

Program Assessment Plan

Program: LL.M. in Health Law

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>Develop (to a degree necessary to be an effective professional in a position related to health law and policy) an understanding of substantive common law, statutes and regulations that control health care delivery, health insurance, and other determinants of individual and population health, which includes the powers, rights and duties of providers, insurers, regulators, and individuals.</p>	<p>Courses prescribed for the LL.M. curriculum, LL.M. students also must produce a thesis paper of publishable quality, and may participate in a field placement and colloquia opportunities.</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 thesis paper and the substantive feedback provided by the supervisor of any field placement the student participates in.</p>	<p>The leadership of the Center for Health Law Studies is in the process of developing a schedule for assessment.</p>
2	<p>Display proficiency (to a degree necessary to be an effective professional in a position related to health law and policy) both in synthesizing legal rules and public</p>	<p>Courses prescribed for the LL.M. curriculum, LL.M. students also must produce a thesis paper of publishable quality, and may participate in a field</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</p>	<p>The leadership of the Center for Health Law Studies is in the process of developing a schedule for assessment.</p>

	policies and in applying them to complex facts associated with health care delivery, payment, and other determinants of individual and population health.	placement and colloquia opportunities.	feedback provided by the responsible faculty member for a student's thesis paper and the substantive feedback provided by the supervisor of any field placement the student participates in.	
3	Develop practical problem-solving skills (to a degree necessary to be an effective professional in a position related to health law and policy) that draw upon knowledge of substantive health laws and the skills of legal analysis.	Courses prescribed for the LL.M. curriculum, LL.M. students also must produce a thesis paper of publishable quality, and may participate in a field placement and colloquia opportunities.	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 thesis paper and the substantive feedback provided by the supervisor of any field placement the student participates in.	The leadership of the Center for Health Law Studies is in the process of developing a schedule for assessment.
4	Develop a basic understanding of the economic, ethical, operational, and political complexity associated with health care delivery, payment, and other determinants of individual and population health (to a degree necessary to be an effective professional in a position related to health law and policy), the contents of which will vary based upon a student's particular interests within health law and policy.	Courses prescribed for the LL.M. curriculum, LL.M. students also must produce a thesis paper of publishable quality, and may participate in a field placement and colloquia opportunities.	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 thesis paper and the substantive feedback provided by the supervisor of any field placement the student participates in.	The leadership of the Center for Health Law Studies is in the process of developing a schedule for assessment.
5	Develop a professional network in the field health law and policy.	Students may participate in a field placement and colloquia opportunities.	Review of health student's resume for incorporation of health law related work, volunteer or externship experiences, and/or membership in relevant professional associations, participation in regular academic advising, placement success during the first few years after degree conferral	The leadership of the Center for Health Law Studies is in the process of developing a schedule for assessment.

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.*)

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

The outcomes and assessment plan for the J.D. program, upon which these outcomes and this plan is based, was developed through a process that involved all faculty members in several steps--refining the outcomes and establishing performance criteria and curriculum mapping. That assessment plan is being developed by a faculty committee. The outcomes and the assessment plan for the LL.M. in Health Law were developed by the Associate Director for the Center for Health Law Studies in conjunction with the health law faculty; all of them also 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 Center for Health Law Studies 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.