



Optimize Your Legal Education Program



LSAC Legal Education Consulting Curriculum Mapping Review

- Led by experts with extensive experience working with law schools and law school curricula
- A customized approach to meet the unique needs of your school

Strengthen the Curriculum to Support Student Readiness for the NextGen Bar Exam and the Practice of Law

A private law school in the Northeast faced a familiar challenge — assessing its curriculum to pinpoint strengths, addressing weaknesses, and gaining faculty buy-in for reform.

The school wanted to take concrete steps to prepare students for the NextGen bar exam, meet ABA standards, and adopt proven practices in active learning and formative assessment.

With administrators and faculty committees already operating at capacity, reviewing and aligning the curriculum felt like a massive undertaking.

The school chose to partner with experienced experts from LSAC Legal Education ConsultingSM (LEC) for an independent review of its academic program. This outside perspective offered a holistic, unbiased look at what was working well and where there was room to grow — without imposing an additional burden on faculty and/or staff.

Armed with expert insights, solid baseline data, and a clear path forward, the school was able to make focused improvements like enhancing pedagogy, supporting skills development, and deepening its commitment to preparing students for the world of practice.



School Demographics

- Private
- Geographic region: Northeast
- Size: More than 250 students per class
- Median LSAT®: 156

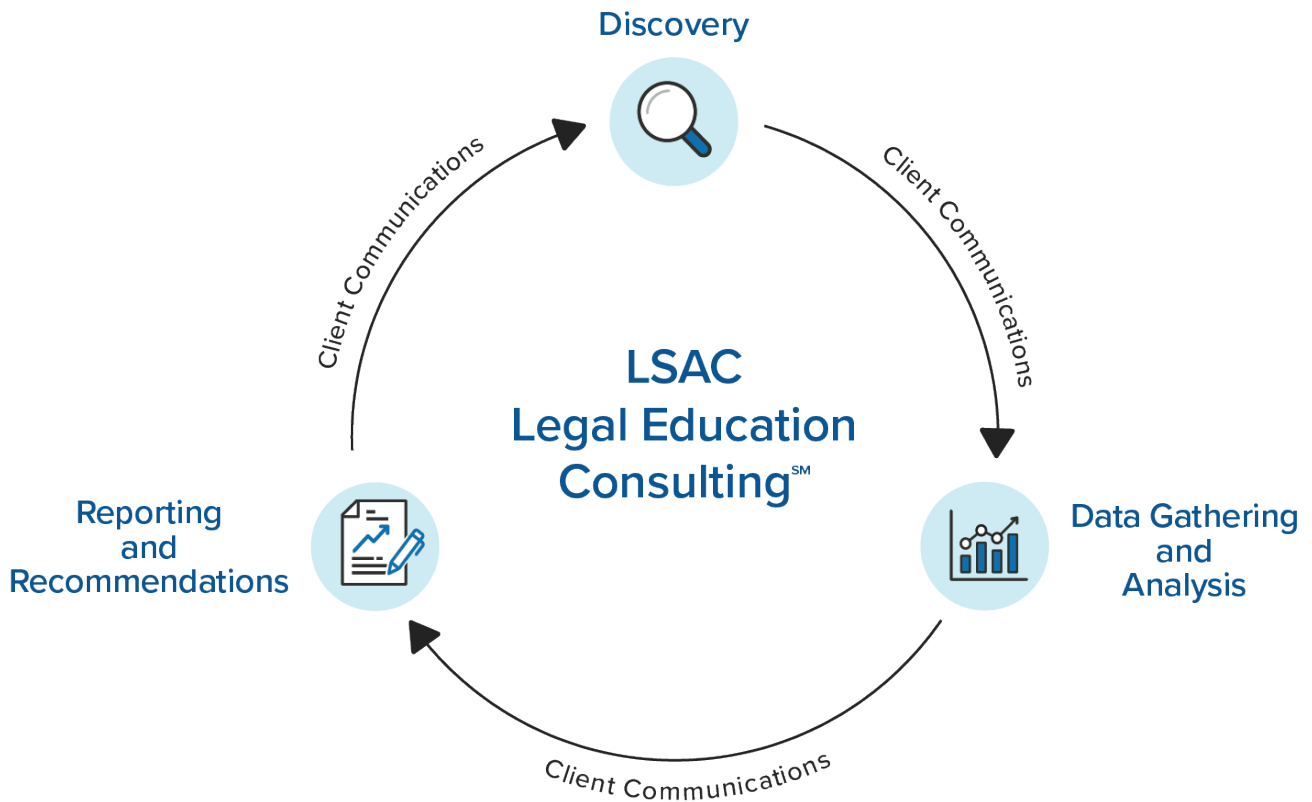


A Systematic, Data-Based Approach to Curriculum Mapping and Review



Our Approach

LEC consultants approach each curriculum review project with a process rooted in collaboration. Each engagement begins with a discovery phase, moving to data collection and analysis, and concluding with reporting and recommendations for next steps. Client communication continues throughout every stage.



