

Dominican University School of Information Studies e-Portfolio Outcomes 2015-16 Summary

Scale: 4 = Very well done 3 = Satisfactory 1 = Marginal

| Artifacts for Goal 1: Develop a professional identity, including commitment to core values of LIS | | | | | | | | | | | | | | | | |
|---|----|---|-------------------|----------------|---|-------------------|--------|---|-------------------|--------|---|-------------------|--------|--|-------------------|--------|
| | | Outcome 1a. Describe the historical foundations of library and information professions. | | | Outcome 1b. Articulate the philosophies of the library and information professions. | | | Outcome 1c. Identify the core values and ethics of the library and information professions. | | | Outcome 1d. Articulate a personal professional philosophy of the library and information professions. | | | Outcome 1e. Participate in professional activities and associations. | | |
| Semester | N | Portion choosing | Artifact included | Average Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating |
| Fall 2015 (N = 46) | 46 | 50% | 23 | 3.3 | 48% | 22 | 3.2 | 78% | 36 | 3.6 | 63% | 29 | 3.5 | 57% | 26 | 2.6 |
| Spring 2016 (N = 47) | 47 | 40% | 19 | 3.8 | 38% | 18 | 3.5 | 72% | 34 | 3.8 | 68% | 32 | 3.5 | 77% | 36 | 3.7 |
| Summer 2016 (N = 15) | 15 | 40% | 6 | 3.5 | 47% | 7 | 4.0 | 73% | 11 | 4.0 | 80% | 12 | 3.9 | 60% | 9 | 3.9 |
| Average over time | | 43% | 16.00 | 3.55 | 44% | 15.67 | 3.56 | 75% | 27.00 | 3.79 | 70% | 24.33 | 3.64 | 64% | 23.67 | 3.38 |

| Artifacts for Goal 2: Goal 2: Understand the essential nature of information and its relevance to society. | | | | | | | | | | | |
|--|-------------------|--------|---|-------------------|--------|---|-------------------|--------|---|-------------------|--------|
| Outcome 2a. Describe various definitions and concepts of information. | | | Outcome 2b. Interpret information policies from local to global levels in relation to their impact on intellectual freedom, access, literacy, and information behavior. | | | Outcome 2c. Assess community information needs and interests. | | | Outcome 2d. Develop appropriate responses to information needs. | | |
| Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating |
| 63% | 29 | 3.0 | 50% | 23 | 3.4 | 93% | 43 | 3.3 | 80% | 37 | 3.6 |
| 64% | 30 | 3.3 | 62% | 29 | 3.3 | 87% | 41 | 3.4 | 83% | 39 | 3.7 |
| 67% | 10 | 3.7 | 60% | 9 | 3.9 | 87% | 13 | 3.9 | 87% | 13 | 4.0 |
| 65% | 23.00 | 3.31 | 57% | 20.33 | 3.54 | 89% | 32.33 | 3.53 | 83% | 29.67 | 3.77 |

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| Artifacts for Goal 3: Goal 3: Navigate, curate, and create information across the spectrum of human records from local to global contexts. | | | | | | | | | | |
|---|----|---|-------------------|-------------|---|-------------------|-------------|---|-------------------|-------------|
| | | Outcome 3a. Utilize the resources needed to manage information. | | | Outcome 3b. Design tools that facilitate access to information. | | | Outcome 3c. Evaluate tools that facilitate access to information. | | |
| Semester | N | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating |
| Fall 2015 (N = 46) | 46 | 76% | 35 | 3.3 | 89% | 41 | 3.6 | 91% | 42 | 3.5 |
| Spring 2016 (N = 47) | 47 | 89% | 42 | 3.6 | 85% | 40 | 3.8 | 85% | 40 | 3.7 |
| Summer 2016 (N = 15) | 15 | 80% | 12 | 4.0 | 100% | 15 | 3.7 | 93% | 14 | 3.7 |
| Average over time | | 82% | 29.67 | 3.63 | 91% | 32.00 | 3.73 | 90% | 32.00 | 3.63 |

