

University of Windsor 2015 Law School Survey of Student Engagement (LSSSE)
Summary of Results
Prepared by the Office of Institutional Analysis

Background:

A link to the LSSSE instrument was emailed to 652 registered law students in the Winter 2015 term. When the survey closed, 430 students had participated with an overall response rate of 66% (margin of error is 2.8%, 19 times out of 20). By study level, 159 year one (1L), 148 year two (2L) and 123 year three (3L) law students participated; the respective response rates are 65%, 70% and 63%. The overall response rate has been consistent over the past three LSSSE administrations in 2015, 2013 and 2011.

Nearly all (99%) of respondents are full-time law students, 62% are female and 2% are international students. Roughly one-quarter (27%) are from families where neither parent holds a bachelor's degree. Nearly eight in ten (77%) enrolled in Windsor Law within two years of earning their undergraduate degree. Twelve percent of respondents expect to have no educational debt once they finish law school, down slightly from the 14% in the 2013 LSSSE. Among those with expected repayable debt from attending law school, the median reported amount is \$60,000, unchanged from LSSSE 2013. Sixty-seven percent expect to work in a private law firm once they graduate although only 43% say this is their preferred work environment.

The nine law schools in Windsor Law's Canadian peer group include two in Ontario: University of Toronto and Western University. The other seven participating law schools are at McGill University, Dalhousie University, University of Alberta, University of British Columbia, University of Calgary, University of Saskatchewan and University of Victoria.

Engagement Indicators:

LSSSE uses engagement indicators (EIs) to describe four central themes relevant to the law school experience. The EIs, combinations of 4 to 6 related survey questions, are:

- Learning to Think Like a Lawyer
- Student-Faculty Interaction
- Student Advising
- Law School Environment

The EIs are expressed as an average score on a 50-point scale. The higher the score, the more positive the student responses are regarding that particular indicator. Windsor Law has average EI scores statistically above or equivalent to the Canadian peer group with the exception of the Student Advising indicator where 3L students scored significantly lower.

Learning to Think Like a Lawyer

To what extent do your students report their courses emphasize critical and analytical thinking?

(* indicates the Windsor Law average is significantly higher)

	1L	2L	3L
Windsor Law	39.3	36.5*	32.8
Canadian Peers	37.6	34.3	33.5

Student-Faculty Interaction

How do your students interact with faculty in matters both related and unrelated to classes and assignments?

(* indicates the Windsor Law average is significantly higher)

	1L	2L	3L
Windsor Law	20.2*	21.0	21.5*
Canadian Peers	18.4	20.2	19.2

Student Advising

How satisfied are your students with several areas of advisory services?

(^ indicates the Windsor Law average is significantly lower)

	1L	2L	3L
Windsor Law	30.9	26.5	21.4^
Canadian Peers	30.5	27.0	24.5

Law School Environment

How do your students perceive the law school environment and their “fit” in that environment?

(* indicates the Windsor Law average is significantly higher)

	1L	2L	3L
Windsor Law	24.8	24.2*	21.3*
Canadian Peers	23.6	20.7	19.0

Overall Satisfaction:

Figures 1 and 2 show that nearly 9 in 10 1L and 2L respondents evaluated their educational experience at Windsor Law as excellent or good and would definitely or probably attend Windsor Law if they were to start over.

Based on these broad indicators, overall satisfaction has increased at Windsor Law for 1L and 2L students over the past three LSSSE administrations, particularly for those in their second year.

In terms of specific support services, 3L Windsor Law students are more likely to use these services and are generally the least satisfied.

Support Services:	1L		2L		3L	
	% Using	% Satisfied	% Using	% Satisfied	% Using	% Satisfied
Academic Advising	84%	75%	89%	65%	95%	65%
Job Search Assistance	78%	79%	95%	63%	93%	39%
Financial Aid Advising	70%	59%	54%	57%	71%	36%

Figure 1:

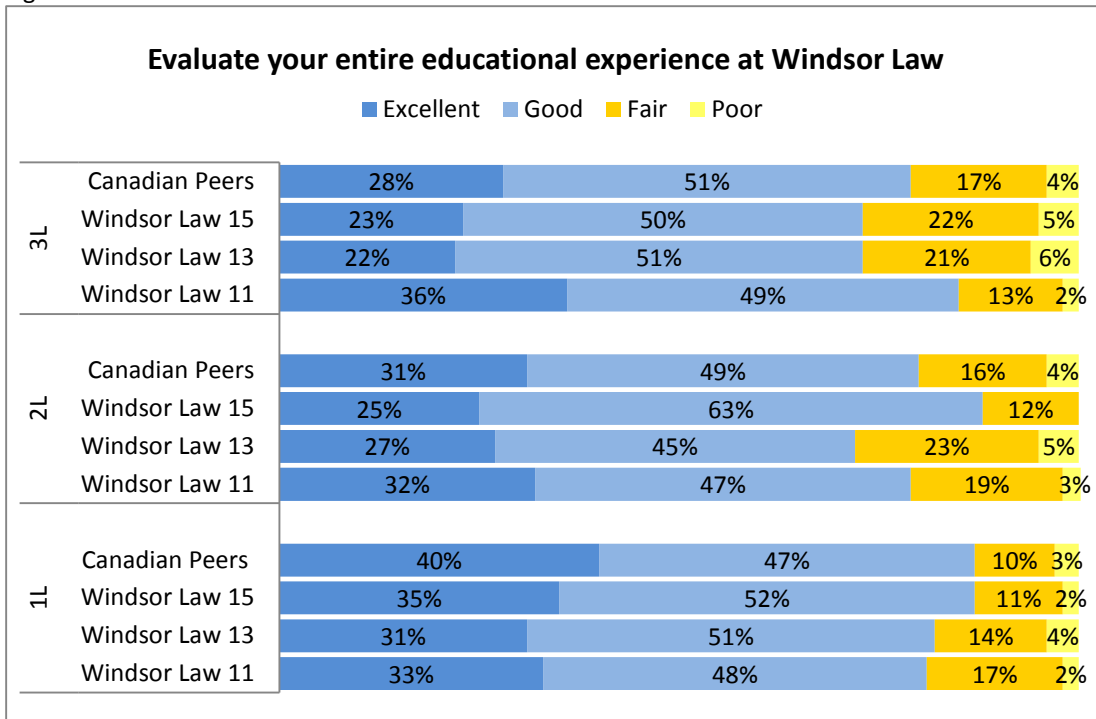
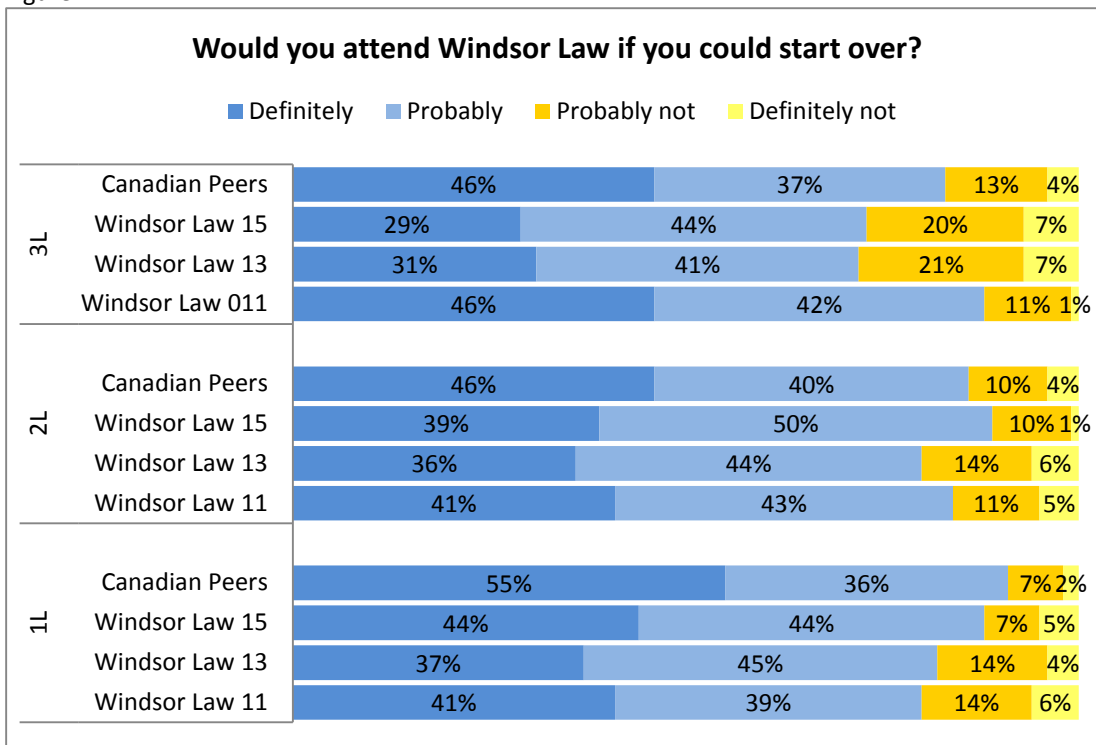


