

# Next Steps: Working With LSSSE Data

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# Session Agenda

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- ◆ Facilitator's Guide in Action
- ◆ Multi-Year Data
- ◆ Tips for Sharing & Displaying Results
- ◆ Working with Your Data
  - ◆ Merging Other Sources of Data
    - ◆ other student characteristics
    - ◆ other campus or national surveys



## The Facilitator's Guide in Action

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- ◆ Just reporting results *may not* lead to action
- ◆ The Facilitator's Guide is an instructor's manual and can help you get organized
- ◆ Provides suggestions for leading a workshop or session on understanding, interpreting and taking action on LSSSE data



# The Facilitator's Guide in Action

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- ◆ Topic 1: Respondent Characteristics
  - ◆ **Are your respondents representative?**
- ◆ Topic 2: Mean Comparisons
  - ◆ **Charting effect sizes**
  - ◆ Large effects? Moderate effects within an area?



# The Facilitator's Guide in Action

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- ◆ Topic 3: Identifying Patterns
  - ◆ **Consistent pattern of scoring in one area** that may or may not be *statistically* significant
- ◆ Topic 4: Frequency Distributions
  - ◆ **Do the results = your expectations?**
  - ◆ **Important differences** in certain populations? (evening students, 3Ls, etc.)



# The Facilitator's Guide in Action

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*Two possible approaches:*

✓ Most valued activities

What activities or practices are most important at your law school? What do the data show in those areas?

✓ Tackling the "Nevers"

Is it acceptable that a % of your students never engage in a particular activity? Do students at other law schools participate?

# Multi-Year Comparisons

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## Guiding question

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How do we assess and interpret changes in our engagement scores over time?

1. General Considerations
2. Data Quality Issues
3. Which Multi-Year Approaches are Recommended?





# Multi-Year Data Considerations

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- ◆ Engagement scores are **process** measures.
- ◆ Engagement scores may depend on **context**, especially with class year.
- ◆ Multi-year comparisons require a **baseline** (criterion- or norm-referenced?)
- ◆ Are the **measures** (survey questions, scales) the same across years?
- ◆ Assume **stability** or **change**?
- ◆ **Trend** analysis?



# Key Variable Changes Since 2004

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- ◆ Key Changes in 2006
  - ◆ New items: gnspirit, exercise
- ◆ Key Changes in 2007
  - ◆ Response options changed for sex variable: "transgender" dropped; "I prefer not to respond" added



# Multi-Year Approaches

2008

1L

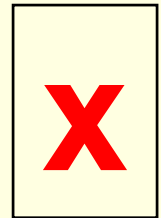


2L



3L

**Cross-sectional  
comparison of  
different cohorts**





# Multi-Year Approaches

2006

1L

2L

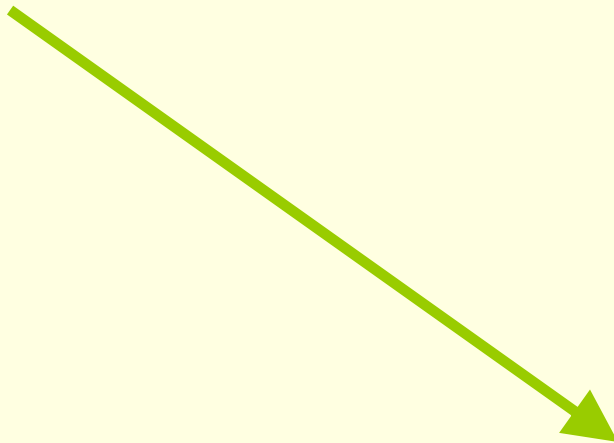
3L

2008

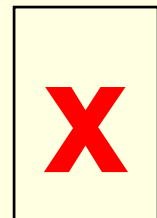
1L

2L

3L



Longitudinal  
tracking of  
same cohort  
(panel data)

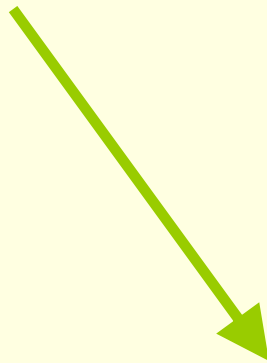




# Multi-Year Approaches

2006

1L



Institutional  
Peers

2008

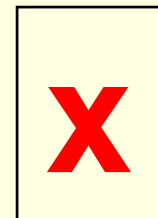
1L



Institutional  
Peers



Tracking  
results of  
peer  
comparisons





# Multi-Year Approaches

**2006**

**2008**

**1L**



**1L**

**Comparing  
estimates of  
class  
populations**

**2L**



**2L**

**3L**



**3L**





# Methods of Multi-Year Analyses

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- ◆ Comparing Differences
  - ◆ Quick Effect Size analysis
  - ◆ T-test (Compare the means of two independently sample groups)
  - ◆ ANOVA/ANCOVA/MANOVA/MANCOVA
- ◆ Studying Trends

