### Student Retention and Time to Degree Completion

Annually, an average of 92 new students have enrolled in the Master of Library and Information Science (MLIS) each academic year over the past four years. Total MLIS enrollment averages 176 annually, with 69% of MLIS students typically enrolling part-time and 31% enrolling full-time in the program.

The SOIS MLIS program achieves excellent retention to completion statistics. The fall semester to fall semester retention rate is currently 89.7% and the portion who graduate within three years is 83.5%. The average time to complete the MLIS is 2.6 years. *(Office of Institutional Effectiveness, 2021)*

### Employment Outcomes of Program Graduates

SOIS students achieve excellent career outcomes upon completion of their Dominican University experience. Employers rate SOIS graduates highly across key competencies in the field and in their demonstration of our program student learning goals and outcomes.

More than three out of four (78%, N = 91) graduating students have secured full or part-time employment in the LIS field immediately upon graduation. Six months later, employment rates reach 86% in the LIS field. A list of employers of recent graduates follows. Employers rate SOIS graduates highly, as illustrated in the graphs below.

*Source: Graduating Student Survey – Office of Institutional Effectiveness - 2020*
Organizations employing SOIS 2015 – 2020 graduates

Source: Annual Dominican University Alumnae/i (6-months post-graduation) Survey 2016 – 2020 data

Addison Public Library
Advanced Resources
Al-Haram Al-Maki Al Shareef Library
Allied Benefit Systems
Alsip Marriotte Public Library
American Academy of Orthopedic Surgeons
American Library Association
American Veterinary Medical Association
Ann & Robert H. Lurie Children’s Hospital
Archdiocese of Chicago
Aurora Public Library
Austin Community College
Backstage Library Works
Barbara’s Bookstore
Batavia Public Library
Billings Public Schools
Bozeman Public Library
British International School of Chicago
Carol Stream Public Library
Central Piedmont Community College
Center for Research Libraries
Chicago Botanic Garden
Chicago Public Library
Chicago Public Media
Chicago Public Schools
Christian Church of Clarendon Hills
City of Springfield, IL
Columbia College Chicago
Concordia University
Cook Memorial Public Library District
Crafton Public Library District 215
District GCAM
Dominican University
Doody Enterprises, Inc.
Downers Grove Public Library
Eisenhower Public Library
Ela Area Public Library
Elk Grove Village Public Library
Elmhurst College
Elmwood Park Public Library
Erie County Public Library
Evanston Public Library
Evanston Township High School
Everest Academy
Fox River Valley Public Library District
Frances Xavier Warde School
Franklin Park Public Library
Fremont Public Library District
Frost Elementary CCSD 21
Gail Borden Public Library District
Glen Ellyn Public Library
Glencoe Public Library
Glenview Public Library
Grand Prairie Public Library District
H.W. Lochner, Inc.
Harvard Diggins Library
Hillsdale College
Hinsdale Public Library
History Works
Hitchcock Design Group
Homewood Public Library
Hudson Public Library
Indian Prairie Public Library
Indian Trails Public Library
Itasca Community Library
Junior Library Guild
Kenosha Public Library
La Grange Park Public Library
LaGrange Public Library
Lagrange School District 105 South
MacArthur Foundation
Maternity BVM
Maywood Public Library
McDonald's Corporation
Medford School District
Megan Lee Designs
Melrose Park Public Library
Meridian Middle School
Midwestern University
Monroe County Community College
Morton College
Mountain View Whisman School District
Naperville Public Library
National Park Service
Network Ninja
Neuqua Valley High School
New Lenox Public Library
Newberry Library
Northbrook Public Library
Northwest Quality Logo Products
Northwestern University
Northwestern University Libraries and Press
Oak Park Elementary School District #97
Oak Park Public Library
Oakwood Public Library District
Palatine Public Library
Park Ridge Public Library
Pennoyer Elementary School
Pierce & Associates, P.C.
Prairie State College
Pritzker Military Library and Museum
Public School System
Quality Logo Products
Regina Dominican High School
River Forest Public Library
Robert Morris University
Roselle Public Library District
RPX Corp
Sacred Heart schools
Saline County Library
Schaumburg Township District Library
School District 13
School District 46
School District 91
Skokie Public Library
St Luke Parish School
State law library of Montana
Sugar Grove Public Library
UChicago Creative
Underwriters Laboratories
United Airlines
University of Chicago
University of Delaware
US Naval Academy
Village of Skokie
Warreenville Public Library District
Wauconda Area Library
Westmont Public Library
Wheaton Public Library
Winnetka-Northfield Public Library District
Wolters Kluwer
Woods Creek Elementary School - District 47
Yaskawa America, Inc.
Employers rate the preparation and contribution of the SOIS graduates highly, as illustrated by the graphs below.

