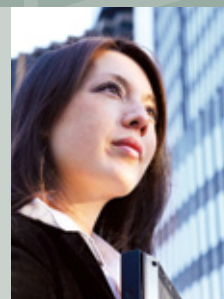


LSSSE

Law School Survey of
Student Engagement



2008 Annual Survey Results

Student Engagement in Law School: Preparing 21st Century Lawyers



Law School Survey of
Student Engagement

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

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Foreword

“Thinking Like a Lawyer” is Not Enough

Modern learning research has shown repeatedly that individuals learn best when they receive feedback in ways that enable them to use that knowledge effectively in achieving their learning goals. The same is true of groups, such as project teams in workplaces, and of entire organizations. The challenge on this level is more complex, however, because it involves transforming an organization from one that simply replicates past practice into one that is able to use information about its performance to better reach its goals. In the worlds of business and organizational research, this is the Holy Grail: the development of a high-performing “learning organization.”

One key to the performance of a learning organization is finding and fostering effective leadership. Another is a reliable source of information about current performance and, especially, about

This would be of great value at any time. Today, however, law schools have begun to expand their educational goals and sharpen their learning objectives beyond training students to “think like a lawyer” to encompass other dimensions of preparing competent and committed legal professionals. To some degree, the expansion in learning goals is probably being driven by competitive pressures, since legal education is an intensely competitive field. But it also represents a response to what is perceived as a more demanding social and economic environment, one in which legal transactions are pervasive and in which, therefore, legal personnel are ever more important. Various voices have been calling for such an expansion of educational goals in recent years. More attention to cultivating legal professionalism and the enhancement of legal skills to ensure a more efficient transition from school to practice are outcomes that need new attention within this expanded awareness of the educational mission of the legal academy.

“The Law School Survey of Student Engagement (LSSSE) has become a valuable resource for legal education precisely because it provides the kind of feedback that law schools need in order to enhance the achievement of their core educational mission.”

means toward enhancing that performance. The Law School Survey of Student Engagement (LSSSE) has become a valuable resource for legal education precisely because it provides the kind of feedback that law schools need in order to enhance the achievement of their core educational mission. By researching law school practices of teaching and learning that correlate with desirable learning outcomes, LSSSE can enable any law school to make fuller sense of the components that go into achieving its educational outcomes. The annual reports and customized institutional reports also provide schools with several relevant reference groups: institutions of similar and different types with which to compare themselves along a variety of dimensions having to do with teaching and learning. In these ways, LSSSE provides law schools with revealing, and otherwise unobtainable, data about their performance.

One of the strengths of the 2008 Report is that it includes an experimental set of questions — not previously emphasized in LSSSE studies — that ask students to reflect on three areas of their law school experience. These include the settings and types of institution most conducive to enhancing students’ development as ethical professionals, the kinds of teaching and learning that are most effective in the area of legal writing and problem-solving skills, and how laptop computers figure as learning tools in the experience of different types of students. Some of the findings in these areas confirm common perceptions, while others should prompt new thoughts or at least increased reflection.

Laptop computer use and its educational implications have sometimes generated heated debate among legal educators. LSSSE findings show that student use of laptops for keeping and reviewing notes and calling up previously briefed cases goes together with high levels of engagement in courses. So when used



effectively, laptops may well enhance learning, rather than being a substitute for other kinds of course engagement or simply a distraction.

In the crucial area of legal writing, the 2008 findings are more complex and unsettling. Nearly half of responding students reported that they have not had enough practice in developing their legal writing skills in situations matching or approximating real-world legal practice. At the same time, students reported that such practice-oriented writing assignments were particularly effective in enhancing their legal research and communication skills. So, while in aspiration much of legal education is starting to move beyond an exclusive focus upon “thinking like a lawyer,” in practice the schools generally have a long way to go to make those aspirations real achievements.


The questions about how schools foster professionalism resulted in perhaps the most intriguing finding. The size of the student body as well as mission of the school turns out to matter significantly for the formation of ethically cognizant and public-oriented lawyers. Students at smaller schools and those with religious affiliation do best in these important areas. In this as in the case of legal writing, this year’s LSSSE findings are important feedback for legal educators bent on improvement.

William M. Sullivan

Senior Scholar

The Carnegie Foundation for the Advancement of Teaching

“This year’s LSSSE findings are important feedback for educators bent on improvement.”



Director's Message

Law School Fundamentals Matter

Legal education is under scrutiny. One recent example is the amount of attention garnered by the insightful 2007 tome, *Educating Lawyers*. One of the authors is William Sullivan, a senior scholar at The Carnegie Foundation for the Advancement of Teaching and a member of the Law School Survey of Student Engagement (LSSSE) Advisory Board. He and his colleagues thoroughly examined the structure and culture of law schools and the law student experience, concluding that in general law schools do certain things very well, such as teaching students to “think like lawyers.” Much of the groundwork for this is laid in the first year — widely acknowledged to be the most difficult and challenging. A second observation by Sullivan et al. borne out by LSSSE findings is that the subsequent years of law school are not nearly as challenging and potentially transformative as the first year. As a result, the impact of legal training is not as profound as it could and should be. *Educating Lawyers* contains suggestions for how to revise law school curricula to more fully engage law students in their legal training and enrich the overall law student experience. One such change is to place more emphasis on developing the ethical and professional attributes needed to effectively practice law today. In this, the fifth annual LSSSE report, we are fortunate to have Bill Sullivan’s perspective on how law schools can profitably use student engagement data.

Since its introduction in 2003, 148 different law schools administered LSSSE at least once. Seventy-six schools have participated more than once, and 13 have used LSSSE every year. With nearly 30,000 law students from 85 law schools responding in 2008, LSSSE enjoyed another record-setting year. Now, the LSSSE database includes information from more than 117,000 law students about the quality of their legal education viewed through the lens of engagement in educationally purposeful activities — those experiences inside and outside the classroom thought to be linked to high levels of performance in law school and outcomes considered desirable for practicing law.

Taken together, the informed observations in *Educating Lawyers*, the growing number of law schools using their student engagement results to improve, and calls from others such as CLEA’s Best Practices Project, last year’s AALS plenary “Rethinking Legal Education for the 21st Century,” and conferences like Legal Education at the Crossroads echoing

similar themes seem to be having an effect. More than a few law schools are re-evaluating their professional responsibility course requirements and adding clinical offerings in the second and third years, activities that are linked to higher levels of student engagement.

To increase the utility of LSSSE as a tool to document the quality of the law student experience, we developed a set of items to assess the degree to which students think their legal education emphasizes ethical and professional development and to identify the conditions that seem to be most effective in doing so. In addition to increasing our understanding of this important aspect of law school preparation, LSSSE data also make it possible for schools to track changes over time in this and other areas by comparing how students respond following the introduction of curricular modifications with student engagement results from earlier years. As noted later in this report, LSSSE staff are available to consult with law schools about how to use their LSSSE findings in this way.

Improving Legal Writing

Innovation is essential to making sure the law school curriculum is responsive to the rapidly changing, increasingly complex legal environment. At the same time, effective legal training must be rooted in such timeless fundamentals as helping students acquire the strong conceptual, analytical, and writing skills demanded by the profession. Despite near-universal agreement on the value of these skills and competencies, legal writing, for example, is typically featured primarily in the first year, and viewed by students as a sidebar in their doctrinal classes. The low value placed on writing is symbolized by the facts that relatively few legal writing faculty are tenured or in a tenure-eligible role and are often paid less than other faculty members.¹ Nonetheless, good lawyers must be good legal writers; it is a skill that will serve students well as they transition to the practice of law according to results from the *After the JD* study.²

To better understand students’ experiences with legal writing, we supplemented the core LSSSE questionnaire that asks about the number of papers of various lengths students write during law school with items that ask specifically about the nature of their writing assignments. These tailored questions focus on two areas: (1) assignments that are essentially academic in



nature such as research papers and notes for publication, and (2) assignments that are practice-oriented such as memoranda or appellate briefs. As you will see later in this report, after correlating the writing activities with students' self-reported gains, students who did more writing in both categories gained more from their law school experience. In addition, students were asked whether they would welcome more opportunities to practice and refine their legal writing. It may surprise some that a substantial proportion of students — more than a third — wanted such opportunities.

engaged overall than students who use their laptops and other devices to instant message or surf the Web. In fact, those students who use their computers during class the most to do legitimate academically related work are the most engaged.