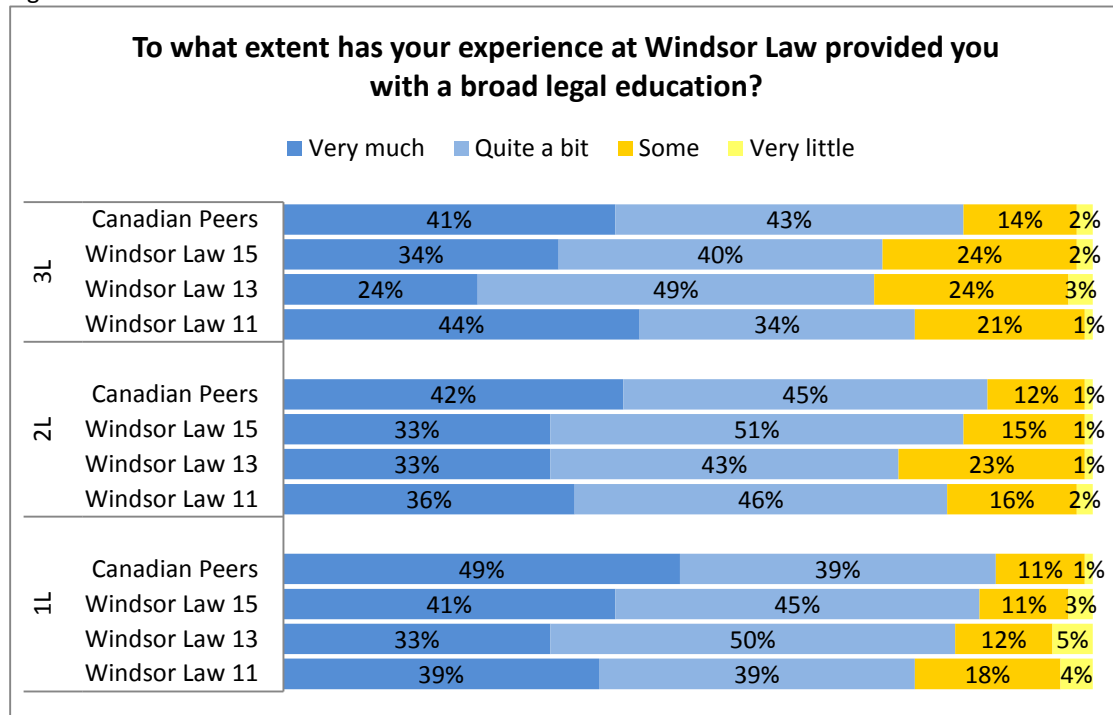
Figure 2:



Selected Results:

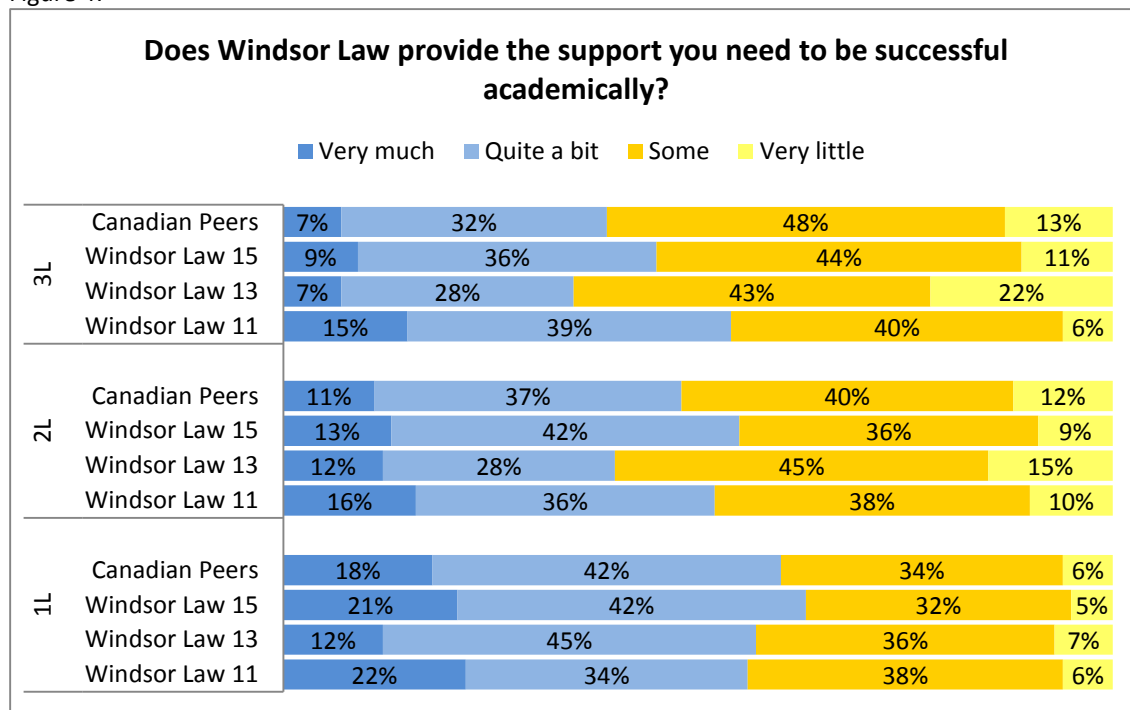
More than 95% of students attribute their Windsor Law experience with providing them with a broad legal education, similar to their counterparts in the Canadian peer group. The responses for both 1L and 3L Windsor Law students are more positive in the ‘very much’ response category in 2015 than in 2013. See Figure 3.

Figure 3:



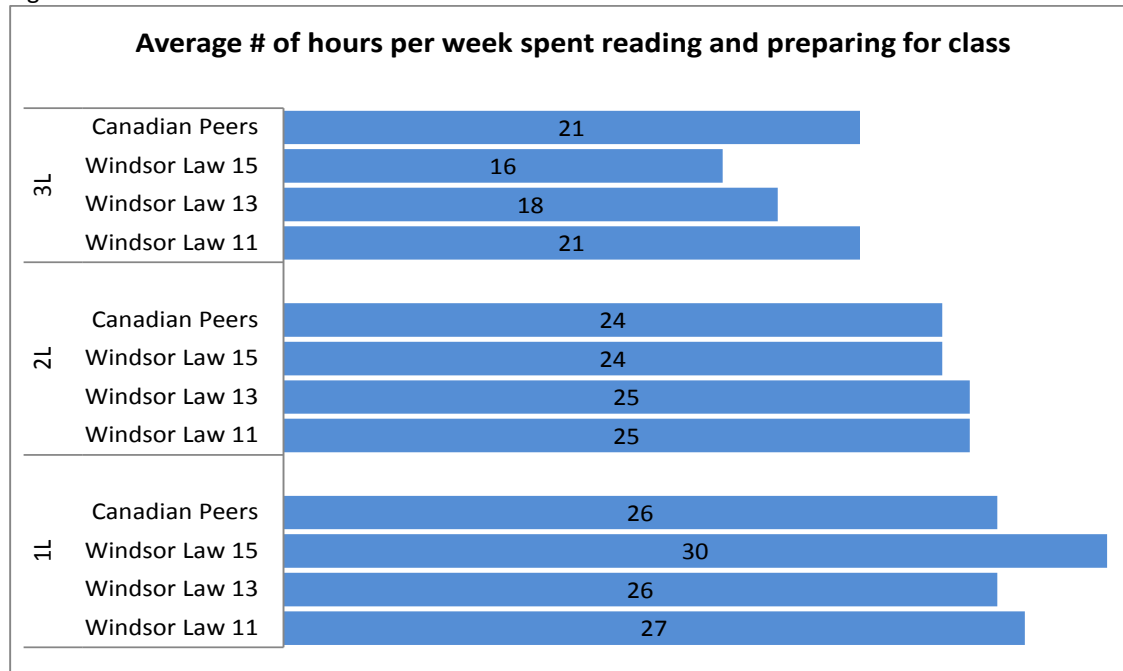
More than 6 in 10 (63%) 1L respondents feel that Windsor Law has substantial supports committed to their academic success compared to 55% of 2L and 45% of 3L respondents (Figure 4).

