



# AccessLex Institute Bar Exam Initiative

Report for Ruth Bader Ginsburg  
School of Law



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SAMPLE



# KEY TAKEAWAYS

**1**

**What happens in law school matters.**

1S, 1L and final LGPA are strong predictors of first-time bar passage. Each can be used to target academic and bar support.

**2**

**Student potential is not fixed; it can be improved with time and effort.**

Improved academic performance over time is positively associated with first-time bar passage.

**3**

**Course selection may play a role in helping students succeed.**

Students who earn higher grades in doctrinal coursework are more likely to pass the bar exam.

Students at risk of bar exam failure may benefit from clinical coursework, Criminal Procedure, Evidence, and Business Associations.

**4**

**Preadmission indicators predict early academic performance, but only to an extent.**

Higher LSAT Score and final UGPA are associated with higher 1L LGPAs but are not useful predictors of bar passage.

UGPA growth rivals LSAT score and final UGPA as a predictor of 1L grades and varies less by race and ethnicity.




# BACKGROUND AND APPROACH

## Objectives

The AccessLex Bar Exam Success Analysis Initiative examines predictors of academic and bar success among recent law graduates.

In this report, we use your school's data to uncover the influence of the following factors on academic and bar outcomes:

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	Preadmission Factors
	Course-taking
	Law School GPA (LGPA)

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These analyses are designed to:

- Help your school identify students at risk of poor academic and bar performance,
- Develop strategies to target these students and tailor interventions accordingly, and
- Lend empirical support to the daily observations of your law school's faculty and staff.

## Analytical Approach

This report summarizes results based solely on data your institution shared in March 2024. These data comprise 979 recent RBC Law graduates who matriculated into law school for the first time as full-time students between 2015 and 2020, regardless of whether they completed their studies. More detailed sample information can be found on page 31.

We use a combination of descriptive and regression analyses to explore the extent to which various academic indicators predict our outcomes of interest: first-time bar passage and first-year law school GPA (1L LGPA).

We briefly describe our approach on the next page and provide a more detailed explanation on pages 30—37.

Whenever possible, our statistical models control for other factors that might influence the relationships we explore. The table on pages 36—37 lists the control variables included in each model.

# BACKGROUND AND APPROACH

## First-Time Bar Passage

We predict first-time bar passage using logistic regression models. This approach enables us to model a binary outcome – bar exam passage or failure – given a range of academic performance and curriculum factors. These factors are:

- 1S, 1L, and Final LGPA.
- Grades in doctrinal coursework
- Credit hours earned doctrinal, experiential, skills, and other coursework (defined on next page).
- Completion of each of seven upper-level doctrinal courses.
- Highest LSAT score
- Final UGPA.

## First-Year LGPA

We use ordinary-least-squares (OLS) linear regression to examine the influence of highest LSAT score, final undergraduate GPA (UGPA), and UGPA growth on 1L LGPA.

## Interpreting Results

We consider an effect size to be meaningful if it meets the criteria outlined in the table below, regardless of its statistical significance. For example, we might consider a relationship between course-taking and first-time bar passage to be meaningful if students who took the course had a predicted probability of bar passage at least five percentage points higher than students who did not. However, you remain the best judge of whether the predicted changes in each outcome variable are great enough to be useful at your institution. See *How We Arrived at Our Results* for a more detailed discussion of interpreting results and the limitations of statistical significance (page 30).

## Meaningful Effect Criteria

<b><i>A result is meaningful if a change in the predictor variable<sup>†</sup> predicts a change in...</i></b>	<b>1L LGPA</b>	<b>OR</b>	<b>Bar Passage Probability</b>
	<b>Greater than or equal to one-half standard deviation</b>		<b>Greater than or equal to five percentage points</b>

Note: <sup>†</sup>For continuous variables, a one-standard-deviation change; for categorical variables (e.g., gender), the change relative to the reference group.

# BACKGROUND AND APPROACH

## Definitions of Terms Used

Term	Description(s)
Law school GPA (LGPA)	LGPA attained across all courses following the first-semester, following the first-year, and at graduation.
Doctrinal coursework	“Doctrinal” is defined as any course that focuses on possible UBE-tested topics, regardless of whether it is required for graduation.
<i>1L-required doctrinal courses</i>	Those doctrinal courses required as part of the 1L curriculum.
<i>Upper-level doctrinal courses</i>	These courses include ONLY: <ul style="list-style-type: none"> <li>• Business Associations</li> <li>• Conflict of Laws</li> <li>• Criminal Procedure</li> <li>• Evidence</li> <li>• Family Law</li> <li>• Trusts and Estates</li> <li>• UCC Article 9 (Secured Transactions)</li> </ul>
<i>Other doctrinal courses</i>	These are any doctrinal courses not included in the above upper-level doctrinal courses category. The number of credit hours earned in this category is equal to the difference of credit hours earned in All Doctrinal Courses and the sum of the credit hours earned in Upper-Level Doctrinal Courses and 1L-Required Doctrinal Courses.
Experiential coursework	These are a combination of both clinic courses and externships intended to develop practical skills and apply theoretical knowledge to real-life legal challenges.
<i>Law clinics</i>	These are courses classified as legal clinics by the law school.
<i>Externships</i>	These are courses classified as externships or field placements by the law school.
Skills-based bar courses	These are courses in which the acquisition of skills that are relevant to the bar exam is the primary aim. The acquisition of content knowledge may occur in these courses, but skills training is the focus. (This category excludes legal writing courses, see below.)
Legal writing courses	These are courses that specifically focus on building legal writing skills in a practice setting (e.g., memorandum drafting, litigation drafting) rather than academic writing (e.g., seminars or law reviews). (Typically, these are considered “skills-based” courses, but we treat them separately in this study.)



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# RESULTS

## Bar Performance

### Key Findings — GPA and Course Grades

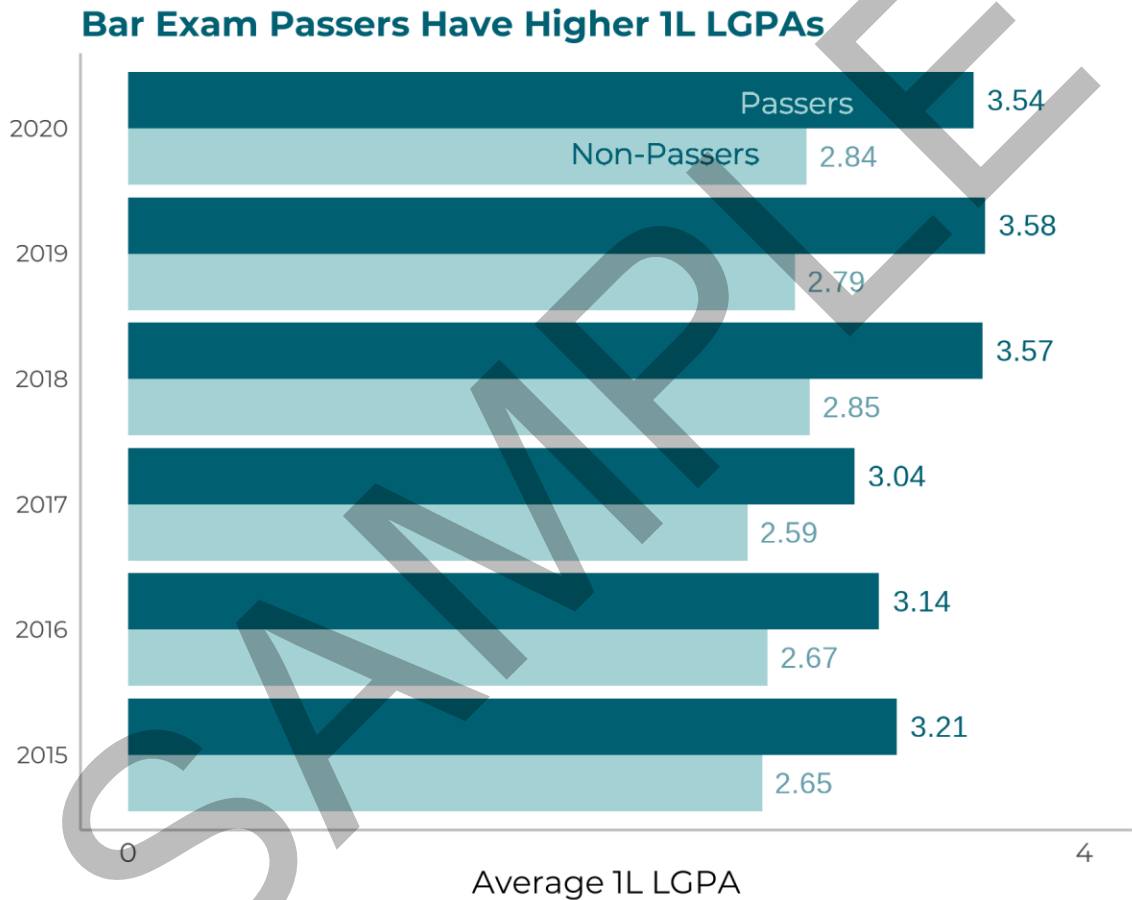
- 1** Graduates who pass the bar on their first attempt earn higher average 1L LGPAs.
- 2** 1S, 1L and final LGPA are each strong predictors of first-time bar passage.
- 3** Within certain 1L LGPA ranges, small changes can lead to much greater odds of bar passage.
- 4** LGPA is a useful metric for identifying at-risk students over the course of law school.
- 5** Students who struggle early can improve their chances of passing the bar.
- 6** A student's grades in doctrinal coursework predict their likelihood of passing the bar.
- 7** When predicting bar success, performance in law school trumps LSAT score and final UGPA.



# 1. Graduates who pass the bar on their first attempt earn higher LGPAs on average.

RBG Law graduates who passed the bar (dark bars in figure below) earned higher first-year LGPAs than those who did not (light bars).

On average, graduates who pass have 1L LGPAs about half a grade point higher than graduates who do not.

