

Windsor Law 2017 Law School Survey of Student Engagement (LSSSE)

Prepared by the Office of Institutional Analysis

Summary of Results

Administration and Respondent Characteristics:

A link to the LSSSE instrument was emailed to 710 registered law students in the Winter 2017 term. In total, 511 students participated with an overall response rate of 72% (margin of error is 2%, 19 times out of 20), higher than the rate of 66% when LSSSE was administered in 2015 and 2013. By study level, 175 year one (1L), 176 year two (2L) and 160 year three (3L) law students completed the survey; the respective response rates are 72%, 72% and 71%. The margin of error for each of year of study is 4%.

The ten law schools in the Canadian Law Schools comparator group include three in Ontario: York University, Queen's University and Western University. The other 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.

Nearly all (99%) respondents are full-time law students, 66% are female and 3% reported as international students. Nearly eight in ten (79%) enrolled in Windsor Law within two years of earning their undergraduate degree; 66% report that Windsor Law was not their first choice law school as an applicant. The majority of respondents (73%) are registered in the JD program followed by 26% in the Dual JD and 1% in the Master of Social Work/JD program.

Just over one-third (34%) are from families where neither parent holds a bachelor's degree, up from 27% in LSSSE 2015. Seven percent of Windsor Law respondents have a parent with a law degree compared to 9% in the Canadian Law Schools group. Approaching graduation, three-quarters of 3L Windsor Law respondents expect to work in a private law firm once they graduate although this work environment is the preferred setting for less than six in ten (58%).

Finances:

Overall, 13% of Windsor Law respondents expect to have no educational debt once they finish law school, consistent with the two prior LSSSE administrations. More than half (55%) of Windsor Law respondents report receiving some type of need-based scholarship or funding during the current school year compared to only 34% of those in the Canadian Law Schools group.

Nearing the end of their law education, 11% of 3L Windsor Law students expect no debt from attending law school upon graduation. Among the 89% with expected repayable debt, 34% expect more than \$100,000 (compared to 33% in LSSSE 2015) and 22% expect more than \$120,000 (compared to 12% in LSSSE 2015). The average amount of reported repayable debt by 3L Windsor Law students in LSSSE 2017 is \$87,813. Due to a change in the coding of debt ranges in LSSSE 2017, it is not possible for a comparison of average debt from earlier LSSSE surveys. In the Canadian Law Schools group, 20% of 3L students expect to have no debt and among the 80% who do, the average amount is \$68,326.

Engagement Indicators (EIs):

LSSSE uses four EIs to summarize different themes relevant to the law school experience. The EIs are combinations of 4 to 6 related survey questions and 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. The EIs are:

- **Learning to Think Like a Lawyer** – To what extent do your students report that their courses emphasize critical and analytical thinking?
- **Student-Faculty Interaction** – How do your students interact with faculty in matters both related and unrelated to classes and assignments?
- **Student Advising** – How satisfied are your students with several areas of advisory services?
- **Law School Environment** – How do your students perceive the law school environment and their “fit” in that environment?

Over the past three LSSSE administrations, there has been significant positive movement on the Law School Environment EI for all levels of study and on the Student Advising EI for both 2L and 3L respondents. No EI score has significantly decreased during this time. See Table 1.

Table 1: Windsor Law Average EI Scores Over Three LSSSE Administrations

	1L				2L				3L			
	2017	2015	2013	sig	2017	2015	2013	sig	2017	2015	2013	sig
Learning to Think Like a Lawyer	36.4	39.3	37.7		34.8	36.5	31.0		33.3	32.8	31.0	
Student-Faculty Interaction	20.5	20.2	20.7		22.6	21.0	19.8		21.7	21.5	21.5	
Student Advising	29.7	30.9	28.2		30.0	26.5	27.4	*	28.6	21.4	22.4	*↑
Law School Environment	27.1	24.8	22.6	↑	26.6	24.2	20.6	↑	25.2	21.3	19.3	*↑

*: 2017 EI significantly higher than in 2015, $p < .05$

↑: 2017 EI significantly higher than in 2013, $p < .05$

Table 2 shows that Windsor Law has average EI scores statistically above or equivalent to the Canadian Law Schools group. Of particular note is the increase in the average Student Advising score for 3L respondents which was significantly below the Canadian Peer group in 2015 and significantly higher in 2017.

