



# Annual Assessment Report AY 19/20

Pratt Institute School of Information

Prepared by A. Cocciolo - Last Updated: July 14, 2020

## 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. Each has received minor revisions since they were adopted. 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 2020/2021 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 7/1/2019 to 6/30/2020

Survey Response Rate Information
<p><i>Graduating Student Survey</i> MSLIS 98.31% (58 respondents), MSIXD 100% (29 respondents), MSDAV 100% (11 respondents), MSMDC 100% (7 respondents)</p> <p><i>Alumni Survey</i> Overall - 33.75% (27 respondents) Fall 2018 graduates - 30% response rate (6 respondents) Spring 2019 graduates - 35% response rate (21 respondents)</p> <p><i>Peer Review Committee Survey</i> 100% (10 respondents)</p>

Goals & Indicators	Target	MSLIS Actual	MSMDC Actual	MSIXD Actual	MSDAV Actual	Overall (School-wide) Actual
<i>Goal 1: To offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning.</i>						
1.1 The school offers a variety of new, revised, and special topics courses each academic year	Yes			n/a		Yes. See: <a href="#">Annual School Curriculum Committee Report (2019/2020)</a> .

1.2 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.	80% required courses reviewed by CC since 2015; student learning outcomes created in 2015/2016; curriculum created in 2015/2016.	89% of all courses reviewed by CC since 2015. School Curriculum Committee has completed year three of the <a href="#">"Plan for Reviewing Entire SI Curriculum"</a> which runs from Fall 2017 to Spring 2022. <a href="#">SI Curriculum Review Tracking Sheet</a> 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.
1.3 Percent of courses support academic inquiry in some form	100%	<i>n/a</i>				100%
1.4 The curriculum reflects current knowledge and skills identified by potential employers	Yes	Yes. MSLIS core curriculum review and revision ( <a href="#">plan available here</a> ), completed AY 17/18, included a thorough analysis of knowledge and skills needed by employers.	Yes. <a href="#">MSMDC Curriculum revision</a> , 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 <a href="#">Google Docs</a> . Data is being used for making curricular improvements.	Yes.
1.5 Percent of graduates agree/strongly agree that they "found the curriculum to be up to date"	85%	94.54% N=55 (GSS)	100% N=6 (GSS)	96% N=25 (GSS)	90.91% N=11 (GSS)	94.85% N=97 (GSS)
1.6 Percent of graduates agree/strongly agree that "course offerings aligned well with my professional goals"	85%	76.36% N=55 (GSS)	83.33% N=5 (GSS)	92% N=25 (GSS)	81.82% N=11 (GSS)	81.44% N=97 (GSS)
1.7 Percent of sections 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%	<i>n/a</i>				93.04% N=809, 107/115 course sections (Course Eval)

consistent with the syllabus”						
“This course improved my understanding of the subject matter”	100%	n/a				93.04% N=809, 107/115 course sections (Course Eval)
“I would recommend this course to another student”	100%	n/a				87.83% N=809, 101/115 course sections (Course Eval)
1.8 Alumni report a variety of beneficial learning experiences that specifically mention curriculum	Yes	n/a				Yes, see <a href="#">Appendix SI3</a> .
1.9 Percent of sections are taught by full-time faculty	>50%	n/a				50.00%
1.10 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 <a href="#">MSLIS website</a> (live data). For post fall 2019 entrance, <a href="#">table available here</a> .	Yes, <a href="#">available here</a> (updated June 2020)	Yes. Available <a href="#">here</a> (updated June 2020).	Yes. Available <a href="#">here</a> (updated June 2020).	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.						
2.1 Percent of students pass their program’s graduation requirement	100%	100% N=60	100% N=6	100% N=28	100% N=11	100% N=105
2.2 Percent of students report that they pursued one or more areas of study in their program	100%	96.36% N=55	Question not asked on GSS for MDC.	100% N=25	Question not asked on GSS for DAV.	97.50% N=80
2.3 Percent of alumni are employed within nine months of graduation <b>and</b> percent report being on a career path consistent with their goals	90% and 80%	100% N=17 (AS) and 88.24% N=17 (AS)	50% N=2 (AS) and 100% N=1 (AS)	40% N=5 (AS) and 100% N=2 (AS)	100% (AS) N=2 (AS) and 100% N=2 (AS)	76.92% N=26 (AS) and 90.91% N=22 (AS)
2.4 Recent graduates hold a range of job titles at various institutions	Yes	n/a				Yes, see <a href="#">Appendix SI4</a> .
2.5 Percent of graduates and alumni	85% and	89.09%	83.33%	96.15%	90.91%	90.82%

