



## School of Information Studies Outcomes and Achievement Summary Fall 2018 Update

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### Student Retention and Time to Degree Completion

Annually, an average of 93 **new** students enroll in the MLIS program each year. On average, **70%** of MLIS students enroll part-time and **30%** of MLIS students enroll full-time in the program.

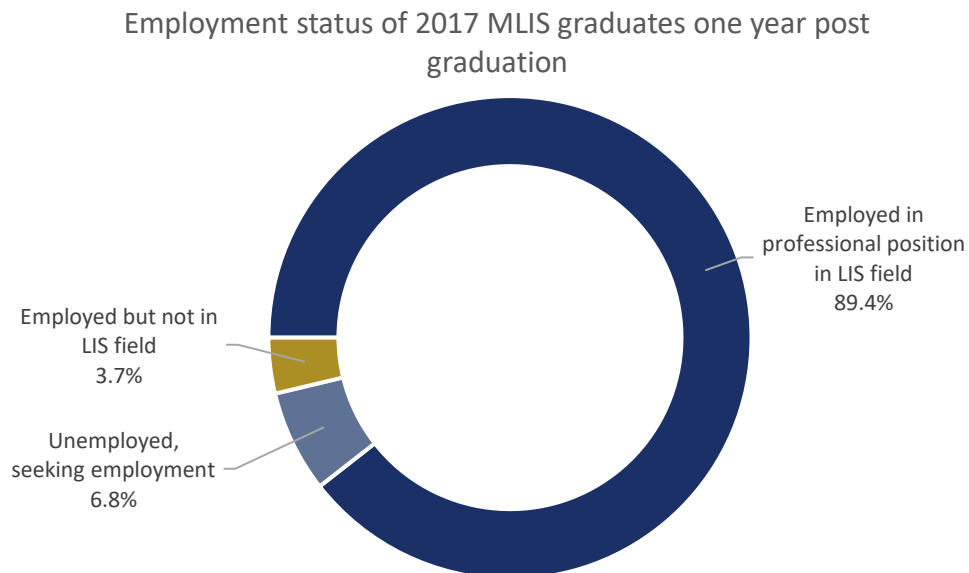
The SOIS MLIS program boasts excellent retention to completion statistics. Of all students who begin the MLIS program, **87.8%** are retained to graduation and achieve the degree. The average time to complete the MLIS is **2.5 years**. The graduation rate has increased steadily since 2007, when the rate was 82%.

*Source: Dominican University Office of Institutional Effectiveness 2018*

### 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.

Nearly 9 out of 10 (89.4%, n = 144) of recent graduates are employed in professional positions in fields related to library and information studies. Low unemployment rates or employment in fields unrelated to the MLIS are evident, with only 6.8% (n = 11) unemployed and 3.7% (n = 6) working in other fields. A list of employers of recent graduates follows. Employers rate SOIS graduates highly, as illustrated in the graphs that follow.



*Source: Annual Dominican University Alumni (1-year post graduation) Survey 2017 Graduates data*

