Student Perspectives on Legal Education: A Longitudinal Empirical Evaluation

Cassandra M.S. Florio and Steven J. Hoffman

Overview

Few empirical evaluations of legal education have been undertaken, limiting the availability of data to inform law school decision-making. This paper describes the methods, results and policy outcomes of a longitudinal empirical evaluation conducted at the University of Toronto's Faculty of Law in the context of existing research literature. Nine independent surveys were conducted using mostly quantitative measures and supplemented with qualitative data from open-ended survey questions, town halls, focus groups and student leadership meetings. Results show that most students were satisfied with their overall academic experience, quality of teaching, quality of student life, and transition to law school. They were happy with their decision to attend law school in general and the University of Toronto in particular, and confident in their ability to enter careers of their choice upon graduation. Analyses of variance show that responses from the graduating class of 2010 changed significantly over the course of their first year and the remainder of their law school experience, as did responses from the class

Cassandra M.S. Florio is an Associate practicing general corporate law in New York. She can be contacted at cassandraflorio@gmail.com.

Steven J. Hoffman is an Assistant Professor of Clinical Epidemiology & Biostatistics at McMaster University, an Adjunct Faculty with the McMaster Health Forum, a Fulbright & Knox Fellow at Harvard University, and a Research Fellow with the University of Toronto's Munk School of Global Affairs. He can be contacted at hoffmans@mcmaster.ca.

of 2011 in their first year. Multiple linear regressions highlight statistically significant predictors of happiness in attending the University of Toronto (i.e., year of study, parental income, overall academic experience, quality of student life, and confidence in career prospects), sense of community (i.e., year of study and quality of student life) and satisfaction with the transition to law school (i.e., gender, undergraduate degree in science, satisfaction with the structure of the first year curriculum, level of engagement in lectures, and admissions office support). A binary logistic regression shows that spousal income, availability of international internships, and quality of student life are statistically significant predictors of confidence in career prospects. Except in transitioning to law school, gender does not seem to play the influential role it is currently accorded in the literature. Suspected synergies between academic and non-academic experiences, however, were confirmed. This study seeks to highlight the potential value of empirical research for improving legal education globally, providing interesting data on the law student experience that can be generalized and adapted to inform educational reform efforts at other law schools.

Introduction

There is currently a dearth of data on the law school experience. The vast majority of knowledge on the subject is drawn from anecdotal sources and the few empirical instruments currently in use, such as the Law School Survey of Student Engagement.[1] These instruments generally are tools that offer little insight into the strengths or shortcomings of specific institutional structures at any particular law school. Lacking is tailored information that would be invaluable to educators seeking to adapt pedagogy, curricula and services to reflect the needs of law students in the 21st century.

Empirical evaluation is distinguished from other types of research by its reliance on collected data and its use of the scientific method of inquiry.[2] Evaluations include both quantitative and qualitative investigations, often on the perceived or actual impact of enacted or proposed policies. Study designs range from observational (e.g., cohort, case-control and cross-sectional studies) to quasi-experimental (e.g., interrupted time-series studies) to experimental (e.g., randomized controlled trials), with data gathered from surveys, interviews, focus groups, ethnographic observations, statistical inventories, performance data or documentary analyses.

Empirical research is now a widely recognized tool for gathering robust information, improving decision-making and enhancing accountability throughout institutions of higher education. Historically, ad hoc efforts undertaken primarily for internal managerial use have given way to more

---

1. Law School Survey of Student Engagement: 2009 Annual Survey Results, Indiana University Bloomington (2009) [hereinafter LSSSE], *available at* http://lssse.iub.edu/pdf/ LSSSE_Annual_Report_2009_forWeb.pdf.

2. Michelle M. Mello & Kathryn Zeiler, Empirical Health Law Scholarship: The State of the Field, 96 Georgetown L.J. 649, 649–702 (2008).

systematic, rigorous, transparent and stakeholder-engaging data collection initiatives.[3] Strategies for using empirical research to inform decision-making and governance in institutions of higher education have been identified in the literature. Few, however, have been adopted by law schools.[4] Rectifying this evaluation gap is a strategic and tangible opportunity for law schools to enhance their programs and significantly improve the experience of their students.

This paper describes the process, results and policy outcomes of a longitudinal empirical evaluation of the law student experience conducted at the University of Toronto's Faculty of Law in Canada from 2007–2010. This study highlights the potential value of empirical research for improving legal education globally and provides interesting data on the law student experience that can be adapted to inform educational reform efforts at other law schools. To this end, the study first reviews existing comparative and empirical legal education research to convey the current state of knowledge in the field. Second, the specific methods used in this empirical evaluation are described, including descriptions of both the pilot test conducted on first-year J.D. students in 2007–2008 and the full-scale systematization of empirical data collection on all J.D. students from 2008–2010. The results from all nine surveys are then analyzed using descriptive statistics, analyses of variance and various regressions with a focus on predictors of student satisfaction, comparisons across years and the experience of students in their first year of law school. Findings are interpreted in the context of existing research and, finally, lessons are shared to inform similar empirical efforts that may be undertaken in the future at other institutions.

Literature Review

The research literature addressing the law student experience, though considerable, is underdeveloped from an empirical perspective. Three existing pockets of research are particularly relevant to this paper: studies relating gender to experiences of law school, many of which have involved empirical elements; psychological studies of law student experiences and explorations of influences on and effects of the first-year law school experience, which have been largely anecdotal. A fourth unique pocket of information on student experiences is the Law School Survey of Student Engagement (LSSSE), a comprehensive survey administered by many North American law schools to their students.

Gender Studies

One of the most interesting strands of research on student experiences of law school explores the role played by gender. While several anecdotal explorations

3.   Mary Ann Coughlin, Joseph Hoey & Marsha Hirano-Nakanishi, Sector differences in the role of institutional research in informing decision making and governance in higher education, 10 Asia Pac. Educ. Rev. 69, 70 (2009).

4.   *Id.*

of this issue were published in the 1980s,[5] recent studies have tended to take a more empirical approach. An early study at Berkeley Law School included a comprehensive questionnaire, with both quantitative (four-point Likert-type responses) and qualitative elements.[6] This study found lower participation rates, lower academic performance and greater dissatisfaction with academic performance and themselves among women. A majority of women reported mixed or negative feelings about their law school experience.[7]

Further empirical studies of gender's effect on student experiences were undertaken at the University of Pennsylvania Law School[8] and Brooklyn Law School[9] in the mid-1990s. The first study at Penn incorporated data on academic performance, self-reported survey data and written narratives. The study reported gender-based disparities in grades and honors, lower in-class participation rates and higher anxiety among female students.[10] Differences were attributed in part to alienation of female students through the employment of the Socratic Method of instruction,[11] and their relative discomfort in approaching male professors.[12] Ultimately, the study called for exploration of alternatives to the Socratic Method for first-year instruction (including smaller classes), investigation of alternatives to the adversarial model of problem solving in legal instruction (such as negotiation) and further investigation of how students learn best in a law school environment.[13]

This groundbreaking study was later repeated at Brooklyn Law, where researchers observed that many of the reforms recommended by the Penn study already had been implemented.[14] Several features at Brooklyn were posited that set it apart from peer institutions, including Penn. It had a large proportion of female faculty (45 percent of all faculty and 37 percent of tenured and tenure-track faculty). It had adopted a small-group approach to legal research and writing instruction. Finally, it used a range of non-

---

5.   *E.g.*, Catherine Weiss & Louise Melling, The Legal Education of 20 Women, 40 Stan L. Rev. 1299 (1988), cited in Suzanne Homer & Lois Schwartz, Admitted but Not Accepted: Outsiders Take an Inside Look at Law School, 5 Berkeley Women's L.J. 1 (1990).

