



**University at Buffalo**

*The State University of New York*

Department of Library and Information Studies

## **Master of Library Science Assessment Portfolio**

**(Non-School Library Media Specialization)**

The Assessment Portfolio demonstrates the meeting of LIS program goals as well as students' educational and professional goals. The portfolio should focus on the students' knowledge of the Library and Information Science (LIS) field and on professional competencies developed in both required and elective courses.

Students can use their assessment portfolio as a springboard for producing a professional portfolio, a tool that is common in the job application process.

A portfolio with a satisfactory grade is a graduation requirement for all students entering the program as of summer/fall 2012 with requirements for the portfolio based on LIS program objectives at that time. A major revision of the LIS program goals was approved and implemented in spring 2014 and as a result, the new portfolio requirements outlined in this guide are effective beginning with fall 2014 graduates.

Note: Students who matriculated while the 2012 Portfolio procedures were in place may elect to complete their final assessment portfolios using those standards.

*Transforming Lives Through Information*

September 2014

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## 1 Preparation

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Preparation of the portfolio should start on the first day of a student's program and accompany the planning of and progress through his or her program of study. Students should bring the portfolio in progress to all advising appointments.

The following is an overview of the portfolio elements:

- a) A Table of contents—use the required form in *Appendix A*.
- b) A clean, corrected, updated resume.
- c) A section on the student's educational and professional goals, consisting of 2 elements:
  - Narrative from the original program application, unchanged;
  - Initial reflective essay on the student's educational and professional goals (written in LIS 505).
- d) Plan(s) of study (initial plan of study, over time replaced by later versions).
- e) List of courses with grades (unofficial transcript available via UB HUB).
- f) Course work products (also referred to as *artifacts*) that demonstrate the meeting of one or more LIS Program Goals. A work product includes any product completed in the program, such as assignments, papers, practicum reports, websites, videotaped presentations, etc.; most work products included in the portfolio should be formally graded. Each work product must include a required **Work Product Statement** form (available in *Appendix C* or electronically via the LIS website) with the following information completed:
  - The course number, course name and the instructor of the class in which the work was produced.
  - The name of the assignment.
  - The LIS Program Goal(s) and course objectives (provided by instructor) for which it provides evidence of achievement (see *Appendix E*);
  - A brief statement (250 words max.) on how this artifact serves as **evidence** of the student meeting the selected LIS Program Goal.

Note that the information in these statements may be used in the Impact Essay.

- f) An Impact Essay (750-1,000 words)

Students will write a an impact essay (also called an impact statement) in which they discuss and illustrate with examples the key learning outcomes from their program of study courses, practical experiences, and research and the difference the LIS program has made in their ability to impact the information profession and its stakeholders, to

“transform lives through information.” Students should weave statements associated with specific work products into their discussion, or refer to them, as evidence of their reported learning outcomes and actual or potential impacts. Students who have completed practical experiences or focused research may be able to report the actual impact that their work has had in specific environments.

As part of this essay, students should also discuss the impact that their LIS program experiences have had on their original educational goals and objectives. Did the program allow them to meet those goals? Did any of those goals/objectives change as a result of experiences within the LIS program?

## 2 Submission

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### 2.1 Intent to submit

At the beginning of the student’s *last full semester* (fall or spring), s/he should *email*, a completed **Intent to Submit Portfolio form** to the LIS Office. This form is available in *Appendix D* and electronically on the department’s website. The form should NOT be submitted in print form and must be emailed to [lisport@buffalo.edu](mailto:lisport@buffalo.edu).

Graduation in spring or summer:	February 15
Graduation in fall:	September 15

Once the Intent to Submit form is received by the LIS office, the student will be added to the UBl earns Portfolio Course for that semester. The portfolio will be submitted via UBl earns.

**Note:** Students planning to graduate in the summer term MUST complete their portfolios in the spring semester preceding that summer.

### 2.2 Submission

The draft **portfolio form** must be submitted per the instructions on UBl earns by the following dates:

Graduation in spring or summer:	April 1
Graduation in fall:	November 1

The **final portfolio** is due by the last exam day of the student's last regular semester.

Details about submission of each part of the portfolio (ex. File formats, filenaming conventions, etc.) will be made available on *UBlearns*.

### 3 Assessment

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#### 3.1 Criteria by which portfolios will be assessed

The overarching criterion is the degree to which the portfolio as a whole demonstrates the student's meeting of the LIS Program Goals. Although all items specified in Appendix A are required, assessment will focus on the reflective statements and the work products.

For detail see *Appendix B. Rubrics for Program Portfolio Assessment*

#### 3.2 Assessor

The assessor, a faculty member or a professional staff member approved for teaching, will be designated by the LIS chair for each student.

#### 3.3 Grading

The assessor can give one of two grades:

- **Satisfactory (Pass).** The student is then eligible to graduate if all other graduation requirements have been met.
- **Unsatisfactory (Fail).** The assessor specifies revisions and/or further work needed. The student must resubmit the portfolio before he or she can graduate; this may result in a delay in graduation.

If the grade is Unsatisfactory (fail), the chair will appoint another assessor for a second review. If the second assessor gives a grade of Satisfactory (Pass), the Chair will appoint an ad hoc committee to determine the final grade.

If the portfolio is deemed to be unsatisfactory, the student must resubmit the portfolio before he or she can graduate; this may result in a delay in graduation.

### 4 Failure After Resubmission

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A student who fails after resubmission must meet with the LIS Chair and the student's portfolio assessor for review and recommendation for further action.