The LSSSE project and this report are collaborative efforts. We are indebted to the IU Center for Survey Research staff who flawlessly administer the annual Web-based questionnaire, continuously improving the process from one survey cycle to the next. Special thanks to the LSSSE Advisory Board who give

“Innovation is essential to making sure the law school curriculum is responsive to the rapidly changing, increasingly complex legal environment.”

In terms of the higher order mental activities associated with the trained legal mind, LSSSE asks students the extent to which their law school classes emphasized analyzing ideas, synthesizing information, applying theories and concepts to practical problems, and making judgments about the value of ideas and arguments. After examining students' responses to these questions by their LSAT quartile distributions, it turns out that students with lower LSAT scores tend to report that their courses place more emphasis on memorization. At the same time, these students generally report gaining more from their studies. LSSSE cannot control for a baseline effect — that is, students with different levels of skills and competence in these areas of performance. Even so, it appears that students with lower LSAT scores gain a good deal from their legal education. Whether these gains help them compensate later for their lower LSAT performance as reflected in bar passage rates remains to be seen.

Computer Use in Law School Classes

In addition to these topics, this year's LSSSE report also turns a spotlight on computer use in law school classes. Some faculty worry that such devices are a distraction, especially among the Millennial student cohort (a group we focused on in last year's report) who typically are much less likely to participate in class and who also spend less time reading and preparing for class compared with older students. As explained later, students who use computers to take notes or to refer to briefs are more

selflessly of their time and expertise to keep the project true to its mission. We are especially grateful to the interest and support of the Association of American Law Schools and its former executive director, Carl Monk, who served on the board since LSSSE's inception and who first suggested the idea of creating a student engagement survey for law students. Carl's sage advice and enthusiasm for the project will be missed. At the same time, Carl's departure makes way for his successor at AALS, Susan Prager, to join the board. Susan's rich background as a legal scholar, law school dean, provost, college president (where her institution used the undergraduate student engagement tool), and now AALS executive director will be of great value to LSSSE as it further solidifies its position as an authoritative source of information about the quality of the law school student experience.

We are excited about LSSSE's future and invite you to share your views about how the project can be used to improve legal education.

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

¹ Association of Legal Writing Directors Legal Writing Institute. (2004). 2004 Survey Results. Retrieved from http://www.alwd.org/surveys/survey_results/2004_Survey_Results.pdf.

² Dinovitzer, R., et al. (2004). *After the JD: First Results of a National Study of Legal Careers*. 2004 The NALP Foundation for Law Career Research and Education and the American Bar Foundation, 81.

Quick LSSSE Facts

Survey

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

Objectives

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

Partners

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

Participating Law Schools

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

Respondents and Response Rates

In 2008, more than 29,000 law students responded to the LSSSE survey. The average institutional response rate was 53%.

Audiences

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

Data Sources

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

Cost

Participation fees range from \$3,000 to \$5,000 as determined by student enrollment.

Participation Agreement

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

Figure 1 Affiliation of LSSSE 2008 Law Schools Compared with all ABA-Approved Schools

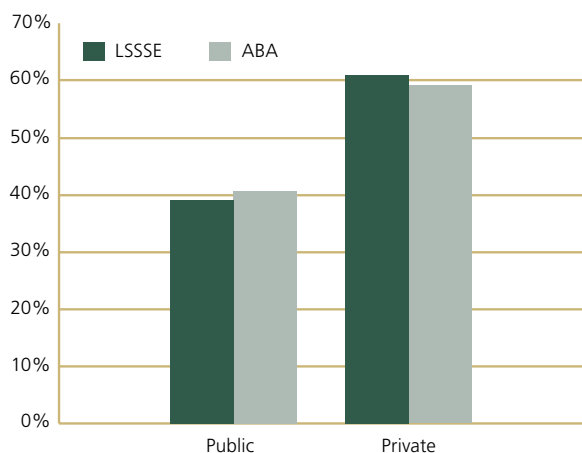
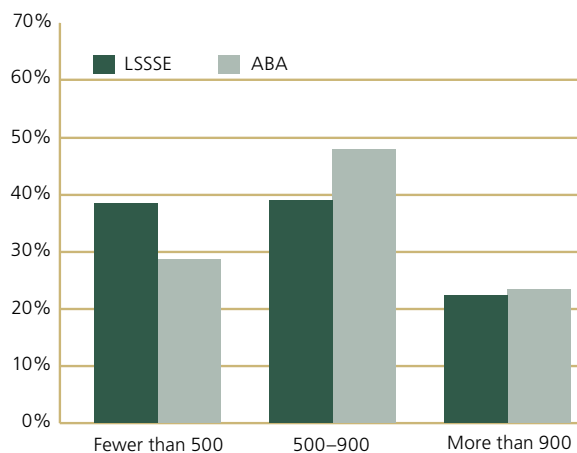


Figure 2 Size of LSSSE 2008 Law Schools Compared with all ABA-Approved Schools





Selected Results

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

The insights into the law school student experience reported in this section are based on responses from nearly 30,000 law students at 85 law schools who completed LSSSE in spring 2008. We also draw upon several sets of experimental questions appended to the survey and given to a subset of the 2008 respondents. We feature three themes.

First, we take a look at *Ethical and Professional Development in Law School*. Using a set of questions that builds on findings from the 2007 Carnegie report, *Educating Lawyers*, we asked students to reflect on the emphasis their legal education places on various aspects of legal professionalism. We also examine the settings that students find most effective for learning legal ethics, and what types of law schools are most successful in fostering ethical and professional development.

Next, we explore the factors that contribute to a successful legal education in the *Developing Legal Skills* section. Focusing on the legal writing experience, we investigate the kinds of activities that are linked to law students developing such fundamental legal skills as research, problem solving, and collaboration. We also look at how students spend their time, and how the time they spend doing various educationally purposeful activities relates to their success in law school.

Finally, we turn to *Computers in the Law School Classroom*. Students from all over the country report on how they use their laptops during class. We explore whether students who use laptops for legitimate academic activities (taking notes, briefing cases) report higher gains in certain areas. We also look at engagement levels of those students who use computers for diversion or entertainment during class.

Promising Findings

- More than 90% of first-year students regularly come to class prepared.
- Half of 3Ls participate in a clinical or pro bono project as part of a course or for academic credit.
- Nearly two-thirds of 1Ls (63%) report that they frequently work harder than they thought they could to meet the expectations of faculty members. In the second and third year, half of students say the same (52% and 47% respectively).
- The vast majority of 3Ls (85%) report that their law school substantially emphasizes spending significant amounts of time studying and on academic work.
- More than 90% of students feel that their law school contributes substantially to acquiring a broad legal education.
- Three-quarters of students (75%) feel that their law school contributes substantially to writing clearly and effectively.
- Male and female students interact with faculty members with similar frequency.