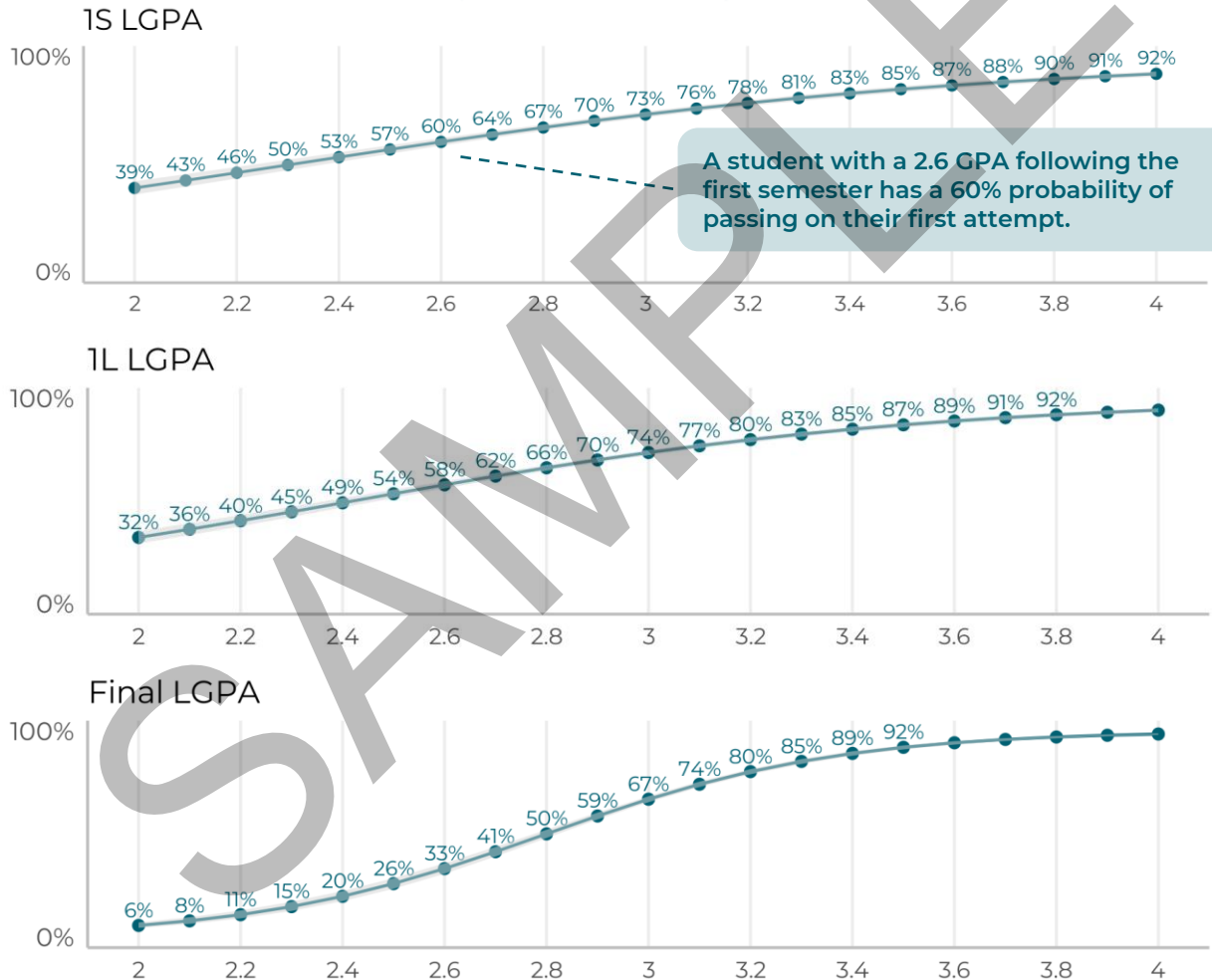


## 2. 1S, 1L and final LGPA are strong predictors of first-time bar passage.

Using logistic regression, we can make predictions about a student's likelihood of passing the bar given their LGPA. These relationships are positive and statistically significant.

In the figures below, we show the predicted probability of first-time bar passage associated with a range of 1S, 1L, and final LGPA values.

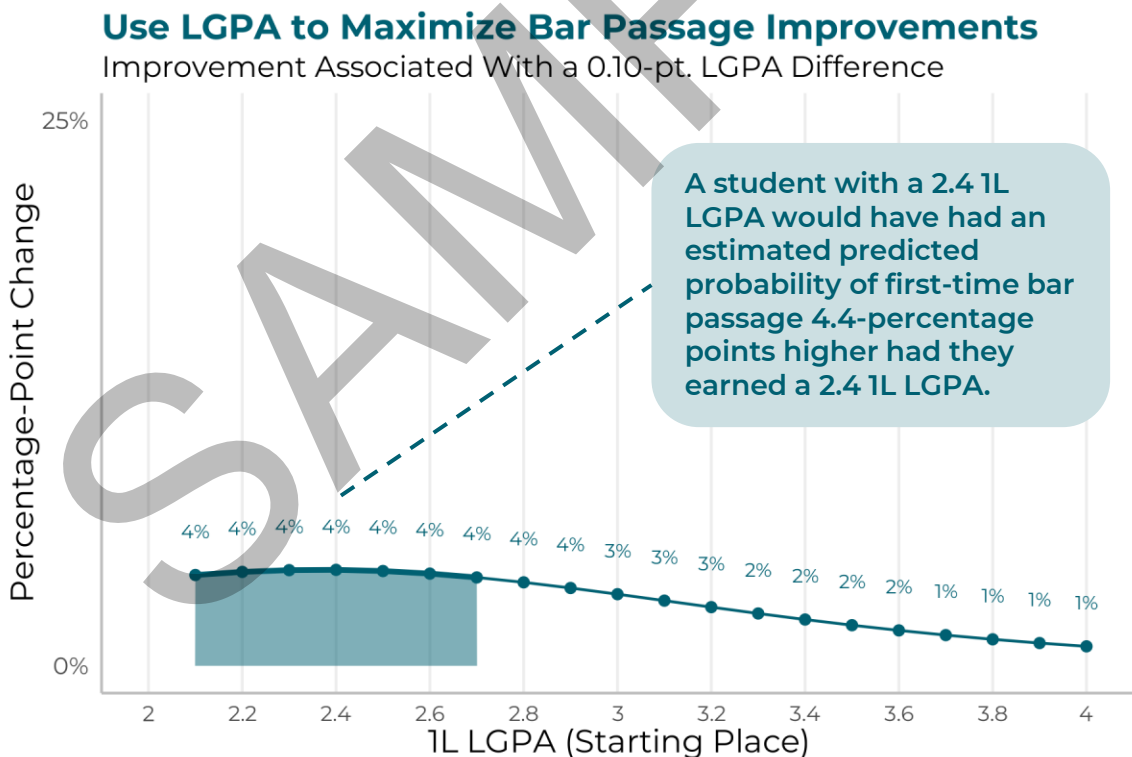
### Predicted Probability of Bar Passage Increases With LGPA



### 3. Within certain LGPA ranges, small changes can lead to much greater chances of bar passage.

As the figures on the previous page indicate, the effect of changes in LGPA on the predicted probability of first-time bar passage grows stronger as LGPA values increase from the bottom to the middle of the distribution. From there, the effects begin to plateau. This suggests that the efficacy of bar success interventions might be maximized by targeting the grade ranges where predicted probability of first-time bar passage is most sensitive to changes in LGPA.

The figure below compares the predicted probabilities of first-time bar passage associated with a 0.10-point difference in 1L LGPA across the grade distribution. Between 1L LGPA values of **2.10** and **2.70**, the marginal effect of a 0.10-point 1L LGPA increase exceeds 4 percentage points (see shaded area). The effect peaks at a 2.4 LGPA, where a 0.10-point increase in 1L LGPA is associated with a 4.4-percentage point difference in the predicted probability of first-time bar passage.



## 4. LGPA is a useful metric for identifying at-risk students over the course of law school.

Given its strong relationship with first-time bar passage, LGPA data provides opportunities to identify student in need of bar passage interventions at several junctures throughout law school.





Specifically, it may help to provide support to students whose LGPAs are associated with a specific predicted probability of first-time bar passage.

The table below lists the LGPAs associated with the following predicted probabilities of first-time bar passage: More than 85%, 76% – 85%, 66% – 75%,

and 65% or less. We provide the range of LGPAs associated with each of these bands at three points in time: after the first semester, after the first year, and at graduation. Throughout the report, we define “at risk” to mean any student who has a 75% or lower probability of passing on their first attempt, indicated by the orange and red risk levels in the table below.







Specific coursework suggestions for students at risk of failing the bar exam appear on pages 15-18 of this report.

### LGPA Risk Thresholds

Risk Level	Predicted Probability of Bar Passage	1S LGPA	1L LGPA	Final LGPA
 Lowest <span style="float: right;">Highest</span>	More than 85%	$\geq 3.50$	$\geq 3.09$	$\geq 3.10$
 Lowest <span style="float: right;">Highest</span>	76% – 85%	3.25 – 3.50	2.80 – 3.09	2.97 – 3.10
 Lowest <span style="float: right;">Highest</span>	66% – 75%	3.00 – 3.25	2.43 – 2.80	2.79 – 2.97
 Lowest <span style="float: right;">Highest</span>	65% or Lower	$\leq 2.99$	$\leq 2.42$	$\leq 2.79$

## 5. Students who struggle early can improve their chances of passing the bar.

### LGPA Growth Can Improve Bar Passage Probability

Student	1S LGPA	Change	Final LGPA	Predicted Probability
 Lucy	2.25		2.00	<b>55%</b>
 Tim	2.25		2.25	<b>70%</b>
 Dina	2.25		2.50	<b>85%</b>

Although we can estimate a student's likelihood of passing based on their LGPA, this does not mean that their chances of success are fixed at any given point.

Recent AccessLex research indicates that students who improve their academic performance throughout law school — represented by LGPA growth, or the difference between a student's final and first-semester LGPA — may fare better on the bar exam than students who do not. **This relationship holds true at RBG Law.**

The effect of LGPA growth is especially notable among students at higher initial risk of bar exam failure.