Table 2: Windsor Law and Canadian Law Schools Average EI Scores, 2017

	1L			2L			3L		
	Windsor Law	Cdn Law	sig	Windsor Law	Cdn Law	sig	Windsor Law	Cdn Law	sig
Learning to Think Like a Lawyer	36.4	36.7		34.8	34.0		33.3	32.5	
Student-Faculty Interaction	20.5	18.4	*	22.6	20.9	*	21.7	20.2	
Student Advising	29.7	30.7		30.0	27.2	*	28.6	25.3	*
Law School Environment	27.1	24.9	*	26.2	22.7	*	25.2	21.3	*

*: Windsor Law EI significantly higher than Canadian Law Schools, $p < .05$

Overall Satisfaction:

Nearing graduation, about eight in ten (82%) 3L respondents evaluated their entire educational experience at Windsor Law as excellent or good and 88% would attend Windsor Law if they were to start over (Figures 1 and 2). This finding is a marked improvement from what 3L respondents reported in the previous two LSSSE administrations and is higher than the Canadian Law Schools group.

More than seven in ten 1L respondents and eight in ten 2L respondents are generally satisfied with their educational experience and decision to attend Windsor Law (Figures 1 and 2).

Table 3 shows that in terms of specific support services, Windsor Law students at each level of study are the least satisfied with the financial aid advising they have received; in particular less than four in ten 3L respondents who have sought financial aid advising in the current year are satisfied. Generally, Windsor Law students are most satisfied with career counselling and job search help. Satisfaction with both these services has notably improved since the 2015 LSSSE when only about six in ten 2L and four in ten 3L expressed the same degree of satisfaction.

Table 3: Usage and Satisfaction with Support Services, 2017

Support Services:	1L		2L		3L	
	% Using	% Satisfied	% Using	% Satisfied	% Using	% Satisfied
Academic Advising	86%	73%	95%	65%	92%	61%
Career Counselling	87%	75%	92%	76%	93%	65%
Job Search Help	77%	69%	92%	73%	95%	69%
Financial Aid Advising	65%	67%	60%	46%	63%	37%

Figure 1:

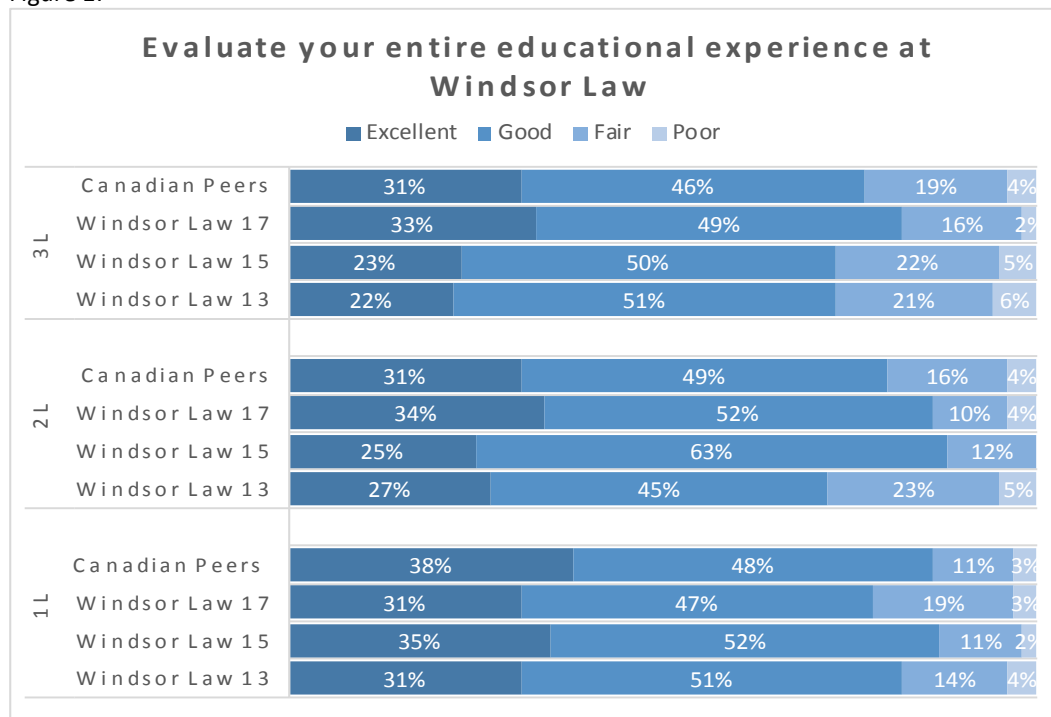
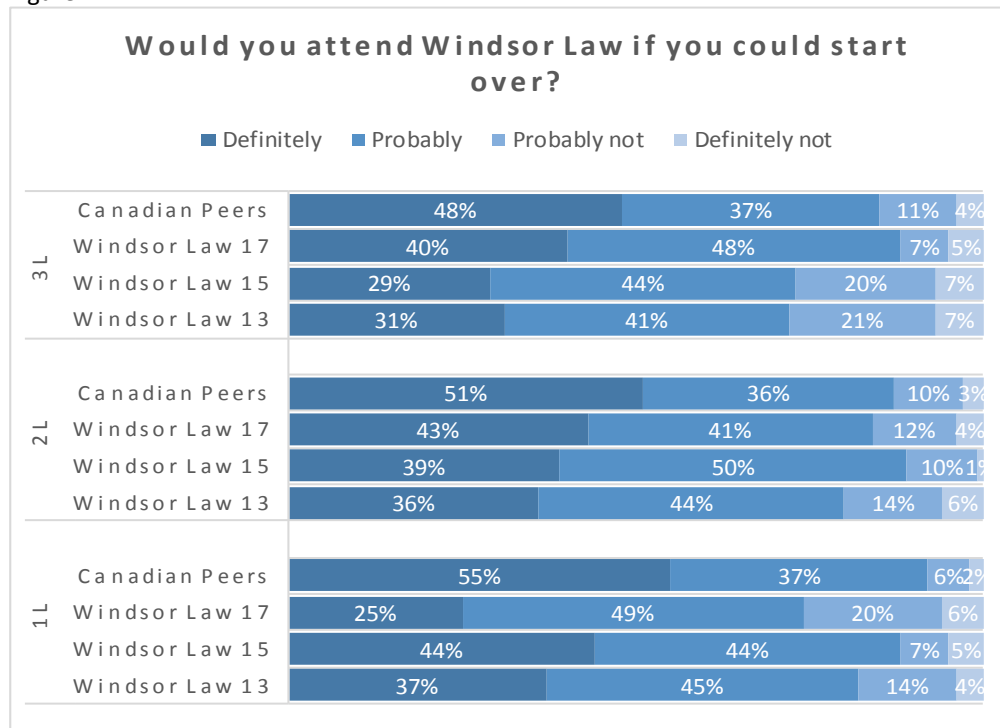


Figure 2:

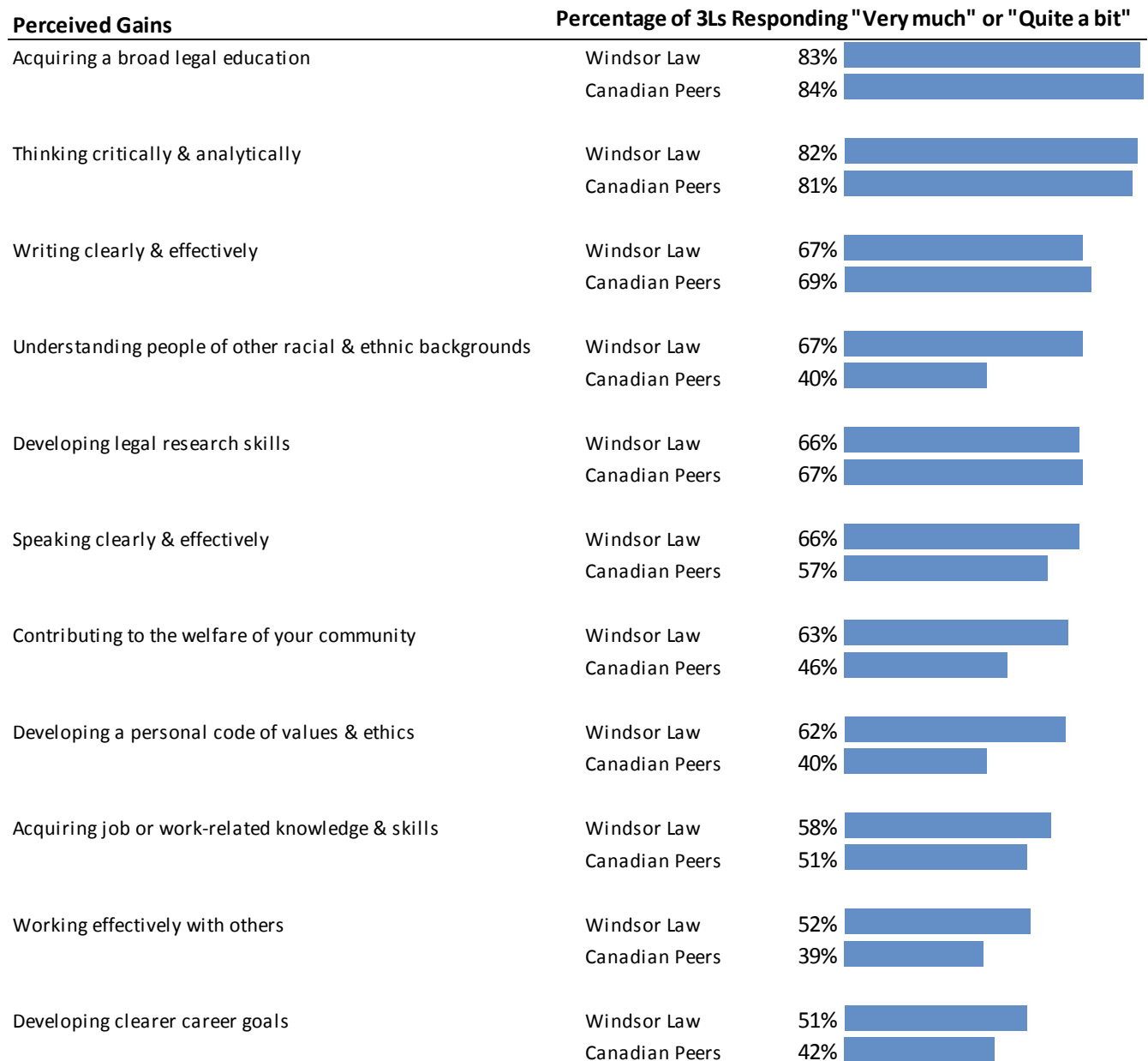


Educational and Personal Growth:

Towards the end of their final year of law education, 3L respondents report that their overall experience at Windsor Law has contributed the most to their acquiring a broad legal education and their ability to think critically and analytically. This outcome is consistent within the Canadian Law Schools group.

Third year Windsor Law respondents report notably higher gains than their Canadian law school counterparts in areas of personal development including understanding people of other racial and ethnic backgrounds, developing a personal code of values and ethics and contributing to the welfare of the community (Figure 3).

Figure 3:



Selected Results:

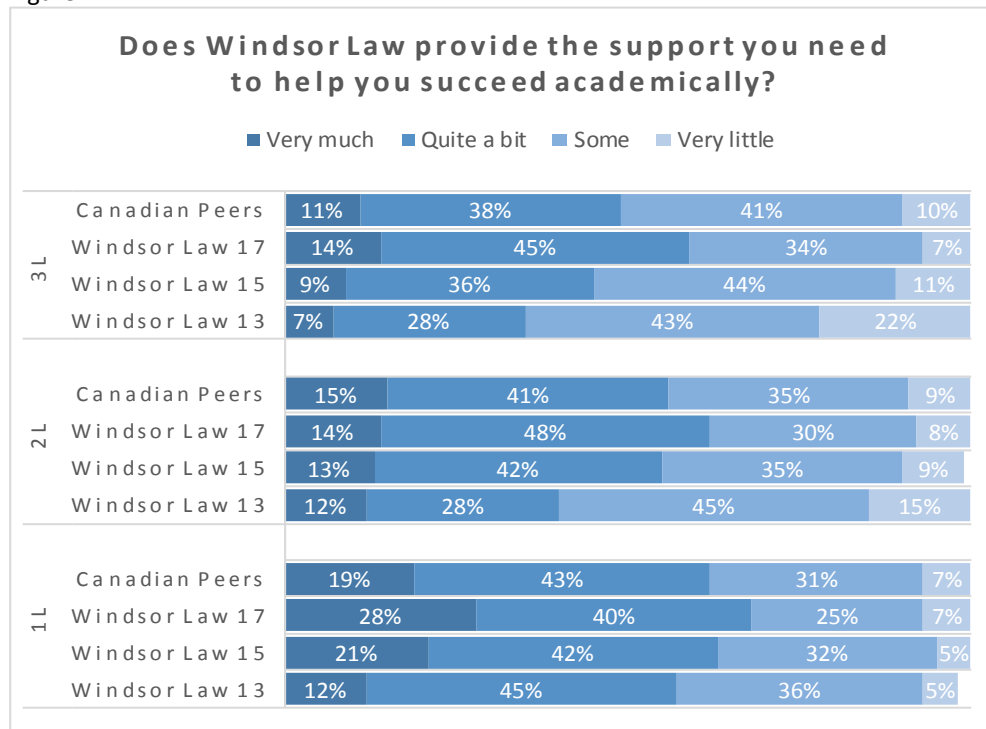
On average, 1L law students at Windsor report spending significantly more time reading and preparing for class than their counterparts in the Canadian Law Schools group. Second and third year Windsor Law students spend about five and a half hours per week participating in school sponsored activities compared to 1L students who spend three hours (Table 4).

Table 4: Average Number of Hours in a Typical Week Doing the Following:

	1L		2L		3L	
	Windsor Law	Cdn Law	Windsor Law	Cdn Law	Windsor Law	Cdn Law
Reading and preparing for class	32.2	27.1	26.0	24.8	21.0	21.6
Participating in law school sponsored activities (organizations, moot court, student bar association, etc.)	3.0	3.2	5.6	4.1	5.5	3.8
Participating in community organizations (politics, religious groups, etc.)	1.4	1.5	1.9	1.6	1.7	1.5

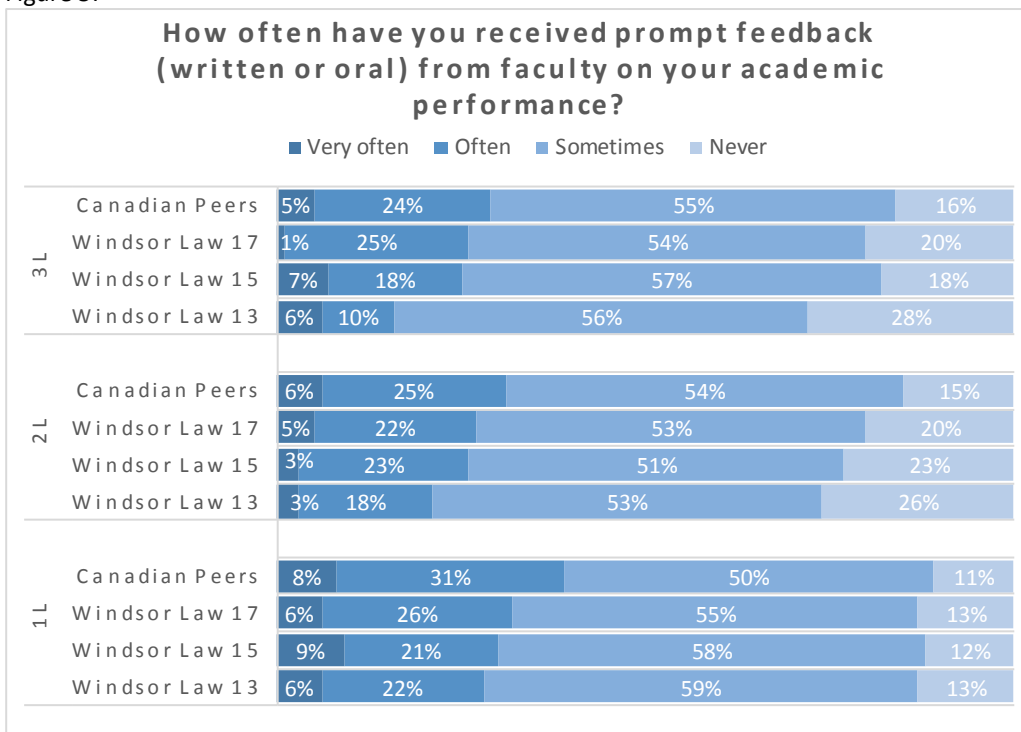
Nearly seven in ten in 10 (68%) 1L respondents feel that Windsor Law has substantial supports committed to their academic success compared to 62% of 2L and 59% of 3L respondents. Student satisfaction with Windsor Law’s provision of academic support at all levels of study, has increased steadily since the 2013 LSSSE administration (Figure 4).