# Sharing Results: Tips on How to Display Your Data

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# Communicating your Results

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- ◆ It's your call on how to do this!
  - ◆ Identify your audience: Deans? Faculty? Accreditors? Alumni?
- ◆ Sample PowerPoint presentation in binder
- ◆ Focus groups
  - ◆ Faculty? Students?
- ◆ **Facilitator's guide** can help you get organized
- ◆ LSSSE staff available to consult



# Communicating your Results

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***Tip:* Start by seeing how well you know your students**

- ◆ *What do you think your students will say about their educational experience?*
- ◆ *What do you want their legal education experience to emphasize?*
- ◆ *What do your students actually say?*



# Communicating your Results

ADMINISTRATOR VERSION

Worksheet 1

## Predict Your Results

What do you know about your students? How *do* they spend their time, and what aspects of their legal education are most important to them? Your beliefs and assumptions about law students can shape the role you play in their legal development. These assumptions can also influence the types of

support and services you offer. Accordingly, it is important to measure your beliefs about students against their responses. Use this worksheet to record your predictions and preferences. The gaps between your predictions and the actual student responses may be a catalyst for important group discussions.

Survey Items		% of "Often" or "Very Often"		
		Predicted	Preferred	Actual
a.	Satisfaction with academic advising and planning			
b.	Satisfaction with career counseling			
c.	Satisfaction with personal counseling			
d.	Satisfaction with job search help			
e.	Satisfaction with financial aid advising			
f.	Satisfaction with library assistance			
g.	Satisfaction with computing technology			
h.	To what degree did your law school encourage spending significant amounts of time studying and on academic work			
i.	To what degree did your law school encourage the ethical practice of law			
j.	To what degree did your law school provide the support you need to succeed academically			



# Communicating your Results

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***Tip:* Consider merging response options to create dichotomous variables (1/0)**

- ◆ *Frequently* = often + very often
- ◆ *Substantial* = quite a bit + very much



# Most Frequent Law School Activities

**Table 2**

**Law School Activities**

<b>Most Frequent Activities</b>	<b>Students*</b>
Worked on a paper or project that required integrating ideas or information from various sources	73%
Used e-mail to communicate with a faculty member	67%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	65%
Had serious conversations with students who are very different from you in terms of religious beliefs, political opinions, or personal values	65%
Had serious conversations with students of a different race or ethnicity than your own	60%
Prepared two or more drafts of a paper or assignment before turning it in	60%

Percentage of students who responded "very often" or "often."



# Communicating your Results

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***Tip:* Examine the percent of students responding “never” or “very little” to an item.**

- ◆ *Are there simple curricular or program changes that can be made to reduce the proportion of students responding this way?*



# Least Frequent Law School Activities

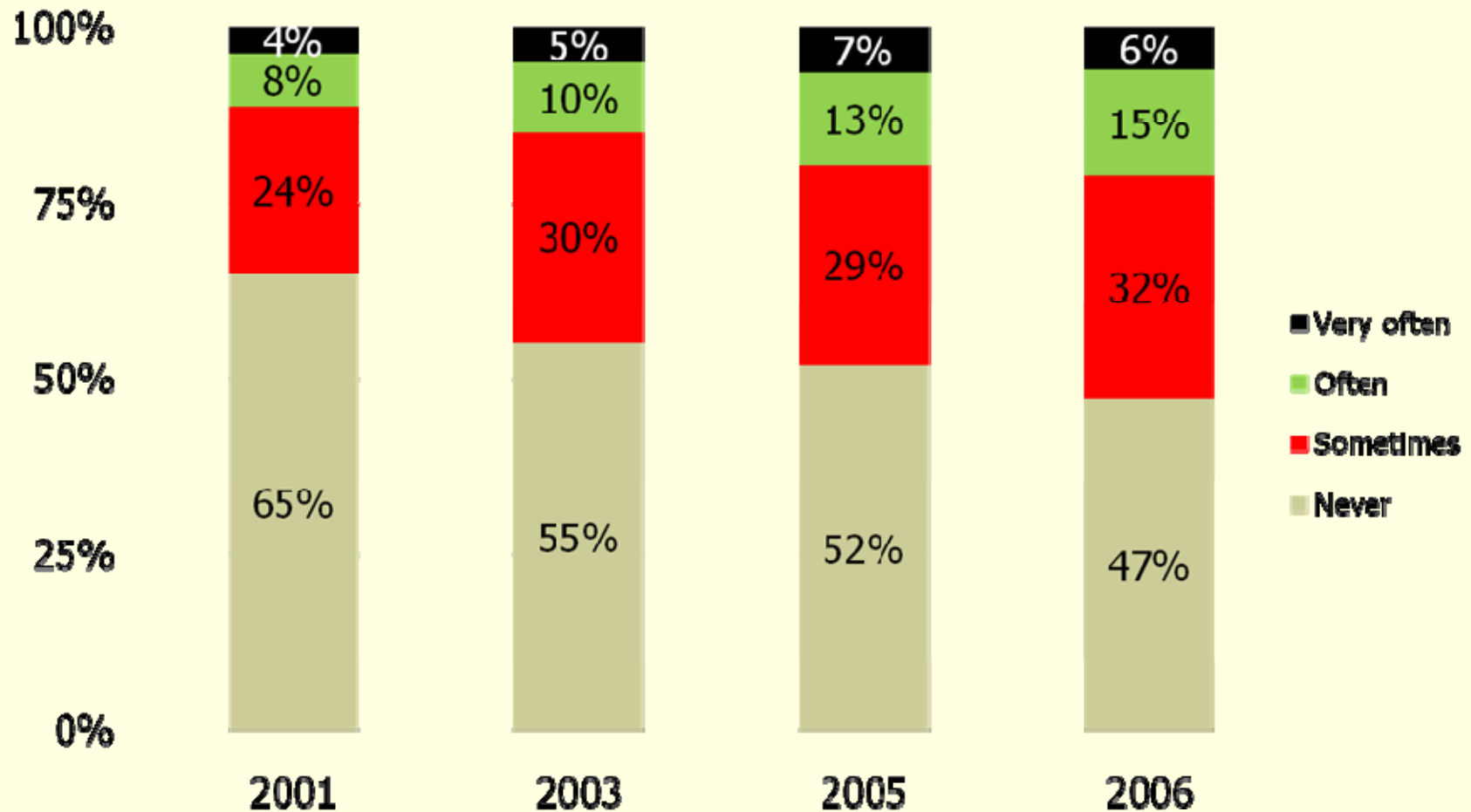
Least Frequent Activities	Students†
Participated in a clinical or pro bono project as part of a course or for academic credit	72%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	55%
Worked with other students on projects during class	31%
Discussed ideas from your readings or classes with faculty members outside of class	29%
Talked about career plans or job search activities with faculty members or advisor	27%
Came to class without completing readings or assignments	26%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	20%

