RAISING THE BAR
A PUBLICATION DEDICATED TO THE EXCHANGE OF EVIDENCE-BASED THINKING ABOUT THE BAR EXAM

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What We Know and What We Think

What We Know in 2021

This Summer’s Raising the Bar serves as a Resource Guide for those exploring salient research findings regarding academic and bar exam success, and failure.

This information is particularly important as key decision-makers engage in thoughtful reviews of the attorney licensing process. It is also compelling for legal educators committed to continuous improvement of teaching and learning, curriculum and assessment, and the effective training of future professionals.

How we move forward will depend on the data we gather and how effectively we analyze findings from that data, and what information (data-driven and otherwise) and processes we use in making critical choices.

To assist those making decisions about law school admissions, curricular and co-curricular changes to legal education, the bar exam, and the attorney licensing process generally, we have put together a list of claims, with accompanying citations to research in the legal context that support those claims. Note that there is much important and highly relevant research in higher education outside of law that we intentionally did not list here, simply because we did not have space.

Some of the claims listed below are clearer cut than others. Many are limited in scope and thus only applicable to certain law schools, certain types of law school, or certain jurisdictions. It is thus important to carefully read each study when considering its findings in making decisions. The idea behind this list is not for readers to rely on any of the claims as conclusive in every instance, but to assist in providing a snapshot of what we know and think we know today, as we continue crucial conversations in our collective quest to empower tomorrow’s lawyers.

I look forward to engaging in robust discussion with all of you, and invite you, as you review the resources listed in this issue, to share additional citations for future resource lists by emailing me at Sberman@accesslex.org.

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AccessLex Center for Legal Education Excellence®
Visit the Director’s SSRN author page
Visit the AccessLex SSRN page
RESOURCES FOR BAR SUCCESS

Barriers to Bar Passage

The following lists many of the significant challenges facing law students and bar exam applicants.

Time Barriers

- Insufficient time spent studying because of outside work or caretaking responsibilities, or lack of support network
- Inadequate time management
- Failing to anticipate how much time is needed for bar exam preparation
- Lack of focus or discipline when studying
- Emergency events outside the student's control (e.g., death of a loved one, car accident, or theft of computer)

Knowledge Barriers

- Insufficient knowledge of legal rules and doctrine tested on the exam
- Insufficient memorization of legal rules and doctrine tested on the exam
- Insufficient understanding of how to apply legal rules to fact patterns
- Learning and being taught in ways that do not align with the bar exam assessments
- Self-assessing and being tested in ways that do not align with the bar exam assessments
- Misinterpreting or failing to understand bar exam instructions

Skills Barriers

- Insufficient foundation in critical reading and effective writing
- Insufficient development of analytical thinking and logical reasoning skills
- Insufficient bar exam writing skills
- Inadequate practice testing, including insufficient analysis of practice tests and answers, failure to thoroughly understand mistakes made and how to remedy them, and starting the process of taking practice tests too late in the bar exam preparation period
- Slow or inaccurate typing skills
- Difficulties completing required analysis within the allotted time constraints
- Difficulties completing required analysis in the mode required (for online exams)
- Insufficient or inefficient memorization skills
- Inflated sense of skills and knowledge (Dunning–Kruger effect)

Financial Barriers

- Insufficient funds for a bar review course
- Insufficient funds for living expenses during months of bar preparation, including for living and working spaces conducive to intensive study
- Stress or strain associated with financial dependents
- Insufficient funds for bar exam registration fees, travel to and from bar exam testing site, computer equipment, reliable internet connection, and other related expenses
- Anxiety around financial insecurity (e.g., fear of not getting a job after graduation and being unable to repay student loans)
- Unexpected expenses during the bar preparation period

- Insufficient funds for bar exam registration fees, travel to and from bar exam testing site, computer equipment, reliable internet connection, and other related expenses
Health Barriers

- Insufficient sleep
- Sub-optimal diet
- Lack of exercise
- Eyesight issues
- Illnesses and medical emergencies (for self or dependents)
- Drug or alcohol use
- Undiagnosed or unaccommodated learning disabilities

