THE LEGAL FIELD AND THE BUSINESS WORLD COME CLOSER EVERY DAY.”

– COMMENT FROM 1L

“I DO NOT UNDERSTAND ANY ASPECT OF THE BUSINESS WORLD IN ALL HONESTY.”

– COMMENT FROM 1L



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 and what they think about their law school experiences, and also highlight ways that law schools can improve student engagement and learning.

The selected results reported in this section are based on responses from 28,172 law students at 98 law schools who completed LSSSE in the Spring of 2013. We also draw on responses to two sets of experimental questions appended to the survey and given to different subsets of the 2013 respondents.

This Annual Results report includes just a small sampling of the information LSSSE collects. In addition to the three themes featured on the following pages, LSSSE data provide insight into the ways in which particular law school programs, practices and curricular efforts relate to student success and student engagement. They also identify differences in the ways that various groups of students experience law school, and reveal changes in the law school experience from year to year, among other things. The findings yield important lessons about the law school experience writ large, and, at the school level, about the experiences of students in the classroom and in the wider school environment. Below we highlight just a few results from the 2013 administration to provide an idea of the breadth of issues that LSSSE data can inform.

- Only 25% of third-year students reported frequently⁷ working with faculty members on activities other than coursework (such as committees, orientation, student life activities, etc.) and only 30% of third-year students have worked with faculty on a legal research project outside of course or program requirements.
- Typical first-year students reported spending 21 hours reading assigned material compared to the average third-year student, who spent only 13 hours per week. However, 3Ls reported spending more time participating in law-school sponsored groups and organizations and working in law- or non-law-related jobs. Relatedly, slightly more than half of part-time students (54%) did not spend *any* time during the week participating in law school-sponsored activities, compared to 27% of full-time students.
- Close to half (43%) of responding third-year students reported never participating in a clinical or pro bono project as part of a course or for academic credit; similarly, 63% of 2Ls and 87% of 1Ls reported never having participated in such projects.
- Three-fourths of all female respondents engaged in legal pro bono work not required for a class or clinic, compared to 62% of male students.
- Of those students who had experiences with financial aid advising during the current academic year, slightly more than two-thirds (68%) were satisfied⁸ with their advising experience.
- Nearly half (43%) of students who used their law school's job search services and 42% of those who used career counseling services during the current academic year reported being unsatisfied with their experience. However, nearly half of all respondents (47%) reported that their law school placed a substantial⁹ emphasis on providing the support they needed to succeed in their employment search.

“I LOVE LAW SCHOOL. IT’S VERY DEMANDING, BUT ALSO VERY REWARDING.”

– COMMENT FROM 1L



- Fifty-six percent of students who responded to a set of experimental questions about learning related to the legal profession reported frequently talking with law graduates about their work, and 48% frequently discussed career paths with law graduates. But differences among students were evident: those parents earned a professional degree were substantially more likely to engage in such discussions with law graduates compared to other students.
- Nearly two-thirds of students (65%) reported that their law school places a substantial emphasis on providing the support they need to succeed academically.
- Slightly more than 50% of students responding to a set of experimental questions about learning related to business and financial concepts and quantitative analysis reported that their coursework substantially involves learning to understand business concepts, and slightly more than 40% indicated that their coursework substantially involves learning about financial concepts. In contrast, only 23% of these students reported that their coursework substantially involves learning to understand numerical, graphical or statistical information.
- Only 28% of students responding to the experimental questions about business, finance and quantitative learning reported frequently reading a national business or financial journal, newspaper or web-based publication. Differences between male and female respondents were significant: 38% of male students reported frequently reading such a publication compared to only 18% of female respondents.
- Nearly two-thirds (63%) of respondents frequently had serious conversations with students of a different race or ethnicity.
- More than three-quarters of all respondents (78%) reported frequently working on papers or projects that require integrating ideas or information from various sources.
- Sixty-one percent of respondents reported that they frequently worked harder than they thought they could to meet faculty members' standards or expectations.

“A HUGE HURDLE . . . IS THE GLARING DISCONNECT BETWEEN LAW SCHOOL AND THE REAL WORLD . . . WE WANT TO KNOW HOW REAL ATTORNEYS DEAL WITH THESE ISSUES WHEN THEY COME ACROSS THEIR DESKS . . . WE WANT TO HEAR ABOUT AS MANY EXPERIENCES AS POSSIBLE WHILE WE STILL HAVE THE TIME TO HEAR THEM.”

– COMMENT FROM 1L



LEARNING ABOUT AND FROM LAWYERS: ENGAGEMENT WITH THE PROFESSION

In order to help law students transition into professional roles after graduation, it is useful for them to learn about the legal profession and the variety of ways in which law graduates contribute to society. The importance of these lessons has been emphasized by scholarly and policy work on legal education,¹⁰ but there is little empirical data

Table 1 Characteristics of law schools participating in professional question set (“Participating Schools”) compared to all ABA-approved law schools (“All ABA”)^a

	Participating Schools	All ABA ^b
Size of Student Body		
Fewer than 500 students	48%	29%
500-900 students	24%	47%
More than 900 students	28%	24%
Law School Affiliation		
Public	41%	41%
Private	59%	59%

^a Totals may not sum to 100% due to rounding.