| Artifacts for Goal 4: Synthesize theory and practice within a dynamic and evolving information environment. | | | | | | | | | | | |
|--|-------------------|-------------|--|-------------------|-------------|--|-------------------|-------------|--|-------------------|-------------|
| Outcome 4a. Articulate theories and concepts in relation to professional practice. | | | Outcome 4b. Demonstrate application of theory to practice. | | | Outcome 4c. Assess how LIS theories and concepts provide value to emerging tools, technologies, functions and practices. | | | Outcome 4d. Facilitate formal and informal learning. | | |
| Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating |
| 83% | 38 | 3.3 | 96% | 44 | 3.5 | 50% | 23 | 3.4 | 63% | 29 | 3.6 |
| 77% | 36 | 3.4 | 98% | 46 | 3.7 | 47% | 22 | 3.3 | 81% | 38 | 3.6 |
| 100% | 15 | 3.9 | 93% | 14 | 3.9 | 27% | 4 | 3.8 | 80% | 12 | 4.0 |
| 86% | 29.67 | 3.54 | 96% | 34.67 | 3.69 | 41% | 16.33 | 3.48 | 75% | 26.33 | 3.75 |

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| Artifacts for Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services. | | | | | | | | | | |
|--|----|---|-------------------|--------|--|-------------------|--------|---|-------------------|--------|
| | | Outcome 5a. Articulate the critical value of a marketing approach to delivering services. | | | Outcome 5b. Participate in an advocacy campaign, within or outside of the classroom. | | | Outcome 5c. Negotiate group dynamics in pursuit of a common goal. | | |
| Semester | N | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating |
| Fall 2015 (N = 46) | 46 | 35% | 16 | 3.5 | 17% | 8 | 3.4 | 57% | 26 | 3.5 |
| Spring 2016 (N = 47) | 47 | 55% | 26 | 3.5 | 26% | 12 | 3.2 | 55% | 26 | 3.7 |
| Summer 2016 (N = 15) | 15 | 53% | 8 | 4.0 | 20% | 3 | 4.0 | 80% | 12 | 4.0 |
| Average over time | | 48% | 16.67 | 3.65 | 21% | 7.67 | 3.52 | 64% | 21.33 | 3.76 |