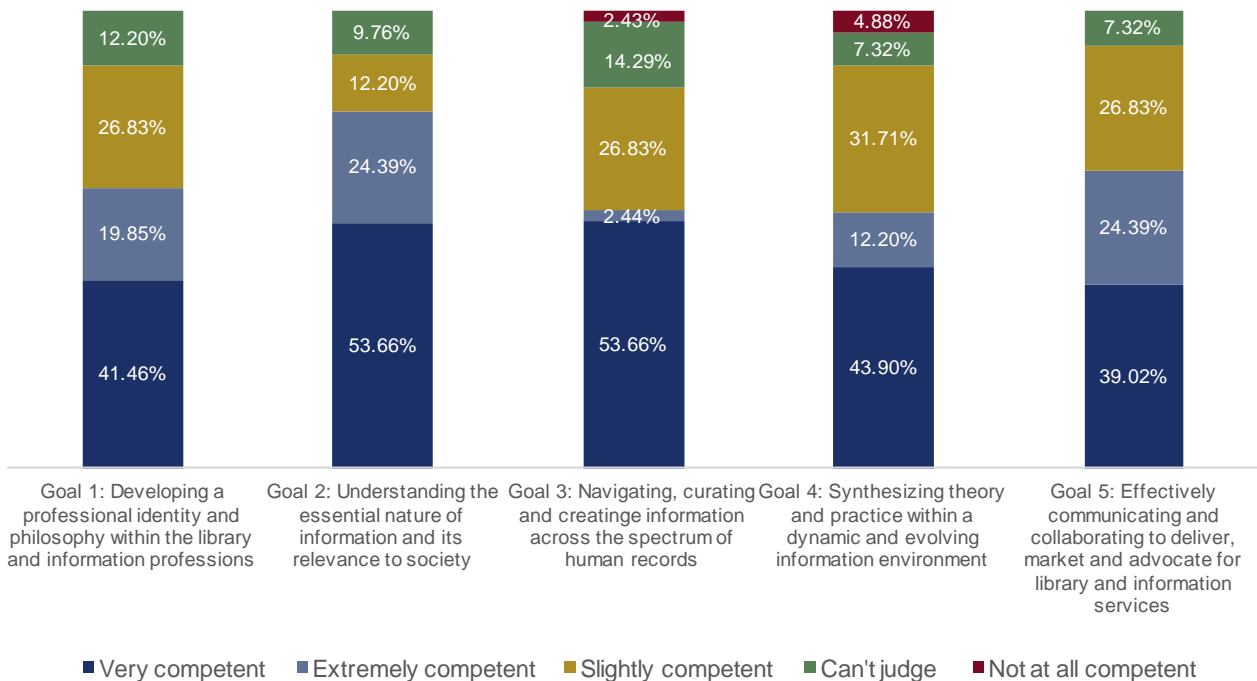
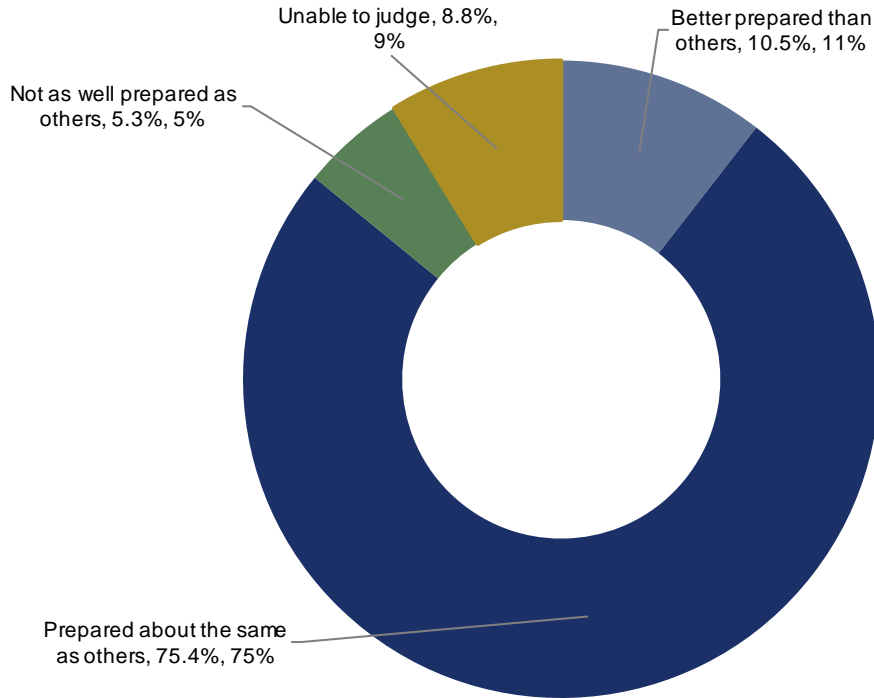
## Organizations employing SOIS 2014 – 2017 graduates

*Source: Annual Dominican University Alumni (1-year post graduation) Survey 2015 – 2017 data*

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

**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?**



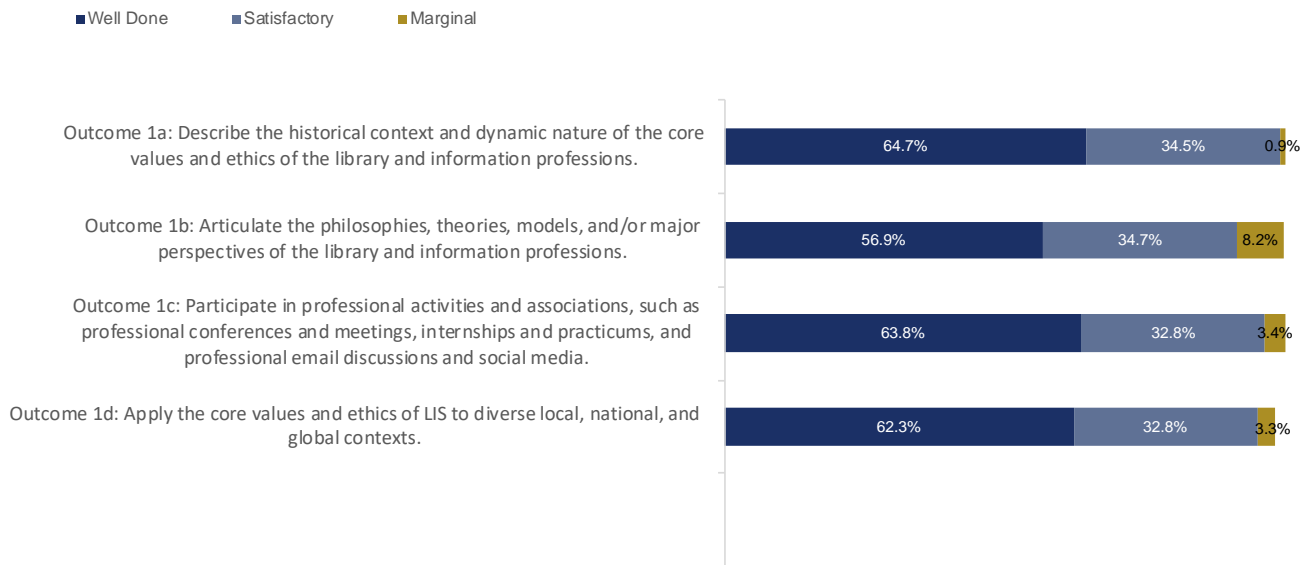
Source: SOIS Biennial Employer Survey 2017