6.   Homer & Schwartz, *supra* note 5.

7.   *Id.*

8.   Lani Guinier, Michelle Fine & Jane Balin, with Ann Bartow, and Deborah Lee Stachel, Becoming Gentlemen: Women's Experiences at One Ivy-League Law School, 143 U. Pa. L. Rev. 1 (1994).

9.   Marsha Garrison, Brian Tomko & Ivan Yip, Succeeding in Law School: A Comparison of Women's Experiences at Brooklyn Law School and the University of Pennsylvania, 3 Mich. J. Gender & L. 515 (1996).

10.   Guinier et al., *supra* note 8, at 2.

11.   *See id.* at 3.

12.   *See id.* at 35.

13.   *See id.* at 93–97.

14.   Garrison, *supra* note 9, at 518.

adversarial teaching methods.[15] Despite these institutional differences and the fact that female students at Brooklyn Law achieved similar grades, honors and levels of out-of-class faculty contact as their male peers, women there still exhibited significantly different attitudes toward classroom participation, in-class discomfort and psychological issues.[16] Ultimately, the Brooklyn study concluded that while the Penn recommendations may be effective in narrowing the gender divide, they were not sufficient to fully address the gendered experience of law school.[17] Nonetheless, a follow-up article by the authors of the original Pennsylvania Law study six years after its conclusion emphasized the great value of having obtained empirical data, observing that this kind of rigorous study lent sufficient credibility to bring the gender issue to the forefront of institutional attention, advocate for student concerns and demand reform.[18]

Even in the wake of these major studies, concerns have remained. Some observers have lamented the apparent lack of movement in implementing effective institutional change in response to gender disparities,[19] while others have attempted to convey how a continued lack of sensitivity to gender issues in pedagogy continues to impose costs on students.[20] Sustained attention to the issue, including the recent publication of a student-led study at Harvard Law School,[21] suggests the gender issue has yet to be fully resolved.

Psychological Studies

There also has been significant research involving the psychology, personality characteristics and relative stress levels of law students.[22] However,

15.   *See id.* at 518-19.

16.   *See id.* at 520.

17.   *See id.* at 539.

18.   Ann Bartow, Still Not Behaving Like Gentlemen, 49 U. Kan. L. Rev. 809 (2001).

19.   Morrison Torrey, Yet Another Gender Study—A Critique of the Harvard Study and a Proposal for Change, 13 Wm. & Mary J. Women & L. 795 (2007).

20.   Adam Neufeld, Costs of an Outdated Pedagogy—Study on Gender at Harvard Law School, 13 Am. U. J. Gender Soc. Pol'y & L. 511 (2005).

21.   Working Group on Student Experiences, Study on Women's Experiences at Harvard Law School, Cambridge MA (2004), *available at* www.law.harvard.edu/students/experiences/ExecutiveSummary.pdf.

22.   Karin F. Helmers, Deborah Danoff, Yvonne Steinert, Simon N. Young & Marco Leyton, Stress and depressed mood in medical students, law students, and graduate students at McGill University, 72 Acad. Med. 708 (1997); M.W. Barber & A. Fairclough, A comparison of alcohol and drug use among dental undergraduates and a group of non-medical, professional undergraduates, 201 Brit. Dental J. 581 (2006); Norman Solkoff & Joan Markowitz, Personality characteristics of first-year medical and law students, 42 J. Med. Educ. 195 (1967); Stephen Reich, California Psychological Inventory: profile of a sample of first-year law students, 39 Psychol. Rep. 871 (1976); Marilyn Heins & Shirley N. Fahey, Comparison of perceived stress levels among medical and law students, 20 Ann. Conf. Res. Med. Educ. 201 (1981).

many of these studies have focused on medical students and merely employed law students as a convenient comparison group. It is revealing that in this literature law students frequently are presented as a "cautionary tale" to illustrate that medical students are not the most highly stressed group of professional students.[23]

A limited number of studies have assessed law students specifically, concluding that they experience significant declines in well-being over the course of their degree.[24] These studies suggest strong stress issues associated with the first year of law school,[25] and reinforce notions of a gender divide, particularly with respect to coping with stress.[26]

First-Year Law Student Experience Studies

With the exception of the psychology-based studies mentioned above, most articles addressing the first-year law school experience are anecdotal, discussing deep-seated issues of anxiety, control, alienation and declining satisfaction.[27] There has been harsh criticism of the lack of appropriate institutional responses to these recurring themes in the first-year of law school and beyond, with one critic suggesting that the outcomes are evidence of failing paradigms for legal instruction.[28]

One study discusses the particular academic and social effects of isolation on minority and "non-traditional" students in the course of their first year of studies, emphasizing the need for responsive pedagogical approaches to student inclusion.[29] However, despite both this analysis and the substantial

23. *See, e.g.*, Robert Kellner, Roger J. Wiggins & Dorothy Pathak, Distress in medical and law students, 27 Comprehensive Psychiatry 220 (1986).

24. *See, e.g.*, Kennon M. Sheldon & Lawrence S. Krieger, Understanding the Negative Effects of Legal Education on Law Students: A Longitudinal Test of Self-Determination Theory, 33 Pers. Soc. Psychol. Bull. 883 (2007); Sarah M. Flynn, Lindsey J. Schipper, Abbey R. Roach & Suzanne C. Segerstrom, Gender differences in delayed-type hypersensitivity response: effects of stress and coping in first-year law students, 23 Brain Behav. Immun. 672 (2009).

25. Kennon M. Sheldon & Lawrence S. Krieger, Does legal education have undermining effects on law students? Evaluating changes in motivation, values, and well-being, 22 Behav. Sci. Law. 261 (2004).

26. *E.g.*, Flynn et al., *supra* note 24. *See also* Roseanna McCleary & Evan L. Zucker, Higher trait- and state-anxiety in female law students than male law students, 68 Psych. Rep. 1075 (1991).

27. *See, e.g.*, Susan L. Gratton, Educating Tomorrow's Lawyers: Designing a First Year Law Curriculum for the 21st Century (Univ. of Toronto 2007), available on University of Toronto's E-legal Community; *see also* Lawrence S. Krieger, Institutional Denial about the Dark Side of Law School, and Fresh Empirical Guidance for Constructively Breaking the Silence, 52 J. Legal Educ. 112 (2002); Cathaleen A. Roach, A River Runs Through It: Tapping into the Informational Stream to Move Students from Isolation to Autonomy, 36 Ariz. L. Rev. 667 (1994).