Testing Conditions Barriers

- Intrusive or distracting stimuli (e.g., being too cold or too hot during the exam, being hungry or thirsty during the exam, or noises at test site)
- Stress and anxiety associated with permitted and prohibited items at the testing site and other security protocols
- Insufficient time for breaks, including bathroom breaks or meal breaks
- Stressful or costly commutes to testing sites
- Difficulties with language and cultural nuances of questions, especially for international students and those for whom English is not a first language
- Challenges associated with the closed-book and time-pressured nature of the bar exam
- Challenges associated with remote exams
- Challenges with disabilities accommodations

Stigma, Internalized Bias, Stereotype Threat, and Test Anxiety-Related Barriers

- Belief that one’s first-year grades, or other indicia (e.g., incoming LSAT), necessarily predict bar failure
- Identification with a demographic group that disproportionately fails the bar exam
- Fear of failure
- Fear of success (e.g., fear of being responsible for the lives and livelihoods of future clients)
- Heavy cognitive load (i.e., feeling overwhelmed by the amount of material that must be learned and memorized for bar success)
- Perceiving bar performance as a reflection of one’s self worth and value
- Failure to identify and manage stress and anxiety issues (e.g., dread or fear of the exam, test anxiety, or belief that one can never do enough to pass the exam)
- Failure to seek help to address mental health issues (due to cultural, familial, or peer pressures against reaching out for help, concerns about moral character and fitness applications, or lack of access to or means to pay for mental health and wellness professionals)
- Law school faculty, staff, and administration lacking awareness of where to direct students for help (i.e., students “falling through the cracks”)
- Feeling a sense of not belonging in the law school environment resulting in lack of full engagement in legal education and bar preparation processes
- Insufficient resiliency and grit, especially among students who may not previously have experienced academic setbacks

Bar Preparation Barriers

- Failure to complete work assigned in bar review course
- Exposure to multiple courses or contradictory materials
- Failure to discern substantive knowledge and skills tasks from necessary administrative tasks
- Underdeveloped metacognition
- Inadequate pacing of study and study breaks
• Not maximizing efficiency and learning strategies

• Taking ultimately inefficient shortcuts, such as listening to lectures on double or triple speed, but not actually understanding the material

• Conceptualizing bar review as only memorizing black-letter rules, without learning underlying concepts or how to apply rules to new fact patterns

• Insufficient quantity or quality of practice tests and other self-assessments

• Inadequate self-assessment (e.g., untimed assessments, only practice testing with certain subjects or formats, or failure to review or learn from model answers)

• Inconsistent or irregular review practices

• Relying on a review course that is not pedagogically sound, or not taking a review course at all

• Frustration that the exam requires memorization of rules that applicant is not likely to use or need in practice

• Insufficient accountability (stemming from combination of independent study nature of many courses and insufficient self-directed learner skills)

• Relying on misinformed advice or guidance (e.g., from those who are not aware of current bar exam practices or formats, or those who predict what will and will not be tested)

• Treating the bar exam itself as a “practice test” with the expectation of passing the second time
Resource Guide to Academic and Bar Success

As noted in this issue's From the Director column, below are selected claims that form a foundation for current thinking about bar passage barriers and what may predict, relate to, or promote bar success. They are each accompanied by selected studies and articles that support these claims. Resources under each claim are listed in chronological order by publication date.

This list is not meant to be exhaustive, but to serve as a starting place to guide readers to relevant resources. The inclusion or omission of any study is neither endorsement nor critique. It is for readers to assess the applicability to specific situations of the claims and resources below, some of which are limited in scope. We look forward to engaging together in robust and ongoing discussion about what we know and what additional research we need to be informed decision-makers in legal education and attorney licensing.

Pre-Admission Predictors of Bar Success

Undergraduate GPAs are positively correlated with bar passage, although the extent and context of the correlation varies.

