Pratt

Annual Assessment Report AY 18/19

Pratt Institute School of Information
Prepared by A. Cocciolo - Last Updated: September 16, 2019

Overview

In December 2015, the Faculty Council adopted a new set of goals for the School, and in April 2017 a set of indicators and targets that could be used to measure the extent to which the goals were being met. The purpose of the Annual Assessment Report is to assess the extent to which the School's goals are being met and identify opportunities for improvement. This evaluative work informs the Operational Action Plan for the 2019/2020 academic year which aims to drive improvement to the programs and school through ensuring that schools goals are addressed.

Goals, Indicators, Targets with Breakdown by Program and School-wide Actuals

Key: ∅ = No graduates or alumni
Acronyms: CC = School Curriculum Committee, GSS = Graduating Student Survey, AS = Alumni Survey, PRCS = Peer Review Committee Survey
Dates: Data collected from 7/1/2018 to 6/30/2019

Survey Response Rate Information

Graduating Student Survey
MSLIS 100% (48 respondents), MSIXD 100% (22 respondents), MSDAV 100% (6 respondents), MSMDC 25% (4 respondents)

Alumni Survey
Overall - 48.28% (42 respondents)
Fall 2017 graduates - 52% response rate (13 respondents)
Spring 2018 graduates - 46.77% response rate (29 respondents)

Peer Review Committee Survey
88.89% (8 respondents)

Goals & Indicators	Target	MSLIS Actual	MSMDC Actual	MSIXD Actual	MSDAV Actual	Overall (School-wide) Actual
Goal 1: To offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning.						
The school offers a variety of new, revised, and special topics courses each academic year	Yes	*n/a*				Yes. See: Annual School Curriculum Committee Report (2018/2019).

Percent of courses and major curricular components (e.g., degrees, certificates, concentrations, student-learning outcomes) have been reviewed for quality in the past five years.	100%	100% of required courses reviewed and revised by CC in 2017/2018; student learning outcomes and program concentrations reviewed/revised in 2018/2019; curriculum reviewed in 2017/2018.	83% required courses reviewed by CC since 2015; student learning outcomes reviewed/revised in 2017/2018; curriculum revised in 2017/2018.	33% required courses reviewed by CC since 2015; program concentrations created in 2018/2019; student learning outcomes revised in 2017/2018; curriculum created in 2015/2016, with significant updates in electives in 2018/2019.	50% required courses reviewed by CC since 2015; student learning outcomes created in 2015/2016; curriculum created in 2015/2016.	79% of all courses reviewed by CC since 2015. School Curriculum Committee has completed year two of the "Plan for Reviewing Entire SI Curriculum" which runs from Fall 2017 to Spring 2022. SI Curriculum Review Tracking Sheet provides status of all review and revision work. All degrees reviewed within last 5 years. Advanced certificates not reviewed since 2015 include: Advanced Certificates in Digital Humanities and Museum Libraries.
Percent of courses support academic inquiry in some form	100%	*n/a*				100%
The curriculum reflects current knowledge and skills identified by potential employers	Yes	Yes. MSLIS core curriculum review and revision (plan available here), completed AY 17/18, included a thorough analysis of knowledge and skills needed by employers.	Yes. MSMDC Curriculum revision, implemented AY 17/18, included a review of knowledge and skills needed by employers.	Yes. During the program concentrations development and curricular revisions for IXD, a synthesis of practical/ academic literature on the job market for UX graduates was undertaken.	Yes. Sula and Braden met with two groups of employers at the Tech Talent Pipeline Data Summit on May 14, 2018; notes available on Google Docs. Data is being used for making curricular improvements.	Yes.
Percent of graduates agree/strongly agree that they "found the curriculum to be up to date"	85%	91.30% *N*=46 (GSS)	50% *N*=4 (GSS)	90% *N*=20 (GSS)	100% *N*=6 (GSS)	89.47% *N*=76 (GSS)
Percent of graduates agree/strongly agree that "course offerings aligned well with my professional goals"	85%	84.44% *N*=45 (GSS)	75.00% *N*=4 (GSS)	100% *N*=19 (GSS)	100% *N*=6 (GSS)	88.00% *N*=75 (GSS)
Percent of responses have an average rating of 3.0 or higher (on a 4.0 scale) on course evaluations for the following questions: "The content of the course was	100%	*n/a*				95.66% *N*=875 (Course Eval)

