



Law School Survey of Student Engagement

LSSSE Project Manager
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What is LSSSE?

- Cosponsored by the Association of American Law Schools and The Carnegie Foundation for the Advancement of Teaching.
- An annual student survey, administered to all JD/LLB students at participating law schools in US and Canada.



Law School Survey of Student Engagement

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In your experience at your law school during the current school year, about how often have you done each of the following?

	Very often ▼	Often ▼	Some-times ▼	Never ▼
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, sexual orientations, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Quiz!

- Which of the following is related most strongly to student gains in critical and analytical thinking?
 - (a) Time spent studying
 - (b) Cocurricular participation
 - (c) Student-faculty interaction
 - (d) Academic effort put forth

LSSSE Mission

- To provide valid, reliable data about student experiences related to desired learning outcomes that schools can use to improve legal education.

Student Engagement

- Time and effort students devote to educationally purposeful activities, and the policies and practices schools use to facilitate such activities.

49 J. Legal Educ. 371 (1999); 81 Ind. L. J. 401, 405 (2006).

- *Engagement → learning*

Lee Shulman, “Making Differences: A Table of Learning,” 34 Change 6 (2002).

LSSSE's Guiding Principles

- Institutional self-evaluation
- Facilitating responsible comparisons
- Public reporting of data in aggregate
- Not a rankings tool
- Student-centered, research-based

History

- Based on the widely-used National Survey of Student Engagement (NSSE)
- Survey developed based on decades of research on successful educational experiences
- Vetted by team of esteemed legal educators
- Three national administrations, more than 64,000 survey respondents

Advisors and Associates

National Advisory Board

- Alison Grey Anderson

UCLA

- Thomas Ehrlich

*The Carnegie Foundation for the
Advancement of Teaching*

- Bryant Garth

Southwestern University

- Richard Matasar

New York Law School

- Carl Monk

AALS

- Rachel Moran

UC-Berkeley

- H.G. Prince

UC-Hastings

- Todd Rakoff

Harvard

- Lauren Robel

IU-Bloomington

IU-Bloomington Faculty Associates

- Ken Dau-Schmidt

- Bill Henderson

- Jeff Stake

Years 1 & 2: What we're learning from LSSSE so far

- Effective first-year experiences
- Law school lore holds true
- Who are our students?

Engaging Legal Education

Annual Survey Results
2006

Engaging Legal Education:
Moving Beyond the Status Quo



Law School Survey of Student Engagement
2006 Annual Survey Results

National Release

Selected Results: Promising Findings

- 4 out of 5 students frequently discuss course topics outside of class
 - *Cooperative & social learning*
- 2 out of 3 students report that their law school places a substantial emphasis on practical application of concepts
 - *Active learning*
- High level of academic challenge for 1Ls
 - *Appropriately high expectations*

