

Louisiana Law Review

Volume 45 | Number 1
September 1984

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Repository Citation

Carolyn Hooper Hargrave and Lee Hargrave, *Forum Domesticum: Performance of LSU Law Students - An Update*, 45 La. L. Rev. (1984)
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Forum Domesticum

PERFORMANCE OF LSU LAW STUDENTS: AN UPDATE

*Carolyn Hooper Hargrave** and *Lee Hargrave***

Introduction

This article supplements an earlier article published in Volume 42, Number 4 of the *Review* which analyzed the performance of the 1980-1981 entering class at LSU's law school. Using the same methodology described there, this study adds two years of performance statistics to the earlier analysis (the 1981-1982 and 1982-1983 classes) and also cumulates, when appropriate, the three-year figures. Focusing on this three year period is timely, for the Law School Admission Test (LSAT) was revised in 1983, as was LSU's law school index (Index), and that period represents a cohesive picture under the last three years of the old LSAT and Index. Some reference will be made to the preliminary 1983-1984 overall performance figures, but we will not attempt to probe the effects of the change in the LSAT.

Composition of the Class

The size of the entering class decreased slightly over the period, down from 376 to 354. The student body is still composed primarily of Louisiana residents, but the proportion of out-of-state students has risen slightly, from 5% to 8%. The 10% limit on non-resident students established by the board of supervisors is still not being met. However, the figure of 8% for out-of-state residents may be deceptive since it is based on residency for fee calculations, and thus possibly manipulable in favor of classification as a resident to qualify for the lower tuition. The percentage of students with degrees from other states rose from 13% to 15% to a high of 21% in the 1982-1983 class. In that same period, students with LSU undergraduate degrees increased from 40% to 41% to 44%. These increases were balanced with a decrease in the proportion of students from Louisiana's public colleges, from 33% to 29% to 24%. A steady increase in the proportion of women in the class is also evident; women now compose 34% of the class, up from 29% in 1980-1981. Even though

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the class total decreased by twenty-two students over the period, the total number of women increased by eleven.

With the decrease in enrollment, there has been a corresponding increase in the Index and LSAT scores of the students who were admitted. While there was no substantial change at the top scores—the percentage of the class with LSAT scores of 600 and above was 27%, 23%, and 24%—the changes at the bottom were substantial. The percentage of students with LSAT scores of less than 500 went down from 29% to 21% to 16%. While the total number of students dropped by twenty-two over the period, the number of students below 500 on the LSAT dropped from 108 to 53, a decrease of fifty-five. The numbers of students with an LSAT of 500 or better rose from 268 to 301 in the period, even though total enrollment dropped by twenty-two. As Table 1 indicates, a similar pattern exists with respect to the Index.

Little change in the undergraduate grade point average of students occurred, and the proportion of married and single students remained constant. The number of black students increased slightly, but the unsuccessful recruitment of black students remains a concern.

TABLE 1
STUDENT PROFILE
FIRST YEAR CLASS

Category	<u>1980-81</u>			<u>1981-82</u>			<u>1982-83</u>		
	A	B	C	A	B	C	A	B	C
# of Fall Registrants	376			374			354		
LA Residents	359	95%		353	94%		326	92%	
Non-Residents	17	5%		21	6%		28	8%	
Males	268	71%		253	68%		235	66%	
Females	108	29%		112	32%		119	34%	
Single	297	79%		290	78%		272	77%	
Married	73	19%		79	21%		76	21%	
Div/Sep.	6	2%		5	1%		6	2%	
Blacks	14	4%		3	1%		6	2%	
Whites*	362	96%		371	99%		348	98%	

TABLE 1

<u>Category</u>	<u>1980-81</u>			<u>1981-82</u>			<u>1982-83</u>		
	A	B	C	A	B	C	A	B	C
<u>Ages</u>									
19-20	4	1%		1			2	1%	
21	22	6%	7%	21	6%	6%	16	4%	5%
22	141	38%	45%	126	34%	40%	125	35%	40%
23	58	15%	60%	84	22%	62%	63	18%	58%
24	33	9%	69%	31	9%	71%	26	7%	65%
25-29	74	20%	89%	66	18%	88%			
30 and above	44	12%	100%	45	12%	100%			
25							27	8%	73%
26-30							54	15%	88%
31 and above							41	12%	100%
<u>Univ. Attended</u>									
LSU	151	40%		153	41%		155	44%	
LSU System	25	7%		22	6%		13	4%	
LA Public	125	33%		109	29%		85	24%	
LA Private	25	7%		34	9%		26	7%	
Out-of-State	50	13%		56	15%		75	21%	
<u>LSAT Scores</u>									
700 & up	11	3%		4	1%		4	1%	
675-699	12	3%	6%	7	2%	3%	7	2%	3%
650-674	16	4%	10%	12	3%	6%	11	3%	6%
625-649	29	8%	18%	25	7%	13%	27	8%	14%
600-624	33	9%	27%	37	10%	23%	35	10%	24%
575-599	34	9%	36%	39	10%	33%	50	14%	38%
550-574	40	11%	47%	50	13%	46%	58	16%	54%
525-549	47	13%	59%	59	16%	62%	60	17%	71%
500-524	48	13%	72%	63	17%	79%	48	13%	84%
475-499	54	14%	87%	46	12%	91%	34	10%	94%
450-474	29	8%	94%	25	7%	98%	13	4%	98%
450 & below	25	7%	100%	7	2%	100%	6	2%	100%
<u>UGPA</u>									
3.75-4.00	20	5%		31	8%		25	7%	
3.50-3.74	59	16%	21%	48	13%	21%	51	15%	22%
3.25-3.49	73	19%	40%	74	20%	41%	68	19%	41%
3.00-3.24	71	19%	59%	84	23%	64%	85	24%	65%
2.75-2.99	82	22%	81%	67	18%	82%	63	18%	83%
2.50-2.74	52	14%	95%	54	14%	96%	51	15%	97%
Less than 2.50	19	5%	100%	15	4%	100%	11	3%	100%

