Pratt

Annual Assessment Report AY 21/22

Pratt Institute School of Information
Prepared by A. Cocciolo - Last Updated: June 27, 2022

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 2022/2023 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 7/1/2021 to 6/30/2022

Survey Response Rate Information

Graduating Student Survey
Overall - 93.97% (109 respondents)
MSLIS 96.49% (55 respondents), MSIXD 88.57% (31 respondents), MSDAV 92.86% (13 respondents), MSMDC 100% (10 respondents)

Alumni Survey
Overall - 18.49% (27 respondents)
Fall 2020 graduates - 34.61% response rate (9 respondents)
Spring 2021 graduates - 15% response rate (27 respondents)

Peer Review Committee Survey
88.89% (8 respondents)

Goals & Indicators	Target	MSLIS Actual	MSMDC Actual	MSIXD Actual	MSDAV Actual	Overall (School-wide) Actual
Goal 1: To offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning.						
1.1 The school offers a variety of new, revised, and special topics courses each academic year	Yes	n/a				Yes. See: Annual School Curriculum Committee Report (2021/2022).

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 as a whole reviewed in 2017/2018; program revised in 2020/2021 to allow one course outside of the School.	100% 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 2021/2022; curriculum revised in 2021/2022 to require Ethics & Social Responsibility elective.	100% required courses reviewed by CC since 2016; student learning outcomes updated in 2021/2022; curriculum updated in 2021/2022 to not require outside INFO elective.	100% of all courses reviewed by CC since 2016. School Curriculum Committee has completed year five of the "Plan for Reviewing Entire SI Curriculum" which ran from Fall 2017 to Spring 2022. SI Curriculum Review Tracking Sheet provides status of all review and revision work. All degrees reviewed within last 6 years. Only advanced certificate not reviewed since 2016 is the Advanced Certificates in Digital Humanities.
1.3 Percent of courses support academic inquiry in some form	100%	*n/a*				100% All courses have learning outcomes that support academic inquiry.
1.4 The curriculum reflects current knowledge and skills identified by potential employers	Yes	Yes. MSLIS core curriculum review and revision (plan available here), completed AY 17/18, included a thorough analysis of knowledge and skills needed by employers.	Yes. MSMDC Curriculum revision, implemented AY 17/18, included a review of knowledge and skills needed by employers.	Yes. During the program concentrations development and curricular revisions for IXD 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 Google Docs. Data has been used for making curricular improvements (e.g., introducing Machine Learing, Programming Interactive Viz, etc.)	Yes. In June 2022 began running survey to employers based on the name and email supplied by graduates in the alumni survey.
1.5 Percent of graduates agree/strongly agree that they "found the curriculum to be up to date"	85%	90.91% *N*=55 (GSS)	88.89% *N*=9 (GSS)	100% *N*=31 (GSS)	76.92% *N*=13 (GSS)	91.67% *N*=108 (GSS)
1.6 Percent of graduates agree/strongly agree that "course offerings aligned well with my professional goals"	85%	84.40% *N*=55 (GSS)	70.00% N=10 (GSS)	93.55% *N*=31 (GSS)	84.62% *N*=13 (GSS)	84.40% *N*=109 (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*				99.25% *N*=1134, 133/134 course sections (Course Eval)
"This course improved my understanding of the subject matter"	100%	*n/a*				98.51% *N*=1134, 132/134 course sections (Course Eval)
"I would recommend this course to another student"	100%	*n/a*				91.79% *N*=1134, 123/134 course sections (Course Eval)
1.8 Alumni report a variety of beneficial learning experiences that specifically mention curriculum	Yes	*n/a*				Yes, see Appendix SI3.
1.9 Percent of sections are taught by full-time faculty	>50%	*n/a*				46.76%
1.10 There is a complete and up-to-date mapping of courses to program learning outcomes	Yes	Yes, table available here and one based on actual submissions.	Yes, available here (updated June 2020) and table based on actual submissions.	Yes. Available here (updated June 2020).	Yes. Available here (updated June 2020) and based on actual submissions.	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*=57	100% *N*=10	100% *N*=35	100% *N*=14	100% *N*=116
2.2 Percent of students report that they pursued one or more areas of study in their program	100%	89.09% *N*=55	Question not asked on GSS for MDC.	100% *N*=31	Question not asked on GSS for DAV.	93.02% *N*=86
2.3 Percent of alumni are employed within nine months of graduation **and** percent report being on a career path consistent with their goals	90% and 80%	100% *N*=14 (AS) and 92.86% *N*=14 (AS)	100% *N*=3 (AS) and 66.67% *N*=3 (AS)	100% *N*=6 (AS) and 100% *N*=6 (AS)	100% (AS) *N*=3 (AS) and 100% *N*=3 (AS)	100% *N*=26 (AS) and 92.31% *N*=26 (AS)

