

ALLStAR's AALL 2018 Workshop in Baltimore
Outline Revised: 2018 July 10

W2: Internal Assessment and Peer Benchmarking in Academic Law Libraries: The Advanced Session

Saturday, July 14 1:00 pm - 5:00 pm

University of Maryland School of Law, Room 205

Takeaways:

- 1) Participants will learn to use ALLStAR's sophisticated reporting capabilities, and how to export, analyze, and display data in Excel and other software.
- 2) Participants will learn how to develop data search strategies to identify libraries that are engaged in practices that the participant's library would like to examine, analyze, and consider deploying in their own practices.
- 3) Participants will be able to use ALLStAR to develop in-class comparative case studies with traditional peer institutions; participants will learn how to develop an alternate set of peers, in addition to or more suitable to the library, based on relevant factors not previously identified.

Dugan's Presentation is in Calibri 16-point font

Section 1: Participants will learn to use ALLStAR's sophisticated reporting capabilities, and how to export, analyze, and display data in Excel and other software.

Dugan:

1. bring up the Modify Existing Report in the AALL folder
 - **report = Modify existing report**
2. Run
3. show them the problems with the report; not enough data
4. add the three subtotals
5. save
6. run
7. show them the problem with the column sequence on the report
8. download to Excel
 - a. how to download to Excel
 - b. show them the problem with the columns transferring to Excel

9. return to report settings and revise the sequence
 10. save
 11. run
 12. review the columns
 - a. you can sort the columns ascending to descending
 13. You can click on the Graph icon; this report changes with the options selected and the type of report. We'll go over Report Types in a few minutes.
 14. download to Excel
 15. show them the difference -- time saver
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Participant's In-Class Exercises are in Calibri 12-point font; separated from Dugan's presentation by horizontal line yellow border

Participants In-Class #01:

- A. Create a Basic Report
 1. Click on an existing tab or create a tab
 2. Add a report
 3. Select a survey (suggest ABA)
 4. Select a period (FY 15-16 or 16-17 which has fewer participants)
 5. Report name = select something you will remember
 6. Provide a description
 7. SAVE
 8. Check your folder to make sure it is there

Participants In-Class #02

- B. Open Your Saved Report
 1. Select and add three to four indicators
 2. SAVE
 3. Run
 - a. how many libraries are in the report?
 - b. if more than 10, expand your list to 30

Participants In-Class #03:

- C. Look at the Report
 1. Look at the columns
 2. click on a column graph icon to see what it looks like
 3. sort a column (arrow)

4. Download the report to Excel
 - a. Review the columns
 5. Report settings
 6. Reorder sequence if they are not suitable for you
 7. Save
 8. Run
 9. Review the columns order
 10. Download to Excel
 - a. see the difference; you do not have to move columns around
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Dugan:

Report = Modify existing report- (six indicators)

- D. Options tab
 1. review option tabs
 2. add
 - a. Total Responses
 - b. Average
 - c. Median
 3. save
 4. run the report
 5. review the differences
 6. download to Excel
 7. review the data in Excel from the Options tab
 - a. added rows, such as Average and Median from Options so that it appears in the spreadsheet
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Participants In-Class #04:

- E. Use the Options Tab for your report
 1. add some Options
 2. run it and see what it looks like
- F. Sort some columns (arrow)
- G. download to Excel
 1. find the options you identified

Dugan:

H. Change the Report Type

Report = Library expenditures (report types)

1. show them the list of the reports from the down arrow
2. there are lots of reports: the presentation you make is based upon what you want to show
3. the Options Tab also comes into play with most of the report types
4. what is most helpful?
 - a. **Table.** the default and the one you have worked with this morning
 - b. **PI report.** May be easier to read since the indicators are side by side. May add Total, Average, Maximum and Minimum from Options; cannot use percentage change or Responses (N). The gray areas 26th to 74th percentiles.
 - c. **Trend/PI reports** provides data for selected years. Need to select the start year at the Period block. Add Percentage Change from Options. Indicator graph icon: Blue line is my library. Box charts: center line is the median. The top and bottom of the box are approximately the upper and lower quartiles, and the end points is the range.
 - d. **Trend.** Looks like Trend/PI except that it can graph each location. Now add on Options, including Percentage Change, Total, Responses (N), Average, Minimum and Maximum. SAVE and RUN.
 - e. **Period Comparison report.** One of my favorites. The indicators are now vertical columns rather than horizontal. Shows percentage change, so no need to add that from the Options Tab. However, it will only provide this for two periods; it cannot illustrate more than two periods, so you need to be careful. You can add Total, Average, Maximum and Minimum from the

