



# Annual Assessment Report AY 17/18

Pratt Institute School of Information

Prepared by A. Cocciolo - Last Updated: July 3, 2018

Reviewed by the Faculty Council on September 7, 2018.

## 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 2018/2019 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 7/1/2017 to 6/30/2018

Note: MSLIS data include MSLMS data as well as MSLIS dual-degrees.

Color Key: **Green** = Target met ; **Yellow** = Target not met or not met entirely.

| 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> |        |   |   |   |   |  |
| The school offers a variety of new, revised, and special topics courses each academic year   | Yes    | n/a   |   |   |   | Yes.<br>See: <a href="#">Annual School Curriculum Committee Report (2017/2018)</a> .   |
| Percent of courses have been reviewed for quality in the past five years.  | 100%   | 100% of required courses reviewed and revised by CC in 2017/2018. | 100% required courses reviewed by CC in 2014. | 100% required courses reviewed by CC in 2015. | 100% required courses reviewed by CC in 2015. | 62%<br>In progress. School Curriculum Committee has completed year one 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. |

|   |      |   |   |   |   |   |
|---|------|---|---|---|---|---|
| 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 ( <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. | In progress. Plan will be developed in AY18/19 and implemented. | In progress. Plan will be developed in AY18/19 and implemented. Development of Advanced Cert. in Spatial Analysis & Design incorporated employer needs, which will address DAV needs in-part. On 5/15/18, program coordinator met with NYC Tech Talent Pipeline to review DAV curriculum and took notes that will inform future curriculum changes. | In-progress. This is an area that is being addressed across all programs - see details. |
| Percent of graduates agree/strongly agree that they “found the curriculum to be up to date”   | 85%  | 94.20%<br>N=69 (GSS)  | 100%<br>N=6 (GSS)   | 100%<br>N=9 (GSS)   | ∅   | 95.24%<br>N=84 (GSS)  |
| Percent of graduates agree/strongly agree that “course offerings aligned well with my professional goals”   | 85%  | 88.41%<br>N=69 (GSS)  | 85.71%<br>N=7 (GSS)   | 100%<br>N=9 (GSS)   | ∅   | 89.51%<br>N=85 (GSS)  |
| Percent of sections have an average rating of 3.0 or higher (on a 4.0 scale) on course evaluations for the following questions:<br><br>“The content of the course was consistent with the syllabus” | 100% | n/a   |   |   |   | 95.45%<br>N=918, 84/88 course sections (Course Eval)                                    |
| “This course improved my understanding of the subject matter”   | 100% | n/a   |   |   |   | 94.32%<br>N=919, 83/88 course sections (Course Eval)                                    |
| “I would recommend this course to another student”  | 100% | n/a   |   |   |   | 82.95%<br>N=918, 73/88 course sections  |

|   |             |   |  |   |   |  |
|---|-------------|---|--|---|---|--|
|   |             |   |  |   |   | (Course Eval)                                      |
| Alumni report a variety of beneficial learning experiences that specifically mention curriculum   | Yes         | n/a   |  |   |   | Yes, see <a href="#">Appendix SI3</a> .            |
| Percent of sections are taught by full-time faculty   | >50%        | n/a   |  |   |   | 55.4%  |
| There is a complete and up-to-date mapping of courses to program learning outcomes  | Yes         | Yes. Available on <a href="#">MSI IS website</a> (live data). | No. However, a mapping of required courses to SLOs is available in <a href="#">program revision</a> (Feb. 2018). | Yes. Available <a href="#">here</a> (March 2018). | Yes. Available on <a href="#">DAV website</a> (March 2018). | Mixed.   |
| 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%<br>N=69  | 100%<br>N=10   | 100%<br>N=9                                       | ∅   | 100%<br>N=88                                       |
| Percent of students report that they pursued one or more areas of study in their program  | 100%        | 98.48%<br>N=66  | Question not asked on GSS for MDC.   | 100%<br>N=9                                       | ∅   | 98.67%<br>N=75                                     |
| 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% | 93.94%<br>N=33 (AS)<br>and<br>96.77%<br>N=31 (AS)             | ∅  | 100%<br>N=1 (AS)<br>and<br>100%<br>N=1 (AS)       | 100%<br>N=1 (AS)<br>and<br>100%<br>N=1 (AS)                 | 94.44%<br>N=36 (AS)<br>and<br>96.97%<br>N=33 (AS)  |
| Recent graduates hold a range of job titles at various institutions   | Yes         | n/a   |  |   |   | Yes, see <a href="#">Appendix SI4</a> .            |
| 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% | 92.65%<br>N=68 (GSS)<br>and<br>92.86%<br>N=28 (AS)            | 80.00%<br>N=5 (GSS)<br>and<br>∅ (AS)   | 100%<br>N=8 (GSS)<br>and<br>100%<br>N=1 (AS)      | 100%<br>N=1 (AS)<br>and<br>∅ (AS)                           | 92.68%<br>N=84 (GSS)<br>and<br>93.10%<br>N=29 (AS) |
| Percent of graduates and alumni would recommend Pratt School of Information to a friend, colleague, or family member  | 85% and 85% | 97.06%<br>N=68 (GSS)<br>and<br>93.33%                         | 85.71%<br>N=7 (GSS)<br>and   | 100%<br>N=9 (GSS)<br>and<br>100%                  | 100%<br>N=1 (AS)  | 96.47%<br>N=85 (GSS)<br>and<br>93.75%              |