A = Number; B = Percentage; C = Cum. Percentage; *Includes Hispanics

TABLE 1

	<u>1980-81</u>			<u>1981-82</u>			<u>1982-83</u>		
	A	B	C	A	B	C	A	B	C
<u>Law School Index</u>									
1050 and up	10	3%		7	2%		3	1%	
1025-1049	6	2%	4%	6	2%	4%	2	1%	2%
1000-1024	14	4%	8%	3	1%	5%	16	5%	7%
975-999	12	3%	11%	16	4%	9%	14	4%	11%
950-974	19	5%	16%	20	5%	14%	16	5%	16%
925-949	31	8%	24%	27	7%	21%	29	8%	24%
900-924	30	8%	32%	39	10%	31%	29	8%	32%
875-899	35	9%	42%	36	10%	41%	41	11%	43%
850-874	34	9%	51%	41	11%	52%	52	15%	58%
825-849	38	10%	61%	50	13%	65%	65	18%	76%
800-824	44	12%	73%	49	13%	78%	47	13%	89%
775-799	40	11%	83%	56	15%	93%	32	9%	98%
750-774	49	13%	96%	17	5%	98%	5	1%	99%
Less than 750	14	4%	100%	6	2%	100%	3	1%	100%

A = Number; B = Percentage; C = Cum. Percentage

Overall Performance

Overall success rates went down for the 1981-1982 class, but were rising again in 1982-1983. Preliminary figures for 1983-1984 indicate an even better success rate, with 68% of the class succeeding. To advance into the second semester of the first year, a student must earn an overall grade point average of 65.00 or better and to enter the second year, the student must have an overall 68.00 or better. For this study, this 68.00 requirement for the first year is the measure of success. However, not all students who failed to enter the second year were academic failures; as Table 2 indicates, a sizeable proportion withdrew voluntarily. In 1982-1983, academic exclusions accounted for 26% of the entering class; withdrawals accounted for 16%. In 1983-1984, only 15% were excluded for academic reasons, and 16% voluntarily withdrew. Of course, as discussed in the earlier article, a large proportion of those who drop out voluntarily are those with low grades after the first semester.

TABLE 2
OVERALL STATISTICS
FIRST YEAR CLASS

	<u>1980-81</u>		<u>1981-82</u>		<u>1982-83</u>		<u>1983-84</u>	
Registered in Fall	376	100%	374	100%	354	100%	300	100%
Withdrew in Fall	43	11%	33	9%	35	10%	38	13%
Took Fall Exams	333	89%	341	91%	319	90%	262	87%
Excluded after Fall Exams	64	17%	67	18%	35	10%	19	6%
Eligible to Register in Spring	269	72%	274	73%	284	80%	243	81%
Registered in Spring	262	70%	268	72%	273	77%	244	81%
Withdrew in Spring	1	—	21	6%	12	3%	12	4%
Took Spring Exams	261	69%	247	66%	261	74%	232	77%
Excluded after Spring Exams	47	13%	52	14%	56	16%	28	9%
Eligible to Continue as Juniors	214	57%	195	52%	205	58%	204	68%

TABLE 3
SUCCESS RATES
FIRST YEAR CLASS

1977-78	65%
1978-79	62%
1979-80	62%
1980-81	57%
1981-82	52%
1982-83	58%
1983-84	68%

Success Rates by Categories

Since non-resident enrollment is limited to 10% of the class and the non-residents have better admissions credentials, their consistently higher success rate, varying from eight to ten percentage points better than residents, is no surprise.

Some surprises arise, however, with respect to sex and marital status. In 1982-1983, women did nine percentage points better than men, reversing the results of the earlier years, when men did better than women by between five and three percentage points. In the 1981-1982 class, married students did a surprising seventeen percentage points better than single students, while the other years show those groups performing about the same.

The low success rates for black students in 1980-1981 and 1981-1982 were reversed in 1982-1983, when the 67% success rate was nine points better than the 58% rate for whites.

TABLE 4
PERFORMANCE SUMMARY

	<u>1980-81</u>		<u>1981-82</u>		<u>1982-83</u>		<u>3-Year Cumulative</u>	
	A	B	A	B	A	B	A	B
Overall	216/376	57%	195/374	52%	202/354	57%	613/1104	56%
<u>Residence</u>								
LA								
Residents	205/359	57%	182/353	52%	184/326	56%	571/1038	55%
Non-Residents	11/17	65%	13/21	62%	18/28	64%	42/66	64%
<u>Sex</u>								
Males	158/268	59%	135/253	53%	127/235	54%	420/756	56%
Females	58/108	54%	60/121	50%	75/119	63%	193/348	55%
<u>Marital Status</u>								
Married	42/73	58%	52/79	66%	44/76	57%	138/228	61%
Single	171/297	58%	142/290	49%	154/272	56%	467/859	54%
Sep/Div.	3/6	50%	1/5	20%	4/6	67%	8/17	47%
<u>Race</u>								
Blacks	4/14	29%	1/3	33%	4/6	67%	9/23	39%
Whites	212/362	58%	194/371	52%	198/348	57%	604/1081	56%
<u>Ages</u>								
19-20	3/4	75%	0/1	0%	1/2	50%	4/7	57%
21	11/22	50%	8/21	38%	11/16	69%	30/59	51%
22	84/141	60%	72/126	57%	82/125	66%	238/392	61%
23	33/58	57%	45/83	54%	30/63	48%	108/204	53%
24	19/33	58%	13/32	41%	14/26	54%	46/91	51%
25-29	41/74	55%	32/66	48%			73/140	52%
30-30+	25/44	57%	25/45	55%			50/89	56%
25					13/27	48%	13/27	48%
26-30					39/54	72%	39/54	72%
31 & above					22/41	54%	22/41	54%
A = Number								
B = Percentage								