consistent with the syllabus"						
"This course improved my understanding of the subject matter"	100%	*n/a*				92.01% *N*=876 (Course Eval)
"I would recommend this course to another student"	100%	*n/a*				83.33% *N*=876 (Course Eval)
Alumni report a variety of beneficial learning experiences that specifically mention curriculum	Yes	*n/a*				Yes, see Appendix SI3.
Percent of sections are taught by full-time faculty	>50%	*n/a*				51.6%
There is a complete and up-to-date mapping of courses to program learning outcomes	Yes	Yes, for pre-Fall 2019 entrance LIS SLOs, available on MSLIS website (live data). For post fall 2019 entrance, table available here.	Yes, available here.	Yes. Available here (March 2018).	Yes. Available on DAV website (March 2018).	Yes.

Goal 2: To prepare students for a variety of careers in the information field through a range of graduate-level educational programs that challenge students creatively, critically, and ethically.						
Percent of students pass their program's graduation requirement	100%	100% *N*=44	100% *N*=12	100% *N*=21	100% *N*=6	100% *N*=83
Percent of students report that they pursued one or more areas of study in their program	100%	98.48% *N*=46	Question not asked on GSS for MDC.	95.00% *N*=20	Question not asked on GSS for DAV.	96.97% *N*=66
Percent of alumni are employed within nine months of graduation **and** percent report being on a career path consistent with their goals	90% and 80%	90.63% *N*=32 (AS) and 89.66% *N*=29 (AS)	100% *N*=8 (AS) and 75% *N*=8 (AS)	100% *N*=2 (AS) and 100% *N*=2 (AS)	∅ (AS)	92.86% *N*=42 (AS) and 87.18% *N*=39 (AS)
Recent graduates hold a range of job titles at various institutions	Yes	*n/a*				Yes, see Appendix SI4.
Percent of graduates and alumni agree/strongly agree that my the School of Information offered a quality program that	85% and 85%	92.65% *N*=68 (GSS) and	50% *N*=4 (GSS)	100% *N*=19 (GSS) and	100% *N*=6 (GSS) and	90.67% *N*=75 (GSS) and

prepared me to work in my chosen profession.		96.30% *N*=27 (AS)	and 75% *N*=8 (AS)	100% *N*=1 (AS)	∅ (AS)	91.67% *N*=36 (AS)
Percent of graduates and alumni would recommend Pratt School of Information to a friend, colleague, or family member	85% and 85%	97.06% *N*=68 (GSS) and 96.30% *N*=27 (AS)	75% *N*=4 (GSS) and 87.5% *N*=8 (AS)	100% *N*=19 (GSS) and 100% *N*=2 (AS)	83.33% *N*=6 (AS) and ∅ (AS)	86.67% *N*=75 (GSS) and 94.59% *N*=37 (AS)
Percent of students graduate within three years	90%	75.61% 34/41 students who began the LIS program in fall 2016 graduated in 3 years	41.18% 7/17 students who began the MDC program in fall 2016 graduated in 3 years	85.71% 6/7 students who began the IXD program in fall 2016 graduated in 3 years.	0% 0/1 students who began the DAV program in fall 2016 graduated in 3 years.	84.85% 56/66 who began a SI MS program in fall 2016 graduated in 3 years from a SI MS program.
All programs have learning outcomes that incorporate the ability to meet creative, critical, and ethical challenges	Yes	Yes	Yes	Yes	Yes	Yes
Goal 3: To sustain excellence in face-to-face teaching.						
Percent of sections are offered in person	100%	*n/a*				100%
Percent of sections have a class size of 6–18 students	100%	*n/a*				89.01% Note: Average class-size is 12.13 students. 6 sections with fewer than 6 students and 4 sections with more than 18.
Percent of responses have an average rating of 3.0 or higher (on a 4.0 scale) on student course evaluations for the following questions: "The instructor presented the subject matter clearly"	100%	*n/a*				89.12% *N*=910 (Course Eval)
"The instructor utilized class time well"	100%	*n/a*				87.58% *N*=910 (Course Eval)
"The instructor promoted a constructive classroom climate"	100%	*n/a*				93.26% *N*=949 (Course Eval)

