LSSSE

Accreditation Report
LSSSEville Law School

PARKER
ANALYTICS

Overview

ABA Standards and LSSSE   Recent changes to ABA Standards require law schools to establish and monitor student learning outcomes.[1] One method schools can use to measure the degree to which students have attained these learning outcomes is through students' self-reported percep- tions and evaluations.[2]

By analyzing student responses to the 2020 LSSSE Survey, this report provides law school admin-istrators, faculty and staff at LSSSEville Law School with information they can use in the accreditation process. The results are organized into three broad categories that reflect core themes in the ABA Standards and Interpretations: (1) Diversity and Inclusion; (2) Program of Legal Education; and (3) Law School Resources.

Benchmarking Analysis   For the 59 survey questions that map onto one or more ABA Standards and Interpretations, average question scores are reported for six different groups (All Students, 1Ls, 2Ls, 3Ls, Females, and Males). Each average score is benchmarked against the respective scores for all schools that participated in LSSSE in 2020. When your school's average score falls within the highest 10% of all schools, it is highlighted in dark green. Scores in the highest 25% of all schools are highlighted in light green, scores that fall in the middle 50% in gray, scores that fall in the bottom 25% in light yellow, and scores that fall in the bottom 10% in dark yellow.

Purpose of the Report   The primary purpose of the benchmarking results is to establish an objec- tive baseline that LSSSEville Law School can use to identify key strengths and areas for improvement. Coupled with LSSSE's Longitudinal Analysis,[3] the results facilitate the self-study and review that are a major part of accreditation.

How to Use the Report   The tables in this report can be examined in several ways. Here are two suggestions to get you started. First, scan the tables in search of the following two patterns: (1) rows composed largely or entirely of green cells, reflecting a key strength; and (2) rows composed largely or entirely of yellow cells, reflecting an area for improvement. Second, look for and seek to understand "bright spots" – that is, a green cell or two in a row that is otherwise painted gray and yellow. Understanding why these brights spots occur can inform your subsequent strategic planning.

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[1]Per Standard 315: "The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum."

[2]Interpretation 315-1 identifies "student evaluation of the sufficiency of their education" as one method for measuring status and progress on learning outcomes.

[3]This analysis is provided to all schools that participated in LSSSE in two or more years. This analysis gives schools the ability to examine across-time trends in students' experiences by class year for every LSSSE question.

Diversity and Inclusion

Table 1 reports the average scores for the five survey questions that map onto ABA Standards and Interpretations related to diversity and inclusion. These questions highlight students' exposure to diverse perspectives and their perceptions of LSSSEville Law School's ability to promote contact among students with diverse backgrounds. The average scores were calculated for six student groups: All Students, 1Ls, 2Ls, 3L, Females, and Males. The relevant ABA Standards and Interpretations are listed in the first column in brackets.

Table 1. Diversity and Inclusion: Average Question Scores for Six Student Groups

Survey Question	All	1Ls	2Ls	3Ls	Females	Males
(1d) Included diverse perspectives in class work [206(a), 206-2]	2.66	2.53	2.83	2.65	2.62	2.64
(1r) Talked to students of different race/ethnicity [206(a), 206-2]	2.77	2.85	2.75	2.66	2.75	2.77
(1s) Talked to students of different backgrounds [206(a), 206-2]	2.82	2.92	2.90	2.53	2.83	2.79
(8d) School encourages contact among students from different backgrounds [206(a), 206-2, 302(d), 302-1]	3.09	3.30	2.94	2.97	3.00	3.30
(10k) Understanding people of other backgrounds [206(a), 206-2]	2.62	2.68	2.57	2.58	2.60	2.64

The cell colors in the table above reflect comparative rankings based on the average question scores. Dark Green = Top 10% of all participating schools; Light Green = Top 25% of all participating schools; Gray = Middle 50% of all participating schools; Light Yellow = Bottom 25% of all participating schools; Dark Yellow = Bottom 10% of all participating schools.

Program of Legal Education

Table 2 reports average scores for the 38 questions that map onto ABA Standards and Inter-pretations related to the educational curriculum. These questions measure a broad range of student experiences, from in-class writing and exams to law school and professional development activities. The average scores were calculated for six student groups: All Students, 1Ls, 2Ls, 3L, Females, and Males. The relevant ABA Standards and Interpretations are listed in the first column in brackets.