28. Krieger, *supra* note 27, at 115–16.

29. Roach, *supra* note 27.

gender-based literature outlined above, it must be emphasized that not all studies have found first-year satisfaction to be a gender-driven issue.[30]

Empirical studies on the first-year experience are sparse. One exception is the recent Carnegie report on legal education, informed by an ethnographic study of 16 law schools. It similarly emphasizes the glacial pace of legal education reform and renews the call for innovative pedagogical approaches.[31]

Law School Survey of Student Engagement

In addition to the academic literature, the Law School Survey of Student Engagement has provided a relatively new source of comprehensive information on the legal education experience in North America. While this widely used tool may be helpful in identifying general areas of concern and in comparing results across institutions, it is not customizable, and thus cannot reflect inherent institutional differences among respondent law schools. This limits the practical guidance it can offer to institutions seeking to explore or implement specific programs or reforms.

Its data and conclusions, however, offer important insights into factors and trends to consider in institutional decision-making. Its synthesized findings show that law students overall are very satisfied with their law school experiences and that an overwhelming majority would choose to attend the same law school. It suggests that first-year students are intensely engaged in their education but that by third year they are relatively disengaged. Results also suggest professor availability is related to students' overall experience and that male students receive more professor feedback than female students. Fewer transfer students report positive relationships with peers than non-transfer students. Finally, it correlates involvement in extracurricular activities with more time spent studying, contributions to class discussions and peer contact. The authors conclude that this is suggestive of a synergy between academic and non-academic experiences rather than a trade-off.[32]

It is worth noting that the academic literature and other sources of information like the LSSSE are all largely generated by and concerned with the American law school context. Canadian and international contributions to both the literature and information-gathering efforts to date have been extremely limited in scope.

---

30. Mary E. Pritchard & Daniel N. McIntosh, What predicts adjustment among law students? A longitudinal panel study, 143(6) J. Soc. Psychol. 727 (2003).

31. William M. Sullivan, Anne Colby, Judith W. Wegner, Lloyd Bond & Lee S. Shulman, Educating Lawyers: Preparation for the Profession of Law (Jossey-Bass 2007), *available at* http://www.carnegiefoundation.org/sites/default/files/publications/elibrary_pdf_632. pdf.

32. LSSSE, *supra* note 1.

Methods

To help fill the empirical lacuna, a multi-year survey project was launched at the University of Toronto's Faculty of Law by the student government in collaboration with the dean and administration to systematically capture and track students' perceptions of their law school experience. Student leaders wanted to compile data that would enable them to advocate effectively for student-friendly policies. The law school's dean and administration were interested in additional feedback from students to enhance the legal education experience. A total of nine surveys were conducted with data collected, analyzed and disseminated on a continuous basis. Results were put in context and grounded with other quantitative and qualitative data available from various sources, including the Law School Survey of Student Engagement, town halls, focus groups and student leadership meetings.

Development of the Questionnaire

A new survey instrument was developed, focused specifically on capturing law students' perceptions of their legal education. In addition to soliciting basic demographic information on gender, prior education, and mature student status, questions targeted students' satisfaction with academic and non-academic aspects of their experience. Students' priorities for law school were also solicited. A five-point Likert scale was used to capture students' responses for most questions, with responses ranging from "strongly disagree," "disagree," "neither agree nor disagree," "agree" to "strongly agree." Several open-ended questions solicited written responses.

Pilot Testing (2007–2008)

The questionnaire was pilot tested during the 2007–2008 academic year on all 172 first-year law students. Surveys were conducted in October 2007 in the middle of first term (127 of 172 students participated for a 74 percent response rate), January 2008 after first-term exams but before grades were released (93 of 172 participated for a 54 percent response rate), and May 2008 after final exams but before grades were available (119 of 172 participated for a 69 percent response rate). The first two surveys were administered on paper, while the third used an Internet-based survey tool. Responses were anonymous without any identifiable characteristics to protect student privacy and confidentiality. Summaries of the results were widely disseminated after each survey and were highly valued by students, staff and faculty alike.

Data Collection (2008–2010)

Building on the successful pilot, empirical data collection was expanded and systematized the following year to capture the perceptions of all students. A new questionnaire was developed for upper-year students and the original questionnaire was revised for a new cohort of first-year students based on feedback from student leaders, faculty and external consultants. A decision

was made to ask students to complete only two general surveys per academic year to limit survey fatigue.

Surveys were conducted in the fall and spring of the 2008–2009 academic year of both first-year students (149 of 192 students participated in the fall 2008 survey for a 78 percent response rate; 107 of 192 participated in spring 2009 for a 56 percent response rate) and upper-year students (322 of 427 participated in fall 2008 for a 76 percent response rate; 145 of 427 participated in spring 2009 for a 34 percent response rate). Data collection was repeated in fall 2009 for first-year students (144 of 196 participated for a 73 percent response rate) and in winter 2010 for upper-year students (209 of 428 participated for a 49 percent response rate). Since the conclusion of data collection incorporated into this study, the survey project has continued, and has continued to be adapted to the needs of students and issues of particular importance to them that arise during the course of their studies.

All questionnaires after the pilot test were administered online with continued anonymity to ensure confidentiality and encourage participation. Invitations to participate were sent by e-mail to all law students who were not on academic exchange from other law schools. Periodic reminders were sent to those who had not yet responded. The length of time during which students could participate in the survey varied, ranging from 17 days (Survey No. 9) to 29 days (Survey No. 5) with a median time of 26 days for completion (see Table 1).

Data Analysis

All statistical tests were conducted using the full range of responses provided by the five-point Likert scale, whose intervals between values were assumed to be equal. Analysis was limited by the decision to disassociate individual identifiers from the data in order to protect student privacy and confidentiality. Each survey iteration was treated as a separate cross-sectional study and was not aggregated into panel data.

Multiple linear regressions were conducted to identify the various factors that influenced students' overall happiness with the law school, sense of community and transition into law school. A binary logistic regression was also conducted to uncover the factors that influenced whether students have confidence in their ability to secure careers of choice upon graduation. Different variables were chosen for these tests by balancing their relevance and the availability of data for them across as many surveys as possible. Pilot test data was excluded from all regressions because it lacked important variables. The regressions only included data from the first time that each graduating class was asked questions measuring the four dependent variables to ensure that no student was included twice in the analysis. Missing values were addressed by listwise deletion.

Differences in first year survey responses among the graduating classes of 2010, 2011 and 2012 were compared using one-way analyses of variance

(ANOVA) for academic satisfaction, teaching methods, evaluation framework, engagement in lectures and) quality of student life. A one-way multivariate analysis of variance (MANOVA) also was used to summarize all variables asked of all three classes. The impact of time on student responses across the first year of law school was tested for the same five variables on the class of 2010 and 2011 using one-way ANOVAs and independent-samples t-tests, respectively, and one-way MANOVAs for overall changes. Additional tests were conducted using all six surveys conducted on the class of 2010 for academic satisfaction and quality of student life using one-way ANOVAs and an aggregation of all variables together with a one-way MANOVA.

