UNIVERSITY OF OKLAHOMA
SCHOOL OF LIBRARY AND INFORMATION STUDIES

COMPREHENSIVE EXAMINATION

DATA-GATHERING FOR PROGRAM ENHANCEMENT

Fall 2007

Were the comprehensive exam questions representative of the content included in the learning experiences undertaken during your master’s program (not necessarily in any specific class)?

Yes.

Yes.

Yes – exactly on target from the core classes mainly.

Yes.

Yes.

Yes. The questions covered a broad range of the issues that were discussed in most, if not all, of the courses I enrolled in. The questions were general enough that I could draw on knowledge from all my courses and did not have to rely on one course in particular.

Was the wording of each of the exam questions easy for you to understand?

Yes.

Yes. The questions covered a broad range of the issues that were discussed in most, if not all, of the courses I enrolled in. The questions were general enough that I could draw on knowledge from all my courses and did not have to rely on one course in particular.

The wording of the exam questions was clear, except for one question. The question that required the student to pick an area of management and explain its value in the organization seemed extremely vague. I skipped this question because it seemed to have too many possible answers.

Yes, the wording was easy to understand. The hard part was the pressure of knowing the clock was ticking.

Yes.

Yes.

Yes.

The wording of some of the questions was very vague. I had a little bit of trouble with those questions so I chose to answer the questions that I felt I understood best. I was very glad that we were allowed to chose from five questions because I was not forced to answer questions that I did not understand.
Did you attend a comprehensive orientation session? Yes = 6
If your answer is yes, did the session appropriately represent the faculty expectations of student responses on the comprehensive exam questions?

Yes.

Yes. I think the faculty did present their expectations well. They asked us to write clear responses to the questions asked and use the guidelines for a basic essay. I did so, and I passed the exam. The most valuable part of orientation was hearing from other students who passed the exam.

Yes. The session was very helpful – especially the comments from Dr. Latrobe. I also appreciated the reminder about being sure that we knew the ALA Code of Ethics and Bill of Rights.

Yes.

No. I didn’t feel that the depth of answer and the types of citations desired were made clear.

The comprehensive exam orientation session was very helpful. The advice given about the format and expected lengths of responses were helpful as were the sample questions. The printed materials were very good. Hearing from student who had already taken the exam was also reassuring.

Do you have suggestions that could help SLIS improve the comprehensive exam process for students?

Having a model answer to an old question would have been immensely helpful. Some special provision for parking, or at least information about where to park (and the fact that you need to get a weekly permit ahead of time) would also have been useful.

Not really. The only drawback I saw was that some of us were not familiar with the menus on functions of the new MS Word software. Hopefully, students will be more familiar with the software next year.

No new suggestions - just what was given to us at the orientation session:
Start studying early a few weeks before, and get plenty of sleep the night before.

Offer the exam between terms rather than in the middle of the term.

I would REALLY like to get a copy of my exam back with faculty feedback or some kind of score, rather than pass/no pass. I would also suggest that students be allowed to read samples of old, successful exam answers.
Keeping an archive of past answers or sample answers as well as sample questions would be helpful to students who are nervous, but it might be hard to arrange.