agree/strongly agree that my the School of Information offered a quality program that prepared me to work in my chosen profession.	85%	N=55 (GSS) and 80.00% N=15 (AS)	N=6 (GSS) and 50% N=2 (AS)	N=26 (GSS) and 66.67% N=3 (AS)	N=11 (AS) and 100% N=2 (AS)	N=98 (GSS) and 77.27% N=22 (AS)
2.6 Percent of graduates and alumni would recommend Pratt School of Information to a friend, colleague, or family member	85% and 85%	89.09% N=55 (GSS) and 93.33% N=15 (AS)	83.33% N=6 (GSS) and 50% N=2 (AS)	93.31% N=26 (GSS) and 75% N=4 (AS)	90.91% N=10 (GSS) and 100% N=2 (AS)	89.80% N=98 (GSS) and 86.96% N=23 (AS)
2.7 Percent of students graduate within three years	90%	88.24% 30/34 students who began the LIS program in fall 2017 graduated in 3 years	80% 12/15 students who began the MDC program in fall 2017 graduated in 3 years	93.75% 15/16 students who began the IXD program in fall 2017 graduated in 3 years.	100% 9/9 students who began the DAV program in fall 2017 graduated in 3 years.	89.19% 66/74 who began a SI MS program in fall 2017 graduated in 3 years from a SI MS program.
2.8 All programs have learning outcomes that incorporate the ability to meet creative, critical, and ethical challenges	Yes	Yes	Yes	Yes	Yes	Yes
<i>Goal 3: To sustain excellence in face-to-face teaching.</i>						
3.1 Percent of sections are offered in person	100%	n/a				100% *Note that all classes went online after March 12, 2020, due to the global pandemic.
3.2 Percent of sections have a class size of 6–18 students	100%	n/a				91.38% Note: Average class-size is 10.98 students. 10 sections with fewer than 6 students and no sections with more than 18.
3.3 Percent of sections 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				90.43% N=809, 104/115 course selections (Course Eval)
“The instructor utilized class time well”	100%	n/a				86.96% N=809, 104/115 course sections

						(Course Eval)
“The instructor promoted a constructive classroom climate”	100%	n/a				90.43% N=809, 104/115 course sections (Course Eval)
“I would recommend this instructor to another student”	100%	n/a				93.04% N=809, 107/115 course sections (Course Eval)
3.4 Percent of graduates agree/strongly agree that “the program faculty are effective teachers”	85%	94.55% N=55 (GSS)	83.33% N=6 (GSS)	96.15% N=26 (GSS)	100% N=11 (GSS)	94.90% N=98 (GSS)
3.5 Graduating students and alumni report a variety of beneficial learning experiences that specifically mention teaching	Yes	n/a				Yes, see <a href="#">Appendix SI5</a> .
<i>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.</i>						
4.1 Minimum number of courses per semester (fall and spring) include projects with external partners	5	n/a				9 in fall and 10 in spring (see <a href="#">Appendix SI2</a> ).
4.2 Internship course options are available to students every semester	Yes	n/a				Yes. INFO 698, 9600, and 9601 was available during the academic year.
4.3 Minimum number of fellowship opportunities are offered every academic year	10	n/a				16 offered, 15 fellows awarded.
4.4 Minimum number of study abroad courses offered every academic year	1	n/a				0 International Study Planning Year funded for AY 19/20. Planning trip for Berlin was canceled due to pandemic.
4.5 Minimum number of events are offered by SI office and student groups per academic year	50	n/a				151 events ( <a href="#">see list</a> )
4.6 Percent of students are assigned a full-time faculty advisor in their first semester	100%	n/a				100%
4.7 Percent of graduates who said they sought advising from their faculty advisor	80%	74.55% N=55 (GSS)	50% N=6	88.46% N=26 (GSS)	100% N=11 (GSS)	79.59% N=98 (GSS)