Undergraduate University

The addition of two years of performance figures has tended to even out the differences in success rates for students from different undergraduate institutions. In this regard, the cumulative figures are perhaps most significant. The three-year figures for Louisiana public colleges, Louisiana private colleges, and LSU system colleges hover at 50%. Out of state college graduates are a step higher, with an overall 55% success rate, and graduates of LSU in Baton Rouge are still higher, with an overall 63% success rate. LSU, however, has decreased somewhat from the high figure of 70% success in the 1980-1981 class figures.

Year to year variations in the success rate of the public colleges in Louisiana are high, and three-year averages for individual schools are not particularly helpful in predicting success. Even Louisiana Tech University graduates, for example, which have a high 57% rate of success for the three-year period, had yearly success rates of 41%, 65%, and 67%. The University of Southwestern Louisiana, with an overall 49% success rate for the period, had a 64% success rate in 1982-1983.

TABLE 5
SUCCESS RATES BY UNIVERSITIES
FIRST YEAR CLASS

	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>3-Year Cumulative</u>					
LSU	106/151	70%	90/153	59%	91/155	59%	287/459	63%	
Out-of-State	28/50	56%	27/56	48%	44/75	59%	99/181	55%	
LA Public	61/125	49%	49/109	45%	44/85	52%	154/319	48%	
LSU System	11/25	44%	10/22	45%	9/13	69%	30/60	50%	
LA Private	10/25	40%	19/34	56%	14/26	54%	43/85	51%	
<u>LA Public Universities</u>									
Grambling State U.	0/1	0%					0/1	0%	
Louisiana Tech U.	7/17	41%	11/17	65%	8/12	67%	26/46	57%	
McNeese State U.	6/11	55%	4/10	40%	4/9	44%	14/30	47%	
Nicholls State U.	6/13	46%	6/8	75%	1/4	25%	13/25	52%	
Northeastern La. U. (NLU)	11/19	58%	8/11	73%	4/12	33%	23/42	55%	
Northwestern La. U. (NSU)	9/15	60%	6/15	40%	5/8	62%	20/38	53%	
Southeastern La. U. (SLU)	7/17	41%	2/16	13%	6/14	43%	15/47	32%	
Southern Univ.	0/2	0%			0/1	0%	0/3	0%	
Univ. Southwestern La.	15/30	50%	12/32	38%	16/25	64%	43/87	49%	
<u>LSU System</u>									
LSU Medical Center	0/1	0%	1/1	100%	1/1	100%	2/3	67%	
LSU-Alexandria	0/3	0%	0/1	0%	1/1	100%	1/5	20%	
LSU-Shreveport	3/6	50%	5/11	45%	4/6	67%	12/23	52%	
Univ. of New Orleans	8/15	53%	4/9	44%	3/5	60%	15/29	52%	

L.A. Private Universities

Centenary College	3/4	75%	2/4	50%	2/2	100%	7/10	70%
Dillard University	0/1	0%			0/1	0%	0/2	0%
Louisiana College	2/4	50%	4/6	67%	2/4	50%	8/14	57%
Loyola University	2/6	33%	4/7	57%	1/5	20%	7/18	39%
Tulane University	3/10	30%	9/17	53%	9/13	69%	21/40	53%

A = Number

B = Percentage

Undergraduate Major Field

Here again, the average figures for the three-year period tend to mask wide differences from year to year. Mass communications, for example, went from a 90% success rate in 1980-1981 to a low of 33% the following year. Notable, however, is the fact that engineering graduates have had an exceptional performance record, with sixteen of nineteen students or 84% being successful over the period. Accounting and Economics majors have an overall rate in the middle 60's and have not dropped below 50% success in any year. As in the earlier study, the fields of Political Science and miscellaneous Liberal Arts are at the bottom of the list, with a three-year figure of less than 50% success. Still, the miscellaneous Liberal Arts graduates did well in 1982-1983, with a 72% success rate.