|  |      | N=30 (AS)  | ∅ (AS)  | N=1 (AS)    |     | N=32 (AS)   |
|--|------|--|---|-------------|-----|---|
| Percent of students graduate within three years  | 90%  | 87.50%<br>56/64 students who began in fall 2015 graduated in 3 years | 75%<br>3/4 students who began in fall 2015 graduated in 3 years | ∅           | ∅   | 86.76%<br>59/68 students who began in fall 2015 graduated in 3 years  |
| 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>   |      |  |   |             |     |   |
| 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  |   |             |     | 92.94%<br>Note: Average class-size is 11.99 students. 3 sections with fewer than 6 students and 3 sections with more than 18. |
| 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:<br><br>“The instructor presented the subject matter clearly” | 100% | n/a  |   |             |     | 90.91%<br>N=923, 80/88 course sections (Course Eval)  |
| “The instructor utilized class time well”  | 100% | n/a  |   |             |     | 82.95%<br>N=925, 73/88 course sections (Course Eval)  |
| “The instructor promoted a constructive classroom climate”   | 100% | n/a  |   |             |     | 90.91%<br>N=923, 80/88 course sections (Course Eval)  |
| “I would recommend this instructor to another student”   | 100% | n/a  |   |             |     | 86.36%<br>N=925, 76/88 course sections (Course Eval)  |
| Percent of graduates agree/strongly agree that “the program faculty are effective teachers”  | 85%  | 92.75%<br>N=69 (GSS)   | 100%<br>N=7   | 100%<br>N=9 | ∅   | 94.12%<br>N=85  |
| Graduating students and alumni report a variety of beneficial learning experiences   | Yes  | n/a  |   |             |     | Yes, see <a href="#">Appendix SI5</a> .   |

|  |      |                      |                     |                     |   |   |
|--|------|----------------------|---------------------|---------------------|---|---|
| that specifically mention teaching   |      |                      |                     |                     |   |   |
| <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> |      |                      |                     |                     |   |   |
| Minimum number of courses per semester (fall and spring) include projects with external partners   | 5    | n/a                  |                     |                     |   | 5 in fall and 12 in spring (see <a href="#">Appendix SI2</a> ).   |
| Internship course options are available to students every semester   | Yes  | n/a                  |                     |                     |   | Yes. LIS 698 Practicum offered in fall and spring. LIS 9600 internship course was available to international students in the summer.  |
| Minimum number of fellowship opportunities are offered every academic year   | 10   | n/a                  |                     |                     |   | 15 offered, 14 fellows awarded.   |
| Minimum number of study abroad courses offered every academic year   | 1    | n/a                  |                     |                     |   | 0<br>International Study Thinking Group formed to investigate SI international study. Also, survey to students on interests regarding international study was sent out to current and new students ( <a href="#">see results</a> ). |
| Minimum number of events are offered by SI office and student groups per academic year   | 50   | n/a                  |                     |                     |   | 74  |
| 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%  | 81.16%<br>N=69 (GSS) | 71.43%<br>N=7       | 100%<br>N=9 (GSS)   | ∅ | 82.35%<br>N=85 (GSS)  |
| Percent of graduates who sought advising and agreed/strongly agreed that their faculty advisor provided helpful academic advisement  | 80%  | 87.50%<br>N=56 (GSS) | 80.00%<br>N=5 (GSS) | 100%<br>N=9 (GSS)   | ∅ | 87.32%<br>N=71 (GSS)  |
| <i>Goal 5: To foster a culturally responsive learning environment.</i>   |      |                      |                     |                     |   |   |
| Percent of graduating students agree/strongly agree that:<br>“The School created an inclusive and welcoming environment”   | 85%  | 86.96%<br>N=6 (GSS)  | 85.71%<br>N=7 (GSS) | 88.89%<br>N=9 (GSS) | ∅ | 87.06%<br>N=85 (GSS)  |