"I would recommend this instructor to another student"	100%	*n/a*				88.37% *N*=912 (Course Eval)
Percent of graduates agree/strongly agree that "the program faculty are effective teachers"	85%	86.96% *N*=46 (GSS)	100% *N*=4 (GSS)	100% *N*=20 (GSS)	83.33% N=6 (GSS)	90.79% *N*=76 (GSS)
Graduating students and alumni report a variety of beneficial learning experiences that specifically mention teaching	Yes	*n/a*				Yes, see Appendix SI5.
Goal 4: To enrich the student experience through experiential and project-based learning, international study, co-curricular and extracurricular activities, and one-on-one mentoring and advisement.						
Minimum number of courses per semester (fall and spring) include projects with external partners	5	*n/a*				8 in fall and 9 in spring (see Appendix SI2).
Internship course options are available to students every semester	Yes	*n/a*				Yes. INFO 698, 9600, and 9601 was available during the academic year.
Minimum number of fellowship opportunities are offered every academic year	10	*n/a*				16 offered, 15 fellows awarded.
Minimum number of study abroad courses offered every academic year	1	*n/a*				0 International Study Planning Year funded for AY 19/20.
Minimum number of events are offered by SI office and student groups per academic year	50	*n/a*				74 events (see list)
Percent of students are assigned a full-time faculty advisor in their first semester	100%	*n/a*				100%
Percent of graduates who said they sought advising from their faculty advisor	80%	82.61% *N*=46 (GSS)	75% *N*=4	90% *N*=20 (GSS)	100% *N*=6 (GSS)	85.53% *N*=76 (GSS)
Percent of graduates who sought advising and agreed/strongly agreed that their faculty advisor provided helpful academic advisement	80%	81.58% *N*=38 (GSS)	33.33% *N*=3 (GSS)	100% *N*=18 (GSS)	100% N=6 (GSS)	86.15% *N*=65 (GSS)
Goal 5: To foster a culturally responsive learning environment.						

Percent of graduating students agree/strongly agree that: "The School created an inclusive and welcoming environment"	85%	80.43% *N*=46 (GSS)	75% *N*=4 (GSS)	94.74% *N*=19 (GSS)	100% *N*=6 (GSS)	85.33% *N*=75 (GSS)
"My experience at Pratt School of Information helped me develop a deeper cultural awareness"	85%	78.26% *N*=46 (GSS)	50% *N*=4 (GSS)	94.74% *N*=19 (GSS)	100% *N*=6 (GSS)	87.32% *N*=75 (GSS)
Percent of responses have an average rating of 3.0 or higher (on a 4.0 scale) on student course evaluations for the following questions: "The instructor promoted a constructive classroom climate"	100%	*n/a*				93.26% *N*=949 (Course Eval)
"This course helped me develop a deeper cultural awareness"	100%	*n/a*				74.20% *N*=876 (Course Eval)
At least one culturally responsive event is hosted and organized by SI or student groups each semester	Yes	*n/a*				Yes, 5 culturally responsive events were held this academic year (see [Appendix SI1](#)).
Goal 6: To recruit and retain highly qualified students.						
Percent of accepted students meet admissions standards determined by each program, with enrollment yield rates determined by each program	100%	100%	100%	100%	100%	100%
Recruitment efforts carried out by the Office of Admissions are determined with input from each program	Yes	Yes	Yes	Yes	Yes	Yes
Admissions and recruitment efforts carried are aligned with the School's two-year enrollment plan	Yes	In-progress.	In-progress.	In-progress.	In-progress.	In-progress. A draft two-year plan has been created and will be reviewed as part of Strategic Plan.
Percent student retention rate[1]	95%	94.11% *N*=51	90% *N*=10 Note: one MDC switch to MSLIS	97.61% *N*=42	100% *N*=9	95.43% *N*=94
Each program meets its enrollment goals	Yes	Yes Goal of 34	No Goal of 15	Yes Goal of 20	No Goal of 10	No, not met for MDC and DAV, but met for LIS and IXD, in