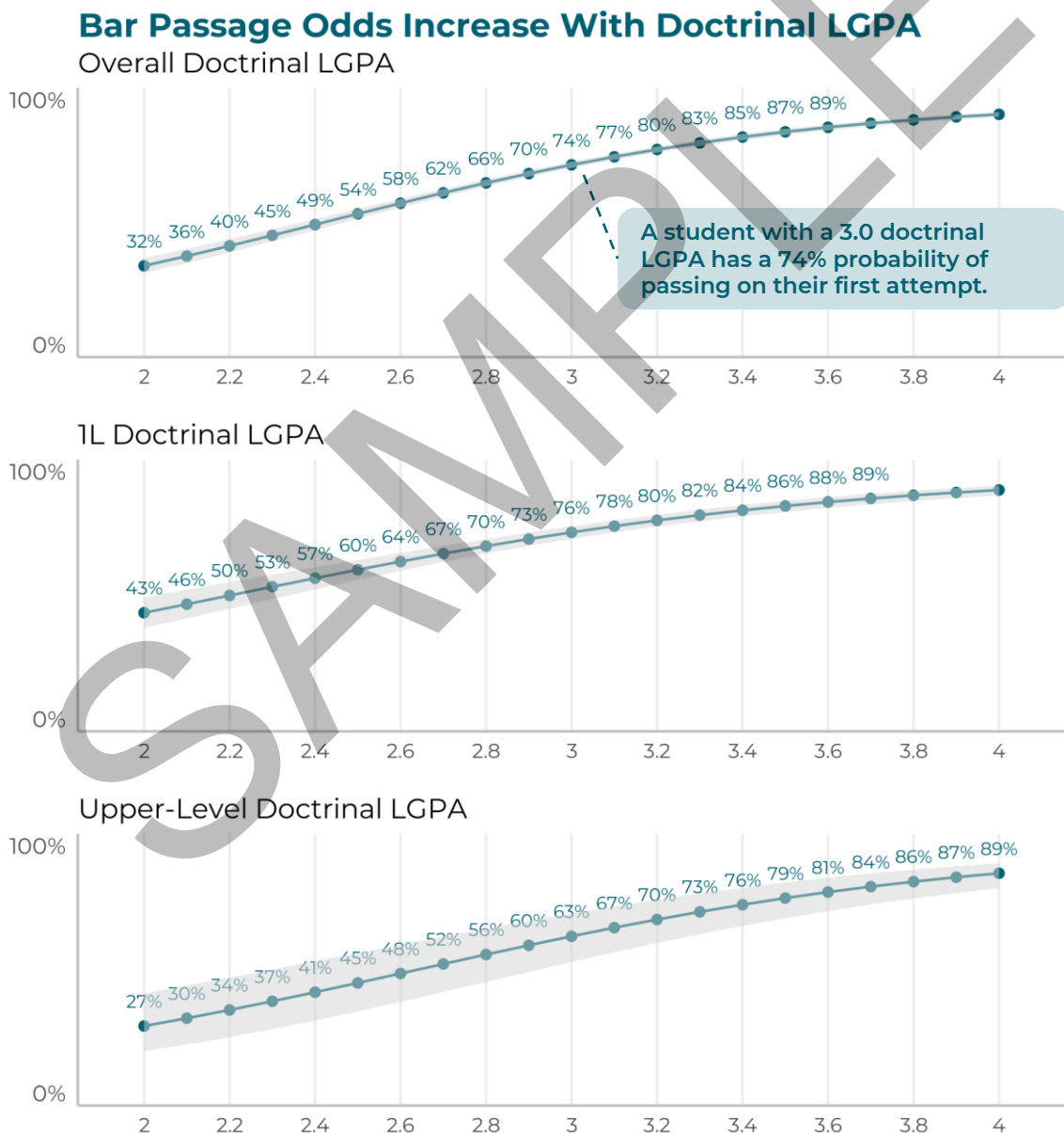
The table above displays the predicted probability of first-time bar passage for three such students who improved their LGPA to varying degrees. Tim and Dina have identical 1S LGPAs, but Tim does not improve his GPA, whereas Dina improves hers by 0.25 grade points. As a result, we would predict Dina has a probability of passing 15 percentage points higher than Tim's.

Although most students experience some LGPA growth due to higher median grades in upper-level coursework, higher relative growth values may speak to students' resilience in the face of challenges.

## 6. A student's grades in doctrinal coursework predict their likelihood of passing the bar.

We also find that grades earned in doctrinal coursework — overall, in 1L required courses only, and in upper-level courses only — have a positive and meaningful effect on bar passage. These results are statistically significant.

The three panels in the figure below show the predicted probability of first-time bar passage associated with the range of grades across each type of doctrinal LGPA.



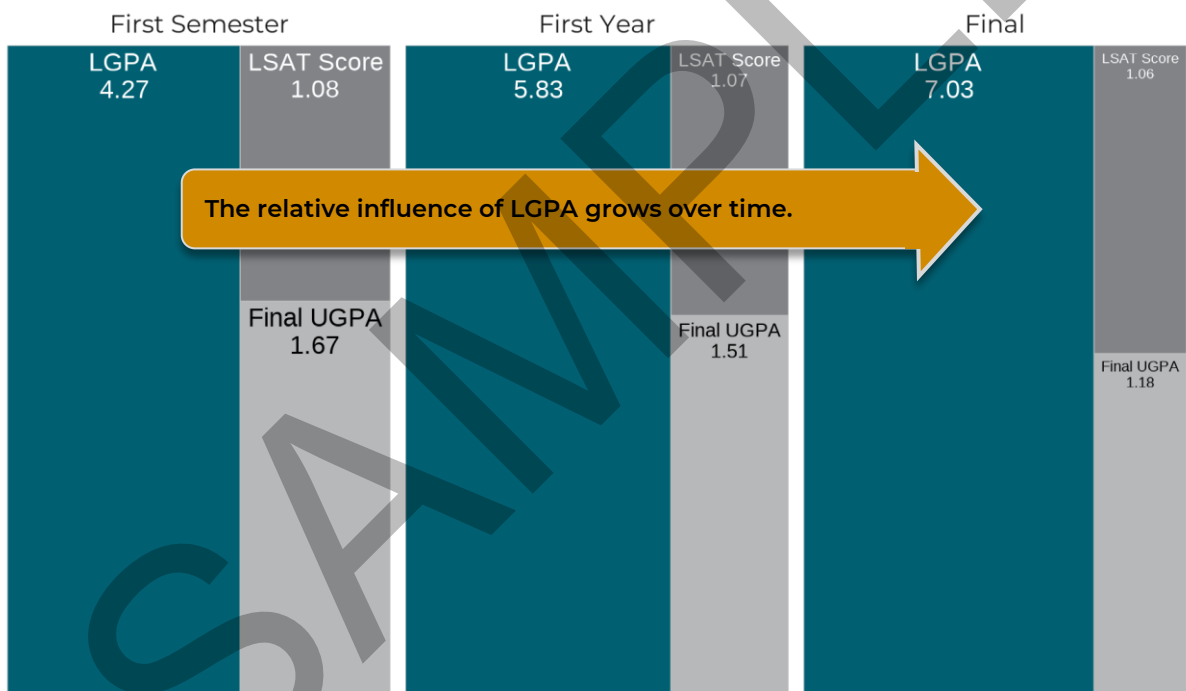
## 7. When predicting bar success, performance in law school trumps LSAT score and final UGPA.

Comparatively, as shown below, LGPA has a much larger influence on the likelihood of an RBC Law graduate passing the bar than either LSAT score or final UGPA. This margin widens over time as each successive LGPA measure is captured.

This indicates that bar success is not predetermined; the coursework, faculty, and support services at RBC Law play a critical role in preparing students for success on the bar.

### LGPA is a Stronger Predictor Than Preadmission Metrics

Size of Effect on Bar Passage Odds (Odds Ratios)





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# RESULTS

## Bar Performance

### Key Findings — Credit Hours and Course-taking

- 8 Students who pass the bar generally enroll in similar course types to students who fail.
- 9 Depending on their 1L rank, RBG Law students may benefit from upper-level doctrinal or clinical coursework on the bar.
- 10 Students at risk of bar exam failure may also benefit from Criminal Procedure, Evidence, and Business Associations.



## 8. Students who pass the bar generally enroll in similar course types to students who fail.

On average, as the table below shows, there is little variation in the number of credits earned in doctrinal, experiential, legal writing, skills-based, or other

elective courses among RBG Law graduates who passed the bar on their first attempt and those who did not.

### Average Credit Hours by Course Type and Bar Result

Course Type	Failed		Passed		Difference (Avg.)
	Obs.	Avg.	Obs.	Avg.	
Doctrinal					
<i>Overall</i>	1018	44	2459	44	0
<i>Upper-Level</i>	397	16	1239	15	1
<i>Other</i>	150	21	150	20	1
Skills					
<i>Legal Writing</i>	855	6	1938	6	0
<i>Other Skills</i>	786	6	1598	5	1
Experiential					
<i>Overall</i>	715	4	1905	5	1
<i>Clinics</i>	180	1	448	1	0
<i>Externships</i>	535	3	1457	4	1

We use logistic regression models to examine the relationships between the number of earned credit hours in doctrinal, skills, and experiential courses and the likelihood of first-time bar passage given a student's risk of failing the bar exam.

We classify this risk based on the LGPA thresholds reported on page 11.

The risk of failing is:

- **High** if a student's 1L LGPA is less than or equal to 2.99
- **Moderate** if a student's 1L LGPA is between 2.99 and 3.25.
- **Low** if a student's 1L LGPA is greater than 3.25.

We discuss these findings on the next page.

## 9. At-risk students may benefit from completing more upper-level doctrinal or clinical coursework.

The table below shows the relationships between earned credit hours and first-time bar passage by a student's risk level after the 1L year — whether they had a predicted probability of first-time bar passage below 50%, between 50% and 75%, or above 75%. We thus classify these students as “high”, “moderate”, and “low” risk, respectively.

The table suggests that students who at a high risk of failing the test may benefit from incorporating clinics into their upper-level coursework. Meanwhile, at-risk students who earn at least a 3.09 LGPA in their first year of study benefit from more upper-level doctrinal coursework.

### Effect of Coursework on Bar Passage by Student Risk Level

	<b>High Risk</b> (1L LGPA $\leq$ 2.43)	<b>Moderate Risk</b> (2.43 > 1L LGPA $\leq$ 3.09)	<b>Low Risk</b> (1L LGPA > 3.09)
Doctrinal			
<i>Overall</i>			
<i>Upper-Level</i>			+
Experiential			
<i>Overall</i>			
<i>Clinic</i>	+		-
<i>Externship</i>			
Skills			
<i>Overall</i>			
<i>Legal Writing</i>			
<i>Other Skills-Based</i>			

Note: A plus sign indicates that a course is found to have a positive effect on predicted probability of first-time bar passage, while a minus sign indicates a negative effect. An empty cell indicates that no relationship is found.

# 10. Students at risk of bar exam failure may also benefit from specific upper-level courses.

## Predicted Probability of Bar Passage by Course Completed and Risk Level

	High Risk (1L LGPA $\leq$ 2.43)		Moderate Risk (2.43 > 1L LGPA $\leq$ 3.09)		Low Risk (1L LGPA > 3.09)	
	Non-takers	Takers	Non-takers	Takers	Non-takers	Takers
<b>Criminal Procedure</b>	39%	65%	80%	85%	90%	95%
<b>Evidence</b>	39%	65%	80%	85%	90%	95%
<b>Business Associations</b>	39%	65%	80%	85%	90%	95%
<b>Family Law</b>	52%	47%	80%	81%	94%	96%
<b>Article 9</b>	41%	55%	75%	83%	93%	95%
<b>Trusts and Estates</b>	57%	49%	83%	80%	94%	94%

We utilize similar methods to examine whether some individual doctrinal courses help more than others.

The table above summarizes our results by comparing the predicted probability of first-time bar passage by whether a student takes a particular upper-level doctrinal course and their estimated baseline risk of failing the bar exam.

Among those at the highest risk level, Criminal Procedure, Evidence, and Business Associations coursework have a meaningfully positive relationship with first-time bar passage. Students who struggle early may improve their odds of passing the bar exam by completing these upper-level coursework opportunities.



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# RESULTS

## Preadmission Factors

### Key Findings

- 1** LSAT Score and Final UGPA are positively correlated with 1L LGPA.
- 2** Students with higher LSAT scores and final UGPAs have higher predicted first-year grades.
- 3** UGPA growth is positively associated with first-year grades.
- 4** Students with greater UGPA Growth have higher predicted first-year grades.
- 5** UGPA growth predicts 1L grades as well as LSAT score and final UGPA and varies less by race and ethnicity.
- 6** Compared to LSAT Score and final UGPA, UGPA growth varies less by race and ethnicity.
- 7** For your school, an index comprising 50% highest LSAT score, 20% final UGPA, and 30% UGPA growth best predicts 1L LGPA.