## Student Achievement and Satisfaction Data

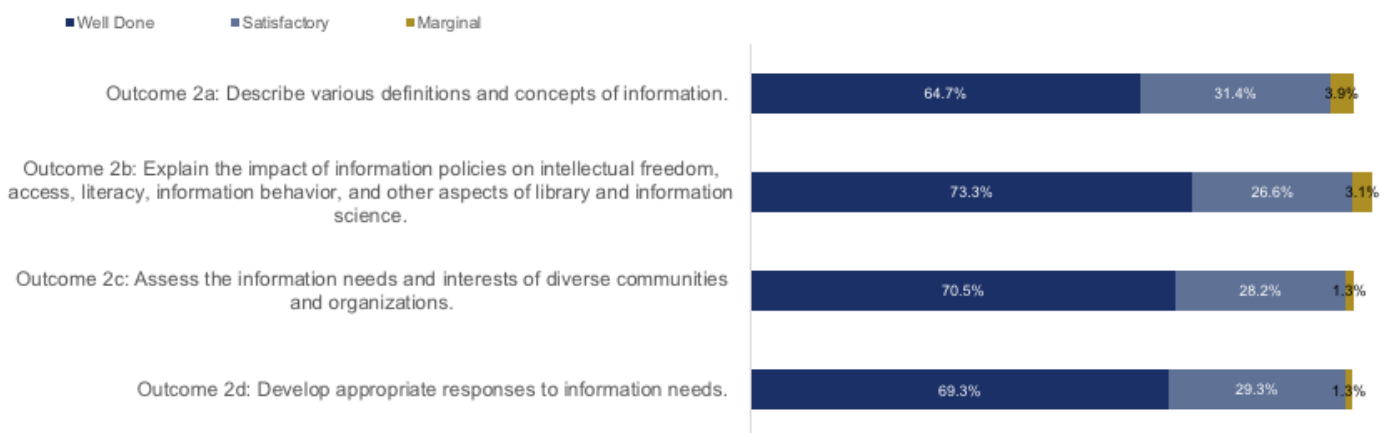
Student achievement throughout the MLIS program is assessed through a variety of course-embedded assessments that align to the stated learning outcomes of each course. In the comprehensive e-Portfolio, students reflect upon and demonstrate mastery of the program’s learning goals and outcomes as a culminating assessment project.

The following graphs illustrate the MLIS 2017-18 graduates’ e-portfolio achievement across the five student learning goals and their corresponding outcomes.