Best Practices for Learning

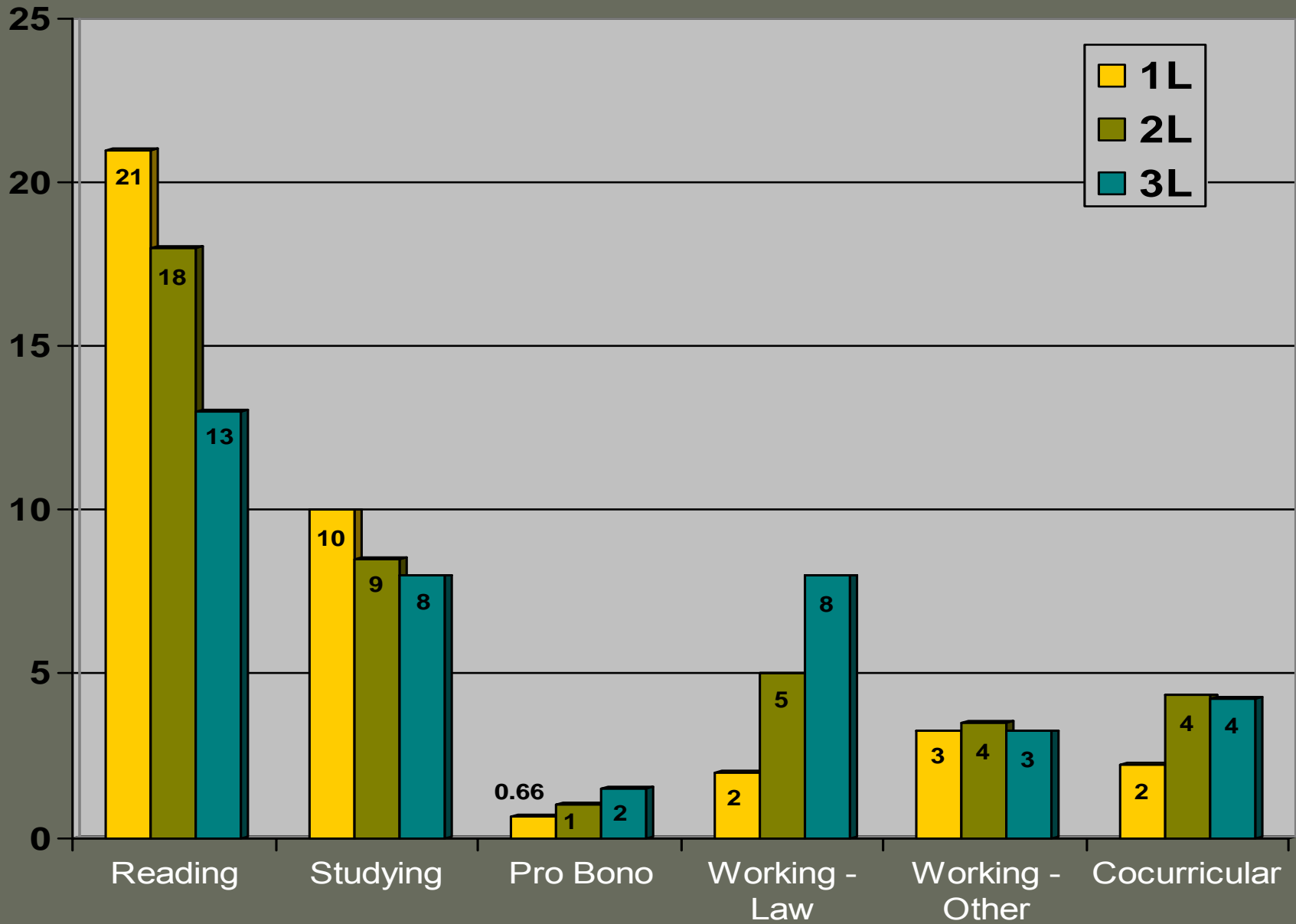
1. Student-faculty contact
2. Cooperation among students
3. Active Learning
4. Prompt feedback
5. Time on task
6. Communicating high expectations
7. Diverse talents and ways of learning

49 J. Legal Educ. 367 (1999)