Disappointing Findings

- A quarter (25%) of 3Ls frequently come to class unprepared.
- In the first year of law school, 14% of students report that they never receive prompt feedback from professors. In the second year, this rises to 20%.
- In each year of law school, about 60% of students report that their school places a substantial emphasis on memorizing facts, ideas, or methods to repeat them in pretty much the same form.
- One in five students report that their law school gives very little emphasis to encouraging contact with students from different economic, social, or racial or ethnic backgrounds.
- Nearly a quarter of students (24%) feel that their law school places very little emphasis on providing the financial counseling they need to afford a legal education.
- Eighteen percent of students feel that their law school contributes very little to developing a personal code of values and ethics.
- Two-thirds of part-time students never work with faculty on activities other than coursework, such as committees and student life activities.

Ethical and Professional Development in Law School

The 2007 Carnegie report, *Educating Lawyers*, examined among other things the role of the law school in shaping students' professional identities. One of its conclusions was that the case-dialogue method successfully challenges and trains students to "think like a lawyer" by helping them analyze and dissect facts upon which to build legal arguments. However, the approach does little to help law students consider the social consequences and complex ethical issues that arise in legal practice. This "lack of attention to practice and inadequate concern with professional responsibility" may inadvertently hamper students' ability to transition successfully into the professional practice of law.

To better understand ethical and professional development of law students, in 2008 LSSSE added questions related to this topic. These questions augment two items on the core survey that address the extent to which law school encourages the ethical practice of law and helps future attorneys develop a personal code of values and ethics.

What we know from LSSSE

Overall, LSSSE data suggest that the law school learning environment emphasizes the ethical practice of law and — at least in part — shapes the personal values and ethical frameworks of its students (Table 1). Specifically:

- About three-quarters of all full-time law students (76%) report that their institution "substantially" (very much or quite a bit) encourages the ethical practice of law.
- Nearly half of full-time students (48%) state that their law school experience substantially contributes to their development of a personal code of values and ethics.
- Part-time students are somewhat more likely than full-time students (81% and 76% respectively) to report that their law school substantially emphasizes encouraging the ethical practice of law.

To further explore how and to what extent law school influences students' professional and ethical development, we asked about the contexts in which these concepts were introduced, and what settings and activities contribute to this aspect of legal education.

"Full-time law students consistently rate doctrinal classes as the least effective means of teaching various aspects of legal ethics, rating their formal professional responsibility classes as the most effective."

Table 1 Percent of Students Reporting That Law School Substantially* Emphasizes or Contributes to Their Ethical Development

| Full-Time Student Responses | 1L | 2L | 3L |
|--|-----|-----|-----|
| Institution emphasizes encouraging the ethical practice of law | 77% | 76% | 75% |
| Student's personal experience at law school contributes to developing a personal code of values and ethics | 47% | 48% | 48% |
| Part-Time Student Responses | | | |
| Institution emphasizes encouraging the ethical practice of law | 82% | 79% | 82% |
| Student's personal experience at law school contributes to developing a personal code of values and ethics | 51% | 49% | 52% |

*Includes those students who responded "very much" or "quite a bit."

Table 2 Percent of Full-time Students Reporting That Select Activities and Settings Substantially* Contribute to Learning Legal Ethics by Gender

| Activities and Settings | Men | | | Women | | |
|-------------------------------------|-----|-----|-----|-------|-----|-----|
| | 1L | 2L | 3L | 1L | 2L | 3L |
| Doctrinal classes | 44% | 31% | 31% | 42% | 33% | 32% |
| Professional responsibility courses | 58% | 62% | 63% | 60% | 66% | 59% |
| Clinics | 43% | 60% | 64% | 56% | 75% | 77% |
| Paid legal work | 50% | 50% | 52% | 52% | 57% | 58% |
| Externships/internships | 56% | 55% | 52% | 58% | 61% | 62% |

*Includes those students who responded "very much" or "quite a bit."



How often do law students encounter ethical issues in their coursework or reflect on their own values?

- Fewer than half of students (42%) indicate that they frequently discuss ethical issues embedded in cases during doctrinal classes.
- Similarly, fewer than half of students (47%) indicate that they frequently reflect on their professional ethics and responsibilities.
- Almost a tenth (9%) of full-time 3L male students and 8% of their female peers report that they never engage in such self-reflection regarding their professional ethics and responsibilities.

Which types of academic settings and activities do students say are most effective for learning legal ethics?

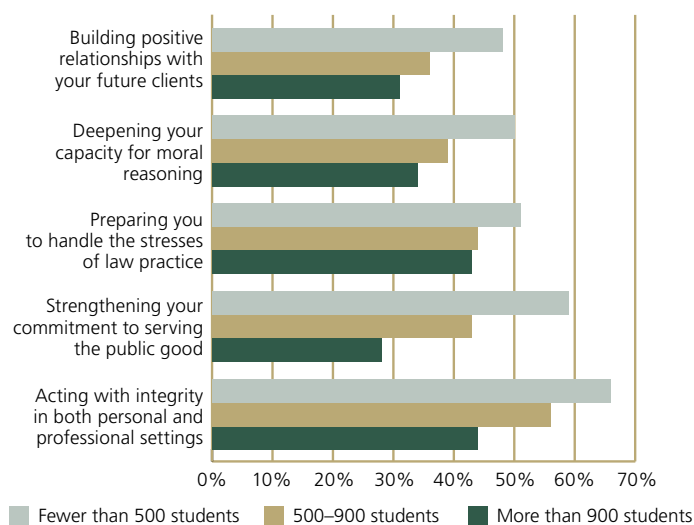
Full-time law students consistently rate doctrinal classes as the least effective means of learning various aspects of legal ethics, rating their formal professional responsibility classes as the most effective. Male and female students differ, however, in the extent to which they find other settings effective. Women are more likely than men to report that clinics are effective settings for learning legal ethics (77% of female 3Ls compared to 64% of male 3Ls). Similarly, about 3 of 5 female 3Ls report that paid legal work and extern or internship opportunities (58% and 62% respectively) are effective settings for ethical training, compared to about half (52%) of male 3Ls (Table 2).

To what extent do 3L students feel that their law school experience promotes various aspects of legal and ethical development?

The effectiveness of law schools in fostering students' ethical development varies by institutional factors such as size of the student body (Figure 3) and law school affiliation (Figure 4). Students attending smaller law schools and religiously affiliated law schools are more likely to report that their overall law school experience contributes substantially to their professional development in various ways, including:

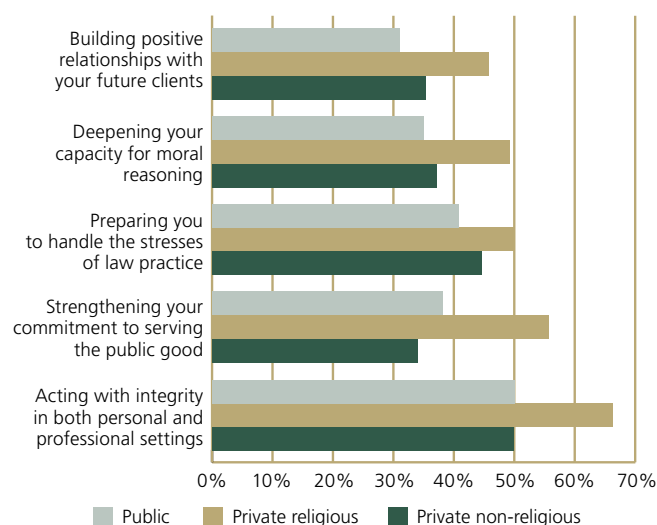
- ability to build relationships with future clients
- capacity for moral reasoning
- ability to handle stress
- commitment to serving the public good
- ability to act with integrity in personal and professional settings

Figure 3 Percent of Full-time 3Ls Reporting Their Law School Experience Contributes Substantially* to Select Areas of Professional Development by Law School Enrollment



*Includes those students who responded "very much" or "quite a bit."

