The Comprehensive Examination Results

One of the central indicators of student learning in the program is the comprehensive examination required for completion of the MSLIS degree. The format of the comprehensive examination is a take-home research paper format. The purpose of writing a paper is to have students demonstrate knowledge of the philosophy, history, social roles, and major challenges of the profession, including applications of technology, organization of resources, provision of services, and management of libraries and other information agencies. They must demonstrate knowledge of current practices and issues, the ability to monitor and deal with changes, and the ability to apply research findings. The comprehensive examination is offered three times a year.

The faculty analyze the results of the comprehensive examination each semester to evaluate the extent to which the students in the MSLIS program demonstrate mastery of knowledge. Table 1 below shows the comprehensive examination pass rate. Table 2 further presents details of mean scores of each trait based on a rubric.

Table 1. *Comprehensive Examination Pass/Fail Results per semester*

Semester	# of students taking	# of students failed	Mean scores (12 points meeting the expectation)	Details
Fall 2016	15	1 (6.7%)	12.6	(66.7% of students (10 students) with scores ≥ 12 points) (33.3% (5 students) with scores below 12 points)
Spring 2017	9	0	13.2	(89% of students (8 students) with scores ≥ 12 points) (1 student with scores below 12 points)
Summer 2017	12	0	15.1	(100% of students with scores ≥ 12 points)
Fall 2017	9	0	13.11	(66.7% of students (6 students) with scores ≥ 12 points) (33.3% (3 students) with scores below 12 points)
Spring 2018	6	0	14.67	(83.3% of students (5 students) with scores ≥ 12 points) (Only 16.7% (1 students) with scores below 12 points)
Summer 2018	9	0	16.25	100% of students had scores of 12 or above.

Fall 2018	8	1	14.25	87.5% of students (7) with scores of 12 or above. 12.5% (1) student with below 12 scores.
Spring 2019	19	1	14.21	89.5% (17) students with scores equal to or greater than 12 points. 10.5% (2) students with below 12 points.
Summer 2019	17	0	14.94	88.2% (15) students with scores equal to or greater than 12 points. 11.8% (2) students with below 12 points.
Fall 2019	5	0	14.25	80% (4) students with scores ≥ 12 points. 20% (1) student with below score
Spring 2020	14	0	15.5	92.86% (13) students) with scores equal to or great than 12 points. 7.14% (1) student with a score below 12 points.

Table 2. *Means of each rubric trait and total scores*

	Demonstrated understanding of relevant information, principles and concepts	Demonstrated ability to apply relevant theories, principles and concepts appropriately in response to the question	Demonstrated ability to analyze, synthesize, and evaluate relevant principles in response to the question	Ability to locate and retrieve relevant, appropriate, and authoritative information	Ability to analyze and synthesize the information found	Ability to communicate clearly and effectively in writing, with use of graphical elements if appropriate
Fall 16	2.2	2.1	2	2.2	2	2.1
Spring 17	2.2	2.1	2.1	2.6	2.1	2.1
Summer 17	2.5	2.3	2.3	2.7	2.8	2.5
Fall 17	2.33	2.33	2	2.11	2	2.33
Spring 18	2.33	2.5	2.42	2.5	2.33	2.42
Summer 18	2.63	2.63	2.75	2.75	2.75	2.75
Fall 18	2.38	2.38	2.25	2.38	2.25	2.5
Spring 19	2.47	2.42	2.26	2.42	2.47	2.11
Summer19	2.41	2.53	2.59	2.59	2.35	2.47
Fall 19	2.4	2.4	2.2	2.4	2.4	2.4
Spring 20	2.64	2.71	2.57	2.5	2.36	2.71

(*Note:* The faculty developed the rubric for scoring the comprehensive examination to determine how well students could demonstrate their learning outcomes in the six areas, using a 3-point scale: 3 = exceeding expectations, 2 = meeting expectations, and 1 = failure to meet expectations. The rubric is intended for the program-level use in evaluating and discussing student learning; a separate decision is made by the faculty on whether a student passes or fails the examination.)