



Bar Prep as a Balancing Act:

The Process, Pitfalls, and Payoffs of
Juggling Multiple Commercial Bar
Review Resources

Executive Summary

AccessLex Institute® undertook a study to understand how Spring 2025 law graduates leveraged commercial bar review resources to prepare for the July 2025 bar exam. Across three surveys administered in April 2025, August 2025, and January 2026, we explored the graduates' intended and actual use of commercial bar review resources, their approaches to allocating time among bar review resources, and whether those approaches resulted in bar exam success. The data yield a few key observations:

- **Nearly all respondents used a commercial bar review course in combination with one to three supplemental resources**, ramping up the number of hours they spent studying as they approached the bar exam.
- **Graduates most often reported choosing supplemental resources to fill a perceived gap in their commercial bar review course or preparation experience.** MBE question banks were the most popular and valued supplemental resource among survey respondents.
- **While most graduates reported they would use the same commercial bar prep course if they could do it all over again, many did not report the same for certain supplemental resources.** MBE question banks, study aids, and paper outlines/one-pagers were more likely to be reused than flashcards and tutors.
- **Using more than one commercial bar review course has a negative relationship with first-time bar passage**, while using a comprehensive course in combination with at least one supplemental resource has a slightly positive relationship with bar passage. Neither relationship is statistically significant when controlling for other factors. On the other hand, **the percentage of course completion has a positive, statistically significant relationship with bar passage.**
- **Most graduates who used more than one commercial bar review course would not recommend the same strategy to others.** Overall, most respondents advise using one commercial bar review course in combination with one or two supplemental resources.

These findings are based on a subset of law graduates who registered for online education services available from AccessLex Institute and are not representative of the full population of Spring 2025 law graduates. However, these respondents' perspectives offer valuable insight into how recent law graduates select and use commercial bar review resources. Overall, our findings suggest that a focused approach to bar prep could be more advantageous to first-time bar passage than one that deviates too far from the study plan of a single commercial bar review course.

Background and Introduction

Every year, law graduates leverage commercial bar preparation materials to guide them through the daunting task of preparing to take the bar exam for the first time. While there are full-service bar preparation courses that provide examinees with a schedule, curricula, practice questions, grading, and study aids, many graduates choose to use additional bar prep resources beyond those included in a comprehensive bar review course. This report summarizes how Spring 2025 law graduates navigated these bar study materials, with a special interest in the extent to which their use of additional resources influenced their eventual bar exam outcome on the July 2025 exam. We approached the analysis longitudinally, surveying respondents prior to graduation, after taking the bar exam, and after receiving their bar exam results. Where possible, we provide comparisons over time to show intended and actual bar prep activity, as well as changes in perceptions of bar prep resources and strategies used.

In April 2025, we invited 3L students who were registered with Ask EDNA!® by AccessLex¹ to take part in a survey regarding their knowledge and use of bar preparation resources ahead of the July 2025 bar exam. The initial survey in April 2025 yielded 1,024 responses from graduating 3L law students, the second survey in August 2025 yielded 588 responses from these initial respondents, and the final survey in January 2026 returned 468 responses from those who completed the August survey.

The first survey explored respondents' intentions to use a single bar review course or multiple, as well as their knowledge of bar review course options, intended course completion and time allocation across resources, and confidence in review strategies. The second survey explored respondents' actual bar review course and resource selections, their study habits, and their post-exam perceptions of the bar review resources they used. The third and final survey, deployed in January 2026, explored respondents' bar exam performance and post-exam perceptions of their study strategies. Table A.1 in the Appendix summarizes information about respondents to each survey, including their demographic profile, academic performance, and law school region.

Of primary interest to the present study is whether law school graduates are using one comprehensive course, multiple courses, or a combination of courses and resources to prepare for the bar exam, and the extent to which each strategy correlates with bar exam passage. **Throughout the report we refer to those using only one comprehensive bar review course as *single-course users*, those using more than one course as *multi-course users*, and those who combine a course with supplemental resource(s) as *synthesizers*.** We are also interested in broadly exploring how students prepared for the bar exam, and whether those strategies had measurable benefits. We therefore investigate the following research questions:

RQ1: To what extent did graduates use multiple resources compared to a single course to prepare for the bar exam?

RQ2: Who or what influenced bar prep resource selection among recent graduates?

¹ Ask EDNA!®, the Education Network at AccessLex, is a free, online platform for prospective and enrolled law students that provides a suite of lessons and resources related to admissions, personal finance, student success, and bar success.

RQ3: How well did graduates manage their time and stick to their comprehensive bar review course plan? Does this vary by the number of resources used?

RQ4: How confident did graduates feel about their bar prep strategies and resources before and after receiving their bar exam results?

RQ5: Did the number of bar prep resources used influence first-time bar passage?

RQ6: To what extent did time management and bar review course compliance influence first-time bar passage?

We conclude with a summary of respondents' recommended strategies for bar prep and their advice to current 3Ls who are preparing for the bar exam.

Findings

Selection and Use of Commercial Bar Prep Review Resources

When analyzing respondents who sat for the bar exam and completed the August survey, we find the vast majority of survey respondents reported using a commercial bar review course (e.g., BARBRI, Helix Bar Review, Kaplan, Themis). Of 588 respondents, all but one used at least one commercial bar review course. Table 1 disaggregates these respondents by user type – single course users, synthesizers, multi-course users – and indicates if their law school provided the comprehensive bar review course used. Only 16 respondents (3%) reported using more than one comprehensive commercial bar review course, and all 16 also reported using at least one supplemental resource. In fact, most respondents (93%) across all user types reported using supplemental resources to prepare for the bar exam (see Figures 1 and 2)². By far, the most common supplemental resource used was an MBE question bank. Many respondents also used paper-based flashcards or attack outlines and one-pagers.