All statistical analyses were conducted using SPSS 16.0 for Windows. A list of all questions asked of participants on each survey is on file with the authors.

Supplementary Data

Quantitative data was supplemented and put in context using the written feedback provided by open-ended questions on the surveys. Where issues of interest or concern were identified, student leaders partnered with the faculty in town halls, focus groups and consultative meetings to gather more information. Areas in which these additional data-gathering efforts were undertaken included curricular reform, pedagogy, assessment, mooting, advocacy training, financial aid and career services.

General results of the surveys were continuously shared with students via e-mail and the law student newspaper. Students were invited to provide their thoughts on the results and suggestions for policy improvements. The availability of more detailed results was broadcast to interested students, faculty and administration staff, inviting further feedback.

Results of the Surveys

The results of the nine surveys are presented with a median response rate of 69 percent and 1,414 individual observations. All nine questionnaires had a very high level of reliability with Cronbach's alphas ranging from 0.862 to 0.944 (see Table 1).

Demographics

In all but one of the surveys, the majority of respondents were female (ranging from 48 percent to 61 percent across the nine surveys). Educational backgrounds varied, with a minority of respondents reporting undergraduate degrees in sciences (21 percent to 23 percent) or graduate degrees in any area (18 percent to 28 percent). A minority reported being "mature students," defined as students admitted to law school after five or more years of non-academic experience (6 percent to 11 percent). One-tenth of students in the upper-year surveys identified as having transferred from other law schools (9 percent to 10 percent). The reported characteristics of survey respondents closely matched

that of the student population as depicted in official law school admissions statistics (see Table 2).

Basic Descriptive Statistics

Students in all years were generally satisfied with their academic experience at law school (ranging from 79 percent to 91 percent across the nine surveys), and upper-year students were particularly satisfied with the quality of teaching in their professor-led classes (85 percent to 92 percent). Many students were also satisfied with the quality of student life (59 percent to 77 percent) and with the opportunities available for them to socialize with peers (60 percent to 82 percent). While only half of students reported feeling a sense of community (42 percent to 59 percent), the vast majority were still happy with their decision to go to law school in general (91 percent to 95 percent) and to the University of Toronto in particular (84 percent to 96 percent). A majority of respondents were also confident in their ability to enter their career of choice upon graduation (61 percent to 74 percent), despite the global financial crisis of 2008 (which would have affected results in four of the nine surveys), lower levels of upper-year satisfaction with workshops offered through the Career Development Office (42 percent to 52 percent) and low satisfaction among upper-year students with the availability of international internships (21 percent to 34 percent). A third of students were satisfied with the advice and guidance provided by the financial aid office (30 percent to 44 percent) and half reported satisfaction with opportunities to raise concerns with faculty (41 percent to 53 percent).

Among first-year students, there was widespread satisfaction with the support provided by the admissions office after their acceptance (ranging from 72 percent to 80 percent across the nine surveys) and with the division of the first-year class into two separate sections (70 percent to 75 percent). Satisfaction varied with the structure of the first-year curriculum (49 percent to 80 percent), the overall assessment framework in first year (32 percent to 57 percent), and level of engagement in large lectures (51 percent to 81 percent). A large majority of students were satisfied with the teaching methods used by their professors in first year (62 percent to 81 percent). In general, first-year students believed that the transition from their prior studies to law school had gone well (62 percent to 73 percent) (see Table 3).

Determinants of Law Student Satisfaction

The multiple linear regression of law students' satisfaction with their decision to attend the University of Toronto explains approximately 25 percent of the variance in responses (R^2=0.250) and shows that statistically significant predictors include a student's year of study (B= -0.037, SE= 0.014, p= 0.011), parental income (B= -0.018, SE=0.008, p=0.024), satisfaction with their overall academic experience (B=0.115, SE=0.017, p=0.000), satisfaction with the quality of student life (B=0.042, SE=0.013, p=0.002) and confidence in their ability to enter careers of their choice upon graduation (B= 0.062, SE=0.027, p=0.025).

Gender, prior educational attainment, mature or transfer student status, the presence of spousal income and students' satisfaction with their ability to raise concerns with faculty were not statistically significant.

With respect to whether a student felt part of a like-minded community (compared with feeling neutral or alienated), the multiple linear regression explained approximately 21 percent of the variance (R^2=0.208). Only two predictors were statistically significant: the student's year of study (B=0.214, SE=0.044, p=0.000) and their satisfaction with the quality of student life (B=0.339, SE=0.041, p=0.000). As with the previous regression, factors that were not statistically significant include gender, prior graduate degrees, mature and transfer student status, spousal income and satisfaction with opportunities to raise concerns with faculty. Other factors that were not found to be statistically significant were parental income, satisfaction with the overall academic experience and students' general happiness with their decisions to attend law school.

The binary logistic regression revealed that statistically significant predictors of students' confidence in their ability to enter careers of choice upon graduation include the presence of spousal income (B=1.649, SE=0.697, p=0.018), satisfaction with the availability of international internship opportunities (B=0.386, SE=0.196, p=0.048), and satisfaction with the quality of student life (B=0.607, SE=0.188, p=0.001). Non-significant factors again included gender, prior graduate degrees and mature and transfer student status. Other factors that were not statistically significant included parental income (although this was fairly close with B=0.209, SE=0.126, p=0.098) and student satisfaction with the quality of teaching in professor-led classes, the advice and guidance provided by the financial aid office and the workshops offered by the career development office (see Table 4).

Tests for coefficient correlations in all of these regressions revealed no significant collinearity exceeding a Pearson Correlation of 0.6 among any of the variables.

Comparisons Across and Within Years

In the one-way MANOVA comparing the first year students from the graduating classes of 2010, 2011 and 2012, no significant change was found overall (Wilks' λ=0.886, $F_{(32,652)}$=1.274, p=0.146). However, the one-way ANOVA revealed a significant change in satisfaction with the overall evaluation framework over these three years ($F_{(2,384)}$=5.880, p=0.003).[33] One-way ANOVA tests for student responses with respect to overall academic satisfaction—as well as satisfaction with teaching methods, engagement in lectures and quality of student life—did not reveal statistically significant changes.

---

33. Post-hoc Tukey's HSD tests showed that there was a statistically significant improvement in student satisfaction with the overall evaluation framework from the class of 2010 to the class of 2011 (p=0.002). All other pairwise comparisons were not significant.

Tracking the graduating class of 2010 across all of the surveys to which they responded (i.e., Surveys #1-3 and #7-9), the one-way MANOVA revealed a significant overall change in student responses (Wilks' λ=0.878, $F_{(35,1858)}$=1.667, p=0.009). A one-way ANOVA on this same cohort with respect to their satisfaction with their overall academic experience also revealed a statistically significant change ($F_{(5,658)}$= 2.665, p= 0.021). There was, however, no statistically significant change in satisfaction with the quality of student life among these students over time (see Figure 1).

