

Data Analysis, Bar Performance, and Individual Student Intervention
(Academic Support & Empirical Study of Legal Education
and the Legal Profession – Breakout #3)
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10 Questions / Steps to Consider in Developing a Data Analytics Program

1. What are your significant questions / concerns / problems / persistent urban legends that can be addressed by data?
 - a. Identify a burning platform.
 - b. Formulate questions and hypotheses.
 - c. Identify potential independent variables.
 - d. Identify potential dependent variables.
 - e. Think broadly.

2. Is there an appetite for change? Is there a willingness to accept the implications of the data? Is there support among the faculty and the administration?
 - a. Identify champions.
 - b. Investigate past efforts.
 - c. Enlist support from other parts of the university.

3. What data have you? In what format is it? Who controls it?
 - a. Multiple years of data is better than one year.
 - b. Seek electronic data (Excel, for instance), rather than hardcopy (PDF).
 - c. Look for identifying characteristics that link datasets (*e.g.*, a unique student identifier).
 - d. Think broadly – admissions, registrar, financial aid, clinic, academic support, law journals, career services, student services.
 - e. Ask for assistance from the BLE equivalent.
 - f. Identify systems experts – those who know the nuts and bolts of the reporting systems.

4. Identify a data scientist / analyst.
 - a. Look within the university.
 - b. Look beyond the university.

5. Run preliminary analyses.
 - a. Use these to calibrate and educate the data scientist.
 - b. Find gaps in the data and fill them.
 - c. Reframe the questions and approach.
6. Share preliminary results.
 - a. Faculty.
 - b. Administrators.
 - c. Other stakeholders.
7. Refine the approach and analyses.
 - a. Develop second-level and third-level questions.
 - b. Identify and acquire additional data to answer those questions.
8. Identify conclusions and action items.
 - a. Be bold – but realistic.
 - b. Identify champions for each action item.
 - c. Consider policies, curriculum, standards, etc.
9. As appropriate, develop a predictive model.
 - a. Identify who will use the model, and how.
 - b. Test the model as appropriate.
 - c. Keep accurate records.
 - d. Track progress.
10. Lather, rinse, repeat.
 - a. Keep refining the data elements.
 - b. Keep refining the questions.
 - c. Keep updating the information.
 - d. Don't stop – there always are new insights.