Percentage of students who responded “never.”



# Communicating your Results: Stacked Bar Chart

Worked on a paper or project that required integrating ideas or information from various sources





# Communicating your Results

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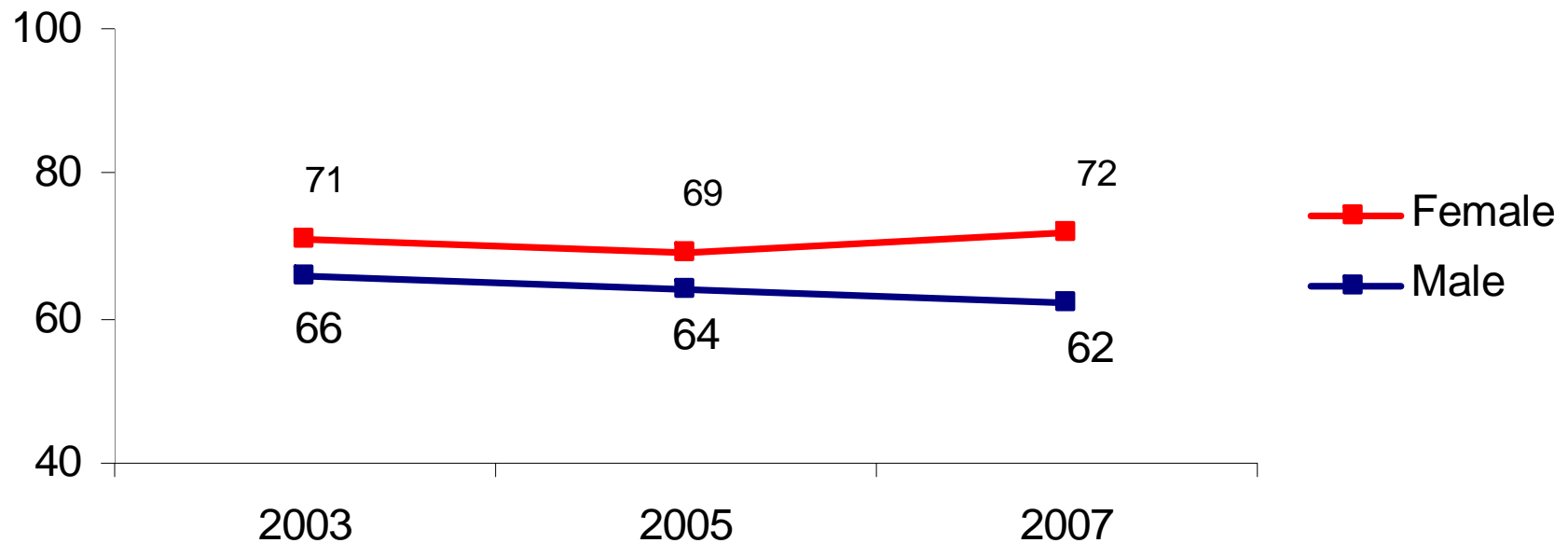
***Tip:* Examine differences between sub-groups of your student population.**

