



Portfolio Evaluation Guidelines

Completeness

The following items should be included in the portfolio:

Statement of individual learning goals and objectives for the program

Self-assessment

- a. Initial self-assessment that indicates strengths and weaknesses across the determined goals and objectives
- b. Student's description/definition of area of specialization, with a statement of achievements to date
- c. Student's general statement of achievement in the program, outlining how he/she has met personal goals for learning through coursework, internships, professional activities, and/or other extracurricular activities
- d. Self-assessment of student's leadership potential

Examples of student work

- a. One or more examples of work from each required course
- b. One or more examples of work from elective courses in the area of specialization.

Record of the student's advising history, documenting feedback from the advisor during the master's program

A professional resume

Additional supporting documents (optional)

Evidence of student reflection on academic work, progress toward meeting professional goals, and future plans

Does the portfolio reflect adequately the student's introspection on his/her work?
How?

Is the portfolio an accurate assessment of the student's progress in the program?
Why/why not?

Does the portfolio exhibit student knowledge developed through the program?
How?

Does the portfolio display the student's ongoing learning goals? How?

Appearance of portfolio

Has the portfolio been carefully assembled (i.e. few typographical errors, portfolio is organized effectively)?

Oral presentation

Did the student display the ability to organize and synthesize knowledge developed throughout the program as represented by the written portfolio?

Was the student well prepared for the presentation?

Was the presentation an accurate reflection of the portfolio?

Response to Panel Questions

Did the student display knowledge of specific subject areas, especially those specified in the written portfolio?

Did the student exhibit the ability to solve problems?

Did the student display the ability to establish and defend positions on current issues, trends, and problems in library and information studies?

Overall quality of student work presented

Is the portfolio a reflection of the integration of the student's learning across the LIS program? Why/why not?

Does the portfolio represent the student's cumulative accomplishments in the LIS program? Why/why not?

Recommendation

Pass

Fail

Minor revisions

Major revisions

Signature

Date