Table 2. Program of Legal Education: Average Question Scores for Six Student Groups

Survey Question	All	1Ls	2Ls	3Ls	Females	Males
(1b) Prepared two or more paper drafts [302(b), 303(a)(2), 303-2]	2.76	2.90	2.68	2.65	2.70	2.89
(1c) Worked on paper integrating various ideas [302(b), 302(d), 302-1]	3.16	3.23	3.22	2.95	3.11	3.23
(1f) Worked with other students on projects [302(d), 302-1]	2.26	2.08	2.60	2.05	2.27	2.11
(1g) Worked with classmates outside of class [302(d), 302-1]	2.35	2.33	2.44	2.24	2.34	2.43
(1h) Put together ideas from different courses [302(b), 302(d), 302-1]	2.68	2.51	2.92	2.60	2.67	2.68
(1i) Participated in clinical or pro bono project [303(b)(2), 303-3]	2.02	1.20	2.56	2.60	2.01	1.91
(1o) Worked harder than thought possible to meet expectations [301(a)]	2.88	3.24	2.71	2.54	2.85	2.95
(2) Extent to which examinations challenged to do best work [301(a)]	6.03	6.29	6.02	5.59	6.20	5.64
(3b) Analyzed basic elements of case-relevant idea, experience, or theory [302(b), 302(d), 302-1]	3.45	3.50	3.53	3.24	3.48	3.36
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Survey Question	All	1Ls	2Ls	3Ls	Females	Males
(3c) Synthesized and organized ideas, information, or experiences [302(b), 302(d), 302-1]	3.32	3.45	3.33	3.06	3.38	3.23
(3d) Made judgments about how information was gathered and interpreted [302(b), 302(d), 302-1]	3.09	3.17	3.14	2.88	3.10	3.05
(3e) Applied theories or concepts to practical problems or new situations [302(b), 302(d), 302-1]	3.37	3.55	3.29	3.18	3.42	3.27
(4a) Number of written papers of 20 pages or more [302(b), 303(a)(2), 303-2]	1.78	1.56	1.96	1.88	1.80	1.81
(4b) Number of written papers between 5-19 pages [302(b), 303(a)(2), 303-2]	2.21	2.17	2.22	2.27	2.15	2.34
(4c) Number of written papers of fewer than 5 pages [302(b), 303(a)(2), 303-2]	2.88	2.67	2.86	3.27	2.82	2.95
(5a) Field placements or law clinics [303(b)(1), 305]	0.95	0.90	0.98	1.00	0.96	0.95
(5b) Pro bono work or public service [303(b)(2), 303-3]	0.89	0.86	0.92	0.88	0.91	0.86
(5d) Worked with faculty on research project outside class [305(a)]	0.47	0.48	0.53	0.36	0.52	0.39
(5e) Participated in study abroad [307(a)]	0.07	0.10	0.02	0.09	0.10	0.02
(5f) Participated in law journal [305(a)]	0.37	0.42	0.29	0.39	0.42	0.30
(5g) Member of moot court team [305(a)]	0.42	0.34	0.49	0.42	0.46	0.39
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Survey Question	All	1Ls	2Ls	3Ls	Females	Males
(5h) Law student organization member [302(d), 302-1]	0.59	0.59	0.71	0.42	0.66	0.45
(5i) Law student organization leader [302(d), 302-1]	0.42	0.41	0.47	0.36	0.48	0.32
(7a) Time spent reading assigned course materials [310(a)]	18.71	23.18	17.41	13.00	19.40	17.09
(7b) Time spent preparing for class other than reading [310(a)]	11.36	13.30	10.45	9.36	11.07	11.41
(7d) Time spent on legal pro bono work not required for class [303(b)(2), 303-3]	1.59	0.45	2.20	2.61	1.73	1.19
(7g) Time spent participating in law school-sponsored activities [310(b)]	4.51	2.07	6.51	5.76	4.60	4.70
(8a) School emphasizes spending significant amounts of time on academics [301(a), 310(a)]	3.46	3.61	3.41	3.27	3.47	3.43
(8b) School emphasizes ethical practice of the law [301(a), 302(c)]	3.48	3.51	3.51	3.39	3.51	3.48
(8c) School provides support needed to succeed [309, 508]	3.12	3.40	2.96	2.88	3.12	3.19
(10a) Acquiring broad legal education [302(a)-(d), 303(a)(1)]	3.45	3.51	3.43	3.39	3.46	3.52
(10b) Acquiring job or work-related knowledge [302(a), 302(b)]	3.12	3.25	3.10	2.94	3.10	3.16
(10c) Writing clearly and effectively [302(b), 303(a)(2), 303-2]	3.24	3.33	3.24	3.09	3.21	3.34
(10d) Speaking clearly and effectively [302(b)]	3.09	3.14	3.16	2.91	3.03	3.18
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Survey Question	All	1Ls	2Ls	3Ls	Females	Males
(10e) Thinking critically and analytically [302(b), 302(d), 302-1]	3.43	3.60	3.38	3.21	3.40	3.52
(10g) Developing legal research skills [302(b), 302(d), 302-1]	3.27	3.39	3.24	3.12	3.28	3.39
(10h) Working effectively with others [302(d), 302-1]	2.87	2.95	2.94	2.64	2.89	2.86
(10i) Learning effectively on your own [302(d), 302-1]	3.38	3.49	3.35	3.21	3.34	3.50