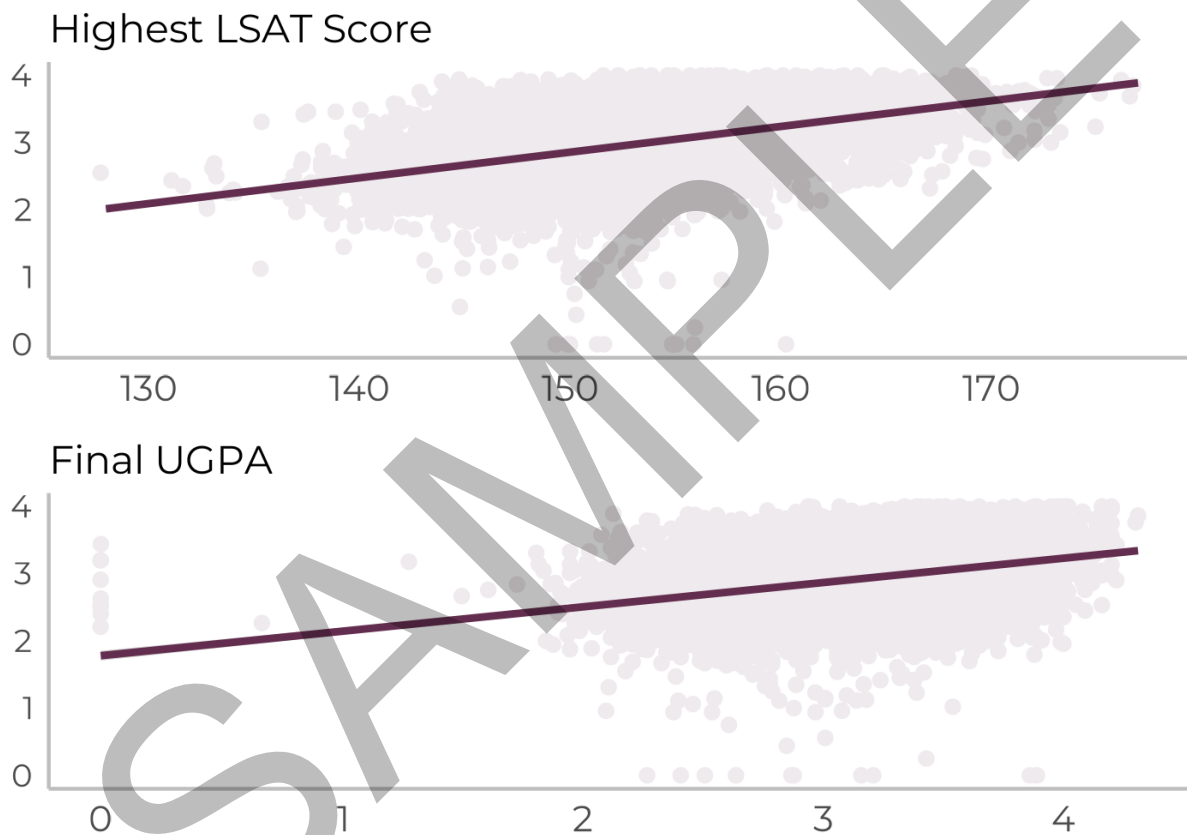


# 1. LSAT score and final UGPA are positively correlated with 1L LGPA.

As shown below, RBG Law students who enter law school with higher LSAT scores or final UGPAs tend to earn

higher 1L LGPAs than students with lower entering credentials.

## 1L LGPA by Preadmission Metric



However, these bivariate plots do not account for other factors that may influence both 1L LGPA and preadmission factors.

By adding control variables, we can isolate an estimate of how changes in either LSAT score or UGPA correspond to changes in 1L LGPA.

Indeed, we find that both preadmission variables have a positive and statistically significant relationship with 1L LGPA. The next page breaks down these findings in more detail.

## 2. Students with higher LSAT scores and final UGPAs have higher predicted first-year grades.

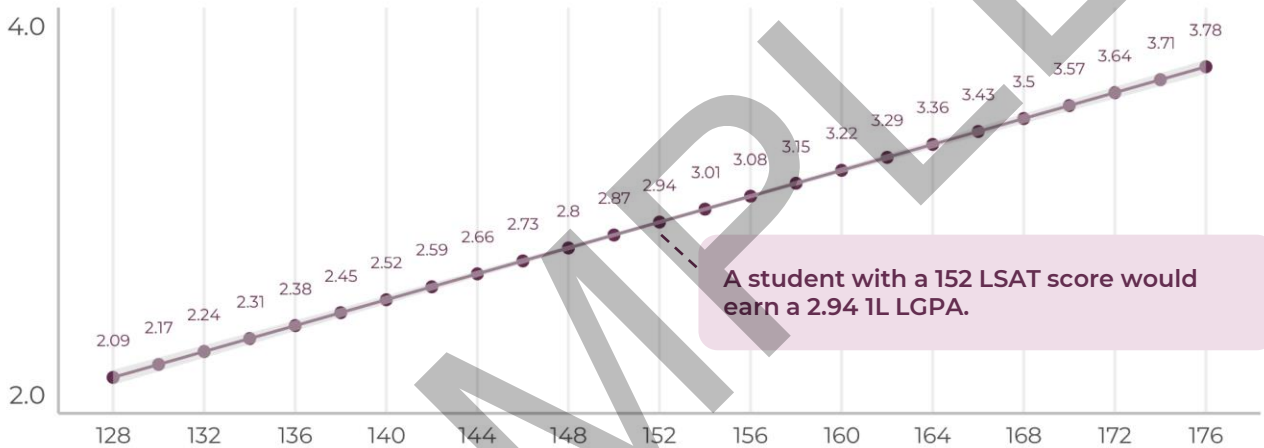
Our linear regression analyses indicate that LSAT score and final UGPA are both useful predictors of 1L LGPA.

deviation increments of LSAT score and final UGPA. The table below reports the improvement in 1L LGPA associated with smaller changes in each predictor.

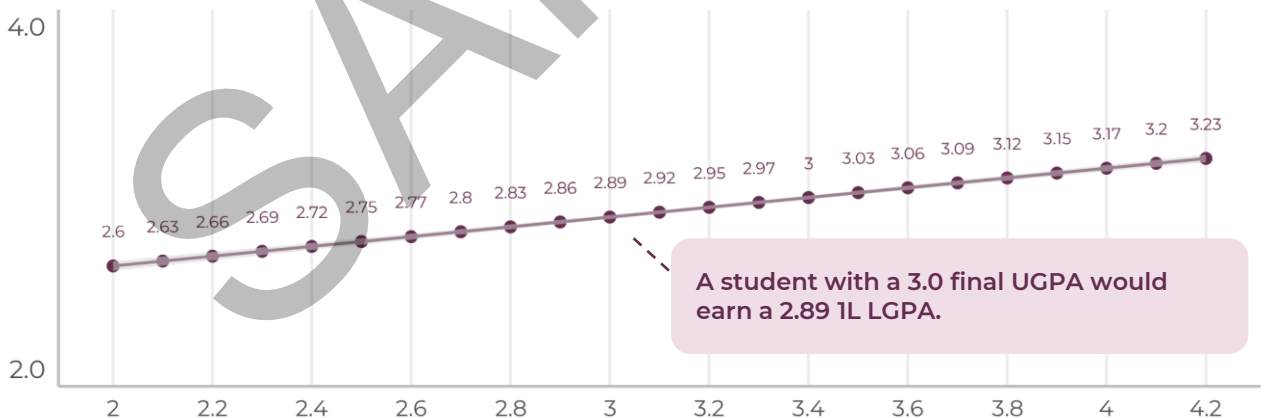
The figure below depicts the predicted 1L LGPAs associated with half-standard-

### 1L LGPA Increases With Preadmission Metrics

LSAT Score



Final UGPA





### 3. UGPA Growth is positively associated with first-year grades.

A student's UGPA growth — that is, the change in their UGPA from the end of their first year to graduation — is also positively associated with their 1L LGPA. This relationship holds even when including first-year UGPA in the model to account for starting place.

A student with a below-average first-year UGPA who improves their UGPA by 0.19 grade points from the first year to the final year of their undergraduate studies — the average in our sample — is predicted to have a 1L LGPA 0.21 grade points higher than a similar student whose UGPA does not change, and 0.41 grade points greater than a student whose UGPA diminished by 0.19 grade points.

These findings are consistent with recent AccessLex [research](#) that uses an aggregated dataset to examine this relationship. That study finds that UGPA improvement is associated with both higher predicted 1L LGPAs and decreased odds of 1L attrition.

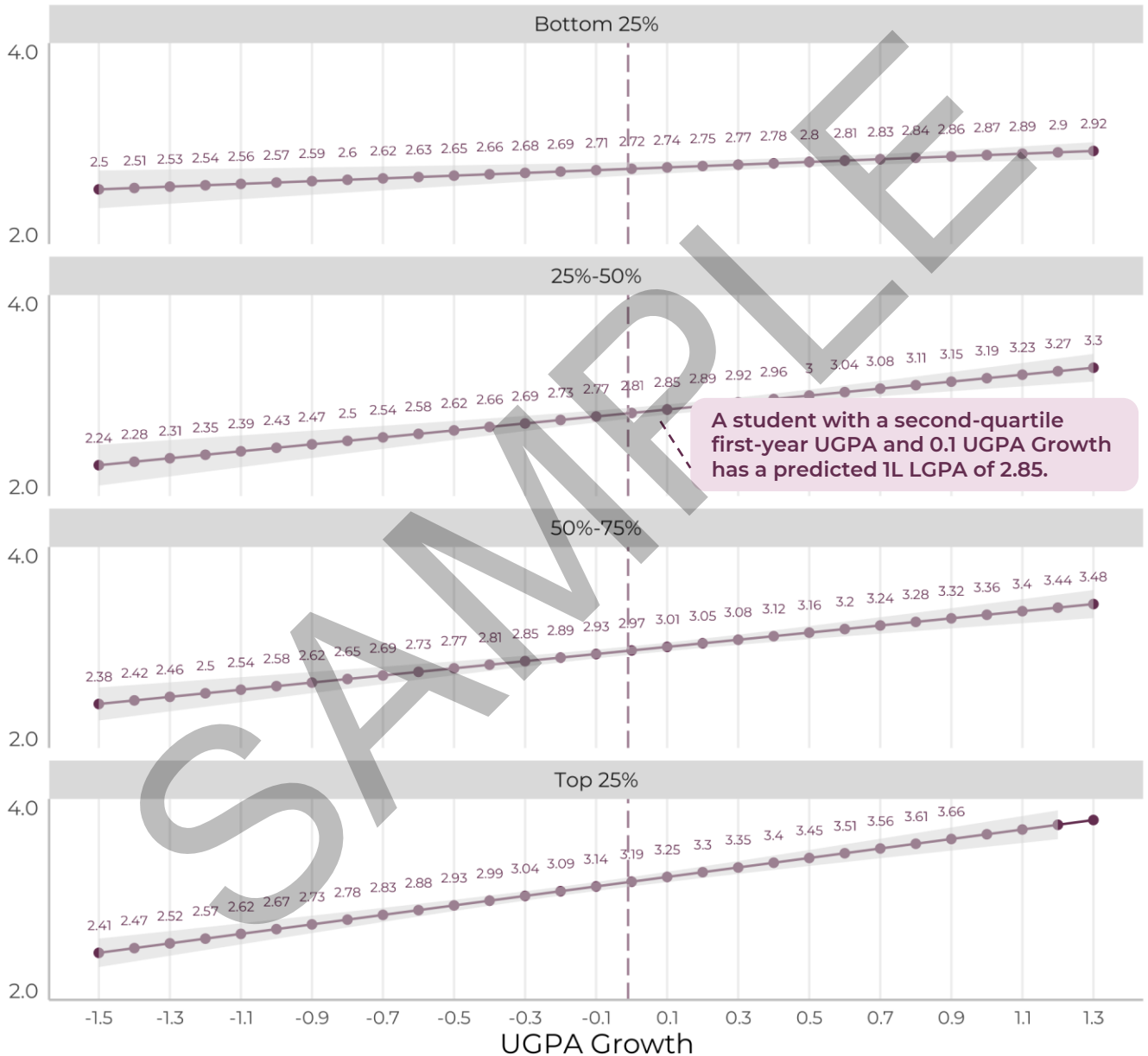
The effect of UGPA growth is strongest among students with lower starting UGPAs. More detailed predictions appear on the next page.