4.8 Percent of graduates who sought advising and agreed/strongly agreed that their faculty advisor provided helpful academic advisement	80%	78.05% N=41 (GSS)	66.67% N=3 (GSS)	95.65% N=23 (GSS)	100% N=11 (GSS)	85.90% N=78 (GSS)
<i>Goal 5: To support diversity, equity and inclusion..</i>						
5.1 Percent of graduating students agree/strongly agree that: “The School created an inclusive and welcoming environment”	85%	78.18% N=55 (GSS)	100% N=6 (GSS)	96.15% N=26 (GSS)	100% N=11 (GSS)	86.73% N=98 (GSS)
“My experience at Pratt School of Information helped me develop a deeper cultural awareness” <sup>1</sup>	85%	72.73% N=55 (GSS)	83.33% N=6 (GSS)	96.15% N=26 (GSS)	73.73% N=8 (GSS)	88.37% N=43 (GSS)
5.2 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				90.43% N=809, 104/115 course sections (Course Eval)
“This course supports diversity, equity and inclusion”	100%	n/a				80.87% N=809, 93/115 course sections (Course Eval)
5.3 At least one diversity, equity and inclusion event is hosted and organized by SI or student groups each semester	Yes	n/a				Yes, 4 DEI events were held this academic year (see <a href="#">Appendix SI1</a> ).
<i>Goal 6: To recruit and retain highly qualified students.</i>						
6.1 Percent of accepted students meet admissions standards determined by each program, with enrollment goals determined by dean and program coordinator.	100%	100%	100%	100%	100%	100%
6.2 Recruitment efforts carried out by the Office of Admissions are determined with input from dean and program coordinator.	Yes	Yes	Yes	Yes	Yes	Yes
6.3 Admissions and recruitment efforts carried are aligned with the School's	Yes	Yes	Yes	Yes	Yes	Yes, admissions and recruitment efforts aligned with

<sup>1</sup> Note: Because of an administrative oversight, this question should have changed to “This School supported diversity, equity and inclusion,” which was implemented for next AY.

two-year enrollment plan						the <a href="#">enrollment plan from Strategic Plan (2019-2024)</a> .
6.4 Percent student retention rate <sup>2</sup>	95%	96.15% N=52 Note: one LIS student withdrew and one changed programs.	87.5% N=8 Note: one MDC changed programs.	95.65% N=46 Note: one IXD changed programs and one withdrew.	100% N=14	95.83% N=120
6.5 Each program meets its enrollment goals	Yes	Yes. Goal of 32 enrollments and 34 actual in FA19. However, goal of 5 dual-degree LIS+HAD enrollments and 3 actual in FA19.	No Goal of 8 enrollments and 7 actual in FA19.	Yes Goal of 28 enrollments and 28 actual in FA19	Yes Goal of 6 enrollments and 8 actual in FA19.	No, not met for MDC or dual-degree LIS+HAD.
<i>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.</i>						
7.1 Percent of full-time faculty publish in accordance with their rank and tenure status	100%	n/a				90% N=10 (PRCS)
7.2 Percent of part-time faculty have a record of recent and continued professional work related to the courses they teach	100%	n/a				100%
7.3 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
7.4 Policies and procedures for recruiting and hiring full-time and part-time faculty are established and followed	Yes	n/a				Yes
7.5 Percent of graduates agree/strongly agree that "program faculty demonstrate expertise in their teaching areas"	80%	100% N=55 (GSS)	100% N=6 (GSS)	100% N=26 (GSS)	100% N=11 (GSS)	100% N=98
<i>Goal 8. To maintain faculty and student service to the School, Institute, and information field.</i>						

<sup>2</sup> Computed by taking students who started in fall 2019 and spring 2020, and have not withdrawn as of July 13, 2020.

