



Inside

Introduction 1

LSSSE 2004 Law Schools and Respondents2

- School Size and Affiliation
- Gender and Race
- Class
- Enrollment
- Age and Marital Status
- Grades
- Before Law School
- Law School Debt

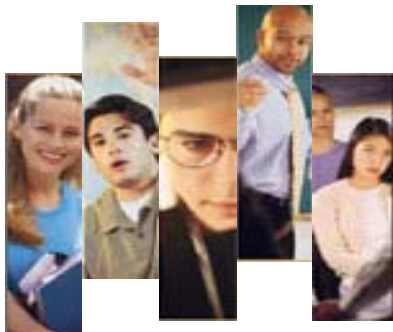
Selected Results4

- Law School Activities
- Law School Environment
- Enriching Educational Experiences
- Time Usage
- Student Satisfaction

Guidelines for Interpreting LSSSE Results6

- Representativeness of Respondents
- 4L Student Results
- Effect Size
- Patterns in Item Differences
- Standards of Comparison

Things to Think About.....8



Introduction

In spring 2004, the Law School Survey of Student Engagement (LSSSE) launched its first national administration, collecting information about the quality of legal education from more than 13,000 JD students at 42 law schools around the country. The project is cosponsored by the Association of American Law Schools and The Carnegie Foundation for the Advancement of Teaching, and sustained by law school participation fees.

The LSSSE survey is designed to assess the extent to which students engage in a variety of educationally effective activities that contribute to valued outcomes. The results provide insights into student behaviors and law school environments that can be addressed almost immediately to enhance student learning and law school effectiveness.

This 2004 overview is divided into four major sections. First, we discuss the characteristics of participating law schools and students. In the second section we present selected findings, including descriptive information about the students who completed the survey. Then, we provide suggestions for interpreting the data presented in this report. Finally, we close with some ideas to consider when using your results for various purposes.

LSSSE 2004 Law Schools and Respondents

Just over 26,000 students were included in the LSSSE 2004 sample. All JD students who attended the law school for at least one semester were selected from the data files provided by the 42 participating law schools. (A list of these law schools is included in the "Additional Information" tab of the Law School Report.) Electronic invitations to participate in the survey were sent directly to students. Students completed LSSSE online from March to June 2004. In all, 13,197 students responded to the survey.

Profile of LSSSE 2004 Law Schools

Affiliation

About one-third (31%) of the LSSSE institutions participating in the 2004 survey were public law schools, 40% were private law schools with a religious affiliation, and 29% were private schools without a religious affiliation.

Size

LSSSE 2004 schools ranged in size from 179 to 1492 students. Almost half of participating schools (45%) had less than 500 student respondents. Thirty-one percent had 500 to 900 respondents, and twenty-four percent had more than 900 respondents.



Profile of LSSSE 2004 Respondents

Gender and Race

Table 1 shows the gender and race of law students responding to the LSSSE 2004. The group was evenly divided between men and women. More than four fifths were White.

Table 1
LSSSE 2004 Respondents

| | |
|-----------------|-----|
| <u>Gender</u> | |
| Male | 49% |
| Female | 51% |
| <u>Race</u> | |
| American Indian | 2% |
| Asian | 6% |
| Black | 5% |
| Latino | 8% |
| White | 81% |
| Other | 1% |
| Multi-Race | 4% |
| International | 3% |

Class

The 13,197 respondents were split fairly evenly between 1L (37%), 2L (31%) and 3L students (30%). Two percent of respondents were 4L students.

Enrollment

Fourteen percent of respondents were part-time students. Three percent of students transferred from another law school. Four percent of students were pursuing a joint-degree program.

Age and Marital Status

About 38% of respondents were between the ages of 23-25, 37% were between 26-30, 17% were between 31-40, and 7% were over 40 years old. More than one-fourth (29%) of students responding to the survey were married.

Grades

More than forty percent of student reported grades of either A/A- (17%) or B+ (25%), while 29% reported mostly Bs. About one-third reported B- (15%), C+ (9%) or lower (5%) grades.

Before Law School

Students were asked how much time they spent between earning their undergraduate degree and enrolling in law school. Almost two-thirds enrolled either directly (38%) or 1-2 years later (27%). Seventeen percent enrolled 3-5 years later, 10% indicated 6-10 years, and 8% over 10 years after earning their undergraduate degree.