Selected Results: Disappointing Findings

- One third of 3Ls had done **no pro bono** or volunteer work during law school, nor had any plans to do so
- A typical 3L spends **only 13 hours** per week studying and preparing for class

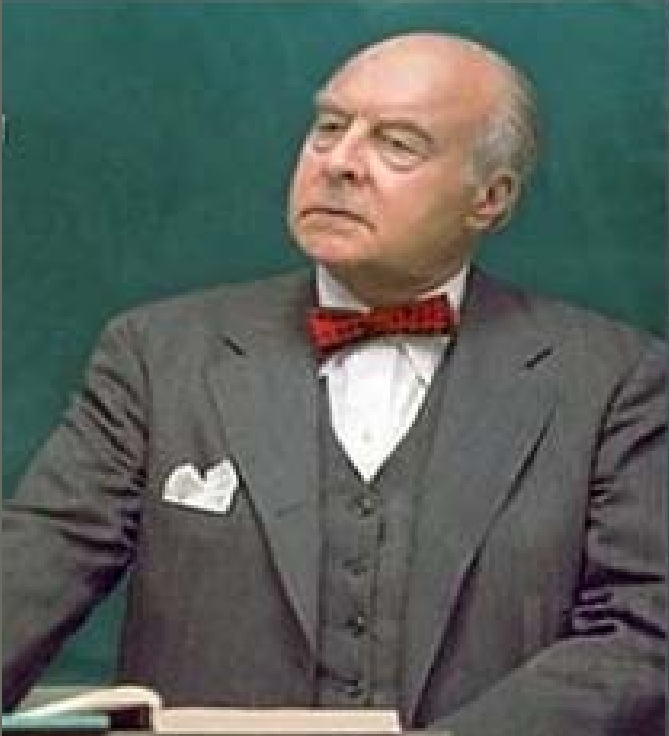
Time on Task: Mean number of hours per week