Employer rating of competency across SOIS learning goals

Goal 1: Developing a professional identity and philosophy within the library and information professions
- Extremely competent: 10%
- Very competent: 19%
- Slightly competent: 51%
- Not competent: 1%
- Can't judge: 1%

Goal 2: Understanding the essential nature of information and its relevance to society
- Extremely competent: 7%
- Very competent: 14%
- Slightly competent: 57%
- Not competent: 3%
- Can't judge: 3%

Goal 3: Navigating, curating and creating information across the spectrum of human records
- Extremely competent: 24%
- Very competent: 19%
- Slightly competent: 48%
- Not competent: 3%
- Can't judge: 1%

Goal 4: Synthesizing theory and practice within a dynamic and evolving information environment
- Extremely competent: 11%
- Very competent: 17%
- Slightly competent: 54%
- Not competent: 3%
- Can't judge: 22%

Goal 5: Effectively communicating and collaborating to deliver, market and advocate for library and information services
- Extremely competent: 7%
- Very competent: 22%
- Slightly competent: 46%
- Not competent: 3%
- Can't judge: 3%

Employer comparison of SOIS graduates' preparation

- Better prepared than others, 21.4%
- Prepared about the same as others, 74.8%
- Not as well prepared as others, 3.8%

Source: SOIS Biennial Employer Survey – Office of Institutional Effectiveness - Fall 2020
Student Achievement Data

Student achievement throughout the MLIS program is assessed through a variety of course-embedded assessments that align to the stated learning outcomes of each course. In the comprehensive e-Portfolio, students reflect upon and demonstrate mastery of the program’s learning goals and outcomes as a culminating assessment project. The e-Portfolio gives students an opportunity to demonstrate competency in four learning outcomes for each of the five broad learning goals. The following graphs illustrate the MLIS 2019-20 graduates’ e-portfolio achievement across the five student learning goals and their corresponding outcomes.

### 2019-20 achievement on Goal 1 Outcomes

<table>
<thead>
<tr>
<th>Outcome 1a: Describe the historical context and dynamic nature of the core values and ethics of the library and information professions.</th>
<th>Outcome 1b: Articulate the philosophies, theories, models, and/or major perspectives of the library and information professions.</th>
<th>Outcome 1c: Participate in professional activities and associations such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.</th>
<th>Outcome 1d: Apply the core values and ethics of LIS to diverse local, national, and global contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Done</td>
<td>Satisfactory</td>
<td>Marginal</td>
<td>Did not choose</td>
</tr>
<tr>
<td>34.6%</td>
<td>4.0%</td>
<td>22.5%</td>
<td>33.3%</td>
</tr>
<tr>
<td>5.3%</td>
<td>61.3%</td>
<td>12.0%</td>
<td>53.3%</td>
</tr>
<tr>
<td>10.7%</td>
<td>65.3%</td>
<td>12.0%</td>
<td>53.3%</td>
</tr>
<tr>
<td>60.3%</td>
<td>30.7%</td>
<td>14.7%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

### 2019-20 achievement on Goal 2 Outcomes

<table>
<thead>
<tr>
<th>Outcome 2a: Describe various definitions and concepts of information.</th>
<th>Outcome 2b: Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.</th>
<th>Outcome 2c: Assess the information needs and interests of diverse communities and organizations.</th>
<th>Outcome 2d: Develop appropriate responses to information needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Done</td>
<td>Satisfactory</td>
<td>Marginal</td>
<td>Did not choose</td>
</tr>
<tr>
<td>44.0%</td>
<td>2.7%</td>
<td>30.7%</td>
<td>9.3%</td>
</tr>
<tr>
<td>17.3%</td>
<td>10.4%</td>
<td>54.7%</td>
<td>14.7%</td>
</tr>
<tr>
<td>36.0%</td>
<td>4.0%</td>
<td>65.3%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

SOIS Student Achievement and Outcomes Data 2021 Update
2019-20 achievement on Goal 3 Outcomes

- Outcome 3a: Design resources or tools that facilitate access to information.
  - Well Done: 3.7%
  - Satisfactory: 17.3%
  - Marginal: 12.0%
  - Did not choose: 64.0%

- Outcome 3b: Utilize resources or tools needed to manage information.
  - Well Done: 78.7%
  - Satisfactory: 65.3%
  - Marginal: 66.7%
  - Did not choose: 5.3%

- Outcome 3c: Evaluate resources or tools that facilitate access to and manage Information.
  - Well Done: 21.3%

2019-20 achievement on Goal 4 Outcomes

- Outcome 4a: Apply library and information science theories, principles, and research to professional practice.
  - Well Done: 2.2%
  - Satisfactory: 25.8%
  - Marginal: 72.0%

- Outcome 4b: Describe how library and information science theories and practices inform and improve emerging technologies.
  - Well Done: 4.6%
  - Satisfactory: 22.0%
  - Marginal: 70.7%

- Outcome 4c: Demonstrate teaching and learning principles in relation to professional practice.
  - Well Done: 4.0%
  - Satisfactory: 17.3%
  - Marginal: 78.7%
2019-20 achievement on Goal 5 Outcomes

Source: 2019-20 graduates' e-portfolio rubric scores – Office of Institutional Effectiveness

For more information about the School of Information Studies data, please contact:

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