Law School Debt

More than half (56%) of students reported that they will have accumulated \$60,000 or more of educational debt by the time they graduate from law school. Seventeen percent estimate they will have from \$40,001 to \$60,000 of debt, 10% from \$20,001-\$40,000, and 5% will owe less than \$20,000. Only about one-tenth (11%) indicated they will be debt-free after completing the JD.

Selected Results

The following section features some highlights of the nature and frequency of law school student engagement in various effective educational practices.

Law School Activities

A major focus of the LSSSE survey is on the types of activities in which students take part, inside and outside the classroom. A “substantial” amount of engagement is defined to be at least 50% of all students reporting “often” or “very often” (Table 2).

The least frequent activities are those where the percentage of students who responded “never” exceeded 35%, meaning that roughly one third or more of the students did not participate in these areas during the 2003-2004 academic year (Table 2).

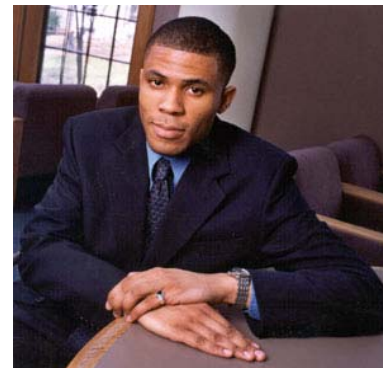


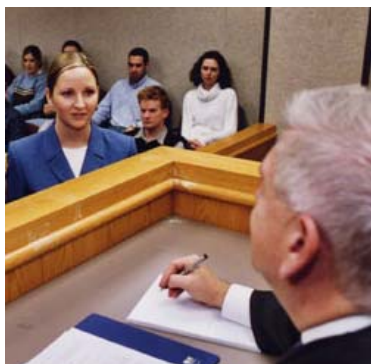
Table 2
Most Frequently and Least Frequently Reported Activities

| | Students Responding Very Often or Often |
|---|--|
| Most Frequent Activities | |
| Came to class with readings or assignments completed | 87% |
| Worked on a paper or assignment that required integrating ideas or information from various sources | 74% |
| Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) | 69% |
| Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | 65% |
| Prepared two or more drafts of a paper or assignment before turning it in | 62% |
| Used e-mail to communicate with a faculty member | 57% |
| Had serious conversations with a students of a different race or ethnicity than your own | 56% |
| Worked harder than you thought you could to meet faculty members' standards or expectations | 56% |
| Asked questions in class or contributed to class discussions | 50% |
| Least Frequent Activities | |
| Participated in a clinical or pro bono project as part of a course or for academic credit | 75% |
| Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | 59% |

**About three-fourths
(74%) of law
students very often
or often worked on
an assignment that
required integrating
ideas from various
sources**



Three-fourths of students indicated their school placed a substantial degree of emphasis on the ethical practice of the law



Four of five (80%) students did, or plan to do, a clinical internship or field experience

Law School Environment

Another way to gain insight into the quality of the student experience is to look at the extent to which students perceive that their school is a supportive learning environment.

- About nine out of ten (88%) students indicated that their school emphasized to a substantial degree (“very much” or “quite a bit”) spending significant amounts of time studying and on school work.
- Three-fourths (76%) of students indicated their school emphasized to a substantial degree the ethical practice of law.
- Almost one-half (48%) of students said their school did very little to help them cope with their non-school activities (family, work, etc.).
- One-third (33%) of students said their school did very little to provide the support they need to thrive socially.

Enriching Educational Experiences

Taking part in different types of educational programs and opportunities can complement and enrich the law school experience. Table 3 reports the percent of students who participated in, or planned to participate in, certain of these enriching activities.