Figure 4:



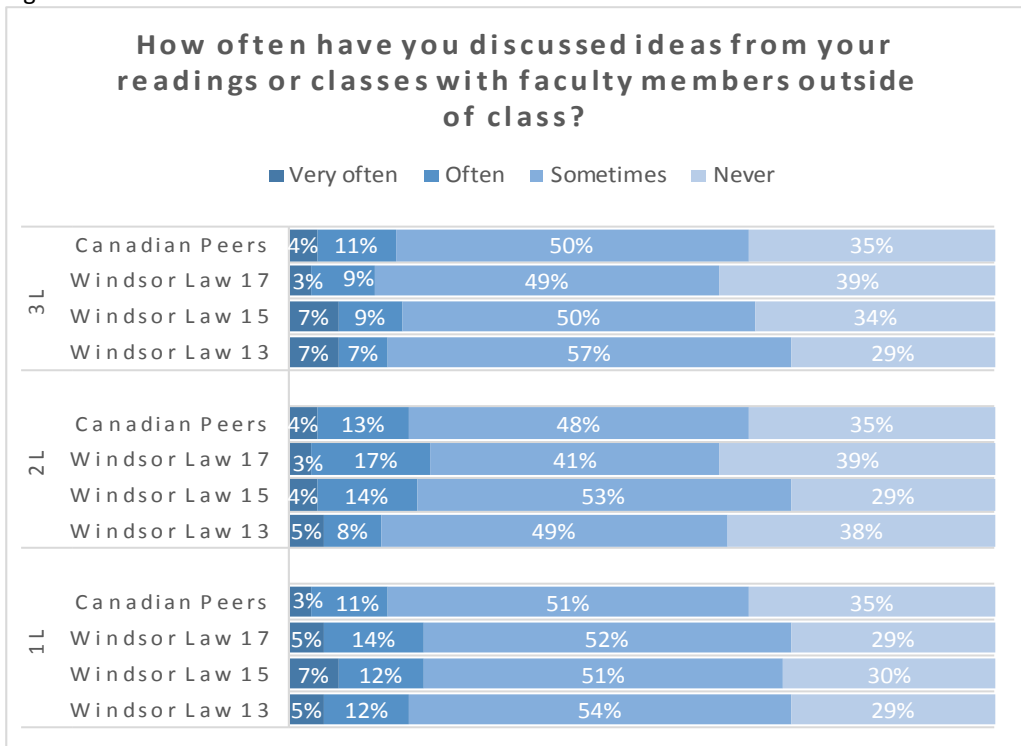
Overall, 83% of Windsor Law students at least sometimes received what they considered to be prompt feedback from faculty on their academic performance. Windsor Law respondents at all levels report receiving less frequent written or oral feedback than their counterparts in the Canadian Law Schools group (Figure 5).