^b National percentages are based on data from the ABA and LSAC.

Table 2 Characteristics of respondents to professional question set (“Professional Respondents”) compared to all students at 2013 LSSSE participating law schools (“LSSSE 2013 Population”)^a

	Professional Respondents ^b	LSSSE 2013 Population ^c
Gender		
Male	47%	52%
Female	49%	48%
Race/Ethnicity		
Black/African American	6%	8%
Asian/Pacific Islander	6%	8%
White	68%	72%
Hispanic	7%	9%
Multiracial	3%	2%
Other	3%	2%

^a Totals may not sum to 100% due to rounding or non-response.

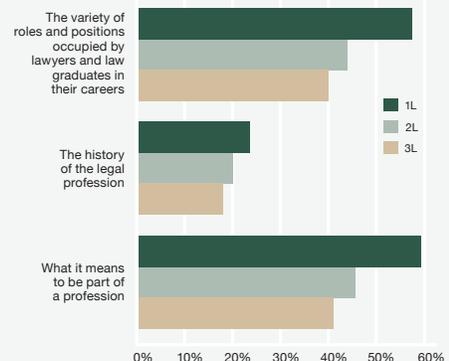
^b Percentages are based on data provided by participating law schools.

^c Only U.S.-based law schools are included in the LSSSE 2013 Population. Demographic information for the LSSSE 2013 population is based on population files submitted to LSSSE by participating law schools.

about the ways in which law schools currently approach educating their students about these matters. Learning about the profession is equally likely to occur outside of traditional classrooms as inside, and to be informed by formal and informal press accounts as much as by case law and scholarly research. In order to begin to explore what law students know about the profession, where they learn it and the role of law schools in promoting that learning, LSSSE administered a set of experimental questions focused on these issues in 2013. As with any set of experimental questions administered by LSSSE, the questions were submitted only to a subset of participating law schools; 7,505 responses were received from students enrolled at 29 U.S. law schools. General characteristics of the law schools that received this question set are described in Table 1, and general characteristics of responding students are reported in Table 2. There were approximately equal numbers of respondents in each of the three years of law school.

Overall, only approximately half of responding students felt that their schools substantially emphasized the importance of learning about the profession, either from the vantage point of understanding the variety of roles and positions occupied by law graduates, or in terms of appreciating what it means to be part of a profession. Moreover, nearly 40% of all responding students felt their schools placed very little emphasis on learning the history of the legal profession. Figure 1 reports on the proportion of students who considered their schools to place substantial emphasis on learning about lawyers’ roles, the history of the profession and the general notion of a profession. Overall, these findings indicate that law schools have quite a bit of room to clarify the importance of learning about the profession.

Figure 1 Proportion of respondents indicating that their law school substantially^a emphasized learning about the following aspects of the legal profession during the current school year, by year in law school



^a “Substantial” is derived by combining response options “very much” and “quite a bit.”



More first-year students understood their schools to emphasize these topics compared to second- and third-year students. We cannot be sure why this is the case; it may relate to the novelty of beginning law school, or to a particular focus in first-year courses despite the legal profession typically not being a formal part of the traditional first-year curriculum.

Differences in students' perceptions regarding the importance of learning about the legal profession also were apparent among certain racial and ethnic groups. For example, fewer White and Asian students reported their schools as emphasizing these subjects compared to Black and Hispanic students. More research is necessary to understand these differences.

We also explored the activities students engage in to learn about what lawyers do and to inform themselves about the profession generally.

Table 3 Student activities related to learning about the legal profession, by year in law school

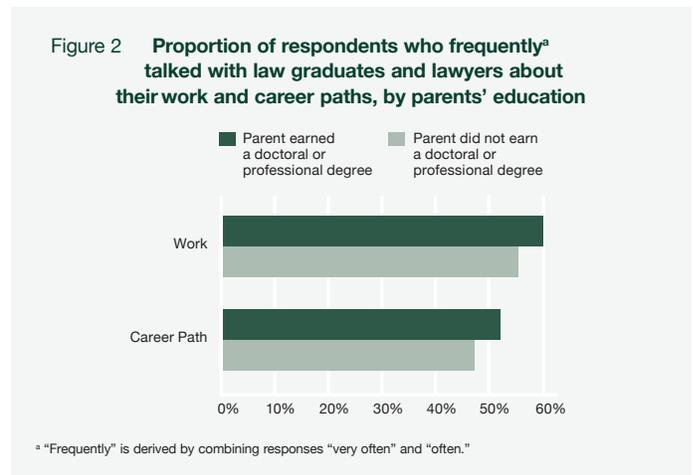
<i>During the current school year, about how often have students engaged in the following conduct?</i>	1L	2L	3L
<i>Read a publication devoted to issues related to legal practice (such as The American Lawyer, National Law Journal or Above-the-Law)</i>			
Frequently ^a	20%	27%	28%
Never	41%	33%	28%
<i>Read a news story about the work of a particular lawyer, law firm or other organization in which lawyers work</i>			
Frequently	31%	37%	37%
Never	21%	16%	13%
<i>Read a publication devoted to issues of legal education (such as The National Jurist or the Journal of Legal Education)</i>			
Frequently	14%	18%	15%
Never	50%	45%	47%
<i>Talked with lawyers or law graduates about their work</i>			
Frequently	50%	55%	64%
Never	6%	4%	4%
<i>Talked with lawyers or law graduates about their career path</i>			
Frequently	49%	45%	55%
Never	10%	9%	7%

^a "Frequently" is derived by combining responses "very often" and "often."