Table 3
Percentage of Students Reporting Various Educational Enriching Activities

| | <u>1L</u> | <u>2L</u> | <u>3L</u> | <u>4L</u> |
|--|------------------|------------------|------------------|------------------|
| Clinical internship or field experience | 87% | 82% | 70% | 48% |
| Volunteer or pro bono work | 71% | 63% | 53% | 35% |
| Student-faculty committee | 26% | 22% | 21% | 12% |
| Work on a legal research project with a faculty member outside of course or program requirements | 35% | 40% | 33% | 30% |
| Study abroad | 22% | 22% | 14% | 8% |
| Law journal member | 66% | 56% | 51% | 35% |
| Moot court team | 40% | 28% | 27% | 9% |
| Law student organization member | 39% | 43% | 41% | 18% |
| Law student organization leader | 40% | 43% | 25% | 25% |

Time Usage

What students put into their education determines what they get out of it. For example, the amount of time spent preparing for class and participating in law school-sponsored activities or community organizations is positively correlated with self-reported educational and personal growth. Doing legal pro bono work beyond the requirements for a class is positively correlated with student gains in contributing to the welfare of their community. However, time spent working for pay, caring for dependents, or commuting is not positively related to any of educational and personal growth dimensions represented on the survey.

- More than two-thirds (68%) of all students spend 20 or more hours per week studying. (Figure 1). About four in ten students (39%) spend 30 or more hours per week, and only 18% spend ten or less hours per week preparing for class.
- Half of all students (50%) work for pay although this number varies significantly by class level (Figure 2). More than half of working students (51%) spend at least 15 hours per week working for pay.
- Three-fifths of all students (60%) participate in one or more school-sponsored activities such as student organizations, journal, moot court, and student government; 15% devote more than 5 hours per week to such extra-curricular activities.
- About one-third (35%) of law students are caring for dependents living with them.
- Almost one-half (45%) of students spend at least one hour per week participating in community organizations.

Student Satisfaction

Students were generally satisfied with their law school experience. More than four fifths (82%) rated their law school experience “good” or “excellent” (Figure 3). Only 3% said their experience was “poor.” More than three-quarters (79%) of students would “probably” or “definitely” attend the same school if they were starting over again.

- Students were most “satisfied” or “very satisfied” with library assistance (94%), computing technology (78%) and financial aid advising (70%).
- Students were most dissatisfied (“unsatisfactory” or “very unsatisfactory”) with job search help (51%), career counseling (49%), and personal counseling (43%).

Figure 1
Hours Per Week Students Spend Preparing for Class

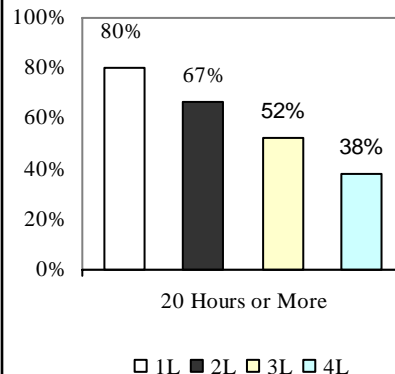


Figure 2
Percentages of Students Who Work for Pay

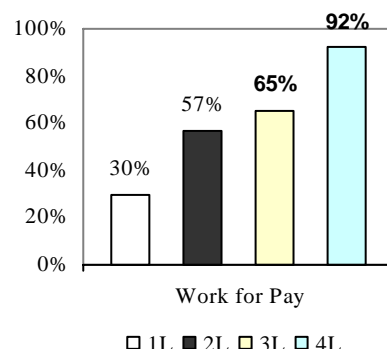
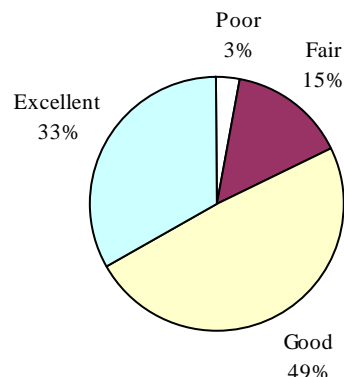


Figure 3
Satisfaction with Law School Experience



Law School Survey of Student Engagement 2004

Please mark your answers in the boxes. Example: In the larger boxes, please print your responses.