TABLE 6
SUCCESS RATES BY MAJOR FIELD
FIRST YEAR CLASS

	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
Accounting	22/31	71%	25/36	69%	12/22	55%	59/89	66%
Business	38/65	58%	38/76	50%	47/82	57%	123/223	55%
Economics	10/12	83%	4/8	50%	3/6	50%	17/26	65%
Education	17/27	63%	9/17	41%	7/16	44%	33/60	55%
Engineering	7/9	78%	5/5	100%	4/4	100%	16/19	84%
English	11/16	69%	12/22	54%	13/21	62%	36/59	61%
General Studies	9/16	56%	13/22	59%	8/17	47%	30/55	55%
History	24/38	63%	18/30	60%	20/35	57%	62/103	60%
Legal Studies	6/10	60%	6/9	67%	2/6	33%	14/25	56%
Misc. Lib. Arts	10/35	29%	13/26	50%	13/18	72%	36/79	46%
Mass Communications	9/10	90%	4/12	33%	12/22	55%	25/44	57%
Political Science	33/77	43%	31/76	41%	35/62	56%	99/215	46%
Psychology	9/13	69%	4/11	36%	9/15	60%	22/39	56%
Sciences	11/17	65%	13/24	54%	16/26	62%	40/67	60%

A = Number

B = Percentage

Major and University

As the prior two sections indicate, isolated consideration of the university attended and major field do not appear to be helpful predictors of law school success. This is understandable when one considers the lack of consistent standards at different institutions and in different departments within certain institutions. In light of this, it has been helpful to develop tables that consider the success rates for differing majors within different categories of schools. Tables 7 and 8 list that information.

TABLE 7
SUCCESS RATE BY MAJOR AND UNIVERSITY
FIRST YEAR CLASS

	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
Accounting								
Overall	22/31	71%	25/36	69%	12/22	55%	59/89	66%
L.a. Private	1/1	100%	1/1	100%	0/1	0%	2/3	67%
L.a. Public	4/8	50%	8/11	73%	3/4	75%	15/23	65%
LSU	14/17	82%	10/17	59%	6/14	43%	30/48	63%
LSU System	1/2	50%	1/1	100%	1/1	100%	3/4	75%
Out-of-State	2/3	67%	5/5	100%	2/2	100%	9/10	90%
Business								
Overall	38/65	58%	38/76	50%	47/82	57%	123/223	55%
L.a. Private	1/3	33%	3/7	43%	0/3	0%	4/13	31%
L.a. Public	10/23	43%	10/27	37%	9/24	37%	29/74	39%
LSU	23/30	77%	22/35	63%	31/45	69%	76/110	69%
LSU System	1/4	25%	2/2	100%	2/2	100%	5/8	63%
Out-of-State	3/5	60%	1/5	20%	5/8	62%	9/18	50%
Economics								
Overall	10/12	83%	4/8	50%	3/6	50%	17/26	66%
L.a. Private	2/2	100%	2/2	100%	0	—	4/4	100%
L.a. Public	2/2	100%	0	—	1/1	100%	3/3	100%
LSU	3/4	75%	1/3	33%	1/2	50%	5/9	56%
Out-of-State	3/4	75%	1/3	33%	1/3	33%	5/10	50%

TABLE 7
SUCCESS RATE BY MAJOR AND UNIVERSITY
FIRST YEAR CLASS

	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
Education								
Overall	17/27	63%	9/17	41%	7/16	44%	33/60	55%
La. Private	0	—	1/2	50%	1/1	100%	2/3	67%
La. Public	5/8	63%	3/7	43%	4/8	50%	12/23	52%
LSU	11/16	69%	3/5	60%	2/4	50%	16/25	64%
LSU System	1/1	100%	1/1	100%	0	—	2/2	100%
Out-of-State	0/2	0%	1/2	50%	0/3	0%	1/6	17%
Engineering								
Overall	7/9	78%	5/5	100%	4/4	100%	16/18	89%
La. Public	2/4	50%	1/1	100%	1/1	100%	4/6	67%
LSU	4/4	100%	3/3	100%	2/2	100%	9/9	100%
Out-of-State	1/1	100%	1/1	100%	1/1	100%	3/3	100%
English								
Overall	11/16	69%	12/22	54%	13/21	62%	36/59	61%
La. Private	1/3	33%	3/5	60%	2/3	67%	6/11	55%
La. Public	4/6	67%	1/4	25%	5/7	71%	10/17	59%
LSU	1/1	100%	6/10	60%	4/9	44%	11/20	55%
LSU System	0	—	0	—	1/1	100%	1/1	100%
Out-of-State	5/6	83%	2/3	67%	1/1	100%	8/10	80%
G. Studies								
Overall	9/16	56%	13/22	59%	8/17	47%	30/55	55%
La. Public	0/1	0%	1/1	100%	3/6	50%	4/8	50%
LSU	9/14	64%	11/17	65%	5/10	50%	25/41	61%
LSU System	0	—	1/4	25%	0/1	0%	1/5	20%
Out-of-State	0/1	0%	0	—	0	—	0/1	0%

History	Overall	24/38	63%	18/30	60%	20/35	57%	62/103	60%
	La. Private	1/4	25%	2/3	66%	5/8	62%	8/15	53%
	La. Public	5/8	63%	3/5	60%	3/6	50%	11/19	58%
	LSU	12/18	67%	10/16	62%	7/15	47%	29/49	59%
	LSU System	3/3	100%	0	—	1/1	100%	4/4	100%
	Out-of-State	3/5	60%	3/6	50%	4/5	80%	10/16	63%
L. Studies	Overall	6/10	60%	6/9	67%	2/6	33%	14/25	56%
	La. Public	3/5	60%	4/5	80%	1/3	33%	8/13	62%
	LSU	3/5	60%	1/2	50%	0/1	0%	4/8	50%
	LSU System	0	—	1/1	100%	0	—	1/1	100%
	Out-of-State	0	—	0/1	0%	1/2	50%	1/3	33%
M. Lib. Arts	Overall	10/35	29%	13/26	50%	13/18	72%	36/79	46%
	La. Private	2/4	50%	1/2	50%	2/2	100%	5/8	63%
	La. Public	3/13	23%	4/10	40%	2/2	100%	9/25	36%
	LSU	2/9	22%	4/7	57%	2/5	40%	8/21	38%
	LSU System	1/4	25%	0/1	0%	0	—	1/5	20%
	Out-of-State	2/5	40%	4/6	67%	7/9	78%	13/20	65%
Mass Comm.	Overall	9/10	90%	4/12	33%	12/22	55%	25/44	57%
	La. Private	1/1	100%	1/1	100%	0/1	0%	2/3	67%
	La. Public	1/1	100%	0	—	0/1	0%	1/2	50%
	LSU	5/6	83%	2/4	50%	10/13	77%	17/23	74%
	LSU System	0	—	1/6	17%	1/1	100%	2/7	29%
	Out-of-State	2/2	100%	0/1	0%	1/6	17%	3/9	33%