Table 3 sets out aggregate results relating to sources of information about the profession, including students' reading habits and their discussions with lawyers and law graduates about their work and career trajectories.

In nearly every instance, more students frequently engage in the activities reported in Table 3 as they progress through law school compared to students more junior to them. This is a positive finding, indicating that students deepen their investment in learning about the profession as they move closer to joining it upon graduation. For example, nearly 65% of 3Ls frequently talked with law graduates about their work, and 55% frequently discussed career paths. At the same time, nearly half of all respondents indicated that they never read publications that focus on legal education; this is quite surprising given the intense debates about legal education in the popular press.

While there were no significant variations among students based on gender or ethnicity with regard to these activities for learning about the profession, important differences were identified based on students' backgrounds as measured by their parents' level of education. Students whose parents had earned a professional degree were significantly more likely to talk with law graduates about their careers and work, as reported in Figure 2.



This disparity among students is something that law schools can address by offering structured support for these conversations. In addition, by clarifying the importance of learning about the profession, along with drawing connections between classroom learning, conversations with lawyers, and popular and scholarly accounts of lawyers and their careers, learning about the legal profession can be strengthened.



LEARNING TO THINK LIKE A LAWYER

In the following sections, we report on two themes explored each year in the core LSSSE survey: the academic focus of coursework that helps students learn to think like lawyers and their satisfaction with student advising services. Each of these themes is informed by several questions on the core survey that address the central issue from slightly different vantage points, but are conceptually and statistically related to one another. By aggregating questions around central themes, we can provide a more complete and concise assessment than through analysis of individual questions. This approach also reduces the likelihood of relying too heavily on any single survey question. We call these aggregates of questions “Engagement Indicators,” which we use in the discussions below, *Learning to Think Like a Lawyer* and *Student Advising*.¹¹

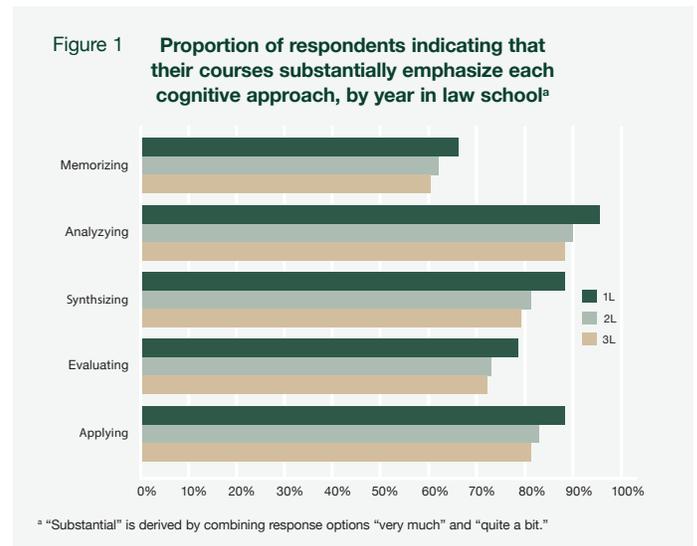
LEARNING TO THINK LIKE A LAWYER

A central goal of law school is to teach students the analytical approach that often is described as thinking like a lawyer, or what Elizabeth Mertz has described as the “distinctively legal ways of approaching knowledge.”¹² In a recent book about legal education, Fredrick Schauer asserts that “less teaching of legal thinking and reasoning actually occurs than faculties typically believe.”¹³ This raises the question of whether students perceive their law school classes to emphasize critical and analytical thinking. LSSSE investigates this issue in its core survey through several questions that explore students’ understanding of the cognitive approaches comprising the focus of their courses. Five questions investigate this theme:

How much has your coursework (this year) emphasized the following mental activities?

- (i) Memorizing facts, ideas, or methods from your courses and readings so you can repeat them pretty much in the same form?
- (ii) Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components?
- (iii) Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?
- (iv) 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?
- (v) Applying theories or concepts to practical problems or in new situations?

Figure 1 sets out the results for first-, second- and third-year students who responded to the LSSSE survey in 2013. Generally, it shows that more than three-quarters of first-year students perceived their courses to substantially emphasize the analytical elements comprising LSSSE’s measure of learning to think like a lawyer, compared to only 66% who viewed memorization as being substantially emphasized in class. For upper level students, the responses are similar but at slightly lower percentages.



One notable aspect of the results reported in Figure 1 is that a greater proportion of first-year students perceived their courses to substantially emphasize each of the cognitive skills – including memorization – compared to 2Ls and 3Ls. More research is necessary to explain these differences, but we can suggest that they may relate to the freshness of law school as a whole for 1Ls compared to more senior students, or to a difference between the first-year curriculum and that of later years.

SUPPORTING LEARNING TO THINK LIKE A LAWYER

The four questions regarding course emphasis on analysis, synthesis, judgment and application of theory comprise the Engagement Indicator, Learning to Think Like a Lawyer (LTLL). By utilizing an aggregate, the LTLL Engagement Indicator provides insight into the additional activities and behaviors that are associated with higher LTLL.