SAMPLE

# 4. Students with greater UGPA Growth have higher predicted first-year grades.

## UGPA Growth is Positively Associated With 1L LGPA

Predicted 1L LGPA by UGPA Growth and Yr. 1 UGPA Quartile

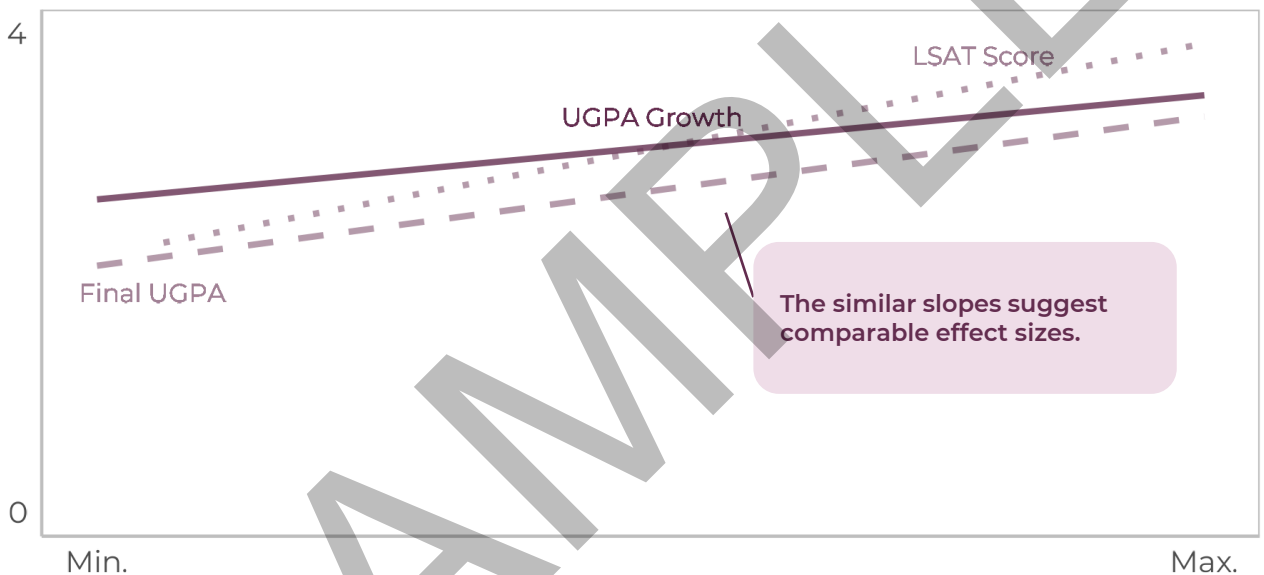


## 5. UGPA growth predicts 1L grades as well as LSAT score and final UGPA.

Furthermore, UGPA growth performs as well as either LSAT score or final UGPA to predict academic success in the first year of law school. The figure below compares the relationships between 1L LGPA and LSAT score, final UGPA, and

UGPA growth. The steep slopes of the lines illustrate the strength of the effect. As the figure shows, the slopes of each of the three lines are similar, meaning that each of the three preadmission factors comparably predict 1L LGPA.

### Predicted 1L LGPA by Preadmission Metric



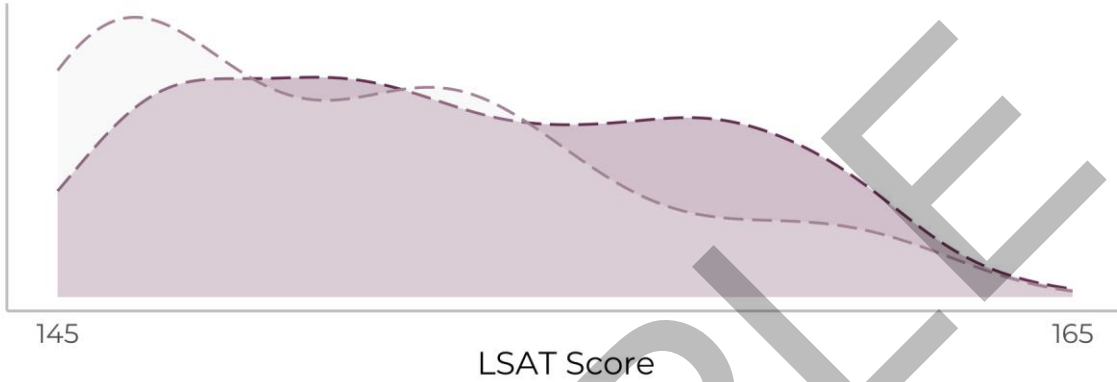
Moreover, as we show on the next page, UGPA growth varies by race and ethnicity to a lesser degree than LSAT score or final UGPA. While White and Asian students are more likely to report

higher measures of LSAT score and final UGPA than their peers, the distributions of UGPA growth values by race category are visibly fairer.

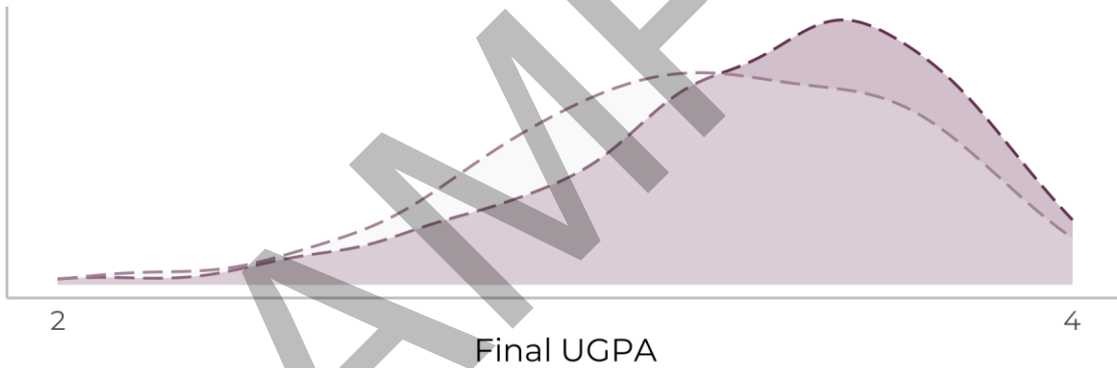
# 6. Compared to LSAT Score and final UGPA, UGPA growth varies less by race and ethnicity.

## UGPA Growth Varies Less Than Other Metrics by Race

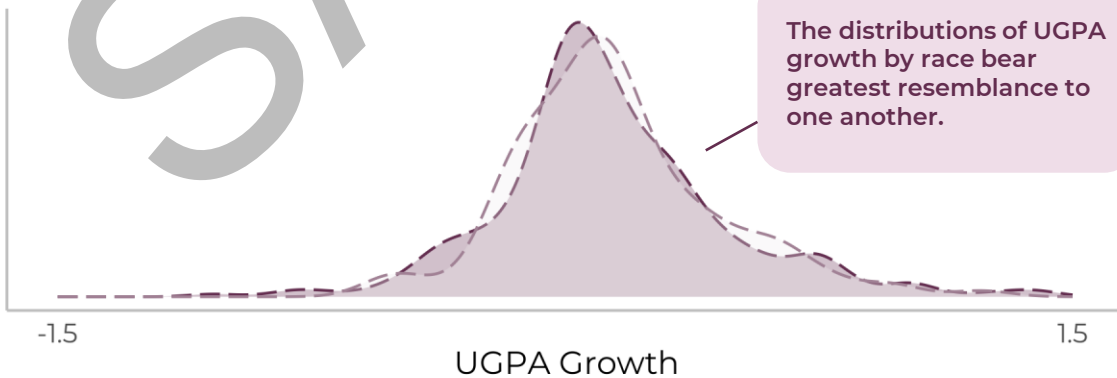
LSAT Score Distribution by Race



Final UGPA Distribution by Race



UGPA Growth Distribution by Race



■ Students of Color □ White, Asian

Note: "Students of Color" contains: American Indian or Alaska Native, Black or African American, Hispanic/Latino of any race, Native Hawaiian or Pacific Islander, two or more races.

## 7. UGPA growth may be a worthwhile consideration in admissions.

Law schools may be able to predict first-year academic performance using a combination of LSAT score, final UGPA, and UGPA growth. Our research indicates that doing so may result in the enrollment of more racially diverse classes while retaining a school's median LSAT score and final UGPA.

To assist your institution in considering a similar approach, we use the data your school provided to calculate such an index, which we call the Academic Potential Index (or API), that is specific to RBG Law. The most effective index for your school consists of 50% LSAT score, 30% final UGPA, and 20% UGPA growth.

We created the API with the following in mind: many law school admissions offices may presumptively admit applicants with exceptionally high or low preadmission indicators. The API is a tool that can be used to contextualize the performance of those who fall in the "gray area" between those two groups.

To apply the API at RBG Law, first calculate UGPA growth as the difference between students' final and first year UGPA. Then, multiply students' LSAT scores by 0.50, final UGPA by 0.30, and UGPA growth by 0.20. Add these three values together, and then transform these values into z-scores, which have a mean of zero and a standard deviation of one. This final step will indicate how far above or below the mean students fall in terms of their academic potential. Alternatively, we have included an Excel worksheet that is prepopulated with the formulas to calculate the API. To use it, add an identifier for each applicant, as well as their first-semester UGPA, final UGPA, and highest LSAT score to Columns A through D. A value for UGPA growth and the API will auto-populate.

### API Weights

LSAT Score	Final UGPA	UGPA Growth
50%	30%	20%



# Summary of Recommendations





# RECOMMENDATIONS

Based on these findings, we propose the following recommendations at RBG Law:

**Properly contextualize preadmission factors when making admissions decisions.** LSAT score and UGPA are positively related to 1L LGPA. However, these factors should not be considered determinative of bar success. In fact, LSAT score and UGPA become less predictive of academic performance and bar passage over time and are weaker predictors of bar performance than all measures of LGPA. This suggests that although LSAT score and UGPA are relevant, they are not determinative of success. What happens in law school matters.

