School of Information Studies Outcomes and Achievement Summary
Fall 2019 Update

Student Retention and Time to Degree Completion
Annually, an average of 78 new students enroll in the MLIS program each year. On average, 59% of MLIS students enroll part-time and 41% of MLIS students enroll full-time in the program.

The SOIS MLIS program boasts excellent retention to completion statistics. Of all students who begin the MLIS program, 82% are retained to graduation and achieve the degree. The average time to complete the MLIS is 2.6 years.

Source: Dominican University Office of Institutional Effectiveness 2019

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.

Three out of four (75.4%, n = 122) graduating students have secured employment in the LIS field immediately upon graduation. One year later, employment rates reach 89% in the LIS field, with only 6.8% unemployed and 3.7% working in other fields. A list of employers of recent graduates follows. Employers rate SOIS graduates highly, as illustrated in the graphs below.

Source: Annual Dominican University Graduating Student Survey: 2018-19 Graduates
<table>
<thead>
<tr>
<th>Organizations employing SOIS 2015 – 2019 graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: Annual Dominican University Alumni (1-year post graduation) Survey 2015 – 2019 data</td>
</tr>
</tbody>
</table>

Addison Public Library  
Advanced Resources  
Al-Haram Al-Maki Al Shareef Library  
Allied Benefit Systems  
Alsip Marrionette Park 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  
Prost Elementary CCSD 21  
Gail Borden Public Library District  
Glen Ellyn Public Library  
Glencoe Public Library  
Glenview Public Library  
Grande 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  
Warrenville 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 MLIS graduates highly, as illustrated by the graph below.

Employers of Dominican MLIS Graduates: How well are DU graduates prepared for the LIS field?

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Source: SOIS Biennial Employer Survey 2017-18

SOIS Student Achievement and Outcomes Data 2019-20 Update
Student Achievement and Satisfaction 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 following graphs illustrate the MLIS 2018-19 graduates’ e-portfolio achievement across the five student learning goals and their corresponding outcomes.

Performance in Goal 1: Develop a professional identity and philosophy within the library and information professions

<table>
<thead>
<tr>
<th>1a: Describe the historical context and dynamic nature of the core values and ethics of the library and information professions</th>
<th>1b: Articulate the philosophies, theories, models and/or major perspectives of the library and information profession</th>
<th>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>1d: Apply the core values and ethics of LIS to diverse local, national and global contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.4%</td>
<td>64.3%</td>
<td>79.7%</td>
<td>70.8%</td>
</tr>
<tr>
<td>4.4%</td>
<td>7.2%</td>
<td>5.1%</td>
<td>8.4%</td>
</tr>
<tr>
<td>31.1%</td>
<td>28.6%</td>
<td>15.3%</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

Very well done  Satisfactory  2  Marginal
### Performance across Goal 2: Understand the essential nature of information and its relevance to society

<table>
<thead>
<tr>
<th>Objective</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Very well done</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Describe various definitions and concepts of information</td>
<td>73.3%</td>
<td>20.0%</td>
<td>6.6%</td>
</tr>
<tr>
<td>2b: Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science</td>
<td>75.0%</td>
<td>20.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>2c: Assess the information needs and interests of diverse communities and organizations</td>
<td>62.5%</td>
<td>25.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>2d: Develop appropriate responses to information needs</td>
<td>73.3%</td>
<td>20.0%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

### Performance in Goal 3: Navigate, curate and create information across the spectrum of human records

<table>
<thead>
<tr>
<th>Objective</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Very well done</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a: Design resources or tools that facilitate access to information</td>
<td>74.6%</td>
<td>22.2%</td>
<td>3.2%</td>
</tr>
<tr>
<td>3b: Utilize resources or tools needed to manage information</td>
<td>71.9%</td>
<td>21.1%</td>
<td>7.0%</td>
</tr>
<tr>
<td>3c: Evaluate resources or tools that facilitate access to and manage information</td>
<td>73.4%</td>
<td>20.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td>3d: Assess applicability of current and emerging technologies to information management</td>
<td>66.67%</td>
<td>29.63%</td>
<td>3.70%</td>
</tr>
</tbody>
</table>
Performance in Goal 4: Synthesize theory and practice within a
dynamic and evolving information environment

Performance in Goal 5: Effectively communicate and collaborate
to deliver, market and advocate for library and information services

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SOIS Student Achievement and Outcomes Data 2019-20 Update
SOIS students report high levels of satisfaction with the program and campus services as a whole. The following charts indicate the average satisfaction rating by SOIS students on the biennial Student Satisfaction Inventory. As seen in this data, no ratings are below a “5” on the 7-point scale, indicating high levels of satisfaction. This survey is administered every 3 years.

Source: e-portfolio rubric data, Fall 18, Spring 19 and Summer 19 semesters
For more information about the School of Information Studies data, please contact:

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