Disappointing Findings, contd.

- One in five students reports ***never*** receiving prompt feedback
- Two in three students who wish to work in public interest will owe **more than \$60,000** in law school loans upon graduation

Quiz...



Your answer, Mr. Hart?

1. Influence of Faculty

- Faculty-student interaction *most strongly related to student gains* in analytical ability:
- More strongly related than:
 - Academic effort put forth
 - Time spent studying
 - Cocurricular activities

Influence of Faculty, cont'd.

- Student-faculty interaction *single most influential activity* in terms of students' professional ethical development.
- More influential than:
 - Pro bono work
 - Summer clerkships
 - Intended practice area
 - Cocurricular activities

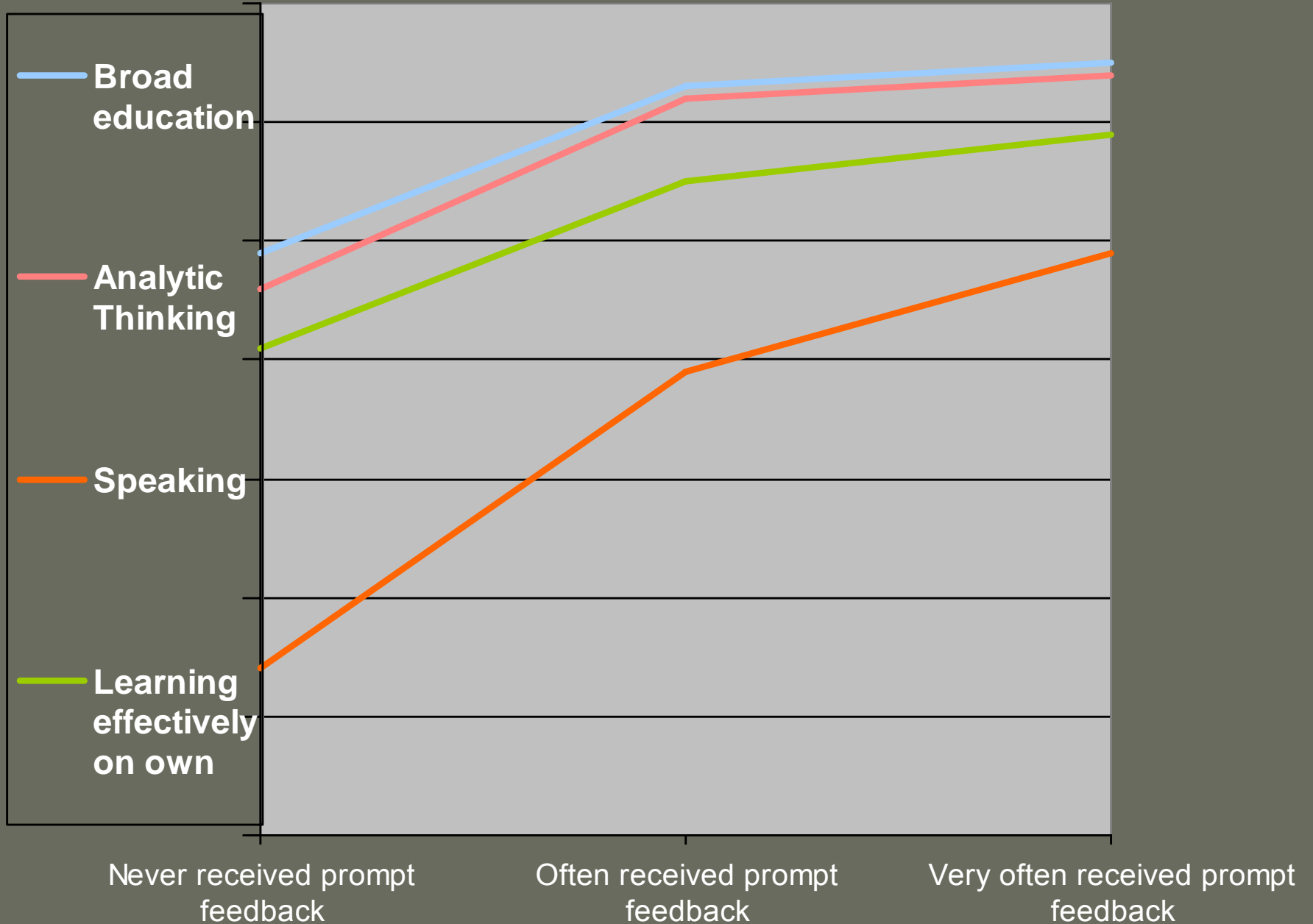
Influence of Faculty, cont'd.

