



# Annual Assessment Report AY 20/21

Pratt Institute School of Information

Prepared by A. Cocciolo - Last Updated: July 12, 2021

## 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 2021/2022 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

*Acronyms:* CC = School Curriculum Committee, GSS = Graduating Student Survey, AS = Alumni Survey, PRCS = Peer Review Committee Survey

*Dates:* Data collected from 7/1/2020 to 6/30/2021

Survey Response Rate Information
<p><i>Graduating Student Survey</i> Overall - 96.81% (91 respondents) MSLIS 94.87% (37 respondents), MSIXD 97.44% (38 respondents), MSDAV 100% (10 respondents), MSMDC 100% (6 respondents)</p> <p><i>Alumni Survey</i> Overall - 40% (40 respondents) Fall 2019 graduates - 62% response rate (13 respondents) Spring 2020 graduates - 34% response rate (27 respondents)</p> <p><i>Peer Review Committee Survey</i> 70% (7 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 (2020/2021)</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; program revised in 2020/2021 to allow one course outside of the School.	83% required courses reviewed by CC since 2016; student learning outcomes reviewed/revised in 2017/2018; curriculum revised in 2017/2018.	100% required courses reviewed by CC since 2016; program concentrations created in 2018/2019; student learning outcomes revised in 2017/2018; curriculum created in 2015/2016, with significant updates in electives from 2018-2021.	100% required courses reviewed by CC since 2016; student learning outcomes created in 2015/2016; curriculum created in 2015/2016 with new electives created from 2019-2021.	95% of all courses reviewed by CC since 2016. School Curriculum Committee has completed year four 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 2016 include: Advanced Certificates in Digital Humanities, Museum Libraries and Conservation and Digital Curation.
1.3 Percent of courses support academic inquiry in some form	100%	n/a				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 in 2018/2019, 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 has been used for making curricular improvements (e.g., introducing Machine Learning, Programming Interactive Viz, etc.)	Yes. However, need to develop way to more routinely collect knowledge and skills needed by employers as some of these analyses are aging. Added a question to alumni survey if we may contact employer, although no alums have opted-in yet.
1.5 Percent of graduates agree/strongly agree that they "found the curriculum to be up to date"	85%	97.22% N=36 (GSS)	100% N=6 (GSS)	89.47% N=38 (GSS)	100% N=10 (GSS)	94.44% N=90 (GSS)
1.6 Percent of graduates agree/strongly agree that "course offerings aligned well with my professional goals"	85%	94.44% N=36 (GSS)	100% N=6 (GSS)	94.74% N=38 (GSS)	100% N=10 (GSS)	95.56% N=90 (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 consistent with the syllabus”	100%	n/a				98.25% N=847, 112/114 course sections (Course Eval)
“This course improved my understanding of the subject matter”	100%	n/a				97.37% N=847, 111/114 course sections (Course Eval)
“I would recommend this course to another student”	100%	n/a				89.47% N=847, 102/114 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				44.64%
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> and one based on <a href="#">actual submissions</a> .	Yes, <a href="#">available here</a> (updated June 2020) and table based on <a href="#">actual submissions</a> .	Yes. Available <a href="#">here</a> (updated June 2020).	Yes. Available <a href="#">here</a> (updated June 2020) and based on <a href="#">actual submissions</a> .	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=39	100% N=6	97.50% N=40	100% N=10	98.92% N=93
2.2 Percent of students report that they pursued one or more areas of study in their program	100%	96.36% N=36	Question not asked on GSS for MDC.	100% N=38	Question not asked on GSS for DAV.	97.30% N=74
2.3 Percent of alumni are employed within nine months of graduation <b>and</b> percent	90% and	74.07% N=20 (AS)	50% N=2 (AS)	100% N=7 (AS)	66.67% (AS) N=3 (AS)	76.92% N=39 (AS)

