

Annual Key Assessment Findings and Curricular Improvements
School of Canon Law
Graduate Programs
Licentiate Program in Canon Law
AY 2011 --2012

Key Assessment Findings

During the academic year 2011--2012 (including Fall 2011, Spring and Summer 2012), 21 students in the JCL degree program passed the Licentiate Comprehensive Exams (Table 1).

Table 1: JCL Program Comps Result Data (AY 2010-11)

	Fail		Pass		TOTAL
	#	%	#	%	
JCL program	0	0.00%	21	100.00%	21

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 21 students in the sample was rated by 3 Board members. As shown in Table 2, most ratings reflect the faculty judgments that students are “exceeding expectations” (61.90%). The remaining ratings are divided among “exceptional” (14.29%), “meeting expectation” (14.29%) and falling “below expectations” (9.52%).

As for the Licentiate theses, each of the 25 students in the sample was rated by one director and one reader, as shown in Table 2. Most ratings reflect that students exceeded expectations; the ratings are as follows: “exceptional” (24%), “exceeded expectation” (40%), “meet expectation” (8%) and falling “below expectations” (28%).

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 (2.5-2.99pts)		Meeting Expectations (2.0-2.49pts)		Below Expectations (1-1.99pts)				
	N	%	N	%	N	%	N	%			
1) Licentiate Oral Comprehensive Exam ^a	3	14.29	13	61.90	3	14.29	2	9.52	2.28	0.88	21
2) Licentiate Theses ^b	6	24	10	40	2	8	7	28	2.44	0.60	25

* Note: a) N= # of ratings based on 21 students and 3 Board members per student.

b) N= # of ratings based on 25 students, 1 director and 1 reader per student.

Curricular Improvements

The Faculty continue to develop the content of the Pro Seminars (required of all students) to assist the students in developing the skills necessary both for canonical research and for the professional written communication of the results of such research.

Experience has demonstrated to the faculty that students who engage in small group work in the semester[s] prior to the comprehensive examination are better prepared to take comprehensive examinations. The small group work, at the encouragement of the faculty, consists in discussing aloud certain key legal questions.