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[1] Computed by taking students who started in fall 2018 and spring 2019, and have not withdrawn as of July 8, 2019.

		enrollments and 40 actual in FA18[2]	enrollments and 7 actual in FA18	enrollments and 21 actual in FA18	enrollments and 5 actual in FA18	FA18.
Goal 7: To cultivate qualified faculty members who engage in high-quality research, participate in scholarly activities, and/or are experts in their field of practice.						
Percent of full-time faculty publish in accordance with their rank and tenure status	100%	*n/a*				85.71% *N*=7 (PRCS)
Percent of part-time faculty have a record of recent and continued professional work related to the courses they teach	100%	*n/a*				100%
Faculty are appointed, reviewed, reappointed, and promoted through SI's peer review process in alignment with Pratt's Collective Bargaining Agreement and the Faculty Handbook	Yes	*n/a*				Yes
Policies and procedures for recruiting and hiring full-time and part-time faculty are established and followed	Yes	*n/a*				Yes
Percent of graduates agree/strongly agree that "program faculty demonstrate expertise in their teaching areas"	80%	97.83% *N*=46 (GSS)	100% *N*=4 (GSS)	100% *N*=20 (GSS)	100% *N*=6 (GSS)	98.68% *N*=76
Goal 8. To maintain faculty and student service to the School, Institute, and information field.						
Percent of full-time faculty participate in scholarly service activities, such as peer review for journals, conferences, and grants	100%	*n/a*				100% *N*=8 (PRCS)
Percent of full-time faculty maintain membership in at least two professional associations	100%	*n/a*				87.50% *N*=8 (PRCS)
Percent of full-time faculty participate in at least one Institute-level service activity each year (not including first-year faculty)	80%	*n/a*				100% *N*=7 (PRCS) (Note: unable to separate out first-year faculty from non-first-year faculty)
Percent of full-time faculty participate in at least one School-level service activity each year	100%	*n/a*				100% *N*=7 (PRCS)

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[2] Includes dual degree goals and enrollments

Percent of graduates report being a member of at least one professional association during their time at Pratt	50%	67.40% *N*=46 (GSS)	50% *N*=4 (GSS)	84.21% N=19 (GSS)	33.33% *N*=6 (GSS)	68% *N*=75 (GSS)
Minimum number of students involved in Institute-level service	1	*n/a*				1 Graduate Liaison, Student Government Association (SGA), Veronika Kostova
Minimum number of students are involved in School-level service (outside of student groups)	3	*n/a*				At least 4 1 students served as a voting member on the SI Faculty Council: Robin Miller 4 students moderated at #infoshow19 Several students met with faculty candidates during faculty search.
Goal 9. To pursue internal and external funding for innovation in research, teaching, and/or learning.						
Minimum number of grant applications submitted by SI faculty each year to internal sources, such as Faculty Development Fund and Academic Initiatives Fund	1	*n/a*				7 *N*=8 (PRCS)
Minimum number of grant applications submitted by SI faculty each year to external sources, such as foundations, federal agencies, and corporate sponsors	1	*n/a*				4 N=8 (PRCS)
Percent of full-time faculty request funds to support teaching and/or research activities each year	100%	*n/a*				55.56% (Note that 5 faculty applied and received funding from the SI Faculty Innovation Fund).
Goal 10. To provide excellent facilities and resources that support our mission and practice environmental sustainability.						
Percent of funds for facility/resource improvements are allocated in alignment with School planning	100%	*n/a*				100% Space+Technology committee drove use of $45,411 in Facilities Fees.
Percent of graduates agree/strongly agree that they "had access to information resources that supported my learning outcomes"	90%	91.30% *N*=46 (GSS)	100% N=4 (GSS)	100% N=19 (GSS)	100% *N*=6 (GSS)	94.67% *N*=75 (GSS)

