Your ePortfolio is an individualized group of artifacts and structured reflections that you compile from approved course assignments and other professional experiences throughout the LIS Program, demonstrating understanding and application of the six program Student Learning Outcomes (SLOs). For students entering the LIS Program in Fall 2018 and later, the completed ePortfolio serves as the culminating experience for non-thesis (Plan B) students. Thesis (Plan A) students are also required to compile and upload the six artifacts in the event they make midpoint decisions to switch to Plan B.

The ePortfolio is introduced in the first semester as the initial part of LIS 691 Masters Seminar, supported in coursework and regular advising sessions throughout the program, and completed, assessed and presented in the second part of LIS 691, taken in the semester the student expects to graduate. All ePortfolio-eligible artifacts must be completed in the semester prior to graduation.

This ePortfolio Guidelines will help you understand the process and core concepts involved in authoring an effective ePortfolio and provide useful tips to maximize the potential of your ePortfolio. A substantive ePortfolio should demonstrate your academic progress, critical thinking, problem solving skills, and the reflective stance that you would apply in your professional practice. An ePortfolio will also serve as a repository of your course projects and creative expressions, a record of your learning, and evidence of your professional development while in the Program. Importantly, your ePortfolio should help you develop your own career path and define you as a future information professional.

The guidelines include the following major components:

- Required Content
- Technical Format
- Development Timeline
- Final Checkpoints
- Faculty Evaluation of the ePortfolio
- Public Presentation
- Student Learning Outcomes – Additional Information
Required Content

**Introduction [Approximately 500 words]**
Declare your pathway and summarize your journey to and through the LIS Program. Tell us about your professional goals and aspirations. This opening section contextualizes the artifacts and accompanying reflective essays that you will develop throughout your course work. It sets the tone of your approach to the ePortfolio and it is also an indicator of your preparedness for the “real world.” It helps to paint your personal story.

**Resume**
This is a brief, organized account of your professional objectives, education, related work experiences and qualifications. You may redact any information that you deem private and confidential (e.g., home address).

**Artifacts**
An artifact could be a paper from class, an audio/video file, an image, or digital product (e.g., website, digital exhibit, or LibGuide). You must select as artifacts those assignments designated as ePortfolio-eligible in LIS courses. There should be an ePortfolio-eligible icon to identify these assignments in every syllabus. It will specify the SLO being addressed. An example for SLO 1:

At least four of the SLOs must be addressed with artifacts from core-eligible courses. Mastery of the remaining two SLOs might be demonstrated with artifacts from the following options:

- Non-core elective course in the LIS Program.
- Course approved from another program.
- Non-course option: LIS 690 Internship, LIS 696 Practicum for School Librarianship, or LIS 699 Directed Reading and Research. We strongly advise that you take a core course to gain needed background knowledge for the particular SLO before attempting to submit an artifact from a non-course option.
  - Non-course proposal template (To be completed with your advisor.)
- Extramural initiative (e.g., leadership in a student professional organization, engagement in a library-related community project).
  - You are responsible for providing substantive justification for this option. You must create a written proposal, vet it with your faculty advisor, who will present your proposal to the rest of the faculty for discussion and approval.
  - Extramural initiative proposal template (To be uploaded ASAP)
Artifacts must come from core/elective courses in which you have received a letter grade of 'B' or better. The same artifact should not be used for more than one SLO. Ideally, you will have several eligible assignments for each SLO, so choose the assignment that best demonstrates both your excellence in the particular SLO and your growth as a reflective professional. You may submit up to two artifacts for a SLO. While you are encouraged to continually refine your reflective essays, you must not alter an artifact after completing a course.

While most of the courses require assignments that have been completed individually, we realize that some of the courses require group projects as the ePortfolio-eligible assignments. For this reason, up to three of the artifacts may be group projects that have been deemed ePortfolio-eligible. In these instances, please be sure to include evidence of your specific contributions to the group effort in the accompanying reflective essay.

In all cases, it is required that you work closely with your faculty advisor to ensure that the artifacts selected are appropriate for your ePortfolio.

Suggested format for an artifact: 1) SLO number, 2) course number, title, 3) artifact name, 4) link to the assignment description, and 5) link to the artifact. For example:

**SLO1 Services:** Design, provide, and assess information services  
**Course:** LIS 601 - Introduction to Reference and Information Services  
**Artifact:** Final Query Exam - Question #2  
**Assignment Description:** [provide a link to the assignment described in course syllabus]  
**Hyperlink(s) for the artifact**

**Reflective Essays [Approximately 1000 words each]**
Each SLO must be accompanied by a critical, reflective essay. This is one of the most important elements in the process of compiling your ePortfolio. As your learning progresses in the Program, you will continue to develop critical reflection on professional skills, knowledge, experience, and philosophy, so your reflective essays should be constantly revised even after courses are completed. This should be a reiterative process of reflection, re-evaluation, and revision as you craft your essay to demonstrate ultimate understanding and application of the SLOs. These essays should collectively comprise salient themes that matter to you as an information professional.