TABLE 7
 SUCCESS RATE BY MAJOR AND UNIVERSITY
 FIRST YEAR CLASS

	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
Pol. Science								
Overall	33/77	43%	31/76	41%	35/62	56%	99/215	46%
L.a. Private	1/6	17%	4/7	57%	1/4	25%	6/17	35%
L.a. Public	16/34	47%	11/29	38%	9/18	50%	36/81	44%
LSU	10/18	56%	9/21	43%	13/19	68%	32/58	55%
LSU System	3/9	33%	2/5	40%	2/4	50%	7/18	39%
Out-of-State	3/10	30%	5/14	36%	10/17	59%	18/41	44%
Psychology								
Overall	9/13	69%	4/11	36%	9/15	60%	20/39	51%
L.a. Private	0/1	0%	0/1	0%	2/2	100%	2/4	50%
L.a. Public	1/4	25%	1/4	25%	1/1	100%	3/9	33%
LSU	6/6	100%	2/5	40%	4/9	44%	12/20	60%
Out-of-State	2/2	100%	1/1	100%	2/3	67%	5/6	83%
Sciences								
Overall	11/17	65%	13/24	54%	16/26	62%	40/67	60%
L.a. Private	0	—	1/2	50%	1/1	100%	2/3	67%
L.a. Public	5/8	63%	2/5	40%	1/2	50%	8/15	53%
LSU	3/3	100%	6/8	75%	4/7	57%	13/18	72%
LSU System	1/2	50%	1/1	100%	1/1	100%	3/4	75%
Out-of-State	2/4	50%	3/8	37%	9/15	60%	14/27	52%

A = Number
 B = Percentage

TABLE 8
 SUCCESS RATE BY UNIVERSITY AND MAJOR
 FIRST YEAR CLASS

	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
LSU								
Overall	106/151	70%	90/153	59%	91/155	59%	287/459	63%
Accounting	14/17	82%	10/17	59%	6/14	43%	30/48	63%
Business	23/30	77%	22/35	63%	31/45	69%	76/110	69%
Economics	3/4	75%	1/3	33%	1/2	50%	5/9	56%
Education	11/16	69%	3/5	60%	2/4	50%	16/25	64%
Engineering	4/4	100%	3/3	100%	2/2	100%	9/9	100%
English	1/1	100%	6/10	60%	4/9	44%	11/20	55%
General Studies	9/14	64%	11/17	65%	5/10	50%	25/41	61%
History	12/18	67%	10/16	62%	7/15	47%	29/49	59%
Legal Studies	3/5	60%	1/2	50%	0/1	0%	4/8	50%
Mis. Liberal Arts	2/9	22%	4/7	57%	2/5	40%	8/21	38%
Mass Communications	5/6	83%	2/4	50%	10/13	77%	17/23	74%
Political Science	10/18	56%	9/21	43%	13/19	68%	32/58	55%
Psychology	6/6	100%	2/5	40%	4/9	44%	12/20	60%
Sciences	3/3	100%	6/8	75%	4/7	57%	13/18	72%

TABLE 8
SUCCESS RATE BY UNIVERSITY AND MAJOR
FIRST YEAR CLASS

Out of State	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
Overall	28/50	56%	27/56	48%	44/75	59%	99/181	55%
Accounting	2/3	67%	5/5	100%	2/2	100%	9/10	90%
Business	3/5	60%	1/5	20%	5/8	62%	9/18	50%
Economics	3/4	75%	1/3	33%	1/3	33%	5/10	50%
Education	0/2	0%	1/2	50%	0/3	0%	1/6	17%
Engineering	1/1	100%	1/1	100%	1/1	100%	3/3	100%
English	5/6	83%	0	—	0	—	5/6	83%
General Studies	0/1	0%	2/3	67%	1/1	100%	3/5	60%
History	3/5	60%	3/6	50%	4/5	80%	10/16	63%
Legal Studies	0/0	—	0/1	0%	1/2	50%	1/3	33%
Mis. Liberal Arts	2/5	40%	4/6	67%	7/9	78%	13/20	65%
Mass Communications	2/2	100%	0/1	0%	1/6	17%	3/9	33%
Political Science	3/10	30%	5/14	36%	10/17	59%	18/41	44%
Psychology	2/2	100%	1/1	100%	2/3	67%	5/6	83%
Sciences	2/4	50%	3/8	37%	9/15	60%	14/27	52%
<u>La. Public Colleges</u>								
Overall	61/25	49%	49/109	45%	44/85	52%	154/319	48%
Accounting	4/8	50%	8/11	73%	3/4	75%	15/23	65%
Business	10/23	43%	10/27	37%	9/24	37%	29/74	39%
Economics	2/2	100%	0	—	1/1	100%	5/3	100%