Options tab, and it appears at the bottom. Cannot include Responses (N).

f. **PI Gap report.** Uses a paired ordering, so you must be aware of your Sequence on the Report Settings screen. Initially, this looks awful and useless. **HOWEVER**, you can hide indicators to affect the chart. Not so useful with expenditures, but think about staffing? So, add some staff. REVIEW.

5. not so much

a. **Summary** does not give you much detail. Need to add Options.

b. **Graph/PI report** is great for comparing two indicators using an overlay. Need to identify an indicator for the overlay and place it in the overlay filter. It's good for an analysis but not so much for quickly identifying data.

c. **Summary Graphs** are useful for visual presentations since they visualize the minimum, maximum and average on a chart. This is best used when Options (Average, Median, Minimum and maximum) are added for these values which gives the chart some needed context. SAVE and RUN.

d. **Cross Tabs**. You need to know what you are doing with this.

e. **Custom Formats**. Allows for interactivity, such as updating, between documents.

- Michelle Hudson will show how to display ALLStAR data in Tableau Public later in this workshop

Participants In-Class #05:

- K. Create or modify and existing report.
 1. use Table
 2. use Options
 3. use another report type
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Dugan:

- L. Demonstrate Devised Ratios
 1. explain derived ratio
 2. **report - Derived Ratios - demo**
 3. need to use formulas in Excel to create the ratios
 4. pick indicators
 5. download to Excel
 6. **open in Excel**
 - a. **derived raw.xls**
 - b. **derived organized.xlsx**
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Participants In-Class #06

- M. we want to know what ratios you use so that we can improve the ones made available in ALLSTAR (3x5 cards)

Participants In-Class #07 (Case study for Report Type)

- N. Today a claim was made that the budget cuts suffered by my library in the past year(s) is typical and, the cuts are actually less than others.
- I'm hoping to discover:
- % change year / year past three years
 - Per FTE
 - By Collection budget
 - By Personnel budget
 - By Law Library budget

Participants (continued):

1. What indicators could you use?
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Dugan:

create a new report and add indicators as tossed out by participants

- collections (SUM OF LIBRARY RESOURCES (SERIALS SUBTOTAL + MONOGRAPHS SUBTOTAL + ELECTRONIC RESOURCES SUBTOTAL)

- Library Operations Expenses Total (ABA14 - ABA Q22)
- Library Operations Grand Total
- what's missing: personnel expenses.
 - + how would I get that?
 - collected for ARL, but not ABA
- if we cannot get personnel expenses, then let's look at the number of FTEs personnel
 - + ABA Q1
 - + ABA Q2
 - + Number (of FTES) of full time librarians including the director
- expenditures per FTE student
 - + total number of JD students (FT and PT combined); could be problematic since this is actually headcount rather than FTE
 - + would need to calculate a derived ratio as we reviewed earlier
- key ratio: collections \$ per student

USE: Case study: budget cuts - raw
Case study: budget cuts - organized

- a. Then, reorder the sequence.
- b. Then, run to see what happened.
- c. Add options:
 - + Total
 - + Responses (N)
 - + Average
- d. SAVE, RUN, Review

Participants (continued):

2. What **report type** would you use?
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Dugan: Report Type for this Report

Table: It would suffice. Download to Excel.

PI report: no, no period comparison.

Trend/PI: YES, with options especially percentage change added.

Graph PI: no, no period comparison; paired indicators.

Summary: no, no location details.

Summary Graphs: no, no period comparisons.

Trend: OK, but only looks at average for your institution and therefore not useful for comparison.

Period comparison: YES

PI Gap: no, looks at paired indicators.

