DOMINICAN UNIVERSITY
School of Information Studies

MLIS e-Portfolio Guidelines for Demonstrating Competencies in Student Learning Goals and Outcomes

Goals of e-Portfolio

The e-Portfolio project 1) enables you to showcase your best work from your MLIS courses, demonstrating your unique talents and skills, and 2) shows evidence of your competencies according to each of the SOIS student learning goals and outcomes (SLGOs). Ultimately, a variation of your completed e-Portfolio may be used with potential employers as a body of evidence for your competencies, skills, and talents.

A list of the MLIS student learning goals and outcomes is provided in this document, along with the rubric used for evaluating your e-Portfolio. In addition, sample types of evidence and artifacts are listed below for you to reflect on your learning and to select evidence. In general, you should select items that best represent your skills and knowledge in the profession and that best fit your professional goals as listed in your resume. Your portfolio should be presented as a website.

Components of the e-Portfolio

Your e-Portfolio must include the following components:

1) Table of contents or similar organizational scheme

2) Current resume (See Bridge-to-Career Module in Canvas for Guidance)

3) A reflective essay (2000-2500 words; double spaced formatting) that provides a context and rationale for the materials included in your e-Portfolio. Your essay should be a cohesive and thoughtful presentation of your overall educational experience in relation to the five learning goals and their associated learning outcomes as represented by your e- Portfolio, and the impact of these experiences on your developing and future professional identity and practice. Some questions to consider as you prepare your essay: What SOIS experiences were the most significant learning experiences for you? Which artifacts in your e-Portfolio do you consider to be your best? What does the e- Portfolio reflect about you as a library/information science professional? How has your perspective of libraries/information centers changed during your coursework in the program? What directions to you see your career taking at this point in time? (See rubric for additional guidance.)

4) Evidence or artifacts that demonstrate your competencies in relation to the five learning goals. For all five of the learning goals, you need to document your competency in all three of the outcomes associated with each learning goal. A list of potential artifacts for your e-Portfolio is provided below. You may use the same artifact for more than one outcome, but your e-Portfolio should include at least 12 different artifacts. Your final e-Portfolio may include up to three items created outside of SOIS, as long as the item demonstrates competency of one of the MLIS learning outcomes.

For each artifact in your e-Portfolio, include a brief explanation (one or two paragraphs) that connects the work you did to your understanding of the outcome in relation to the program learning goal. If using an artifact for more than one outcome, include additional information for each, connecting specifically to each learning goal.

Examples of Artifacts and Evidence for e-Portfolio

- Advocacy or marketing plan
- Bibliography
- Budget document
- Cost-benefit analysis
- Electronic presentation (e.g., web pages, blog, wiki, PowerPoint slides)
- Exam or exam question response
- Grant proposal
- Instructional plan
- Issues paper or essay
- Journal article or professional presentation
- Needs assessment report
- Poster presentation
- Product analysis and assessment
- Program plan
- Reference pathway
- Reflection paper (e.g., journal)
- Research paper or research report
- Strategic plan
- Subject bibliography
- Technology project (e.g., database, digital collection, web page, network analysis)
- Video of a presentation (e.g., instruction, storytelling, program presentation, etc.)

MLIS Student Learning Goals and Outcomes
(Effective Fall 2021)

MLIS students will:

Goal 1: **Develop a professional identity and philosophy within the library and information professions.**
Outcome 1a. Describe the evolving nature of the core values and ethics within diverse information environments.
Outcome 1b. Demonstrate how a philosophy, theory, model, and/or major perspective of the library and information profession guides practice in diverse settings.
Outcome 1c. Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.

Goal 2: **Understand the essential nature of information and its relevance to our diverse society.**
Outcome 2a. Describe various definitions and concepts of information.
Outcome 2b. Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.
Outcome 2c. Develop appropriate responses to assessed information needs within diverse communities/organizations.

Goal 3: **Navigate, curate and create information across the spectrum of human records.**
Outcome 3a. Design resources or tools that facilitate access to information.
Outcome 3b. Utilize resources or tools to manage information.
Outcome 3c. Evaluate resources or tools that manage and facilitate access to information.

Goal 4: **Synthesize theory and practice within a dynamic, evolving, and diverse information environment.**
Outcome 4a. Apply library and information science theories, principles, and research to professional practice.
Outcome 4b. Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/or curation to meet the variety of information needs of diverse communities.
Outcome 4c. Demonstrate teaching and learning principles in relation to professional practice.