Table 1 sets out the results of our analysis for third-year law students. Spending more time preparing for class, integrating ideas from different courses, and engaging in discussions outside of class about what they



Table 1 Activities positively associated with higher scores on LTLL, 3Ls only^a

Law school environment ^b	+++
Integrating ideas ^c	++
Discussing ideas outside of class ^d	+
Diverse interactions ^e	+
Including diverse perspectives in class ^f	+
Student faculty interaction ^g	+
Time spent preparing for class ^h	+

^aResults of an OLS regression with LTLL as the dependent variable. Controls included gender, enrollment, race/ethnicity, age, self-reported grades, and institutional controls for size and affiliation. + p<.001, ++ p<.001 and standardized B>.1, +++ p<.001 and standardized B>.2, - p<.001, - - p<.001 and standardized B>-.1, - - - p<.001 and standardized B>-.2.

^bLaw school environment includes the following survey questions: To what extent does your law school emphasize: 1) Encouraging contact among students from different economic, social, sexual orientation, and racial or ethnic backgrounds, 2) Providing support you need to thrive socially, 3) Helping you cope with non-academic responsibilities, 4) Providing the support you need to help you succeed academically, 5) Attending campus events and activities, 6) Providing the financial counseling you need to afford your education.

^cThe question asks about the frequency of putting together ideas or concepts from different courses when completing assignments or during class discussions.

^dThe question asks about the frequency of discussing ideas from readings or classes with others outside of class (students, family members, coworkers, etc.).

^eThe question asks about having serious conversations with students who are very different in terms of their religious beliefs, political opinions, or personal values.

^fIncludes questions about including diverse perspectives (race, religion, sexual orientation, gender, political belief, etc.) in class discussions or writing assignments.

^gStudent faculty interaction includes the following survey questions: About how often this year have you: 1) Used e-mail to communicate with a faculty member, 2) Discussed assignments with a faculty member, 3) Talked about career plans or job search activities with a faculty member or advisor, 4) Discussed ideas from your readings or classes with faculty members outside of class, 5) Received prompt feedback (written or oral) from faculty on your academic performance, 6) Worked with faculty members on activities other than coursework.

^hIncludes questions regarding time spent preparing for class and clinical courses other than reading (studying, writing, doing homework, trial preparation, and other academic activities).

are learning each positively influences LTLL, as does having courses that include diverse perspectives. In addition, students who had more interactions with faculty and who felt that the law school environment generally was supportive also reported higher levels of LTLL. These results, which are substantially similar for first- and second-year students, reveal the importance of the context of law school courses and the role of non-class activities in deepening learning in class.

EDUCATIONAL BENEFITS OF LEARNING TO THINK LIKE A LAWYER

In addition to identifying conduct that relates to higher LTLL, we also investigated the role that higher LTLL scores might have on students' sense of development in law school. That is, in addition to valuing LTLL for its own sake, do students who consider their courses to emphasize the elements of LTLL report greater development in other areas of learning, too? The results of our analysis, set out in Table 2, show that third-year students who reported substantial emphasis on LTLL also perceived greater gains with regard to academic and

professional development. Academic and professional development are measured by aggregating several LSSSE questions and have been used in research on legal education as well as higher education generally.¹⁴ Higher LTLL scores also related to higher levels of overall satisfaction with law school and with higher law school grades (self-reported). On the other hand, third-year students who perceived their courses to emphasize memorization did not report higher academic or professional gains; in addition, such students reported slightly lower grades, and they were slightly less satisfied with their law school experiences. Again, results for first- and second-year students were essentially identical to the findings set out in Table 2.

Table 2 Impact of high LTLL on 3Ls' law school experiences and development^a

Academic gains ^b	+++
Professional gains ^c	+++
Satisfaction ^d	+++
Self-reported grades ^e	++

^aResults of four OLS regressions with LTLL as the independent variable. Controls included gender, enrollment, race/ethnicity, age, self-reported grades, and institutional controls for size and affiliation. + p<.001, ++ p<.001 and standardized B>.1, +++ p<.001 and standardized B>.2, - p<.001, - - p<.001 and standardized B>-.1, - - - p<.001 and standardized B>-.2.

^bAcademic gains include the following survey questions: To what degree did your experience at this law school during the current academic year contribute to your sense of development in terms of: 1) Clear and effective writing and speaking skills, 2) Critical and analytical thinking, 3) Legal research skills, 4) The ability to learn effectively on your own, 5) Acquiring job- or work-related knowledge and skills, 6) Acquiring a broad legal education.

^cProfessional gains include the following survey questions: To what degree did your experience at this law school during the current academic year contribute to your development in terms of: 1) Understanding people of other racial and ethnic backgrounds, 2) Developing a personal code of values and ethics, 3) Contributing to welfare of your community, 4) Understanding yourself.

^dSatisfaction includes the following questions: 1) How would you evaluate your entire education experience at your law school, 2) If you could start over again, would you go to the same law school you are now attending.

^eDoes not include control for self-reported grades.