**Consider applying the Academic Potential Index (API) to assist with making admissions decisions.** The use of the API rather than a traditional LSAT/UGPA index may result in admitting a more diverse, yet equally capable and credentialed class of students. We have provided the composition of an API that best fits the data from your school in the previous section, as well as a suggestion regarding how to use it. We encourage you to contact us at [research@accesslex.org](mailto:research@accesslex.org) for guidance adjusting the weights given to each metric in the calculation based on your institution's priorities. For example, giving greater weight to UGPA growth.

**Encourage students to complete additional clinics depending on their 1L performance.** Our findings suggest that students at high risk of failing the bar would benefit from completing additional clinical coursework. These hands-on learning experiences may provide valuable practical skills that make a difference for at-risk students when they sit for the bar.

**Encourage students at risk of bar exam failure to take Business Associations, Criminal Procedure, and Evidence.** Students who have a high risk of failing the bar exam might be able to improve their chances by participating in these course offerings.

**Encourage growth mindset among faculty, staff, and students.** We find that students' ability to improve their LGPA from their first semester to final has a large impact on the odds of bar passage. Furthermore, predicting whether an applicant possesses a growth mindset may be something to consider among future law school applicants using their UGPA growth.

# RECOMMENDATIONS (cont.)

Track LGPA across each year of law school to identify which students would benefit from an academic intervention, using the provided LGPA benchmarks for bar success. Our findings demonstrate that RBG Law students with a 1S LGPA of 3.01 and a 1L LGPA of 3.25 have a 75% predicted probability of passing the bar exam on their first attempt (p. 11). These thresholds present a crucial opportunity to intervene early. The table below provides more detailed guidance at each LGPA juncture.

Leverage our [Literature Review of Academic and Bar Success Interventions](#) for more information on which interventions other law schools have found useful. While the information in the table below may help identify students in need of intervention, your school might be interested in more specific information about proven academic and bar success interventions. We recommend consulting this [literature review](#) when formulating new student success interventions.

## 75% Bar Passage Probability Thresholds by LGPA Milestone

LGPA	Threshold	Guidance
1S	3.00	A 1S LGPA below this value may be an early indicator for students at risk of academic hardship and bar exam failure. Consider using this threshold to target academic support interventions in the second semester of law school. Tracking changes in at-risk students' academic performance over time may provide insight into the efficacy of these early interventions.
1L	3.25	Students who finish their first year of law school below this threshold may benefit from targeted bar exam success interventions in their second and third years of study. Certain upper-level coursework choices may also improve their chances of bar passage.
Final	3.50	Consider offering targeted post-graduation bar preparation support to students who graduate with a final cumulative LGPA below this threshold.



# How We Arrived At Our Results





# DATA

The findings are based entirely on your school's data. The table below summarizes this information.

In our analyses exploring the predictors of first-time bar passage, we include only those graduates who sat for the bar exam and for whom a result was reported—a total of 861 graduates.

When we explore the predictors of first-semester and first-year LGPA, we include any student for whom a GPA was reported, regardless of whether the student ultimately graduated from RBC Law—a total of 1,024 and 1,010 students, respectively.

## Summary Statistics

	#	Median	Mean (or %)	Std. Dev.	Min.	Max.
<b>First-Time Bar Passage</b>						
<i>Pass</i>	496		58%			
<i>Fail</i>	365		42%			
<b>Preadmission Variables</b>						
<i>Highest LSAT Score</i>	1037	149	149.01	5.38	137	173
<i>Final UGPA</i>	1037	3.20	3.18	0.43	1.85	4.00
<i>UGPA Growth</i>	1034	0.07	0.13	0.38	-1.37	1.79
<b>LGPA</b>						
<i>First Semester</i>	1024	2.78	2.76	0.58	0.46	4.00
<i>First Year</i>	1010	2.77	2.79	0.56	0.43	4.00
<i>Final</i>	908	3.08	3.10	0.39	1.87	3.99
<i>Growth</i>	908	0.25	0.27	0.31	-1.44	1.88
<b>Doctrinal LGPA</b>						
<i>Article 9</i>	501	3.33	3.17	0.67	1.00	4.00
<i>Business Associations</i>	804	3.00	3.01	0.67	0.67	4.00
<i>Conflict of Laws</i>	279	3.00	2.98	0.82	0.67	4.00
<i>Criminal Procedure</i>	824	3.00	2.93	0.63	1.00	4.00
<i>Evidence</i>	924	3.00	2.94	0.66	1.00	4.00
<i>Family Law</i>	511	3.33	3.15	0.71	0.00	4.00
<i>Trusts and Estates</i>	657	3.00	3.04	0.68	0.00	4.00
<i>1L Doctrinal Courses</i>	802	2.79	2.80	0.56	0.00	4.00
<i>Upper-Level Doctrinal Courses</i>	944	3.00	3.01	0.49	0.00	4.00
<i>Other Doctrinal Courses</i>	747	3.00	2.97	0.54	1.00	4.00
<i>All Doctrinal Courses</i>	996	2.95	2.93	0.50	0.51	4.00
<b>Credit Hours</b>						
<i>Clinic-Based</i>	363	8	8.46	2.06	3	15
<i>Externships</i>	588	6	7.05	2.92	3	15
<i>Legal Writing</i>	1029	9	8.34	2.25	3	16
<i>Skills-Based</i>	886	2	2.03	0.35	0	3



# VARIABLES

## **Outcomes**

We predict two primary outcomes: students' bar exam results and students' 1L LGPAs. Bar exam results are binary (pass/fail) and 1L LGPA is continuously distributed.

## **Predictors**

We use several predictor variables. These include LGPA; grades and credit hours earned in doctrinal courses; the taking of each of the seven upper-level doctrinal courses; credit hours earned in experiential and skills-based bar courses; LSAT score; final UGPA; and UGPA growth.

## **Controls**

In addition to predictor and outcome variables, our models incorporate control variables—secondary factors that may relate to both the predictor and outcome variables of interest. Including these variables reduces the risk of over- or under-estimating the relationships between predictor and outcome variables.

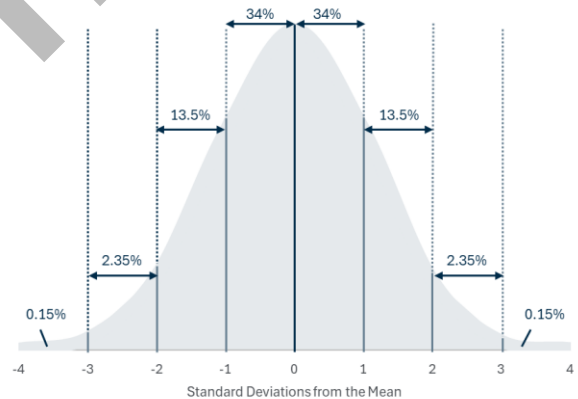
Notably, our models assessing the influence of UGPA growth and LGPA growth control for first-year UGPA and first-year LGPA, respectively, to account for a student's starting place.

A full list of the control variables included in each model can be found in the table on pages 36 and 37.

## **Standard Deviations**

Since many of the predictor variables in our models are reported on differing scales, we discuss our results in terms of the effect a one standard deviation change in the predictor has on the outcome variable. Standard deviations can be thought of as the distance a typical observation falls from the mean. Used in this way and as shown below, we would expect that 68% of the observations would fall within one standard deviation of the mean.

### **Proportion Within 1, 2, and 3 Standard Deviations** Normal Distribution



# MODELS

## Predicting Bar Passage

We utilize logistic regression to estimate the effect of various predictors on our binary outcome of interest: bar passage (pass/fail).

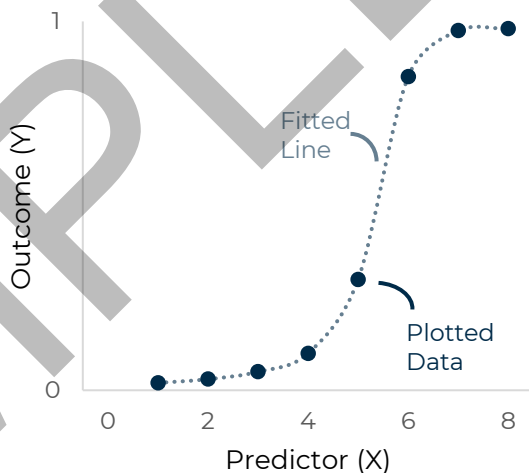
Logistic regression estimates the relationship between at least one independent variable (predictor) and one categorical dependent variable (outcome), the latter being a variable with a limited number of possible values. For these analyses, we focus exclusively on a specific form of logistic regression where the outcome can only take on one of two possible values. The variable of interest in this report is bar result; whether a graduate passed or failed the bar exam.

In addition to independent and dependent variables, logistic regression models often incorporate control variables—variables that have statistical relationships with the dependent and independent variables. The specific control variables we employ in our models of first-time bar passage are listed in the table on pages 40 and 41.

Logistic regression uses these independent, dependent, and control variables to map a sigmoidal (s-shaped) curve of a dataset. As an example, imagine a scatterplot where an independent variable,  $x$  is represented along the horizontal axis, and the dependent variable,  $y$  is represented along the vertical axis. Unlike linear regression, however, the  $y$  variable only takes on values of zero and one. Logistic

regression estimates the effect of  $x$  on the likelihood of  $y$  equaling one. The shape of the curve stems from the fact that the outcome cannot be less than 0 or greater than 1, and thus the curve plateaus as values approach either 0 or 1 on the  $y$  axis.

## Logistic Curve



This concept can be extended to incorporate the effects of multiple independent and control variables on the outcome variable,  $y$ .

We discuss the results from these models in terms of “predicted probabilities”, which allow us to assign a percentage to our bar passage prediction.

# MODELS (cont.)

## Predicting 1L LGPA

We utilize ordinary least squares (OLS) to estimate the effect of LSAT score, final UGPA, and UGPA growth on 1L LGPA.

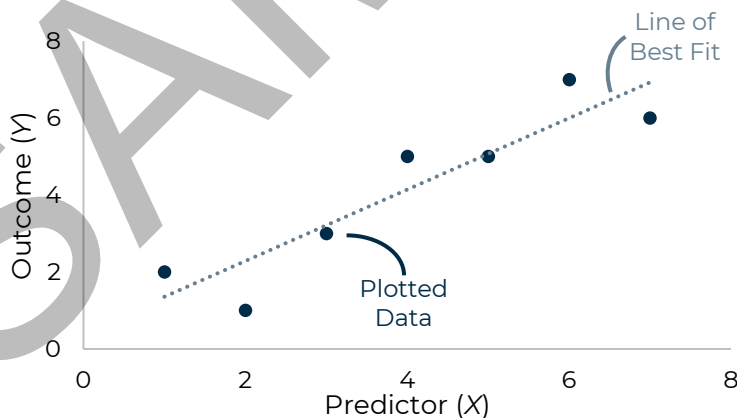
OLS regression, often referred to simply as “linear regression,” estimates the relationship between at least one independent variable and one dependent variable, the latter being distributed continuously (i.e., taking on infinite possible decimal values) or, in many cases, discretely (i.e., taking on only a finite number of values).