Figure 4 Percent of Full-time 3Ls Reporting Their Law School Experience Contributes Substantially* to Select Areas of Professional Development by Law School Type



*Includes those students who responded "very much" or "quite a bit."

Developing Legal Skills

Legal educators are faced with the complex task of preparing students for the practice of law. By the time they graduate, law students must be prepared to serve their clients, and they must have developed a sense of ethical and professional responsibility that will deepen throughout their careers as attorneys, judges, and public servants. At the same time, legal education must help students acquire the core competencies of legal writing and research, critical and analytical thinking, and cooperation with colleagues. Here, we explore the law school activities and experiences that are related to honing these skills.

Legal Writing

Legal writing is a cornerstone of legal education. Our results indicate that most students have ample opportunity to practice their legal writing skills. For example:

- Nearly 85% of students write at least one medium length paper during the academic year, and 70% write at least one paper of 20 or more pages.
- Two-thirds of students (62%) frequently prepare multiple drafts of papers or assignments.
- Nearly three-quarters of students (72%) report that their writing assignments frequently require them to integrate ideas and information from various sources.

Even so, results indicate there is room for improvement. More than a third of all students (37%) report that they wished there were more opportunities to do practice-based legal writing during their studies. Only one in three students (36%) agree that their legal writing assignments help them to learn substantive law by providing an opportunity to work through concepts and ideas. Finally, nearly half of students (45%) report that their legal education does not contribute substantially to their ability to apply legal writing skills in real-world situations.

Table 3 Relationship¹ Between Numbers of Pages Written² and Self-reported Gains in Select Areas

| Self-reported Gains | Pages Written |
|--|---------------|
| Legal research skills | ++ |
| Writing clearly and effectively | ++ |
| Acquiring job- or work-related knowledge or skills | + |
| Applying your legal writing skills to real-world solutions | ++ |
| Adapting your own writing style to legal writing | ++ |

¹ Institutional-level controls include size, selectivity, and affiliation; student-level controls include class, gender, enrollment status, transfer status, undergraduate grades, race, U. S. citizenship, sexual orientation, number of credit hours taken, LSAT score, grades in law school, debt, day or night enrollment, enrollment in a joint degree program.

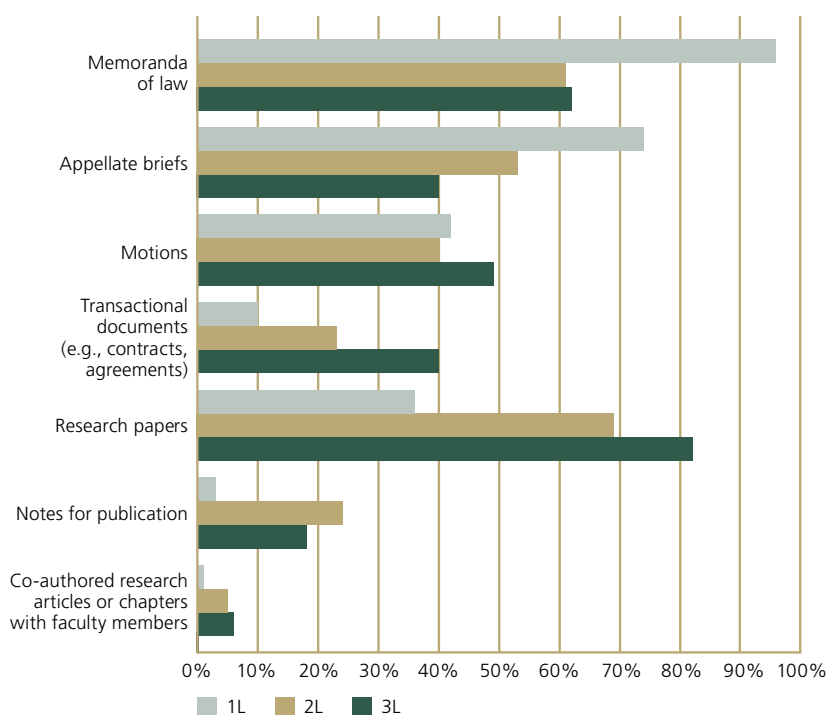
² Number of pages written is determined by combining reports of how many papers of various lengths students wrote during the current academic year.

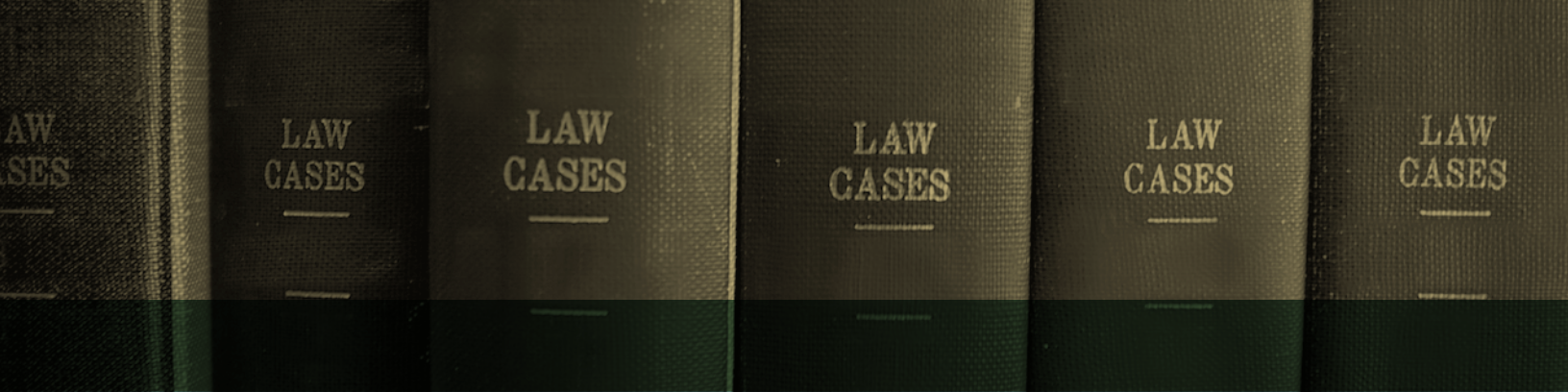
+ p<.001, ++ p<.001 and Unstd. B>.1.

Because both the outcome and predictor variables were standardized, unstandardized B reflects the relative importance of the prediction variables.

Unstd. B indicates the standard deviation unit change in the outcome associated with one standard deviation unit change in the predictor, holding all other predictors constant statistically.

Figure 5 Percent of Students Completing at Least One Writing Assignment by Class





Generally speaking, students who write more (reflected by the number of writing assignments completed and the number of pages written during the current academic year) are more likely to report higher gains in legal research skills and the ability to write clearly and effectively. In addition, students who write more are also more likely to report that law school contributes to their ability to acquire skills that will be useful in the practice of law, and to apply their legal writing skills to real-world situations (Table 3).

In 2008, LSSSE asked a subset of law students how many and what type of writing assignments they completed during their legal education (Figure 5). These writing assignments fall into two categories: academic papers and practice-oriented assignments. The former category includes research papers, notes for publication, and co-authored research articles with faculty members. The latter includes memoranda, appellate briefs, motions, and transactional documents.

Results indicate that law schools emphasize different types of writing during each year of law school. For example, most 1Ls

have an opportunity to write a memo, while most 3Ls write at least one research paper (Figure 5). First-year students report completing more practice-oriented assignments than academic papers, while 3Ls complete more of both types of writing assignments than their 1L and 2L counterparts. Although both types of writing assignments are related to gains in important skills, practice-oriented writing assignments are more highly related to gains in nearly all areas, including legal research, clear and effective writing, application of skills to real-world situations, and the acquisition of job- or work-related skills (Table 4, Figure 6).