LSSSE findings indicate that more than three-quarters of students perceive their courses to substantially emphasize the elements of learning to think like a lawyer, which in turn is associated with important academic and professional development, with overall satisfaction with law school and higher self-reported grades. Moreover, higher LTLL is associated with a supportive law school environment, among other things. The goal of teaching students this fundamental approach, then, can be advanced by a comprehensive effort on the part of the law school. While classroom-focused attention by faculty is central, collaboration by additional segments of the law school also are required in order to fully support student learning.



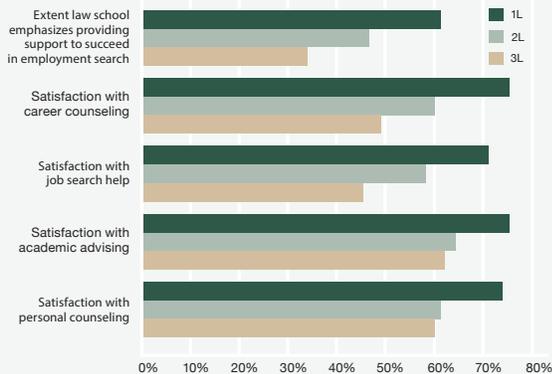
STUDENT ADVISING

Law schools invest significant resources in student advising, consistent with higher education generally. Research on legal education indicates that advising services and staff contribute importantly to the overall sense of support that law students feel.¹⁵ But these services are not without controversy, particularly because they are linked to increased costs of higher education.¹⁶ Given the concern regarding costs in legal education, it is useful to evaluate the contribution of student advising services to the engagement of law students in educationally-purposeful behavior.

We begin this investigation with five questions on the core LSSSE survey that address satisfaction with advising services. Three of the five investigate issues related to the search for employment after law school. The remaining questions ask about satisfaction with academic advising and personal counseling.

Generally, students are most satisfied with law school advising services when they are 1Ls. The proportion of students who are satisfied with advisory services declines each year that students progress in law school, as reported in Figure 1, which reports on positive responses to each of the five advising questions. This trend of successively lower satisfaction is sharpest in the three questions relating to the search for employment.

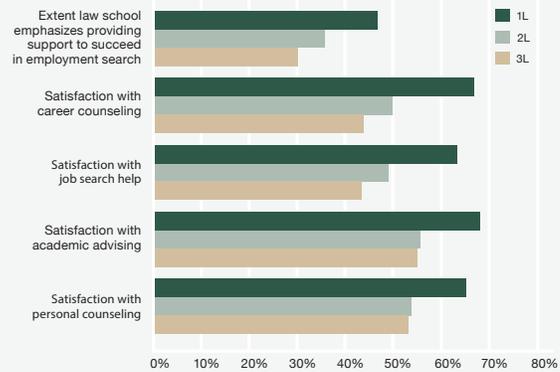
Figure 1 Proportion of students who were satisfied with student advisory services, by year in law school^a



^a Career counseling, job search help, academic advising and personal counseling: percentage derived by combining response options "satisfied" and "very satisfied." Extent law school emphasizes providing the support needed to succeed in employment search: percentage derived by combining response options "quite a bit" and "very much."

While it may seem obvious that the explanation for lower satisfaction with career-related advising services rests with the challenging job market for new law graduates post-2008, earlier data show a similar pattern. Figure 2 sets out results from the 2006 LSSSE administration and shows much the same comparison between the questions related to career services (where a larger spread is apparent) and those asking about academic and personal counseling. This suggests that by itself, the downturn may not explain lower satisfaction with career advising. It is possible that these findings may reflect the lower expectations of first-year students regarding career-related advising compared to their senior classmates, but more research is required to understand these differences.

Figure 2 2006 results showing proportion of students who were satisfied with student advising services, by year in law school^a



^a Career counseling, job search help, academic advising and personal counseling: percentage derived by combining response options "satisfied" and "very satisfied." Extent law school emphasizes providing the support needed to succeed in employment search: percentage derived by combining response options "quite a bit" and "very much."



One might assume that students attending more selective law schools would be more satisfied with student advising services – particularly career-related services – compared to students at less selective law schools. More selective law schools may have more resources to spend on student advising services, and their students enjoy greater employment opportunities. Generally, however, there are only slight differences between the most and least selective schools with regard to the proportion of students who are substantially satisfied with advising services. While more students at highly selective schools reported substantial satisfaction in response to a question about job search help compared to students at the least selective law schools, the relationship was exactly opposite with regard to a question asking whether the law school provides the support necessary to help students succeed in searching for employment. Moreover, a slightly greater proportion of students at the least selective schools were substantially satisfied with academic advising and personal counseling compared to students at the most selective schools.

Overall, satisfaction with student advising is correlated with greater satisfaction with the entire educational experience in law school. Satisfaction with student advising also is related to a number of other positive gains from law school. As Table 1 reports, controlling for student demographics, self-reported law school grades and law school institutional characteristics, students who were satisfied with student advising also reported higher academic and professional gains. In addition, satisfaction with student advising is associated with other types of engagement behavior. For example, frequent interaction with faculty is associated with satisfaction with advising services. Moreover, students who give high marks to their law school on the LTLLE Engagement Indicator, and those who rate their law school environment as supportive tend also to report greater satisfaction with advising.

These findings reveal the important positive addition that student advisory services provide to students, including substantially adding to the effectiveness of what occurs in the classroom.

