

Annual Key Assessment Findings and Curricular Improvements
School of Canon Law
Graduate Programs
Licentiate Program in Canon Law
AY 2013-2014

Key Assessment Findings

During the academic year 2013-2014 (including Summer and Fall, 2013, Spring 2014), 28 students in the JCL program passed the Licentiate Comprehensive Exams (Table 1).

Table 1: JCL Program Comps Result Data (AY 2013-14)

	Fail		Pass		TOTAL
	#	%	#	%	
JCL program	0	0.00%	27	100.00%	27

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 27 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” (26%). The remaining ratings are divided among “exceptional” (15%), “meeting expectations” (33%) and falling “below expectations” (26%). Although the majority of students met or exceeded expectations, an increased number of students fell below expectations. This might be due to students delaying the comprehensive examination by a semester, or the strict grading system where a passing grade of a “B” was rated “1.8”, by examiners.

As for the Licentiate theses, each of the 16 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” (50%), “exceeded expectations” (25%), “meet expectations” (12.5%) and falling “below expectations” (12.5%) (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 (2.5-2.99pts)		Meeting Expectations (2-2.49pts)		Below Expectations (1-1.99pts)				
	N	%	N	%	N	%	N	%			
1) Licentiate Oral Comprehensive Exam ^a	7	26%	4	15%	9	33%	7	26%	2.24	0.64	27
2) Licentiate Theses ^b	8	50%	4	25%	2	12.50%	2	12.50%	2.58	0.59	16

* Note: a) N= # of ratings based on 27 students and 3 Board members per student.

b) N= # of ratings based on 16 students, 1 director and 1 reader per student.

Curricular Improvements

There has been a marked improvement in thesis writing skills due to Pro-Seminars, and deliberate faculty emphasis on good writing techniques. In AY 2014-2015 students were encouraged to work throughout the semester prior to the comprehensive examination in small group work to help them improve their skills in viva voce examinations.

Comprehensive examination reviews shifted from a regurgitation of material to a question and answer session, where students were encouraged to ask any questions of concern or importance to them that had arisen in their study sessions.

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

Key Assessment Findings

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. The sample consisted of one student rated by 3 Board members. All ratings indicate that students exceeded (100%) expectations.

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

Milestone	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
Doctoral Dissertation ^a	1	100					3	0	1

* Note: a) N= # of ratings based on 1 students and 3 Board members per student, not including the Chair and Secretary.