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.

Employment status of 2017 MLIS graduates one year post graduation

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
Al-Haram Al-Maki Al Shareef Library
Allied Benefit Systems
Alsip Marionette 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
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
Downers Grove Public Library
Eisenhower Public Library
ElA Area Public Library
Elk Grove Village Public Library
Elmhurst College
Elmwood Park 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
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
Indian Prairie Public Library
Indian Trails Public 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
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
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
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
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?

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**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Well Done</th>
<th>Satisfactory</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1a: Describe the historical context and dynamic nature of the core values and ethics of the library and information professions.</td>
<td>64.7%</td>
<td>34.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Outcome 1b: Articulate the philosophies, theories, models, and/or major perspectives of the library and information professions.</td>
<td>56.9%</td>
<td>34.7%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Outcome 1c: Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.</td>
<td>63.8%</td>
<td>32.8%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Outcome 1d: Apply the core values and ethics of LIS to diverse local, national, and global contexts.</td>
<td>62.3%</td>
<td>32.8%</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Well Done</th>
<th>Satisfactory</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2a: Describe various definitions and concepts of information.</td>
<td>64.7%</td>
<td>31.4%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Outcome 2b: Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.</td>
<td>73.3%</td>
<td>26.6%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Outcome 2c: Assess the information needs and interests of diverse communities and organizations.</td>
<td>70.5%</td>
<td>28.2%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Outcome 2d: Develop appropriate responses to information needs.</td>
<td>68.3%</td>
<td>20.3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**SOIS Student Achievement and Outcomes Data 2018 Update**
Performance across Goal 3: Navigate, curate and create information across the spectrum of human records

<table>
<thead>
<tr>
<th>Well Done</th>
<th>Satisfactory</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 3a: Design resources or tools that facilitate access to information.</td>
<td>75.3%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Outcome 3b: Utilize resources or tools needed to manage information.</td>
<td>72.6%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Outcome 3c: Evaluate resources or tools that facilitate access to and manage information.</td>
<td>69.2%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Outcome 3d: Assess applicability of current and emerging technologies to information management.</td>
<td>58.7%</td>
<td>37.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Well Done</th>
<th>Satisfactory</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 4a: Apply library and information science theories, principles, and research to professional practice.</td>
<td>61.6%</td>
<td>33.7%</td>
</tr>
<tr>
<td>Outcome 4b: Describe how library and information science theories and practices inform and improve emerging technologies.</td>
<td>56.5%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Outcome 4c: Demonstrate teaching and learning principles in relation to professional practice.</td>
<td>70.2%</td>
<td>25.1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Well Done</th>
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<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 5a: Apply marketing principles to demonstrate and promote the value of libraries and information agencies.</td>
<td>62.2%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Outcome 5b: Apply advocacy principles to demonstrate and promote the value of libraries and information agencies.</td>
<td>68.4%</td>
<td>28.8%</td>
</tr>
<tr>
<td>Outcome 5c: Negotiate group dynamics in pursuit of a common goal.</td>
<td>71.8%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Outcome 5d: Demonstrate effective professional communication to achieve common understanding.</td>
<td>75.5%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Outcome 5e: Demonstrate leadership in relation to professional practice.</td>
<td>79.5%</td>
<td>22.5%</td>
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e-Portfolio rating scale: 4 = Very well done 3 = Satisfactory 1 = Marginal

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<tr>
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<th>Average Rating</th>
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<th>Portion choosing</th>
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<td>17</td>
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<td>83%</td>
<td>20</td>
<td>3.7</td>
<td>79%</td>
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<td>67%</td>
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<tr>
<td>Spring 2018 (N = 50)</td>
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<td>41</td>
<td>3.4</td>
<td>86%</td>
<td>43</td>
<td>3.3</td>
<td>76%</td>
<td>38</td>
<td>3.6</td>
<td>68%</td>
<td>34</td>
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<td>3.5</td>
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</tr>
<tr>
<td>Summer 2018 (N = 12)</td>
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<td>9</td>
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<td>75%</td>
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<td>81%</td>
<td>22.67</td>
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<td>71%</td>
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<td>Average over time</td>
<td></td>
<td>76%</td>
<td>22.33</td>
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<td>22.67</td>
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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.

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<td>21</td>
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<tr>
<td>56%</td>
<td>28</td>
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<td>78%</td>
<td>39</td>
<td>3.6</td>
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<td>100%</td>
<td>12</td>
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<tr>
<td>63%</td>
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<td>21.33</td>
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<td>94%</td>
<td>26.00</td>
<td>3.73</td>
<td>82%</td>
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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.

<table>
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<tr>
<td>93%</td>
<td>26.67</td>
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<td>3.76</td>
<td>93%</td>
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<td>55%</td>
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</table>

SOIS Student Achievement and Outcomes Data 2018 Update
SOIS Student Achievement and Outcomes Data 2018 Update

### Artifacts - Goal 4

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### Artifacts - Goal 5

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<td>37</td>
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<td>3.70</td>
<td>81%</td>
<td>23.00</td>
<td>3.74</td>
<td>65%</td>
<td>17.67</td>
<td>3.75</td>
</tr>
</tbody>
</table>

### 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 US 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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating</th>
<th>Rating</th>
<th>Rating</th>
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<td>3.7</td>
<td>3.6</td>
<td>3.0</td>
<td>3.2</td>
</tr>
</tbody>
</table>
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.
2018 Student Satisfaction Inventory
SOIS Student Satisfaction of Concern for the Individual Scale Items
Mean score on a 7-point scale

Faculty are fair and unbiased in their treatment of individual students
This institution shows concern for students as individuals
My academic advisor is concerned about my success as an individual
Faculty care about me as an individual

2018 Student Satisfaction Inventory
SOIS Student Satisfaction of Service Excellence Scale Items
Mean score on a 7-point scale

I seldom get the "run-around" when seeking information on this campus
Library staff are helpful and approachable
Channels for expressing student complaints are readily available
The campus staff are caring and helpful
Personnel involved in registration are helpful
Counseling staff care about students as individuals
I generally know what's happening on campus
Staff in health services area are competent
For more information about the School of Information Studies data, please contact:

Kate Marek, MLIS, PhD
Director and Professor
School of Information Studies
Dominican University
River Forest, Illinois 60305
708-524-6648 / kmarek@dom.edu