The cell colors in the table above reflect comparative rankings based on the average question scores. Dark Green = Top 10% of all participating schools; Light Green = Top 25% of all participating schools; Gray = Middle 50% of all participating schools; Light Yellow = Bottom 25% of all participating schools; Dark Yellow = Bottom 10% of all participating schools.

Law School Resources

Table 3 reports average scores for the 16 survey questions that map onto ABA Standards and Interpretations pertaining to LSSSEville Law School's resources. Here students evaluated the programs in place to support students, the quality of the facilities, the nature of their relationships with faculty, and the quality of library assistance. The average scores were calculated for six student groups: All Students, 1Ls, 2Ls, 3L, Females, and Males. The relevant ABA Standards and Interpretations are listed in the first column in brackets.

Table 3. Law School Resources: Average Question Scores for Six Student Groups

Survey Question	All	1Ls	2Ls	3Ls	Females	Males
(1j) Used email to communicate with faculty [404(a)(1)]	3.53	3.44	3.69	3.43	3.63	3.41
(1k) Discussed assignments with faculty [404(a)(1)]	3.05	3.08	3.19	2.77	3.12	2.95
(1l) Talked about career paths with faculty or advisor [404(a)(2)]	2.68	2.71	2.75	2.51	2.73	2.57
(1m) Discussed readings or classes with faculty outside classroom [404(a)(1)]	2.33	2.34	2.44	2.15	2.29	2.29
(1n) Received prompt faculty feedback on performance [404(a)(1)]	2.71	2.71	2.81	2.54	2.70	2.66
(1p) Worked with faculty on something other than coursework [404(a)(2)]	2.01	1.92	2.19	1.91	2.03	2.00
(6a) Academic advising and planning [309, 508]	2.88	2.98	2.86	2.74	2.79	3.07
(6b) Satisfied with career counseling [508]	3.07	3.21	2.96	2.97	3.05	3.16
(6d) Satisfied with job search help [508]	2.86	2.98	2.87	2.61	2.86	2.98
(6e) Satisfied with financial aid advising [507, 508]	2.78	2.98	2.72	2.54	2.68	3.05
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Survey Question	All	1Ls	2Ls	3Ls	Females	Males
(6f) Satisfied with library assistance [601(a)(1), 601(a)(2), 604]	3.34	3.43	3.32	3.23	3.35	3.37
(6g) Satisfied with computing technology [701(a), 701-1]	3.09	3.13	3.20	2.88	3.12	3.09
(8e) School provides support needed to succeed in employment search [508]	2.89	3.23	2.67	2.67	2.88	2.98
(8i) School provides financial counseling regarding education loans [507, 508]	2.29	2.47	2.31	1.94	2.26	2.41
(8j) School emphasizes using computers in academic work [701(a), 701-1]	2.94	3.09	2.98	2.61	2.91	3.02
(10f) Using computing and information technology [701(a), 701-1]	2.55	2.67	2.67	2.18	2.61	2.48

The cell colors in the table above reflect comparative rankings based on the average question scores. Dark Green = Top 10% of all participating schools; Light Green = Top 25% of all participating schools; Gray = Middle 50% of all participating schools; Light Yellow = Bottom 25% of all participating schools; Dark Yellow = Bottom 10% of all participating schools.

Methodology Appendix

LSSSE staff identified the questions that map onto the ABA Standards and Interpretations. The benchmarking analysis and reporting about these questions was developed by Parker Analytics, a firm that employs data science and powerful ideals to challenge established thinking, solve complex business issues and accelerate progress in the legal profession. Parker Analytics treated all response choices numerically, such that the least favorable response is equal to the lowest value and the most favorable response is equal to the highest value (response scales vary from section to section). To summarize your school's average scores on these quantitative questions relative to those of all participating schools, the average score for each question was reported along with a color-coded cell reflecting the score's position in relation to all participating schools.