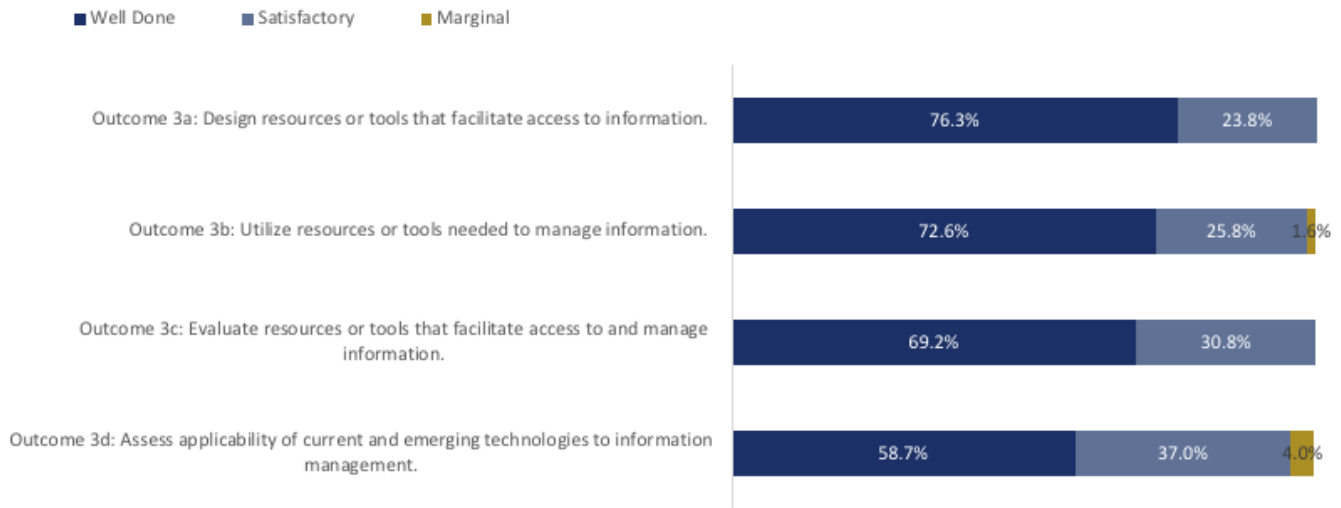
**2017 - 2018 Data Performance Across Goal 1: Develop a professional identity and philosophy within the library and information professions**



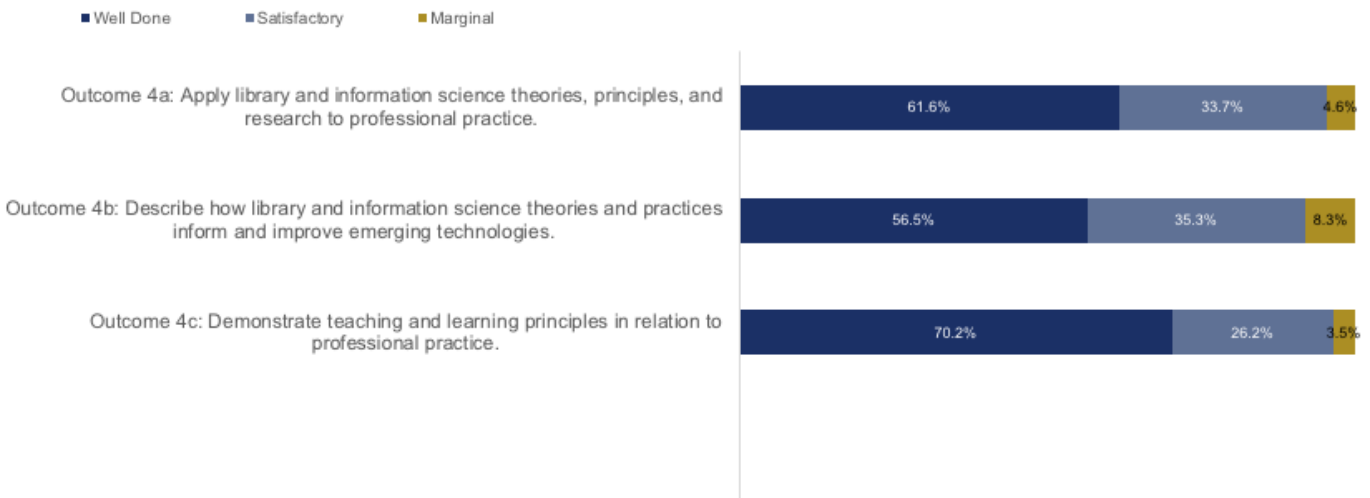
**Performance across Goal 2: Understand the essential nature of information and its relevance to society**



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



Performance across Goal 4: Synthesize theory and practice within a dynamic and evolving information environment



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



e-Portfolio rating scale: 4 = Very well done 3 = Satisfactory 1 = Marginal

Artifacts - Goal 1													
		Outcome 1a: Describe the historical context and dynamic nature of the core values and ethics of the library and information professions.			Outcome 1b: Articulate the philosophies, theories, models, and/or major perspectives of the library and information professions.			Outcome 1c: Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.			Outcome 1d: Apply the core values and ethics of LIS to diverse local, national, and global contexts.		
Semester	N	Portion choosing	Artifact included	Average Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating
Fall 2017 (N = 24)	24	71%	17	3.5	83%	20	3.7	83%	20	3.6	79%	19	3.7
Spring 2018 (N = 50)	50	82%	41	3.4	86%	43	3.3	76%	38	3.6	68%	34	3.5
Summer 2018 (N = 12)	12	75%	9	3.8	75%	9	3.6	83%	10	3.6	67%	8	3.5
<b>Average over time</b>		<b>76%</b>	<b>22.33</b>	<b>3.56</b>	<b>81%</b>	<b>24.00</b>	<b>3.50</b>	<b>81%</b>	<b>22.67</b>	<b>3.57</b>	<b>71%</b>	<b>20.33</b>	<b>3.55</b>

