

Program Assessment Plan

Program: LL.M. in American Law for Foreign Lawyers

Department:

College/School: School of Law

Date: 12/29/17

Primary Assessment Contact: Marcia McCormick

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p>
1	<p>Graduates will demonstrate knowledge of substantive and procedural law and the American Legal System</p>	<p>Courses prescribed for the LL.M. curriculum, the 3 credit hour course in legal research and writing, and whichever foundation course in a common law subject, such as contracts, torts, or property, that students elect to take. LL.M. students also must produce an additional written work, such as a seminar paper or a directed research paper.</p>	<p>The various assessment mechanisms of the 24 credits of course work completed (e.g., graded exams, graded papers, graded presentations, and/or class participation requirements). Also, the feedback provided by the responsible faculty member for a student's seminar paper or directed research paper.</p>	<p>The assessment cycle for this program is tied to the assessment cycle for the J.D. At the end of the 2018-19 academic year, the task force on the J.D. assessment process will present its assessment findings to the faculty. Since this is our first assessment cycle, the assessment committee for the law school will be beginning to develop a plan for implementation of these findings during the current (2017-18) year, and the task force and leadership of the Center for International and Comparative Law will continue this work.</p>

2	Graduates will demonstrate an effective ability to resolve legal issues	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2020-21 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2020-21 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2020-21 academic year.
3	Graduates will communicate effectively, orally and in writing, to clients and other audiences in a variety of legal contexts	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2022-23 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2022-23 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2022-23 academic year.
4	Graduates will research effectively and efficiently.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2021-22 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2021-22 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2021-22 academic year.
5	Graduates will demonstrate competency in additional skills that are essential for effective lawyering.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2019-20 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2019-20 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2019-20 academic year.
6	Graduates will exemplify SLU LAW's mission.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2022-23 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2022-23 academic year.	To be determined in conjunction with the task force on the J.D. program assigned to this outcome, leading up to and during the 2022-23 academic year.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

In conjunction with the assessment plan for the J.D. program, we will be assessing Outcome 1 during the 2018-19 academic year; Outcome 5 during the 2019-20 academic year; Outcome 2 during the 2020-21 academic year; Outcome 4 during the 2021-22 academic year; and Outcomes 3 and 6 during the 2022-23 academic year.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The outcomes and assessment plan was developed through a process that involved all faculty members in several steps--refining the outcomes and establishing performance criteria and curriculum mapping. The assessment plan is being developed by a faculty committee. Outcomes and the assessment plan for the LL.M. in American Law were developed by the Associate Director for the Center for International and Comparative Law in conjunction with the CICAL co-directors, all of whom are part of the law school faculty and participated in development of the J.D. learning outcomes.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

The CICL Associate Director, Co-Directors, and faculty will review this plan every year and will make adjustments as necessary.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.