Education	5/8	63%	3/7	43%	4/8	50%	15/23	52%
Engineering	2/4	50%	1/1	100%	1/1	100%	4/6	67%
English	4/6	67%	1/4	25%	5/7	71%	10/17	59%
General Studies	0/1	0%	1/1	100%	3/6	50%	4/8	50%
History	5/8	63%	3/5	60%	3/6	50%	11/19	58%
Legal Studies	3/5	60%	4/5	80%	1/3	33%	8/13	62%
Mis. Liberal Arts	3/13	23%	4/10	40%	2/2	100%	9/25	36%
Mass Communications	1/1	100%	0	—	0/1	0%	1/2	50%
Political Science	16/34	47%	11/29	38%	9/18	50%	36/81	44%
Psychology	1/4	25%	1/4	25%	1/1	100%	3/9	33%
Sciences	5/8	63%	2/5	40%	1/2	50%	8/15	53%

LSU System

Overall	11/25	44%	10/22	45%	9/13	69%	30/60	50%
Accounting	1/2	50%	1/1	100%	1/1	100%	3/4	75%
Business	1/4	25%	2/2	100%	2/2	100%	5/8	63%
Education	1/1	100%	1/1	100%	0	—	2/2	100%
English	0	—	0	—	1/1	100%	1/1	100%
General Studies	0	—	1/4	25%	0/1	0%	1/5	20%
History	3/3	100%	0	—	1/1	100%	4/4	100%
Legal Studies	0	—	1/1	100%	0	—	1/1	100%
Mis. Liberal Arts	1/4	25%	0/1	0%	0	—	1/5	20%
Mass Communications	0	—	1/6	17%	1/1	100%	2/7	29%
Political Science	3/9	33%	2/5	40%	2/4	50%	7/18	39%
Sciences	1/2	50%	1/1	100%	1/1	100%	3/4	75%

TABLE 8
SUCCESS RATE BY UNIVERSITY AND MAJOR
FIRST YEAR CLASS

La. Private Colleges	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
Overall	10/25	40%	19/34	56%	14/26	54%	43/85	51%
Accounting	1/1	100%	1/2	50%	0/1	0%	2/3	67%
Business	1/3	33%	3/7	43%	0/3	0%	4/13	31%
Economics	2/2	100%	2/2	100%	0	—	4/4	100%
Education	0	—	1/2	50%	1/1	100%	2/3	67%
English	1/3	33%	3/5	60%	2/3	67%	6/11	55%
History	1/4	25%	2/3	67%	5/8	62%	8/15	53%
Mis. Liberal Arts	2/4	50%	1/2	50%	2/2	100%	5/8	63%
Mass Communications	1/1	100%	1/1	100%	0/1	0%	2/3	67%
Political Science	1/6	17%	4/7	57%	1/4	25%	6/17	35%
Psychology	0/1	0%	0/1	0%	2/2	100%	2/4	50%
Sciences	0/1	0%	1/2	50%	1/1	100%	2/3	67%

A = Number
B = Percentage

Undergraduate Grade Point Average & LSAT Score

The LSAT continues to serve as a better predictor of success than the undergraduate grade point average (UGPA). As mentioned in the previous study, this result is not unexpected because of the uneven quality of the different institutions involved, and the lack of consistent grading patterns among different colleges and departments even within a given university. From Table 9, especially when the cumulative figures are considered, one might conclude that students with an average of 2.5 to 2.75 are much less likely to succeed (less than 39%) than those with higher averages but that the likelihood of success among those with 2.75 to 3.5 average is about the same—around 55%. The success rate jumps to 64% at the 3.5 to 3.75 level and then 71% at the 3.75 to 4.00 level. Still, as Table 12 will demonstrate, the correlation and regression coefficients are not high for these predictors.

LSU's admissions standards require a 2.5 UGPA for admission, with exceptions made only for students admitted under the special admissions program. Under this program, students are not admitted according to Index alone, but a special committee evaluates the applications for other significant signs of predictors for success. The 60% success rate for the twenty-five of forty-two persons with UGPA's of less than 2.5 reflects the success of the committee in finding those other qualities that indicate likely success in law school. Since the group with less than a 2.5 UGPA is not randomly selected, as are the regular admission categories, their success does not reduce the reliability of the UGPA figures as predictors of success under the current general admissions approach at LSU.

The performance of the LSAT as a predictor as shown in the three-year cumulative table of figures is most remarkable. Even though the data cells here are only twenty-five points wide, a decrease in the success rate occurs at each twenty-five point increment as one moves from the highest to the lowest scores. The cumulative figures indicate that one must go up to the group of students with 525 to 550 LSAT scores before one finds a 50% level of success; even for that group, which includes the LSAT median score, there was only 33% success in 1982-1983.