- ◆ *Transfer students*
- ◆ *Part-time students*
- ◆ *Older students*
- ◆ *Underrepresented minorities*



# Organization Participation by Gender and Enrollment

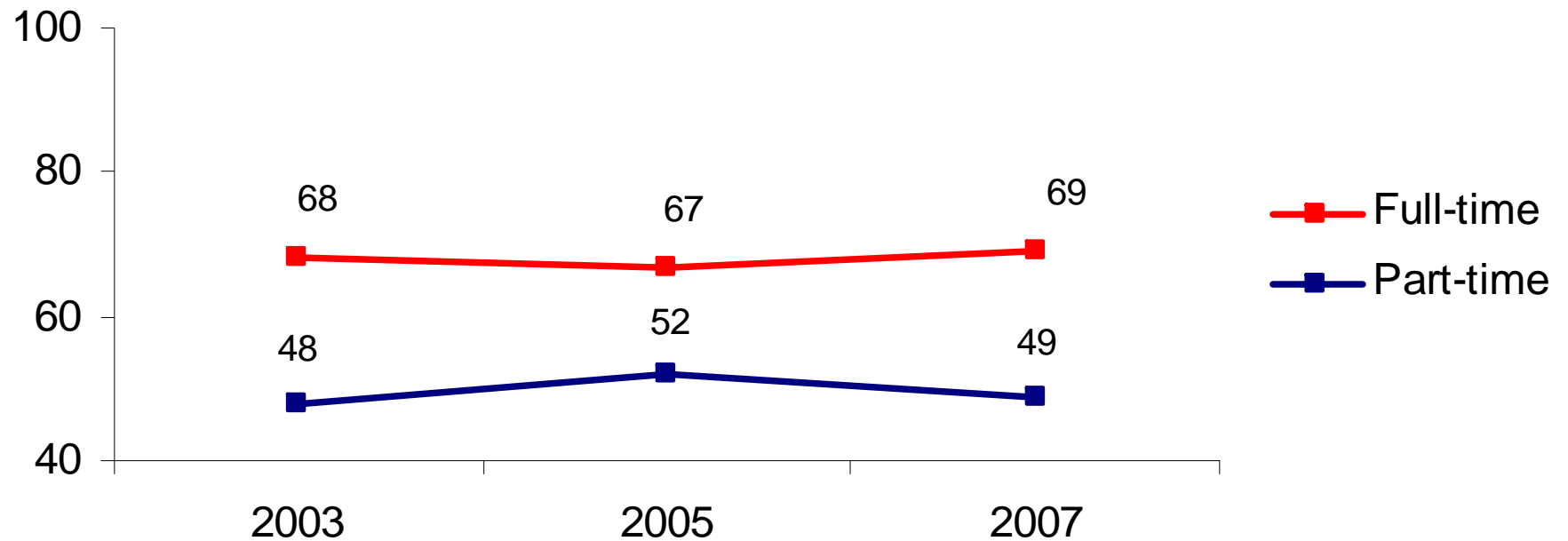
**Percentage of 3L's who have participated in a student organization**





# Organization Participation by Gender and Enrollment

**Percentage of 3L's who have participated in a student organization**





# Communicating your Results

## ◆ Identifying sub-populations of interest.

**Table X.**  
**Percent 3L Students Who Indicate Experience at Law School Has Substantially Contributed to Their Knowledge, Skills, and Personal Development By Age <sup>1</sup>**

Item	White	African American	Asian	Latino
Using computing and information technology	53%	48%	46%	42%
Learning effectively on your own	83%	81%	74%	73%
Understanding yourself	58%	58%	44%	46%
Understanding people of other racial and ethnic backgrounds	50%	43%	40%	45%
Developing clearer career goals	45%	41%	36%	38%
Developing a personal code of values and ethics	51%	45%	37%	48%

<sup>1</sup> Students responding 'very much' and 'quite a bit' are considered reporting substantial gains.

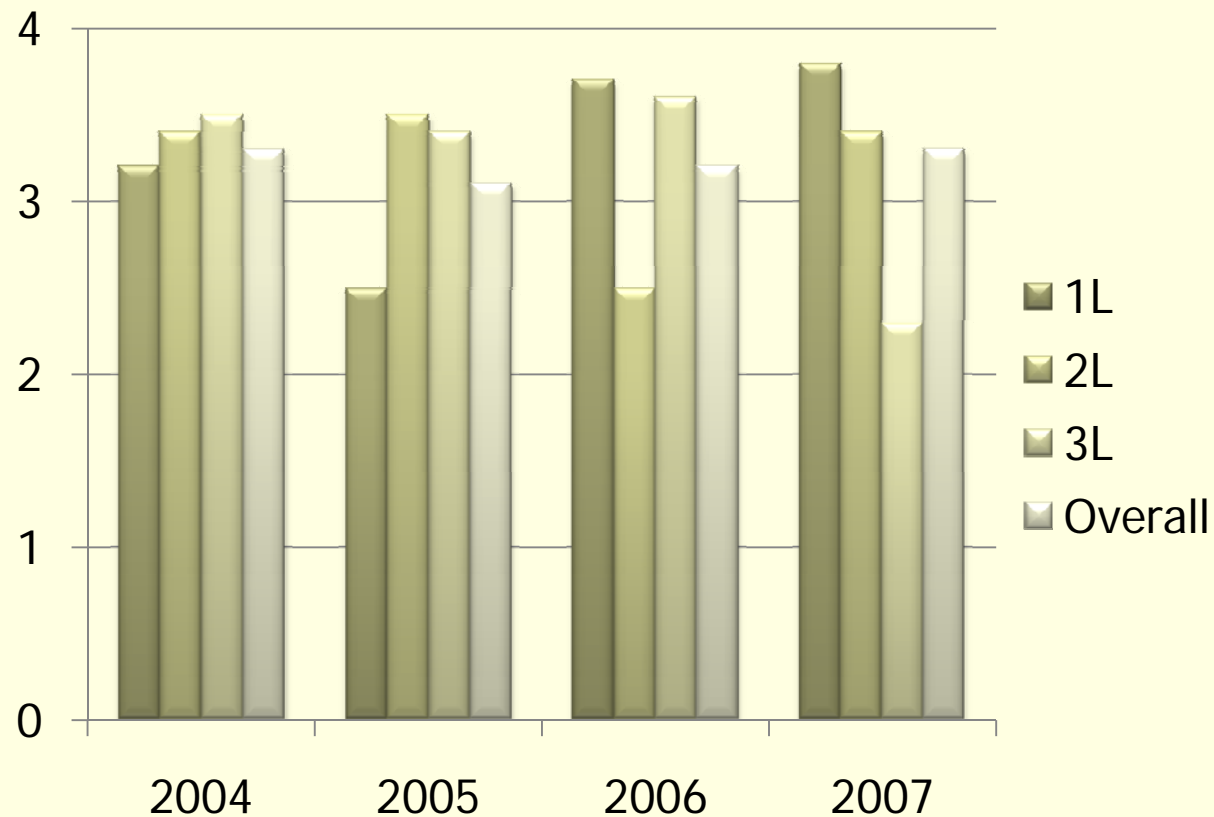
\*Full-Time, 3L U.S. Law students only.



# Communicating your Results

- ◆ Comparing mean responses over years.

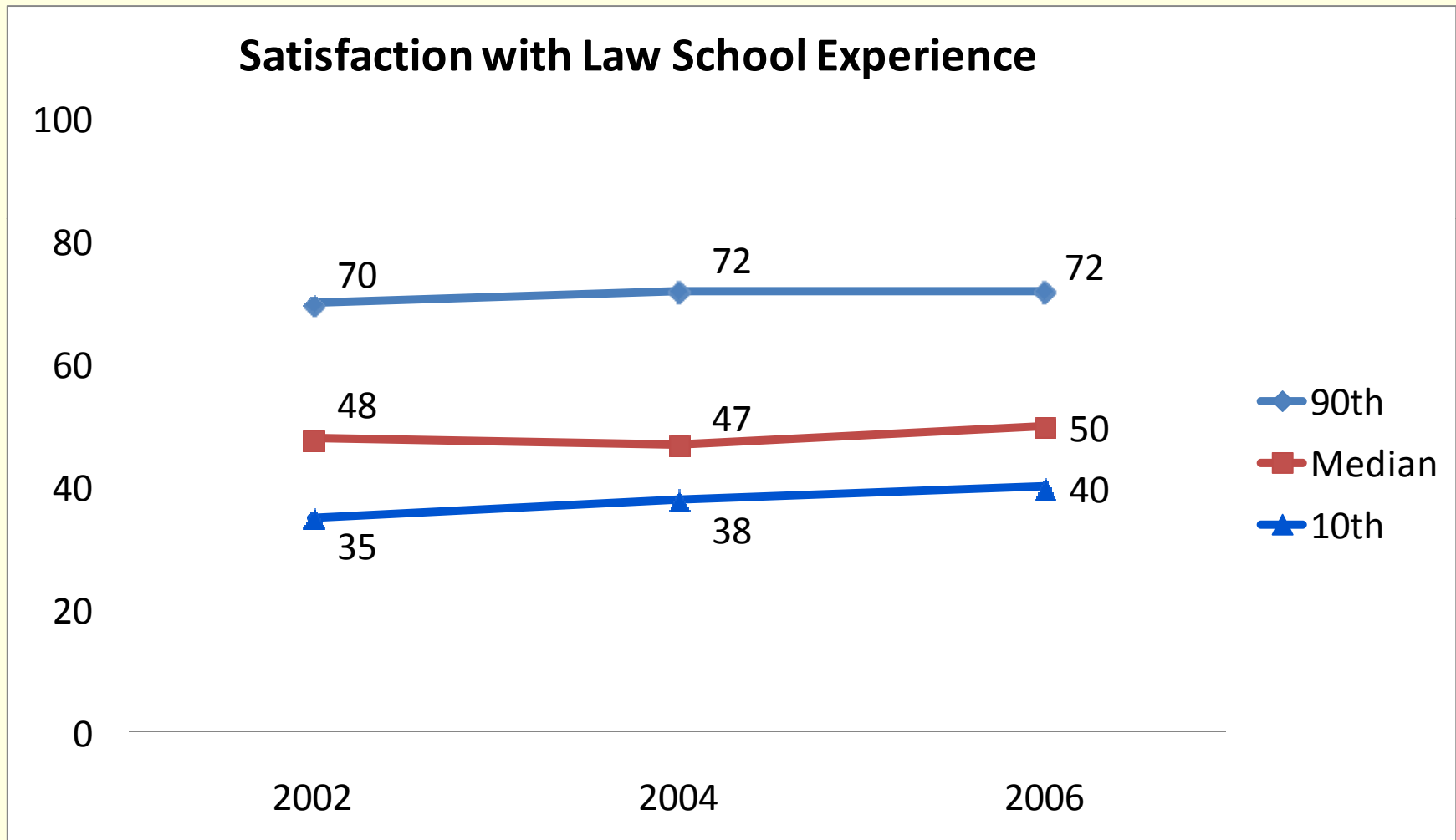
Figure 1: Satisfaction with Career Services





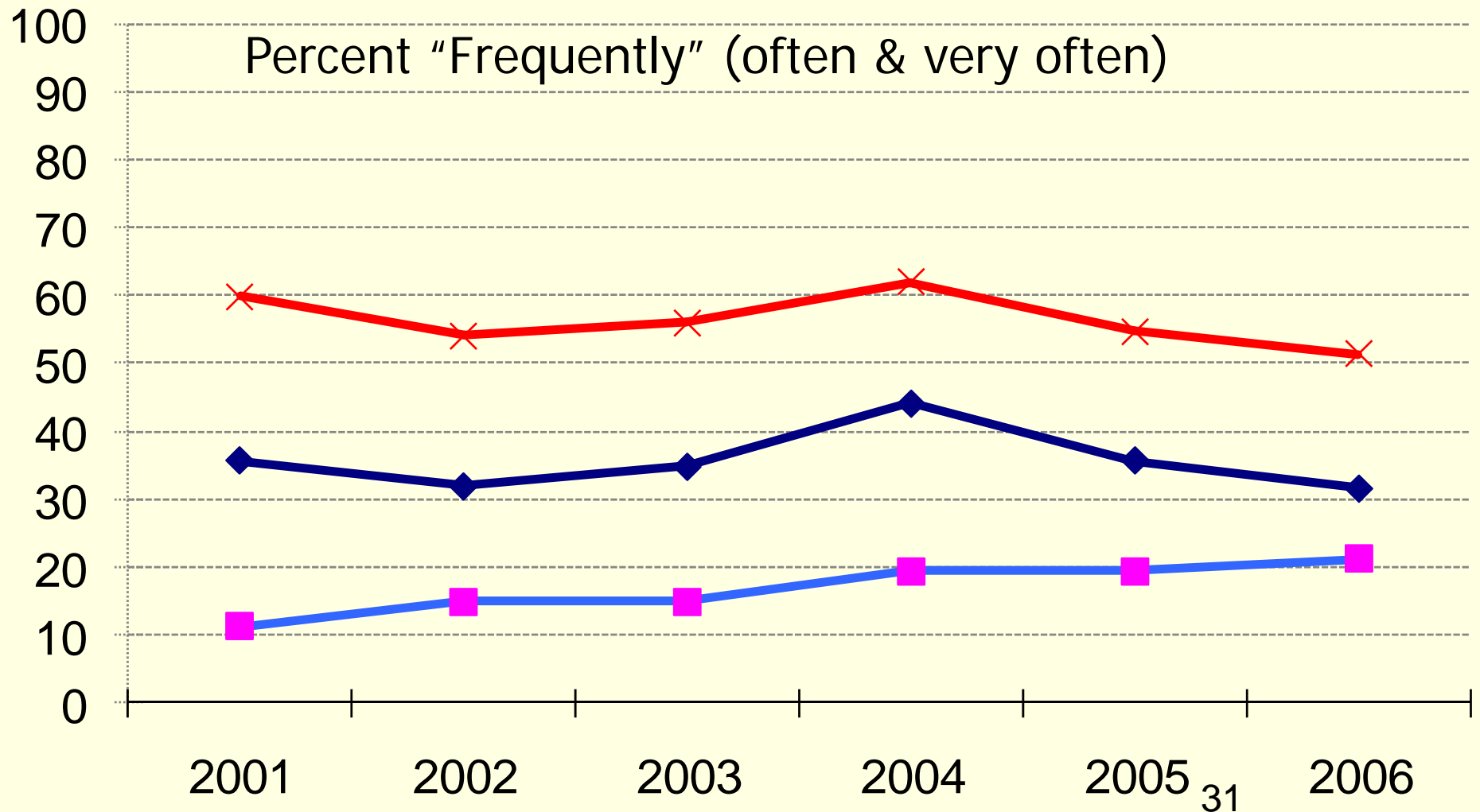
# Changes in Percentiles

**Satisfaction with Law School Experience**



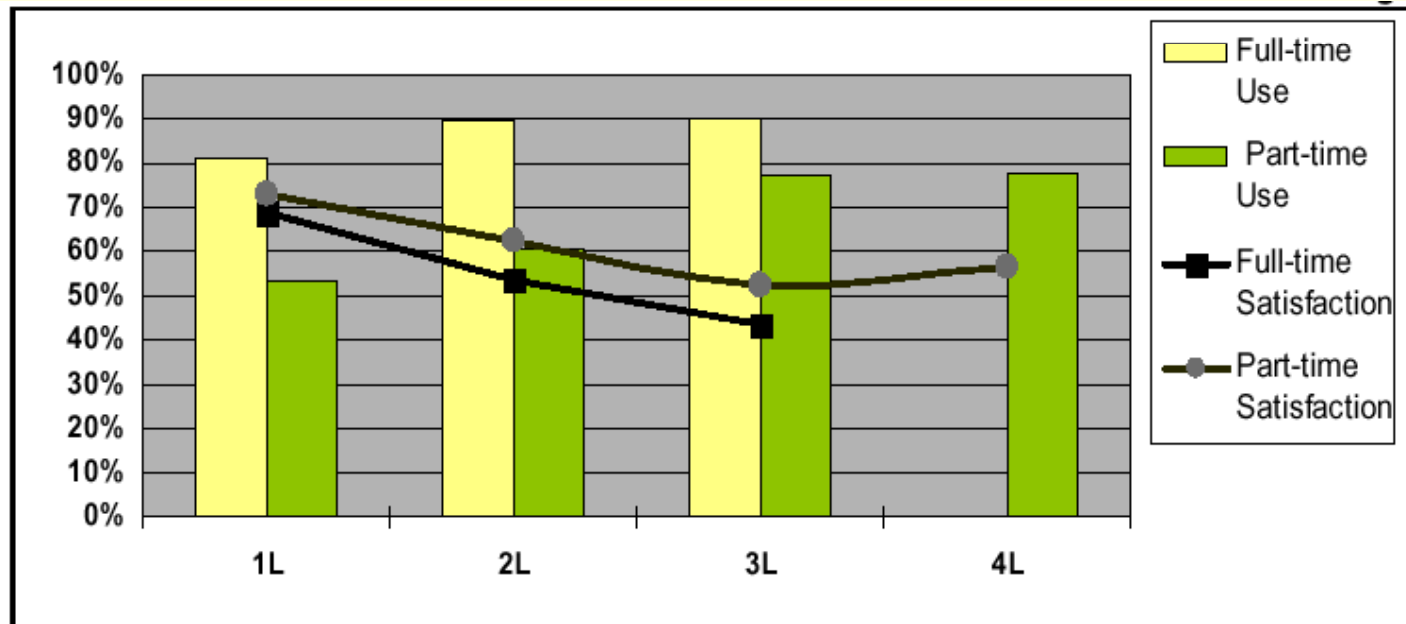


# Real World Trends





# Student Use and Satisfaction with Career Counseling



Student use of and satisfaction with career counseling varies significantly by class level and enrollment status. A greater portion of students report using career counseling as they advance through law school, satisfaction generally declines. Part-time students are more satisfied with career counseling than full-time students.