Experience of First-Year Students

For the students of the graduating classes of 2010 and 2011, some statistically significant changes were observed over the course of the first year of studies (i.e., between the first fall survey and the final spring survey). For the class of 2010, one-way ANOVA tests revealed significant negative declines in students' overall academic satisfaction ($F_{(2,335)}$=3.042, p=0.049) and their satisfaction with the structure of the curriculum ($F_{(2,333)}$=11.339, p<0.001), the teaching methods employed by their professors ($F_{(2,332)}$=6.068, p=0.003) and the level of engagement in lecture classes ($F_{(2,335)}$=4.564, p=0.011).[34] The class of 2011 also experienced statistically significant declines in their satisfaction with the overall first-year evaluation framework ($t_{(243)}$=2.166, p=0.031), structure of the curriculum ($t_{(247)}$=3.413, p=0.001) and the quality of student life ($t_{(243)}$=3.005, p=0.003). Overall, there were statistically significant changes in satisfaction for both the graduating classes of 2010 and 2011 over the course of first year of studies (class of 2010: Wilks' λ=0.754, $F_{(40,420)}$=1.596, p=0.014; class of 2011: Wilks' λ=0.620, $F_{(38,97)}$=1.566, p=0.041) (see Figure 2).

The multiple linear regression addressing first-year law students' impressions of how well their transition had gone from previous academic experiences explained approximately 27 percent of the variance (R^2= 0.273). Significant positive predictors of students' satisfaction with their transition included gender (B=0.252, SE=0.114, p=0.028) and satisfaction with the structure of the first-year curriculum (B=0.245, SE=0.071, p=0.001), the level of engagement in first-year lectures (B=0.165, SE=0.078, p=0.037), and the support of the admissions office after they were admitted into the program (B=0.138, SE=0.067, p=0.043). Having an undergraduate degree in science was a statistically significant negative predictor and the most impactful of all factors assessed (B= -0.383, SE=0.135, p=0.005). A student's prior graduate studies, mature student status, parental income and spousal income status were not statistically significant, though the presence of spousal income was close to being a statistically strong negative predictor (B= -0.365, SE=0.204, p=0.098). Other factors that were not found to be significant included a student's opinion on whether the division of

34.   For the class of 2010, post-hoc Tukey's HSD tests showed that there were statistically significant changes in student satisfaction with the overall academic experience from fall to spring (p=0.040); structure of the first-year curriculum from fall to spring (p<0.001) and winter to spring (p=0.003); teaching methods utilized by professors from fall to spring (p=0.002); and level of engagement in lectures from fall to spring (p=0.009). No other pairwise comparisons were statistically significant.

the class into two sections was beneficial as well as satisfaction with the quality of student life, social opportunities with peers and opportunities to raise concerns with faculty. Tests for coefficient correlation revealed no significant collinearity among any of the variables (see Table 4).

Contextualization from Qualitative Data

Various qualitative sources helped put into context the quantitative data to yield a more complete picture of student opinions and concerns. For example, specific concerns within the law school's competitive mooting program were discovered to be largely related to faculty engagement. One student observed: "Competitive mooting experience varied among the students. I found the moot in which I competed to have tremendous support available. It was a great experience. I know from other students in different moots that this was the exception rather than the rule" (Participant 8-012).[35] Concerns with the limited range of competitive moots available were also raised. As one student suggested, "There is no [intellectual property] moot at U of T (Fox Moot)" (Participant 9-138).

Comments in qualitative sections of the survey also provided concrete input on how certain program features could or should be improved and were particularly helpful when considering policy changes. Survey comments were used by student representatives to support their advocacy efforts for greater transparency in the provision of financial aid. Comments such as "Financial Aid has not been straightforward about how assessed need will be met" (Participant 9-055) and "Greater transparency is needed" (Participant 9-057) lent strength and credibility to the student government's voice when calling for improvements in the program. Qualitative data obtained through student comments and ongoing consultation via town halls and focus groups thus provided much of the basis for ongoing policy review, assessment and debate.

Discussion of the Data

Overall

The results of the foregoing analysis support interesting inferences about the law student experience, not all of which fit neatly within the existing academic literature. While the analysis finds evidence to support a decline in general student satisfaction over the first year, gender does not seem to have the influential role it is currently accorded in legal education discourse. Other data suggest a new understanding of the changing nature of the law school community over the three-year J.D. program and many individual observations on the survey suggest areas in which institutional and policy reform could potentially enhance the law school experience.

---

35. Participant identification for qualitative feedback is by survey number (i.e., 1–9, as displayed on Table 1) and by respondent number within that survey. Participant 8-012, for example, indicates the twelfth responding student in the spring 2009 upper-year survey.

Experience of First-Year Law Students

Though the intensity of first-year legal studies has been discussed at length in academic journals, novels and even Hollywood films, empirical data has been sparse.

These surveys found data to support the theory that first-year law students' satisfaction decreases significantly over the course of their initial year of studies. While the graduating class of 2010 experienced this decline in the areas of academic satisfaction, teaching methods and engagement in lectures, the class of 2011 experienced similar statistically significant overall decreases in satisfaction with the evaluation framework and the quality of student life. Overall, both of these classes experienced significant decreases in satisfaction, confirming the largely anecdotal evidence in the literature.

Given the academic literature, gender was expected to play a significant role in students' transition to law school and this expectation was confirmed. Based on anecdotal evidence, another factor expected to play a major role in the academic transition was a student's undergraduate preparation. This study found that students with science undergraduate degrees were less likely to report satisfaction with their transition. Qualitative feedback confirmed this finding. One student explained: "I didn't do a lot of writing or reading in my undergrad. While I am certainly capable of reading and writing, I feel like I'm not as efficient at studying and paper writing as my friends who came from arts backgrounds" (Participant 4-015). Another student with an undergraduate science degree said that he/she was "really struggling with the writing component of my classes" (Participant 6-113). Law schools may want to consider offering targeted transition and preparatory support for students who studied technical subjects prior to matriculation.

Many other findings, while intuitively reasonable, were not expected. For example, mature student status had no effect on students' satisfaction with their transition. Surprisingly, no significant determining role was found for a student's satisfaction with either the quality of life at the University of Toronto or their social opportunities with peers, suggesting that the academic transition may well be independent of a student's social adjustment to this new learning environment.

Interestingly, there was no significant change between the three first-year classes surveyed in terms of their overall satisfaction. This seems to suggest a relative level of institutional stability in the first-year experience, although the significant change in students' satisfaction with the overall evaluation framework may be a reflection of curricular changes implemented to the first-year program during the course of the study.

This study did not find the sort of gender-based experience of law school that has been the predominant focus of much of the empirical legal education literature. While the Berkeley, Penn, Brooklyn and Harvard studies all seemed to suggest a crucial role for gender in determining students' law school experience, the majority of the foregoing analysis does not accord it

any statistically significant role. While gender had a role to play in students' satisfaction with their transition, it did not affect their perceived sense of community, confidence in their ability to enter their career of choice upon graduation or happiness with their decision to attend law school at the University of Toronto.