Artifacts - Goal 2												
Outcome 2a: Describe various definitions and concepts of information.			Outcome 2b: Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.			Outcome 2c: Assess the information needs and interests of diverse communities and organizations.			Outcome 2d: Develop appropriate responses to information needs.			
Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	
58%	14	3.6	75%	18	3.7	96%	23	3.7	88%	21	3.7	
56%	28	3.6	78%	39	3.6	86%	43	3.6	92%	46	3.7	
75%	9	3.3	58%	7	3.6	100%	12	3.9	67%	8	3.5	
<b>63%</b>	<b>17.00</b>	<b>3.51</b>	<b>70%</b>	<b>21.33</b>	<b>3.63</b>	<b>94%</b>	<b>26.00</b>	<b>3.73</b>	<b>82%</b>	<b>25.00</b>	<b>3.61</b>	

Artifacts - Goal 3											
Outcome 3a: Design resources or tools that facilitate access to information.			Outcome 3b: Utilize resources or tools needed to manage information.			Outcome 3c: Evaluate resources or tools that facilitate access to and manage information.			Outcome 3d: Assess applicability of current and emerging technologies to information management.		
Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating
96%	23	3.8	75%	18	3.6	92%	22	3.7	54%	13	3.7
92%	46	3.8	76%	38	3.7	88%	44	3.7	52%	26	3.5
92%	11	3.7	50%	6	4.0	100%	12	3.6	58%	7	3.3
<b>93%</b>	<b>26.67</b>	<b>3.75</b>	<b>67%</b>	<b>20.67</b>	<b>3.76</b>	<b>93%</b>	<b>26.00</b>	<b>3.67</b>	<b>55%</b>	<b>15.33</b>	<b>3.48</b>

Artifacts - Goal 4								
Outcome 4a: Apply library and information science theories, principles, and research to professional practice.			Outcome 4b: Describe how library and information science theories and practices inform and improve emerging technologies.			Outcome 4c: Demonstrate teaching and learning principles in relation to professional practice.		
Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating
100%	24	3.6	100%	24	3.5	100%	24	3.8
100%	50	3.4	98%	49	3.3	96%	48	3.5
100%	12	3.8	100%	12	3.4	100%	12	3.8
<b>100%</b>	<b>28.67</b>	<b>3.60</b>	<b>99%</b>	<b>28.33</b>	<b>3.43</b>	<b>99%</b>	<b>28.00</b>	<b>3.72</b>

Artifacts - Goal 5														
Outcome 5a: Apply marketing principles to demonstrate and promote the value of libraries and information agencies.			Outcome 5b: Apply advocacy principles to demonstrate and promote the value of libraries and information agencies.			Outcome 5c: Negotiate group dynamics in pursuit of a common goal.			Outcome 5d: Demonstrate effective professional communication to achieve common understanding.			Outcome 5e: Demonstrate leadership in relation to professional practice.		
Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating	Portion choosing	Artifact included	Rating
54%	13	3.6	75%	18	3.8	79%	19	3.7	63%	15	3.7	63%	15	3.8
74%	37	3.6	68%	34	3.5	80%	40	3.6	58%	29	3.6	44%	22	3.5
67%	8	3.5	100%	5	3.8	83%	10	4.0	75%	9	3.9	25%	3	3.7
<b>65%</b>	<b>19.33</b>	<b>3.56</b>	<b>81%</b>	<b>19.00</b>	<b>3.70</b>	<b>81%</b>	<b>23.00</b>	<b>3.74</b>	<b>65%</b>	<b>17.67</b>	<b>3.75</b>	<b>44%</b>	<b>13.33</b>	<b>3.67</b>

Essay					
Essay has an overall logical train of thought with adequate connections between ideas, generalizations, and examples.	Student articulates his/her process of learning the LIS competencies through careful review of his or her work in courses and related learning experiences.	Student articulates the growth and impact of the learning experiences on his/her professional development and understanding of library/information science field.	Student identifies and discusses significant artifacts that reflect his/her achievement of the learning outcomes and related competencies.	Student uses standard writing conventions (e.g., proper grammar, spelling, and sentence structure).	Essay is a cohesive and thoughtful presentation of the student's understanding of the five learning goals and the learning outcomes in relation to his/her coursework and educational experiences as represented by the ePortfolio.
Rating	Rating	Rating	Rating	Rating	Rating
2.8	3.5	3.5	3.4	2.7	3.2
2.6	2.7	3.4	3.3	2.7	3.0
3.0	3.6	3.7	3.6	3.0	3.2
<b>3.0</b>	<b>3.6</b>	<b>3.7</b>	<b>3.6</b>	<b>3.0</b>	<b>3.2</b>