| | Very Often | Sometimes Often | Sometimes | Sometimes Rarely | Very Rarely | | | | | | | | | | | | | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. In your experience at your law school during the current school year, about how often have you done each of the following? | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Added students to class or enrolled in class discussions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 3. Prepared two or more drafts of a paper or assignment before turning it in | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 4. Worked on a paper or project that required integrating class or information from various sources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 5. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 6. Came to class without completing readings or assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 7. Worked with other students on projects during class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 8. Worked with classmates outside of class to prepare class assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 9. Put together class or concepts from other classes or courses to complete assignments or during class discussions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 10. Participated in a debate or pro/con activity or used a computer or for academic work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 11. Used an electronic medium (blogs, text chats, wikis, instant messaging, etc.) to discuss or complete an assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 12. Used e-mail to communicate with a faculty member | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 13. Discussed assignments with a faculty member | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 14. Taped audio notes (class or job search activities) with a faculty member or advisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 15. Discussed class from your readings or class with faculty members outside of class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 16. Requested proper feedback from faculty or your academic performance (grades or so) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 17. Worked faster than you thought you could to meet faculty member's standards or expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 18. Worked with faculty members to (correctness, orientation, advice, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 19. Discussed class from your readings or class with other students or those with whom outside of class (debate, focus, research, conversation, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 20. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 21. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 22. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work. | <table border="1"> <thead> <tr> <th>Very little</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Very much</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | | | | | Very little | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very much | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Very little | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very much | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | |
| 23. During the current school year, how much has your coursework emphasized the following material? | <table border="1"> <thead> <tr> <th>Very little</th> <th>Very little</th> <th>Very little</th> <th>Very little</th> <th>Very little</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | | | | | Very little | Very little | Very little | Very little | Very little | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| Very little | Very little | Very little | Very little | Very little | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | |
| 24. Remembering facts, ideas, or methods from your courses and reading or you can report them in a pretty much the same form | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 25. Analyzing the basic elements of an idea, experience, or theory, such as identifying a particular case or situation to which and applying it to concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 26. Synthesizing and applying ideas, information, or experiences into new, more complex interpretations and relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 27. Making judgments about the value of evidence, arguments, or theories and/or issues or contexts, and articulating and defending those judgments in writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |
| 28. Applying theories or concepts to practical problems or in new situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | |

Look carefully at survey items with large effect sizes, both positive and negative



Guidelines for Interpreting LSSSE Results

Before sharing your LSSSE results school wide, it's very important to become familiar with the nature of the data and "story line" of your school's performance. Here are some things to consider.

Check the Representativeness of Your Respondents

Even though the survey was administered online to all J.D. students at your school, an essential early step is to check to see that the characteristics of students responding to LSSSE are comparable on various biographical characteristics to other information about students that is available in your school.

Interpret Results for 4L Students with Caution

Of the 13,197 student respondents, only 249 are 4L students. Most LSSSE schools have either none (60%) or very few 4L respondents (7%), while one-third (33%) of schools had at least ten 4Ls complete the survey. Because the number of respondents is relatively small, caution should be used in interpreting these results.

Look Carefully at Items with Large Effect Sizes

In the *Means Comparison Report*, asterisks (*) mark those survey items where your students' responses differ at a statistically significant level from students at other LSSSE 2004 law schools. Because of the large number of students surveyed, we employ several different statistical significance thresholds to reduce the probability that the differences noted are due to chance ($p < .05$, $p < .01$, and $p < .001$).

Even though the differences reported are highly reliable and statistically significant, the actual magnitude of some item score differences may be trivial. That is, they may not represent a behavior or dimension of the law school student experience at your institution that is qualitatively different from that of students at other law schools. For this reason we also report the effect size associated with those item comparisons that are statistically significant. The effect size represents the magnitude of the discrepancy in the student or school behavior the item measures. When the effect size is large, or a pattern of small or moderate effect sizes exists, it's likely that the quality of the student experience is appreciably different and, therefore, may be of practical as well as statistical significance with regard to the respective area of student engagement.

Finding large effect sizes is not that common in most areas of non-experimental educational and social science research. So, if your results include some medium or large effects, something may be going on that warrants immediate attention, especially if other empirical or anecdotal information corroborate the LSSSE data. Here are some general guidelines for determining the relative importance of a Cohen's *d* effect size:

- .20 is a small effect
- .50 is a medium effect
- .80 is a large effect

Look for Patterns in Item Differences

In addition to focusing on items with medium to large effect sizes, look for patterns in your students' responses. For example, are your students consistently above or below the mean of the LSSSE 2004 group in one or more areas of engagement? Are the differences explainable, perhaps a function of your law school's location, the institutional mission, or certain student characteristics?

Also, don't rely exclusively on statistical significance tests to identify areas that warrant attention. A consistent pattern of scoring above the mean, even though all the items may not reach statistical significance, may indicate your school is doing many of the right things in terms of good educational practice. At the same time, some schools have very high expectations for student engagement and may fall short of their own aspirations even though comparisons with other LSSSE schools are favorable.