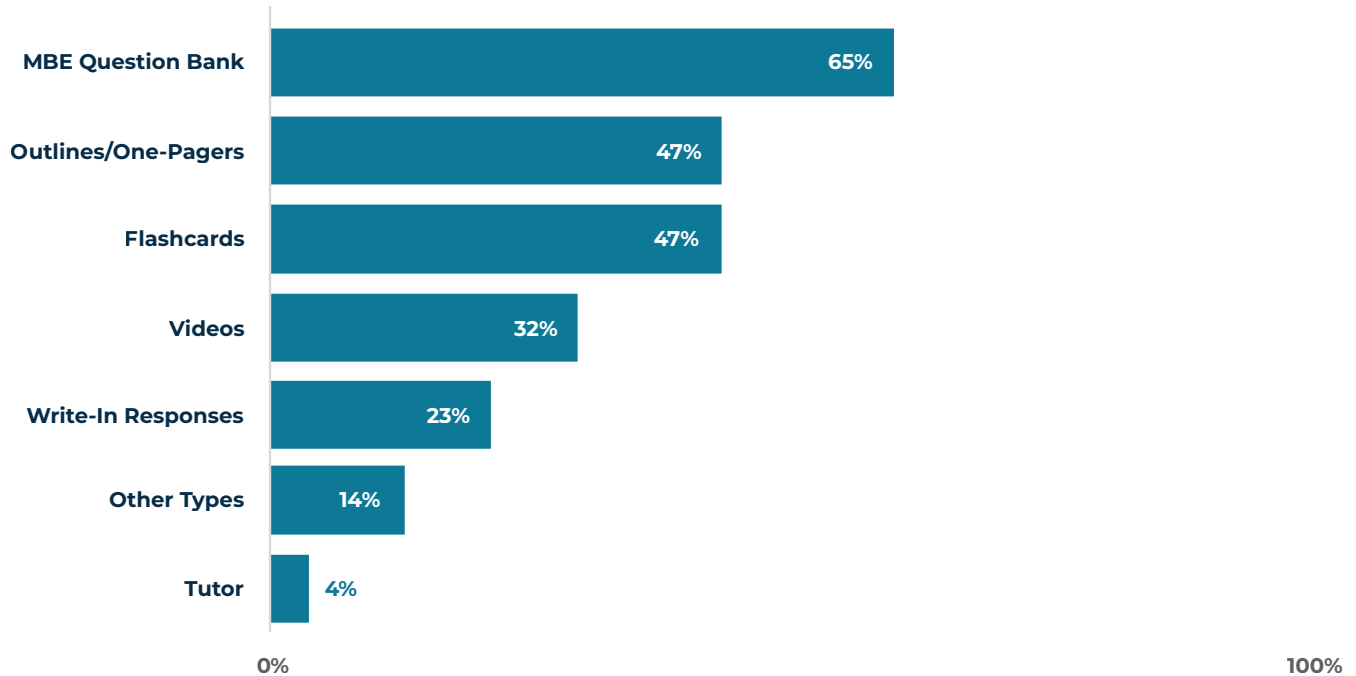
Table 1. The Majority of Synthesizers and Multi-Course Users Used a Bar Review Course Offered by Their Law School

	Single-course users		Synthesizers		Multi-course users	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Used school course	17	44%	312	83%	13	81%
Did not use school course	22	56%	62	17%	3	19%

Note: This table is based on data from the August 2025 survey. Only those who used a commercial bar review course or attended a school that partnered with a commercial bar review course are included in the counts.

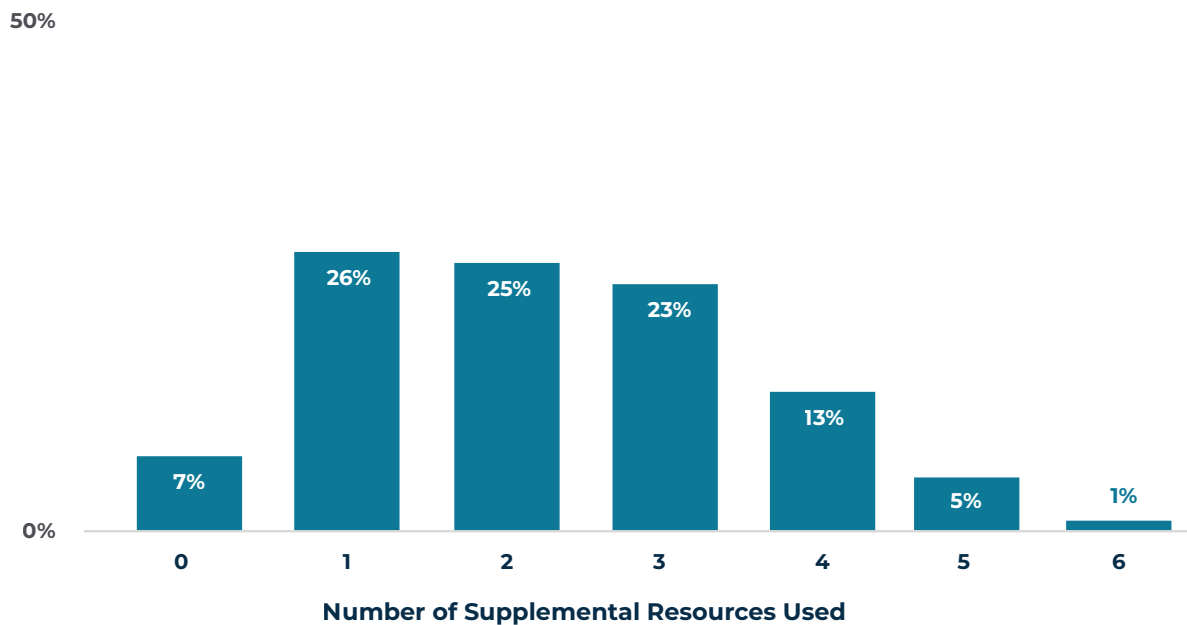
² Respondents were first asked to report on their use of a comprehensive bar review course, then asked to select which additional supplemental resources, if any, they used. Because some supplements are included and embedded within comprehensive bar review courses, some respondents may have misinterpreted the question and reported use of built-in supplements. Generally, students are advised to use supplemental resources offered via their comprehensive bar review course rather than adding on resources from other providers.

Figure 1. Percentage of Respondents Who Used Each Supplemental Resource to Study for the July 2025 Bar Exam



Note: This figure is based on data from the August 2025 survey.

