



**The Thurgood Marshall School of Law Empirical Findings: A Report of the  
Correlational Analysis of Bar Passing Rates and Final GPA of Years 2005-2009**

May 20, 2010

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May 20, 2010

**To:** Holley, D.  
Interim Dean, Thurgood Marshall School of Law (TMSL)

**From:** Kadhi, T.  
Director of Assessment, TMSL

**Subject:** Correlational Analysis of Bar Passing Rates and GPA of Years 2005-2009

The following analysis was done to investigate the findings of the Correlational Relationship (R) between the Bar Passing Rates and GPAs of the Years 2005-2009. This report of findings was done to see if there are any significant relationships between the three variables (Bar Pass/Fail/Unknown, Overall GPA, and Bar GPA). The following procedures were followed during Data collection and Analysis:

1. TMSL Registrar queried student information from Banner, collecting Name, Graduation Date, Overall GPA, Bar Pass/Fail/Unknown for all Graduates 2005-2009.
2. Spreadsheet given to TMSL Asst. Dean of Academic Support and Bar GPA supplied for a smaller sample of students.
3. Pass/Fail/Unknown information included on spreadsheet for smaller sample.
4. Bar Pass/Fail/Unknown (P/F/U) relabeled Bar 2/1/0 for analysis as Nominal Data.
5. The most common R (Pearson Correlation Coefficient) is given for all results.

In addition, a summary of each results table is given.

CC:

Registrar

Asst. Dean of Academic Support

### Correlational Analysis of Overall GPA and Bar Pass/Fail/Unknown

		2/1/0(Bar)	GPA
2/1/0(Bar)	Pearson Correlation	1	.323**
	Sig. (2-tailed)		.000
	N	939	939
GPA	Pearson Correlation	.323**	1
	Sig. (2-tailed)	.000	
	N	939	939

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Summary: The Pearson Correlation for the Overall GPA and Bar Pass/Fail/Unknown variables yield a statistically significant R for 2005-2009 TMSL Graduates. Furthermore,  $R=.323$ . It should be noted that this is not typically correlational coefficient that would be considered strong. But with  $N=939$ , the likelihood of finding statistical significance would be high.

In conclusion, it is the recommendation of the Evaluator that the data not be categorized or dichotomized. A much richer profile of raw scores could offer higher correlational coefficient and address other issues concerning degrees of Pass or Fail.