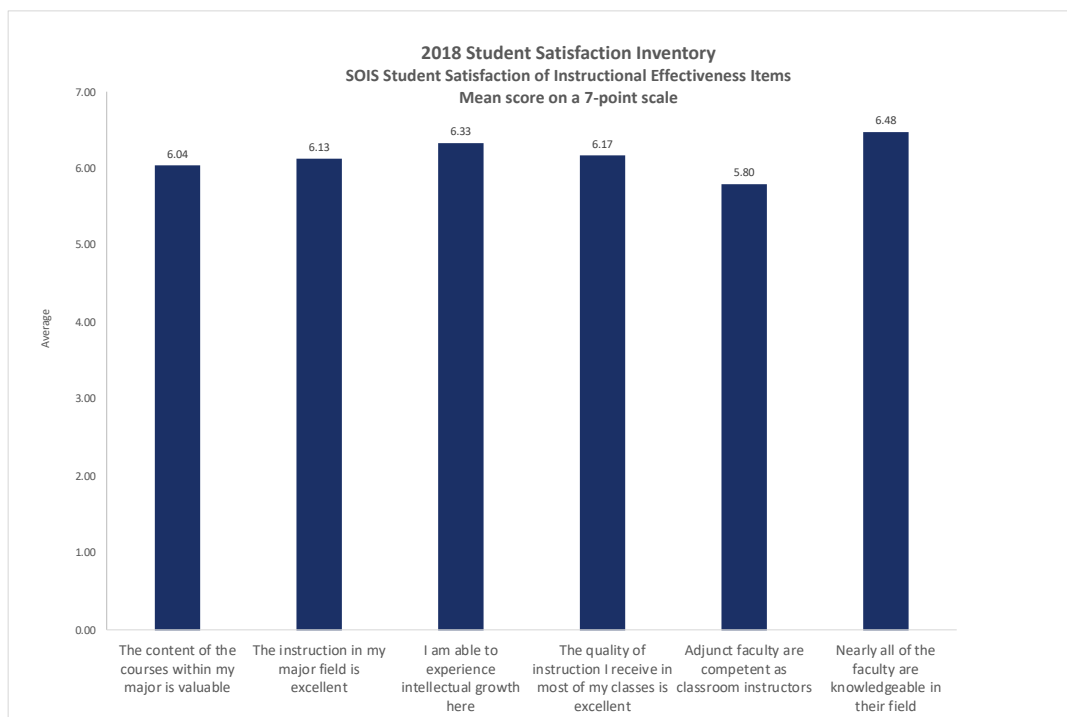
Organization and Design				Resume	
Learning goals, outcomes, and artifacts are clearly labeled.	Navigation of the ePortfolio content is straightforward and functions smoothly.	Organization of content is logical and cohesive.	Presentation of content has consistent and aesthetic use of color, style, and design elements.	Education, work, internship, and/or volunteer experiences are described to highlight responsibilities and competencies.	Presentation of information is professional, organized, clear, and free of grammatical errors.
<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
2.9	2.7	2.83	2.71	2.67	2.71
2.9	2.7	2.83	2.78	2.62	2.71
2.9	2.8	3.00	2.83	2.88	2.83
<b>2.9</b>	<b>2.8</b>	<b>3.00</b>	<b>2.83</b>	<b>2.88</b>	<b>2.83</b>

Scale for e-portfolio organization/design and resume section:

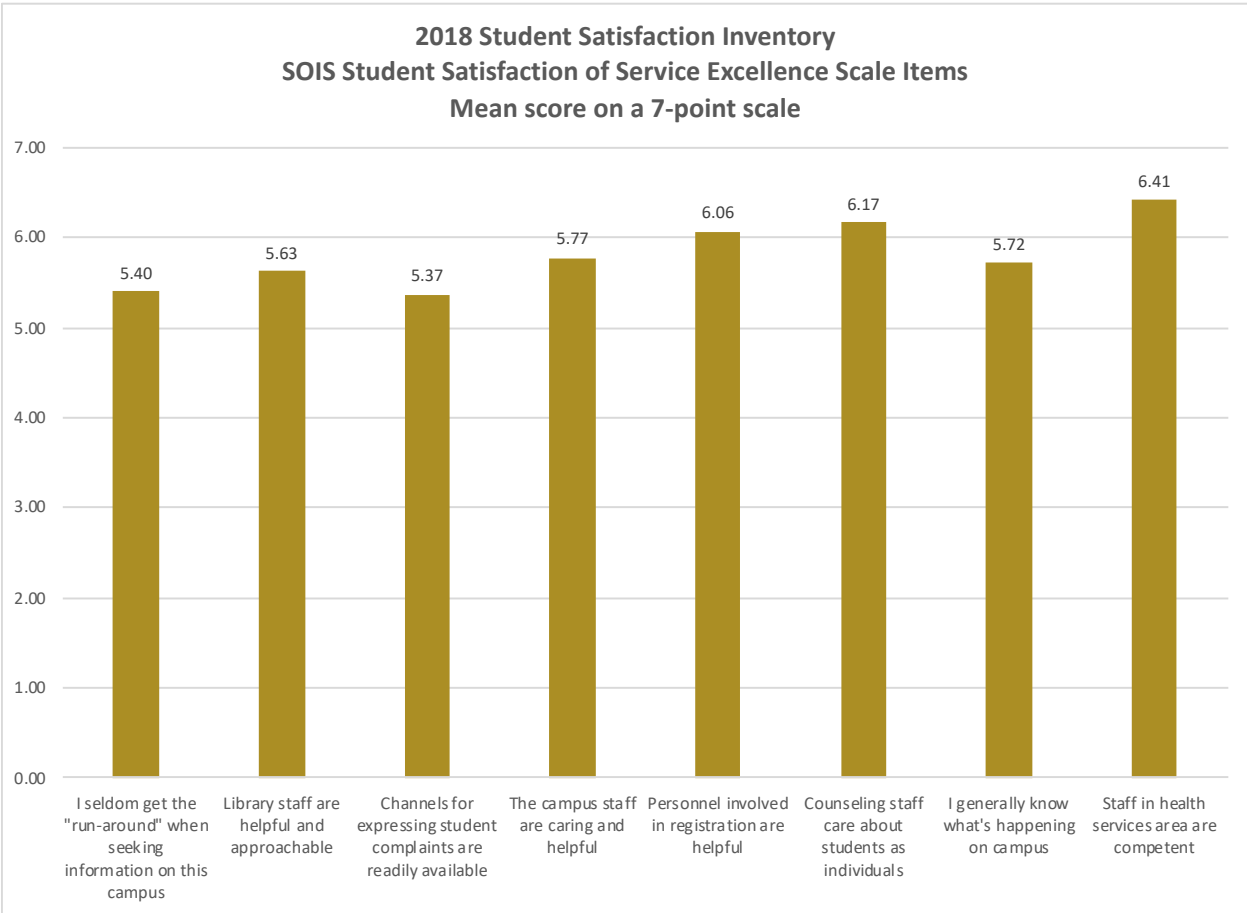
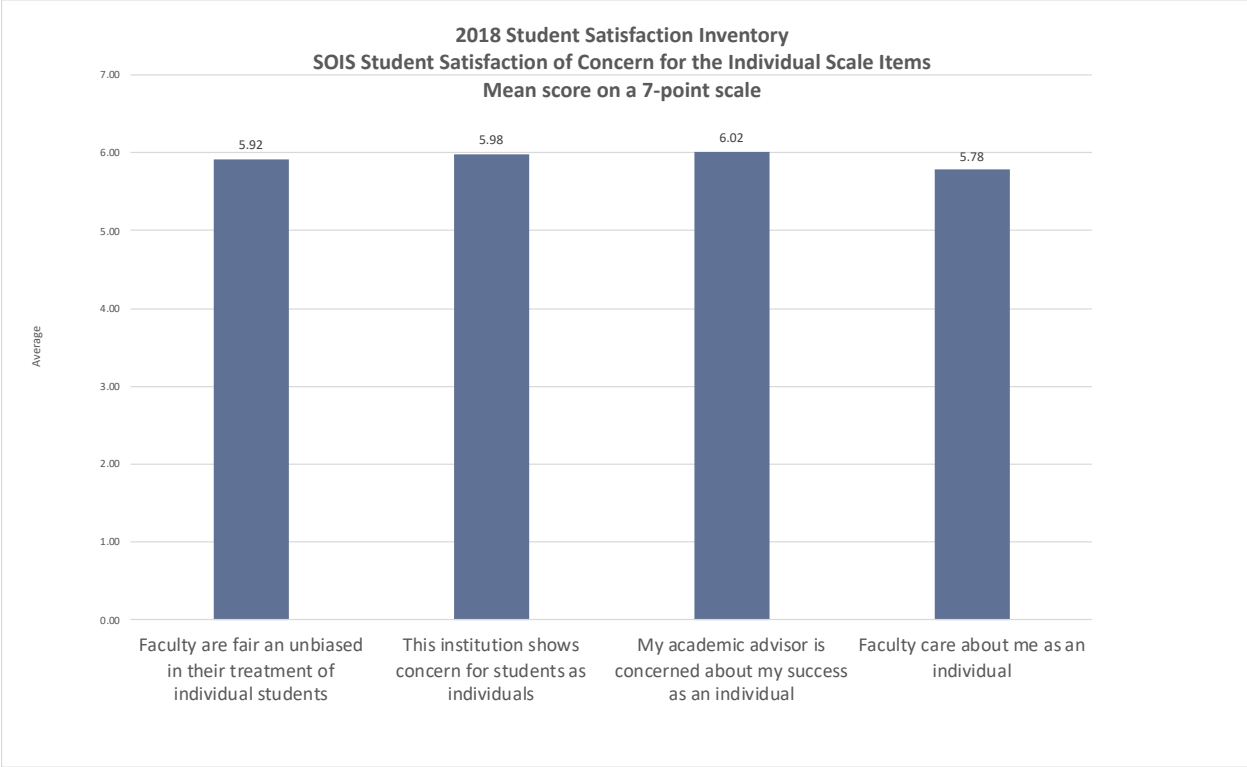
3 = Well done, 2 = Adequate/Satisfactory, 1 = Marginal