There should be only one essay for each SLO even if you decide to include a second artifact. Provide a brief explanation of the assignment(s) to contextualize your essay. Each essay must demonstrate the following:

- How you understand the SLO. Explain the core concept in your own words. This should not merely repeat the Program’s definition of the SLO.  
- Why you believe the artifact(s) demonstrates your proficiency. This should not merely copy the description or expectations of the class assignment. Make it
personal and unique about your specific learning and thinking in a way that distinguishes your work from others who had the same course assignment.

- What you learned from the experience in terms of the SLO. This should highlight specific aspects of the artifact related to the major emphases reflected in the SLO.
- How you engage in scholarly conversation and demonstrate understanding of relevant literature on the SLO by integrating at least two relevant references in each essay. The references should be substantive pieces of literature that could be course-assigned readings or resources that you self-selected. They should be research-based articles and scholarly essays.
- How your demonstrated achievement in this SLO will help you as a reflective professional.

Conclusion [Approximately 500 words]
Summary and synthesize the six reflective essays and explain how you plan to apply what you have learned to a specific information environment, problem, or community of interest. In addition, discuss your aspirations and future goals as a soon-to-be information professional. This wraps up your academic journey and sends a message to faculty, peer students, and future employers, so be inspirational!

Statement Regarding Students’ Intellectual Property Rights and Privacy
You are the sole owner of the intellectual property of your ePortfolio. You will be required to make a working draft of your ePortfolio publicly available to faculty advisors throughout your coursework. However, artifacts containing sensitive information may be placed in a private Google Drive folder and made accessible for faculty advisors only. Artifacts may also be redacted or anonymized to be made public in your ePortfolio. Your completed ePortfolio must be submitted in your final semester for review by a faculty committee. More details will be provided by the LIS program coordinator.

Technical Format
Your ePortfolio must meet minimum format and technical quality standards before being submitted for final evaluation. General platform functions will be introduced and demonstrated in LIS 691 Masters Seminar. The format and technical quality of your final ePortfolio are evaluated by the LIS 691 Masters Seminar instructor, who provides an acceptable/not acceptable determination on the following general criteria:

- Legibility: Fonts and type size vary appropriately for headings, sub-headings and text.
- Accuracy: No typographical errors in the introduction, reflections or conclusion. Typos that may exist in the artifacts themselves should not be corrected.
- Accessibility: Easy navigability. Use of headings, sub-headings and paragraphs for easy scanning. All links working.
- Layout: Color of background, fonts, etc. enhance readability and aesthetic quality.
Development Timeline

- **Entering semester:** In part 1 of LIS 691 Masters Seminar, you will participate in a series of uncredited workshops and experiences involving presentations by LIS faculty, staff, students, and practicing information professionals. The intent is to have you identify key elements of the LIS curriculum in selecting a possible career pathway, start your ePortfolio, and begin developing a reflective professional philosophy.

- **2nd, 3rd and subsequent pre-graduation semesters:** Begin your reflective essays and continue to polish them. Keep reflective notes on communities and professional situations that interest you. Continually review the ePortfolio rubric and FAQ to ensure that your coursework, artifacts and reflections support your interests and meet program standards. Review your evolving ePortfolio with your advisor during each advising session. Though you will not be enrolling in the 691 seminar during these middle semesters, you are encouraged to attend a voluntary workshop that will be offered each semester for students requesting assistance with specific elements of the ePortfolio.

- **Exiting semester:** In part 2 of LIS 691 Masters Seminar that carries three credits, you will finalize an ePortfolio that meets specified requirements and have it reviewed by a faculty committee. You will also assist in mentoring first-semester students, engage in career preparation activities, and deliver a public presentation based on your ePortfolio. **Important:** Your ePortfolio must be completed and submitted for review by the middle of your exit semester to provide adequate time for the evaluation. (This deadline will be provided in LIS 691 in your final semester.) For this reason, all artifacts must be completed in the semester before your final semester. Note: Summer graduates must follow the timeline for spring graduates.

