This document presents a number of key findings from your institution’s participation in the 2017 Law School Survey of Student Engagement. We hope it provides a starting point for analysis and discussion. Here, we identify four sets of questions that might be useful for stimulating a conversation among faculty, staff and others at your institution based on your LSSSE results.

### ENGAGEMENT INDICATORS

Engagement indicators analyze your data around four central themes, identify trends, and provide an overall comparative context for your school’s data. For more detailed information, see your Engagement Indicators Report. The table below summarizes key comparisons set out in this report between the responses of your students and of those attending law schools within your two comparison groups.

**Key:**

▲ *Your students’ average* was significantly higher than that of the comparison group (*p* < .05), and the effect size was substantial in magnitude (>0.3).

▼ *Your students’ average* was significantly lower than that of the comparison group (*p* < .05), and the effect size was substantial in magnitude (>0.3).

--- *No significant difference.*

<table>
<thead>
<tr>
<th></th>
<th>Maine Law Engagement Indicators</th>
<th>How Maine Law compares with:</th>
<th>How Maine Law compares with:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>New England</td>
<td>LSSSE 2016 &amp; 2017</td>
</tr>
<tr>
<td><strong>Learning to Think Like a Lawyer</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1L</td>
<td>37.1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2L</td>
<td>38.4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3L</td>
<td>35.7</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Student-Faculty Interaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1L</td>
<td>24.4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2L</td>
<td>26.3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3L</td>
<td>22.3</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td><strong>Student Advising</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1L</td>
<td>31.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2L</td>
<td>31.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3L</td>
<td>24.8</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Law School Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1L</td>
<td>27.7</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2L</td>
<td>28.1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3L</td>
<td>22.8</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

An effect size indicates the practical significance of the comparison. It reports the difference between the means of two groups in terms of their common standard deviation.
### COMPARATIVE FINDINGS

Reviewing your results in comparison to other law schools can help you learn more about important differences in your curriculum or the larger context of your school. In this section we identify the LSSSE questions that yielded the most and least favorable comparisons between your institution and your first customized comparison group. While these questions represent the largest differences (in percentage points), they may not be the most important to your law school mission or program goals.

## Highest Performing Items Relative to New England

<table>
<thead>
<tr>
<th>Class</th>
<th>Item Number and Description</th>
<th>Maine Law</th>
<th>New England</th>
<th>LSSSE 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1L</td>
<td>5d. Work on a legal research project with faculty outside course requirements⁹</td>
<td>61%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>2L</td>
<td>6a. Academic advising and planning⁴</td>
<td>87%</td>
<td>72%</td>
<td>69%</td>
</tr>
<tr>
<td>3L</td>
<td>8c. Providing the support you need to help you succeed academically⁴</td>
<td>89%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>1L</td>
<td>7h. Attending campus events and activities (special speakers, cultural events, symposia, etc.)⁴</td>
<td>91%</td>
<td>68%</td>
<td>70%</td>
</tr>
<tr>
<td>2L</td>
<td>7a. Spent more than 15 hours per week reading assigned material</td>
<td>81%</td>
<td>59%</td>
<td>52%</td>
</tr>
<tr>
<td>3L</td>
<td>1b. Prepared two or more drafts of a paper or assignment before turning it in⁶</td>
<td>74%</td>
<td>59%</td>
<td>61%</td>
</tr>
<tr>
<td>1L</td>
<td>7j. Spent more than 5 hours per week providing care for dependents</td>
<td>39%</td>
<td>23%</td>
<td>21%</td>
</tr>
<tr>
<td>3L</td>
<td>7c. Spent more than 5 hours per week reading on your own</td>
<td>29%</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>3L</td>
<td>7a. Spent more than 15 hours per week reading assigned material</td>
<td>46%</td>
<td>37%</td>
<td>36%</td>
</tr>
</tbody>
</table>

## Lowest Performing Items Relative to New England

<table>
<thead>
<tr>
<th>Class</th>
<th>Item Number and Description</th>
<th>Maine Law</th>
<th>New England</th>
<th>LSSSE 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1L</td>
<td>2. Extent to which your examinations have challenged you to do your best work.⁵</td>
<td>63%</td>
<td>84%</td>
<td>79%</td>
</tr>
<tr>
<td>1L</td>
<td>1g. Worked with classmates outside of class to prepare class assignments⁸</td>
<td>22%</td>
<td>44%</td>
<td>37%</td>
</tr>
<tr>
<td>3L</td>
<td>3a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them⁵</td>
<td>29%</td>
<td>62%</td>
<td>64%</td>
</tr>
<tr>
<td>1L</td>
<td>1l. Participated in a clinical or pro bono project as part of a course or for academic credit⁸</td>
<td>16%</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>2L</td>
<td>5b. Pro bono work or public service⁸</td>
<td>31%</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>3L</td>
<td>1q. Discussed ideas from your readings or classes with others outside of class⁸</td>
<td>47%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>1L</td>
<td>1a. Asked questions in class or contributed to class discussions⁸</td>
<td>56%</td>
<td>71%</td>
<td>63%</td>
</tr>
<tr>
<td>3L</td>
<td>7i. Spent more than 5 hours per week relaxing and socializing</td>
<td>39%</td>
<td>55%</td>
<td>59%</td>
</tr>
<tr>
<td>3L</td>
<td>1k. Discussed assignments with a faculty member⁸</td>
<td>48%</td>
<td>65%</td>
<td>57%</td>
</tr>
</tbody>
</table>
CLASSROOM ENGAGEMENT AND PREPARATION

Below are Maine Law students’ responses to four questions that relate to learning experiences in and around classes.