- More frequent feedback → greater gains
 - Synthesis of concepts
 - Analytical ability
- More frequent feedback → harder work
 - Greater effort
 - More time spent studying

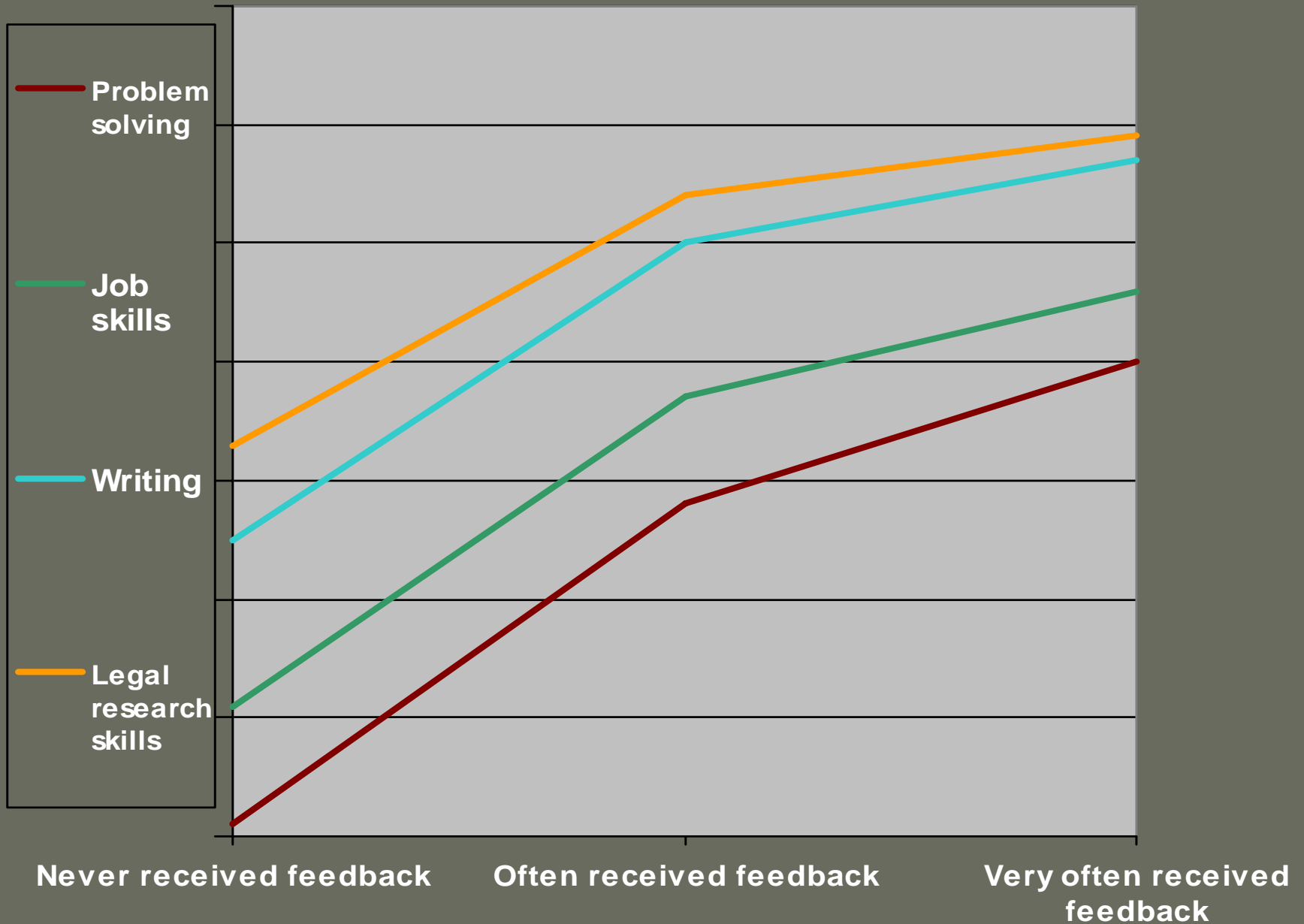
Relationship between Faculty Feedback and Self-Reported Substantial Gains