8.1 Percent of full-time faculty participate in scholarly service activities, such as peer review for journals, conferences, and grants	100%	n/a				100% N=10 (PRCS)
8.2 Percent of full-time faculty maintain membership in at least two professional associations	100%	n/a				100% N=10 (PRCS)
8.3 Percent of full-time faculty participate in at least one Institute-level service activity each year (not including first-year faculty)	80%	n/a				80% N=10 (PRCS) (Note: unable to separate out first-year faculty from non-first-year faculty)
8.4 Percent of full-time faculty participate in at least one School-level service activity each year	100%	n/a				90% N=10 (PRCS)
8.5 Percent of graduates report being a member of at least one professional association during their time at Pratt	50%	63.64% N=55 (GSS)	50% N=6 (GSS)	76.36% N=26 (GSS)	63.64% N=11 (GSS)	67.35% N=98 (GSS)
8.6 Minimum number of students involved in Institute-level service	1	n/a				2 Graduate Liaison, Student Government Association (SGA), Veronika Kostova; Pratt Manhattan Liaison, Student Government Association (SGA), Armon Burton.
8.7 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: Claudia Berger Aimen Awan and Vonetta Devonish volunteered and were able to talk to prospective IXD students. De Han volunteered to talk to new DAV students.
<i>Goal 9. To pursue internal and external funding for innovation in research, teaching, and/or learning.</i>						
9.1 Minimum number of grant applications submitted to the School of Information Faculty Innovation Fund	2					2
9.2 Minimum number of grant applications	1	n/a				5



submitted by SI faculty each year to other internal sources, such as Faculty Development Fund and Academic Initiatives Fund						N=10 (PRCS)
9.3 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				8 N=10 (PRCS)
<i>Goal 10. To provide excellent facilities and resources that support our mission and practice environmental sustainability.</i>						
10.1 Percent of funds for facility/resource improvements are allocated in alignment with School planning	100%	n/a				100% Space+Technology committee drove use of \$48,962 in Facilities Fees.
10.2 Percent of graduates agree/strongly agree that they “had access to information resources that supported my learning outcomes”	90%	96.36% N=55 (GSS)	100% N=6 (GSS)	96.15% N=26 (GSS)	100% N=11 (GSS)	96.94% N=98 (GSS)
10.3 Percent of graduates agree/strongly agree that “the technology resources available (computer labs, technology-enhanced classrooms, computer software) met my educational needs”	90%	87.27% N=55 (GSS)	100% N=6 (GSS)	100% N=26 (GSS)	100% N=11 (GSS)	92.86% N=98 (GSS)
10.4 Percent of graduates agree/strongly agree that “Pratt provided a physical environment conducive for my learning”	80%	76.36% N=55 (GSS)	100% N=6 (GSS)	88.46% N=23 (GSS)	90.91% N=11 (GSS)	82.65% N=98 (GSS)
10.5 Initiative per academic year is initiated that enhances the school's environmental sustainability.	1	n/a				1 Experimented with growing indoor plants that can be harvested. Plants have been grown, harvested, and consumed from room 601D.
<i>Goal 11. To practice transparency and openness in our communications and planning.</i>						
11.1 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 Strategic Plan 2019-2024, resource and space use through Space+Technology committee, new/revised policies

			through Faculty Council, and new/revised programs through student surveys and Curriculum Committee, and Faculty and Student Surveys about the viability of online learning given the growing pandemic in March of 2020.
11.2 Events are held to inform the SI community of planning and decision-making and solicit feedback	Yes	<i>n/a</i>	Yes. A Town hall was held in December of 2019. An Open Discussion of Online Learning with all faculty was held in March of 2020 to discuss and solicit feedback on needs around moving to online learning given the emerging pandemic.
11.3 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	<i>n/a</i>	Yes. All major decisions were communicated via appropriate channel (e.g., listserv, website, or social media).
11.4 The School's vision, mission, and goals are published publicly on the website	Yes	<i>n/a</i>	Yes.
11.5 Key School and program statistics are available publicly on the website	Yes	<i>n/a</i>	Yes. SI Annual Assessment Report AY 16/17 through 18/19 is available on <a href="#">SI website</a> , which includes key school and program statistics. An extensive collection of key statistics for the MSLIS program is also <a href="#">available online</a> as required of ALA accreditation. A webpage for <a href="#">IXD statistics</a> was launched in 18/19. <a href="#">DAV statistics</a> were launched in 19/20.
11.6 Faculty Council meeting dates, times, and agendas are announced to all faculty (full-time and part-time) and student representatives	Yes	<i>n/a</i>	Yes.