**Time Spent Reading for Classes**

- 1L: 21.33 hours per week
- 2L: 22.89 hours per week
- 3L: 16.03 hours per week

**Frequently Asked Questions in Class**

- 1L: 51% of students asked questions
- 2L: 48% of students asked questions
- 3L: 47% of students asked questions

**Came to Class Unprepared**

- 1L: 2% of students came unprepared
- 2L: 4% of students came unprepared
- 3L: 25% of students came unprepared

**Discussed Ideas Outside of Class**

- 1L: 11% of students discussed ideas outside of class
- 2L: 58% of students discussed ideas outside of class
- 3L: 56% of students discussed ideas outside of class

QUALITY OF RELATIONSHIPS

How did Maine Law students rate the quality of their relationships with faculty, administrators, and other students?

- **Faculty**
  - 1L: 67%
  - 2L: 52%
  - 3L: 55%

- **Administrators**
  - 1L: 56%
  - 2L: 48%
  - 3L: 55%

- **Peers**
  - 1L: 53%
  - 2L: 53%
  - 3L: 54%

**Percent Reporting a Positive Relationship With:**

- **1L**
  - Faculty: 67%
  - Administrators: 56%
  - Peers: 53%

- **2L**
  - Faculty: 52%
  - Administrators: 48%
  - Peers: 53%

- **3L**
  - Faculty: 55%
  - Administrators: 55%
  - Peers: 54%
**STUDENT GAINS**

Here we highlight the amount 3L students reported they gained from their experiences at your institution, as well as their evaluation of the support they received in five areas.

<table>
<thead>
<tr>
<th>Perceived Gains</th>
<th>Percentage of 3Ls Responding “Very much” or “Quite a bit”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and analytically</td>
<td>85%</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>56%</td>
</tr>
<tr>
<td>Acquiring job- or work-related knowledge and skills</td>
<td>66%</td>
</tr>
<tr>
<td>Development of a personal code of values and ethics</td>
<td>54%</td>
</tr>
<tr>
<td>Developing clearer career goals</td>
<td>44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceived Support</th>
<th>Percentage of 3Ls Responding “Very much” or “Quite a bit”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing the support they need to help them succeed academically</td>
<td>67%</td>
</tr>
<tr>
<td>Helping them cope with non-academic responsibilities</td>
<td>18%</td>
</tr>
<tr>
<td>Providing the support they need to thrive socially</td>
<td>26%</td>
</tr>
<tr>
<td>Providing the financial counseling they need to afford education</td>
<td>23%</td>
</tr>
<tr>
<td>Providing the support they need in their employment search</td>
<td>36%</td>
</tr>
</tbody>
</table>

**STUDENT SATISFACTION**

This section identifies how satisfied your students were with their educational experience.

**Use of and Satisfaction with Support Services**

<table>
<thead>
<tr>
<th>Support Service</th>
<th>1L % Using</th>
<th>% Satisfied</th>
<th>2L % Using</th>
<th>% Satisfied</th>
<th>3L % Using</th>
<th>% Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>98</td>
<td>89</td>
<td>100</td>
<td>79</td>
<td>97</td>
<td>68</td>
</tr>
<tr>
<td>Job Search Assistance</td>
<td>78</td>
<td>69</td>
<td>83</td>
<td>70</td>
<td>77</td>
<td>57</td>
</tr>
<tr>
<td>Financial Aid Advising</td>
<td>67</td>
<td>68</td>
<td>58</td>
<td>71</td>
<td>62</td>
<td>71</td>
</tr>
</tbody>
</table>

**Satisfaction with Maine Law**

<table>
<thead>
<tr>
<th>Percentage Rating Their Overall Experience as “Excellent” or “Good”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

**Would You Attend Maine Law Again?**

<table>
<thead>
<tr>
<th>Percentage Who Would “Definitely” or “Probably” Attend This School Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

For more information:

You may access your 2017 and earlier LSSSE results online through the secure LSSSE Institution Interface. Visit [www.lssse.indiana.edu](http://www.lssse.indiana.edu) and select “Law School Log-in” from the upper-right corner to access that information, or call us at 812-856-5824 for assistance.

a. To calculate the differences, LSSSE used items 1 through 9 on the core survey.
b. Combination of students responding “Very often” or “Often.”
c. Rated at least 6 on a 7-point scale.
d. Combination of students responding “Very much” or “Quite a bit.”
e. Response options “Plan to do” and “Done” were used for 1L students; “Done” was used for 2L and 3L students.
f. Combination of students responding “Satisfied” or “Very satisfied.”