Percent of graduates agree/strongly agree that "the technology resources available (computer labs, technology-enhanced classrooms, computer software) met my educational needs"	90%	80.43% *N*=46 (GSS)	50% *N*=4 (GSS)	78.95% *N*=19 (GSS)	100% *N*=6 (GSS)	80% *N*=75 (GSS)
Percent of graduates agree/strongly agree that "Pratt provided a physical environment conducive for my learning"	80%	84.78% *N*=46 (GSS)	50% *N*=4 (GSS)	89.47% *N*=19 (GSS)	100% *N*=6 (GSS)	85.88% *N*=85 (GSS)
Initiative per academic year is initiated that enhances the school's environmental sustainability.	1	*n/a*				1 Discontinued plastic bottled water at SI meetings and events and replaced with reusable pitchers.

Goal 11. To practice transparency and openness in our communications and planning.

Stakeholder feedback is sought and documented for all major decisions, such as new or revised programs, policies, concentrations, scholarship opportunities, faculty hires, resources, and space	Yes	*n/a*				Yes. Faculty and students feedback sought in major decisions, including faculty search, resource and space use through Space+Technology committee, new/revised policies through Faculty Council, and new/revised programs through student surveys and Curriculum Committee. Student feedback on fellowships gathered through a survey completed in FA18.
Events are held to inform the SI community of planning and decision-making and solicit feedback	Yes	*n/a*				Yes. 2 Town halls were held.
All major decisions (new or revised programs, policies, concentrations, scholarship opportunities, faculty hires, resources, space) are announced publicly through the listserv, website, and/or social media, as appropriate	Yes	*n/a*				Yes. All major decisions were communicated via appropriate channel (e.g., listserv, website, or social media).
The School's vision, mission, and goals are published publicly on the website	Yes	*n/a*				Yes.
Key School and program statistics are available publicly on the website	Yes	*n/a*				Yes. SI Annual Assessment Report AY 16/17 and 17/18 is available

			n/a			on [SI website](#), which includes key school and program statistics. An extensive collection of key statistics for the MSLIS program is also [available online](#) as required of ALA accreditation. A new webpage for [IXD statistics](#) was launched this past year.
Faculty Council meeting dates, times, and agendas are announced to all faculty (full-time and part-time) and student representatives	Yes		*n/a*			Yes.
Percent of School-level policies and guidelines, including fiscal policies, have been reviewed by the Faculty Council in the past five years	100%		*n/a*			100% All policies and guidelines have been reviewed in the last five years (see [Policies portal](#)).
Student representatives participate in all Faculty Council meetings	Yes		*n/a*			Yes. A student voting member attended all Faculty Council meetings.
Bylaws for standing and ad-hoc committees are available for all members	Yes		*n/a*			Yes.
Percent of graduates agree/strongly agree that SI practices transparency and openness in its communications and planning	90%	82.05% *N*=39 (GSS)	50% *N*=4 (GSS)	100% *N*=19 (GSS)	100% *N*=6 (GSS)	86.76% *N*=68 (GSS)
Percent of graduates agree/strongly agree that SI's communication platforms are effective in providing information about events and activities that can enrich their experience	90%	88.89% *N*=45 (GSS)	75% N=4 (GSS)	84.21% *N*=19 (GSS)	83.33% *N*=6 (GSS)	86.49% *N*=74 (GSS)
A two-year course planning schedule is available to current students	Yes		*n/a*			Yes. Available from ["Course Registration" webpage](#).
Course evaluations are available to current students	Yes		*n/a*			Yes, current evaluations available in the PMC 4th floor library.
An archive of past syllabi is available publicly	Yes		*n/a*			Yes, [available online](#).