END SECTION 1

Section 2: Participants will learn how to develop data search strategies to identify libraries that are engaged in practices that the participant's library would like to examine, analyze, and consider deploying in their own practices.

- this is “best practices”
- **explain the difference between peers and using a larger audience to identify best practices**
- best practices is dependent upon Filters

Dugan: do a best practice with reference hours

A. **report: Best Practices: Library Reference Hours**

1. logic to use: who provides more reference hours than my library with similar staffing levels and hours open?
 - a. I have selected the four FTEs I have in ABA
 - b. I selected hours open per week on the regular schedule and number of hours reference of reference services provide per week during the academic session
 - c. the hours indicators are US News
 - d. NOTE: your library’s reported data is found under Values
 - e. I have checked Response (N) and Average under Options to give me some context.
2. use filters
 - a. use high filters for staff. These are the personnel resources I have and that is not going to change.
 - b. for reference hours, use 43 as the low filter because I am not looking for any library offering fewer hours
 - c. save and run
3. comes up with 63 libraries
4. enhance the logic: I am not looking or any libraries open fewer hours than we are. So put in low of 104 for hours open.
 - a. save and run
5. now down to 27
 - a. expand list to view 30

6. anything I can do to further decrease this?
 - a. Move hours open per week from low to high. Those become maximum hours open rather than minimum hours open.
 - b. save and run
7. 40 libraries. I'm regressing. Now what?
 - a. use a range. Hours open, a minimum of what we are and a maximum of a shift of 8 hours, so 112 as high.
 - b. save and run
8. 17 libraries.
 - a. can further reduce by changing hours open range from 104 to 108.
 - b. save and run
9. 14 libraries

It is all about experimenting with the logic and then applying the logic to the filters.

Participants In-Class #08

A. Applying Filters

1. Open your report
2. Run
 - a. how many libraries
3. Report settings
4. Filter one indicator
 - a. write down the argument (the logic) -- what are you filtering?
5. SAVE
6. Run
7. Now, how many libraries are reported?
 - a. did your filters work as you thought they would?

Participants In-Class #09

B. Conceptualize your own best practices search and implement

1. Open a new report
 - a. choose a survey collection (recommend ABA, 15-16)
2. Change the Report Name
3. Change the Description
4. SAVE

5. Select one or more indicators to do a best practices study
 6. SAVE
 7. Run to make sure there is data
 8. Report settings
 9. Based upon your institution, set low or high filters
 10. SAVE
 11. Run
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Dugan:

Suggestions: **report = Suggestions for Best Practice Indicators**

1. staff and expenditures
2. staff and hours open
3. students and seats available
4. students and hours open
5. expenditures on specifics of the collection (serials-monographs-electronic resources)
6. number of faculty and students, and library expenditures

END SECTION 2

Section 3: Participants will be able to use ALLStAR to develop in-class comparative case studies with traditional peer institutions; participants will learn how to develop an alternate set of peers, in addition to or more suitable to the library, based on relevant factors not previously identified.

- how are peers chosen? By the institution? By the law school?
 - * if selected by the institution, is the law school involved or included in the choices?

Dugan

A. **report = Benchmarking Demo**

Case studies:

My dean wants to know the number of librarian FTEs in the top 10 law schools, and then compare raw figures, by faculty size and by student size.

1. Open a new report
 - a. ABA 15-16 because of the larger number of respondents
2. number of librarians
 - a. FTEs of part-times
 - b. FTEs of full-time librarians including the director
3. total fall faculty (including spring may overlap)
4. total number of JD students (FT and PT combined) - remember, this is head count not FTEs
5. top ten law schools (US News 2018)

Columbia University

Harvard University

New York University

Stanford University

University of California - Berkeley

University of Chicago

University of Michigan

University of Pennsylvania

University of Virginia

Yale University

6. click on locations
 7. check off the law schools
 8. apply
 9. locations
 10. view selection
 11. save as a filter
 - a. US News Top 10
 - b. apply
 11. save, run
 12. back to report settings
 13. Option tab
 - a. add Responses (N)
 - b. Average
 14. only Yale completed the number of FTEs of full-time librarians
 15. Now what?
 16. add a second survey; one of most useful features of ALLStAR
 - a. ARL (all ARLs except Stanford)
 - b. add professional staff (FTE) (ARL Q13a)
 17. save and run
 18. review. We can sort high/low in the columns
 19. What kind of report type would you use?
 - a. Table
 - b. PI Report