report being on a career path consistent with their goals	80%	and 80.00% N=20 (AS)	and 0% N=1 (AS)	and 100% N=7 (AS)	and 100% N=2 (AS)	and 83.33% N=30 (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 agree/strongly agree that my the School of Information offered a quality program that prepared me to work in my chosen profession.	85% and 85%	97.14% N=35 (GSS) and 90% N=20 (AS)	100% N=6 (GSS) and 50% N=2 (AS)	94.74% N=38 (GSS) and 100% N=7 (AS)	90.00% N=10 (GSS) and 100% N=2 (AS)	95.51% N=89 (GSS) and 90.32% N=31 (AS)
2.6 Percent of graduates and alumni would recommend Pratt School of Information to a friend, colleague, or family member	85% and 85%	97.14% N=35 (GSS) and 77.78% N=18 (AS)	100% N=6 (GSS) and 50% N=2 (AS)	83.78% N=37 (GSS) and 100% N=7 (AS)	90.00% N=10 (GSS) and 100% N=2 (AS)	90.91% N=88 (GSS) and 82.76% N=29 (AS)
2.7 Percent of students graduate within three years	90%	85.37% 35/41 students who began the LIS program in fall 2018 graduated in 3 years.	75% 6/8 students who began the MDC program in fall 2018 graduated in 3 years	91.30% 21/23 students who began the IXD program in fall 2018 graduated in 3 years.	100% 5/5 students who began the DAV program in fall 2018 graduated in 3 years.	90.91% 70/77 who began a SI MS program in fall 2018 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				10.34% 5/60 in Fall '20, and 7/56 in Spring '21
3.2 Percent of sections have a class size of 6–18 students	100%	n/a				91.38% Note: Average class-size is 11.81 students. 7 sections with fewer than 6 students and 2 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	100%	n/a				96.49% N=847, 110/114 course selections (Course Eval)

following questions:						
“The instructor presented the subject matter clearly”						
“The instructor utilized class time well”	100%	n/a				92.11% N=847, 105/114 course sections (Course Eval)
“The instructor promoted a constructive classroom climate”	100%	n/a				97.37% N=847, 111/114 course sections (Course Eval)
“I would recommend this instructor to another student”	100%	n/a				94.74% N=847, 108/114 course sections (Course Eval)
3.4 Percent of graduates agree/strongly agree that “the program faculty are effective teachers”	85%	97.22% N=36 (GSS)	100% N=6 (GSS)	92.11% N=38 (GSS)	100% N=10 (GSS)	95.56% N=90 (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				6 in fall and 7 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				13 fellows awarded.
4.4 Minimum number of study abroad courses offered every academic year	1	n/a				0 Postponed due to the pandemic.
4.5 Minimum number of events are offered by SI office and student groups per academic year	50	n/a				34 events ( <a href="#">see list</a> )
4.6 Percent of students are assigned a full-time faculty advisor in their first	100%	n/a				100%

semester						
4.7 Percent of graduates who said they sought advising from their faculty advisor	80%	83.33% N=36 (GSS)	100% N=6 (GSS)	86.84% N=38 (GSS)	100% N=10 (GSS)	87.78% N=90 (GSS)
4.8 Percent of graduates who sought advising and agreed/strongly agreed that their faculty advisor provided helpful academic advisement	80%	67.86% N=28 (GSS)	83.33% N=6 (GSS)	96.97% N=33 (GSS)	100% N=10 (GSS)	85.71% N=77 (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%	86.11% N=36 (GSS)	100% N=6 (GSS)	89.18% N=37 (GSS)	90% N=10 (GSS)	88.76% N=89 (GSS)
"The School supported diversity, equity and inclusion"	85%	75% N=36 (GSS)	83.33% N=6 (GSS)	92.11% N=28 (GSS)	100% N=10 (GSS)	85.56% N=90 (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				97.37% N=847, 111/114 course sections (Course Eval)
"This course supports diversity, equity and inclusion"	100%	n/a				92.98% N=847, 106/114 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, 6 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 admissions committee.	100%	100%	100%	100%	100%	100%
6.2 Recruitment efforts carried out by the Office of Admissions are determined with input from dean and admissions committee.	Yes	Yes	Yes	Yes	Yes	Yes