Figure 2. Number of Supplemental Resources Used by Respondents to Study for the July 2025 Bar Exam

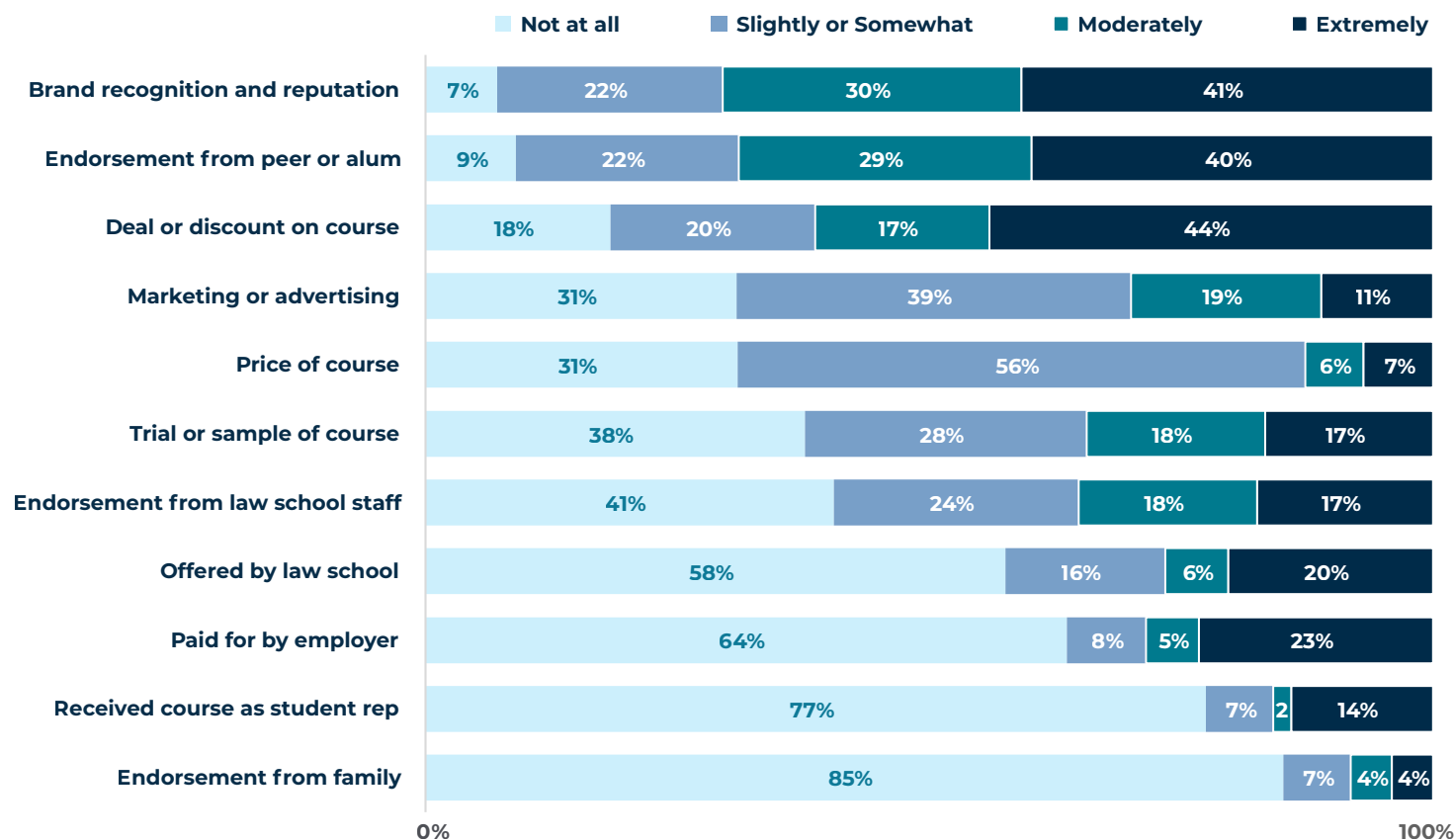


Note: This figure is based on data from the August 2025 survey.

Overall, the 2025 law school graduates in our sample approached the bar exam in similar ways, adjusted for their individual learning preferences. Nearly all respondents used one comprehensive bar review course along with one to three supplemental resources, with no clear distinguishing factor between those who used more or fewer resources. The number of courses or supplemental resources used varied little by graduates' employment status during the review period, their race, gender, or first-generation status.

Drivers of commercial bar review course selection suggest that graduates thoughtfully deliberate on their options, most often considering discount offers, brand recognition and reputation, and reviews from peers and alumni (Figure 3). Reviews from law school staff were also important, with 35% of respondents indicating a staff endorsement was moderately or extremely influential to their selection. Fewer respondents indicated that having a course paid for by their employer or offered by their law school was extremely or moderately influential, with over half indicating these factors had no bearing on their choice. Input from family was most often reported as not at all influential.

Figure 3. Sources and Levels of Influence in Comprehensive Bar Review Course Selection



Note: This figure is based on data from the August 2025 survey.

Most, if not all, commercial bar review courses include practice materials. So why would graduates add supplemental materials to their course of study? The most common reason reported among respondents was the desire for additional practice materials. Table 2 shows the most frequently selected reasons, in descending order, for adding supplemental resources. Interestingly, while peers were a frequently cited source of influence for comprehensive bar review course selection, they had no bearing at all on the decision to add on supplemental materials.

Table 2. Reasons for Selecting Supplemental Bar Review Resources

	<i>n</i>	%
Wanted additional practice materials	391	66
Wanted additional memorization tools	280	48
Wanted additional substantive explanation	253	43
Got free access to another resource	234	40
Wanted a break from my primary bar review course	166	28
Did not feel confident in my course	91	15
Other (e.g., received a discount, AI recommended specific materials)	18	3
Heard from a friend that another resource was really helpful	0	0

Note: This table is based on data from the August 2025 survey. Only those who used a commercial bar review course or attended a school that partnered with a commercial bar review course are included in the counts.

Bar Preparation Plans and Follow-Through

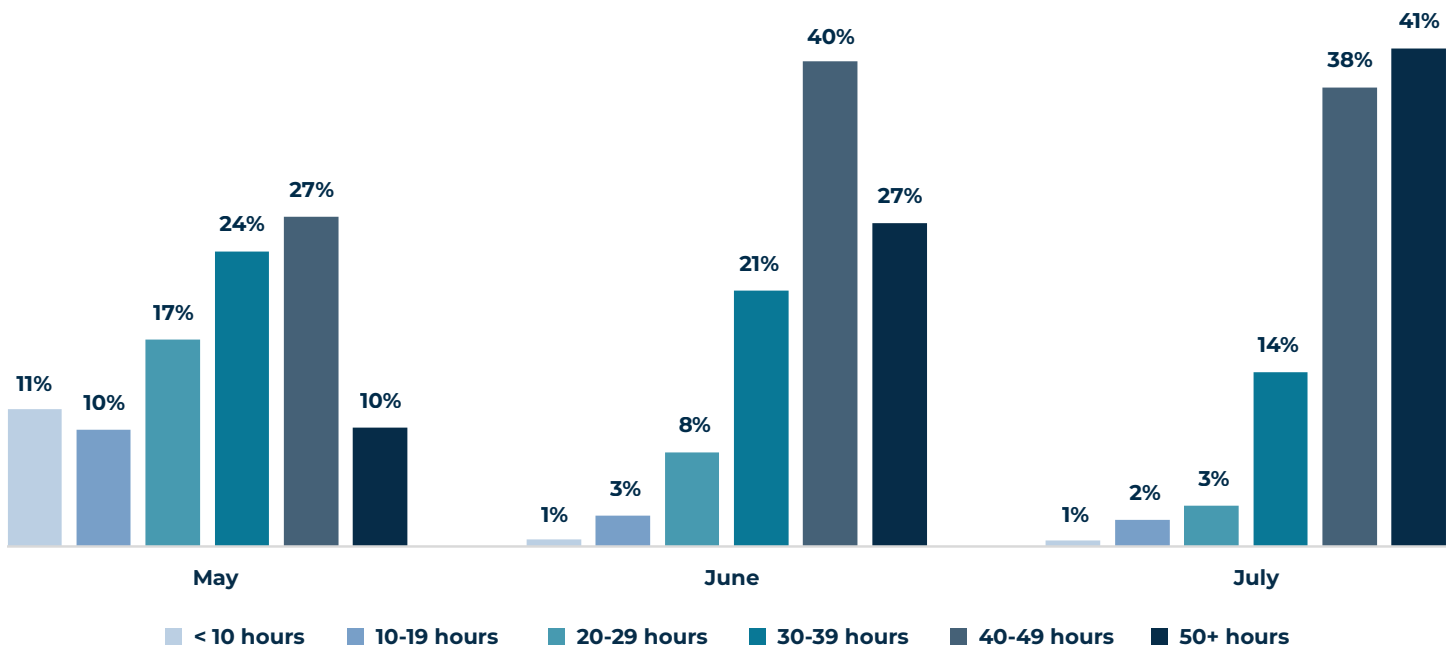
Our study also sought to understand the extent to which graduates followed through on their pre-graduation bar review plans, as well as how they managed their time while preparing for the bar exam, particularly when using multiple bar review resources.

When comparing the August 2025 survey respondents' answers to their initial survey responses, we find that of the 16 multi-course users, nine initially reported an intent to use only one course on the April 2025 survey. The remaining seven individuals followed through on their initial plans to use more than one commercial bar review course.

On average, graduates – both single and multi-course users – dedicated 81% of their study time to their primary commercial bar review course and the remaining 19% to their supplemental resource(s). On our initial survey, multi-course users planned to allocate a larger proportion of their time to an apparent primary course and a smaller proportion of time to a secondary course rather than distribute their time evenly between both courses. Typically, multi-course users planned to allocate around 60–80% of their time to a primary course, and the remainder to their secondary course and supplemental resources.

Figure 4 shows the average number of hours respondents spent studying each week leading up to the July 2025 bar exam. While most respondents (63%) studied fewer than 40 hours per week during the month of May, many ramped up their weekly study commitment as they approached the bar exam, studying 40 hours or more per week in June and July.

Figure 4. Average Weekly Hours Spent Studying Each Month



Note: This figure is based on data from the August 2025 survey.

The observed ramp up in study hours from May to July is a likely contributor to the comprehensive bar review course completion rates observed among the August 2025 survey respondents. Among this group, the average intended course completion percentage was 94% on the initial survey, suggesting very high expectations for study plan compliance among the group. Although the average actual course completion percentage was slightly lower at 85%, this reported completion rate is still relatively high. The jump to 41% of respondents reporting an average of 50 or more hours per week in July could be attributable to those who were particularly motivated to complete as much of the course as possible in the final stretch.

When we examine course completion by the number of resources used, slight differences emerge. As shown in Table 3, the intended and actual percentage completion of the bar review course decreases as the number of resources used increases. This trend is intuitive, since students who use more bar review resources naturally have less time to devote to each individually. Nonetheless, the average course completion among respondents who used more than one course or more than one resource is only slightly lower than that of synthesizers.

Table 3. Comparison of Intended and Actual Bar Prep Course Completion Among Single-Course Users, Multi-Course Users, and Synthesizers

	Intended Course Completion April 2025			Actual Course Completion August 2025			N
	Mean (SD)	Min	Max	Mean (SD)	Min	Max	
Single course users	96% (7%)	80%	100%	88% (14%)	22%	100%	39
Synthesizers, one supplemental resource	95% (8%)	61%	100%	86% (14%)	25%	100%	148
Synthesizers, more than one supplemental resource	93% (8%)	67%	100%	85% (16%)	1%	100%	385
Multi-course users	90% (12%)	64%	100%	84% (14%)	46%	100%	16
Overall	94% (8%)	61%	100%	85% (15%)	1%	100%	588

Given the importance of thoughtfully and steadily completing as much of the comprehensive bar review course as possible, our initial survey identified and questioned respondents who only planned to complete 60% or less of a bar review course. Among the 59 respondents (6%) in this group, which included all user types, the most commonly noted reasons for completing less than 60% related to using the course as more of a supplement, specifically:

- Using the course primarily for extra MBE questions (58%);
- Using the course primarily for additional graded essay/practice test feedback (56%); and
- Using the course to supplement some other element of the primary course (49%).

Considering the high average course completion rate among respondents, it is no surprise that most reported following the prescribed plan of their bar review course. The majority of graduates who completed the August survey mostly (60%) or completely (18%) followed the course study plan. Additionally, 16% reported moderately following the plan, with only 5% slightly following the plan, and 1% not following the plan at all.

Overall, graduates in our sample followed a reasonable study strategy leading up to the July 2025 exam. Although some graduates customized their study strategy with multiple resources, they still largely followed a streamlined bar review program by focusing on a primary course, using supplemental resources as needed, remaining consistent in their hours spent studying each week, and complying with a single study plan to achieve their best chance of success. While respondents who used a greater number of resources had less time to devote to each one, they still largely followed the plan of their primary bar review course.

Perceptions of Bar Prep Strategies and Resources Before and After the Exam

Given the slight variation in how graduates anticipated using bar review resources to prepare for the exam, we examined whether confidence in bar review preparation strategies and bar exam performance varied by resource usage. We also examined levels of confidence in and satisfaction with bar review resources before and after the bar exam. In April, we asked graduates to report their confidence that their approach to bar review would result in a passing score, and, in August, how likely they would be to reuse the same resources if they could do it all over again.

Figure 5 illustrates respondents' pre-exam confidence in their likelihood of bar passage and the success of their planned study strategies, and Figure 6 shows their post-exam confidence in their performance on the three main sections of the bar exam: essay, multiple-choice, and performance test. There are no differences in confidence between multi-course users, single-course users, and synthesizers, hence Figures 5 and 6 include the full sample available. Overall, the participants in our sample tended to be confident in their likelihood of passing the bar exam early on in April, and again on specific areas of the exam when re-surveyed in August.

Figure 5. Ratings of Confidence in Bar Prep Strategy and First-Time Passage, April 2025 Survey

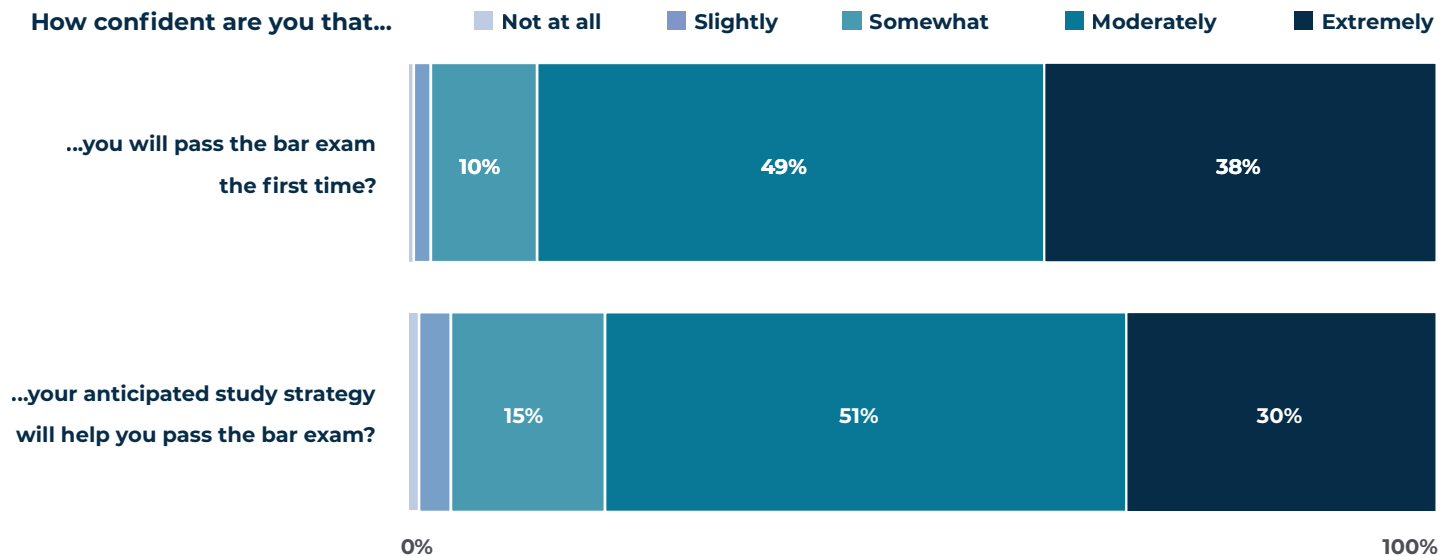
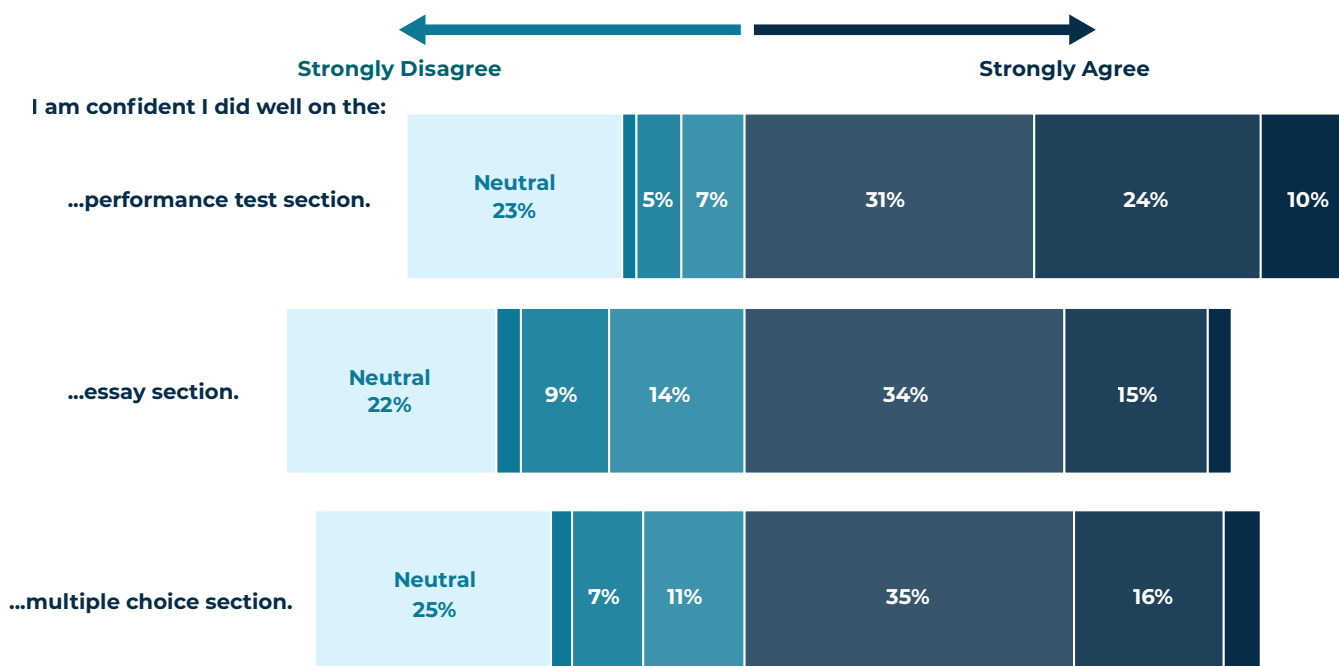


Figure 6. Ratings of Confidence in Bar Exam Performance by Section, August 2025 Survey



Irrespective of their study approach, respondents remained committed to their study strategy, even after receiving their bar exam results. A large majority (80%) indicated they would use the exact same strategy if they could do it all over again. This finding does not differ between single course users, multi-course users, or synthesizers, but does differ depending on the bar exam result. As evidenced in Table 4 below, those who passed the bar exam were disproportionately more likely to say they would reuse their same strategy, and those who failed the exam were more likely to say they would use a different strategy if they could start over.

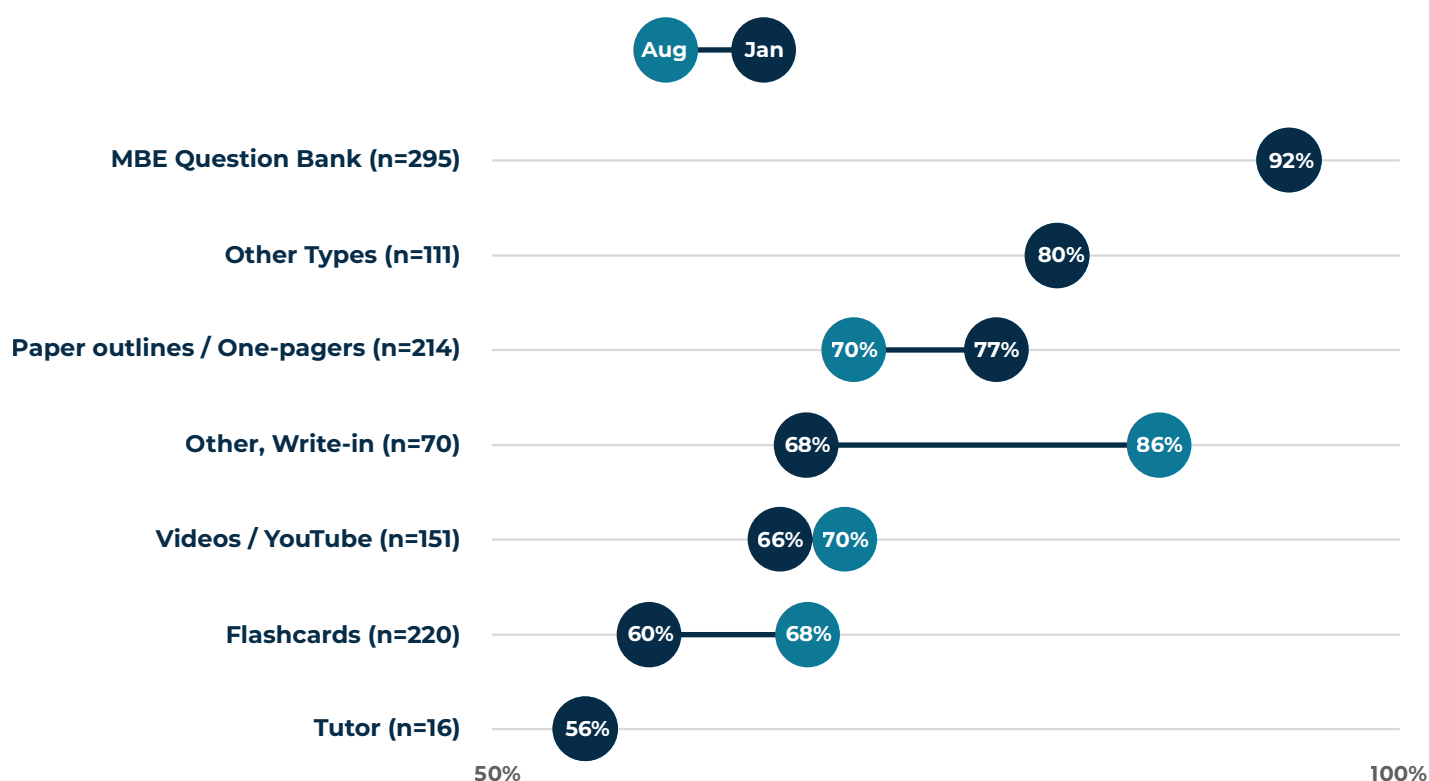
Table 4. Respondents Who Would Keep or Change Their Bar Review Strategy, Compared by Bar Result

	Did not pass the bar exam (n = 42)	Passed the bar exam (n = 426)
Would change their strategy	40%	19%
Would keep their strategy	60%	81%
$\chi^2 = 9.67, p = .002$		

Overall, respondents were confident in their chosen comprehensive bar review course. When surveyed after the bar exam and before receiving their results, most respondents said they were somewhat (34%) or very likely (41%) to reuse their comprehensive bar review course. Only 11% said they were somewhat or not at all likely to reuse the same course. After receiving their bar exam results, the majority would still reuse the same review course, with 68% reporting they were very likely to do so, and 20% reporting they were somewhat likely to do so. Only seven percent of respondents said they were somewhat or not at all likely to reuse the same course again.

Average confidence in supplemental resources before and after receiving exam results remained high as well but varied by type. Figure 7 compares the likelihood of supplemental resource reuse among January 2026 respondents who also completed the August 2025 survey. Confidence in paper outlines and one-pagers rose, while confidence in flashcards, videos, and write-in supplemental resources declined slightly. For MBE question banks, tutors, and other types of supplemental resources, confidence before and after exam results remained the same. These results suggest that certain types of supplemental resources may offer a better return on the time and money invested in their use. For instance, utilizing MBE question banks might be a wiser investment than engaging a tutor or flashcards.

Figure 7. Respondents Likelihood of Reusing a Supplemental Resource to Prepare for the July 2025 Bar Exam



Note: This table is based on data from the August 2025 and January 2026 surveys. Only respondents who reported using the supplemental resources in August and also completed the January survey are included in the counts.

Impact of Preparation Strategies on Bar Passage

Using multiple bar review resources is a balancing act that could either enhance exam preparation or complicate an already demanding study schedule. Each comprehensive bar review course is designed to provide sufficient preparation if completed in full, so adding on resources could disrupt a streamlined study plan. Considering the potential advantages and drawbacks of using more than one resource, we assessed whether bar passage results differed among single course users, multi-course users, and synthesizers. To conduct this analysis, we use a chi-square test of independence, which is a simple test that determines whether there is a statistically significant association between two categorical variables – in this case, bar passage and multi-course usage. The test itself compares observed frequency counts to expected frequency counts in each cell. These contingency tables are laid out in Tables 5–7 below.

Overall, our final sample had a relatively high bar passage rate. This could be due to response bias – those who remained engaged in our longitudinal study and completed all three surveys may have been more likely to pass the exam than those who did not complete the August 2025 and January 2026 surveys. Nonetheless, our findings suggest that using multiple bar review resources is less effective than using a single course. Graduates who split their time among two or more full bar review courses passed the bar exam at lower rates than those who focused on one course, and this relationship was statistically significant. However, this is not true of those who split their time between a bar review course and supplemental resources. These graduates were just as likely to pass the bar exam as those who only focused on a single bar review course.

Table 5. Percentage of Graduates Who Passed and Did Not Pass the Bar Exam by Number of Bar Review Courses Used

	Did not pass the bar exam (n = 42)	Passed the bar exam (n = 426)
Single bar review course	88%	98%
Multiple bar review courses	12%	2%
$\chi^2 = 12.27, p = .002$		

Table 6. Percentage of Graduates Who Passed and Did Not Pass the Bar Exam by Number of Supplemental Resources Used

	Did not pass the bar exam (n = 42)	Passed the bar exam (n = 426)
Zero supplemental resources	2%	7%
One supplemental resource	26%	26%
Two supplemental resources	12%	27%
Three supplemental resources	33%	21%
Four supplemental resources	17%	13%
Five supplemental resources	10%	5%
Six supplemental resources	0%	1%
$\chi^2 = 9.37, p = .13$		

Table 7. Percentage of Graduates Who Passed and Did Not Pass the Bar Exam by Combination of Courses and Supplements Used

	Did not pass the bar exam (<i>n</i> = 42)	Passed the bar exam (<i>n</i> = 426)
Zero supplemental resources	45%	49%
One supplemental resource	55%	51%
$\chi^2 = 0.097, p = .76$		

To further our analysis of the relationship between resource usage and bar passage, we conducted binomial logistic regression analyses. These allow us to account for other factors that could influence the bar passage outcome, such as the number of hours worked during bar review, the percentage of time allocated to the primary bar review course, and the bar review course completion percentage. Where possible, we also controlled for participant academic performance (final UGPA, highest LSAT score, final LGPA) and demographics (race, gender, and age).

We compare two regression models to capture the full picture of resource usage. The first model uses a predictor indicating whether the respondent used more than one bar review course, and an additional variable that indicates the number of supplemental resources that respondent used. The second model uses a predictor that indicates whether the respondent used a combination of at least one bar review course and any number of supplemental resources. We compare the results of these two models to determine if either bar prep approach yields a higher likelihood of bar passage than the other. The findings of these models can be found in Table A.2 in the Appendix.

In the first model (Multi-Course Usage Model in Table A.2), we find that using more than one comprehensive bar review course is associated with lower odds of bar passage, though this relationship is not statistically significant. More specifically, we find that someone who has used more than one course is 13 percentage points less likely to pass the bar exam than someone who used one course (84% compared to 97%, respectively). Of note is that despite the drop in likelihood of bar success, both multi- and single-course users have a fairly high likelihood of passing the bar. In contrast, the number of supplemental resources used has a small, positive relationship with bar success; however, this relationship is not statistically significant. We find that an increase from using one supplemental resource to six supplemental resources (the maximum) results in no change in bar passage likelihood (93%, regardless). Again, among our sample, respondents who did or did not use supplemental resources both have a high likelihood of success.

In the second model (Course and Supplemental Usage Model in Table A.2), we find that combining at least one bar review course with at least one supplemental resource has a very small, positive relationship with bar passage; however, the relationship is not statistically significant. Compared to using a single bar review course without supplemental resources, using at least one bar review course and at least one supplemental resource only results in an increase of two percentage points in bar passage likelihood (96% and 98%, respectively). Again, respondents who did or did not combine resources both have a high likelihood of success among our sample.

We also examined how other variables – such as the percentage of bar review course completion, hours worked during bar prep, and percentage of time allocated to the primary bar review course – influenced bar passage among survey respondents. Of these variables, only the bar review course completion percentage is statistically significant. A student who completes 85% of their bar review course (the average among our sample) has a likelihood of first-time bar passage of 92%. Comparatively, a student who completes:

- 40% of their bar review course has a 47% likelihood of bar passage.
- 55% of their bar review course has a 68% likelihood of bar passage.
- 70% of their bar review course has an 83% likelihood of bar passage.
- 100% of their bar review course has a 97% likelihood of bar passage.

We find that hours worked during the bar review period have essentially no association with bar passage odds. However, only 29% of our bar takers worked during the bar review period overall, with most working 20 or fewer hours per week and the remainder working 21 to 40 hours per week. Likewise, the proportion of time allocated to the primary bar review course compared to other resources has a non-meaningful relationship with bar passage; however, this may be due to the high completion rate and high bar passage rate of our survey sample. We also tested whether compliance with the study plan of the primary comprehensive bar review course impacted bar passage, as well as the number of hours spent studying in May, June, and July. However, none of these variables were statistically significant, and each worsened model fit, leading to their exclusion from the final models.

Reflections on Bar Preparation and Advice for Recent Graduates

Finally, we asked respondents to reflect on their bar review approach. Specifically, we asked what, if anything, they would change about their bar review study strategy, knowing what they know now. Of the response options provided, most respondents selected taking better care of their mental well-being (52%) and physical well-being (48%). Others reported they would have:

- Started preparing for the bar exam earlier (25%);
- Completed more of their comprehensive bar review course (18%);
- Taken advantage of support offered by their comprehensive bar review company (13%); and,
- Taken advantage of support offered by their law school (11%).

Only 18% of respondents shared they would change nothing about their bar review strategy. This is true among multi-course users, single-course users, and synthesizers.

When asked if they would use the same combination of bar review courses and resources if they could start all over again, 60% of respondents overall reported they were very likely to do so, compared to 50% of multi-course users, 64% of single course users, and 60% of synthesizers.

We also asked respondents to share which bar study strategy they would recommend to others. As shown in Table 8, strategy recommendations vary among user types. Of note is that most of the small contingent of multi-course users would recommend selecting only one bar review course, and over a third of single-course users would recommend using one-to-two supplemental resources in addition to a single bar review course. Synthesizers were most satisfied with their approach, with 80% recommending their exact strategy to others preparing for the bar exam.

Table 8. Bar Preparation Strategy Recommendations by Bar Review Course and Supplement Use

	Select 1-2 bar review courses and 1-2 added resources	Select 1-2 bar review courses and no added resources	Select one bar review course and 1-2 added resources	Select one bar review course and no added resources	Use any number of courses and resources needed	Other (please specify)
Multi-course user	8%		58%	17%	17%	
Single-course user			38%	56%	6%	
Synthesizer	1%	< 1%	80%	11%	6%	2%
All respondents	1%	< 1%	76%	15%	6%	1%

Finally, the survey invited participants to share open-ended advice they would offer current 3L students planning for bar review. Most responses stressed three common themes: effective time management, self-care, and the importance of practice items. Specifically, respondents advised starting bar review as soon as possible, treating bar preparation like a full-time job and taking it very seriously, maintaining physical and mental health, and practicing both MBE questions and essay questions as often as possible. Respondents also offered general words of support, encouraging students to believe in their abilities, keep persisting, and take as many breaks as possible. Overall, the advice emphasizes getting an early start on bar prep to allow more time for processing the bar review material and making space for rest.

Conclusion

This exploratory study of bar review strategies finds that most recent graduates taking the bar exam for the first time use one comprehensive bar review course in combination with one or more supplemental resources. Further, most would recommend this approach to current 3Ls even after receiving their bar exam results, demonstrating the general popularity of supplementing bar review with at least one resource. The results also suggest that those who opt to use more than one comprehensive bar review course gain little in doing so; our analysis finds multi-course users passed the bar exam at lower rates than single-course users and synthesizers but nonetheless achieved a high pass rate overall.

While the synthesizer approach is most common and recommended among this group of respondents, our results also confirm the tradeoffs of layering on multiple bar review resources. Multi-course users and synthesizers tend to complete less of their primary comprehensive bar review course than those who use one course alone, although these differences are slight. As most respondents advise, starting bar preparation early and managing time effectively can enable graduates to create more space for other priorities, such as wellness, practice questions, or any other supplemental bar review materials they might need to best position themselves for bar passage.

Based on these results, those advising and supporting graduating 3Ls with bar preparation should continue encouraging a focus on one comprehensive bar review course while helping students thoughtfully evaluate the use of additional resources. Although many respondents turned to supplemental materials for extra practice, our findings do not suggest that adding resources improves the likelihood of bar passage. On the other hand, completing a greater percentage of the primary bar review course is clearly associated with a higher likelihood of passing the bar exam, and using more than one comprehensive bar review course is less effective than committing to one. Despite these findings, some students may feel compelled to use supplemental resources to address gaps in their bar readiness. In those instances, advisors can emphasize use of a single bar review course as the best approach while helping students strategically consider supplements that will support – rather than compete with – the primary course.

APPENDIX

Table A.1. Respondent Information

	Population	April 2025 Survey	August 2025 Survey	January 2026 Survey
Race				
Asian or Pacific Islander	10%	9%	11%	11%
Black or African American	8%	8%	7%	7%
Hispanic or Latine	14%	6%	6%	7%
Native American or Alaska Native	<1%	<1%	<1%	<1%
Two or More Races	4%	10%	10%	10%
White	57%	61%	57%	57%
Not Reported	6%	7%	8%	9%
Gender				
Men	42%	25%	27%	26%
Women	56%	68%	65%	66%
Other	1%	2%	2%	1%
Not Reported	1%	5%	6%	7%
First Generation				
College	23%	19%	19%	20%
Law School		84%	85%	84%
Age		$M = 27.8, SD = 4.4$	$M = 27.9, SD = 4.3$	$M = 27.9, SD = 0.3$
Undergraduate GPA	$M = 3.6, SD = 0.2$	$M = 3.7, SD = 0.3$	$M = 3.7, SD = 0.3$	$M = 3.7, SD = 0.5$
LSAT Score	$M = 159, SD = 7.1$	$M = 160, SD = 7.8$	$M = 160, SD = 7.7$	$M = 160, SD = 7.5$
Law School GPA	-		$M = 3.4, SD = 0.5$	$M = 3.4, SD = 0.5$

Table A.1. Respondent Information

	Population	April 2025 Survey	August 2025 Survey	January 2026 Survey
Law School Class Rank				
Top 10% of Class	-	11%	12%	12%
Between 11% and 25%	-	20%	19%	18%
Between 26% and 50%	-	31%	27%	28%
Between 51% and 100%	-	24%	27%	27%
Not Reported	-	14%	15%	15%
Law School Regional Division	% of Law Schools in Region	% of Respondents in Region		
New England	7%	8%	9%	8%
Middle Atlantic	14%	13%	14%	12%
East North Central	14%	21%	20%	21%
West North Central	8%	6%	6%	5%
South Atlantic	21%	23%	23%	25%
East South Central	6%	6%	6%	5%
West South Central	9%	6%	7%	7%
Mountain	6%	4%	4%	4%
Pacific	13%	12%	11%	11%
Not Reported	2%	1%	1%	<1%
Total		1,024	588	468

Table A.2. Binomial Logistic Regression Output for Bar Passage Models

	Multi-Course Usage - Null Model	Multi-Course Usage Model	Course and Supplemental Usage - Null Model	Course and Supplemental Usage Model
Used more than one comprehensive course	-2.21 *** (0.64)	-1.77 (0.90)		
Number of supplemental resources used	-0.16 (0.12)	0.01 (0.21)		
Used a combination of at least one course and supplemental resources			-0.24 (0.34)	0.57 (0.52)
% of primary bar review course completed		0.06 *** (0.02)		0.06 *** (0.02)
Intended work hours during study period – April survey		-0.02 (0.02)		-0.02 (0.02)
Actual work hours during study period – August survey		0.02 (0.03)		0.02 (0.03)
% of study time allocated to primary course during review		-0.00 (0.02)		0.00 (0.02)
Final UGPA		0.83 (0.69)		0.94 (0.69)
Highest LSAT score		0.09 ** (0.03)		0.11 *** (0.03)
Final LGPA		0.98 ** (0.36)		0.96 ** (0.35)
Race: White		1.20 * (0.57)		1.29 * (0.57)
Gender: Woman		0.14 (0.57)		-0.08 (0.56)
Age		-0.08 (0.05)		-0.10 * (0.05)

Table A.2. Binomial Logistic Regression Output for Bar Passage Models

	Multi-Course Usage - Null Model	Multi-Course Usage Model	Course and Supplemental Usage - Null Model	Course and Supplemental Usage Model
AIC	258.58	156.58	268.60	157.12
BIC	270.90	206.77	276.81	203.44
Log Likelihood	-126.29	-65.29	-132.30	-66.56
Deviance	252.58	130.58	264.60	133.12
Num. obs.	449	351	449	351

Note: *p<.05, **p<.01, ***p<.001