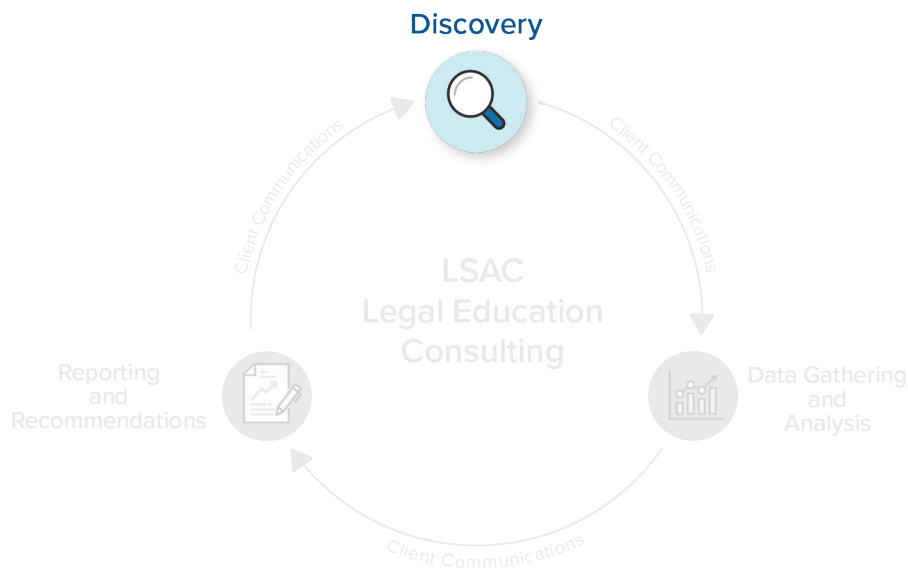
Discovery

In this engagement, LEC began with meetings with the law school’s leadership team to clarify the goals of the curriculum review and identify any cultural factors that may have influenced the process.

The law school then designated personnel to support data collection and established protocols for sharing documents and information, promoting smoother collaboration throughout the review.

From these discussions, six areas of focus emerged:

- ✔ **Making sure students are ready for the NextGen bar exam** by taking a close look at how well the breadth of curriculum content aligns with the exam’s focus areas
- ✔ **Looking at how formative assessments are used** to support student learning, growth, and development in meaningful ways
- ✔ **Clarifying and aligning learning outcomes** across courses and programs, so expectations are consistent and easy to understand
- ✔ **Understanding how practical skills are woven into coursework** to ensure they’re fully integrated
- ✔ **Checking how the curriculum lines up with ABA Standards 303(b)(3) and 303(c)** in areas like professional identity and reducing bias
- ✔ **Pulling everything together for a big-picture view** of the curriculum — helping to spot gaps, overlaps, or areas that could be improved



Data Gathering and Analysis

Next, LEC gathered and reviewed all relevant data — academic policies, course syllabi, course schedules, and descriptions of co-curricular programming.

This included a detailed review of more than 300 syllabi — from doctrinal courses and writing classes to skills-based offerings and clinical programs.

Guided by the National Conference of Bar Examiners (NCBE) Content Scope Outline and ABA Accreditation Standards, each course was assessed using criteria such as:

- How well foundational legal concepts and principles are covered
- Where and how essential lawyering skills are integrated
- The use of formative assessments beyond just high-stakes exams
- Support for professional identity formation, including the lawyer’s role in society, reflection, well-being, and client focus



In a related effort, LEC held **20 one-on-one interviews with faculty**. These hour-long conversations offered valuable insight into curriculum strengths, areas to improve, and the overall academic culture. Faculty perspectives helped shape the review, making sure recommendations were grounded in real classroom experiences.

Client Communication



Open and ongoing communication is a priority throughout every phase of an LEC engagement.

Following the curriculum review, LEC delivered a detailed report that summarized key findings and included targeted recommendations tailored to the law school's goals. To ensure the report fully met the institution's needs, LEC shared a draft in advance for feedback. This collaborative step allowed the school to weigh in and helped shape the final version.



Reporting and Recommendations

As part of the final phase of the engagement, an in-person visit was scheduled to share the findings and recommendations with faculty members and outline next steps. Ahead of the visit, LEC shared finalized materials with law school leadership and faculty, including:

- ✓ A comprehensive 15-page report for institutional leaders
- ✓ Two brief, targeted memos addressed to faculty, providing a concise overview of findings and recommendations

The visit itself served as a hands-on opportunity to review findings, explore implications, and begin planning for implementation. Structured as an interactive workshop, the session encouraged open dialogue and gave faculty a solid starting point for making changes. The school noted that LEC's presentation truly engaged faculty and sparked enthusiasm for curricular reform.

Deans, associate deans, and faculty members all participated — helping to build a shared understanding of priorities and setting the stage for coordinated action.



Clear Findings | Collaborative Solutions | Measurable Progress

The curriculum review yielded more than a report — it sparked meaningful momentum for change. A significant outcome was providing a catalyst for curricular reform. One key takeaway for the school was the realization that a “whole school” approach to NextGen readiness is essential — and that faculty are now aligned and actively engaged in that effort.

Faculty can be cautious about revising long-standing approaches, but the ability to refer to an independent, data-driven assessment — such as the finding that “key skills emphasized on the NextGen bar exam are not yet consistently taught across the curriculum” — can provide a constructive and motivating call to action.

As a direct result of the review, the law school engaged LEC for a deeper evaluation of its legal writing curriculum, a series of workshops on developing course-level learning outcomes, and a plan for assessing the overall program of legal education.

LEC’s continued support includes a learning outcomes workshop, designed to help faculty refine instructional strategies and ensure alignment with the evolving demands of legal education and licensure.



It was inspiring to see how quickly faculty moved from reflection to action. The data gave them a shared language for discussing reform and the confidence to make meaningful adjustments.



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