6.3 Admissions and recruitment efforts carried are aligned with the School's two-year enrollment plan	Yes	Yes	Yes	Yes	Yes	Yes, admissions and recruitment efforts aligned with the <a href="#">enrollment plan from Strategic Plan (2019-2024)</a> .
6.4 Percent student retention rate <sup>1</sup>	95%	96.3% N=64 Note: three LIS student withdrew	76.9% N=13 Note: three MDC students changed programs.	97.7% N=44 Note: one IXD student withdrew.	100% N=13	97% N=134
6.5 Each program meets its enrollment goals	Yes	Yes. Goal of 34 enrollments and 41 actual in FA20. Goal of 3 enrollments in LIS+HAD and 5 actual in FA20.	Yes Goal of 8 enrollments and 11 actual in FA20.	Yes Goal of 28 enrollments and 30 actual in FA20.	Yes Goal of 8 enrollments and 11 actual in FA20.	Yes, enrollment goals met for all programs.
<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				100% N=7 (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
<i>Goal 8. To maintain faculty and student service to the School, Institute, and information field.</i>						
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=7 (PRCS)

<sup>1</sup> Computed by taking students who started in fall 2019 and spring 2020, and have not withdrawn as of July 13, 2020.

8.2 Percent of full-time faculty maintain membership in at least two professional associations	100%	n/a				100% N=7 (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				71.4% N=7 (PRCS)
8.4 Percent of full-time faculty participate in at least one School-level service activity each year	100%	n/a				85.7% N=7 (PRCS)
8.5 Percent of graduates report being a member of at least one professional association during their time at Pratt	50%	69.44% N=36 (GSS)	50% N=6 (GSS)	65.79% N=38 (GSS)	50% N=10 (GSS)	64.44% N=90 (GSS)
8.6 Minimum number of students involved in Institute-level service	1	n/a				1 Pratt Manhattan Liaison, Student Government Association (SGA), Armon Burton (fall 2020 only).
8.7 Minimum number of students are involved in School-level service (outside of student groups)	3	n/a				At least 5 1 students served as a voting member on the SI Faculty Council: Claudia Berger 1 student served on the SI DEI Committee: Nico Lopez 3 UXPA Officers volunteered to co-host IXD Admitted student coffee hour: Preet Gangrade, Adalyn Lou and Derek Frisicchio
<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					5
9.2 Minimum number of grant applications submitted by SI faculty each year to other internal sources, such as Faculty Development Fund and Academic Initiatives Fund	1	n/a				5 N=7 (PRCS)
9.3 Minimum number of grant applications submitted by SI faculty each year to external sources, such as foundations,	1	n/a				6 N=7 (PRCS)



federal agencies, and corporate sponsors						
<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 \$21,837 in Facilities Fees.
10.2 Percent of graduates agree/strongly agree that they “had access to information resources that supported my learning outcomes”	90%	94.29% N=35 (GSS)	100% N=6 (GSS)	81.08% N=37 (GSS)	100% N=10 (GSS)	89.77% N=88 (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%	96.97% N=33 (GSS)	75.0% N=4 (GSS)	79.41% N=34 (GSS)	100% N=10 (GSS)	88.89% N=81 (GSS)
10.4 Percent of graduates agree/strongly agree that “Pratt provided a physical environment conducive for my learning”	80%	77.78% N=36 (GSS)	75.0% N=6 (GSS)	78.95% N=38 (GSS)	100% N=10 (GSS)	78.89% N=90 (GSS)
10.5 Initiative per academic year is initiated that enhances the school’s environmental sustainability.	1	n/a				1 Created the course INFO 671 Sustainable Interaction Design and offered it twice.
<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 delivery formats for the Spring ‘21 and Fall ‘21 course schedule (two surveys sent to students), student and faculty involvement in recommendations/feedback through Faculty Council and DEI committees, faculty recommendations/feedback in Admissions Committee, Curriculum Committee, and Assistant Dean Search Committee..

11.2 Events are held to inform the SI community of planning and decision-making and solicit feedback	Yes	n/a	Yes. A fall open forum was held on Dec. 9, 2020, and a spring open forum was held on May 6, 2021.
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	n/a	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	n/a	Yes.
11.5 Key School and program statistics are available publicly on the website	Yes	n/a	Yes. SI Annual Assessment Report AY 16/17 through 19/20 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, and <a href="#">MDC statistics</a> in 20/21.
11.6 Faculty Council meeting dates, times, and agendas are announced to all faculty (full-time and part-time) and student representatives	Yes	n/a	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%	90.63% N=32 (GSS)  [excludes N=4 "I don't know" responses]	100% N=6 (GSS)	94.59% N=37 (GSS)  [excludes N=1 "I don't know" responses]	100% N=10 (GSS)	94.12% N=85 (GSS)  [excludes N=5 "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%	94.44% N=46 (GSS)	100% N=4 (GSS)  [excludes N=2 "I don't know" responses]	91.58% N=38 (GSS)	100% N=9 (GSS)  [excludes N=1 "I don't know" responses]	89.66% N=87 (GSS)  [excludes N=3 "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 SI office electronically.
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 accounted for using standard accounting practices	Yes	n/a				Yes
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%	100% N=28 (GSS)  [excludes N=8 "I	100% N=6 (GSS)	94.44% N=36 (GSS)  [excludes N=2 "I	100% N=10 (GSS)	97.50% N=80 (GSS)  [excludes N=10 "I don't know"