A number of theories about why gender does not play a significant role in the context of this study may be suggested. Both the broader academic landscape and law schools in particular have undergone dramatic change in the last thirty years. While early studies exploring gender were conducted at a time when women made up only a minority of law students, the student body at the University of Toronto's Faculty of Law is now mostly female (ranging from 50 percent to 58 percent across graduating classes). For many years, the school has been led by its first female dean. This sort of demographic and leadership change may account for a large part of the equalization in student experiences along gender lines—even as female faculty are still in the minority and comprise similar proportions to those reported in the Brooklyn Law study. Women at the University of Toronto's Faculty of Law represent 35 percent of the full-time law faculty and 36 percent of adjunct faculty. They hold 26 percent of the endowed chairs. Also similar to the institutional setting at Brooklyn, Toronto does not employ the Socratic Method and students take one of their first-year classes in a small group,[36] methods previously reported to help mitigate the gender divide.[37]

While this study did not ask for or verify individual academic performance, earlier studies suggest that academic success may play an important role in student experience. Given anecdotal evidence from Toronto's registrar that there seems to be no gender divide in grades, such relative equality may also help mitigate the most significant gender effects.

Despite the positive finding of overall gender equity in Toronto, the conclusions of the recent Harvard study seem to suggest that a gendered experience of law school may not yet have been fully addressed in all contexts. To unravel the interlocking effects of demographic makeup in the student body and academic ranks from other possible influences like academic success, future studies would do well to attempt to capture the effects of academic performance and institutional differences to address the underlying causes of a gendered law school experience.

Other Key Findings

Across the statistical tests run on the data, students' satisfaction with quality of life at the law school emerged as a consistent predictor of satisfaction in other areas, including their decision to attend the University of Toronto's Faculty of Law, their sense of community and confidence in their ability to

36. Following the curricular changes implemented for the 2009–2010 year, students also benefit from one mid-sized class of around 40 students.

37. Garrison, *supra* note 9.

enter careers of their choosing. While this factor may not have been significant to satisfaction with first-year students' transition, it is clear that fostering a high quality student life can help to improve students' satisfaction in other areas of their law school experience.

While students' sense of community tends to increase as they progress through law school, their year of study had a negative impact on their satisfaction with their choice of the University of Toronto over other law schools. This seemingly contradictory set of observations may well have something to do with Toronto's institutional attributes, including its relatively higher tuition as compared to its Canadian peers. As most students progress toward their degree, their debt load mounts and may contribute to post facto regret. The debt issue may also be linked to that of career prospects, as students' confidence in their ability to pursue their career paths of choice has been observed to be significantly affected by the presence of an income-earning spouse. The level of parental income is also close to statistical significance.

Policy Implications

Developing an understanding of the determinants of law school satisfaction is crucial if legal educators and administrators are to be able to assess and adapt their own programs to better educate their students. Gathering data on the relative weight and influence of diverse factors that contribute to student satisfaction will also aid institutions in conducting the sort of cost-benefit analysis that has become essential to administrative decision-making.

Data gathered in the course of this study is relevant to a number of policy concerns that could be addressed to improve student satisfaction. Among other things, these include:

- Seeking out and implementing policies capable of fostering a high quality of student life;
- Improving mechanisms and pedagogical support systems to ease the transition for students with undergraduate degrees in science;
- Improving engagement and involvement of mature students to foster an increased sense of community;
- Seeking ways of improving synergies between the academic and non-academic experiences available at the law school, given the extent to which they are statistically correlated; and
- Tailoring the efforts of the career development office and other relevant faculty institutions to assist students in fully informing themselves of the requirements for and opportunities available in their professional fields of interest.

Several steps have already been taken at the University of Toronto to incorporate the lessons of this survey project into concrete policies aimed at enhancing the student experience. The career development office has partnered with law student leaders to review the materials and sessions they provide to

students. The curriculum committee drew heavily from the findings of the first three surveys in crafting first-year curricular reforms implemented in the 2009–2010 academic year. Data on the extent of students' interest in international opportunities encouraged the law school to make this a priority for future expansion. In response to concerns raised in the upper-year surveys about the extent of support for the competitive mooting program, the pedagogy committee was tasked with exploring the issue and developing a set of best practices. At their recommendation, a permanent mooting and advocacy committee was created in 2009–2010 and has since made recommendations addressing many of the identified concerns. The survey comments on financial aid were compiled by student members of the financial aid committee and provided a catalyst for improving communication between the financial aid office and the student body. These comments were also a valuable source of suggestions for potential improvements in the program to help it more effectively address students' financial realities.

Study Strengths

This study has a number of strengths. The survey was pilot tested, which informed questionnaire and procedural modifications. There was a strong commitment to responsiveness and transparency throughout, including sharing survey results with students and faculty and constantly incorporating input and feedback from these stakeholders to tweak questions and improve the methodology. This in turn encouraged more active engagement of decision-makers in the ongoing project design and policy reforms. The mixed methods incorporated in the surveys' design also allowed project stakeholders to put quantitative information in context with qualitative feedback. The surveys were designed to respond to changing concerns among students in different years of law school. They also maintained consistency between survey iterations so a uniform point of analysis could be provided and meaningful conclusions could be drawn about changes in student perceptions and satisfaction over time. The ultimate result was a huge data set spanning multiple years and more than 1,400 individual observations upon which more powerful statistical analysis was made possible.

Study Limitations

While the statistical analyses presented here are certainly among the most sophisticated ever undertaken to evaluate the law school experience, the early decision to protect student confidentiality via participant anonymity made it impossible to track individual respondents between surveys, in turn limiting the range of statistical tests that could be run on the data set. The questionnaire improvements and adjustments in survey timing also led to a fairly complex mosaic of responses that were challenging to analyze. Where questions were asked on some surveys but not others, this 'mosaic effect' further limited the number of individual response sets that could be included in the analysis. Certain variables that may be important to understanding

students' law school experience were not captured in this project, including verified financial information (rather than self-reports) and academic performance data. This missing data could lead to bias in the results or could lead to spurious correlations where the unknown variable is the true driving factor behind variations.

Finally, reliance on self-reported items increases the risk of introducing social desirability bias into the findings (particularly those concerning the perceived success of their law school). The impact of such bias, however, must not be overstated as evidenced by students' rather blunt replies to various fixed-response and open-ended questions.

Conclusion

This study demonstrates the utility of empirical data for informing decision-making in institutions of legal education. It is clear on a reasoned assessment of the available academic literature that reliance on anecdotal evidence has not been sufficient to address concerns about students' experiences at law school. Past data-gathering projects, though insightful in the context of their own particular institutional structures and the era in which they were conducted, are of limited value in attempting to inform current policy and pedagogical issues in legal education.

In this context, the process outlined in this study illustrates the potential role for recent, elaborated and continually updated data collection and analysis in identifying and addressing institution-specific issues and concerns. The study's engagement of multiple stakeholder groups, including student government, administration, and the student body at large provided a strong base from which positive institutional changes could be suggested and implemented. The surveys have assisted in guiding the mandates of several committees at the University of Toronto's Faculty of Law, all of which have incorporated survey feedback into their ongoing efforts to improve the overall law student experience.