|   |      |  |   |   |   |  |
|---|------|--|---|---|---|--|
| “My experience at Pratt School of Information helped me develop a deeper cultural awareness”  | 85%  | 84.62%<br>N=65 (GSS)                                     | 85.71%<br>N=7 (GSS)                             | 100%<br>N=9 (GSS)                           | ∅   | 87.65%<br>N=81 (GSS)   |
| 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:<br><br>“The instructor promoted a constructive classroom climate” | 100% | n/a  |   |   |   | 90.91%<br>N=923, 80/88 course sections (Course Eval)   |
| “This course helped me developed a deeper cultural awareness”   | 100% | n/a  |   |   |   | 62.50%<br>N=911, 55/88 course sections (Course Eval)   |
| At least one culturally responsive event is hosted and organized by SI or student groups each semester  | Yes  | n/a  |   |   |   | Yes, 10 culturally responsive events were held this academic year (see <a href="#">Appendix SI1</a> ). |
| <b>Goal 6: To recruit and retain highly qualified students.</b>   |      |  |   |   |   |  |
| 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.<br>A draft two-year plan has been created and will be reviewed as part of Strategic Plan. |
| Percent student retention rate <sup>1</sup>   | 95%  | 96.65%<br>N=46   | 93.33%<br>N=15<br>Note: one MDC switch to MSLIS | 100%<br>N=21                                | 100%<br>N=12                              | 96.81%<br>N=94   |
| Each program meets its enrollment goals <sup>2</sup>  | Yes  | Yes<br>Goal of 34 enrollments and 40 actual <sup>3</sup> | No<br>Goal of 15 enrollments and 8 actual       | Yes<br>Goal of 20 enrollments and 23 actual | No<br>Goal of 10 enrollments and 6 actual | No, not met for MDC and DAV, but met for LIS and IXD.  |

<sup>1</sup> Computed by taking students who started in fall 2017 and spring 2018, and have not withdrawn as of June 20, 2018.

<sup>2</sup> Note that this is a new indicator.

<sup>3</sup> Includes dual degree goals and enrollments

| 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                  |                     |                     |   | 100%<br>N=6 (AFS)   |
| 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%  | 98.55%<br>N=69 (GSS) | 100%<br>N=7 (GSS)   | 100%<br>N=9 (GSS)   | ∅ | 98.82%<br>N=85  |
| 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%<br>N=6 (PRCS)  |
| Percent of full-time faculty maintain membership in at least two professional associations   | 100% | n/a                  |                     |                     |   | 100%<br>N=7 (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%<br>N=7 (PRCS)<br>(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%<br>N=7 (PRCS)  |
| Percent of graduates report being a member of at least one professional association during their time at Pratt   | 50%  | 68.12%<br>N=69 (GSS) | 42.86%<br>N=7 (GSS) | 66.67%<br>N=9 (GSS) | ∅ | 65.88%<br>N=85  |

|  |      |                      |                   |                   |   |  |
|--|------|----------------------|-------------------|-------------------|---|--|
| Minimum number of students involved in Institute-level service   | 1    | n/a                  |                   |                   |   | 2<br>Graduate Student Experience Steering Committee: Maria Alejandra Garcia (MSMDC student); SGA's Graduate Departmental Council: Student Carolyn Dellinger (MSLIS + Art History)  |
| Minimum number of students are involved in School-level service (outside of student groups)  | 3    | n/a                  |                   |                   |   | At least 3<br>1 students served as a voting member on the SI Faculty Council, 1 other student attended at least one Faculty Council meeting, 1 student provided volunteer service at #infoshow18, several students met with Dean and faculty candidates during search. |
| <i>Goal 9. To pursue internal and external funding for innovation in research, teaching, and/or learning.</i>  |      |                      |                   |                   |   |  |
| 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                  |                   |                   |   | 3<br>N=7 (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                  |                   |                   |   | 1<br>N=7 (PRCS)  |
| Percent of full-time faculty request stipends to support teaching and/or research activities each year   | 100% | n/a                  |                   |                   |   | 14.29%<br>N=7 (PRCS)   |
| <i>Goal 10. To provide excellent facilities and resources that support our mission.</i>  |      |                      |                   |                   |   |  |
| Percent of funds for facility/resource improvements are allocated in alignment with School planning  | 100% | n/a                  |                   |                   |   | 100%<br>Space+Technology committee drove use of \$34,238 in Facilities Fees.   |
| Percent of graduates agree/strongly agree that they "had access to information resources that supported my learning outcomes"                              | 90%  | 95.65%<br>N=69 (GSS) | 100%<br>N=7 (GSS) | 100%<br>N=9 (GSS) | ∅ | 96.47%<br>N=85 (GSS)   |