- Andrea A. Curcio et al., *Measuring Law Student Success from Admissions Through Bar Passage: More Data the Bench, Bar and Academy Need to Know* (2019)

Additional and alternative law school admissions criteria are needed, along with further study of factors predicting law school success.

- Aaron N. Taylor, *Reimagining Merit as Achievement* (2014)
- John Fordyce et al., *Predicting First-Year Law School Performance: The Influences of Race, Gender, and Undergraduate Major* (2015)
Many law students come to law school with major skills deficiencies.


### Learning During Law School Impacts Bar Passage

Both 1L LGPA and final LGPA positively correlate with bar passage.

- Andrea A. Curcio et al., *Measuring Law Student Success from Admissions Through Bar Passage: More Data the Bench, Bar and Academy Need to Know* (2019)


Law school GPA growth is positively correlated with bar passage.


There is little to no correlation between the number of upper division bar courses and bar passage, though this may vary by law school.

- New York State Board of Law Examiners and AccessLex Institute, *Analyzing First-Time Bar Exam Passage on the UBE in New York State* (2021)

Experiential learning courses do not have a negative impact on bar passage.


Students may benefit when bar exam preparation begins in 1L and is integrated into doctrinal instruction.

Participation in academic success and bar preparation programs improves bar performance.

- Derek Alphran et al., Yes We Can, Pass the Bar—University of the District of Columbia, David A. Clarke School of Law Bar Passage Initiatives and Bar Pass Rates—From the Titanic to the Queen Mary! (2011)
- Emmeline Paulette Reeves, Teaching to the Test: The Incorporation of Elements of Bar Exam Preparation in Legal Education (2015)
- Sabrina DeFabritiis, 1L Is the New Bar Prep (2017)
- Sara Berman, Integrating Performance Tests into Doctrinal Courses, Skills Courses, and Institutional Benchmark Testing: A Simple Way to Enhance Student Engagement While Furthering Assessment, Bar Passage, and Other ABA Accreditation Objectives (2018)
- Aaron N. Taylor et al., It’s Not Where You Start, It’s How You Finish: Predicting Law School and Bar Success (2021)

Extensive time spent on non-law responsibilities such as caring for dependents or working a non-law-related job negatively impacts LGPA and bar passage.

- New York State Board of Law Examiners and AccessLex Institute, Analyzing First-Time Bar Exam Passage on the UBE in New York State (2021)
- Joshua L. Jackson and Tiffane Cochran, Approaching the Bar: An Analysis of Post-Graduation Bar Exam Study Habits (forthcoming 2021)
- Aaron N. Taylor et al., It’s Not Where You Start, It’s How You Finish: Predicting Law School and Bar Success (2021)

Optimal learning strategies should draw on concepts like metacognition, self-regulated learning, retrieval practice, and spaced repetition.

- Donald H. Zeigler et al., Curriculum Design and Bar Passage: New York Law School’s Experience (2010)
- Derek Alphran et al., Yes We Can, Pass the Bar—University of the District of Columbia, David A. Clarke School of Law Bar Passage Initiatives and Bar Pass Rates—From the Titanic to the Queen Mary! (2011)
- Lea M. Bartsch et al., The Effects of Refreshing and Elaboration on Working Memory Performance, and Their Contributions to Long-Term Memory Formation (2018)
- Louis Schulze, Using Science to Build Better Learners: One School’s Successful Efforts to Raise Its Bar Passage Rates in an Era of Decline (2019)
- Raul Ruiz, Leveraging Noncognitive Skills to Foster Bar Exam Success: An Analysis of the Efficacy of the Bar Passage Program at FIU Law (2020)
The systematic assessment of learning outcomes can aid in improving academic and bar success.

- Laura Dannebohm and Adam Lamparello, *The Death of Academic Support: Creating a Truly Experiential, Integrated, and Assessment-Driven Academic Success and Bar Preparation Program (Part I of II)* (2016)

Fostering a growth mindset may improve academic and bar performance.

