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

Yes – 5

The question was so broad, it certainly could have gone in any direction and included material from any course; however, I felt that it seemed to lean towards the information covered in 5053 Information Users more than any other course.

Somewhat; although, I think there could be more emphasis on how the theories and research are applied in practice if that is going to be the focus.

Yes. The topic was broad and allowed for individual interpretation…I had to be comfortable with the content from the four basic courses, but I was able to incorporate information from my elective classes as evidence. However, I think that 5053 (at least my experience in 5053) was a large component in being able to successfully respond to the question. If I had not taken that one class (with a GREAT professor), responding would have been difficult.

It was actually surprising to me how much I had to draw from all my different classes and synthesize all the information to write a good essay. I knew it was supposed to do that, but I thought it would lean more heavily on a specific area but it didn’t. I had to use knowledge from all the core courses and some of the advanced classes to answer to questions successfully.

Yes. We reviewed the subject matter in each class in some way.

Yes. It was so broad a question as to successfully cover a great deal of MLIS information.

Yes. The exam question was representative of the content of classes (it asked and allowed me to bring together those classes) and the processes engaged in in those classes (compilation, analysis, construction of an argument and paper, and clear communication).

I think that the comprehensive exam question was a broad enough topic that it could be applied to the different learning experiences through the master’s program. It could also be applied to different focuses such as a public library or academic library context.

Yes – This was a familiar topic in more classes than not, however LIS 5603 gave a tremendous amount of insight in regards to this question.

Yes- it was general enough for me to include content from all classes.

Was the wording of the exam question easy for you to understand?

Yes- 9
Truthfully, the question broadsided me a bit when I read it. It was more general than I thought it was going to be. As for wording, it made sense although the use of “theories” plural instead of “theory” singular made me question my interpretation a bit. I went ahead and included a few theories just to make sure I had fulfilled the question but it was a bit confusing when I was frantically trying to decipher the question.

Yes. I felt it was clear and yet open enough to interpretation to allow any track to answer.

Yes. I did feel that perhaps the question was too broad, but it did allow for a variety of approaches to answering the question.

The wording of the exam was easy to understand. However, due to the broad question, outlining exactly what was expected was difficult to determine.

Yes – The question was slightly broad, but very understandable.

I thought the question was very vague and could have been interpreted in many different ways. Perhaps that was the intent behind the question. However, for an exam of such high importance I think it would be better to have questions that can be more clearly understood by the examinees.

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

No- 3

I think having four full days would be helpful.

No, thought it was pretty straightforward. The question was broad enough to allow students to respond from their unique perspective. I focused on school librarianship because that is my career goal, but I could have responded from other perspectives as well.

Maybe include on the D2L site when we can expect to get the results of our exams. Other than that it was pretty cut and dried.

I think the biggest thing would be to see if it’s possible to get a little more space on the online journals for searching. I did all my searching really early and had no problems, but when I went back to the journals on Saturday, they were really slow and crashed on me quite a bit. I don’t know if anything can be done, but I imagine I’m not the only one who had to deal with really slow access.

I think it would have been better to do it earlier in the semester; other than that, I thought the process worked well.

I think the current take home option is great and appreciate that it is now being used. It allowed me the opportunity to use the skills that I have been taught and allowed me the time needed to fully think through the subject and my answer.

I felt the process was adequate.

I think the process was clear and open. I had no problems.

Outline what content that is expected to be outlined before the exam.

The process was very organized and was explained through the directions adequately.

If possible, provide sample exam answers from past examinations to give future examinees a better idea of what is expected of them when they take the exam.
I think the process went smoothly.

Did you encounter any technology/technical problems while taking the exam?

No. The only interruptions beyond my control were weather related.

No- 5

On Thursday and Friday, it was difficult to load information from the OU libraries website. Everything would eventually load, but I had to log out and log back in a couple of times and wait longer than usual for things to download.

Just the slow journal access.

No- I did experience a moment of panic when I could not see a dropbox available for the exam, but finally realized the dropbox would appear after I completed the integrity pledge quiz.

The Chicago Style Manual was not fully available during the exam through OU’s library. It only allowed us to view and access the index but not the chapters. I had to seek out the information elsewhere.

Yes. I was unable to follow the link to the Chicago Manual of Style past the first level; I could see the table of contents, but could not open any of the specific rules/chapters. I was logged on to the OU library page at the time.

I found that having the comprehensive examination during a severe weather warning to be a little bit difficult and wish that we would have had a little bit more than a three hour extension.

The storms did cause minor disruptions.

Not from desire-to-learn. However, the power outages from the tornado made things interesting on Friday. 😊

I think the process went smoothly.

Did you attend a face-to-face orientation to the comprehensive examination?

Yes- 5

No- 10

If you attended a face-to-face orientation, please comment on how helpful this session was to you. Did the session appropriately represent the faculty expectations of student responses on the comprehensive exam question?

The orientation I attended wasn’t for the new format, so it really wasn’t that helpful. I think the written guidelines reflected the faculty expectation more than the orientation.

The session helped in that I had a slightly better idea of what would be expected. The fact that they grounded the 6 concepts of the exam into our heads helped me check my response with that list to make sure that I included everything. I still feel like I wasn’t quite sure what faculty were actually looking for in a response. I know it was a well-written, well-argued essay but I felt the whole time that I was writing that I might be approaching the whole thing wrong. Obviously I wasn’t, but I wish we had a bit more guidance on what the professors look for in this essay.
The face-to-face orientation was particularly useful for this first semester of the take-home exam. It provided information and allayed anxieties about exactly what this test would entail. I don’t completely remember what was said there about faculty expectations, other than that they would be stricter than expectations on the non-take-home version and that attention would be paid to writing and referencing. They may have said more, but I don’t remember.

I think future examinees need specific concrete examples of what is expected on the exam. All the descriptions about the exam from the SLIS and during the presentation seemed very vague and theoretical. I only gained a concrete idea of what was actually expected on the exam by talking to past student who had successfully completed the exam.

I think it was helpful for getting a general idea of the criteria and the expectations. It also eased my anxiety about the process.

**Did you view the online orientation to the comprehensive examination video on the SLIS website?**

Yes- 4

No- 11

(I looked for it on the SLIS home page shortly after the face to face session was held, but did not find it- perhaps it was not yet posted?)

**If you viewed the online comprehensive examination orientation video, please comment on how helpful this was to you. Did the session appropriately represent the faculty expectations of student responses on the comprehensive exam question?**

I thought it did a good job of telling us what to expect. I don’t know that one ever feels that they know what the faculty expectations are without knowing which faculty member will grade your exam, as each faculty member seems to have their own grading standards and preferred style of writing.

I had a problem opening the video. I have an older laptop and MSOffice 2003, so I’m sure that was the problem. I did read everything posted on D2L and that was very helpful.

It was helpful. The expectations were clearly stated and technical details (length, font, etc) were included. I referenced the document/powerpoint before I turned in my exam to make sure I included information in my response that was expected.

The video was helpful. I had read the information online that was emailed to us but actually seeing the faculty explain it in their own words was great.

I felt the video was well-done, and that the information contained in it was helpful.

I felt it adequately explained faculty expectations.

I was not aware that online orientations sessions were available until after I completed the exam.