Goal 12. To ensure administrative effectiveness.						
School financial needs are aligned with School goals and are expressed in the School's budget proposed and actual budget	Yes	*n/a*				Yes
All funds are spent in accordance with planned budget, Institute policies, and accounted for using standard accounting practices	Yes	*n/a*				Yes
All administrative staff participate in the performance evaluation process and are evaluated by their supervisor in accordance with HR policies	Yes	*n/a*				Yes
Percent of graduates agree/strongly agree that the "SI office and its staff are responsive to needs/issues that I have brought to them"	90%	86.05% N=43 (GSS)	50% N=4 (GSS)	100% N=18 (GSS)	100% *N*=6 (GSS)	88.73% *N*=71 (GSS)

Appendix SI1: Selection of culturally responsive events held during the academic year

- Free registration for 2 students to attend NY Celebration of Women in Computing, April 12-13, 2019 (1 actual attendance)
- Diversifying the Curriculum Event (for faculty & staff) - April 11, 2019
- Art+Femninism Wikipedia Edith-A-Thon (ASIST@Pratt) - focus on cis and transgender women, non-binary folks, feminism and the arts on Wikipedia - March 19, 2019
- Sarah Fox talk, "Looking Out from the Stall: Hygiene Resources, Maintenance, and the Internet of Things" - February 26, 2019
- ASIS&T@Pratt Alumni Panel - November 12, 2019 - includes an alum discussing diversity in children's literature, among other topics - Nov. 12, 2018

Appendix SI2: Courses with external partner during the academic year

Semester	Course	# sections	Partner
Fall 2018	INFO 628 Data Librarianship and Management -- 1 section	1	NYC Mayor's Office of Data Analytics
Fall 2018	INF0 682 Projects in Information Experience Design -	1	Pratt Institute Libraries
Fall 2018	INFO 658 Information Visualization	1	Bronx River Alliance
Fall 2018	INFO 644 Usability Theory & Practice	1	New York Foundation for the Arts, Qsensei, Eyebeam, Metropolitan Museum of Art, Pratt Institute Libraries
Fall 2018	INFO 643 Information Architecture & Interaction Design	1	New York Public Library
Fall 2018, Spring	INFO 652 Reference & Instruction	4	New York Public Library - Correctional

2019			Services Dept.
Fall 2018, Spring 2019	INFO 625 Management of Archives and Special Collections	1	Green-Wood Cemetery
Spring 2019	INFO 643 Information Architecture & Interaction Design	1	Seton Hall University Libraries
Spring 2019	INFO 644 Usability Theory & Practice (MacDonald)	1	Pratt Institute Libraries, Social Solar, The New School Archives & Special Collections, Fordham University Department of Art History & Music
Spring 2019	INFO 644 Usability Theory & Practice (Villaespesa)	1	New Jersey Symphony Orchestra, Brooklyn Museum
Spring 2019	INFO 685 Digital Analytics	1	Pratt Institute Libraries, America Reframed, New York Foundation for the Arts, MoMA
Spring 2019	INFO 684 Museum Information Management: Collection Cataloging & Digital Technology	1	Social Networks & Archival Context (SNAC) Cooperative
Spring 2019	INFO 693 Audience Research & Evaluation	1	Brooklyn Museum

Appendix SI3: SI alumni report a variety of beneficial learning experiences that specifically mention curriculum

What learning experiences or aspects of your degree program have been most beneficial to you post-graduation?
- Human centered design process; Usability testing
- Dr. Pattuelli's Linked Open Data class was directly responsible for me getting this job. I was recruited because of my understanding of RDF. More generally, the opportunities I had to apply skills in open-ended, practical projects at school were best. The larger or more ambitious projects I undertook gave me the confidence to function professionally.
- The Rare Books and Digital Archives course were really valuable courses for me! I regularly work with Special Collections at my current job and they were thrilled I had a lot of understanding of how Special Collections worked. Mostly, I think the specific courses I took was rewally beneficial to me since I knew what I wanted to work in.
- Classes with practical, hands-on, and offsite experiences, such as: Information Technology, Rare Books, Archives Management, Conservation Lab, etc. The fellowship program. All of the internships that I chose to pursue in addition to the program, and all of the amazing field trips organized by the student organizations. Basically, everything that gave me real-world, active, and fun experiences!
- The classes I took on children and young adult literature were the most useful for me. Also any class that had to do with education (even though I wasn't on the school media specialist track)
- General technical knowledge; archiving practices; trends in the field
- The Projects in Rare Books, Projects in Digital Archives and Art Documentation classes were the most useful to me. I also felt the the classes taught about social media outreach and UX were useful, organized and gave me concrete projects to show to potential employers.
- Experienced in various research methods, solid UX design process
- Academic Libraries and Scholarly Communication class with Prof. Rabina Community Engagement class with Prof. Sula -both classes engaged critically with a current professional landscape -Had practical and realistic assignments which directly translate to real work environments/expectations
- Information technology; reference; networking