Figure 4:



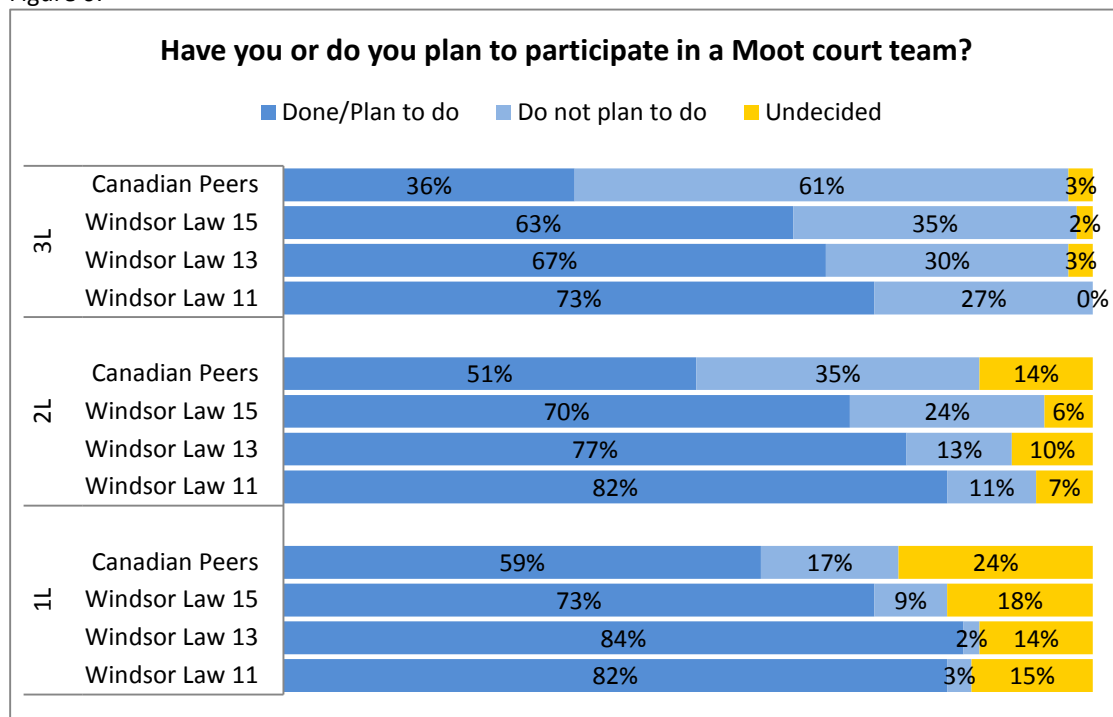
According to the 2015 LSSSE, in a typical week, 1L Windsor Law respondents spend 30 hours reading course materials and preparing for class (Figure 5).