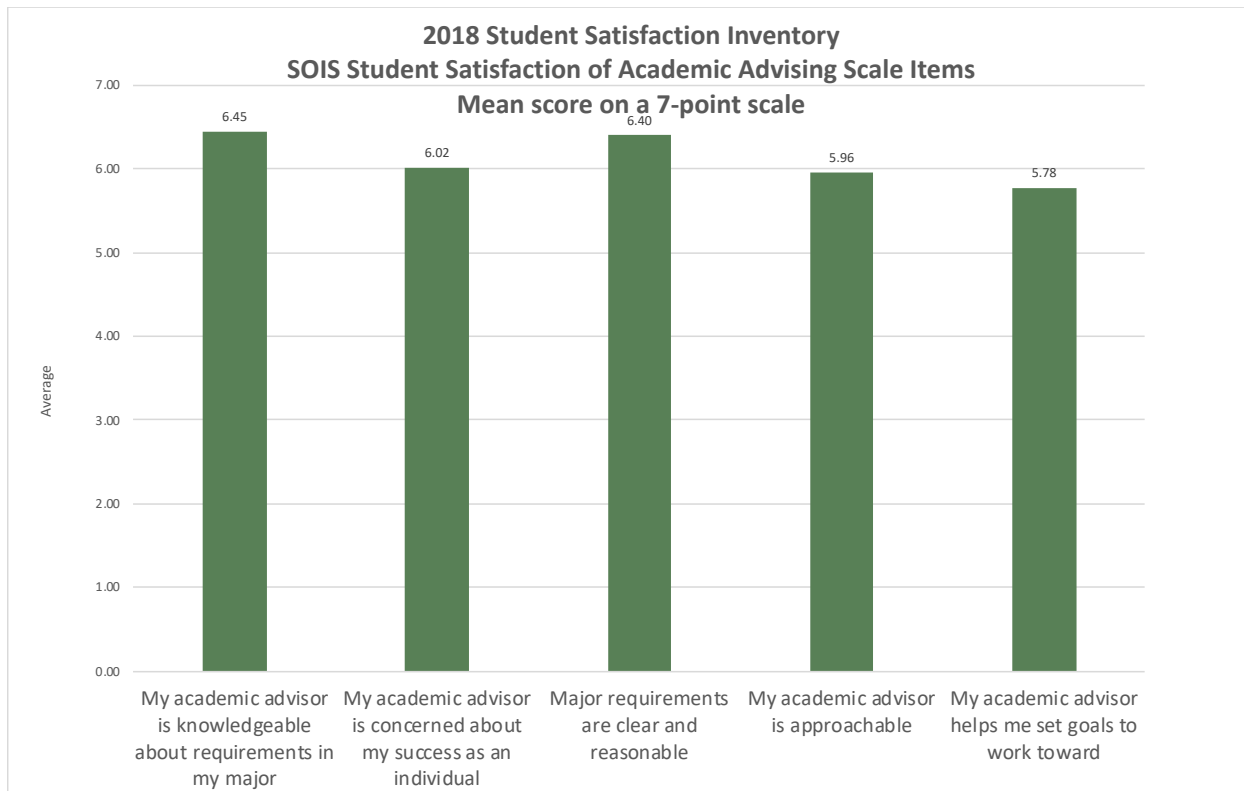
Source: e-portfolio rubric data, Fall 17, Spring 18, Summer 18 semesters

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.









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

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