Table 1 **Relationship between student advising and academic and professional gains and other engagement indicators^a**

	1L	2L	3L
Academic gains ^b	+++	+++	+++
Professional gains ^c	+++	+++	+++
Law school environment ^d	+++	+++	+++
Learning to think like a lawyer ^e	++	++	++
Student-faculty interaction ^f	++	++	++

^a Results of a regression analyses where institutional-level controls included law school size, affiliation, gender, race, enrollment status, self-reported grades, number of years between college and law school. ++p<.01, +++p<.001 and standardize B>.40.

^b Academic gains include the following survey questions: To what degree did your experience at this law school during the current academic year contribute to your sense of development in terms of: 1) Clear and effective writing and speaking skills, 2) Critical and analytical thinking, 3) Legal research skills, 4) The ability to learn effectively on your own, 5) Acquiring job- or work-related knowledge and skills, 6) Acquiring a broad legal education.

^c Professional gains include the following survey questions: To what degree did your experience at this law school during the current academic year contribute to your development in terms of: 1) Understanding people of other racial and ethnic backgrounds, 2) Developing a personal code of values and ethics, 3) Contributing to welfare of your community, 4) Understanding yourself.

^d Law school environment includes the following survey questions: To what extent does your law school emphasize: 1) Encouraging contact among students from different economic, social, sexual orientation, and racial or ethnic backgrounds, 2) Providing the support you need to thrive socially, 3) Helping you cope with non-academic responsibilities, 4) Providing the support you need to help you succeed academically, 5) Attending campus events and activities, 6) Providing the financial counseling you need to afford your education.

^e Learning to think like a lawyer includes the following survey questions: How much of your coursework (this year) emphasized: 1) Analyzing the basic elements of an idea, experience, or theory, 2) Synthesizing and organizing ideas, information, or experiences, 3) Making judgments about the value of information, arguments, or methods, 4) Applying theories or concepts to practical problems or in new situations.

^f Student-faculty interaction includes the following survey questions: About how often this year have you: 1) Used e-mail to communicate with a faculty member, 2) Discussed assignments with a faculty member, 3) Talked about career plans or job search activities with a faculty member or advisor, 4) Discussed ideas from your readings or classes with faculty members outside of class, 5) Received prompt feedback (written or oral) from faculty on your academic performance, 6) Worked with faculty members on activities other than coursework.

“A BROADER ARRAY OF CAREER OPPORTUNITIES NEEDS TO BE PRESENTED [AS WELL AS] REAL, PRACTICAL, NETWORKING OR CAREER PLACEMENT OPPORTUNITIES.

– COMMENT FROM 3L



USING LSSSE DATA

LSSSE data are used by law schools to provide insight into students' conduct, experiences and sense of development with regard to effective educational practices. Specifically, law schools have presented their survey results to internal and external audiences with respect to:

- Accreditation and periodic review, including self-studies
- Alumni outreach
- Assessment, improvement and accountability
- Curricular reform
- Faculty and staff development
- Funding proposals
- Recruitment
- Strategic planning, including benchmarking and monitoring of progress
- Student retention and satisfaction

Below, we provide several specific examples of the ways in which LSSSE data recently have been used.

SHARING LSSSE RESULTS WITH FACULTY

Sharing LSSSE results with faculty provides them with insight into students' experiences in and outside of the classroom.

- An analysis of three years of LSSSE data was presented to the **Santa Clara Law** faculty to facilitate their discussion of improvement and change over time. Trend analysis lent new insight to institutional assessment efforts, highlighting data points that otherwise might not have been notable.

- **University of Missouri-Kansas City School of Law** shares its LSSSE results annually with the faculty. Faculty have used a version of the survey designed to predict their students' responses and then compared them to actual results.
- LSSSE findings were presented to faculty at **The John Marshall Law School**, where the discussion centered on issues related to preparation for class and students' sense of being challenged by their experiences.

SHARING LSSSE RESULTS WITH CURRENT AND PROSPECTIVE STUDENTS

Including students in the review and analysis of the school's data—whether as part of a working group or committee, or through a student focus group—can bring home to students their school's commitment to improving student learning and the overall educational experience.

- **Southwestern Law School** and **Santa Clara Law** each provided students with access to LSSSE's reports for their law school.
- LSSSE results were shared with prospective **Florida Coastal Law School** students and used to highlight the ways in which current students at FCLS spend their time; the results were particularly useful in drawing comparisons to peer schools and to the larger group of participating law schools.

“IT WOULD BE GREAT IF LAW SCHOOL WAS ABLE TO FOCUS MORE ON TEAM WORK . . . LEGAL TEACHING SHOULD BE HEAVILY REFORMED TO DEAL WITH PRESENT DAY REALITIES OF PRACTICING LAW.”

– COMMENT FROM 1L



SHARING LSSSE RESULTS STRATEGICALLY WITHIN THE LAW SCHOOL COMMUNITY

LSSSE results can be separated by topic and shared strategically within the law school. For example, at the **University of Maryland, Francis King Carey School of Law**, results from questions about writing have been shared with faculty who teach and design writing courses, while questions about support services were shared with student services staff.