2.4 Recent graduates hold a range of job titles at various institutions	Yes	*n/a*				Yes, see Appendix SI4.
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%	92.73% *N*=55 (GSS) and 83.33% *N*=12 (AS)	88.89% *N*=9 (GSS) and 100% *N*=4 (AS)	100% *N*=31 (GSS) and 100% *N*=3 (AS)	92.31% *N*=13 (GSS) and 100% *N*=3 (AS)	94.44% *N*=108 (GSS) and 90.91% *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%	96.36% *N*=55 (GSS) and 91.67% *N*=11 (AS)	66.67% *N*=9 (GSS) and 66.67% *N*=3 (AS)	96.77% *N*=31 (GSS) and 100% *N*=4 (AS)	92.31% *N*=13 (GSS) and 100% *N*=3 (AS)	93.52% *N*=108 (GSS) and 90.91% *N*=22 (AS)
2.7 Percent of students graduate within three years	90%	94.44% 34/36 students who began the LIS program in fall 2019 graduated in 3 years.	85.70% 6/7 students who began the MDC program in fall 2019 graduated in 3 years	96.66% 29/30 students who began the IXD program in fall 2019 graduated in 3 years.	100% 9/9 students who began the DAV program in fall 2019 graduated in 3 years.	95.12% 78/82 who began a SI MS program in fall 2019 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
Goal 3: To sustain excellence in face-to-face teaching.						
3.1 Percent of sections are offered in person	100%	*n/a*				62.20% 35/63 in Fall '21, and 44/64 in Spring '22
3.2 Percent of sections have a class size of 6–18 students	100%	*n/a*				82.17% Note: Average class-size is 12.44 students. 14 sections with fewer than 6 students and 9 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*				96.27% *N*=1134, 129/134 course selections (Course Eval)