|   |     |                      |                     |                   |   |  |
|---|-----|----------------------|---------------------|-------------------|---|--|
| Percent of graduates agree/strongly agree that “the technology resources available (computer labs, technology-enhanced classrooms, computer software) met my educational needs”   | 90% | 86.76%<br>N=68 (GSS) | 83.33%<br>N=6 (GSS) | 100%<br>N=9 (GSS) | ∅ | 87.95%<br>N=85 (GSS)   |
| Percent of graduates agree/strongly agree that “Pratt provided a physical environment conducive for my learning”  | 80% | 85.51%<br>N=69 (GSS) | 71.43%<br>N=7 (GSS) | 100%<br>N=9 (GSS) | ∅ | 85.88%<br>N=85 (GSS)   |
| <i>Goal 11. To practice transparency and openness in our communications and planning.</i>   |     |                      |                     |                   |   |  |
| 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.<br>Faculty and students feedback sought in major decisions, including faculty search, dean search, resource and space use through Space+Technology committee, new/revised policies through Faculty Council, and new/revised programs through student surveys and faculty Curriculum Committee. Student feedback on fellowships gathered through a survey completed in FA17. |
| Events are held to inform the SI community of planning and decision-making and solicit feedback   | Yes | n/a                  |                     |                   |   | Yes.<br>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.<br>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.<br>SI Annual Assessment Report AY 16/17 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.  |
| 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%<br>All policies and guidelines have been reviewed in the last five years (see <a href="#">Policies portal</a> ). |
| Student representatives participate in all Faculty Council meetings   | Yes  | n/a                  |                     |                   |   | Yes.<br>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%  | 87.10%<br>N=62 (GSS) | 83.33%<br>N=6 (GSS) | 100%<br>N=9 (GSS) | ∅ | 88.31%<br>N=77 (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%  | 87.50%<br>N=64 (GSS) | 100%<br>N=6 (GSS)   | 100%<br>N=8 (GSS) | ∅ | 89.74%=90%<br>N=78 (GSS)  |
| A two-year course planning schedule is available to current students  | Yes  | n/a                  |                     |                   |   | Yes.<br>Available from " <a href="#">Course Registration</a> " 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, <a href="#">available online</a> .   |

#### Appendix SI1: Culturally responsive events held during the academic year

- Student Speakeasy with Arushi Jaiswal & Marc Castellini (Assistive Tech), 11/07/17
- Faculty Speakeasy with Chris Sula (issues of representation and diversity in SEP), 11/16/17

- Zine Making Workshop (how zines contribute to the conversations around diversity and inclusion), with PALA, 01/26/18
- Student Speakeasy with Alice Griffin (LaMaMa), 03/05/18
- Tour of the Center for Jewish History, 03/09/2018
- Faculty Speakeasy: Emily Drabinski (Philippine Libraries), 04/16/18
- Diversity in Librarianship and Publishing Lecture with Zetta Elliot, 2/20/18
- Culturally Responsive Workshop for Faculty & Staff, sponsored by SI Dean's Office, 4/5/18
- Censorship In Libraries lecture with Nancy Kranich, 04/19/18
- Diversity in Library Science lecture with April Hathcock (04/12/18)

