University at Buffalo
Department of Information Science
Graduate School of Education

Master of Science in Information & Library Science
Assessment Portfolio Planner

(Non-School Librarianship)

The Assessment Portfolio demonstrates the meeting of the Department of Information Science's MS in Information and Library Science (MS-ILS) program goals as well as students' educational and professional goals. This is a capstone project that will utilize the University at Buffalo's (UB) course management system, UB*learns* and Digication's electronic portfolio software. The focus of the portfolio will be the students' programs of study and will serve as evidence of their knowledge of the Information Science (IS) field as well as professional competencies developed in both required and elective courses.

Students may choose to use their assessment portfolios as a springboard for producing professional portfolios to increase their professional visibility and online presence.

An assessment portfolio with a satisfactory grade is a graduation requirement for all students in the MS-ILS program. This portfolio has undergone a number of revisions since becoming a requirement in fall 2012. This version reflects the major revision in the MS-ILS curriculum effective in fall 2017 and a departmental name change in fall 2018. Students who matriculated prior to fall 2017 and are following the 2014 curriculum should complete their portfolio requirement using the *Master of Library Science Assessment Portfolio* dated September 2014.

January 2019

Contents

1   Preparation

Preparation of the portfolio should start on the first day of a student's program and accompany the planning of and progress through their program of study.

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.

d)   The original statement of the student's educational goals and objectives submitted in the application to the MS-ILS Program.

e)   Plan(s) of study (initial plan of study, and later versions).

f)   The student's unofficial transcript (available via UB HUB).

g)   Course work products (also referred to as *artifacts*) that demonstrate the meeting of one or more MS-ILS Program Goals. A work product includes any assignment completed in the program, such as papers, practicum reports, websites, video presentations, etc.; most work products included in the portfolio should be formally graded though some may result from practicum or special project experiences. Each work product must include a required **Work Product Statement** form (available in *Appendix C* or electronically via the department 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 MS-ILS 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 MS-ILS Program Goal.

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

There must be at least one (1) work product from a core class addressing each of the four (4) MS-ILS program goals and your portfolio must include at least one (1) work product from all three (3) core classes.

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 MS-ILS

program has made in their ability to impact the information profession and its stakeholders. 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 MS-ILS 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 MS-ILS program?

2   Submission

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**.

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

Once the Intent to Submit form is received by the LIS office, the student will be added to the UB*learns* portfolio course and the Digication e-portfolio course for that semester. The portfolio will be officially submitted via UB*learns* and Digication.

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** must be submitted per the instructions in UB*learns* and Digication by the following dates:

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

The <u>final portfolio</u> is **due by the last day of classes in the student's last regular semester.**

Details about submission of each part of the portfolio (ex. File formats, file naming conventions, etc.) will be made available on UB*learns*.

3   Assessment

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 MS-ILS Program Goals. Although all items specified in Appendix A are required, assessment will focus on the short reflective statements for each of the work products and the impact essay.

For details see *Appendix B. Rubric for Impact Essay*

3.2   Assessor

A portfolio assessor, a faculty member or a professional staff member approved for teaching, will be designated by the IS department chair to review each student portfolio.

3.3   Grading

The assessor can assign 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 department 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 ultimately deemed to be unsatisfactory, the student must resubmit the portfolio before he or she can graduate; this may result in a delay in graduation and the need to extend conferral by a semester. Students must be enrolled in at least 1 credit while completing the portfolio.

4   Failure After Resubmission

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

Appendix A. TABLE OF CONTENTS FORM

MS-ILS Assessment Portfolio
Table of Contents

Name: _____   **Semester:** _____

Portfolio Component		Notes (if needed)	Included
1. Current Resume			
2. Educational and professional goals			
2.1. Application Statement of Objectives			
2.2. LIS505 Educational Goals & Objectives (if applicable)			
3. Plan(s) of Study			
4. Transcript (unofficial)			
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:

Transforming Lives Through Information

Work Product / MS-ILS Program Goals Matrix

Insert the course number and assignment name of the work product used to show evidence of your having met each MS-ILS program goal. Remember that each Program Goal must have at least 1 work product from a core class and that all three (3) core classes must be represented. You may use electives or additional core class work products to round off the eight (8) work products submitted.

MS-ILS Program Goal	Work Product 1	Work Product 2
Goal 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.*		
Goal 2. *Graduates apply disciplinary knowledge and skills required in diverse information environments.*		
Goal 3. *Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, reflective practice, and ethical adherence.*		
Goal 4. *Graduates demonstrate the values, attitudes, and behaviors associated with the roles and responsibilities of information and library professionals.*		

Appendix B. IMPACT ESSAY RUBRIC

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

Appendix C. WORK PRODUCT STATEMENT FORM

Portfolio Work Product Statement

Name: Sem. Course Completed:

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 (if provided by the instructor)?**

4. **What MS-ILS Program Goals are met by this assignment (as defined by the instructor)?**

5. **What MS-ILS 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

NAME:	**STUDENT NO. :**
ADVISOR:	**EMAIL:**

INTENDED GRADUATUON DATE:	YEAR:			
	SEM:	Fall	Spring	Summer
PORTFILIO STANDARDS BEING USED:		2014	2017	
DRAFT PORTFOLIO DUE DATE:		Nov. 1	Apr. 1	
FINAL PORTFOLIO DUE DATE:		Dec. _____ , _____	May _____ , _____	

Submission of this form signifies my intent to submit the required portfolio for completion of the MS degree. I understand that I cannot be awarded the MS degree and cannot graduate until I complete the required portfolio AND receive a grade of Satisfactory.

Any exceptions to required deadlines as noted in the **MS - Information and Library Science Study Planner and Program Portfolio** must be noted below and approved by my advisor and the IS Department Chair.

Student Signature _____   Date: _____

Exceptions *(please explain and obtain signatures below)***:**

Advisor Signature: *Only required if there are exceptions.*	Approve Disapprove
Dept. Chair Signature: *Only required if there are exceptions.*	Approve Disapprove

Appendix E. MS-ILS PROGAM GOALS

University at Buffalo
Department of
Information Science
Graduate School of Education

Department Mission

April 2018

As scholars and educators in information science, we focus on the intersection of people, information and technology. Through systematic, innovative and impactful research, we advance the knowledge and practice of information management, access and use. We create exceptional learning opportunities and collaborate with our diverse local and global communities to transform the information world. This mission supports and advances the missions of the State University of New York, the University at Buffalo, and the Graduate School of Education.

Program Goals

April 2018

1. Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, representation, organization, retrieval, dissemination, use, and curation of information.

2. Graduates apply disciplinary knowledge and skills required in diverse information contexts.

3. Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, reflective practice, and ethical adherence.

4. Graduates demonstrate the values, attitudes, and behaviors associated with the roles and responsibilities of information and library professionals.