11.7 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 <a href="#">Policies portal</a> ).
11.8 Student representatives participate in all Faculty Council meetings	Yes	n/a				Yes. A student voting member attended all Faculty Council meetings.
11.9 Bylaws for standing and ad-hoc committees are available for all members	Yes	n/a				Yes.
11.10 Percent of graduates agree/strongly agree that SI practices transparency and openness in its communications and planning	90%	81.40% N=43 (GSS)  [excludes N=12 "I don't know" responses]	80% N=5 (GSS)  [excludes N=1 "I don't know" responses]	96% N=25 (GSS)  [excludes N=1 "I don't know" responses]	100% N=11 (GSS)	88.10% N=84 (GSS)  [excludes N=14 "I don't know" responses]
11.11 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%	95.65% N=46 (GSS)  [excludes N=8 "I don't know" responses]	100% N=4 (GSS)	92.31% N=26 (GSS)	81.82% N=11 (GSS)	93.26% N=89 (GSS)  [excludes N=8 "I don't know" responses]
11.12 A two-year course planning schedule is available to current students	Yes	n/a				Yes. Available from <a href="#">"Course Registration" webpage</a> .
11.13 Course evaluations are available to current students	Yes	n/a				Yes, current evaluations available in the PMC 4th floor library, or available through the library via reference service.
11.14 An archive of past syllabi is available publicly	Yes	n/a				Yes, <a href="#">available online</a> .
<b>Goal 12. To ensure administrative effectiveness.</b>						
12.1 School financial needs are aligned with School goals and are expressed in the School's budget (proposed and actual budget)	Yes	n/a				Yes
12.2 All funds are spent in accordance with planned budget, Institute policies, and	Yes	n/a				Yes

accounted for using standard accounting practices						
12.3 All administrative staff participate in the performance evaluation process and are evaluated by their supervisor in accordance with HR policies	Yes	n/a				Yes
12.4 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%	95.35% N=43 (GSS)  [excludes 12 "I don't know" responses]	75% N=4 (GSS)  [excludes 2 "I don't know" responses]	96.15% N=26 (GSS)  [excludes 1 "I don't know" responses]	100% N=11 (GSS)	95.24% N=84 (GSS)  [excludes 15 "I don't know" responses]

#### Appendix SI1: Selection of DEI events held during the academic year

- M. Aronofsky Prison Library Support Network (FA '19)
- UXPA Safety and Inclusivity in UX Strategy (FA '19)
- Wikipedia Edit-A-Thon w BLM Teach-in (SP '20)
- Wikipedia Art+Feminism Edit-A-Thon (SP '20)

#### Appendix SI2: Courses with external partner during the academic year

Semester	Course	# sections	Partner
Fall 2019, Spring 2020	INFO 665 Projects in Digital Archives	2	NYC Gay Center, Lesbian Herstory Archvies
Fall 2019	INFO 643 Information Architecture & Interaction Design	1	New York Cares
Fall 2019	INFO 682 Projects in Information Experience Design	1	Social Solar, Komeeda, FinTech Start-up, New York Foundation for the Arts
Fall 2019	INFO 673 Literacy & Instruction	1	Brooklyn Public Library
Fall 2019	INFO 644 Usability: Theory and Practice	1	Pratt Libraries, Pratt Institute, SVA Libraries
Fall 2019	INFO 685 Digital Analytics	1	Cooper-Hewitt Design Museum, Pratt Institute, Art21, Children's Health Fund
Fall 2019	INFO645 - Advanced Usability and UX Evaluation	1	Pratt Libraries
Fall 2019, Spring 2020	INFO 652 Reference & Instruction	4	New York Public Library - Correctional Services Dept.
Fall 2019, Spring 2020	INFO 625 Management of Archives and Special Collections	2	Green-Wood Cemetery

Spring 2020	INFO 643 Information Architecture & Interaction Design	1	Project for Public Spaces
Spring 2020	INFO 682 Projects in Information Experience Design	1	Goodnation Philanthropy Advisors, International Women's Health Coalition, Hoptale, Books Beyond Bars, Pratt Institute
Spring 2020	INFO 644-1 Usability Theory & Practice	1	Empire Clean Cities, ConnectNY, Canadian Museum of Nature, Friends of Materials For the Arts
Spring 2020	INFO 644-2 Usability Theory & Practice	1	Barnard College Libraries, Cooper Union Library, Archivist's Round Table, Forward Roots
Spring 2020	INFO 685 Digital Analytics	1	New York Philharmonic Archives, J. Paul Getty Trust, Sue Rock Originals, Specialisterne
Spring 2020	INFO683 Museum Digital Strategy	1	Cool Culturew
Spring 2020	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?*