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

| Semester               | Course  | # sections | Partner  |
|------------------------|---|------------|--|
| Fall 2017, Spring 2018 | LIS 652 Information Services and Sources  | 4          | New York Public Library - Correctional Services Dept.  |
| Fall 2017, Spring 2018 | LIS 625-01 Management of Archives and Special Collections                         | 2          | Green-Wood Cemetery  |
| Fall 2017              | LIS 644-01 Usability Theory & Practice  | 1          | African Dream Academy; InSpirAVEI Komeeda; NYARC; The Metropolitan Museum of Art                         |
| Fall 2017, Spring 2018 | LIS 697 Digital Analytics   | 2          | Brooklyn Museum, The Metropolitan Museum of Art, Lincoln Center, Whitney Museum, Science Museum (London) |
| Spring 2018            | LIS 634 Conservation Lab  | 1          | Brooklyn College   |
| Spring 2018            | LIS 665 Projects in Digital Archives  | 1          | The New York Times   |
| Spring 2018            | LIS 666 Projects in Rare Book Digitization  | 1          | Pratt Institute Libraries  |
| Spring 2018            | LIS 643 Information Architecture and Interaction Design                           | 1          | Material for the Arts  |
| Spring 2018            | LIS 625-02 Management of Archives & Special Collections                           | 1          | Archives of AFS Intercultural Programs   |
| Spring 2018            | LIS 643 Information Architecture and Interaction Design                           | 1          | CUNY Graduate Center Library   |
| Spring 2018            | LIS 644-01 Usability Theory & Practice  | 1          | Brooklyn Historical Society; Social Solar; The Kamoinge Workshop   |
| Spring 2018            | LIS 697 Museum Information Management: Collection Cataloging & Digital Technology | 1          | Social Networks & Archival Context (SNAC) Cooperative  |
| Spring 2018            | LIS 644-02 Usability Theory & Practice  | 1          | Frick Collection, Whitney Museum, The Metropolitan Museum of Art, Flux Factory                           |

**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?*

- Museum Fellowship, Art Librarianship, Identity and Culturally Responsive Practice
- My reference courses and internship
- The classes I took that were specific to children's librarianship: Tween Media Literacy, Building Youth Community and Collections, Instructional Technologies. The cataloging aspects of the Knowledge Organization class have also proven to be very helpful.
- All of the project-based work I completed. Processing archival collections, creating digital exhibitions, building a database, etc. Also, the chance to work with faculty as a research assistant on the Linked Jazz Project. The faculty and faculty support of students in the program were excellent
- Hands-on project-based classes were extremely helpful, especially when I finished the course with a tangible product that I could point to (such as a web exhibit with digitized archive materials or a rare book on the internet archive).
- Practicing UX methods, content strategy, web dev class (database design, basic programming), presenting, group work, habits picked up during school (Prof. Rabina encouraging us to read up and respond to current events related to our professional interests, staying tied into certain professional associations)
- I found the practical assignments and observations very beneficial.
- Data and Data Analysis
- The contacts, and the practical classes in coding and archives management
- Instruction classes
- Archival preservation of paper documents; digital organization/management of collections; public engagement; reference interviews

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

- *MSLIS*: Adjunct Associate Curator, Adjunct Reference/Instruction/Outreach Librarian, Adult Librarian, Archivist, Assistant Digital Archivist, Assistant Director for Communications and Assessment, Assistant Librarian, Assistant Archivist, Collections Technician , Computer and Information Technology Librarian, Content Curator, Curator, Data Librarian, General Librarian, Innovation Fellow, Services and Materials Librarian , Instruction and Technology Librarian , Librarian, Library Director, Marketing Analytics Coordinator, Memorial Counselor, Manager of Genealogy Department, Museum Specialist , NDSR Art Resident, Project Archivist, Freelance Archivist, Project Cataloger, Assistant Librarian (Temp), Reference Services Associate, Research & Instruction Librarian , Senior Taxonomist, Senior YA Librarian
- *MSDAV*: User Experience Researcher
- *MSIXD*: Senior Promotions Manager

#### **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:*

- I was fortunate to have effective instructors. The associate professors are excellent....
- I enjoyed being able to learn from professors who are active in their field of expertise. They were able to provide useful and interesting insight into the current goings in the world of GLAM....
- I would further like to recommend Emily Drabinski, whose reference class was the other favorite of mine. Drabinski is an asset to Pratt, and cutting edge in a field (reference/user services) that is not always highly regarded--but should be! "
- Professor Lopatovska is always inspiring me.
- The hands-on nature of Craig's UX courses.

- My Pratt experience was successful and fulfilling primarily because of classes taught by and advising by Jessica Hochman...
- Wonderful faculty — esp Dr. Rabina.
- I feel that the faculty of Pratt SI is truly fantastic. I took the most from Jessica Hochman's courses and teaching methods, I am sad to see her go but hope that the direction of the school gains an instruction design element in the future.
- Full-time faculty are knowledgeable, dedicated, and pedagogically sound....