Final Checkpoints

Before you submit your ePortfolio to a review committee, ask yourself whether your ePortfolio:

- Provides a coherent account of your learning journey as a future information professional.
- Delivers a cohesive narrative about your interests and expertise that prepares you for the information environment you will enter.
- Distinguishes you from other recent graduates.
- Portrays you as a competent and engaged information professional.
- Is aesthetically pleasing and encourages a reader to keep turning ‘pages.’
- Is compelling enough for a future employer to invite you to a job interview.
Faculty Evaluation of the ePortfolio

Your ePortfolio will be evaluated by a two-member committee of faculty; LIS professionals may also be invited to participate. For each SLO, the artifact(s) and reflective essay are evaluated as a unit, following the ePortfolio rubric and FAQ. Your faculty committee will not be re-evaluating the content of your artifacts but referring to them as supporting evidence of proficiency as they review your essays. While the introduction and conclusion are not evaluated directly, they serve the important role of helping to contextualize and personalize your artifacts and reflections.

On a 4-point scale, you must achieve scores of 3 or higher on every SLO to pass. The scores are averages taken from the scores submitted by your evaluation committee. For each SLO receiving an average score below 3, you will have one chance to revise and resubmit the associated reflective essay within two weeks of notification. Once you have passed the written ePortfolio, you are eligible to schedule the required public presentation in the LIS 691 seminar where you will use your ePortfolio as supporting evidence for a job interview scenario.

Public Presentation

The final required project for LIS 691 Masters Seminar will be a public presentation to classmates, faculty, and potential employers (i.e., professional librarians and archivists in the field). In the seminar, you will receive a job interview scenario for which you will prepare a presentation that utilizes your completed ePortfolio as supporting evidence. This is your chance to demonstrate mastery of basic and/or advanced LIS skills based on the job requirements for your chosen job posting/track. As part of the presentation, you will also respond to impromptu questions from the audience regarding the skills and experiences you gained while in the LIS Program. The goals of this final activity are to celebrate your achievements in the program and provide you with an opportunity to hone your communication skills and showcase your unique strengths as an entry-level professional. The presentation is not scored, however, the audience will be invited to provide you with supportive and critical feedback on your performance.

Student Learning Outcomes – Additional Information

The Program’s six SLOs are defined with concise statements and presented as overarching concepts, but each of the statements actually consists of multiple facets of the competencies. Those statements are purposefully designed to encourage you to critically analyze a competency, disassemble the concept, and re-assemble it so that it becomes the best tool for you to logically explain your unique learning. It should be based on the integration of course work, exploration of professional literature, and related experiences. The ePortfolio reviewers expect this demonstration of a critical-thinking process when they evaluate your essays.

The following indicators identify salient elements involved in the SLOs. They are intended as examples only. They might help you produce your reflective essays.
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<tr>
<th>SLO</th>
<th>Competency</th>
<th>Indicators (Examples)</th>
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| **SLO1 Services:** Design, provide, and assess information services | • Reference Services  
  • Information Resources  
  • Instruction          | • Develop, manage, and assess information services for specific users and communities  
  • Create and assess instructional and outreach resources  
  • Demonstrate the ability to advocate effectively for information services |
| **SLO2 Professions:** Apply history and ethics to develop a professional LIS identity | • Professional Philosophy  
  • Professional Ethics  
  • History of the Information Professions | • Apply LIS theory and principles to diverse information contexts  
  • Demonstrate understanding of the historical context of information services and systems  
  • Develop and apply critical thinking skills in preparation for professional practice  
  • Craft and articulate a professional identity |
| **SLO3 Resources:** Create, organize, manage and discover information resources | • Resource Organization  
  • Preservation  
  • Collection Management  
  • Resource Discovery | • Demonstrate understanding of the processes by which information is created, evaluated, and disseminated  
  • Organize, create, archive and manage collections of information resources following professional standards  
  • Search, retrieve, evaluate and synthesize information from a variety of systems and sources  
  • Demonstrate understanding of issues and techniques of preservation of physical and digital objects |
| SLO4 Technologies: Evaluate and apply information technologies | Information Technology | Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness, social impact and adherence to professional standards  
Integrate emerging technologies into professional practice  
Apply current research findings to professional practice |
|---|---|---|
| SLO5 Cultures: Analyze and apply knowledge about information needs and perspectives of indigenous cultures and/or diverse communities | Cultural Competency  
Community Engagement  
Diverse Communities  
Indigenous Knowledge | Communicate and collaborate with diverse colleagues, information seekers and community stakeholders  
Demonstrate understanding of the social, cultural, political, and economic context of information services and systems  
Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability |
| **SLO6 Management:** Demonstrate skills necessary to manage and work effectively within information organizations | • Library Management  
• Archive Management  
• Organization Management | • Understand and apply basic theories and principles of administration for effective management of various information institutions  
• Understand administrative aspects of various information organizations  
• Conduct system level of planning, assessment  
• Apply skills related to leadership, public relations and advocacy  
• Understand how information organizations are funded, and how to create basic budgets  
• Understand basic HR laws and how to evaluate and motivate personnel |