TABLE 9
SUCCESS RATES BY UGPA
FIRST YEAR CLASS

UGPA	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
3.75-4.00	13/20	65%	23/31	74%	18/25	72%	54/76	71%
3.50-3.74	39/59	66%	27/48	56%	35/51	69%	101/158	64%
3.25-3.49	44/73	60%	37/74	50%	42/68	62%	123/215	57%
3.00-3.24	41/71	58%	42/84	50%	44/85	52%	127/240	53%
2.75-2.99	49/82	60%	34/67	51%	38/63	60%	121/212	57%
2.50-2.74	21/52	40%	22/54	41%	19/51	37%	62/157	39%
less than 2.5	9/16	56%	10/15	67%	6/11	55%	25/42	60%

A = Number
B = Percentage

TABLE 10
SUCCESS RATES BY LSAT
FIRST YEAR CLASS

LSAT	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
700 & up	11/11	100%	4/4	100%	4/4	100%	19/19	100%
675-699	10/12	83%	6/7	86%	7/7	100%	23/26	88%
650-674	16/16	100%	7/12	58%	10/11	91%	33/39	85%
625-649	19/29	66%	20/25	80%	24/27	89%	63/81	78%
600-624	25/33	76%	24/37	65%	29/35	83%	78/105	74%
575-599	26/34	76%	23/29	59%	29/50	58%	78/123	63%
550-574	24/40	60%	25/50	50%	34/58	59%	83/148	56%
525-549	26/47	55%	28/59	47%	29/60	48%	83/166	50%
500-524	20/48	42%	29/63	46%	16/48	33%	65/159	41%
475-499	21/54	39%	20/46	43%	11/34	32%	52/134	39%
450-474	12/29	41%	7/25	28%	4/13	31%	23/67	34%
less than 450	6/25	24%	2/7	29%	4/6	67%	12/38	32%

A = Number
B = Percentage

Law School Index

Although the cumulative figures in Table 11 are not as spectacular as for the LSAT, they suggest that the Index is still quite accurate in predicting success. This, of course, is the logical result of the figures in the last two tables, since the Index is composed of the LSAT score and the UGPA. During the years under study, the Index was determined by adding the LSAT score and the UGPA multiplied by 100.

Students with an Index of 925 and above were quite successful—more than 76% were eligible to continue. Students with scores in the range of 825 to 850 had less than an even chance of success (46%), and those below that range had an even smaller percentage of successful performance.

The cumulative figures tend to mask some admissions changes that affected the figures at the low end of the scale—changes that raised the standards for regular admissions. In 1980-1981, the cutoff point for regular admissions was 748 compared to 770 for 1981-1982 and 790 for 1982-1983. Thus, the 1982-1983 figures show that the students with an Index of less than 800, had a success rate of 14/40 or 40%; whereas those from 800 to 925 had a success rate of only 30%. This apparent anomaly resulted because those students with scores of less than 790 went through the special admissions process of committee evaluation, whereas those above 790 were selected on the basis of Index alone. Here again is justification for an admissions process that provides for automatic acceptance at the high Index positions, but with more non-quantitative evaluation at the lower Index levels.

TABLE 11
SUCCESS RATES BY INDEX
FIRST YEAR CLASS

Index	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
1050 and up	9/10	90%	6/7	86%	3/3	100%	18/20	90%
1025-1049	5/6	83%	6/6	100%	2/2	100%	13/14	93%
1000-1024	11/14	79%	2/3	67%	16/16	100%	29/33	88%
975-999	12/12	100%	12/16	75%	13/14	93%	37/42	88%
950-974	17/19	89%	15/20	75%	13/16	81%	45/55	82%
925-949	24/31	77%	18/27	67%	24/29	83%	66/87	76%
900-924	21/30	70%	18/39	46%	21/29	72%	60/98	61%
875-899	25/35	71%	23/36	64%	26/41	63%	74/112	66%
850-874	15/34	44%	27/41	66%	27/52	52%	69/127	54%
825-849	23/38	61%	18/50	36%	29/65	45%	70/153	46%
800-824	19/44	43%	21/49	43%	14/47	30%	54/140	39%
775-799	11/40	28%	21/56	37%	10/32	31%	42/128	33%
750-774	22/49	45%	4/17	23%	3/5	60%	29/71	41%
less than 750	2/14	14%	4/6	67%	1/3	33%	7/23	30%

A = Number
B = Percentage

Regression and Correlation Analysis

The analysis and the tables to this point have used discrete analysis techniques (success or lack of success as related to various student classifications) to indicate probabilities of success. The standard regression and correlation analysis goes beyond this and tests the validity of predictors for the whole range of law school grades. It determines the extent or degree to which a dependant variable changes as an independent variable changes. This measure of correlation is an r value that ranges from 0 to + 1; the higher the figure, the greater the correlation.

As shown in the earlier study, the LSAT is a better predictor for the fall average than for the spring average. This is explained in part because many students withdraw or are excluded after the fall semester and the remaining students in the spring semester are those likely to have higher admissions credentials; thus the range of scores to be tested is smaller. That same phenomena of eliminating the bottom range of scores is reflected in the more selective admissions from the 1980-1981 class to the 1982-1983 class, wherein the later class figures have a slightly smaller r value than the earlier class.

Also as before, when the Index is tested, it performs better than the LSAT alone, resulting in an overall r figure ranging from .55 to .52 to .43. This is continuing evidence of the validity of the LSAT and the Index for use as predictors of law school performance, and reinforces the implications of the discrete analysis pursued in Tables 10 and 11.

When the LSAT was changed beginning with the 1983-1984 entering class, the new test being scored on a scale of 10 to 50, it was necessary to change the admissions Index. The new Index attempted to keep the same relative weights between the test score and the UGPA, resulting in a new Index that combines the LSAT score multiplied by 2 and the UGPA multiplied by 10. Thus, a score of 30 on the LSAT (the median) and a B average would result in an Index score of 90 $((2 \times 30) + (10 \times 3.0))$. Future studies will compare the reliability of this new Index with that of the old, although it is expected that the reliability will not change significantly since the relative weights of the two components are similar and the type of questions on the LSAT will not be significantly different.

TABLE 12
CORRELATION COEFFICIENTS
FIRST YEAR CLASS

	<u>1980-81</u>			<u>1981-82</u>			<u>1982-83</u>		
	<i>r</i>	<i>r</i> ²	<i>N</i>	<i>r</i>	<i>r</i> ²	<i>N</i>	<i>r</i>	<i>r</i> ²	<i>N</i>
LSAT/Fall average	.46	.21	336	.37	.14	341	.37	.14	324
LSAT/Spring average	.36	.13	261	.27	.07	247	.33	.11	257
LSAT/Overall average	.45	.20	261	.36	.13	247	.36	.13	257
UGPA/Fall average	.20	.04	336	.27	.07	340	.22	.05	325
UGPA/Spring average	.36	.13	261	.41	.17	247	.21	.04	258
UGPA/Overall average	.37	.14	261	.44	.19	247	.24	.06	258
Index/Fall average	.49	.24	336	.44	.19	340	.43	.18	325
Index/Spring average	.47	.22	261	.44	.19	247	.39	.15	258
Index/Overall average	.55	.30	261	.52	.27	247	.43	.18	258

N = Number of Observations

r = Correlation Coefficient

r² = Correlation Coefficient Squared

Black Students

In the three-year period under study, nine of the twenty-three black students successfully completed the first year, a 39% success rate. Looking over a twelve year period, as Table 14 shows, 51 of a total of 100 black students scored 68.00 or better at the end of the first year, for a 51% success rate.

Further study of the 1980-1983 cumulative figures tends to support the conclusions of the earlier study that the university attended and the major field produce little predictive results for these students. Undergraduate grade point average is of virtually no predictive value. The most significant predictors continue to be the LSAT score and the Index. As was the case for the prior study, the LSAT, despite charges of cultural bias, is a better predictor for blacks than for whites. As Table 14 demonstrates, five of the eight students (63%) with LSAT scores of 500 and above were successful, whereas only four of fifteen (27%) of those below that score were successful.

TABLE 13
BLACK STUDENT PERFORMANCE
FIRST YEAR CLASS

<u>Year</u>	<u>Number Successful</u>	<u>Percentage Successful</u>
1971-72	4/4	100%
1972-73	1/1	100%
1973-74	7/9	78%
1974-75	7/12	58%
1975-76	5/11	45%
1976-77	4/14	29%
1977-78	2/7	29%
1978-79	3/9	33%
1979-80	9/10	90%
1980-81	4/14	29%
1981-82	1/3	33%
1982-83	4/6	67%
TOTAL	51/100	51%

TABLE 14
BLACK STUDENTS
FIRST YEAR CLASS

	1980-81		1981-82		1982-83		3-Year Cumulative	
	A	B	A	B	A	B	A	B
<u>LSAT</u>								
675-699	1/1	100%					1/1	100%
650-674								
625-649								
600-624								
575-599			0/1	0%	1/1	100%	1/2	50%
550-574					0/1	0%	0/1	0%
525-549	0/1	0%			1/1	100%	1/2	50%
500-524	1/1	100%	1/1	100%			2/2	100%
475-499	1/4	25%					1/4	25%
450-474	0/3	0%			1/1	100%	1/4	25%
less than 450	1/4	25%	0/1	0%	1/2	50%	2/7	33%
500 & above	2/3	67%	1/2	50%	2/3	67%	5/8	63%
less than 500	2/11	18%	0/1	0%	2/3	67%	4/15	27%
475 & above	3/7	43%	1/2	50%	2/3	67%	6/12	50%
less than 475	1/7	14%	0/1	0%	2/3	67%	3/11	27%

A = Number

B = Percentage

Regression and correlation analysis continues to indicate that the LSAT and the Index are even better predictors of performance for black students than for white students. As indicated by the figures in Table 15, there were insufficient numbers in the 1981-1982 and 1982-1983 class to produce statistically significant results for those years. However, the 1980-1981 figures and the cumulative data for the three years disclose a correlation that is quite high. The LSAT and cumulative average correlate at an r value of .635 and the Index and cumulative average correlate with an r value of .684. These figures are higher than for the class as a whole, as shown in Table 12, where the highest r value is .55.

This finding is continuing support for an admissions process for black students that places more emphasis on the Index and LSAT than on the UGPA and undergraduate degree and major. It is also the basis for continuing caution in admitting black students with very low test scores without careful consideration of the statistical evidence of their chance of success.

TABLE 15
CORRELATION AND REGRESSION ANALYSIS
BLACK STUDENTS
FIRST YEAR CLASS

	<u>1980-81</u>					<u>3-Year Cumulative</u>		
	r	r ²	n			r	r ²	n
LSAT/Fall Average	.729 ¹	.53	14	NSS	NSS	.626 ¹	.391	23
LSAT/Spring Average	NSS		8	NSS	NSS	.497 ³	.247	13
LSAT/Cumulative Average	.621 ³	.39	8	NSS	NSS	.635 ²	.403	13
Index/Fall Average	.556 ²	.308	14	NSS	NSS	.511 ²	.262	23
Index/Spring Average	NSS		8	NSS	NSS	.573 ²	.328	13
Index/Cumulative Average	.622 ³	.387	8	NSS	NSS	.684 ¹	.468	13

1. Significant at 1% level of confidence

2. Significant at 5% level of confidence

3. Significant at 10% level of confidence

NSS = Not Statistically Significant at 10% or better levels of confidence