

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^a was substantial in magnitude (>0.3).
- ▲ **Your students' average** was significantly higher ($p < .05$).
- No significant difference.
- ▼ **Your students' average** was significantly lower ($p < .05$), and the effect size was substantial in magnitude (>0.3).

	Maine Law Engagement Indicators	How Maine Law compares with: New England	How Maine Law compares with: LSSSE 2016 & 2017
Learning to Think Like a Lawyer			
1L	37.1	--	
2L	38.4	--	--
3L	35.7	--	--
Student-Faculty Interaction			
1L	24.4	--	--
2L	26.3	--	--
3L	22.3	▼	▼
Student Advising			
1L	31.0	--	--
2L	31.0	--	--
3L	24.8	--	--
Law School Environment			
1L	27.7	--	--
2L	28.1	--	--
3L	22.8	--	--

a. 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^a 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

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

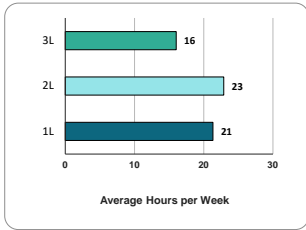
Lowest Performing Items Relative to New England

Class	Item Number and Description	Maine Law	New England	LSSSE 2016 & 2017
	1. 2. Extent to which your examinations have challenged you to do your best work. ^c	63%	84%	79%
1L	2. 1g. Worked with classmates outside of class to prepare class assignments ^b	22%	44%	37%
	3. 3a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them ^d	29%	62%	64%
	1. 1i. Participated in a clinical or pro bono project as part of a course or for academic credit ^b	16%	35%	31%
2L	2. 5b. Pro bono work or public service ^e	31%	50%	47%
	3. 1q. Discussed ideas from your readings or classes with others outside of class ^b	47%	67%	68%
	1. 1a. Asked questions in class or contributed to class discussions ^b	56%	71%	63%
3L	2. 7i. Spent more than 5 hours per week relaxing and socializing	39%	55%	59%
	3. 1k. Discussed assignments with a faculty member ^b	48%	65%	57%

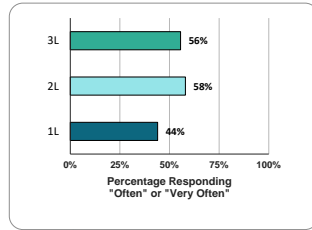
CLASSROOM ENGAGEMENT AND PREPARATION

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

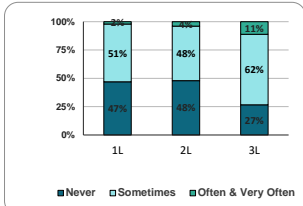
Time Spent Reading for Classes



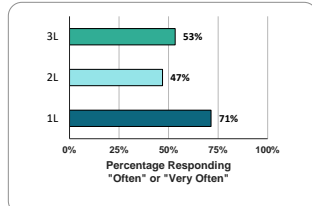
Frequently Asked Questions in Class



Came to Class Unprepared



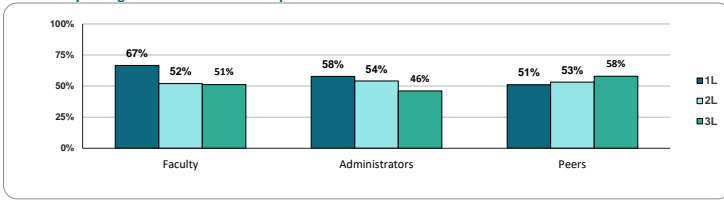
Frequently Discussed Ideas Outside of Class



QUALITY OF RELATIONSHIPS

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

Percent Reporting a Positive Relationship With:



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.

Perceived Gains	Percentage of 3Ls Responding "Very much" or "Quite a bit"		Perceived Support	Percentage of 3Ls Responding "Very much" or "Quite a bit"	
Thinking critically and analytically	85%	85%	Providing the support they need to help them succeed academically	67%	67%
Solving complex real-world problems	56%	56%	Helping them cope with non-academic responsibilities	18%	18%
Acquiring job- or work-related knowledge and skills	66%	66%	Providing the support they need to thrive socially	26%	26%
Development of a personal code of values and ethics	54%	54%	Providing the financial counseling they need to afford education	23%	23%
Developing clearer career goals	44%	44%	Providing the support they need in their employment search	36%	36%

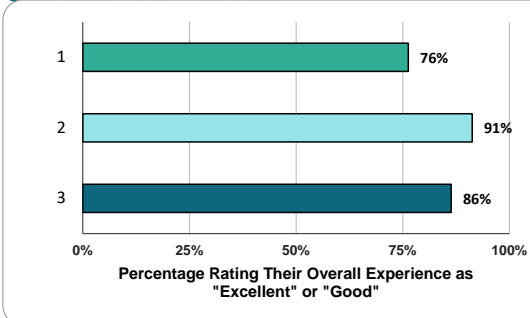
STUDENT SATISFACTION

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

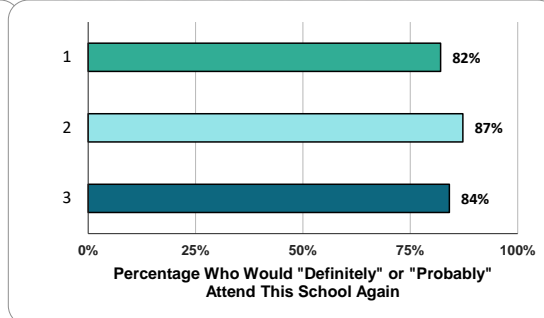
Use of and Satisfaction with Support Services

Support Service	1L		2L		3L	
	% Using	% Satisfied	% Using	% Satisfied	% Using	% Satisfied
Academic Advising	98	89	100	79	97	68
Job Search Assistance	78	69	83	70	77	57
Financial Aid Advising	67	68	58	71	62	71

Satisfaction with Maine Law



Would You Attend Maine Law Again?



For more information:

You may access your 2017 and earlier LSSSE results online through the secure LSSSE Institution Interface. Visit www.lssse.indiana.edu and select "Law School Login" from the upper-right corner to access that information, or call us at 812-856-5824 for assistance.

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