	<i>never</i> receive prompt feedback	receive prompt feedback <i>often</i>	receive prompt feedback <i>very often</i>
Acquiring a broad legal education	79%	93%	95%
Thinking critically & analytically	76%	92%	94%
Speaking clearly & effectively	44%	69%	79%
Learning effectively on own	71%	85%	89%
Solving complex real-world problems	31%	58%	70%
Acquiring job or work-related knowledge or skills	41%	67%	76%
Writing clearly & effectively	55%	80%	87%
Developing legal research skills	63%	84%	89%

Relationship between Faculty Feedback and Student Gains



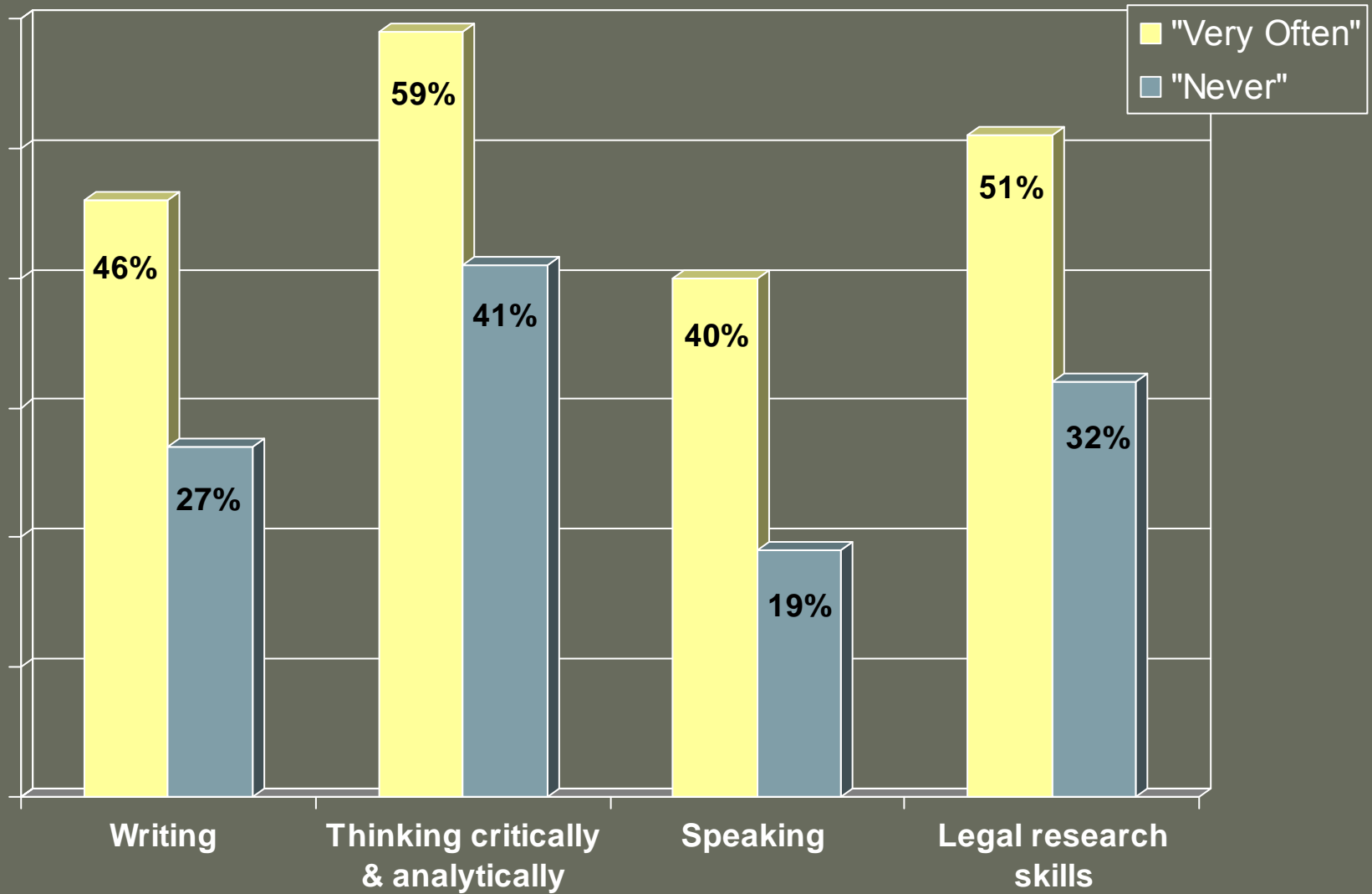
Relationship between Faculty Feedback and Student Gains



2. Collaborative Work

- Students who frequently do *collaborative in-class work* report higher gains.