Goal 5: **Effectively communicate and collaborate to deliver, market, and advocate for library and information services.**
Outcome 5a. Apply marketing and/or advocacy principles to demonstrate and promote the value of libraries and information agencies.
Outcome 5b. Demonstrate effective professional communication to achieve common understanding as an individual or in group settings.
Outcome 5c. Demonstrate leadership principles in an educational, professional, or community context.

e-Portfolio Rubric

Reflective Essay: 22 possible points
The essay demonstrates the following criteria:

	Exemplary 4 points	Well done 3 points	Adequate 2 points	Marginal 1 point	Comments
REFLECTIVE ESSAY CRITERIA 1: Essay is a cohesive and thoughtful presentation of the student's understanding of the five learning goals and the learning outcomes in relation to their coursework and educational experiences.					
REFLECTIVE ESSAY CRITERIA 2: Articulates their process of learning the LIS competencies through careful review of their work in courses and related learning experiences.					
REFLECTIVE ESSAY CRITERIA 3: Identifies and discusses significant artifacts that reflect achievement of the learning outcomes and related competencies.					
REFLECTIVE ESSAY CRITERIA 4: Articulates the growth and impact of the learning experiences on their professional development and understanding of library/information science field.					
REFLECTIVE ESSAY CRITERIA 5: Essay has an overall logical train of thought with adequate connections between ideas, generalizations and examples.	NA				
REFLECTIVE ESSAY CRITERIA 6: Essay has standard writing conventions (e.g., proper grammar, spelling and sentence structure).	NA				
Totals					/22

Goal and Outcome Artifacts (60 points total)

As a part of the reflective process, the student will select and present an artifact for each learning outcome within the goal. The student then provides a description connecting the artifact from the student's learning to their mastery of the learning outcome.

Goal 1: Develop a professional identity and philosophy within the library and information professions.

	Well Done 4 points	Satisfactory 3 points	Marginal 1 point	Comments
Outcome 1a. Describe the evolving nature of the core values and ethics within diverse information environments.				
Outcome 1b. Demonstrate how a philosophy, theory, model, and/or major perspective of the library and information profession guides practice in diverse settings.				
Outcome 1c. Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.				

Goal 2: Understand the essential nature of information and its relevance to our diverse society.

	Well Done 4 points	Satisfactory 3 points	Marginal 1 point	Comments
Outcome 2a. Describe various definitions and concepts of information.				
Outcome 2b. Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.				
Outcome 2c. Develop appropriate responses to assessed information needs within diverse communities/organizations.				

Goal 3: Navigate, curate and create information across the spectrum of human records.

	Well Done 4 points	Satisfactory 3 points	Marginal 1 point	Comments
Outcome 3a. Design resources or tools that facilitate access to information.				
Outcome 3b. Utilize resources or tools to manage information.				
Outcome 3c. Evaluate resources or tools that manage and facilitate access to information.				

Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment.

	Well Done 4 points	Satisfactory 3 points	Marginal 1 point	Comments
Outcome 4a. Apply library and information science theories, principles, and research to professional practice.				
Outcome 4b. Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/or curation to meet the variety of information needs of diverse communities.				
Outcome 4c. Demonstrate teaching and learning principles in relation to professional practice.				

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

	Well Done 4 points	Satisfactory 3 points	Marginal 1 point	Comments
Outcome 5a. Apply marketing and/or advocacy principles to demonstrate and promote the value of libraries and information agencies.				
Outcome 5b. Demonstrate effective professional communication to achieve common understanding as an individual or in group settings.				
Outcome 5c. Demonstrate leadership principles in an educational, professional, or community context.				

Organization, Design, Clarity and Usability: 12 possible points
The e-Portfolio demonstrates the following criteria:

	Well done 3 points	Adequate 2 points	Marginal 1 point	Comments
USABILITY: Navigation of the e-Portfolio content is straightforward and functions smoothly.				
ORGANIZATION of content is logical and cohesive.				
CLARITY: Learning goals, outcomes and artifacts are clearly labeled.				
DESIGN: Presentation of content has consistent and aesthetic use of color, style and design elements.				
Totals				/12

Resume: 6 possible points
The resume demonstrates the following criteria:

	Well done 3 points	Adequate 2 points	Marginal 1 point	Comments
RESUME CRITERIA 1: Education, work, internship and/or volunteer experiences are described to highlight responsibilities and competencies.				
RESUME CRITERIA 2: Presentation of information is professional, organized, clear, and free of grammatical errors.				
Totals				/6

TOTALS

Essay	/22
Artifacts	/60
Design	/12
Resume	/6
Overall Score	/100

Grading scale: Pass: 75-100 points; Fail: Below 75 points. e-Portfolios that receive an initial *Fail* evaluation will be reviewed by the SOIS Curriculum Committee for the final grading decision.