Figure 5:



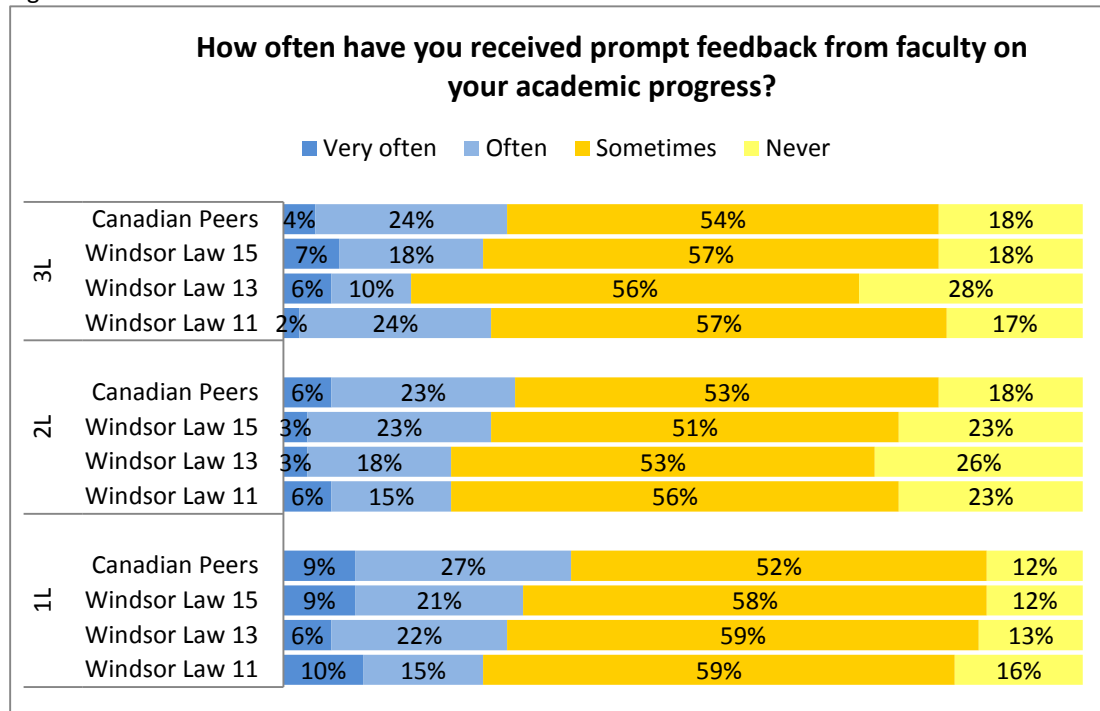
Nearing the end of their final year, more than 6 in 10 (63%) 3L Windsor Law respondents have participated in competitive mooting with other students compared to 36% of their counterparts in the other Canadian law schools.

Figure 6:



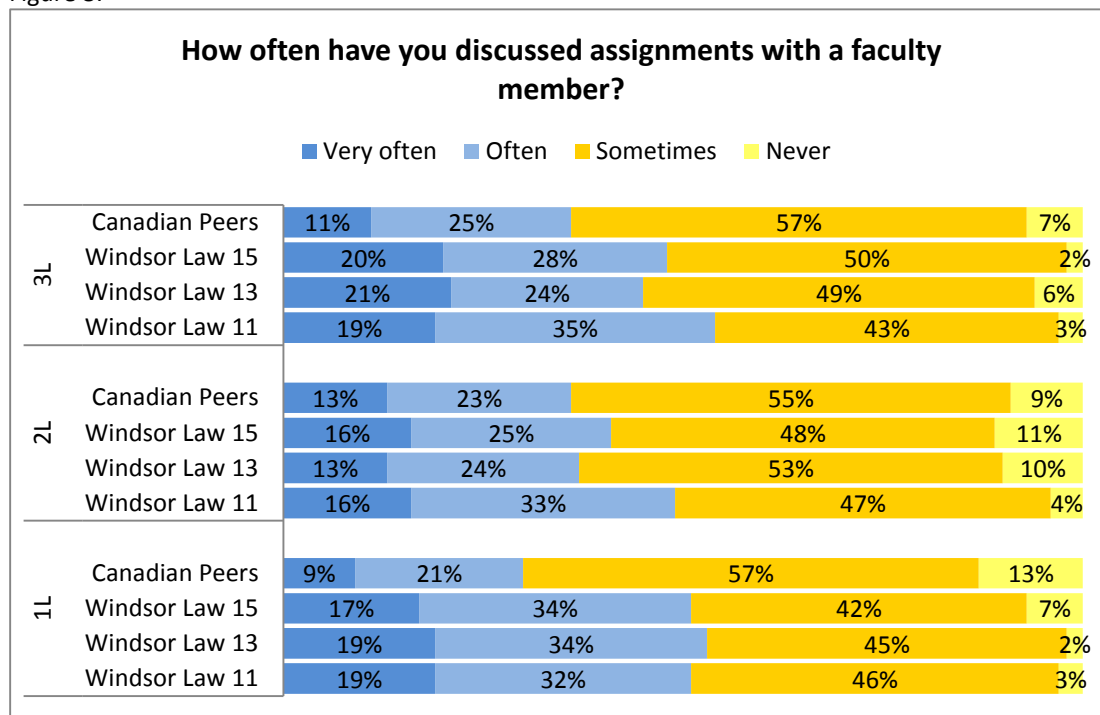
Overall, 83% of Windsor Law students at least sometimes received what they considered to be prompt feedback from faculty on their academic performance. This result has increased from 78% in the 2013 LSSSE. The largest improvement is for 3L respondents where 10% more in 2015 than 2013 say they received prompt feedback. See Figure 7.