I'd probably go into Excel and create a report.
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Participants In-Class #10

- A. Benchmarking
 1. Open a new report
 2. Change the Report Name
 3. Change the Description
 4. SAVE
 5. Select two indicators to do a benchmark study
 - a. if they have a relationship, fine, but not essential

6. SAVE
7. Run and review (make sure there is data)
8. Report settings
9. Click on LOCATIONS
10. find four or five of your institutional peers and check mark them
 - a. make sure your library is check marked
 - b. Apply
 - c. portal returns to Report Settings
11. Click LOCATIONS
12. View Selection to see if all are there
13. Type in a filter name and SAVE
14. Close and return to Reports setting
15. SAVE
16. Click LOCATIONS
17. Select Filter name
18. View Selection to ensure the filter is applied
19. Close
20. SAVE
21. Run and review results

Participants In-Class #11

- B. Two Survey Collections
 1. Open your report
 2. Report settings
 3. Pick a second survey
 - a. look at the period
 - b. change Report Name
 - c. change Description
 4. SAVE as a NEW REPORT
 5. Select a new indicator
 6. SAVE
 7. Run
 8. Review the resulting report

Participants In-Class #12

- C. Now use your peer filter to respond to this request to ALLStAR:
My Dean wants to know how our library compares to our peers in terms of their total physical space. There may be an effort to re-purpose our student-centered library space.

Dugan: report = Case Study: physical space

1. open a new report

2. select USNews, 15-16
3. find the square footage, library (ABA Q8; USNews 59)
4. add
5. save, run
6. return to report settings
7. click on locations
8. select peers or apply the filter from a previous search
9. apply
10. save, run
11. review the table

END SECTION 3

ALT-Peers

1. institutions have identified peer institutions, usually required by their regional accrediting organization
2. in turn, law schools have also identified a set of peer law schools. This list may differ from the institution. This is the set you would use for benchmarking.
3. However, some of you may want to identify other peers for benchmarking.
 - a. maybe as a result of competing for the same students because of LSAT scores or geopolitical area; maybe compete on reputation.
 - b. **Teresa Miguel-Sterns refers to this activity as “ALT-Peers.”**

How do you identify alt-peers?

1. use the various data collections in ALLSTAR to add indicators, run reports, and then filter the indicators (location, numeric, text, and percentage) to identify libraries you want to benchmark.
2. use the IPEDS summary tables to identify institutions with characteristics you seek. Then, once narrowed down, determine if there is a law school.
 - a. this is a macro approach because IPEDS uses characteristics that are not included in ALLSTAR.

ALT-Peers Report in ALLSTAR

1. set up new report
2. go with ALLSTAR Master Collection first
 - a. set date to 15-16
 - b. on Options Tab, check Responses (N)
 - c. then, click on All Groups to see the vastness of the indicators available
3. next would be ABA

- a. ensure date stayed at 15-16
- b. click on all groups and review the indicators
4. apply filters on indicators
 - a. collection \$ per student; set a low filter of \$5,000
 - b. save and run
5. US News
 - a. ensure date stayed at 15-16
 - b. added hours open and hours professionally staffed

GO to IPEDS from the Table (table displayed in workshop; not yet ready for “prime time”)

<https://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx>

IPEDS: Use Summary Tables

1. make sure 1. Select Institutions is highlighted
2. click on By Groups
3. click on EZ groups
4. click on the links under “Special characteristics” and select criteria
5. click on Search

SELECT

1. BEA: NE and Mid East
2. Sector: Public 4 year and Private not for Profit 4 year
3. Highest degree: Doctorate - professional practice
4. Urbanization: city: large and city: midsize

NOTE

1. the black/gray box with the number of institutions found.
2. While not all institutions found are institutions with law schools, this search may help you identify other institutions.

END ALT-PEERS

END WORKSHOP W2