# E-Portfolio Assessment as of Spring 2018

**Background**

The e-portfolio replaced the comprehensive exam in Spring 2013 as the end-of-program assessment for the MS LIS program. The main section in the e-portfolio covers the eight program goals, which are based on the eight core competencies of the American Library Association (ALA)[[1]](#footnote-1). In this section students provide evidence from their coursework (i.e. assignments and projects) and write reflections for each goal explaining how their learning from the evidence satisfies the respective program goal. Each e-portfolio is reviewed independently by two DLIS faculty. The minimum grade to “pass” the e-portfolio assessment is 80%. If the outcomes (Pass/Fail) from the two reviewers differ, a third faculty member is assigned by the Director to review the e-portfolio and render a decision. E-Portfolio reviews coincide with the annual graduation cycle – Summer, Fall, Spring. Digication is the platform used by the students to create their e-portfolios.

To ensure student understanding of the e-portfolio end-of-program assessment and the use of its development platform Digication, current policy (listed below) informs students at the start of their programs and during each term.

1. Students are introduced to the e-portfolio in the very beginning of the program, at the new student orientation.
2. Workshops on the e-portfolio and the technology platform, Digication, are offered each semester.
3. Assignments in one core courses provide practice in using Digication.
4. The e-portfolio assessment rubric is available to the students.

A student failing the e-portfolio assessment meets with the Director to discuss a plan to improve the e-portfolio for review next term. Typically, a student doing poorly began developing the e-portfolio late in the student’s program of study. At this time, all students who failed, passed the review in the following term.

**Summary**

The results since inception are summarized in Table 1. An academic year in the table consists of all reviews in that year’s graduation cycle. The average difference statistic (Ave Diff) measures the consistency of the grading by the two reviewers. A high Ave Diff statistic may indicate different expectations among the faculty.

The overall pass rate (Table 2) since 2013, 96.6%, is close to the target pass rate of 100%. The overall Ave Diff of 6.3, is unchanged from last year.

**Table 1. E-Portfolio Summary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2017-2018** | **2016-2017** | **2015-2016** | **2014-2015** | **2013-2014** | **Spring 2013** |
| **Total** | 24 | 30 | 24 | 31 | 18 | 22 |
| **Total passed** | 22 | 30 | 22 | 31 | 17 | 22 |
| **Pass rate** | 92% | 100% | 92% | 100% | 94% | 100% |
| **Average (all portfolios)** | 89.3 | 93% | 93% | 93% | 89% | 93.1 |
| **Average (wo failures)** | 90.5 | 93% | 95% | 93% | 92% | 93.1 |
| **Ave Diff** | 6.7 | 5.0 | 5.3 | 7.5 | 8.5 | 5.5 |

**Table 2. Overall Statistics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2013-2018** | **2013-2017** | **2013-2016** |
| **Total** | 149 | 125 | 95 |
| **Total passed** | 144 | 122 | 92 |
| **Pass rate** | 96.6% | 97.6% | 96.8% |
| **Ave Diff** | 6.3 | 6.3 | 6.7 |

Feedback from students, faculty, alumni, and information professionals at meetings and conferences confirm the value of the e-portfolio as a measure of student learning, for program assessment, and in the job search.

The e-portfolio assessment rubric is reviewed annually. No substantive changes have been made in the rubric since its introduction in 2013. Any significant change in the rubric would apply to students entering the program immediately following the change.

1. <http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf> [↑](#footnote-ref-1)