The study likewise would seem to suggest some role for improvements in easing the transition to law school for students with a science background, as well as in implementing measures to improve the quality of student life. While gender was not found to play the same key determining role in the student experience of law school at the University of Toronto as it has elsewhere, the data are insufficient to fully explain this seemingly tectonic shift. Additional exploration of the reasons for Toronto's success in addressing a gendered experience of law school may assist in providing guidance for peer institutions seeking to improve women's satisfaction with their legal education.

It is hoped that this study will provide initial guidance for other institutions to pursue similar data-driven strategies. Other law schools may benefit from collecting multi-year data, targeting questions to their own key institutional attributes, pedagogical methods and suspected determinants of student satisfaction. The study's limitations also suggest potential ways in which the

survey tool could be improved. Institutions hoping to pursue a multi-year analytical process may benefit from instituting a data-collection program capable of identifying individual students in some anonymous fashion to facilitate more complex analysis of change in individual students' perceptions and satisfaction over time. Linking responses to verified data on students' academic performance, economic background and career paths may also assist in isolating key determinants of their satisfaction. By implementing such measures, law schools will be better equipped to identify areas of concern and methods of improving the student experience.

Given its success in its own institutional setting, this study highlights the importance of empirical data to the delivery and improvement of student-friendly programs and policies. By illustrating the crucial role for data collection and analysis in institutions of legal education, it is hoped that the study will encourage widespread adoption of empirical methods of assessment of the student experience in peer law schools both in Canada and abroad.

Figure 1: Comparing Responses from the Class of 2010 throughout their Law School Experience
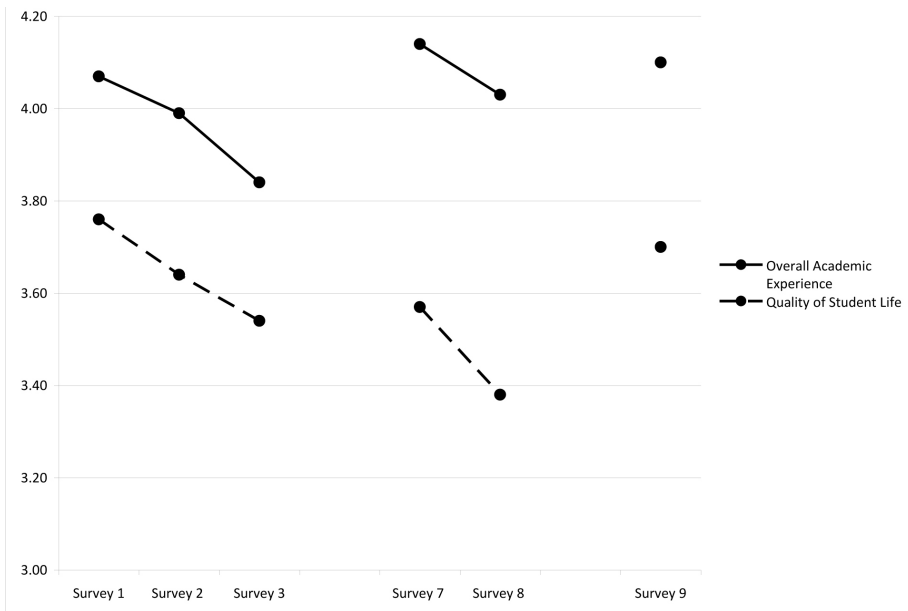
Overall, there were statistically significant changes in responses from the class of 2010 as they progressed through law school (one-way MANOVA, Wilks' $\lambda=0.878$, $F_{(35,1858)}=1.667$, $p=0.009$). When considering isolated variables, students' satisfaction with their overall academic experience changed significantly ($F_{(5,658)}=2.665$, $p=0.021$) but changes in their satisfaction with the quality of student life did not ($F_{(5, 644)}=1.953$, $p=0.084$).

Figure 2: Tracking Changes during the First Year of Law School
Class of 2010
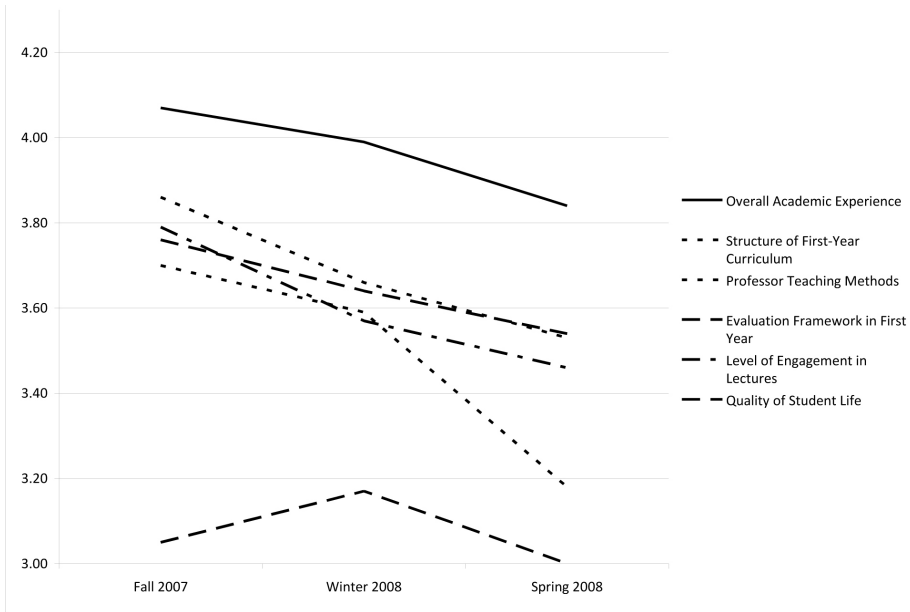
Table 1: Summary of Survey Methodology

	Survey	Format	Date(s) Administered	Days Available	Response Rate	Cronbach's α (Reliability)
1L	1	Paper	10/10/2007	1	127 / 172 (74%)	0.885
	2	Paper	18/1/2008	1	93 / 172 (54%)	0.894
	3	Internet	1/5/2008 – 30/5/2008	30	119 / 172 (69%)	0.923
	4	Internet	6/11/2008 – 1/12/2008	26	149 / 192 (78%)	0.904
	5	Internet	24/4/2009 – 22/5/2009	29	107 / 192 (56%)	0.862
	6	Internet	5/11/2009 – 30/11/2009	26	144 / 196 (73%)	0.875
2L/3L	7	Internet	27/10/2008 – 17/11/2008	22	322 / 427 (76%)	0.917
	8	Internet	27/4/2009 – 22/5/2009	26	145 / 427 (34%)	0.944
	9	Internet	4/1/2010 – 20/1/2010	19	209 / 428 (49%)	0.926

