
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

<table>
<thead>
<tr>
<th></th>
<th>2/1/0(Bar)</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2/1/0(Bar)</strong></td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>939</td>
</tr>
<tr>
<td><strong>GPA</strong></td>
<td>Pearson Correlation</td>
<td>.323**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>939</td>
</tr>
</tbody>
</table>

**. 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.