Basic Legal Skills

The LSSSE core survey asks students to report the extent to which the law school experience contributes to their development of a variety of basic legal skills. Most students feel that their law school places a substantial emphasis on analysis, synthesis, judgment, and application, while fewer students report that their law school emphasizes memorizing ideas or facts to repeat them in pretty much the same form (Table 5). These results suggest the curriculum is preparing students to “think like lawyers.”

Table 4 Relationship¹ Between Practice-oriented² and Academic³ Writing Assignments and Self-reported Gains in Select Areas

| Self-reported Gains | Practice-oriented Assignments | Academic Papers |
|---|-------------------------------|-----------------|
| Legal research skills | ++ | + |
| Writing clearly and effectively | ++ | + |
| Acquiring job- or work-related knowledge or skills | ++ | + |
| Thinking critically and analytically | + | + |
| Applying your legal writing skills to real-world situations | ++ | + |
| Adapting your own writing style to legal writing | ++ | + |

¹ Institutional-level controls include size, selectivity, and affiliation; student-level controls include class, gender, enrollment status, transfer status, undergraduate grades, race, U. S. citizenship, sexual orientation, number of credit hours taken, LSAT score, grades in law school, debt, day or night enrollment, enrollment in a joint degree program.

² Practice-oriented writing assignments include memoranda of law, appellate briefs, motions, and transactional documents.

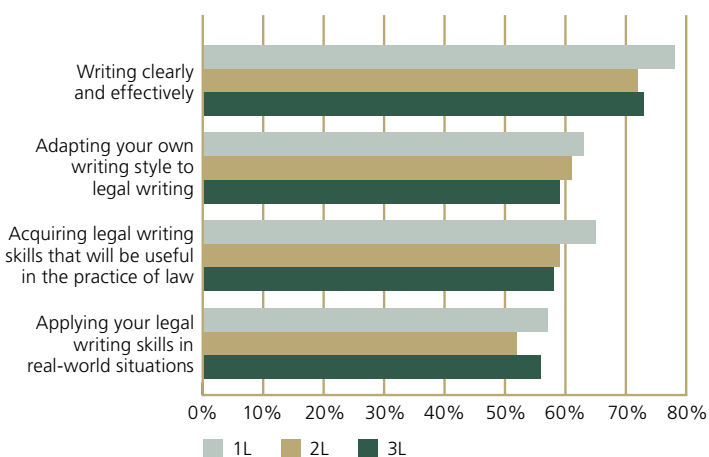
³ Academic papers include research papers, notes for publication and co-authored research articles or chapters with faculty members.

+ p<.001, ++ p<.001 and Unstd. B>.1.

Because both the outcome and predictor variables were standardized, unstandardized B reflects the relative importance of the prediction variables.

Unstd. B indicates the standard deviation unit change in the outcome associated with one standard deviation unit change in the predictor, holding all other predictors constant statistically.

Figure 6 Percent of Students Reporting Substantial* Gains in Legal Writing by Class



*Includes those students who responded “very much” or “quite a bit.”

Developing Legal Skills (continued)

Among 1Ls, however, students with lower LSAT scores are more likely than other students to report that law school substantially emphasizes memorization. More than two-thirds of 1Ls (68%) with LSAT scores in the bottom quartile (151 or below) report that law school substantially emphasizes memorization, compared with only about half (52%) of their peers with scores in the top quartile (161 or above). Such a finding may indicate that more academic support is needed for first-year students with lower entering credentials to help them develop appropriate study skills. At the same time, 1Ls with lower LSAT scores are more likely than other students to report gaining more in a host of areas (Table 6), suggesting that these students are making important personal and professional strides in the first year.

Time on Task

Time on task is a meaningful component of effective learning (Chickering & Gamson, 1987; Dessem, 1999). Though each year of law school typically adheres to the same basic pedagogical approach, how students spend their time each year differs. For example, while first-year students devote more time to class preparation, second and third years devote more time to co-curricular activities, clinics, and practicums (LSSSE 2007 Annual Survey Results). Some other notable differences in subpopulations of students include:

- First-year students spend more time doing assigned reading than 2Ls and 3Ls, but all students spend similar amounts of time on class preparation activities such as briefing cases and outlining.
- Students who report higher law school grades spend more time participating in co-curricular activities.
- Students with higher LSAT scores spend less time studying.
- Students who enter law school immediately after earning a bachelor's degree spend less time studying and more time socializing.

Knowing more about how different types of students prepare for class can help legal educators craft appropriate and effective academic support programs.

Table 5 Percent of Full-time Students Reporting That Their Coursework During the Current School Year Places a Substantial* Emphasis on Select Mental Activities

| Mental Activities | 1L | 2L | 3L |
|--|-----|-----|-----|
| Memorizing facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form | 61% | 60% | 57% |
| Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components | 94% | 89% | 88% |
| Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships | 85% | 78% | 74% |
| 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 | 74% | 69% | 67% |
| Applying theories or concepts to practical problems or in new solutions | 87% | 82% | 80% |

*Includes those students who responded “very much” or “quite a bit.”

Table 6 Percent of Full-time 1Ls Reporting That Law School Substantially* Contributes to Their Development in Select Areas by LSAT Score Quartiles

| | Low LSAT Quartile (120-151) | High LSAT Quartile (161-180) |
|---|-----------------------------|------------------------------|
| Speaking clearly and effectively | 68% | 57% |
| Using computing and information technology | 60% | 45% |
| Working effectively with others | 50% | 36% |
| Understanding yourself | 66% | 52% |
| Understanding people of other racial and ethnic backgrounds | 37% | 25% |
| Solving complex real-world problems | 56% | 50% |
| Developing a personal code of values and ethics | 54% | 41% |
| Contributing to the welfare of your community | 44% | 37% |

*Includes those students who responded “very much” or “quite a bit.”

Computers in the Law School Classroom

Computer use has become *de rigueur* in most law school classes, with students using laptops for note-taking and quick reference to case briefs. Some law faculty worry, however, that the technology distracts students, especially in classrooms with high-speed Internet access. This year, we asked students how frequently they use their laptops during class for various types of activities. These activities fall into two main categories: class-oriented use and diversionary use. Class-oriented computer use in class includes taking notes, refreshing one's memory by reviewing notes from past lectures, reading a case brief that the student had previously prepared, and accessing LexisNexis or Westlaw. Diversionary computer use in class includes surfing the Web, e-mailing, or instant messaging.

Table 7 Percent of 1L Students¹ With High² Levels of Computer Usage Who Frequently³ Participate in Select Activities

| Activities | High Diversionary ⁴ Computer Use | High Class-Oriented ⁵ Computer Use |
|---|---|---|
| Asked questions in class or contributed to class discussions | 45% | 54% |
| Came to class without completing readings or assignments | 10% | 5% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | 44% | 52% |
| Worked harder than you thought you could to meet faculty members' standards or expectations | 62% | 73% |

¹ Includes full-time, 1L students at U.S. law schools.

² Students with high computer usage were identified as students whose composite score of designated uses fell at or above the 75th percentile.

³ Students who responded "often" or "very often" are considered frequent participants.

⁴ Diversionary computer use during class includes: e-mailing, surfing the Web, instant messaging.

⁵ Class-oriented computer use during class includes: using LexisNexis/Westlaw, taking notes, refreshing students' memory by looking at notes from past reading or lectures, and reading a case brief students prepared.

As expected, those students who more frequently engage in class-oriented computing activities are more likely to participate in class discussions, synthesize concepts from different courses, and work hard to meet faculty expectations than students who frequently participate in diversionary computing activities. Students in the former group are also slightly less likely to come to class unprepared (Table 7). But students who report high levels of class-oriented computer use are also more likely to participate in class and work hard to meet expectations than students with lower levels of class-oriented computer use, suggesting that when used for academic purposes, computers in the classroom can be an asset to student engagement (Table 8). In fact, class-oriented computer use correlates highly with self-reported student gains in a variety of areas, including critical and analytical thinking (Table 9).