- Art Documentation with Farris Wabeh and Christina Patuelli ; Metadata with Cynthia Tobar ; Archives courses with Dean Cocciolo ; Practicum course with Sara Devine (I really felt that she cared for the mental / emotional well-being of her students, and she was always available to answer questions-- Monica Maceli was also very good in this respect) ; Fellowship @ NYPL (and requisite DigiPres course) with Nikolas Krabbenhoeft.
- Digital application in archives... having the opportunity to explore and use multiple DAMS systems, to work hands on with collections and to see real world applications of the concepts we were learning, exploring datasets and learning how to use Open Refine, the people I met who visited classes to present have continued to be advocates as I explore my career
- Information Technology, Web Development (familiarity with databases), Information Visualization, Art Documentation, Digital Strategy. Access to internships at well regarded institutions because of my program.
- Classes that taught practical skills with tools, like Rare Books and Digitization
- Reference work has been the most helpful. Learning how to intuit what patrons actually want would be so much more difficult without that preparation.
- The coursework in information organization and archives was probably the most useful.

Appendix SI4: Job Titles 9-months after program completion

- *MSLIS:* Full-Time YA Librarian, Graph Data Engineer, Assistant Vice President, Librarian I - Reference and Instruction Librarian, Acquisitions Specialist , Archives Assistant, Youth services librarian , Processing Archivist, Visitor Experiences Associate (however, in practice, i also manage the museum store, train and supervise volunteers and interns, and lead up digital marketing efforts), Digital Technician, Collections Metadata Assistant, Asset Cataloging Assistant, Project Archivist, Research Librarian, Instructional Technologist, Lower School Librarian , Archival Technician, NYARC Web Archive Technician, Digital Asset Coordinator, Teen Librarian, Library Assistant, archivist, Senior Librarian, Assistant Archivist, Asst. Manager, Business Intelligence and Competitive Strategy, Head of Teen Services, Volunteer Reference Assistant
- *MSIXD*: User Experience Designer, UX researcher
- *MSDAV:* ∅
- *MSMDC:* Assistant Curator, Digital Cataloguing Assistant, Assistant Registrar, Web intern, Barcoding technician, Collections Information Specialist, Library Assistant, Archival Technician, Data Entry Coordinator

Appendix SI5: Graduating students and alumni report a variety of beneficial learning experiences that specifically mention teaching

Graduating Students - Please feel free to leave comments about the faculty:

- My experience with the Pratt SI faculty has been exceptional. They are conscientious, empathetic, skilled at what they do, and effective at explaining how to do those things to students through multiple approaches.
- The adjunct professors I had were wonderful teachers who were knowledgeable about their field and connected theoretical coursework to on-the-job experiences. Jennifer Hubert Swan was especially instrumental in teaching me about school librarianship and connected me with librarians in the field.
- Not surprisingly, I think the professors who are interested in pedagogy do a better job of teaching. Professor Maceli, for example, structures her lessons thoughtfully and clearly, and makes it easy for the tech-averse to understand complex concepts.
- The faculty are incredibly welcoming, I felt comfortable reaching out to any of them for advice.
- Tamara Fultz, Emily Drabinski, Cristina Pattuelli, and Kyle Triplett are particularly strong members of the faculty.

*Alumni - What learning experiences or aspects of the Pratt MS program have been **most** beneficial to you post-graduation?*

- Strong faculty and exposure to their research in the field I think will have a lasting effect
- The fact that all the teachers were teachignt he [sic] jobs that they were doing and actually showed us their work spaces.
- The hands-on experience and exposure to new and relevant technologies made my experiences highly valuable to my employer. I also met and worked with professionals who helped connect me with career opportunities.
- The tenured professors are often informed, passionate and super supportive of students…
- The required IT class taught by Monica Maceli
- The business, public policy and govt classes taught by prof rabina
- Readings and discussions organized by Chris Sula, which prepared realistic expectations for the field - a focus on community building, knowledge of political environments/forces, and an a awareness of burnout/emotional labor/etc.