Table 2: Demographics for the Nine Surveys

Demographics	First-Year Surveys						Upper-Year Surveys		
	1 Oct '07	2 Jan '08	3 May '08	4 Oct '08	5 Apr '09	6 Oct '09	7 Oct '08	8 Apr '09	9 Jan '10
Gender [Male]	39% (N:42%)	44% (N:42%)	42% (N:42%)	52% (N:50%)	44% (N:50%)	49% (N:48%)	45% (N:49%)	45% (N:49%)	42% (N:46%)
Graduate degree	18% (N:17%)	23% (N:17%)	20% (N:17%)	25% (N:24%)	28% (N:24%)	21% (N:19%)	23% (N:18%)	27% (N:18%)	22% (N:18%)
Science undergraduate degree	-	-	-	21% (N:17%)	22% (N:17%)	23% (N:19%)	-	-	-
Mature students	10% (N:5%)	6% (N:5%)	6% (N:5%)	8% (N:8%)	11% (N:8%)	8% (N:8%)	9% (N:6%)	10% (N:6%)	9% (N:6%)
Transfer students	-	-	-	-	-	-	9% (N:10%)	10% (N:10%)	10% (N:14%)
Any parental income	-	-	-	83%	81%	86%	80%	82%	79%
Any spousal income	-	-	-	14%	16%	9%	11%	16%	14%

Figures in parentheses indicate the true underlying population attributes of each responding cohort, where such information was made available by the University of Toronto's Faculty of Law Admissions Office. Figures representing the underlying population for the upper-year surveys had to be extrapolated from available official data and as such may vary slightly from the true demographics.

Table 3: Descriptive Statistics from the Nine Surveys

Survey Questions	First-Year Surveys						Upper-Year Surveys		
	1 Oct '07	2 Jan '08	3 May '08	4 Oct '08	5 Apr '09	6 Oct '09	7 Oct '08	8 Apr '09	9 Jan '10
Overall academic experience	4.07 88%	3.99 86%	3.84 81%	4.21 91%	4.15 88%	4.23 89%	4.11 87%	4.00 79%	4.15 90%
Structure of first year curriculum	3.70 66%	3.59 63%	3.18 50%	3.70 70%	3.25 49%	3.84 80%	-	-	-
Professor teaching methods	3.86 81%	3.66 66%	3.53 62%	3.87 78%	3.75 73%	3.92 80%	-	-	-
Overall assessment framework in first year	3.05 32%	3.17 40%	2.99 43%	3.49 57%	3.17 46%	3.31 51%	-	-	-
Level of engagement in first year lectures	3.79 68%	3.57 60%	3.46 51%	4.01 81%	3.94 78%	3.97 81%	-	-	-
Quality of teaching in professor-led classes	-	-	-	-	-	-	4.22 90%	4.06 85%	4.20 92%
Class divisions are beneficial [%Agree]	-	-	-	70%	72%	75%	-	-	-
Transition to law school has gone well	-	-	-	3.76 62%	3.75 73%	3.80 69%	-	-	-
Availability of international internships	-	-	-	-	-	-	3.04 34%	2.96 30%	2.80 21%
Admissions office support after acceptance	4.00 74%	-	-	4.06 80%	3.94 73%	3.83 72%	-	-	-

Advice and guidance from financial aid office	3.32 44%	3.17 41%	2.91 31%	-	-	-	2.97 39%	2.79 30%	2.83 33%
Quality of student life	3.76 71%	3.64 65%	3.54 60%	3.89 77%	3.54 62%	3.94 75%	3.56 60%	3.41 59%	3.60 64%
Opportunities to socialize with peers	3.80 72%	3.76 67%	3.65 67%	3.85 72%	3.65 64%	4.07 82%	3.66 63%	3.50 60%	3.63 64%
Sessions offered by career development office	-	-	-	-	-	-	3.37 52%	3.03 42%	3.22 49%
Sense of community vs. alienated [%Community]	-	-	-	52%	46%	59%		43%	46%
Happy choosing this law school [%Agree]	-	-	-	96%	93%	94%	89%	84%	89%
Happy attending law school in general [%Agree]	-	-	-	95%	95%	95%	95%	91%	93%
Confident in ability to enter career of choice upon graduation [%Agree]	-	-	-	72%	61%	69%	74%	67%	66%
Opportunities to raise concerns with faculty	-	-	-	3.45 50%	3.35 44%	3.48 53%	3.32 46%	3.14 41%	3.33 44%

For questions using a five-point Likert scale, data was dichotomized into "agree" (agree [4] and strongly agree [5] = 1) and "disagree" (strongly disagree [1], disagree [2] and neither agree nor disagree [3] = 0). The displayed values for these questions indicate the mean response as well as the percentage of students who agreed with each statement. Where a question was not presented in the form of a Likert scale, the option with which students agreed is presented in square brackets beside the question, and the percentage indicates what proportion of students selected the indicated option.

Table 4: Regressions Estimates for Student Satisfaction Factors

Measures	Happy attending U of T law school (MLR, N=436, R^2=0.250)		Sense of community vs. alienated (MLR, N=436, R^2=0.208)		Transition to law school (MLR, N=199, R^2=0.273)		Confidence in career prospects (BLR, N=187, C&S R^2=0.206)	
	B	SE	B	SE	B	SE	B	SE
Demographics								
Gender [Male]	0.029	0.023	0.057	0.071	0.252*	0.114	0.397	0.378
Graduate degree	0.032	0.028	0.035	0.085	0.216	0.146	-0.730	0.454
Science undergrad	-	-	-	-	-0.383*	0.135	-	-
Mature	0.063	0.046	-0.200	0.141	0.313	0.228	-0.728	0.750
Year of study	-0.037*	0.014	0.214*	0.044	-	-	-	-
Transfer	0.051	0.064	-0.160	0.197	-	-	-0.325	0.840
Parental income	-0.018*	0.008	0.017	0.024	-0.015	0.039	0.209	0.126
Spousal income	-0.044	0.039	0.093	0.118	-0.365	0.204	1.649*	0.697
Academic Experience								
Overall academic experience	0.115*	0.017	0.030	0.052	-	-	-	-
Structure of the first year curriculum	-	-	-	-	0.245*	0.071	-	-
Level of engagement in lectures	-	-	-	-	0.165*	0.078	-	-
Teaching quality in professor-led classes	-	-	-	-	-	-	0.088	0.259
Section division beneficial	-	-	-	-	-0.105	0.125	-	-

Non-Academic Experience							
Availability of international internships	-	-	-	-	-	-	0.386*	0.196
Admissions support after acceptance	-	-	-	-	0.138*	0.067	-	-
Advice & guidance by Financial Aid Office	-	-	-	-	-	-	0.122	0.143
Quality of student life	0.042*	0.013	0.339*	0.041	0.006	0.098	0.607*	0.188
Opportunities to socialize with peers	-	-	-	-	0.066	0.100	-	-
Career development workshops	-	-	-	-	-	-	0.092	0.163
Overall Reflections							
Happy attending U of T law school	-	-	0.052	0.183	-	-	-	-
Confident in career prospects	0.062*	0.027	-	-	-	-	-	-
Opportunities to raise concerns w/ profs	0.016	0.014	-0.002	0.041	0.084	0.066	-	-

MLR = multiple linear regression; BLR = binary logistic regression; C&S = Cox & Snell; B = betas; SE = standard errors; p = probability value; * = statistically significant at p < 0.05.