Description	Target					Result
"The instructor utilized class time well"	100%			*n/a*			95.52% *N*=1134, 128/134 course sections (Course Eval)
"The instructor promoted a constructive classroom climate"	100%			*n/a*			99.25% *N*=1134, 133/134 course sections (Course Eval)
"I would recommend this instructor to another student"	100%			*n/a*			94.78% *N*=1134, 127/134 course sections (Course Eval)
3.4 Percent of graduates agree/strongly agree that "the program faculty are effective teachers"	85%	100% *N*=55 (GSS)	90% *N*=10 (GSS)	100% *N*=31 (GSS)	100% N=13 (GSS)	99.08% *N*=109 (GSS)
3.5 Graduating students and alumni report a variety of beneficial learning experiences that specifically mention teaching	Yes			*n/a*			Yes, see Appendix SI5.
Goal 4: To enrich the student experience through experiential and project-based learning, international study, co-curricular and extracurricular activities, and one-on-one mentoring and advisement.						
4.1 Minimum number of courses per semester (fall and spring) include projects with external partners	5			*n/a*			10 in fall and 11 in spring (see Appendix SI2).
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*			15 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*			51 events (see list)
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)	80% *N*=10 (GSS)	87.10% *N*=31 (GSS)	84.62% *N*=13 (GSS)	79.82% *N*=109 (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)	62.50% *N*=8 (GSS)	88.89% *N*=27 (GSS)	90.91% N=11 (GSS)	81.61% *N*=87 (GSS)
Goal 5: To support diversity, equity and inclusion..						
5.1 Percent of graduating students agree/strongly agree that: "The School created an inclusive and welcoming environment"	85%	85.45% *N*=55 (GSS)	77.78% *N*=9 (GSS)	96.77% *N*=31 (GSS)	84.62% N=13 (GSS)	87.96% *N*=108 (GSS)
"The School supported diversity, equity and inclusion"	85%	89.09% *N*=55 (GSS)	88.89% *N*=9 (GSS)	9032% *N*=31 (GSS)	84.62% *N*=13 (GSS)	88.89% *N*=108 (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*				99.25% *N*=1134, 133/134 course sections (Course Eval)
"This course supports diversity, equity and inclusion"	100%	*n/a*				100% *N*=501, 66/66 course sections (Course Eval) Note: Because of a technical problem, this question was not administered in Fall 2021.
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 Appendix SI1).
Goal 6: To recruit and retain highly qualified students and support student wellness initiatives.						
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 enrollment plan from Strategic

6.4 Percent student retention rate[1]	95%	91.89% *N*=37 Note: 1 switched programs, 2 withdrew	85.71% *N*=7 Note: 1 withdrew	93.54% *N*=31 Note: 1 switched programs, 1 withdrew	100% *N*=9	92.86% *N*=84
6.5 Each program meets its enrollment goals	Yes	Yes. Goal of 37 enrollments and 52 actual in FA21. Goal of 4 enrollments in LIS+HAD and 5 actual in FA21.	No Goal of 8 enrollments and 6 actual in FA21.	No Goal of 45 enrollments and 44 actual in FA21.	Yes Goal of 9 enrollments and 13 actual in FA20.	While each program may not have met their goals, school-wide the goals were exceeded because of post-goal enrollment in LIS and DAV.
6.6 The School supports the success of student wellness initiatives	Yes	*n/a*				Hosted events that promoted wellness, such as outdoor community activities (food foraging of Central Park, Halloween tour). Dean participates in Resilience, Wellbeing and Wellness committee and JED taskforce. Participated in Day of Mindfulness. Meditation locker created to support meditation at PMC. Distribute meditation resources to faculty at annual retreat.
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.						
7.1 Percent of full-time faculty publish in accordance with their rank and tenure status	100%	*n/a*				87.50% *N*=8 (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	Yes	*n/a*				Yes

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[1] Computed by taking students who started in fall 2019 and spring 2020, and have not withdrawn as of July 13, 2020.

and the Faculty Handbook		n/a				
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 The School supports faculty and staff wellness initiatives	Yes	n/a				Dean participates in JED taskforce, which includes working on a Wellness strategic plan for Institute that is holistic to not only students but to faculty and staff.
Goal 8. To maintain faculty and student service to the School, Institute, and information field.						
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*=8 (PRCS)
8.2 Percent of full-time faculty maintain membership in at least two professional associations	100%	n/a				87.50% *N*= (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				87.50% *N*=8 (PRCS)
8.4 Percent of full-time faculty participate in at least one School-level service activity each year	100%	n/a				100% *N*=8 (PRCS)
8.5 Percent of graduates report being a member of at least one professional association during their time at Pratt	50%	56.36% *N*=55 (GSS)	55.56% N=9 (GSS)	51.61% N=31 (GSS)	23.08% *N*=13 (GSS)	50.93% *N*=108 (GSS)
8.6 Minimum number of students involved in Institute-level service	1	n/a				1 Graduate Student Liaison to SGA is Ziqi Wang (MSDAV).
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: Tk Cram 1 student served on the SI DEI Committee: Jack O'Malley 2 UXPA Officers volunteered to co-host IXD Admitted student

					coffee hour: Wicky Wu and Tracy Chen

Goal 9. To pursue internal and external funding for innovation in research, teaching, and/or learning.					
9.1 Minimum number of grant applications submitted to the School of Information Faculty Innovation Fund	2	*n/a*			3
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*			1 *N*=8 (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*			6 *N*=3 (PRCS) Also, administration submitted 3 grant proposals (2 to IMLS and 1 to Mellon), and was awarded 2 (1 Mellon and 1 IMLS).