- Sue Shapcott et al., *The Jury Is In: Law Schools Foster Students’ Fixed Mindsets* (2017)
- Victor D. Quintanilla et al., *Evaluating Productive Mindset Interventions that Promote Excellence on California’s Bar Exam* (2020)

Utilizing optimal study methods, such as self-testing and periodic review, improves academic performance. The conventional wisdom on which study methods are effective is not always accurate.

- Colleen P. Murphy et al., *Note-Taking Mode and Academic Performance in Two Law School Courses* (2019)

Professional identity formation is important to bar success and to becoming an effective lawyer.

- Neil W. Hamilton et al., *Empirical Evidence That Legal Education Can Foster Student Professionalism/Professional Formation to Become an Effective Lawyer* (2012)

Students who feel a strong sense of belonging perform better academically.

Students from historically underrepresented groups may suffer from imposter syndrome or stereotype threat that in turn affects law school success and bar passage.

- Russell A. McClain, *Helping Our Students Reach Their Full Potential: The Insidious Consequences of Ignoring Stereotype Threat* (2016)
- Christopher Birdsall et al., *Stereotype Threat, Role Models, and Demographic Mismatch in an Elite Professional School Setting* (2018)

Students of color benefit when they see professors, judges, and attorneys who look like them.

- Christopher Birdsall et al., *A Law School Instructor Like Me: Race, Gender, and Ethnicity Dynamics in Law School* (2016)
- Christopher Birdsall et al., *Stereotype Threat, Role Models, and Demographic Mismatch in an Elite Professional School Setting* (2018)
- Renee Nicole Allen et al., *The ‘Pink Ghetto’ Pipeline: Challenges and Opportunities for Women in Legal Education* (2019)


Alcohol and drug use and mental health issues are widespread in law school and many students are reluctant to get help because they fear it will negatively impact their admission to the bar.


**Post-Graduate Bar Preparation**

Post-graduate bar success programs can improve bar passage rates.


Students who take more practice tests, especially under timed conditions, are more likely to pass the bar exam.

- Keith A. Kaufman et al., *Passing the Bar Exam: Psychological, Educational, and Demographic Predictors of Success* (2007)
- Hong Jiang et al., *A Preliminary Study Looking Beyond LSAT and LGPA: Factors During the Bar Study Period That May Affect Bar Exam Passage* (2019)
- New York State Board of Law Examiners and AccessLex Institute, *Analyzing First-Time Bar Exam Passage on the UBE in New York State* (2021)
Students, including those from historically underrepresented groups, who engage in positive mindset interventions are more likely to pass the bar exam.

- Victor D. Quintanilla et al., *Evaluating Productive Mindset Interventions that Promote Excellence on California’s Bar Exam* (2020)

Costs related to bar preparation are significant and make it more difficult for lower income students to succeed.

- Hong Jiang et al., *A Preliminary Study Looking Beyond LSAT and LGPA: Factors During the Bar Study Period That May Affect Bar Exam Passage* (2019)

Students who work during the bar preparation period, or have financial difficulties, experience greater challenges with bar passage.

- Hong Jiang et al., *A Preliminary Study Looking Beyond LSAT and LGPA: Factors During the Bar Study Period That May Affect Bar Exam Passage* (2019)
- New York State Board of Law Examiners and AccessLex Institute, *Analyzing First-Time Bar Exam Passage on the UBE in New York State* (2021)
- Joshua L. Jackson and Tiffane Cochran, Approaching the Bar: An Analysis of Post-Graduation Bar Exam Study Habits (forthcoming 2021)

Graduates from historically underrepresented groups often face greater difficulties during the bar preparation period, and this was magnified during the pandemic.


Mental health and wellness are factors in bar passage.

- Keith A. Kaufman et al., *Passing the Bar Exam: Psychological, Educational, and Demographic Predictors of Success* (2007)
- Patrick E. Shrout et al., *The Effects of Daily Support Transactions During Acute Stress: Results From a Diary Study of Bar Exam Preparation* (2013)
- New York State Board of Law Examiners and AccessLex Institute, *Analyzing First-Time Bar Exam Passage on the UBE in New York State* (2021)

Debate continues regarding how students with learning disabilities should be accommodated on bar exams.

- Neha M. Sampat and Esmé V. Grant, *The Aspiring Attorney with ADHD: Bar Accommodations or a Bar to Practice* (2013)

The relationship between bar exam cut scores and attorney discipline is debated.

- Robert Anderson IV and Derek T. Muller, *The High Cost of Lowering the Bar* (2017)
There is a correlation between a jurisdiction’s bar exam cut score and its count of licensed minority attorneys.


Debate continues regarding how best to reform attorney licensing.

- Deborah Jones Merritt et al., *Raising the Bar: A Social Science Critique of Recent Increases to Passing Scores on the Bar Exam* (2001)

- Debra Moss Vollweiler, “*They’re Digging in the Wrong Place*: How Learning Outcomes Can Improve Bar Exams and Ensure Practice Ready Attorneys” (2017)
- Deborah Jones Merritt et al., IAALS, *Building a Better Bar* (2020)
- AccessLex Institute, *Raising the Bar* (Spring 2021)

Additional Resources relating to Bar Success may be found in the AccessLex Resource Collections (ARC) Bar Success Collection.
Glossary of Bar-Related Terms

**AASE**: Association of Academic Support Educators
AASE’s mission is to foster and promote the professional development of its members. This will, in turn, enable and encourage research-based teaching methods that enable law students to excel and to reach their full potential—including graduating, passing the bar, and practicing law.

**ABA Disclosures**: The ABA mandates that law schools annually report certain data (admissions, enrollment, financial aid, etc.). The ABA Section of Legal Education and Admissions to the Bar publishes this law school disclosure information here.

**ASP**: Academic Support Program or Academic Success Program. These programs vary widely in law schools and provide academic as well as nonacademic support to at-risk law students (and sometimes to entire student population). ASP is the term used for both the program and the professionals (sometimes faculty, but usually staff or administrative positions) who run the programs. Some schools separate ASP and Bar Success, while others join these efforts under one umbrella.

**At-risk**: Students who are in danger of not succeeding in law school or not passing the bar exam upon graduation. Schools use different measures for what constitutes “at-risk,” many having a LGPA cut off (for example, everyone below 2.8 after their first semester might be deemed “at-risk”). Some schools identify incoming law students as “at-risk” based on incoming indicators such as lower LSAT or UGPA score.

**Bar Examiner**: A publication of the NCBE that focuses on bar admissions and legal education.


**Character and fitness**: All U.S. jurisdictions evaluate prospective attorneys’ backgrounds to ensure that they have the moral character required to practice law. Definitions of character and fitness, along with the processes for evaluating them, vary from jurisdiction to jurisdiction. Some jurisdictions use the services of the NCBE for character and fitness.

**Cut score**: The minimum passing score on the bar exam in a jurisdiction. Cut scores are policy decisions, ideally based on input from psychometricians as well as content experts. See Michael T. Kane and Joanne Kane, *Standard Setting 101: Background and Basics for the Bar Admissions Community* (2018).

**Daniel Webster Scholar Honors Program**: Alternative (non-bar exam) attorney licensing path in New Hampshire focused on experiential learning and practice skills.

**Diploma privilege**: Alternative attorney licensing path based on graduation from law school, rather than passing a bar exam. Currently Wisconsin is the only state that offers diploma privilege (and only to graduates of Wisconsin schools). Some jurisdictions granted temporary diploma privilege to certain graduates in response to the 2020 COVID pandemic.

**Equating**: For any examination that is administered in different forms on a recurring basis, there will be slight differences in the difficulty of each administration. Equating is a statistical procedure used to adjust scores to ensure that test-takers are not unfairly penalized (or advantaged) by the difference between the difficulty of the form that was administered to them and previous forms. See Mark A. Albanese, *Equate the MBE* (2015). See also scaling.

**Facial recognition software**: Software used for identity verification and required by some jurisdictions administering online bar exams.

**LGPA**: Law School Grade Point Average

**LRW**: Legal Research and Writing
LSSSE: Law School Survey of Student Engagement. Organization that provides research products and services centered on the study of the law student experience.


MEE: Multistate Essay Examination. Three-hour examination, consisting of six 30-minute essay questions, created by NCBE and administered by participating state bar examiners.

Minimum competence: The threshold level of knowledge, skills, and traits that every lawyer should possess. There are multiple definitions of minimum competence; some emphasize a particular body of knowledge of the law, while others emphasize particular research, writing, and advocacy skills. Recent studies, including IAALS’s Building a Better Bar and NCBE Testing Task Force’s Practice Analysis, have attempted to more concretely define minimum competence.

MPRE: Multistate Professional Responsibility Examination. Standardized two-hour, 60-question multiple choice examination for admission as an attorney at law. Prerequisite or co-requisite to the bar examination. Questions are based on the ABA Model Rules of Professional Conduct and the ABA Model Code of Judicial Conduct, as well as controlling constitutional decisions and principles, and in procedural and evidentiary rules.

MPT: Multistate Performance Test. Three-hour examination, consisting of two 90-minute lawyering tasks (such as writing a memo or brief), created by NCBE and administered by participating state bar examiners.

NCBE: National Conference of Bar Examiners. NCBE is a not-for-profit organization that works with other institutions to develop, maintain, and apply uniform standards of education and character for eligibility for admission to the practice of law. NCBE assists bar admission authorities by providing standardized examinations to nearly every jurisdiction in the United States. Current tests that NCBE provides are the MBE, MEE, MPRE, MPT, and UBE.

NextGen Bar Exam: NCBE’s project to design and implement a redesigned bar exam by 2025.

State examinations: Exams that a state bar applicant must pass in addition to the exams created by the NCBE. For example, in addition to passing the Uniform Bar Exam (UBE), New York Bar Exam candidates must also take the New York Law Course (NYLC) and pass the New York Law Exam (NYLE).

Reliability: In the bar context, this is used to describe consistency of scores for different administrations. The bar exam’s reliability is the degree to which “scores for a group of examinees would be consistent over multiple (theoretical) testing sessions.” See also validity.

Scaling: A statistical procedure used by most U.S. jurisdictions to adjust the scores assigned by the scorers (the “graders”) of the written portions of a bar exam. NCBE recommends that jurisdictions scale their written scores to the MBE and also offers such scaling as a service to jurisdictions. See Mark A. Albanese, Scaling: It’s Not Just for Fish or Mountains (2014). See also equating.

Supervised practice: An alternative approach to attorney licensure in which recent law school graduates practice law under the supervision of a barred attorney.
**UBE:** Uniform Bar Exam. The Uniform Bar Examination (UBE) is coordinated by NCBE and is composed of the Multistate Essay Examination (MEE), Multistate Performance Test (MPT), and the Multistate Bar Examination (MBE). It is uniformly administered, graded, and scored by user jurisdictions and results in a portable score that can be transferred to other UBE jurisdictions.

**UBE portability:** Examinees who take the UBE earn a **portable score** that can be transferred to seek admission in other UBE jurisdictions.

**UGPA:** Undergraduate Grade Point Average

**U.S. News & World Report:** Media company that publishes rankings of colleges, law schools, and other educational programs.

**Validity:** “The extent to which a test measures what it purports to measure, and the degree to which evidence and theory support the interpretations of test scores for particular uses.” The validity of a test is “the degree to which evidence and theory support the interpretation of test scores for proposed uses.” Am. Educ. Rsch. Ass’n, Am. Psych. Ass’n, and Nat’l Council on Measurement in Educ., Standards for Educational and Psychological Testing 11 (2014). The determination of validity requires the input of both psychometricians and content experts (legal educators and legal professionals, in the case of the bar exam). See also reliability.

Additional Resources for Legal and Law School Terminology
https://www.law.gmu.edu/library/guides/glossary
Jason Scott is a Senior Research Methodologist at AccessLex Institute.

In addition to regular updates to resources such as Analytix, XploreJD, and the Legal Education Data Deck, AccessLex has several research projects underway or recently completed. Below are some highlights.

AccessLex/LSSSE Bar Exam Success Initiative. Phase 1, a study of what factors affect students’ academic and bar success was published as a working paper in March and presented at the AERA Annual Conference in April. The chief finding from that report is that law school GPA improvement is associated with greater odds of passing the bar exam. Phase 2 of the initiative began earlier this year and investigates the extent to which changes in “student engagement” relate to academic and bar success and whether improvements in undergraduate GPA are associated with greater academic success.

Nevada Bar Exam Study. Partnering with the University of California-Hastings College of Law, the Nevada Board of Bar Examiners, the State Bar of Nevada, and the Nevada Supreme Court, we are investigating whether bar exam scores are associated with levels of “lawyering effectiveness.” In September, we will begin distributing surveys to lawyers who were admitted to the Nevada Bar between 2014 and 2019, asking them for a brief self-assessment and to provide contact information for those that would be able to provide a review of their skills. More information about the study can be found here.

Predicting Law Schools’ Bar Success. In two separate projects, we are using ABA 509 and bar outcomes data to (1) explore whether changes in attrition and transfer rates are associated with changes in school bar pass rates, as suggested by Professor Bahadur and his coauthors; and (2) create a regression model that reliably predicts a school’s bar passage rate differential to produce a measure of each school’s “value added,” which can be updated annually.
Selected Recent Publications

- David Adam Friedman, *Do We Need a Bar Exam...For Experienced Lawyers?*, 12 U.C. IRVINE L. REV. (forthcoming 2022).

Selected Recent Posts and Podcasts


Please email RTB@accesslex.org with recent and forthcoming bar-related publications, posts, and podcasts to be included in future issues of Raising the Bar.
CONFERENCE CORNER

Recordings and Slides from Past Events

• Leveraging Student Engagement to Maximize Student Success, AccessLex (Jan. 26, 2021)
• Law & Leadership Conference, BYU Law School (Jan. 29, 2021)

Upcoming Events

• American Association of Law Libraries Virtual Conference (July 19–23, 2021)
• Southeastern Association of Law Schools Annual Conference (July 26–Aug. 1, 2021)
• Online & Hybrid Learning Pedagogy University of Denver Sturm College of Law (Sept. 30–Oct. 2, 2021)
• AccessLex Legal Education Research Symposium (Nov. 1, 2021)
• LexCon ’21 Financial Capability and Student Success Conference for Graduate and Professional Administrators, AccessLex (Nov. 2, 2021)
• Association for the Study of Higher Education Conference (Nov. 3–6, 2021)

INFORMATION ABOUT THE BAR EXAM

General Bar-Related Resources

• Bar Information Guide
• ABA Bar Information for Applicants with Disabilities
• ABA Bar Passage Outcomes
• ABA Statistics
• AccessLex Resource Collections: Bar Success
• LibGuides
• Bar Exam Results by Jurisdiction
• NCBE Bar Exam Fundamentals for Legal Educators
• Collaboratory on Legal Education and Licensing for Practice

Updates from the NCBE’s Testing Task Force

• Testing Task Force Blog
• Testing Task Force Reports
• Testing Task Force Presentations

Please email RTB@accesslex.org about upcoming bar-related conferences.
GRANTS AND SCHOLARSHIPS

For Law Students

- AccessLex Law School Scholarship Databank
- ABA Scholarships and Financial Aid
- ABA Grants for Law Students
- MAX by AccessLex®

For Legal Educators and Researchers

- AccessLex Grant Programs
- American Association of Law Libraries (AALL)

OTHER ASP AND BAR SUCCESS RESOURCES

- The Bar Examiner
- The Learning Curve
- CALI Lessons

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Sara J. Berman, Founder and Senior Editor
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Rob Hunter, Staff Editor

Please email RTB@accesslex.org with information about resources for faculty and students in your jurisdiction.