**Appendix A. TABLE OF CONTENTS FORM**

## LIS Assessment Portfolio - FINAL

### Table of Contents

Name: \_\_\_\_\_ Semester: \_\_\_\_\_

Portfolio Component	Filename	Included
1. Current Resume		
2. Educational and professional goals		
2.1. Narrative		
2.2. Statement of Educational Goals and Objectives		
3. Plan(s) of Study		
4. Unofficial Transcript		
5. Work Products		
5.1A. Program Goal 1 –	Statement 1	
	Work product 1	
5.1B. Program Goal 1 –	Statement 2	
	Work product 2	
5.2A. Program Goal 2 –	Statement 1	
	Work product 1	
5.2B. Program Goal 2 –	Statement 2	
	Work product 2	
5.3A. Program Goal 3 –	Statement 1	
	Work product 1	
5.3B. Program Goal 3 –	Statement 2	
	Work product 2	
5.4A. Program Goal 4 –	Statement 1	
	Work product 1	
5.4B. Program Goal 4 –	Statement 2	
	Work product 2	
6. Impact Essay		

Notes to reviewers:

## Work Product / LIS Program Goals Matrix

Insert the course number and assignment name of the work product used to show evidence of your having met each LIS program goal. Remember that each Program Goal must have at least 1 work product from a core class and that all five (5) core classes must be represented. You may use electives or additional core class work products to round off the eight (8) work products submitted.

LIS Program Goal	Work Product 1	Work Product 2
Goal 1. <i>Graduates demonstrate an understanding of library and information studies, including its historical roots, as well as the creation, representation, organization, dissemination, and use of information.</i>		
Goal 2. <i>Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.</i>		
Goal 3. <i>Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence.</i>		
Goal 4. <i>Graduates are able to apply an understanding of the library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).</i>		



## **Appendix B. RUBRICS FOR PROGRAM PORTFOLIO ASSESSMENT**

### IMPACT ESSAY RUBRIC

This Impact Essay should analyze your program of study and how it has impacted your own development as an information professional. You should approach this from 2 perspectives:

1. The impact of the LIS Program on your own educational goals and objectives. Were you able to meet your goals? Did your goals change? Explain and provide examples.
2. The impact of the LIS Program on your development as an information professional. Explain and provide examples.
3. The impact you see yourself as being able to have on the LIS Profession. This may be in terms of research, professional contributions, your ability impact people's lives, etc.

UNSATISFACTORY	SATISFACTORY
<i>It is difficult to ascertain from the essay how experiences in the program impacted educational and professional growth.</i>	<i>The essay addresses program impact and demonstrates thoughtful reflection about the student's educational experiences and growth as an information professional.</i>
<i>Educational goals and are sketchy or missing. There is no attempt to reflect on the relationship between those goals and the LIS program goals.</i>	<i>The essay clearly demonstrates the impact of the LIS program, on the student's own learning, professional goals and commitment to the information profession.</i>
<i>Examples are unrelated or missing.</i>	<i>Specific examples of work products and experiences are included.</i>
<i>Organization of the impact essay is haphazard. Reflection is simplistic or missing. The essay is poorly written.</i>	<i>The reflective essay is well written, clearly organized and demonstrates reflection and critical thinking.</i>

## **Appendix C. WORK PRODUCT STATEMENT FORM**

## Portfolio Work Product Statement

Student Name :

Semester:

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1. **Course number, course name and instructor for which this work was produced:**
2. **Assignment title:**
3. **What Course Objectives are met by this assignment (as defined by the instructor)?**
4. **What LIS Program Goals are met by this assignment (as defined by the instructor)?**
5. **What LIS Program Goal are you addressing with this Work Product?**
6. **STATEMENT:** (maximum 250 words)  
*Provide a brief statement describing how this work product serves as evidence of your having met the program goal noted in your matrix.*

## **Appendix D. INTENT TO SUBMIT PORTFOLIO FORM**

**INTENT TO SUBMIT PORTFOLIO FORM**

<b>NAME:</b>		<b>STUDENT NO. :</b>		
<b>ADVISOR:</b>				
<b>INTENDED GRADUATION DATE:</b>		<b>YEAR:</b>		
	<b>SEM:</b>	Fall	Spring	Summer
<b>DRAFT PORTFOLIO DUE DATE:</b>		Nov. 1	Apr. 1	
<b>FINAL PORTFOLIO DUE DATE:</b>		Dec. ____ , ____	May ____ , ____	
<p>Submission of this form signifies my intent to submit the required portfolio for completion of the MLS degree. I understand that I cannot be awarded the MLS degree and cannot graduate until I complete the required portfolio AND receive a grade of Satisfactory.</p> <p>Any exceptions to required deadlines as noted in the <b>Master of Library Science Study Planner and Program Portfolio</b> must be noted below and approved by my advisor and the LIS Department Chair.</p> <p>Student Signature _____ Date: _____</p>				
<b>Exceptions (please explain and obtain signatures below):</b>				
<b>Advisor Signature:</b>				
<i>Only required if there are exceptions.</i>		Approve Disapprove		
<b>Dept. Chair Signature:</b>				
<i>Only required if there are exceptions.</i>		Approve Disapprove		

## **Appendix E. LIS PROGRAM GOALS**



Department of Library and Information Studies

## Department Mission

April 2014

In concert with the tripartite mission of the State University of New York and of the University at Buffalo, the mission of the Department of Library and Information Studies is to provide a dynamic academic environment that involves groundbreaking research, exceptional teaching, and collaborative service in a diverse global context.

## Program Goals

April 2014

1. Graduates demonstrate an understanding of library and information studies, including its historical roots, as well as the creation, representation, organization, dissemination, and use of information.
2. Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.
3. Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence.
4. Graduates are able to apply an understanding of the library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).





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