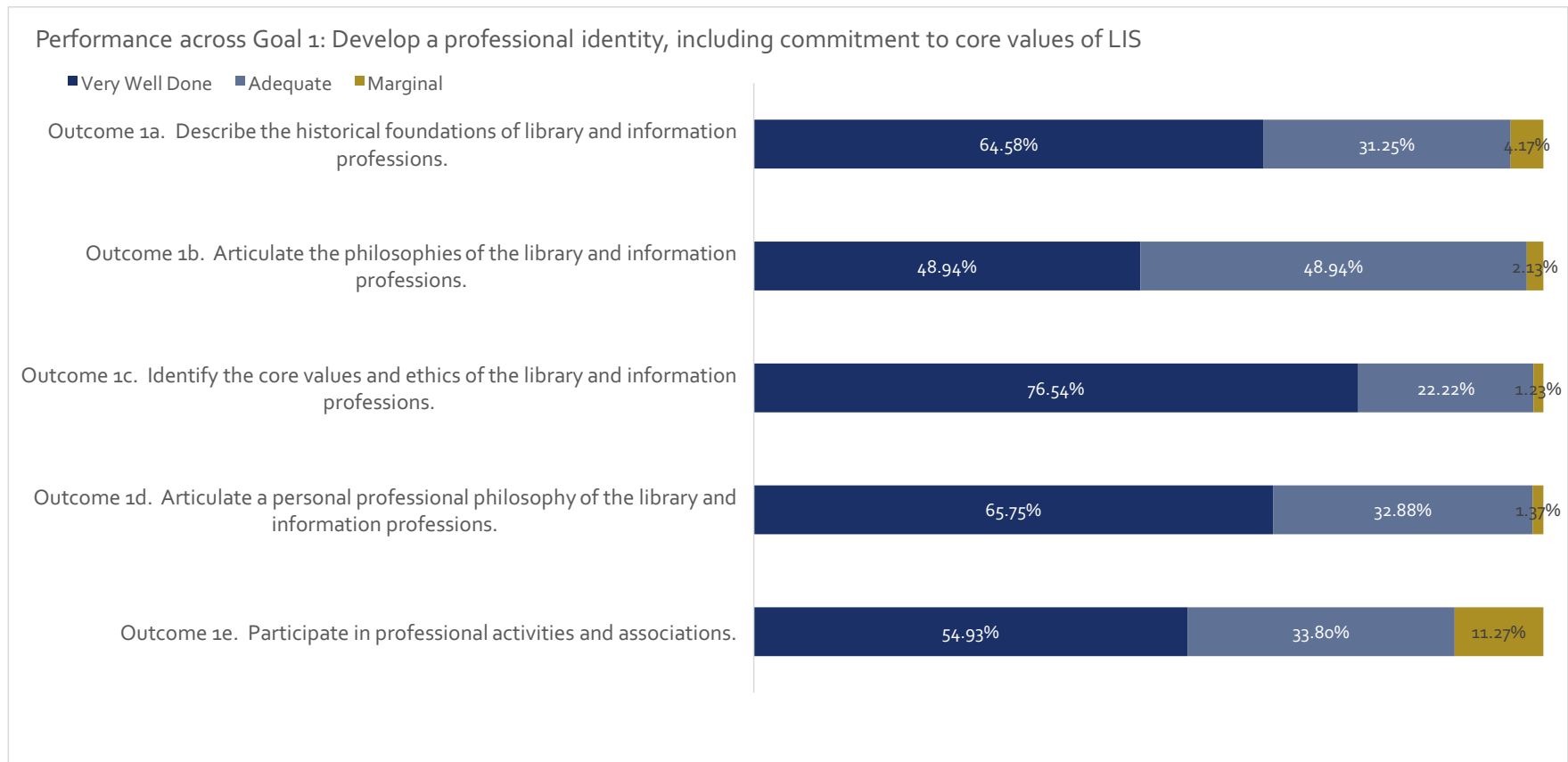
| Outcome 5d. Speak to achieve common understanding. | | | Outcome 5e. Write to achieve common understanding. | | | Outcome 5f. Listen to achieve common understanding. | | | Outcome 5g. Apply technology to connect, communicate, and collaborate. | | |
|--|-------------------|--------|--|-------------------|--------|---|-------------------|--------|--|-------------------|--------|
| Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating | Portion choosing | Artifact included | Rating |
| 52% | 24 | 3.9 | 59% | 27 | 3.5 | 15% | 7 | 3.6 | 54% | 25 | 3.8 |
| 28% | 13 | 3.9 | 60% | 28 | 3.9 | 23% | 11 | 3.8 | 55% | 26 | 3.7 |
| 13% | 2 | 4.0 | 40% | 6 | 4.0 | 20% | 3 | 4.0 | 73% | 11 | 4.0 |
| 31% | 13.00 | 3.92 | 53% | 20.33 | 3.80 | 20% | 7.00 | 3.80 | 61% | 20.67 | 3.81 |