As students progress through law school, they are less likely to use laptops for educationally purposeful activities, such as accessing case briefs that they had personally prepared. For example, 3Ls are more likely to use laptops to e-mail, surf the Web, and instant message (Figure 7). Perhaps this is not surprising, as use of the Socratic method decreases and students rely less and less on case briefs.

Table 8 Percent of 1L Students¹ with High² and Low³ Levels of Class-oriented Computer Use Who Frequently⁴ Participate in Select Activities

| Activities | Low Class-Oriented ⁵ Computer Use | High Class-Oriented Computer Use |
|---|--|----------------------------------|
| Asked questions in class or contributed to class discussions | 51% | 54% |
| Came to class without completing readings or assignments | 9% | 5% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | 42% | 52% |
| Worked harder than you thought you could to meet faculty members' standards or expectations | 56% | 73% |

¹ Includes full-time, 1L students at U.S. law schools.

² Students with high computer usage were identified as students whose composite score of the designated uses of computers in class fell at or above the 75th percentile.

³ Students with low computer usage were identified as students whose composite score of the designated uses fell at or below the 25th percentile.

⁴ Students who responded "often" or "very often" are considered frequent participants.

⁵ Class-oriented computer use during class includes: using LexisNexis/Westlaw, taking notes, refreshing students' memory by looking at notes from past reading or lectures, and reading a case brief students prepared.

Computers in the Law School Classroom (continued)

Table 9 Relationship¹ Between Class-oriented and Diversionary Computer Use in Class and Students' Perceptions of How Their Experience at Law School Contributes to Gains in Various Areas

| Self-reported Gains | Class-Oriented ² Computer Use | Diversionary ³ Computer Use |
|---|--|--|
| Acquiring a broad legal education | ++ | -- |
| Acquiring job- or work-related knowledge and skills | ++ | - |
| Writing clearly and effectively | ++ | -- |
| Speaking clearly and effectively | ++ | - |
| Thinking critically and analytically | ++ | - |
| Using computing and information technology | +++ | - |
| Developing legal research skills | ++ | -- |
| Working effectively with others | +++ | - |
| Learning effectively on your own | ++ | - |

¹ Institutional-level controls include size and affiliation; student-level controls include class, gender, enrollment status, transfer status, undergraduate grades, race, U. S. citizenship, sexual orientation, number of credit hours taken, LSAT score, grades in law school, debt, day or night enrollment, enrollment in a joint degree program.

² Class-oriented computer use during class includes: using LexisNexis/Westlaw, taking notes, refreshing students' memory by looking at notes from past reading or lectures, and reading a case brief students prepared.

³ Diversionary computer use during class includes: instant messaging, e-mailing, and surfing the Web.

Key:

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

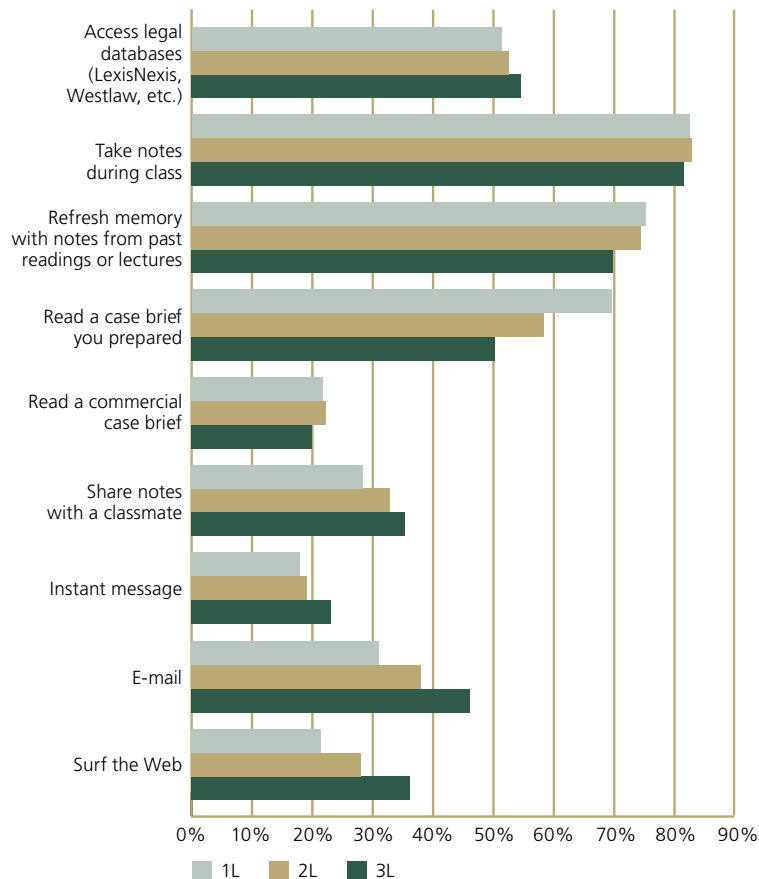
- indicates a significant ($p < .001$) and negative predictor

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

Because both the outcome and predictor variables were standardized, unstandardized B reflects the relative importance of the prediction variables.

Unstd. B indicates the standard deviation unit change in the outcome associated with one standard deviation unit change in the predictor, holding all other predictors constant statistically.

Figure 7 Percent of Students¹ Who Frequently² Use a Computer for Select Activities by Class



¹ Includes students at U.S. law schools.

² Students who reported that they participate in an activity "often" or "very often" are considered frequent participants.

"As students progress through law school, they are less likely to use laptops for educationally purposeful activities, such as accessing case briefs that they had personally prepared."



Supporting Materials

Resources

Association of Legal Writing Directors Legal Writing Institute. (2004). 2004 Survey Results. Retrieved from http://www.alwd.org/surveys/survey_results/2004_Survey_Results.pdf.

Chickering, A.W., Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*, 39(7), 3–7.

Dessem., R. L. (1999). Principle 5: Good Practice Emphasizes Time on Task. *Journal of Legal Education*, 49(3), 430-440.

Dinovitzer, R., et al. (2004). *After the JD: First Results of a National Study of Legal Careers*. The NALP Foundation for Law Career Research and Education and the American Bar Foundation.

Law School Survey of Student Engagement. (2008). *Student Engagement in Law Schools: Knowing Our Students*. Bloomington, IN: Indiana University Center for Postsecondary Research.

Sullivan, William M., Colby, Anne, Wegner, Judith Welch, Bond, Lloyd, Shulman, Lee S. (2007). *Educating Lawyers: Preparation for the Profession of Law*. San Francisco: Jossey-Bass.

Supporting Materials on the LSSSE Web Site

Visit LSSSE's Web site at www.lssse.iub.edu to find more detailed information on the 2008 Annual Survey and the following resources:

- Copy of the LSSSE survey instrument
- Information about all participating law schools
- Frequency reports of student responses presented by class year with comparisons based on school size, school affiliation, and the entire LSSSE 2008 cohort
- Presentations from national conferences and law school workshops
- Registration information for the LSSSE 2009 administration
- Accreditation Toolkit
- Working with LSSSE Data: A Facilitator's Guide

LSSSE Law School Participation Agreement

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

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



Using LSSSE Data

LSSSE provides information that faculty, staff, and others can use to improve the quality of the law school experience. This section offers a sampling of such applications.