Figure 7:



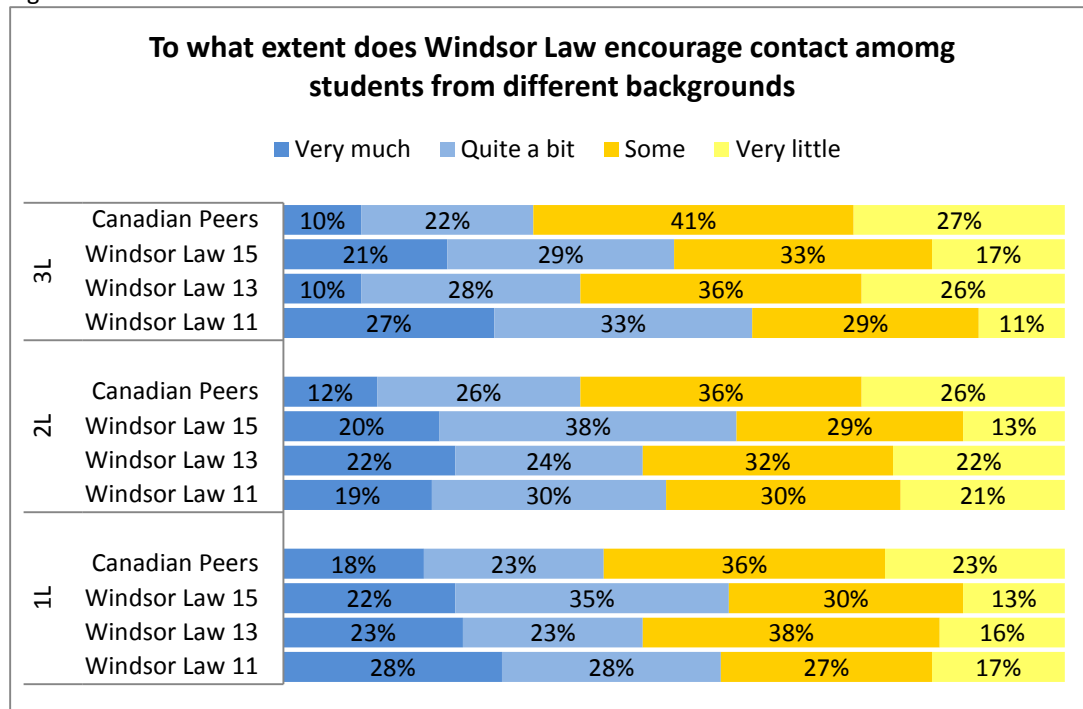
About one-half (51%) of Windsor Law 1L respondents regularly discuss assignments with a faculty member compare to only 30% in the Canadian peer law schools (Figure 8).

Figure 8:



Windsor Law students at all levels of study report more emphasis on the part of their institution to encourage contact among students of other economic, social, ethnic and racial backgrounds relative to the Canadian law schools (Figure 9).

Figure 9:



More than 7 in 10 1L and 2L respondents report that their peers are friendly, supportive and helped them to feel as if they belonged. Students in all three levels of study report more positive relationship with other students in 2015 than in the 2013 LSSSE. See Figure 10.

Figure 10:

