



Law School Survey of Student Engagement

Executive Snapshot 2018





University of Maine School of Law


This document presents a number of key findings from your institution's participation in the 2018 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 ($p < .05$).
-  **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: Peer Institutions	How Maine Law compares with: LSSSE 2017 & 2018
Learning to Think Like a Lawyer			
1L	35.8	--	
2L	37.6	--	--
3L	37.4	--	--
Student-Faculty Interaction			
1L	22.2	--	--
2L	27.3	--	--
3L	24.5	--	--
Student Advising			
1L	31.1	--	--
2L	28.1	--	--
3L	29.1	--	--
Law School Environment			
1L	25.7	--	--
2L	24.8	--	--
3L	26.4	--	--

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 Peer Institutions

Class	Item Number and Description	Maine Law	Peer Institutions	LSSSE 2017 & 2018
	1. 7j. Spent more than 5 hours per week providing care for dependents	32%	14%	20%
1L	2. 1b. Prepared two or more drafts of a paper or assignment before turning it in ^b	83%	66%	72%
	3. 6a. Academic advising and planning ^f	83%	68%	68%
	1. 1n. Received prompt feedback (written or oral) from faculty on your academic performance ^b	67%	47%	45%
2L	2. 6a. Academic advising and planning ^f	78%	61%	63%
	3. 1f. Worked with other students on projects during class ^b	39%	23%	24%
	1. 7a. Spent more than 15 hours per week reading assigned material	68%	42%	41%
3L	2. 6a. Academic advising and planning ^f	77%	60%	62%
	3. 8e. Providing the support you need to succeed in your employment search ^d	58%	42%	45%

Lowest Performing Items Relative to Peer Institutions

Class	Item Number and Description	Maine Law	Peer Institutions	LSSSE 2017 & 2018
	1. 8i. Providing the financial counseling you need to afford your education ^d	27%	41%	43%
1L	2. 6e. Financial aid advising ^f	37%	52%	54%
	3. 1g. Worked with classmates outside of class to prepare class assignments ^b	15%	41%	35%
	1. 1i. Participated in a clinical or pro bono project as part of a course or for academic credit ^b	12%	33%	31%
2L	2. 5b. Pro bono work or public service ^e	28%	51%	47%
	3. 5a. Field placement or law clinics ^e	11%	39%	38%
	1. 1p. Worked with faculty members on activities other than coursework (committees, etc.) ^b	9%	27%	26%
3L	2. 1k. Discussed assignments with a faculty member ^b	44%	62%	56%
	3. 7h. Spent more than 5 hours per week exercising	16%	36%	35%



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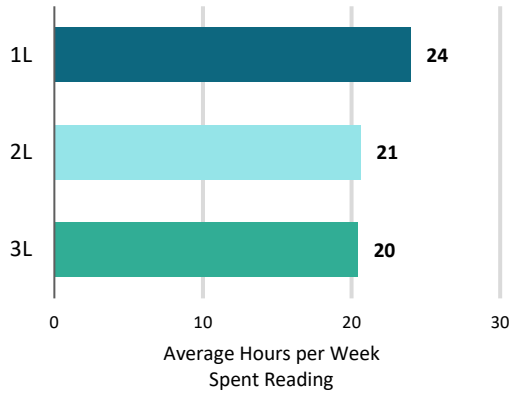
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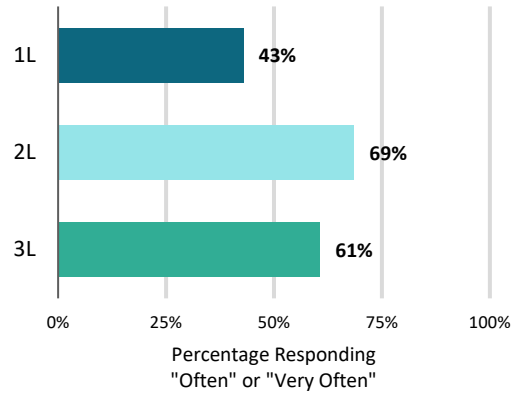
CLASSROOM ENGAGEMENT AND PREPARATION

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

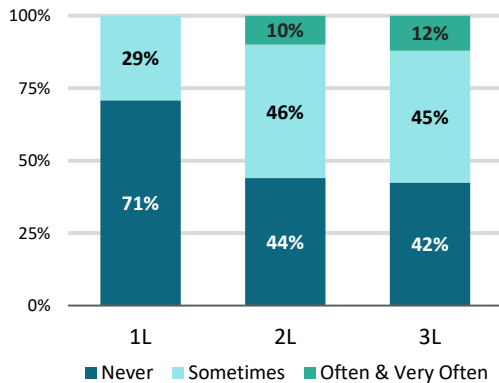
Time Spent Reading for Classes



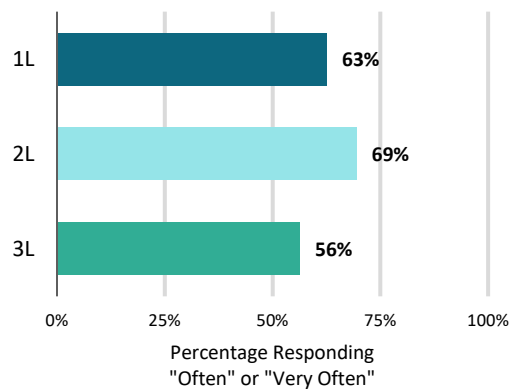
Frequently^b Asked Questions in Class



Came to Class Unprepared



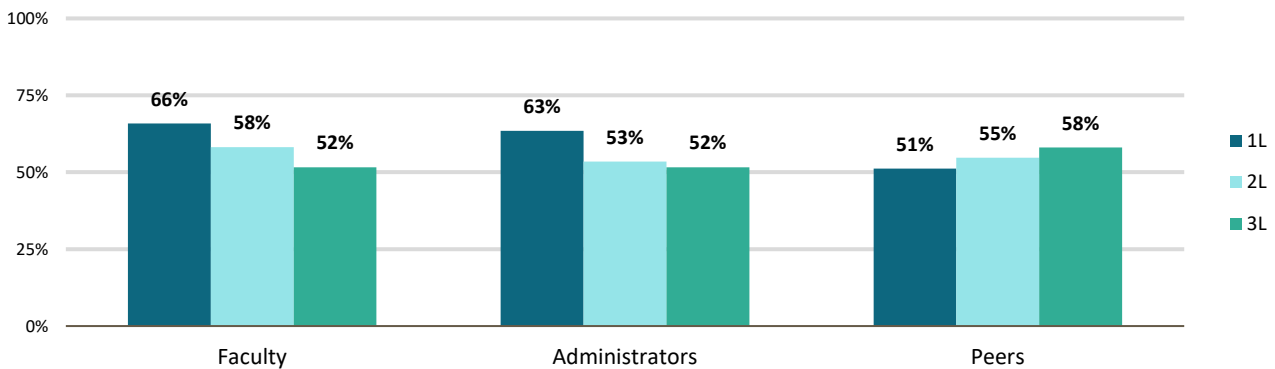
Frequently^b Discussed Ideas Outside of Class



QUALITY OF RELATIONSHIPS

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

Percent Reporting a Positive^c Relationship With:





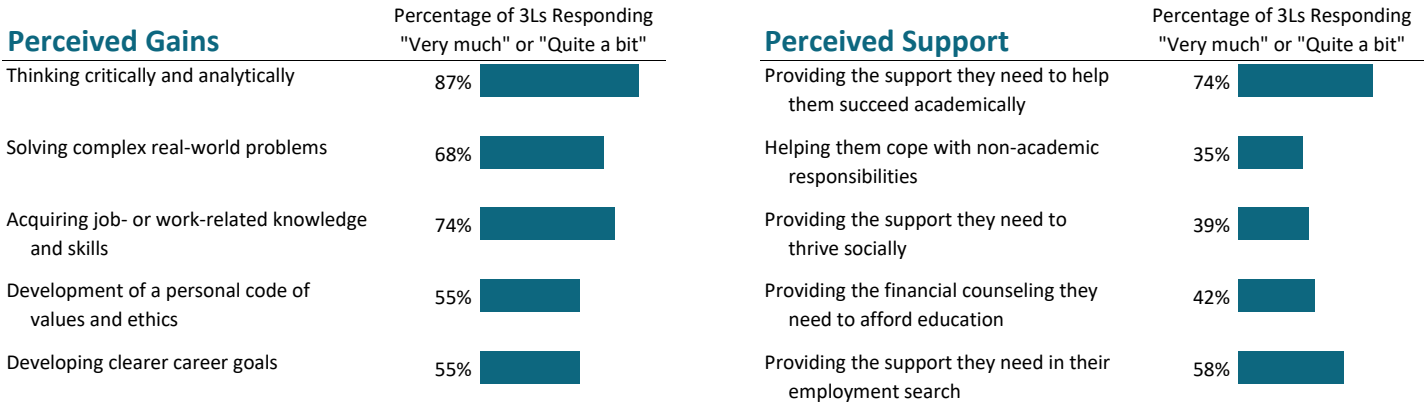
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STUDENT GAINS

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.



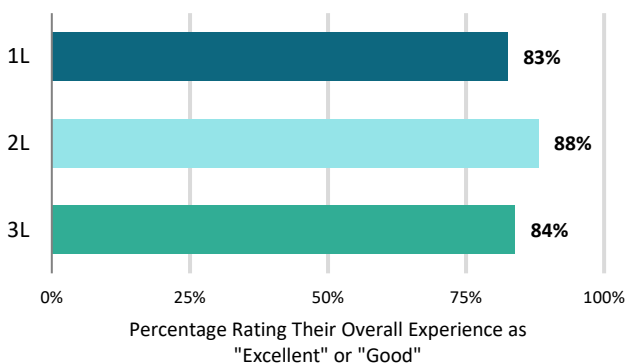
STUDENT SATISFACTION

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

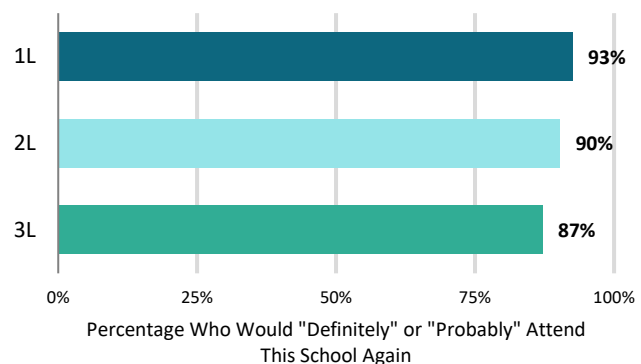
Use of and Satisfaction with Support Services

Support Service	1L		2L		3L	
	% Using	% Satisfied	% Using	% Satisfied	% Using	% Satisfied
Academic Advising	100	83	98	80	100	77
Job Search Assistance	80	70	84	54	94	59
Financial Aid Advising	59	63	70	69	71	73

Satisfaction with Maine Law



Would You Attend Maine Law Again?



For more information:

You may access your 2018 and earlier LSSSE results online through the secure LSSSE Institution Interface. Visit 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.

- 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."