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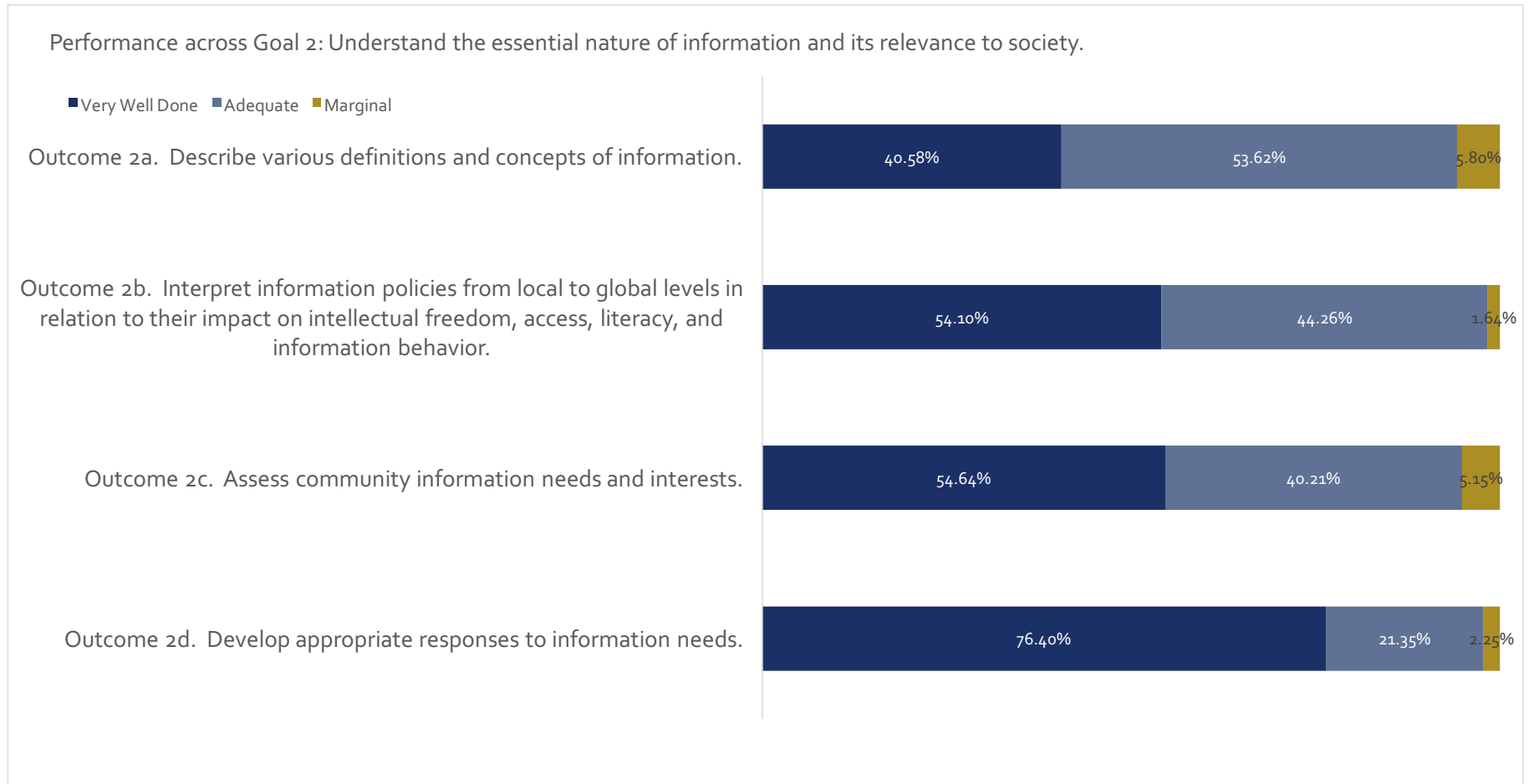
| Essay Criteria | | | | | |
|---|---|---|--|---|---|
| Essay has an overall logical train of thought with adequate connections between ideas, generalizations, and examples. | Student articulates his/her process of learning the LIS competencies through careful review of his or her work in courses and related learning experiences. | Student articulates the growth and impact of the learning experiences on his/her professional development and understanding of library/information science field. | Student identifies and discusses significant artifacts that reflect his/her achievement of the learning outcomes and related competencies. | Student uses standard writing conventions (e.g., proper grammar, spelling, and sentence structure). | The reflective essay is a cohesive and thoughtful presentation of the student's understanding of the five learning goals and the learning outcomes in relation to his/her coursework and educational experiences as represented by the e-Portfolio. |
| Rating | Rating | Rating | Rating | Rating | Rating |
| 3.0 | 3.9 | 4.0 | 3.7 | 3.0 | 3.9 |
| 3.0 | 3.7 | 3.8 | 3.7 | 3.0 | 3.6 |
| 2.9 | 3.3 | 3.2 | 3.3 | 2.6 | 3.1 |
| 2.94 | 3.66 | 3.67 | 3.54 | 2.85 | 3.53 |

| Organization and e-Portfolio Design Criteria | | | | Resume Criteria | |
|--|--|--|--|---|--|
| Learning goals, outcomes, and artifacts are clearly labeled. | Navigation of the e-Portfolio content is straightforward and functions smoothly. | Organization of content is logical and cohesive. | Presentation of content has consistent and aesthetic use of color, style, and design elements. | Education, work, internship, and/or volunteer experiences are described to highlight responsibilities and competencies. | Presentation of information is professional, organized, clear, and free of grammatical errors. |
| Rating | Rating | Rating | Rating | Rating | Rating |
| 2.9 | 2.5 | 2.7 | 2.9 | 3.0 | 3.0 |
| 3.0 | 3.0 | 3.0 | 2.9 | 3.0 | 2.8 |
| 2.7 | 2.7 | 2.7 | 2.6 | 2.8 | 2.8 |