Collaborate In-Class Work and Student Gains



3. Practical Application of Skills

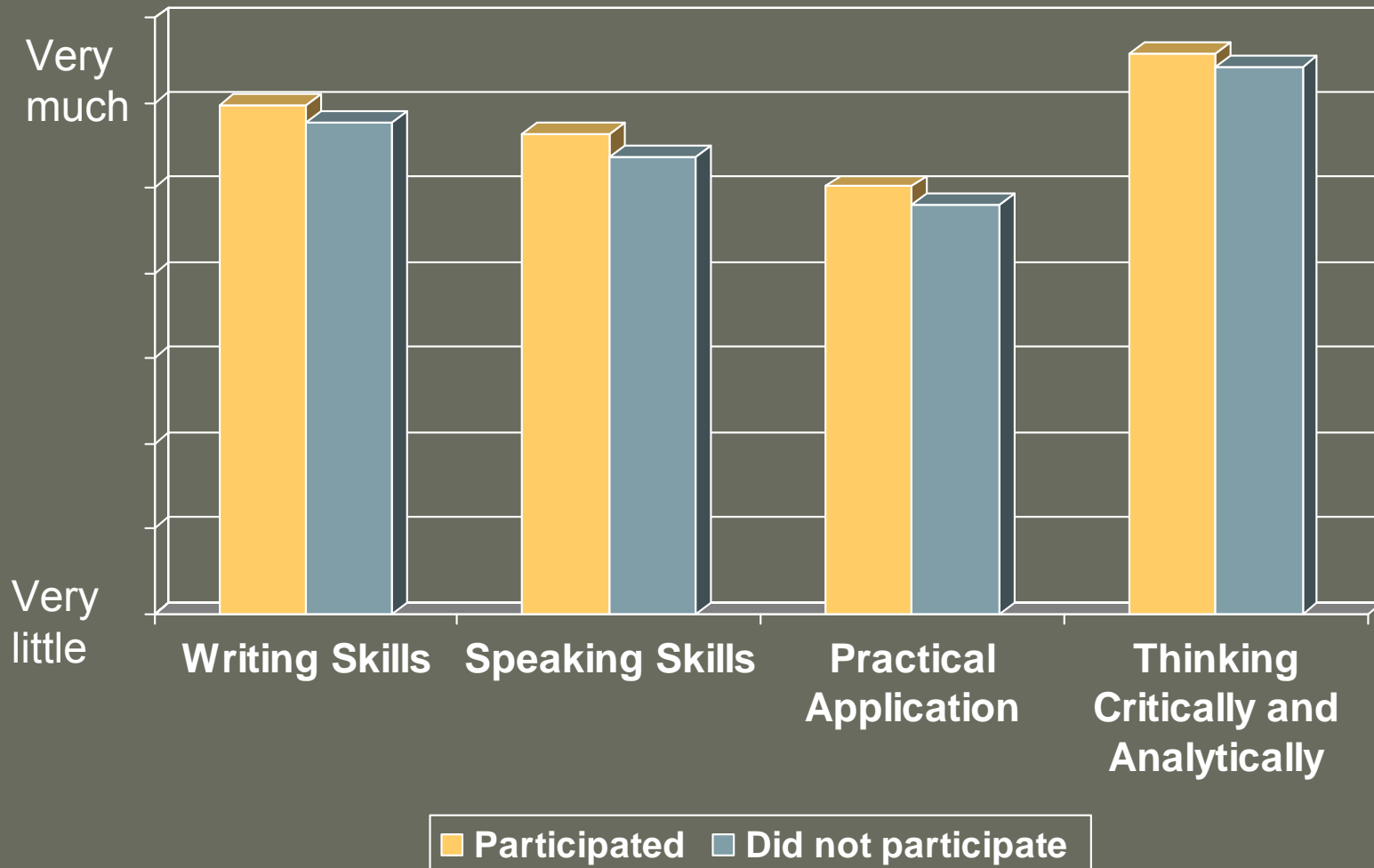
- 2Ls and 3Ls who had *clinical or field experience report higher gains* in...
 - Thinking critically and analytically
 - Ability to solve complex real-world problems
 - Speaking and writing clearly and effectively
 - Clarifying career goals
 - Learning effectively on one's own
 - Contributing to community welfare
 - Working effectively with others
 - Understanding people from different backgrounds

Percentage of Students who Participate in Clinical and Pro Bono Activities

	1L	2L	3L	4L
Clinical internship or field experience	85%*	36%	64%	43%
Volunteer or pro bono work	20%	42%	56%	35%
Devote some time during the week to pro bono work <i>not required</i> for class or clinic	16%	21%	23%	14%

*Results for 1L respondents in this area report those who have done or *plan to do* the activity.

Self-reported student gains by participation in clinics and pro bono activities



Take home points:

1) Student-faculty interaction:

Interaction with faculty was the **single most influential activity** in terms of development of **professional ethics**. More strongly **related to student gains** than academic effort or time spent studying.

Take home points, cont'd.

2) Feedback:

Students who received feedback more often report **higher gains** in every area, **studied more, worked harder.**

Take home points, cont'd.

3) Collaborative work:

Students who frequently did **in-class collaborative work** report **greater gains** in writing, speaking, critical and analytical thinking, and legal research skills.

Take home points, cont'd.

4) Practical Application of Skills:

Students who participated in **clinical experiences** or **pro bono** work as part of law school education report **higher gains** across the board.

Using the LSSE Data



- Collaborated with university IR office to analyze the data
- Integrated LSSE results into orientation program
- Used LSSE results to reallocate resources to remove barriers to student involvement
- Faculty committee examined how to modify curricular requirements to enhance learning
- Shared results with SBA to develop more supportive student environment

www.lssse.iub.edu

Registration open through January 19th