Starting a Conversation about School Improvement

Santa Clara University School of Law knows that one important facet of any effort to improve the law school experience is inviting suggestions from its students. Accordingly, Santa Clara has shared its LSSSE data with students. Students at Santa Clara respond to several campus-based surveys each year in addition to LSSSE. To maintain student interest and to achieve high response rates, Santa Clara discusses the results of these questionnaires with students (LSSSE data are posted on the school's intranet site) and asks for their feedback about the meaning of the findings and how the school might modify its policies and practices. In 2008, Santa Clara invited LSSSE to campus to discuss student engagement and Santa Clara results with a group of students. Students were interested to learn more about what their classmates had to say about the law school experience, and how responses from students at Santa Clara differed from those of law students across the country.

Benchmarking Performance and Improvement

Part of the value of LSSSE data is being able to compare your school's results with those of similar schools. **Southwestern University Law School** identifies two different sets of comparison schools to get different perspectives on student engagement at the law school. One group includes what it considers to be its true "peers" — law schools similar in admissions standards, size and school mission. The second set includes aspirational peers — schools that Southwestern feels are providing high quality legal education. Using these two comparison groups allows Southwestern to better understand what it might do to enhance the engagement of its students.

Linking LSSSE Data to Other Metrics

The **University of Dayton School of Law** is linking two years of student employment and student bar pass statistics with its LSSSE data. This approach will allow Dayton to examine the relationships between various measures of student engagement and widely recognized outcomes measures. Administrators will be able to determine whether students who report higher levels of engagement in certain areas are more successful on the bar exam, and whether they are more likely to be employed following graduation. **Baylor University School of Law** and

Indiana University Maurer School of Law – Bloomington are planning to conduct similar analyses.

Setting Goals

Identifying survey items that comport with high priority issues at your law school is an excellent way to call attention to the value of student engagement to law school performance. At **Florida Coastal School of Law**, administrators identified key mission-relevant questions with the goal of improving mean scores for those items over the next few years. Coastal is working to develop a strategy to improve the quality of their programs in these areas and will monitor its progress by administering LSSSE annually.

Phoenix School of Law and **Charlotte School of Law** are evaluating their performance by developing scales of survey items. Grouping responses to subsets of items that deal with a similar theme into a scale gives the administration a snapshot of how well the school is performing in the respective area. This approach is particularly helpful for comparing results from several years. For example, it may be overwhelming to look at eight separate survey items all related to student-faculty interaction. By combining all eight items into one score, administrators can quickly determine when comparing several years' worth of data whether student-faculty interaction is increasing, decreasing, or remaining stable over time.

Charting Progress Over Time

More and more law schools have several years of LSSSE data. By examining mean responses from several years, administrators are able to determine whether changes have taken place, and what areas deserve more attention. For some areas of student engagement, schools would expect relatively stable responses from one year to the next, such as students devoting similar amounts of time to co-curricular programs from year to year. On the other hand, schools that have devoted time and energy to improving certain aspects of their programs and services will want to see a rise in mean scores for those items. For instance at Santa Clara, students' dissatisfaction with financial services convinced the school to create its own financial aid department. As a result, student satisfaction with financial aid increased as reflected by LSSSE data.

Stetson University College of Law is among the many law schools using multiple years of findings to track changes over time. Some schools have administered LSSSE several times



and employed different sets of comparison schools each year. To increase the value of their multi-year comparisons, these schools may contact LSSSE to request that we recalculate peer comparisons for past years using a fixed set of schools.

Examining Engagement in Sub-Populations of Students

Thomas Cooley Law School has three separate campuses. Following their first LSSSE administration, staff members at Cooley are now disaggregating their LSSSE results to get a better picture of student engagement at each campus. Similarly, the **University of Ottawa Faculty of Law** offers a bilingual legal education. To discover how the experiences of students enrolled in the French program compare with the experiences of those who study in English, Ottawa is analyzing their data by language of study. If they find, for example, that students in one program are less likely to interact with faculty members or collaborate with other students, they can take steps to bolster engagement among members of that group.

Schools can use their LSSSE data to discover whether part-time students or minority students are as engaged as other students at the law school. With data in hand that demonstrate high levels of engagement among these subpopulations and high satisfaction with various aspects of the law school experience, law schools can distinguish their programs from those of other similar schools when appealing to prospective students.

Creating an Assessment Strategy

New York Law School understands that assessment and improvement efforts are ongoing, and it uses data to inform these efforts. Now with six years of LSSSE data, New York Law analyzes various metrics in a data warehouse maintained by an in-house institutional researcher. The metrics include admissions information, matriculation and retention, course information, grades, bar exam success, and employment statistics. In addition, they examine the relationships between student engagement and data from other sources, like program-specific surveys and alumni surveys. With all of this information on hand, New York Law can inform its continuous improvement efforts. Administrators at the law school begin by identifying program and course-level goals. After collecting information about these programs during the academic year, the staff analyzes the data to determine whether goals have been met, or whether programs require modification. When new goals for improvement are identified, the cycle begins again.

Outreach Services

LSSSE Users 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 insights into how student engagement data can be used to improve teaching and learning in law school. In addition, LSSSE analysts share a strategy for interpreting and analyzing the data. Participants systematically work through the various sections of the *Law School Report* and several sample analyses to give schools ideas and models to employ with their own results.

Santa Clara University School of Law hosted a West Coast LSSSE Users Workshop in the spring of 2008, and a Southern LSSSE Users Workshop was held at Atlanta's John Marshall Law School in the fall of 2008. These events drew nearly 50 participants, including law school deans, academic deans, deans of students, faculty members, and law librarians, all of whom are committed to enhancing the quality of the law school learning experience. Presentations from previous Users Workshops are posted to the LSSSE Web site, www.lssse.iub.edu/workshop_presentations.

User Resources


Here are some additional helpful resources for LSSSE users.

Working with LSSSE Data: A Facilitator's Guide

Similar to an instructor's manual, the Facilitator's Guide provides a step-by-step strategy for understanding your *LSSSE Law School Report*. The guide also includes suggestions for leading a workshop, presentation, or session on interpreting and using LSSSE data. Each section contains a sequenced program that may include an overview of the data report, suggestions for how the facilitator can prepare for individual topics, definitions of key terms, exercises, FAQs, and questions for further discussion. You can download copies of the Facilitator's Guide from the LSSSE Web site, http://www.lssse.iub.edu/pdf/Facilitators_Guide.pdf.

Accreditation Toolkit

The Accreditation Toolkit offers guidelines for incorporating LSSSE data into accreditation self-studies. Further, the Toolkit provides a map that aligns specific items from the LSSSE instrument to ABA accreditation standards. Find the Accreditation Toolkit on the LSSSE Web site, http://lssse.iub.edu/pdf/LSSSE_Accreditation_Toolkit.pdf.



Looking Forward

The assessment landscape in legal education continues to evolve as accreditors evaluate their practices, legal educators weigh the utility of current assessment tools, and new metrics are developed and employed. We applaud legal educators for their commitment to providing the highest quality educational experience, and we are glad to contribute to this endeavor.

Currently, LSSSE stands alone as an independent national survey conducting research on effective educational practices in law schools. LSSSE policies and practices were designed to be responsive to changing circumstances in the external environment and within the legal education community. From the beginning, schools have used LSSSE results to inform law school improvement initiatives. Today, more and more law schools are seeking out new sources of information that will help them assess the quality of their programs and advance legal education. Conversations about the future of legal education frequently include references to data and metrics, with an eye toward greater transparency and accountability.

student engagement — and the steps they have taken to enhance engagement — correlate with other measures of success. Some of the law schools that were using mean comparison reports and other results from the *Law School Report* benefited from learning how to disaggregate their findings in ways that would allow them to examine the experiences of subpopulations of students (women and men, students of color, part-time students) at their law school to learn how they differed, if at all, and to answer questions of particular interest at their campus.