		don't know" responses]		don't know" responses]		responses]
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**Appendix SI1: Selection of DEI events held during the academic year**

- PEMP History Responds: A Conversation on COVID & Black Lives Matter with Rebecca Klassen of the New-York Historical Society (FA '20)
- Breaking Barriers: nikhil trivedi (SP '21)
- Breaking Barriers: Dehavalyn Black: DEI in the Technology Industry (SP '21)
- PALA: Police Presence and the Library: A Panel Discussion (SP '21)
- Breaking Barriers: Hiring for "Diversity?" (SP '21)
- Decolonizing the Curriculum (SP '21)

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

Semester	Course	# sections	Partner
Fall 2020, Spring 2021	INFO 652 Reference and Instruction	4	New York Public Library - Correctional Services Dept.
Fall 2020	INFO 644 Usability Theory and Practice	2	Pratt Libraries, SVA, Empire Clean Cities, Material Lab, Advance Local, Mural Routes, Cooper Union, Granola Lab, Archivists Round Table, Cooper Hewitt Design Museum
Fall 2020	INFO 685 Digital Analytics	1	Monterey Bay Aquarium, Museu Nacional d'Art de Catalunya, Mural Routes, Cooper Union
Fall 2020	INFO 643 Information Architecture & Interaction Design	1	Variable West
Fall 2020, Spring 2021	INFO 665 Projects in Digital Archives	1	NYC LGBT Center (fall-only), Lesbian Herstory Archvies
Spring 2021	INFO 654 Usability Theory & Practice	2	Braata Productions, Kazani, Travel Unity, Museum Computer Network, Audioguiarte, The Henry Ford, Mural Routes, The Urban Outreach Center of NYC
Spring 2021	INFO 693 Audience Research & Evaluation	1	Brooklyn Museum
Spring 2021	INFO 685 Digital Analytics	1	MoMA, Ingenium - Canada's museums of Science and Technology, Monterey Bay Aquarium, Chinati Foundation
Spring 2021	INFO 683 Museum Digital Strategy	1	Fenton History Center
Summer 2021	INFO 685	1	Digital Preservation Outreach & Education Network, Ingenium - Canada's museums of Science and Technology

**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?*

- Several of my classes, like Early Childhood Services and Young Adult Literature and Literacy, were very helpful....
- Reference & Instruction, Knowledge Organization, Practicum, outside internships found via the Pratt listserve.
- The practicum was helpful because it was a very good fellowship in digital curation. It would not have been as beneficial if I was paying outright for the credits. Specific learning experiences that were most beneficial was taking database design (using MySQL), programming for cultural heritage, and info tech. It is crucial to have technical skills in the LIS field today, without them, I would not have been anywhere near as competitive/employable. Programming needs to be a mandatory aspect of LIS education, although some folks might disagree.
- My courses on reference services, information seeking, education, and youth services have been the most helpful for me professionally.
- I would say research. Most UX designers only know the basic UX research, but Pratt really deep-dived into it. It gave me a big advantage in my work, I know different methodologies and questions to ask. I also liked the UXPA events a lot.
- Academic libraries class helped me prepare for interviews and create a resume. This was the most helpful thing I learned for the immediate time after graduating.
- My fellowship and technical library science courses.
- Orienting questions about what data is needed, how bias can be minimized, overall ethics around data visualization.
- The aspect of my degree program that has been most beneficial is the amount of technical knowledge provided and practical applications of technology skills within the classes at SI Pratt. Especially those in which I learned analytics, data management, etc
- Data management and analysis, GIS, UX, education and literacy classes
- All the classes toward the Archives certificate, including the practicum
- ...Specific courses include: Conservation & Preservation; Rare Books; Information & Human Rights; Archives & Special Collections
- Academic Libraries was the most practical, useful course I've ever taken. Blended foundational information and theory with skills I now use all the time. Prepared me to do video interviews and job talks. Helpful feedback on job app materials like CVs, cover letters. -Digital preservation and rare book courses taught me new skills and offered useable projects for post-grad in my field [archives]...
- ...The Collection Development course was a summation of the entire program for me....
- The management courses; collection development; information architecture; information visualizations; literacy and instruction - I would actually say all of the courses I took help me on a daily basis. I often look back to past assignments and lectures for help creating LibGuides and lesson plans.
- All of the technology-focused classes were most helpful. Learning to use tools like Omeka and Drupal, and learning some HTML and CSS have definitely carried through to my current work.
- Foundations of information and reference and instruction were my two strongest classes and helped me to work in my current job
- My Academic Libraries & Scholarly Communication course was most beneficial, as it introduced me to the major debates and politics in academic libraries, which was a huge leg up during initial interviews.

