



DOMINICAN UNIVERSITY

School of Information Studies

SOIS e-Portfolio Guidelines for Student Learning Goals and Outcomes

Goals of e-Portfolio

The e-Portfolio project 1) enables you to showcase your best work from your SOIS courses, demonstrating your unique talents and skills, and 2) shows evidence of your competencies according to each of the SOIS student learning goals. 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 SOIS student learning goals and outcomes is provided on the attached sheet, 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 in electronic format (i.e., website, blog, or wiki pages).

Components of the e-Portfolio

Your e-Portfolio must include the following components:

1) Table of contents or similar organizational scheme

2) Current resume

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 the 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 do 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 of **three of the outcomes** associated with each learning goal. As a part of the reflective process, you must choose artifacts for only three outcomes per 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. You are encouraged to include more than 12 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 SOIS 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.

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.)

SOIS Student Learning Goals and Outcomes (Implemented in Fall 2017)

Academic Program Pillars:

The following student learning goals and outcomes are presented within the broad context of and emphasis on an abiding commitment to the information profession and its core values, leadership, global awareness, service, social justice, and an attention to evolving technologies and media.

SOIS students will:

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

Outcome 1a. Describe the historical context and dynamic nature of the core values and ethics of the library and information professions.

Outcome 1b. Articulate the philosophies, theories, models, and/or major perspectives of the library and information professions.

Outcome 1c. Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.

Outcome 1d. Apply the core values and ethics of LIS to diverse local, national, and global contexts.

Goal 2: Understand the essential nature of information and its relevance to 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. Assess the information needs and interests of diverse communities and organizations.

Outcome 2d. Develop appropriate responses to information needs.

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 facilitate access to and manage information.

Outcome 3d. Assess applicability of current and emerging technologies to information management.

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

Outcome 4a. Apply library and information science theories, principles, and research to professional practice.

Outcome 4b. Describe how library and information science theories and practices inform and improve emerging technologies.

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 principles to demonstrate and promote the value of libraries and information agencies.

Outcome 5b. Apply advocacy principles to demonstrate and promote the value of libraries and information agencies.

Outcome 5c. Negotiate group dynamics in pursuit of a common goal.

Outcome 5d. Demonstrate effective professional communication to achieve common understanding.

Outcome 5e. Demonstrate leadership in relation to professional practice.

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 student's understanding of the five learning goals and the learning outcomes in relation to his/her coursework and educational experiences.					
REFLECTIVE ESSAY CRITERIA 2: Articulates his/her process of learning the LIS competencies through careful review of his/her 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 his/her 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

Organization, Design, Clarity and Usability: 12 possible points					
The e-Portfolio demonstrates the following criteria:					
	Exemplary 4 points	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

Goal and Outcome Artifacts (60 points total)
 The contextual paragraphs connect the student's learning to the mastery of the outcome. As a part of the reflective process, students must choose artifacts for only three outcomes per goal. Outcomes selected beyond the three will not be graded.

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Goal 1: Develop a professional identity and philosophy within the library and information professions. (Must choose only three)

Outcome 1a. Describe the historical context and dynamic nature of the core values and ethics of the library and information professions.					
Outcome 1b. Articulate the philosophies, theories, models, and/or major perspectives of the library and information professions.					
Outcome 1c. Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.					
Outcome 1d. Apply the core values and ethics of LIS to diverse local, national, and global contexts.					

Goal 2: Understand the essential nature of information and its relevance to society. (Must choose only three)

	Well Done 4 points	Satisfactory 3 points	Marginal 1 point	Did not choose this outcome 0 points	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. Assess the information needs and interests of diverse communities and organizations.					
Outcome 2d. Develop appropriate responses to information needs.					

Goal 3: Navigate, curate and create information across the spectrum of human records. (Must choose only three)

	Well Done 4 points	Satisfactory 3 points	Marginal 1 point	Did not choose this outcome 0 points	Comments
Outcome 3a. Design resources or tools that facilitate access to information.					
Outcome 3b. Utilize resources or tools needed to manage information.					
Outcome 3c. Evaluate resources or tools that facilitate access to and manage information.					
Outcome 3d. Assess applicability of current and emerging technologies to information management.					

Goal 4: Synthesize theory and practice within a dynamic and evolving information environment. (Include all three)

	Well Done 4 points	Satisfactory 3 points	Marginal 1 point	Did not choose this outcome 0 points	Comments
Outcome 4a. Apply library and information science theories, principles, and research to professional practice.					
Outcome 4b. Describe how library and information science theories and practices inform and improve emerging technologies.					
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.

(Must choose only three)

	Well Done 4 points	Satisfactory 3 points	Marginal 1 point	Did not choose this outcome 0 points	Comments
Outcome 5a. Apply marketing principles to demonstrate and promote the value of libraries and information agencies.					
Outcome 5b. Apply advocacy principles to demonstrate and promote the value of libraries and information agencies.					
Outcome 5c. Negotiate group dynamics in pursuit of a common goal.					
Outcome 5d. Demonstrate effective professional communication to achieve common understanding.					
Outcome 5e. Demonstrate leadership in relation to professional practice.					

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.