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

- I found Kyle Triplett's Rare Books class to be the most rigorous and interesting course I took at Pratt. This is the field that I wanted to work in, but I still found that his teaching style was engaging and fun, while I know that I learned and retained information from his class.
- I also enjoyed courses taught by visiting professors active in their fields, such as Preservation and Conservation with the head of Columbia's Conservation lab. These individuals tended to be extremely knowledgeable (sic) and the courses included interesting visits outside of the classroom and networking opportunities.

## MSLIS Program Data and Appendices

| Indicators  | Target | Actual               | Notes  |
|---|--------|----------------------|--|
| <i>e-Portfolio Data</i>   |        |                      |  |
| First-time e-Portfolio pass rate  |        | 97.06%               | 64 out of 66 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”   |        | 91.30%<br>N=46 (GSS) | Note that 23 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”  |        | 100%<br>N=46 (GSS)   | Note that 23 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”  |        | 97.10%<br>N=69 (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”   |        | 97.77%<br>N=45 (GSS) | Note that 24 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”  |        | 100%<br>N=67 (GSS)   | 2 students stated “I don’t know”   |
| 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”  |        | 97.01%<br>N=67 (GSS) | 2 students stated “I don’t know”   |
| <i>Program Curriculum</i>   |        |                      |  |
| Percent of graduates who agree/strongly agree that <b>LIS-651</b> provided foundational knowledge   |        | 84.62%<br>N=65 (GSS) |  |
| Percent of graduates who agree/strongly agree that <b>LIS-652</b> provided foundational knowledge   |        | 92.65%<br>N=68 (GSS) |  |
| Percent of graduates who agree/strongly agree that <b>LIS-653</b> provided foundational knowledge   |        | 79.41%<br>N=68 (GSS) |  |
| Percent of graduates who agree/strongly agree that <b>LIS-654</b> provided foundational knowledge   |        | 98.51%<br>N=67 (GSS) |  |
| <i>Overall Perceptions</i>  |        |                      |  |
| 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.” |        | 97.06%<br>N=68 (GSS) | 1 student reported “I don’t know”  |

|  |  |                                   |  |
|--|--|-----------------------------------|--|
| Areas of study from Graduating Student Survey                          |  | See <a href="#">Appendix LIS1</a> |  |
| Types of organizations where alumni are employed (from alumni survey)? |  | See <a href="#">Appendix LIS2</a> |  |

**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)                          | 44.12%    | 30 |
| Rare Books and Special Collections   | 29.41%    | 20 |
| Conservation and Digital Curation (with or without the advanced certificate) | 25.00%    | 17 |
| Museum Libraries (with or without the advanced certificate)                  | 17.65%    | 12 |
| User Experience (with or without the advanced certificate)                   | 17.65%    | 12 |
| Other (please explain)   | 16.18%    | 11 |
| Digital Humanities (with or without the advanced certificate)                | 14.71%    | 10 |
| Libraries and Academic/Research Contexts (LARC)                              | 10.29%    | 7  |
| Literacy, Education and Outreach (LEO)                                       | 10.29%    | 7  |
| Art History (dual degree)  | 8.82%     | 6  |
| Data Analytics, Research and Assessment (DARA)                               | 7.35%     | 5  |
| Digital Art & Information (dual degree)                                      | 5.88%     | 4  |
| School Libraries (Library Media Specialist)                                  | 5.88%     | 4  |

|                                 |          |    |
|---------------------------------|----------|----|
| None                            | 1.47%    | 1  |
| Law Librarianship (dual degree) | 0.00%    | 0  |
|                                 | Answered | 68 |
|                                 | Skipped  | 6  |

### 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   | 33.33%    | 11 |
| Archive or special collection  | 27.27%    | 9  |
| Non-profit   | 15.15%    | 5  |
| Public library   | 15.15%    | 5  |
| School library   | 15.15%    | 5  |
| Museum & Museum Library  | 12.12%    | 4  |
| Publishing/media   | 9.09%     | 3  |
| Other (please specify)   | 9.09%     | 3  |
| Government (local, state, or federal)  | 6.06%     | 2  |
| Self-employed  | 3.03%     | 1  |
| Corporate, law or business library   | 0.00%     | 0  |
| Gallery  | 0.00%     | 0  |
| Higher Education (non-library)   | 0.00%     | 0  |



|  |          |    |
|--|----------|----|
|  | Answered | 33 |
|  | Skipped  | 3  |