# Communicating your Results

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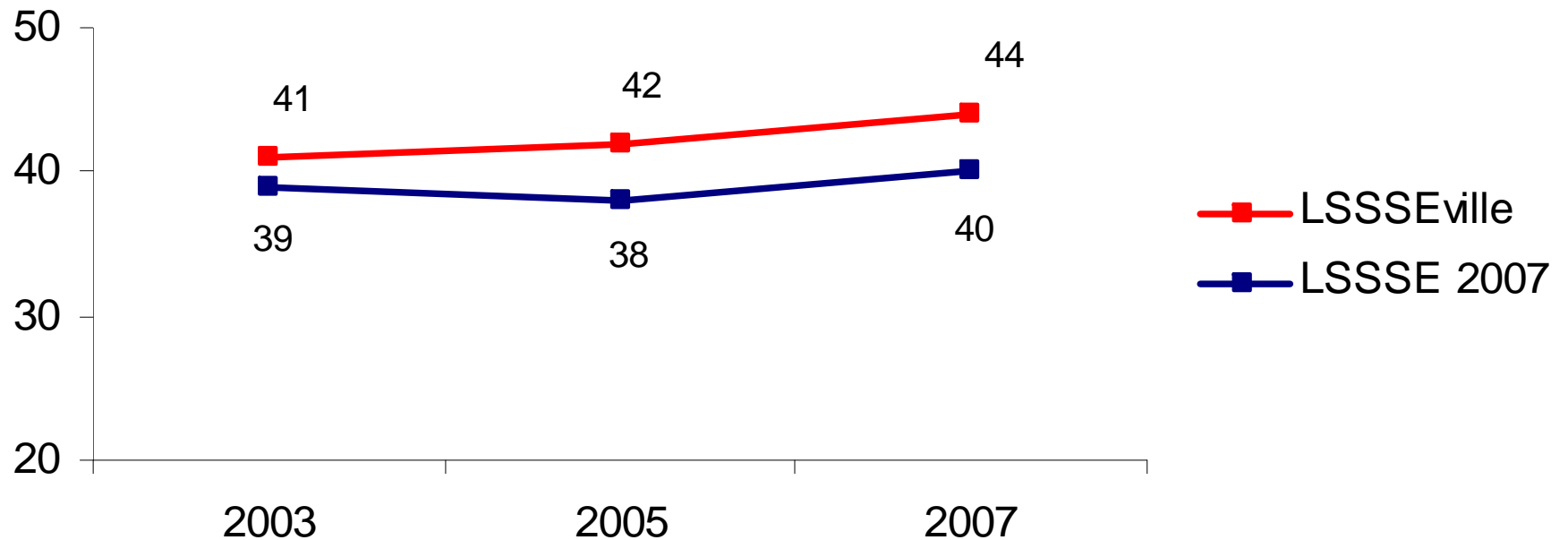
***Tip:* Share results broadly to stimulate discussion and support for further assessment and change**

- ◆ *Faculty*
- ◆ *Student Service Offices*
- ◆ *Dean of Students*
- ◆ *Students*



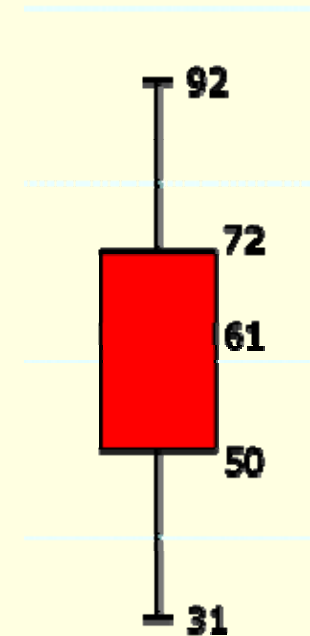
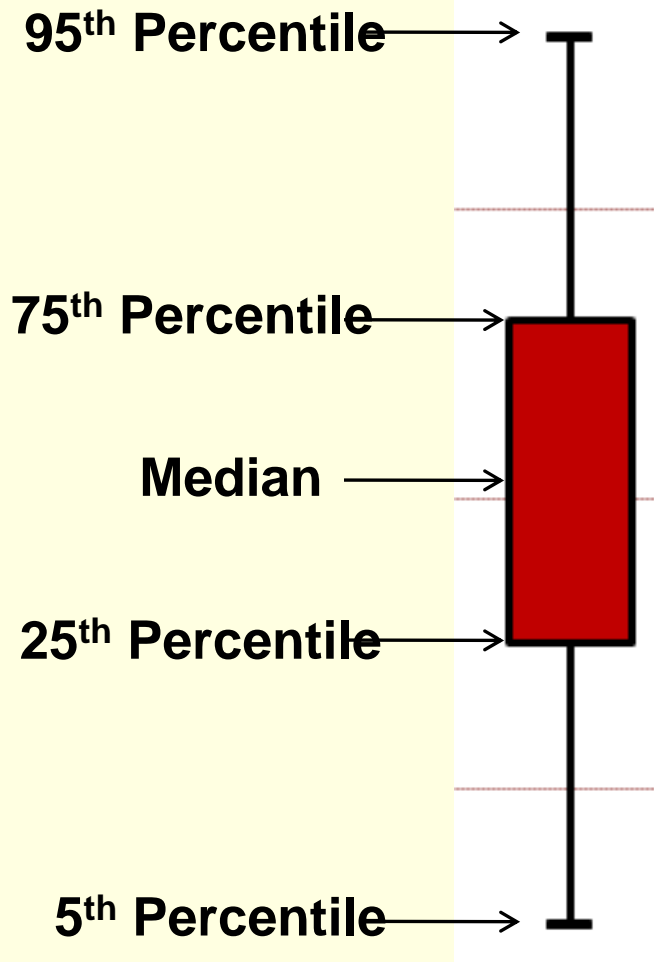
# Student – Faculty Interaction

**Percentage of 3L's who frequently discussed assignments with a faculty member**





# Box and Whisker Charts





# Reporting Trends

Survey Items	2003	2005	2007	Trend
Discuss ideas with faculty outside class	35%	40%	43%	↗
Received prompt feedback from faculty	45%	42%	38%	↘
Discuss grades with instructor	40%	42%	39%	↔
Talk about career plans with faculty	55%	50%	58%	↔