Our priority in the coming months is to continue to work collaboratively with LSSSE schools and share fruitful approaches to using student engagement results to improve the law school experience. We intend to hold more LSSSE workshops in regions not yet visited. We will introduce more advanced training opportunities for those schools that are ready to take their analyses to the next level. Using data from the 2008 LSSSE Report Card (a survey of participating law schools) to inform our efforts, we will further develop training guides and host webinars aimed at assisting participating schools with their analyses.

“LSSSE is a new window into legal education. It seeks to provide us with actionable information about what our students do and value about their education.”

—Rick Matasar, President and Dean, New York Law School

In this regard, during the past year, LSSSE staff traveled from Baltimore to San Jose (and several places in between) to meet with law school deans and faculty members to discuss ideas and strategies for using LSSSE data. Some of the schools we worked with had participated in LSSSE several years ago, but were still struggling to pursue a strategy that would help them use the data productively to inform improvement efforts. Others found it prudent to wait until they had several years of LSSSE findings to link to bar pass statistics or alumni surveys to determine how

As always, we encourage LSSSE users to contact us at any time with questions and suggestions for increasing the value and impact of the LSSSE project. Through one-on-one consultations or campus visits, we can help schools better understand their data in context and develop an analysis strategy that complements other efforts that may be underway to assess and enhance the law school experience. We look forward to working with you in these and other ways that are consistent with LSSSE’s mission and values.

Participating Law Schools: 2004 – 2008

ALABAMA

Samford University,
Cumberland School of Law
Birmingham

The University of Alabama
School of Law
Tuscaloosa

ARIZONA

Phoenix International 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

Concord Law School
Los Angeles

Golden Gate University School of Law
San Francisco

Loyola Law School
Los Angeles

Pepperdine University School of Law
Malibu

Santa Clara University School of Law
Santa Clara

Southwestern Law School
Los Angeles

Thomas Jefferson School of Law
San Diego

University of California at Davis
School of Law
Davis

University of California at Los Angeles
School of Law
Los Angeles

University of the Pacific,
McGeorge School of Law
Sacramento

University of San Diego School of Law
San Diego

University of San Francisco
School of Law
San Francisco

University of Southern California
Law School
Los Angeles

Whittier Law School
Costa Mesa

COLORADO

University of Colorado Law School
Boulder

University of Denver
Sturm College of Law
Denver

CONNECTICUT

Quinnipiac University School of Law
Hamden

DELAWARE

Widener University School of Law
Wilmington

DISTRICT OF COLUMBIA

American University,
Washington College of Law
Washington

The Catholic University of America –
Columbus School of Law
Washington

The George Washington University
Law School
Washington

Georgetown University Law Center
Washington

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

FLORIDA

Florida Coastal School of Law
Jacksonville

Florida International University
College of Law
Miami

Nova Southeastern University,
Shepard Broad Law Center
Ft. Lauderdale

St. Thomas University School of Law
Miami

Stetson University College of Law
Gulfport

University of Florida,
Levin College of Law
Gainesville

University of Miami School of Law
Coral Gables

GEORGIA

Emory University School of Law
Atlanta

Georgia State University
College of Law
Atlanta

John Marshall Law School, Atlanta
Atlanta

Mercer University,
Walter F. George School of Law
Macon

IDAHO

University of Idaho College of Law
Moscow

ILLINOIS

The John Marshall Law School
Chicago

Loyola University
School of Law, Chicago
Chicago

Southern Illinois University
School of Law
Carbondale

University of Illinois College of Law
Champaign

INDIANA

Indiana University
Maurer School of Law – Bloomington
Bloomington

Valparaiso University School of Law
Valparaiso

IOWA

Drake University Law School
Des Moines

KANSAS

The University of Kansas
School of Law
Lawrence

Washburn University School of Law
Topeka

KENTUCKY

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

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

MARYLAND

University of Baltimore School of Law
Baltimore

University of Maryland School of Law
Baltimore

MASSACHUSETTS

Harvard University Law School
Cambridge

Northeastern University
School of Law
Boston

Suffolk University Law School
Boston

Western New England College
School of Law
Springfield

MICHIGAN

Ave Maria School of Law
Ann Arbor

Michigan State University
College of Law
East Lansing

Thomas M. Cooley Law School
Lansing

University of Detroit Mercy
School of Law
Detroit

Wayne State University Law School
Detroit

MINNESOTA

Hamline University School of Law
Saint Paul

University of Minnesota Law School
Minneapolis

University of St. Thomas
School of Law
Minneapolis

William Mitchell College of Law
St. Paul

MISSISSIPPI

Mississippi College School of Law
Jackson

University of Mississippi
School of Law
Oxford

MISSOURI

Saint Louis University School of Law
St. Louis

University of Missouri –
Columbia School of Law
Columbia

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

Participating Law Schools: 2004 – 2008 (continued)

NEBRASKA

University of Nebraska College of Law
Lincoln

NEW HAMPSHIRE

Franklin Pierce Law Center
Concord

NEVADA

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

NEW JERSEY

Seton Hall University School of Law
Newark

NEW YORK

Brooklyn Law School
Brooklyn

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

Fordham University School of Law
New York

Hofstra University School of Law
Hempstead

New York Law School
New York

Pace University School of Law
White Plains

St. John's University School of Law
Jamaica

Syracuse University College of Law
Syracuse

Touro College,
Jacob D. Fuchsberg Law Center
Central Islip

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

NORTH CAROLINA

Campbell University,
Norman Adrian Wiggins
School of Law
Buies Creek

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

Case Western Reserve University
School of Law
Cleveland

Cleveland State University,
Cleveland-Marshall College of Law
Cleveland

Ohio Northern University,
Pettit College of Law
Ada

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

The University of Akron
School of Law
Akron

University of Cincinnati
College of Law
Cincinnati

University of Dayton School of Law
Dayton

OKLAHOMA

Oklahoma City University
School of Law
Oklahoma City

The University of Oklahoma
Law Center
Norman

The University of Tulsa College of Law
Tulsa

OREGON

Lewis & Clark Law School
Portland

University of Oregon School of Law
Eugene

PENNSYLVANIA

Drexel University College of Law
Philadelphia

Temple University –
James E. Beasley School of Law
Philadelphia

University of Pittsburgh School of Law
Pittsburgh

RHODE ISLAND

Roger Williams University
Bristol

SOUTH CAROLINA

Charleston School of Law
Charleston

University of South Carolina
School of Law
Columbia

SOUTH DAKOTA

University of South Dakota
School of Law
Vermillion

TENNESSEE

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

Texas Southern University,
Thurgood Marshall School of Law
Houston

Texas Tech University School of Law
Lubbock

Texas Wesleyan University
School of Law
Fort Worth

University of Houston Law Center
Houston

UTAH

Brigham Young University,
J. Reuben Clark Law School
Provo

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

VIRGINIA

William & Mary Law School
Williamsburg

University of Richmond School of Law
Richmond

Washington and Lee University
School of Law
Lexington

WASHINGTON

Gonzaga University School of Law
Spokane

Seattle University School of Law
Seattle

WISCONSIN

Marquette University Law School
Milwaukee

University of Wisconsin Law School
Madison

WYOMING

University of Wyoming College of Law
Laramie

CANADA

University of Alberta – Faculty of Law
Edmonton, AB

University of British Columbia
Faculty of Law
Vancouver, BC

University of Victoria – Faculty of Law
Victoria, BC

University of Manitoba –
Faculty of Law
Winnipeg, MB

University of New Brunswick –
Faculty of Law
Fredericton, NB

Dalhousie University,
Dalhousie Law School
Halifax, NS

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

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University of Western Ontario –
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University of Windsor, Faculty of Law
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