Linear regression uses independent, dependent, and control variables to map a line of best fit to a dataset. As an

example, imagine a scatterplot where an independent variable,  $x$  is represented along the horizontal axis, and the dependent variable,  $y$  is represented along the vertical axis. Linear regression estimates the effect of  $x$  on  $y$  by drawing a line through the data that minimizes the distance between the line and the plotted data points.

This concept can be extended to incorporate the effects of multiple independent and control variables on the outcome variable  $y$ .

Least-Squares Regression Line



# INTERPRETING RESULTS

The output of a regression model includes a coefficient for each independent and control variable. We do not interpret relationships with control variables as findings in themselves; instead, they allow us to refine our estimates of the independent variables by strengthening our assumption of *ceteris paribus*, or other conditions being equal. It is important to note three pieces of information conveyed by each coefficient: direction, size, and statistical significance. We take all three factors into account when reporting our findings.

**Direction.** A positive result means that an increase in  $x$  is associated with an increase in  $y$  and that a decrease in  $x$  is associated with a decrease in  $y$ .

**Size.** The absolute value of the coefficient denotes the size of the effect that a predictor variable has on the dependent variable. The further the number is from zero, the stronger the relationship. Size is often interpreted as the effect on  $y$  of a one-unit change in  $x$  (for example, increasing LSAT score from 141 to 142 or UGPA from 3.2 to 4.2).

**Statistical Significance.** This is a commonly used criterion to determine whether the result is “trustworthy” or might be due to chance alone. It is important to note that statistical significance only reflects our belief that, if the sampling and analysis were repeated 100 times, our interval of plausible coefficient values would

contain the “true” coefficient 95 of those times and would *not* include zero.

Thus, statistical significance cannot and does not indicate whether the result has any meaningful application. For example, the coefficient estimate for gender in the model below is statistically significant, but the effect size is quite small.

Therefore, we consider both statistical and substantive significance when we discuss results. We highlight results that are statistically significant but may not discuss them at length if they are substantively insignificant. Similarly, we may discuss coefficients that have a large impact on academic performance even if they are not statistically significant.

## Sample Model Results

Variable	Coefficient (confidence interval)
LSAT Score	0.026** (0.02, 0.03)
Final UGPA	1.285* (0.08, 1.42)
Gender: Female	0.046* (0.01, 0.01)
Sample size	654

Note: \* $p < 0.05$ , \*\* $p < 0.01$



# REGRESSION MODELS USED

The table below lists each regression model we used to predict **first-time bar passage** in the same order the results are discussed in the report. We list the

predictor variables and control variables for each model. All models use logistic regression as the estimation method.

## Model Characteristics: Predicting First-Time Bar Passage

#	Predictor Variable	Control Variables Included in Model(s)
1 A – C	a. 1S LGPA b. 1L LGPA c. Final LGPA	Age at matriculation Highest LSAT score Final undergraduate GPA Bar exam administration (month and year) Bar exam jurisdiction
2	LGPA Growth <sup>†</sup>	First-semester LGPA (as interaction) Age at matriculation Highest LSAT score Final undergraduate GPA Bar exam administration (month and year) Bar exam jurisdiction
3 A – C	a. Overall doctrinal LGPA b. 1L-required LGPA c. Upper-level doctrinal LGPA	Age at matriculation Highest LSAT score Final undergraduate GPA Bar exam administration (month and year) Bar exam jurisdiction
4 A – C	a. Completed Business Associations b. Completed Conflict of Laws c. Completed Criminal Procedure d. Completed Evidence e. Completed Family Law f. Completed Trusts and Estates g. Completed UCC Art. 9	Risk level (as interaction; high, medium, low)) Age at matriculation Bar exam administration (month and year) UBE jurisdiction (Y/N)
5 A – C	a. Credit hours in <b>all doctrinal</b> courses b. Credit hours in <b>upper-level doctrinal</b> courses c. Credit hours in <b>experiential</b> courses d. Credit hours in <b>law clinics</b> e. Credit hours in <b>externships</b> f. Credit hours in <b>skill-based</b> bar courses g. Credit hours in <b>legal writing</b> courses	Risk level (as interaction; high, medium, low)) Age at matriculation Bar exam administration (month and year) UBE jurisdiction (Y/N)

Note: See table on page 6 for definitions of course types; <sup>†</sup>The difference between a student's final LGPA and first-semester LGPA.



# REGRESSION MODELS USED (cont.)

The table below details the OLS regression models used to predict 1L LGPA.

## Model Characteristics: Predicting 1L LGPA

#	Predictor Variable(s)	Control Variables Included in Model
6	<ul style="list-style-type: none"><li>• Highest LSAT score</li><li>• Final UGPA</li></ul>	<ul style="list-style-type: none"><li>• Race</li><li>• Gender,</li><li>• Age at matriculation</li><li>• Matriculation year</li><li>• Degree-conferring undergraduate institution's admission rate</li><li>• Number of years to complete undergraduate degree</li><li>• Number of LSAT attempts</li></ul>
7	<ul style="list-style-type: none"><li>• UGPA Growth<sup>†</sup></li></ul>	<ul style="list-style-type: none"><li>• First-year UGPA (as interaction)</li><li>• Race</li><li>• Gender</li><li>• Matriculation year</li><li>• Age at matriculation</li><li>• Degree-conferring undergraduate institution's admission rate</li><li>• Number of years to complete undergraduate degree</li></ul>

Note: <sup>†</sup>The difference between a student's final UGPA and their first-year UGPA, measured at point when students earned roughly 30 credits



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# Appendix





# TABLE 1.

## Predicted Bar Passage Given 1S LGPA

LGPA*	Predicted Probability of First-Time Bar Passage	Lower Bound Estimate	Upper Bound Estimate
2.0	39%	36%	42.10%
2.1	42.50%	39.70%	45.40%
2.2	46.10%	43.50%	48.80%
2.3	49.70%	47.30%	52.20%
2.4	53.40%	51.20%	55.50%
2.5	56.90%	55%	58.90%
2.6	60.50%	58.70%	62.20%
2.7	63.90%	62.30%	65.40%
2.8	67.10%	65.70%	68.60%
2.9	70.30%	68.90%	71.60%
3.0	73.20%	71.90%	74.50%
3.1	75.90%	74.60%	77.20%
3.2	78.50%	77.10%	79.80%
3.3	80.80%	79.50%	82.20%
3.4	83%	81.60%	84.30%
3.5	84.90%	83.50%	86.20%
3.6	86.70%	85.30%	88%
3.7	88.30%	86.90%	89.50%
3.8	89.70%	88.40%	90.90%
3.9	91%	89.70%	92.10%
4.0	92.10%	90.80%	93.20%

Note: \*Predictor has a statistically significant relationship with bar passage at  $p < 0.001$ .



# TABLE 2.

## Predicted Bar Passage Given 1L LGPA

LGPA*	Predicted Probability of First-Time Bar Passage	Lower Bound Estimate	Upper Bound Estimate
2	32.30%	29.40%	35.40%
2.1	36.30%	33.40%	39.20%
2.2	40.40%	37.70%	43.20%
2.3	44.70%	42.20%	47.30%
2.4	49.10%	46.90%	51.40%
2.5	53.50%	51.50%	55.50%
2.6	57.90%	56.10%	59.60%
2.7	62.10%	60.50%	63.70%
2.8	66.10%	64.70%	67.50%
2.9	70%	68.60%	71.30%
3	73.50%	72.20%	74.80%
3.1	76.80%	75.50%	78.10%
3.2	79.80%	78.50%	81.10%
3.3	82.50%	81.20%	83.80%
3.4	84.90%	83.60%	86.10%
3.5	87%	85.70%	88.20%
3.6	88.90%	87.60%	90.10%
3.7	90.50%	89.30%	91.60%
3.8	91.90%	90.80%	93%
3.9	93.10%	92%	94.10%
4	94.20%	93.20%	95.10%

\*Predictor has a statistically significant relationship with bar passage at  $p < 0.001$ .

# TABLE 3.

## Predicted Bar Passage Given Final LGPA

LGPA*	Predicted Probability of First-Time Bar Passage	Lower Bound Estimate	Upper Bound Estimate
2	5.80%	4.60%	7.20%
2.1	8%	6.50%	9.70%
2.2	11%	9.20%	13%
2.3	14.90%	12.80%	17.20%
2.4	19.90%	17.60%	22.40%
2.5	26%	23.60%	28.70%
2.6	33.30%	30.90%	35.90%
2.7	41.50%	39.20%	43.80%
2.8	50.10%	48.20%	52.10%
2.9	58.80%	57.10%	60.50%
3	66.90%	65.50%	68.40%
3.1	74.20%	72.90%	75.50%
3.2	80.30%	79%	81.50%
3.3	85.30%	84%	86.40%
3.4	89.10%	88%	90.20%
3.5	92.10%	91.10%	93%
3.6	94.30%	93.40%	95.10%
3.7	95.90%	95.20%	96.50%
3.8	97.10%	96.50%	97.60%
3.9	97.90%	97.40%	98.30%
4	98.50%	98.10%	98.80%

\*Predictor has a statistically significant relationship with bar passage at  $p < 0.001$ .



# TABLE 4.

## Predicted Bar Passage Given LGPA Growth

LGPA Growth	High Risk	Moderate Risk	Low Risk
-0.24	30.0% (22.6%, 38.1%)	50.0% (45%, 55%)	70.0% (62.6%, 78.8%)
-0.14	31.0% (23.6%, 39.8%)	51.0% (50%, 55%)	71.0% (62.6%, 78.8%)
-0.04	32.0% (24.6%, 39.9%)	52.0% (51.2%, 55%)	72.0% (62.6%, 78.8%)
-0.06	33.0% (27.6%, 40.2%)	53.0% (52.6%, 58.8%)	73.0% (62.6%, 78.8%)
0.16	34.0% (32.6%, 44.8%)	64.0% (62.6%, 68.8%)	74.0% (62.6%, 78.8%)
0.26	35.0% (32.6%, 44.8%)	65.0% (62.6%, 68.7%)	75.0% (62.6%, 78.8%)
0.36	36.0% (32.6%, 44.8%)	65.0% (62.6%, 78.8%)	86.0% (72.3%, 88.8%)
0.46	40.0% (22.6%, 38.8%)	65.0% (62.6%, 78.8%)	90.0% (82.6%, 98.4%)
0.56	44.0% (22.6%, 38.8%)	70.0% (62.6%, 78.8%)	94.0% (82.6%, 98.8%)
0.66	53.0% (52.6%, 58.8%)	80.0% (72.6%, 88.8%)	94.0% (82.6%, 98.8%)
0.76	64.0% (62.6%, 68.8%)	82.0% (72.6%, 88.8%)	95.0% (82.6%, 98.8%)
0.86	65.0% (62.6%, 68.7%)	85.0% (82.6%, 98.8%)	95.0% (82.6%, 98.8%)
0.96	65.0% (62.6%, 78.8%)	87.0% (82.6%, 98.8%)	96.0% (82.6%, 98.8%)
1.06	65.0% (62.6%, 78.8%)	90.0% (82.6%, 98.8%)	97.0% (82.6%, 98.8%)

# TABLE 5.

## Predicted Bar Passage Given All Doctrinal LGPA

LGPA*	Predicted Probability of First-Time Bar Passage	Lower Bound Estimate	Upper Bound Estimate
2	16.30%	12.90%	20.30%
2.1	20.30%	16.50%	24.60%
2.2	25%	20.90%	29.60%
2.3	30.30%	26%	35.10%
2.4	36.30%	31.80%	41.10%
2.5	42.70%	38.20%	47.30%
2.6	49.40%	44.90%	53.80%
2.7	56%	51.80%	60.20%
2.8	62.50%	58.60%	66.30%
2.9	68.60%	64.90%	72%
3	74.10%	70.70%	77.10%
3.1	78.90%	75.90%	81.60%
3.2	83%	80.30%	85.40%
3.3	86.50%	84.10%	88.60%
3.4	89.30%	87.20%	91.10%
3.5	91.60%	89.80%	93.20%
3.6	93.50%	91.80%	94.80%
3.7	94.90%	93.50%	96%
3.8	96.10%	94.90%	97%
3.9	97%	96%	97.70%
4	97.70%	96.80%	98.30%

\*Predictor has a statistically significant relationship with bar passage at  $p < 0.001$ .