USING LSSSE TO STRENGTHEN THE LAW SCHOOL COMMUNITY

Law schools use LSSSE results as the basis for discussion generally among faculty, staff and students about improving the law school. This can strengthen the sense of community while also paying significant dividends with regard to addressing specific challenges. This approach recently was taken by **Loyola University Chicago School of Law, Southwestern Law School, St. John's University School of Law** and **The John Marshall Law School**.

USING LSSSE TO GUIDE DECISIONS ABOUT RESOURCES

LSSSE results may highlight areas of difference compared to peer schools, which in turn can serve as evidence of the need for additional resources.

- **St. Thomas University School of Law** used data indicating that its students were less satisfied with financial aid services compared to students at peer schools, in negotiating with the university for funding to create a dedicated law school financial services office.
- **University of Arkansas School of Law** used LSSSE data to demonstrate an increase in student satisfaction with academic advising and helped to expand the position to full-time.
- **Southwestern Law School** drew on its LSSSE data to highlight the need for student housing.

CREATING CONTEXT FOR RESULTS

- Certain law schools have combined their LSSSE data and information on bar passage, employment, grades and/or applications to learn more about the relationship between engagement in law school and other outcomes. **Baylor University School of Law** and **Southwestern Law School** each have pursued elements of such an analysis.
- LSSSE offers participating law schools the opportunity to form consortia as a means of investigating particular issues through a limited set of questions added to the core survey. In 2013, 16 law schools formed a Library Consortium to learn about students' information literacy skills and satisfaction with library services. Participating law schools plan to use their data for internal assessment, to inform review of prospective revisions to ABA standards, and to identify comparative strengths and weaknesses in the context of the aggregate Library Consortium results.

LSSSE'S RELEVANCE TO STRATEGIC PLANNING AND SELF-STUDY

Many schools have used their LSSSE findings to inform aspects of the self-study required by the ABA's accreditation review process, and to guide strategic planning efforts in order to incorporate future monitoring and assessment. LSSSE provides participating schools with an Accreditation Toolkit, updated annually, to help with this process. Among the schools to use LSSSE in these ways are **Drake University Law School, University of Arkansas School of Law** and **University of Missouri-Columbia School of Law**.



LOOKING AHEAD: AARON N. TAYLOR

The last few years have brought about much soul searching and reflection within legal education. Schools have been forced to consider their future in the context of new, angst-producing realities. Central to this process has been the question of how can the law school experience be better aligned with the realities of the profession. Put differently, how can legal education better serve its constituents, especially its students—the lifeblood of the endeavor?

Many ideas have been bandied about, and many law schools are at various stages of reforming how they prepare students for the profession. These law schools are preparing themselves for a future that will look much different than the past. They are looking ahead.

Assessment is vital to any reform effort. Effectiveness must be measured using tools that are both valid and reliable. This is especially true as resources grow scarcer. LSSSE is such a tool. In fact, it is the only tool that measures law student engagement. Law schools that administer LSSSE are able to get critical information about the experiences of their students on a range of indicators. The longitudinal nature of the survey allows for established trends to be tracked and emerging trends to be identified.

The value of LSSSE, however, transcends the individual schools that participate. LSSSE is an important tool for informing larger discussions of the future of legal education. The latest survey garnered responses from 28,172 students at 98 law schools. This level of participation provides a useful sample from which to glean broad insights from the oft-overlooked student perspective.

The results can confirm conventional wisdom—for example, past studies have found that clinical education increases student learning. The results can also contradict convention—this year’s survey found that students are actually more satisfied with their school’s career counseling services than before the downturn.

As we look ahead, we are committed to ensuring that LSSSE remains a valuable tool for helping law schools understand their students and assess the effectiveness of their programs. We are also committed to broadening the reach of LSSSE by increasing collaboration with outside researchers and with foreign law schools. The overall goal is to ensure that as legal education moves into the future, the student perspective helps inform the path forward.

Aaron N. Taylor
Incoming Director, Law School Survey of Student Engagement
Assistant Professor of Law, St. Louis University School of Law

“[MY LAW SCHOOL] PROVIDES A SETTING FOR STUDENTS TO FLOURISH NOT ONLY ACADEMICALLY, PROFESSIONALLY AND SOCIALLY, BUT ALSO PERSONALLY . . . I LEARNED A LOT ABOUT MYSELF, BOTH IN TERMS OF REALIZED AND UNREALIZED SKILLS.”

— COMMENT FROM 3L



NOTES

¹Irene Plagianos, *The Future of Legal Education: Get Real*, AM. LAW. (4/13/2010) (quoting Chester Paul Beach, associate general counsel of United Technologies Corporation).

²*Commercial law: Business education for lawyers*, THE ECONOMIST (10/19/2013), avail. at <http://www.economist.com/news/business/21588086-effort-turn-lawyers-creators-notsuffocators-business-commercial-law>.

³See, e.g., *Law Schools Get Down to Business*, NAT'L L. J. (9/23/2013) (describing new initiatives at University of Pennsylvania Law School, Elon University School of Law, and Georgetown Law Center regarding teaching business basics).

⁴"Frequently" is derived from combining the top two response categories, "very often" and "often."

⁵"Substantially" is derived from combining the top two response categories, "very much" and "quite a bit."

