

Annual Key Assessment Findings and Curricular Improvements
School of Canon Law
Graduate Programs
Licentiate Program in Canon Law
AY 2009 --2010

Key Assessment Findings

During the academic year 2009 – 2010 (including Summer and Fall, 2009 and Spring 2010), sixteen [16] students in the JCL program passed the Licentiate Comprehensive Exams (Table 1).

Table 1: JCL Program Comps Result Data (AY 2008-09)

	Fail		Pass		TOTAL
	#	%	#	%	
JCL program	0	0.00%	16	100.00%	16

The School of Canon Law piloted two rubrics with small samples of students. The faculty holistically assessed student’s presentations and papers across the rubric traits.

For the Licentiate oral comprehensive exam, each of the 16 students in the sample was rated by 3 Board members. As shown in Table 2, most ratings reflect faculty judgments that students are “exceeding expectations” (37.5%). The remaining ratings are divided among “exceptional” (18.75%), “meeting expectations” (25%) and falling “below expectations” (18.75%).

As for the Licentiate theses, each of the 19 students in the sample was rated by one director and one reader. Most ratings reflect that students exceeded expectations; the ratings are as follows: “exceptional” (26.32%), “exceeded expectations” (26.32%), “meeting expectations” (36.84%) and falling “below expectations” (10.53%). [Table 2]

Table 2: Overall Judgments on
Licentiate Oral Comprehensive Exam and Licentiate Theses
Based on Pilot Rubric

Milestone	Level								Mean	SD	Total N
	Exceptional (3pts)		Exceeding Expectations (2.5-2.9pts)		Meeting Expectations (2-2.4pts)		Below Expectations (1-1.9pts)				
	N	%	N	%	N	%	N	%			
1) Licentiate Oral Comprehensive Exam ^a	3	18.75%	6	37.5%	4	25%	3	18.75%	2.39	.59	16
2) Licentiate Theses ^b	5	26.32%	5	26.32%	7	36.84%	2	10.52%	2.46	.48	19

* Note: a) N= # of ratings based on 5 students and 3 Board members per student.

b) N= # of ratings based on 7 students, 1 director and 1 reader per student.

Curricular Improvements

Starting in AY 2009-2010, faculty has begun to utilize program rubrics to evaluate all JCL students on oral comprehensive examinations and licentiate theses and to assess means to prepare students for these significant milestones in their canonical studies.

Annual Key Assessment Findings and Curricular Improvements
School of Canon Law
Graduate Programs
Doctoral Program in Canon Law

Key Assessment Findings

A total of five [5] students completed the doctoral program in canon law, including successful defense of their dissertations.

The School of Canon Law faculty piloted a rubric based on a small sample of students. The faculty holistically assessed students’ dissertations across all rubric traits.

Table 1 shows the number of ratings of doctoral dissertations. Each of the 5 students in the sample was rated by 3 Board members. Most ratings reflect the faculty judgments that students are “exceptional” (60%). The remaining ratings are divided among “meeting expectations” (20%), and “exceeding expectations” (20%).

Table 1: Overall Judgments on
 Doctoral Dissertation Based on Pilot Rubric

Milestone	Level								Mean	SD	Total N
	Exceptional (3pts)		Exceeding Expectations (2.5-2.9pts)		Meeting Expectations (2-2.4pts)		Below Expectations (1-1.9pts)				
	N	%	N	%	N	%	N	%			
Doctoral Dissertation ^a	3	60%	1	20%	1	20%	0	0%	2.76	0.43	5

* Note: a) N= # of ratings based on 5 students and 3 Board members per student.

Curricular Improvements

The faculty, in considering these results, judged that the results reflect certain specific aspects of the J.C.D. program: first, the unique nature of the requirements for the J.C.D. degree; two, the limited student pool available for such studies; and, most positively, the unique faculty – student relationship that exists on the doctoral level. These results offer important feedback to the faculty on these unique aspects and further encourage discussion and implementation of specific means to foster the continued excellence in doctoral work in the School.