Standards of Comparison

LSSSE data serve a diagnostic function by identifying school strengths and weaknesses in terms of effective educational practices. Comparisons with aggregated data from the other LSSSE 2004 schools help reveal aspects of school and student performance not readily available from other sources.

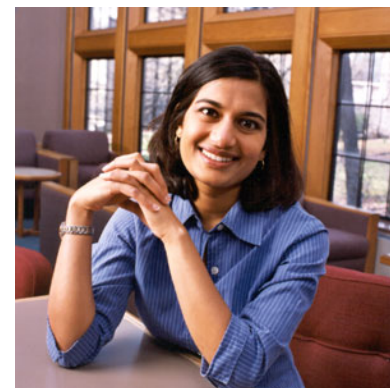
There are two basic approaches that many schools use to think about their results. One or both may be appropriate, depending on your institution's situation.

Normative Approach

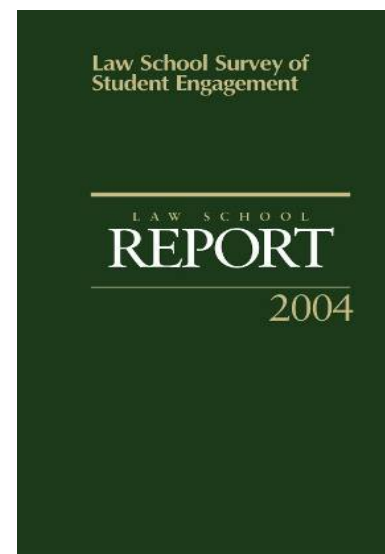
The normative approach compares your students' responses to those of students at the other 41 law schools in LSSSE 2004. This information is readily available from the *Means Comparison Report*. Breaking down the information into subgroups or engagement topics may be a way of stimulating faculty interest and discussion in the findings.

Criterion Approach

A second way of looking at your results is a criterion-referenced approach, whereby you compare your law school's performance against a predetermined value or level that you and your colleagues deem appropriate for your students, given your school mission, size, curricular offerings, selectivity, demographics, and so forth.



**Normative and
criterion-referenced
approaches can
point to different
aspects of the law
school experience
that may warrant
attention**



Report student engagement results in a responsible way



Law School Survey of Student Engagement

Center for Postsecondary Research
Indiana University
1900 East 10th Street
Eigenmann Hall, Suite 419
Bloomington, IN 47405-7512

Phone: 617-548-1247
Fax: 812-856-5150
E-mail: lsse@indiana.edu
Web: www.iub.edu/~nsse/lsse

Things to Think About

There are several things to think about as you start to examine and use your law school results.

- 1. Make sure faculty members and administrators understand and endorse the concept of student engagement.** The value of student engagement results to improving the quality of legal education need to be convincingly explained to those faculty members less familiar with assessment in general and the engagement concept in particular.
- 2. Understand what student engagement data represent and use the results wisely.** It takes time, perspective and experience to understand and make the best use of student engagement results.
- 3. Report student engagement results in a responsible way.** We encourage schools to share their results in ways that lead to a better understanding of the student experience and promote law school improvement efforts.
- 4. Don't allow the numbers to speak for themselves.** Every number and comparison reported should be accompanied by an explanation and interpretation of what can and cannot be concluded from the results.
- 5. Examine the results from multiple perspectives.** Use both normative and criterion-referenced approaches to challenge assumptions about student and school performance in the context of your own law school. It's also wise to compare the engagement levels of specific student groups, such as 1Ls to 3Ls, men to women, different legal specialties, etc.
- 6. Link the results to other information about the student experience and complementary initiatives.** The positive impact of student engagement results will be multiplied if the data can be made relevant to groups of faculty and staff working on different improvement efforts within your law school.
- 7. Don't go it alone.** Experts assert that the chances of successful innovation improve when teams are formed and law schools work together on topics of mutual interest.

Final Word

Thank you for participating in the first national administration of the *Law School Survey of Student Engagement*. We are excited about the many benefits that law schools, professional associations, and students may garner by looking at engagement information and providing a forum to discuss items related to teaching and learning and related law school performance and improvement initiatives.

We welcome your comments and feedback and look forward to working with you on interpreting and putting your LSSSE results to use.