⁶Research drawing on LSSSE data undertaken since 2010 is the focus of the following publications: Carole Silver, *Getting real about globalization and legal education: potential and perspectives for the U.S.*, 24 STANFORD L. & POL. REV. 457 (2013); Carole Silver, Louis Rocconi, Heather Haeger, Lindsay Watkins, *Gaining from the System: Lessons from the Law School Survey of Student Engagement About How Students Benefit From Law School*, 10 U. OF ST. THOMAS L. REV. 286 (2012 forthcoming); Carole Silver, Amy Garver, Lindsay Watkins, *Unpacking the Apprenticeship of Professional Identity and Purpose: Insights from the Law School Survey of Student Engagement*, 17 THE J. OF THE LEGAL WRITING INST. 373 (2011). Current research and working papers drawing on LSSSE data are the following: Heather Haeger and Louis Rocconi, *Beyond the numbers: How to create a diverse environment in law school* (working paper and proposal for American Educational Research Association Conference (2014)); Louis Rocconi and Carole Silver, *Educating Lawyers to Figure and Finance: learning about business and financial concepts and quantitative analysis in law school* (working paper (2013)); Gabriele Plickert and Carole Silver, *Diversity in Action: The Role of Diversity in Explaining Law Students' Experiences* (working paper presented at the American Bar Foundation Research Group in Legal Diversity Workshop (May 2013); annual meeting of the Law & Society Association (May-June 2013); and Legal Ethics Shmooze, Fordham Law School (June 2013)); Heather Haeger and Carole Silver, *Gender and justice: The impact of gender on legal education* (working paper presented at annual conference of American Educational Research Association (2013)); Heather Haeger, *Helping Law Students Become Lawyers: Understanding career preparation and support for law students* (working paper presented at Association for the Study of Higher Education Conference (2012)); Heather Haeger and Louis Rocconi, *An Examination of Students' Personal and Academic Development in Law School* (working paper presented at Association for the Study of Higher Education Conference (2012)); Xiaobing Cao, Mike Rogers and Heather Haeger, *An Exploratory Study of the Relationships between the Law School Survey of Student Engagement and Law School Outcomes* (poster presentation at Association for Institutional Research (2012)); See also Carole Silver and Lindsay Watkins, *The Law School Survey of Student Engagement: Helping Law Schools Understand What's Working (and What's Not)*, 81 THE BAR EXAMINER 14 (2012) (providing a general overview of LSSSE).

⁷"Frequently" results from combining the top two response categories, "often" and "very often."

⁸"Satisfied" results from combining the top two response categories, "very satisfied" and "satisfied."

⁹"Substantially" results from combining the top two response categories "very much" and "quite a bit."

¹⁰See generally, Ann Southworth, *Students Need to Learn About the Profession They're Joining*, AMERICAN BAR ASSOCIATION JOURNAL (10/15/2009) ("Most law schools do too little to educate their students about the legal profession and to help them find their places within it. Legal education generally emphasizes legal analysis and the content of law, divorced from the real-life settings in which lawyers practice."); William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond and Lee S. Shulman, *EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW* (2007) at p. 135 (describing the importance of "encounter[ing] appealing representations of professional ideals" in order to support the development of professional identity for law students).

¹¹These themes are the focus of two of four "Engagement Indicators" developed by LSSSE in 2013. The other Engagement Indicators investigate student-faculty interaction and the supportiveness of the law school environment. For more information on the development and statistical properties of Engagement Indicators, see lssse.iub.edu/engagementindicators.cfm.

¹²Elizabeth Mertz, *LANGUAGE OF LAW SCHOOL: LEARNING TO "THINK LIKE A LAWYER"* (Oxford 2007) at p. 3.

¹³Frederick Schauer, *THINKING LIKE A LAWYER* (Harvard 2009) at p. xi.

¹⁴See Silver et al., *Gaining from the System*, supra n. 6 (describing the use of self-reported gains); Robert Gonyea, Amber Miller, *Clearing the AIR* about the self-reported gains in institutional research, 150 NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH 99 (2011).

¹⁵See *id.*

¹⁶See Douglas Belkin, *How to Get College Tuition Under Control*, WALL ST. J. (10/8/2013) avail. at <http://online.wsj.com/article/SB10001424127887324549004579068992834736138.html#printMode?KEYWORDS=lyall> (interview with Professor Rudy Fichtenbaum, among others, who attributed rising tuition and costs to "the metastasizing army of administrators with bloated salaries").



PARTICIPATING LAW SCHOOLS: 2004–2013

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

Arizona Summit Law School
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, 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,
Los Angeles
School of Law
Los Angeles

University of La Verne
College of Law
La Verne

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

DePaul University College of Law
Chicago

Northwestern University
School of Law
Chicago

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

Boston College Law School
Newton

Harvard University Law School
Cambridge

Northeastern University
School of Law
Boston

Suffolk University Law School
Boston

University of Massachusetts
School of Law
Dartmouth

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 MEXICO

The University of New Mexico
School of Law
Albuquerque

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
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
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 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
The University of Texas
School of Law
Austin

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 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

WEST VIRGINIA

West Virginia University
College of Law
Morgantown

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
University of Tasmania
Faculty of Law
Hobart, TAS

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
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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
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Law School Survey of
Student Engagement