MSLIS Program Data and Appendices

Indicators	Target	Actual	Notes
e-Portfolio Data			
First-time e-Portfolio pass rate		86.67%	39 out of 45 students passed on their first attempt
Percent of graduates who agree/strongly agree that "The e-Portfolio workshop I attended helped me in preparing and submitting my e-Portfolio"		100% *N*=33 (GSS)	Note that 14 students stated they did not attend a workshop.
Percent of graduates who agree/strongly agree that "Meeting with my advisor prior to submitting my e-Portfolio was useful"		90.63% *N*=32 (GSS)	Note that 15 students stated they did not meet with their advisor before submitting.
Percent of graduates who agree/strongly agree that "It was easy for me to find course projects to put into my e-Portfolio"		91.49% *N*=47 (GSS)	
Percent of graduates who agree/strongly agree that "The comments/feedback provided by my advisor were helpful in making improvements to my e-Portfolio"		96.97% *N*=33 (GSS)	Note that 14 students did not request or receive comments from advisor.
Percent of graduates who agree/strongly agree that "I believe that my e-Portfolio was assessed fairly"		93.62% *N*=47 (GSS)	
Percent of graduates who agree/strongly agree that "My e-Portfolio demonstrates the depth and breadth of knowledge I have gained at Pratt School of Information"		87.23% *N*=47 (GSS)	
Program Curriculum			
Percent of graduates who agree/strongly agree that **LIS-651** provided foundational knowledge		77.27% *N*=44 (GSS)	
Percent of graduates who agree/strongly agree that **LIS-652** provided foundational knowledge		89.13% *N*=46 (GSS)	
Percent of graduates who agree/strongly agree that **LIS-653** provided foundational knowledge		73.91% *N*=46 (GSS)	
Percent of graduates who agree/strongly agree that **LIS-654** provided foundational knowledge		97.83% *N*=46 (GSS)	
Overall Perceptions			
Percent of graduates who agree/strongly agree that "I feel that the program-level learning objectives (Research, Communication, User-Centered focus, Technology, Reflective Practice [LIS Practice]) served my learning goals."		88.64% *N*=44 (GSS)	

Areas of study from Graduating Student Survey		See [Appendix LIS1](#)	
Types of organizations where alumni are employed (from alumni survey)?		See [Appendix LIS2](#)	

Appendix LIS1: MSLIS Areas of Study (note that "None" and "Other" have been manually coded from free-form response)

Please select the area(s) of study you pursued while in the program:		
Answer Choices	Responses	
Archives (with or without the advanced certificate)	58.70%	27
Art History (dual degree)	6.52%	3
Conservation and Digital Curation (with or without the advanced certificate)	32.61%	15
Digital Art & Information (dual degree)	2.17%	1
Digital Humanities (with or without the advanced certificate)	13.04%	6
Libraries and Academic/Research Contexts (LARC)	28.26%	13
Literacy, Education and Outreach (LEO)	17.39%	8
Museum Libraries (with or without the advanced certificate)	17.39%	8
Rare Books and Special Collections	32.61%	15
Data Analytics, Research and Assessment (DARA)	8.70%	4
School Libraries (Library Media Specialist)	4.35%	2
User Experience (with or without the advanced certificate)	15.22%	7
None	2.17%	1

Other (please explain)	6.52%	3
	Answered	46
	Skipped	2

Appendix LIS2: MSLIS Alumni - Types of Organizations that Employ Them

Which of the following best describes where you currently work? Please check all that apply.		
Answer Choices	Responses	
Academic library	16.13%	5
Archive or special collection	22.58%	7
Corporate, law or business library	0.00%	0
Gallery	3.23%	1
Government (local, state, or federal)	0.00%	0
Higher Education (non-library)	3.23%	1
Museum & Museum Library	19.35%	6
Non-profit	9.68%	3
Public library	22.58%	7
Publishing/media	6.45%	2
School library	12.90%	4
Self-employed	3.23%	1
Other (please specify)	16.13%	5
	Answered	31

	Skipped	1