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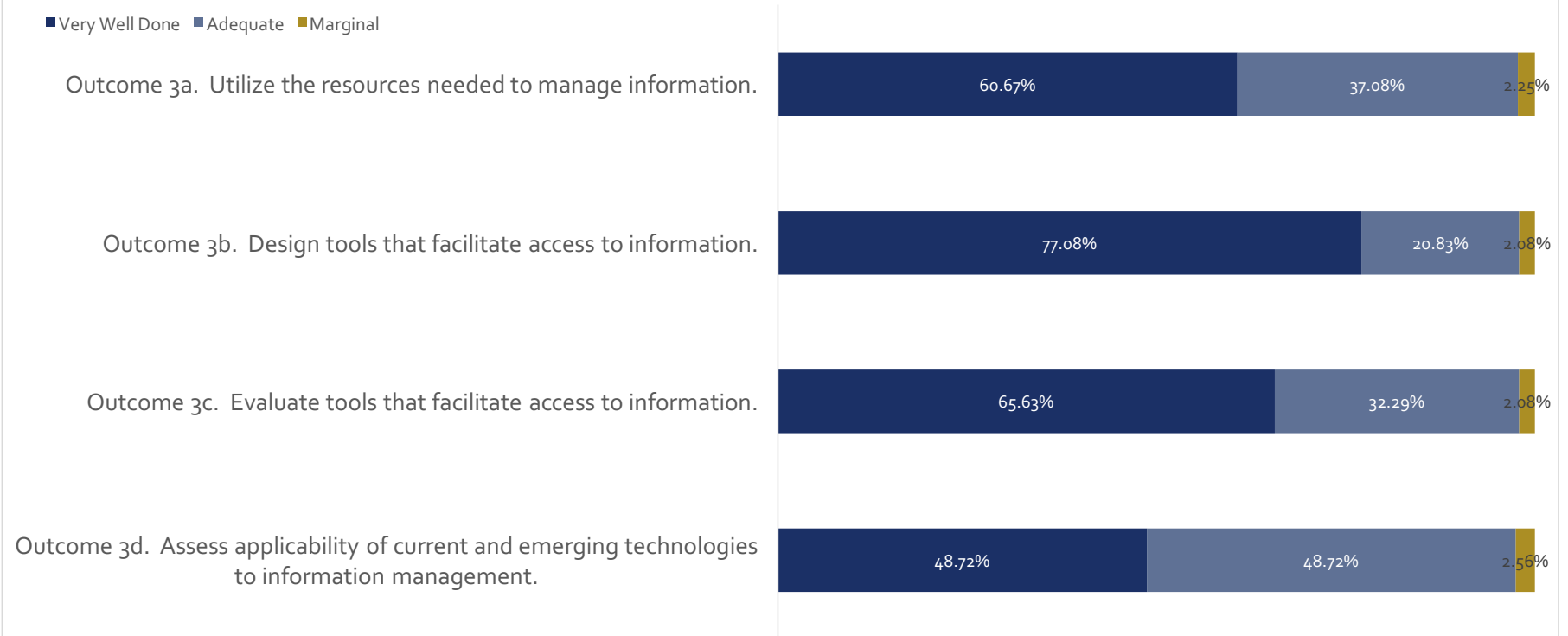
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Dominican University School of Information Studies e-Portfolio Outcomes 2015-16 Summary

Performance across Goal 3: Navigate, curate, and create information across the spectrum of human records from local to global contexts

■ Very Well Done ■ Adequate ■ Marginal



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Performance across Goal 4: Synthesize theory and practice within a dynamic and evolving information environment.

■ Very Well Done ■ Adequate ■ Marginal

Outcome 4a. Articulate theories and concepts in relation to professional practice.



Outcome 4b. Demonstrate application of theory to practice.



Outcome 4c. Assess how LIS theories and concepts provide value to emerging tools, technologies, functions and practices.



Outcome 4d. Facilitate formal and informal learning.



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Performance across Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.

■ Very Well Done ■ Adequate ■ Marginal