# TABLE 6.

## Predicted Bar Passage Given Upper-Level Doctrinal LGPA

LGPA*	Predicted Probability of First-Time Bar Passage	Lower Bound Estimate	Upper Bound Estimate
2	27.20%	17.10%	40.40%
2.1	30.30%	19.70%	43.60%
2.2	33.70%	22.70%	46.80%
2.3	37.20%	25.90%	50.10%
2.4	40.90%	29.40%	53.40%
2.5	44.60%	33.10%	56.80%
2.6	48.50%	37%	60.10%
2.7	52.30%	41%	63.40%
2.8	56.10%	45%	66.60%
2.9	59.90%	49.10%	69.70%
3	63.50%	53.10%	72.70%
3.1	67%	57.10%	75.60%
3.2	70.30%	60.80%	78.30%
3.3	73.40%	64.40%	80.80%
3.4	76.30%	67.70%	83.20%
3.5	79%	70.90%	85.30%
3.6	81.40%	73.70%	87.20%
3.7	83.60%	76.40%	89%
3.8	85.60%	78.80%	90.50%
3.9	87.40%	81%	91.90%
4	89%	83%	93.10%

\*Predictor has a statistically significant relationship with bar passage at  $p < 0.001$ .

# TABLE 7.

## Predicted Bar Passage Given 1L Doctrinal LGPA

LGPA*	Predicted Probability of First-Time Bar Passage	Lower Bound Estimate	Upper Bound Estimate
2	43%	36.90%	49.30%
2.1	46.50%	40.70%	52.30%
2.2	50%	44.60%	55.40%
2.3	53.50%	48.50%	58.40%
2.4	57%	52.50%	61.40%
2.5	60.40%	56.30%	64.30%
2.6	63.70%	60.10%	67.20%
2.7	66.90%	63.60%	70%
2.8	70%	67%	72.80%
2.9	72.80%	70.10%	75.40%
3	75.50%	72.90%	78%
3.1	78%	75.50%	80.40%
3.2	80.40%	77.90%	82.60%
3.3	82.50%	80%	84.70%
3.4	84.40%	82%	86.60%
3.5	86.20%	83.80%	88.30%
3.6	87.80%	85.40%	89.90%
3.7	89.20%	86.90%	91.20%
3.8	90.50%	88.20%	92.40%
3.9	91.70%	89.40%	93.50%
4	92.70%	90.50%	94.40%

\*Predictor has a statistically significant relationship with bar passage at  $p < 0.001$ .

# TABLE 8.

## Predicted Bar Passage Given Doctrinal Coursework and Estimated Risk Level

Credit Hours*	High Risk	Moderate Risk	Low Risk
24	12.20%	23.60%	9%
27	14%	26%	11.50%
30	15.90%	28.50%	14.60%
33	18.10%	31.10%	18.30%
36	20.50%	33.90%	22.80%
39	23.10%	36.70%	28%
42	25.90%	39.70%	33.80%
45	29%	42.80%	40.10%
48	32.30%	45.90%	46.80%
51	35.70%	49%	53.70%
54	39.30%	52.20%	60.40%
57	43%	55.30%	66.70%
60	46.90%	58.40%	72.50%
63	50.70%	61.40%	77.60%
66	54.50%	64.40%	82%
69	58.30%	67.20%	85.70%
72	62%	69.90%	88.70%
75	65.50%	72.50%	91.20%
78	68.90%	74.90%	93.10%
81	72.10%	77.20%	94.70%
84	75.10%	79.40%	95.90%

Note: \*Statistically significant relationship.



# TABLE 9.

## Predicted Bar Passage Given Upper-Level Doctrinal Coursework and Estimated Risk Level

Credit Hours*	High Risk	Moderate Risk	Low Risk
0	5.0%	45.7%	99.9%
3	6.2%	47.5%	99.9%
6	7.6%	49.2%	99.9%
9	9.3%	51.0%	99.8%
12	11.4%	52.8%	99.8%
15	13.8%	54.6%	99.6%
18	16.6%	56.3%	99.5%
21	19.9%	58.1%	99.2%
24	23.7%	59.8%	98.9%
27	27.9%	61.5%	98.3%
30	32.6%	63.2%	97.5%
33	37.6%	64.8%	96.4%
36	42.9%	66.5%	94.8%
39	48.4%	68.0%	92.5%
42	53.9%	69.6%	89.3%
45	59.3%	71.1%	85.0%
48	64.5%	72.5%	79.3%
51	69.4%	73.9%	72.2%
54	73.9%	75.3%	63.7%
57	77.9%	76.6%	54.3%
60	81.5%	77.8%	44.6%
63	84.6%	79.0%	35.3%
66	87.3%	80.2%	26.9%
69	89.5%	81.3%	20.0%
72	91.4%	82.4%	14.5%
75	93.0%	83.4%	10.3%
78	94.3%	84.3%	7.2%
81	95.4%	85.3%	5.0%
84	96.3%	86.1%	3.4%

Note: \*Statistically significant relationship.



# TABLE 10.

## Predicted Bar Passage Given Skills Coursework and Estimated Risk Level

Credit Hours*	High Risk	Moderate Risk	Low Risk
0	74.40%	43.20%	73.20%
3	59.80%	46.20%	74%
6	43.20%	49.20%	74.90%
9	28%	52.10%	75.70%
12	16.60%	55.10%	76.50%
15	9.20%	58%	77.20%
18	5%	60.90%	78%

Note: \*Statistically significant relationship.

SAMPLE



# TABLE 11.

Predicted Bar Passage Given Externship Coursework and Estimated Risk Level

Credit Hours*	High Risk	Moderate Risk	Low Risk
0	5.0%	45.7%	99.9%
3	6.2%	47.5%	99.9%
6	7.6%	49.2%	99.9%
9	9.3%	51.0%	99.8%
12	11.4%	52.8%	99.8%
15	13.8%	54.6%	99.6%
18	16.6%	56.3%	99.5%
21	19.9%	58.1%	99.2%

Note: \*Statistically significant relationship.

SAMPLE



# TABLE 12.

## Predicted Bar Passage Given Clinical Coursework and Estimated Risk Level

Credit Hours*	High Risk	Moderate Risk	Low Risk
0	40.90%	49.50%	72.80%
3	51.90%	44.90%	69.30%
6	62.70%	40.30%	65.50%
9	72.40%	35.90%	61.60%
12	80.40%	31.80%	57.50%

Note: \*Statistically significant relationship.

SAMPLE

# TABLE 13.

## Predicted 1L LGPA Given LSAT Score

LSAT Score	Predicted 1L LGPA	Lower CI Bound	Upper CI Bound
140	2.15	2.1	2.19
141	2.22	2.17	2.26
142	2.29	2.24	2.33
143	2.35	2.32	2.39
144	2.42	2.39	2.46
145	2.49	2.46	2.52
146	2.56	2.54	2.59
147	2.63	2.61	2.66
148	2.7	2.68	2.72
149	2.77	2.75	2.79
150	2.84	2.83	2.86
151	2.91	2.9	2.92
152	2.98	2.97	2.99
153	3.05	3.04	3.06
154	3.12	3.1	3.13
155	3.19	3.17	3.2
156	3.26	3.24	3.28
157	2.15	2.1	2.19
158	2.22	2.17	2.26
159	2.29	2.24	2.33
160	2.35	2.32	2.39

\*Predictor has a statistically significant relationship with bar passage at  $p < 0.001$ .

# TABLE 14.

## Predicted 1L LGPA Given Final UGPA

UGPA*	Predicted 1L LGPA	Lower Bound Estimate	Upper Bound Estimate
2	2.64	2.61	2.67
2.1	2.67	2.64	2.7
2.2	2.7	2.67	2.72
2.3	2.73	2.7	2.75
2.4	2.75	2.73	2.78
2.5	2.78	2.76	2.8
2.6	2.81	2.79	2.83
2.7	2.84	2.82	2.86
2.8	2.87	2.85	2.89
2.9	2.9	2.88	2.91
3	2.93	2.91	2.94
3.1	2.96	2.94	2.97
3.2	2.99	2.97	3
3.3	3.01	3	3.03
3.4	3.04	3.03	3.06
3.5	3.07	3.06	3.09
3.6	3.1	3.09	3.12
3.7	3.13	3.11	3.15
3.8	3.16	3.14	3.18
3.9	3.19	3.17	3.21
4	3.22	3.19	3.24

\*Predictor has a statistically significant relationship with bar passage at  $p < 0.001$ .

# TABLE 15.

## Predicted 1L LGPA Given UGPA Growth

UGPA Growth*	Predicted 1L LGPA	Lower Bound Estimate	Upper Bound Estimate
-1.49	2.61	2.49	2.74
-1.39	2.64	2.53	2.76
-1.29	2.67	2.56	2.78
-1.19	2.7	2.6	2.81
-1.09	2.73	2.63	2.83
-0.99	2.76	2.67	2.85
-0.89	2.79	2.7	2.88
-0.79	2.82	2.74	2.9
-0.69	2.85	2.77	2.92
-0.59	2.88	2.8	2.95
-0.49	2.91	2.84	2.97
-0.39	2.93	2.87	3
-0.29	2.96	2.9	3.02
-0.19	2.99	2.93	3.05
-0.09	3.02	2.97	3.08
0.01	3.05	3	3.11
0.11	3.08	3.03	3.13
0.21	3.11	3.06	3.16
0.31	3.14	3.08	3.19
0.41	3.17	3.11	3.22
0.51	3.2	3.14	3.26

\*Predictor has a statistically significant relationship with bar passage at  $p < 0.001$ .



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