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

- *MSLIS*: Web Archiving Technician, Children's Librarian, Scholarly Communications Librarian, Librarian-in-Residence, Assistant Teacher, Librarian, Outreach Librarian, College Assistant, Reference Services Librarian for Special Collections, Program Manager, Consulting Archivist, Processing archivist, Diversity, Equity and Inclusion Librarian, Library Director, Digital Services Librarian, Archivist, Open Educational Resources Librarian, Acquisitions Technician
- *MSIXD*: Product Owner, Analyst, User Experience Designer, UX Researcher, UX Designer, UX/UI Designer
- *MSDAV*: Chief Product Officer, Data Visualization Designer
- *MSMDC*: Knowledge Engineer

## 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:*

- The professors were generally excellent. It was helpful to sometimes have professors who were working in the fields being studied to be able to provide real industry perspectives.
- i adore all of the professors i had!
- I particularly appreciated professors who were critically engaged with the field of librarianship and encouraged students to reflect upon their own positionalities.
- I have a great deal of respect for the faculty. Even if I don't 100% agree with some approaches, or think they could have handled something better, I generally feel good about their knowledge and skill levels and professionalism. (I'm evaluating a slight bit on a curve here for remote teaching, but still stand by the comments.)
- Over my 4 semesters, I encountered a pretty broad spectrum of engagement from my Professors. Nancy Smith for example, was extremely well prepared and very thoughtful in her handling of courses both before and after we were required to move to online instruction. Her use of Zoom and Miro facilitated a lot of student collaboration and interaction, and her classes were a highlight of my time at Pratt...
- My advisor (Dr. Sula) was super helpful in recommending coursework that aligned with my learning goals, including Programming Interactive Visualizations and Visual Communications & Information Design.
- Special thanks to Quinn Lai, as she helped so much on my internship course and encouraged me a lot during job finding.
- The faculty were amazing and all had so much professional experience that they drew from. Nancy Smith and Rebecca Evanhoe have been especially inspiring
- Matt Miller is great, Kyle Triplett is great, Josh Hadro is great, and Anthony is great.
- Dr. Rabina has been so helpful over the course of my time in the program! I appreciate how knowledgeable she is about different concentrations and how easy she is to communicate with. She has been very supportive!
- The adjunct faculty are such a treasure to the program, adding their real-time experience to their courses, to the great benefit of the students. The full-time faculty are also wonderful. With the small class sizes, I felt comfortable and connected with all faculty in my courses.
- Very impressed with all of my professors, in particular the adjuncts. Would love to see Pratt have a more diverse faculty though.
- Quinn helped me so much I could never thank her enough.
- The best professors I encountered during this program were the visiting/adjunct professors. They were consistently the ones who offered hands-on, practical activities that applied the theories learned.

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

- practical exercises and work with external clients, learning different forms of presenting the outcomes of the research, teamwork
- Working on real project that allow me work on a whole product lifecycle
- Site visits, accessible and empathetic professors.
- It's the fact that faculty is always there for me to offer me advice and help.
- ...Adjunct profs working in the field. Learning from people who are doing this work in their daily lives, and at some of the top institutions in the city/world, was important to me. Some become amazing mentors and friends.

- ...The faculty and staff were committed to every student's success....