Figure 5:



In their current year, about four in ten 2L and 3L (39%) Windsor Law respondents have never discussed ideas from course reading or classes with faculty members outside of scheduled class time. Only 12% of 3L students said this is something they have frequently done since the start of the school year (Figure 6).

Figure 6:



First-year law students at Windsor and in the Canadian peer group are the most likely to anticipate taking part in enriching educational experiences including field placements, law clinics, public service or pro bono work before graduating. A significantly smaller percentage in 3L report having actually participated in these activities (Figures 7 and 8).

Figure 7:

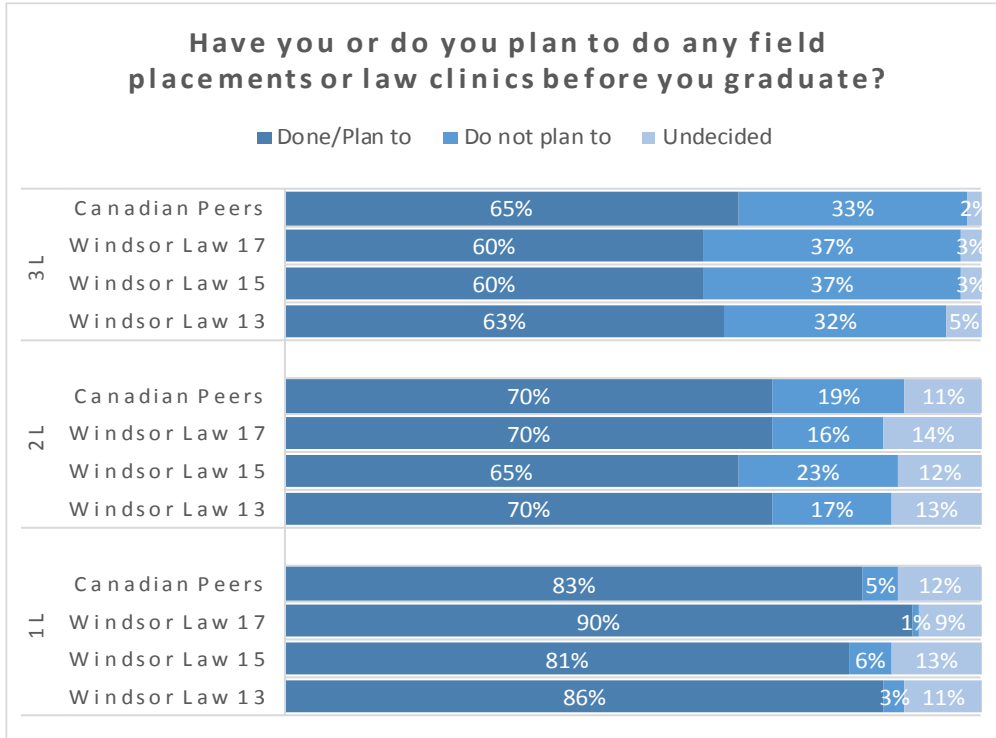
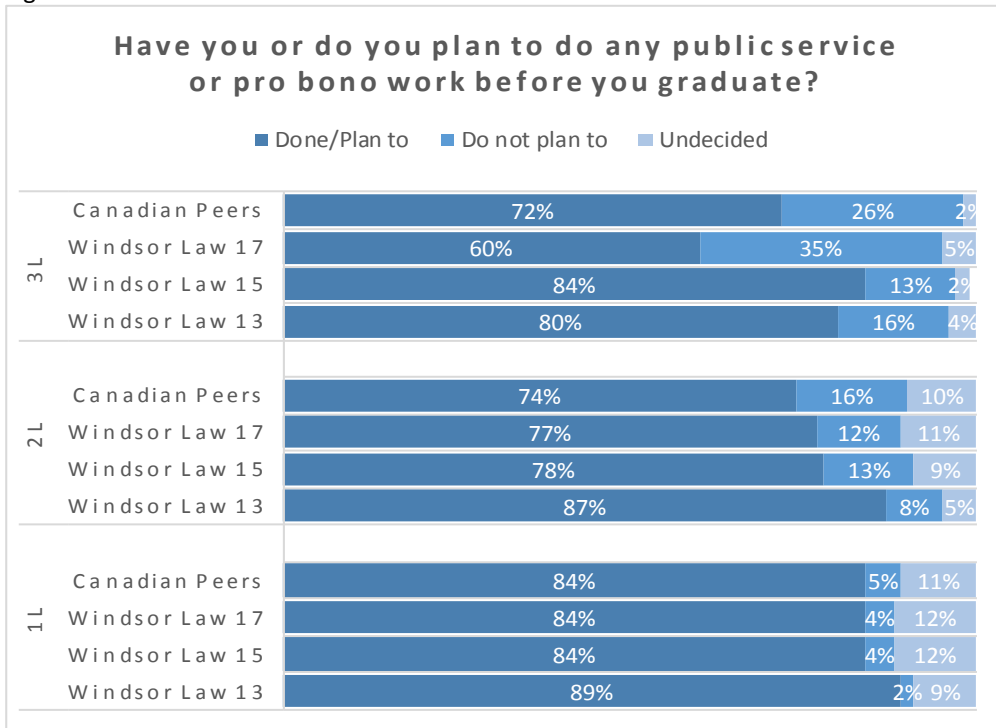
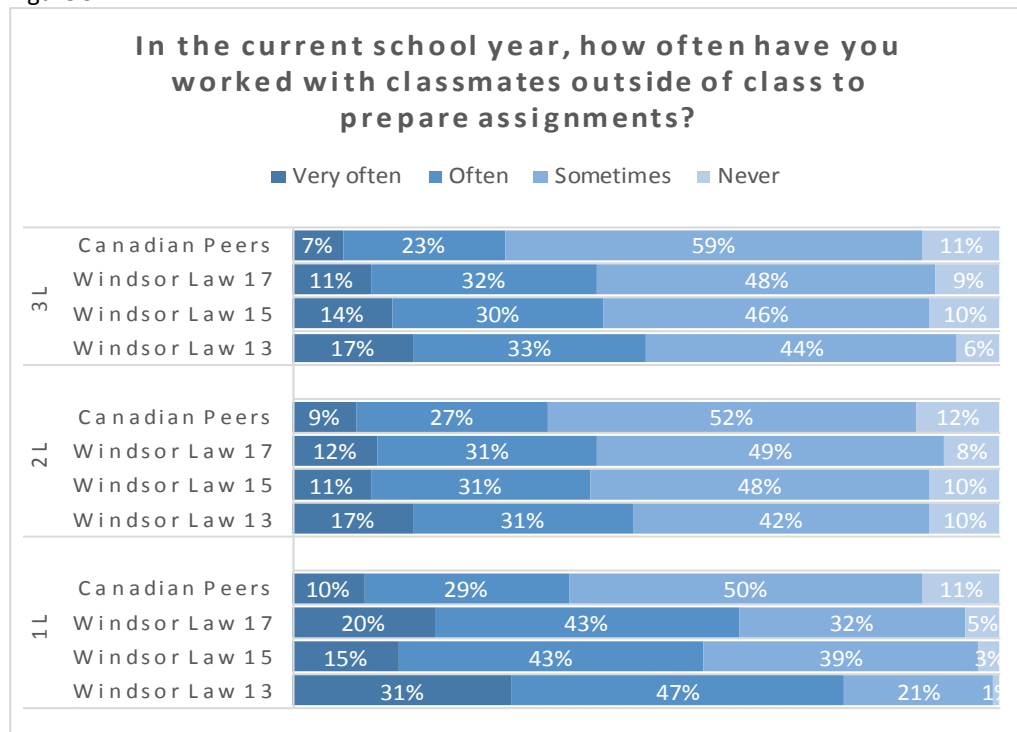


Figure 8:



Windsor Law respondents at all levels of study more frequently report working with other students on assignments outside of class than their peers in the Canadian Law Schools group (Figure 9).

Figure 9:



More than 6 in 10 2L and 3L respondents report that their peers are very friendly and supportive and contribute to their sense of belonging. Students in first and second year report somewhat less positive relationships with other students in 2017 than in the 2015 LSSSE (Figure 10).

Figure 10:

