



RAISING THE BAR

EVIDENCE-BASED THINKING ABOUT THE BAR EXAM

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FROM THE DIRECTOR

Raising the Bar is a publication committed to elevating and encouraging research about the bar exam and bar success. Our pursuit of bar success considers the many points law students navigate on the path to the bar exam and the role we all play in directing their safe passage. Presently, we join our law students in navigating uncharted territory, as we all prepare for a new bar exam. To guide us on this path, I thought we should consider how past insights might provide direction. To that end, we have asked three scholars of influential works on bar success to revisit their prior research in light of the NextGen bar exam. In their commentaries, professors Robert Kuehn, Scott Johns, and Benjamin Bratman each reconsider their past research on law school course selection, coursework, and for-credit bar courses as indicators of bar exam success in a NextGen landscape. I believe that you will find their voices and insights encouraging as their perspectives echo our own questions and considerations.

We then turn to two new pieces of research that chart key points on the path to bar success: law school admission and legal skills acquisition. First, AccessLex Institute Senior Research Analyst Andrea Pals examines indicators that often commandeer the admissions process in the name of ultimate bar success. Unsurprising to those of us who travel with students through the three years of law study, Pals' research reveals how admissions credentials provide little insight into bar success when considered in light of actual law school performance. Next Laura Wilcoxon introduces us to a new tool to equip law students for bar success: Critical Legal Research. Wilcoxon explains how this approach requires law students to question and understand the context and process of legal research – thereby equipping them with the metacognitive awareness to better approach study and success on the NextGen bar exam.

Finally, this issue of *Raising the Bar* offers you an instrument to chart your bar exam research agenda: our new Annotated Bibliography of Bar Success Intervention Research. Crafted by our Research Programs Librarian, Fletcher Hiigel, this resource organizes and summarizes evidence-based bar exam research into a cohesive starting point for all future bar success researchers.

So, whether you're fully occupied steering your students to the next bar exam or are ready to embark on your own research path, AccessLex Institute is here to join you with a bounty of tools, research, and support. We welcome the company.

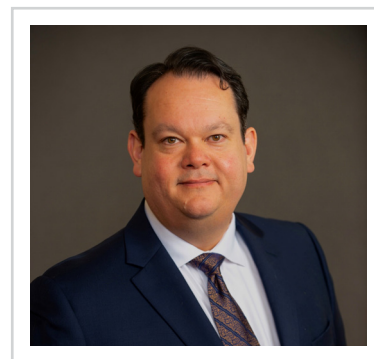


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REVISITING BAR SUCCESS RESEARCH IN LIGHT OF THE NEXTGEN BAR EXAM

Whither Coursework and NextGen Bar Exam Success?

Robert R. Kuehn is a Professor of Law at Washington University in St. Louis School of Law. This piece revisits a 2019 article he wrote with David R. Moss, [A Study of the Relationship Between Law School Coursework and Bar Exam Outcomes](#).

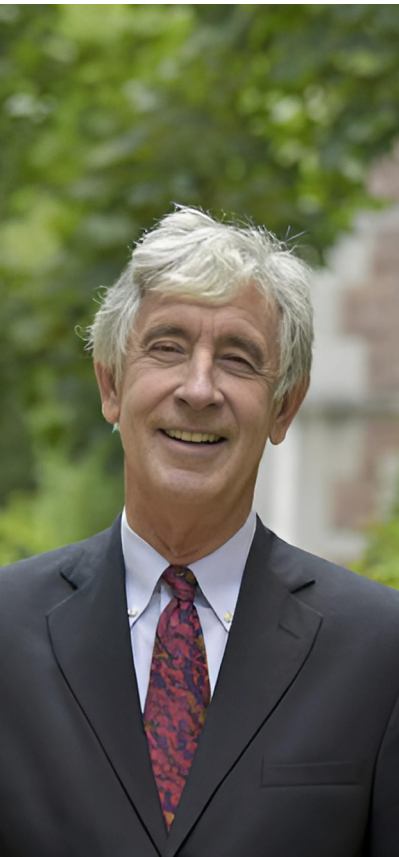
The NextGen bar exam will focus on an expanded range of essential lawyering skills and a reduced set of legal topics. Moving toward less reliance on knowledge of the black letter law concepts of past exams, it seeks to build “on the successes of clinical legal education programs, alternative dispute resolution programs, and legal writing and analysis programs.”¹ With outcomes on the first NextGen exam still two years away, what does existing research suggest about law school coursework and likely success on NextGen that might guide students and law schools over the next two years?

One thing is clear about all the research on factors influencing success on the current bar exam: overall academic performance in law school matters. In 2019, David Moss and I conducted a comprehensive study of 10 years of data on the relationship of law school coursework and bar exam outcomes of graduates of Washington University in St. Louis and Wayne State University law schools.² We found that a student's final law school GPA was the strongest predictor of bar exam success. This finding was consistent with the findings at other schools and largescale studies by the Law School Admission Council (1998) and California State Bar (2018). Our study also found a very high correlation (0.92) between first-year and final law school grades, strongly signaling at the end of the first year which group of students is at greatest risk of failing the bar exam.

While NextGen will focus less on knowledge of legal doctrine and more on applied lawyering skills, it will nonetheless still strongly test eight law school doctrinal course topics and require students to carefully read and then apply legal concepts. Law school GPA, therefore, should still correlate strongly with bar success. Because the foundational concepts tested on NextGen are largely required first-year courses, performance in the first year also should continue to predict bar success.

¹ *Next Generation of the Bar Exam*, Nat'l Conf. of Bar Exam'rs, <https://www.ncbex.org/about/next-generation-bar-exam> (last visited Aug. 13, 2024).

² Robert R. Kuehn & David R. Moss, *A Study of the Relationship Between Law School Coursework and Bar Exam Outcomes*, 68 J. Legal Educ. 624 (2020).



Our joint Washington University/Wayne State University study also found that enrollment in upper-level bar subject courses was only minimally related to bar passage and only for students graduating towards the bottom of the class, accounting for less than four percent of the total variance in bar outcomes. We did find, however, that students most at risk of bar failure had an increased risk of failure if they took fewer than the approximate average of bar subject courses typically taken at each school. Our findings were consistent with a large 2018 California State Bar study of graduates of 11 California law schools. It found that performance or attendance in any of 13 bar subject courses was not related to success on the bar exam as a whole or on sections covering the content of those courses. That study did find, consistent with our joint study, that there may be a positive cumulative effect from aggregate performance in multiple bar subject courses, even if individual courses did not predict success.

NextGen reduces the number of subjects tested, down to eight (nine in 2028 when family law is added) from the 12-14 subjects on the current Uniform Bar Exam. Schools almost uniformly require six of the eight, with the remaining two (evidence and business associations) either required or taken by most students. Therefore, the limited research showing the value of taking additional upper-level bar subject courses is now even more questionable, although there still may be a positive effect from taking some upper-level doctrinal courses, though to what extent is unclear.

An exception to taking courses beyond NextGen's limited foundational subjects may be clinical, alternative dispute resolution, and upper-level legal writing courses that focus on practice-based writing. These have been singled out as the types of courses that teach the practical skills and abilities the new exam seeks to evaluate. On the issue of the value of clinical courses, our study and the California Bar study both found no relationship, positive or negative, between the number of credits a student earned in law clinic or externship courses and bar exam performance. Although NextGen will now seek to test an expanded range of foundational lawyering skills that many law clinic and externships cover, those courses vary so widely in their scope and depth of lawyering skills that no current research predicts how students taking those experiential courses might fare on NextGen.

While there are limits to what existing research might predict about student success on the NextGen exam, that research should at least inform schools about the decreased benefit of some traditional bar-subject courses and to be wary of thinking that other courses can now enhance bar passage.



Reflections from the Bar Exam Experiences of the Past for the Bar Exam Experiences of the Future

Scott Johns is a Professor of the Practice of Law and Director of the Bar Success Program at University of Denver Sturm College of Law. This piece looks back on his 2016 article, [Empirical Reflections: A Statistical Evaluation of Bar Exam Program Interventions](https://ssrn.com/abstract=2738036).

In a 2016 article entitled *Empirical Reflections: A Statistical Evaluation of Bar Exam Program Interventions*,³ we found that our law school's bar passage courses were statistically beneficial across the law school grade point average (LGPA) distribution, and, most importantly, the benefit accrued particularly for those students finding themselves in the bottom half of the class based on LGPA distributions.⁴ That raises a question considering the move to the NextGen bar exam starting as soon as July 2026 for some jurisdictions, when the NextGen bar exam will focus on demonstrating broad skill competencies in fewer subjects, rather than the current bar exam's more traditional focus on essay and multiple-choice assessments, with a bit of practical performance test assessment, too.⁵ In this commentary, I offer a few thoughts on how the landscape of legal education might change based on lessons learned from our experiences analyzing our current bar passage program courses.

³ Johns, S., *Empirical Reflections: A Statistical Evaluation of Bar Exam Program Interventions*, 54 U. Louisville L. Rev. 35 (2016), U Denver Legal Studies Research Paper No. 16-06, <https://ssrn.com/abstract=2738036>.

⁴ As background, the University of Denver's bar passage program core revolves around a trilogy of courses focused on multiple learning assessments, skills development, and relational learning.

- (1) a second year (2L) Intermediate Legal Analysis (ILA) course for those who struggled academically in the first year (1L) of law school;
- (2) a third year (3L) final semester early bar prep Legal Analysis Strategies (LAS) course mandatory for those students who struggled academically; and,
- (3) an optional post-graduate Bar Success writing workshop and mock bar exam supplemental program open to all.

⁵ As specified by the NextGen exam drafter the National Conference of Bar Examiners, the core skills are legal research, legal writing, issue spotting and analysis, investigation and evaluation, client counseling and advising, negotiation and dispute resolution, and client relationship and management. Those skills will be tested across a more limited scope of foundational subjects — civil procedure, constitutional law, contract law, criminal law and procedure, evidence, real property, torts, and business associations (with family law to follow on the exam starting in July 2028). <https://nextgenbarexam.ncbex.org/reports/content-scope/>

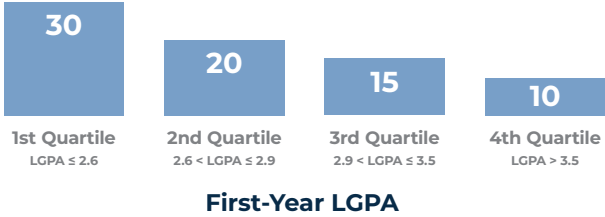


First, practice is essential to achieving learning regardless of one’s LGPA. As shown by the charts below, all students benefit from multiple opportunities to demonstrate not just what they know, but how they know what they know and how they can use what they know to solve legal problems. That suggests that the traditional law school’s overreliance on a single assessment method — the final exam — leads to missed opportunities and, with the NextGen’s shift to even greater integrated skills emphasis, those skills, much like learning to fly an airplane, are only developed through rich opportunities for practice.

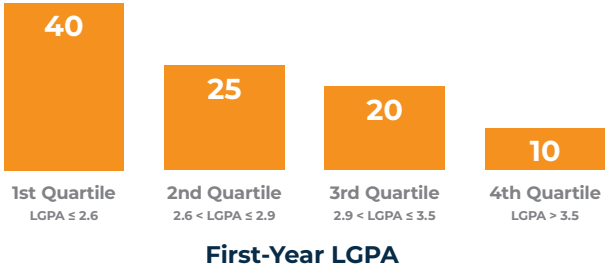
Second, according to our research, practice is particularly beneficial for those in the bottom half of the class based on LGPA distributions. As we move into the NextGen with its expanded emphasis on integrated skills assessment, particularly in the core 1L subjects, we cannot afford to miss out on providing robust practice experiences so that our students can confidently solve client legal problems in those subjects. The traditional final exam works well for traditional law students but not *all* students.

Third, our research suggests that it is never too late for law schools to empower students to learn to learn, to explore problems curiously, and to problem-solve courageously. As legal educators we want our students, regardless of LGPA, to excel on their bar exams, and, more importantly, to achieve their dreams of practicing law within their chosen fields. With NextGen’s expanded emphasis on integrated skills, our programs will need to help students embrace practicing those skills, learn to fall forward rather than backwards, and lean into missed practice problems as areas for growth and refinement. What we learn from our research is that it is never too late to learn practice skills. As we design curriculum experiences for our students facing the new bar exam format, we ought to create specific opportunities for those who are struggling so that none are left behind. That means that we need to be on the lookout for those who are falling behind, to come alongside them, to listen to them, to embrace them, and to create curricular opportunities for them that relate to the practice of law and the NextGen bar exam format.

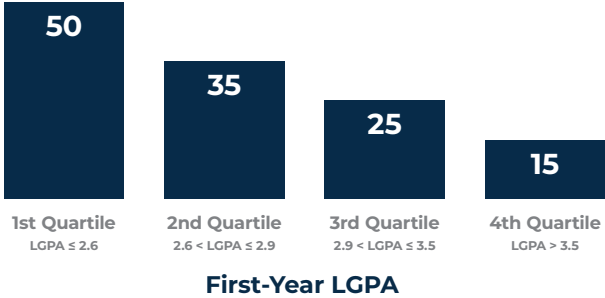
Historical Bar Pass Rate Improvement
Taking ILA Course



Historical Bar Pass Rate Improvement
Taking LAS Course



Historical Pass Rate Improvement
Taking Bar Success Course



Finally, I suspect that many of our students are afraid. Our research suggests that practice helps students overcome those sorts of barriers as they witness firsthand how to navigate through their fears into successes. Practice experiences ought to be particularly helpful with NextGen’s focus on integrated skills within core doctrinal areas because those skills will often feel novel to our students.

Although much is unknown about the NextGen bar exam, my takeaway reflection centers on embedding practice opportunities throughout our curriculum. That’s because:

- Practice helps students learn to problem-solve their ways through problems.
- Practice helps students strengthen their confidence (faith in themselves as problem-solvers).
- Practice helps students courageously lean into learning, revealing strengths, weaknesses, and ways to turn weaknesses into strengths.

Overall, we need not be afraid of the NextGen bar exam. As professional schools credentialing our students with professional degrees, we as legal educators have important decisions to make for the benefit of our students. Those law schools that teach students to not just think as lawyers but to practice as lawyers are the future. That requires us to be curious, creative, and courageous as we design new ways of teaching integrated skills and doctrine throughout our students’ learning experiences so that they can achieve success on the NextGen bar exam and in their chosen profession. That’s going to require much of me personally, rusty as I am with the practice of law, to get back into legal shape, so to speak.



Looking Back on a Bar Prep Writing Program

*Ben Bratman is a Professor of Legal Writing and Legal Writing Program Coordinator at University of Pittsburgh School of Law. This piece is a reflection on his 2007 article for The Bar Examiner, **For-Credit Bar Exam Preparation: A Legal Writing Model**.*

In 2006, when I created the first for-credit bar exam preparation course at the University of Pittsburgh School of Law, I consciously chose to omit coverage of the Multistate Bar Exam (MBE or the “multiple-choice behemoth,” as I have called it), instead focusing exclusively on the skills of reading, analyzing, and writing answers to essay questions and the performance test (PT). Data that I gathered told me that students were not taking enough practice essay questions, at 30 or 45 minutes a pop, or practice performance tests, at 90 minutes a pop. That was my lane. Getting students to memorize lots of law and take lots of practice MBE questions — I saw that as the commercial bar preparation providers’ lane.

From that premise came my 2007 article in *The Bar Examiner*, *For-Credit Bar Exam Preparation: A Legal Writing Model*. In the article I elaborated on my reasons for zeroing in on analysis and writing. I saw that our recent graduates had performed better on the MBE than on the essays and PT, I saw a bar exam on which written questions were accorded weight in scoring equal to or greater than that accorded to the MBE, and I saw this stark divide: a law school whose professors had minimal to no penchant for rote lecturing on MBE subjects and a universe of commercial bar preparation companies who specialized in just that. The article also touched on the efficacy of my course, which was offered to 3Ls in their final semester. Over the years that I taught it, the course helped students at greatest risk of failing the bar to varying degrees. In 2007, for example, while only nine of the 21 graduates in the bottom 10% of the class passed the exam, eight of them had taken my class.

Jump ahead 17 years to today. Would I approach a for-credit bar prep course for soon-to-graduate 3Ls the same today as I did in 2006? My teaching focus has since shifted elsewhere, but I keep abreast of developments in the bar exam universe enough to know that my answer is an emphatic yes.

Even before focusing on the NextGen bar exam, which is not quite here yet, consider that the current bar exam is largely the same as it was when the ABA first allowed for-credit bar prep courses through a 2005 interpretation of Standard 302. The Uniform Bar Exam (UBE) simply uses the three testing vehicles that were already in wide use back then and that have not meaningfully changed in form since. While there are new players in the commercial bar prep industry, some core strengths of the major players remain the same: lectures on tested legal subjects and lots of practice MBE questions. Moreover, there is no basis to believe that many, if any, law school faculty are clamoring to lecture on bar-tested doctrine, unless they are being compensated by a commercial bar preparation provider to do so.

A new bar prep course should, of course, account for the broader suite of foundational lawyering skills that the NextGen bar exam will encompass. But the other piece of NextGen — testing foundational concepts and principles — will surely be just a slightly reconfigured and slightly lighter version of the MBE. Indeed, the National Conference of Bar Examiners is conservative when it comes to psychometrics; in order to achieve sufficient testing reliability, it has to maintain an anchor exam with objectively determinable answers (i.e., multiple-choice) that accounts for significant weight in the scoring.⁶

To be fair, there are no doubt excellent law school courses that cover the MBE and techniques for tackling multiple-choice questions. And surely there will be excellent law school courses that address NextGen’s testing vehicle for foundational concepts and principles. But absent a faculty member inclined by skill and interest, I continue to see that as work best farmed out to commercial bar preparation providers, ideally through a partnership where law school tuition pays for a summer commercial course after graduation.

The arrival of the NextGen bar exam might lead many law schools to adopt a more integrated approach embedding bar preparation into the curriculum more broadly. Even under that scenario, I maintain that legal writing, academic success, and similar faculty should and will play the most important role. They can demystify the skills-focused testing vehicles on the bar and thereby help students gain the ability and confidence needed to succeed on them. Given the chasm that still exists at many schools between doctrinal faculty and skills faculty,⁷ there is little reason to think that a broad swath of doctrinal faculty will be taking on a significant role in bar preparation any time soon.

⁶ Michael T. Kane, *What the Bar Examination Must Achieve: Three Perspectives*, Bar Exam’r, Sept. 2012, at 6, 13 (“Any weighting system that assigns at least 40% to the objective component works reasonably well.”). For background on the concepts of testing reliability and validity, and the needed balance between the two, see Susan M. Case, *The Testing Column: What Everyone Needs to Know about Testing, Whether They Like it or Not*, Bar Exam’r, June 2012, at 29-31.

⁷ See David Thomson, *A Wound, A Chasm, or Both?* 15 Legal Comm’n & Rhetoric: JALWD 305, 305 (2018) (book review).

ANNOTATED BIBLIOGRAPHY OF BAR SUCCESS INTERVENTION RESEARCH

As demonstrated in every issue of *Raising the Bar*, the body of empirical research on law school academic and bar success programs and policies continues to expand. With this growth, keeping track of what we know (and what we don't know) about the effectiveness of these academic and bar success interventions can be a struggle.

To that end, AccessLex has created an online [Annotated Bibliography of Bar Success Intervention Research](#) that summarizes and synthesizes the findings from recent articles on law school academic and bar success program and policy interventions. Periodically updated, this annotated bibliography covers research in three areas: Academic Success Interventions (typically in the 1L and 2L years), In-School Bar Exam Success Interventions, and Post-Graduate Bar Exam Success Interventions.

This resource is intended to help academic and bar success professionals make informed decisions about their programming and policies, and to assist researchers navigating the existing literature in the field and identifying gaps in the current research landscape.



RESEARCH SPOTLIGHT

A Critical Legal Research Framework to Prepare for the NextGen Bar Exam

Laura Wilcoxon is a Reference and Student Services Librarian at the University of Missouri School of Law.

With law school graduates soon to be required to demonstrate proficiency in legal research, law librarians can use this moment both to demonstrate value to the legal academy and to reevaluate legal research pedagogy to ensure schools are producing effective researchers capable of passing the NextGen bar exam. One way we can do this is by incorporating critical skills into our legal research instruction through Critical Legal Research.

Critical Legal Research (CLR) has evolved over decades of study of critical legal theory. From Virginia Wise struggling through how to assist critical legal studies scholars in 1988, to Delgado and Stefancic's *Triple Helix Dilemma*, to Nicholas Stump's formal development of the term and application in scholarship, law librarians have been engaged with critical legal theory nearly since its inception. These critical law librarians aim to create and disseminate tools to combat the barriers to traditional legal research methodology.

Critical pedagogy assists students in mastering analytic and metacognitive skills, skills that will be tested on the NextGen bar exam. Thus, critical methods can directly assist student preparation for the new test. By distilling three ideas into a framework that can be applied to any legal research assignment, this article proposes a simple, critical framework that can be regularly incorporated into legal research instruction.

The first facet of the framework is to deconstruct the process of legal research. The critical theory behind deconstruction is to recognize that any author making any assertion does so with their own implicit biases, and anyone encountering the assertion brings his and her own assumptions to the text, possibly leading to contrary interpretations of the writing. By deconstructing the process of research and reflecting on each step of his or her personal search strategies, a student will be able to identify personal preferences and biases alongside those of the legal research infrastructure. This will prepare students to identify which legal issues, factual issues, or authorities are most important in the various scenarios that will be presented on the NextGen exam.

Next, students should be able to identify the context of legal research. Critical theory posits that information should be viewed as contextual in that the specific information needed helps determine the authority required. By having students practice identifying the context of a legal issue, this better prepares them for the NextGen task of identifying the most important issue to be resolved. Educators can prepare students for this task by asking students to first identify all issues to be resolved in a research prompt, consider which and explicate why they perceive one to be more important than the others, and then reflect on whether their initial perceptions were correct following the completion of the research process.

The final step, an idea first presented by Delgado and Stefancic and later explored more deeply by Nicholas Mignanelli, is unplugged brainstorming. One of the biggest foreseeable challenges on the NextGen legal research portion for the born digital generation will be the closed universe researching. By encouraging students to step away from their computers during assignments, students will learn to internalize and own their research. This will give them the confidence to perform without the assistance of a search bar on the NextGen exam.

The next class of students entering law school will be facing a new licensing paradigm, and law school curricula must evolve with this change. Systematically including critical practices in everyday legal research assignments will give students the skills needed to succeed on the research portion of the NextGen bar exam, and then later to better serve their future client needs by recognizing the context, purpose, and cost of the legal information they require.

Predicting Bar Success: The Mediating Effects of Law School GPA

Andrea Pals is a Senior Research Analyst at AccessLex Institute.

The bar exam carries high stakes for law schools and their graduates. Given the high stakes associated with bar passage for most aspiring attorneys, the accrediting branch of the American Bar Association's (ABA) Standard 503 requires that schools admit only those students with the potential to successfully pass the bar after completing their legal studies. Standard 316 provides a means of enforcing this requirement by stipulating that 75% of a school's graduates who sit for a bar exam must pass within two years of graduation.

Charged by their accrediting body to discern student bar exam potential at the time of application, law schools are challenged to make an educated guess based on the finite information available to admissions officials. As with most selective postsecondary degree programs, admissions consideration for J.D. programs hinges mostly on previous academic performance in the form of grade point average (GPA) and test scores (almost exclusively the Law School Admission Test [LSAT]). However, extant literature examining the connection of undergraduate GPA (UGPA) and LSAT score to bar success does not support the use of LSAT to extrapolate bar passage odds. In fact, Taylor et al. find that law school GPA (LGPA) predicts bar passage better than either LSAT score or UGPA, which predict bar passage with decreasing efficiency over the course of the J.D. program.⁸

Considering previous findings evaluating a direct relationship between bar passage and LSAT score as well as final UGPA, we hypothesize that first-year (1L) law school GPA (LGPA) explains the statistical relationships between bar passage and these traditional metrics. If 1L LGPA explains these relationships, then previous findings on their relationship with bar exam passage may be spurious. These are important relationships to examine closely, particularly in a landscape where reliance on these underexamined measures disproportionately affects the number of underrepresented students accepted to and graduating from law school.

⁸ Aaron N. Taylor et al., *It's Not Where You Start, It's How You Finish: Predicting Law School and Bar Success* 15 (2021), <https://arc.accesslex.org/research/12>.



We use data from 39 individual law schools and student-level information for 15,068 students across 10 graduating classes, from 2014 to 2023. We propose statistical mediation to achieve a more accurate understanding of the relationship between, and predictive value of, law school admission factors, 1L LGPA, and first-time bar passage. This methodology is appropriate because statistical mediation is used to explain an apparent relationship between two variables (the direct effect) via a third variable (an indirect effect) and is well suited to the longitudinal data available to us.

We find that 1L LGPA explains 81% and 73% of the effects of final UGPA and LSAT, respectively, on first-time bar passage. The direct effect of final UGPA on bar passage is negligible in comparison to the indirect effect, which accounts for the relationships between final UGPA, 1L LGPA, and first-time bar passage. This indirect effect is roughly quadruple the direct effect in magnitude, meaning that a typical improvement in final UGPA corresponds to gains in 1L LGPA resulting in a four-percentage point increase in the odds of first-time bar passage.

Similarly, the direct effect of LSAT score on bar passage is less than half the size of the indirect effect. This means that a one-standard-deviation improvement in LSAT score corresponds to gains in 1L LGPA associated with a six-percentage point increase in the odds of first-time bar passage. Therefore, using LSAT score and UGPA to predict bar passage underemphasizes the role that law schools play in preparing their students for the bar exam and a legal career.

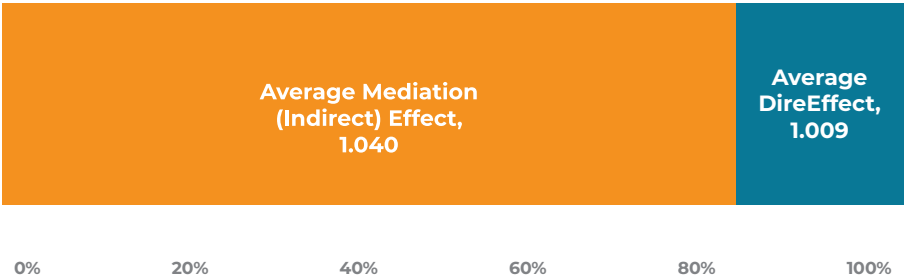


Figure 1. 1L LGPA Mediates 81% of the Relationship Between Final UGPA and First-Time Bar Passage.

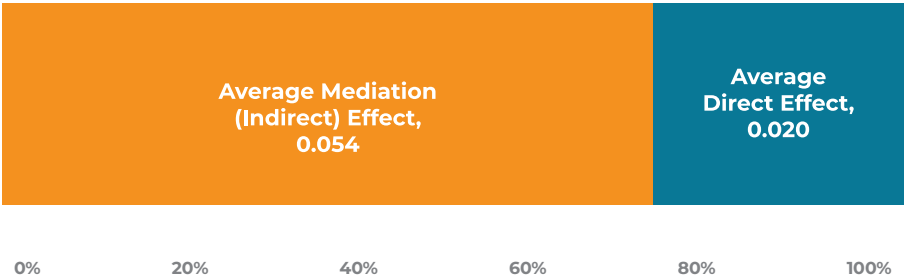


Figure 2. 1L LGPA Mediates 73% of the Relationship Between LSAT Score and First-Time Bar Passage.

Law school academic performance substantially mediates (i.e., explains) the effects of LSAT score and final UGPA on bar passage. This implies that although LSAT score and final UGPA can help predict 1L LGPA, their use in making admissions decisions should not extend to predicting later outcomes — particularly, first-time bar passage. Instead, schools should continue to take active responsibility for the bar success of admitted students, recognizing that bar potential is chiefly developed during law school. Doing so may open the door for more racially equitable admissions metrics focused on predicting early law school outcomes.

CONFERENCE CORNER

- **LexCon '24 Financial Capability and Student Success Conference for Graduate and Professional Administrators** (November 12-14), featuring a new Legal Education Excellence Track
- **Association for the Study of Higher Education Annual Conference** (November 20-23)
- **Association of American Law Schools Annual Meeting** (January 7-11)
- **American Educational Research Association Annual Meeting** (April 23-27)
- **Association of American Law Schools Conference on Clinical Legal Education** (April 26-29)

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

PUBLICATIONS AND POSTS

- Michael Conklin, **Lowering the Bar for Cheating: An Examination of Remote-Proctored Bar Exam Cheating**, J. Legal Prof. (forthcoming 2024).
- Nachman N. Gutowski, Ashley London, Taylor Ruth Israel & Steven Foster, **Questioning the Inevitability of the NextGen Bar Examination** (2024).
- Nat'l Conf. of Bar Exam'rs, **Florida Adopts NextGen Bar Exam Starting in July 2028, Will Include a Florida Law Component** (July 18, 2024).
- Christopher S. Reed, **Reimagining Legal Education: Insights From UNH Franklin Pierce's First 50 Years**, 22 U.N.H. L. Rev. 421 (2024).
- Randall P. Ryder, **"With Great Power Comes Great Responsibility": Improving Your Feedback and Hallmarks of Effective Feedback** (2024).
- Karen Sloan, **To Boost Lawyer Numbers in "Legal Deserts," Arizona Adopts Apprentice Plan for Bar Exam Failers**, Reuters (July 18, 2024).
- State Bar of California, **Board of Trustees Authorizes Pursuit of a California Bar Exam Development Contract With Kaplan** (July 19, 2024).

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Research Fellowships, Grants, and Partnerships

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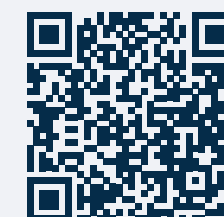
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Raising the Bar

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Rob Hunter, Staff Editor



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