- My courses about archival management, archival processing, digital preservation, and rare books were most useful.
- Usability/ IA, advanced UX design, my independent study, RA work with Dr. MacDonald over UXCB
- All aspects of design (UX, data viz, and information/basic graphic design) and the emphasis on producing products and reports that are actually delivered to clients....
- ...the Archives Appraisal course was phenomenal for establishing a historical background for the archives practices of the US and the predecessors
- The offering of technology and programming classes have been most beneficial to me post-graduation because it allowed me to become comfortable talking about and implementing these skills in my work. The classes I took that were more theory-based also gave me the vocabulary to talk and engage in a dynamic profession, which I would not have gotten if I only took technical/hands-on classes.
- All of the projects where I had to interact with a "real" client were extremely beneficial for my current position even if I don't use the specific type of work done in the project. The audience research class goes hand-in-hand with my current job so that was extremely beneficial. It was also helpful (despite being annoying at times) that teachers encouraged us to blog and tweet about our ongoing work and interact with professionals in the field (also going off of that, my best courses were the ones that often brought in speakers from various roles in the field)
- Color theory, talking about other visuals either students have created or from award shows.
- Hands-on experience was the most beneficial thing to me. This includes the practicum, assignments where I worked directly with rare books and archival collections, and assignments that utilized technology. I also greatly benefited from visiting other libraries and meeting/talking with practicing librarians.
- Independent study with Professor MacDonald; the ability to tailor my degree to focus on UX as I became increasingly interested in that subject; the supportive and inspiring Pratt student and faculty bodies.
- Ethics while conducting research. Planning and executing research. Communicating findings and presenting to stakeholders.
- The most beneficial aspects of the program for me have been learning about digital preservation and content/ data management systems. Not a day goes by where I'm not importing data generated by physical or digital materials into a management system or inspecting the preservation specifications of digital files.
- Social media in relation to organizations outreach. Education in regards to how to create programming and lesson plans. All of LIS 652.

#### **Appendix SI4: Job Titles 9-months after program completion**

- *MSLIS*: Metadata Specialist II, Linked Data Consultant, Catalog Operations Consultant, Collections Manager, Product Researcher, Reading Room Assistant, Assistant Archivist, Adjunct Instructor/Librarian, Information Literacy Librarian, UX Researcher, Digital Asset Content Administrator, Science & Technology Librarian, Librarian, Assistant librarian, College assistant, Temporary Equipment Manager, Serials Technician, Librarian I, Media Preservation Assistant
- *MSIXD*: Senior UX designer, UX Designer
- *MSDAV*: Data Visualization Analyst, Qualitative User Insights Researcher
- *MSMDC*: Research Associate

#### **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:*

- Rabina, Malbin, Collette excellent...
- I appreciated the expertise of faculty who were currently working or doing research in the specific fields that they taught in class. The full-time IxD faculty were especially helpful and thorough.
- <3 Leanne
- My academic advisor was very important in the development of my learning process and academic goals. Thank you.
- Loved the classes I took with Elena Villaespesa, Sara Devine, and Iris and Jen from the American Museum of Natural History
- Craig, Elena and Irene are incredibly knowledgeable, effective and helpful. I wish I could have learned more from them...
- All the faculty are GREAT.
- The faculty is committed to every student success. The guest speakers were leaders in their field and provided valuable information. Site visits enhanced the learning experience.
- Love the faculty
- The mentorship provided by faculty is outstanding, and I have deeply valued knowledge of people actively working in the field at top institutions in the city/world.
- They are great in every way.

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

- Working in groups, preparing projects for presentation (Info Show!), and other more professional/networking leaning activities all helped me feel more comfortable in the library environment when I started my job. Almost all of my classes had a "hands-on" component like this, and every one of those experiences helped.
- Portfolio
- Bringing in real life clients like start ups or non profit organizations
- The internship, fellowships, and networking opportunities were most beneficial post-graduation. Having the Digital Archives Fellowship was a huge boon, as digital experience is highly sought after.

- Anytime I got hands-on experience with specialized software or equipment in courses (sound digitization equipment and Adobe Audition, Atom, Alex Provo did a really good job of working things into class time)...
- Collaborative project work
- Good balance of theory and praxis