Goal 10. To provide excellent facilities and resources that support our mission and practice environmental sustainability.					
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 $70,742 in Facilities Fees.
10.2 Percent of graduates agree/strongly agree that they "had access to information resources that supported my learning outcomes"	90%	100% *N*=55 (GSS)	88.9% N=9 (GSS)	93.55% *N*=31 (GSS)	69.23% *N*=13 (GSS)	93.52% *N*=108 (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%	95.24% *N*=42 (GSS)	90% *N*=10 (GSS)	93.10% *N*=29 (GSS)	100% *N*=8 (GSS)	94.38% *N*=89 (GSS)
10.4 Percent of graduates agree/strongly agree that "Pratt provided a physical environment conducive for my learning"	80%	87.27% *N*=55 (GSS)	90% *N*=10 (GSS)	93.55% *N*=31 (GSS)	61.54% *N*=13 (GSS)	86.24% *N*=109 (GSS)
10.5 Initiative per academic year is initiated that enhances the school's environmental sustainability.	1	n/a			3 1) Created the special topics course INFO 697 Animals and

			Technology and offered it, 2) Revised the MSIXD program-level learning systems to address ecosystems, and 3) revised INFO 665 Projects in Digital Archives to explicitly address sustainability.
Goal 11. To practice transparency and openness in our communications and planning.			
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 student feedback sought in major decisions, including all major decisions at Faculty Council and DEI committees. Faculty recommendations/feedback in Admissions Committee, Curriculum Committee, Search committee for Assistant/Associate professor and faculty director of SAVI, and adhoc committee on the Ethics & Technology forum. Feedback sought on strategies around online learning through the Spring open forum as well as through the SI Monthly newsletter.
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. 17, 2021, and a spring open forum was held on May 13, 2022. An open forum on DEI was also held on October 26, 2022.
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., monthly newsletter, Zoom recordings, etc.).
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 20/21 is available on SI website, which includes key school and program statistics. An extensive collection of key statistics for the MSLIS program is also available online as required of ALA accreditation. A webpage for IXD statistics was launched in 18/19. DAV statistics were launched in 19/20, and MDC statistics 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 Policies portal).
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%	97.92% *N*=48 (GSS) [excludes *N*=7 "I don't know" responses]	88.89% *N*=9 (GSS)	93.10% *N*=29 (GSS) [excludes *N*=2 "I don't know" responses]	100% *N*=11 (GSS) [excludes *N*=2 "I don't know" responses]	95.88% *N*=97 (GSS) [excludes *N*=11 "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%	98.08% *N*=52 (GSS) [excludes *N*=3 "I don't know" responses]	80% *N*=10 (GSS)	87.10% *N*=31 (GSS)	90% *N*=10 (GSS) [excludes *N*=3 "I don't know" responses]	92.23% *N*=103 (GSS) [excludes *N*=6 "I don't know" responses]

11.12 A two-year course planning schedule is available to current students	Yes		*n/a*			Yes. Available from "Course Registration" webpage.
11.13 Course evaluations are available to current students	Yes		*n/a*			Yes, current evaluations available in the PMC 4th floor library.
11.14 An archive of past syllabi is available publicly	Yes		*n/a*			Yes, available online, and converted to Google Drive so should be more accessible.
Goal 12. To ensure administrative effectiveness.						
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%	97.73% *N*=44 (GSS) [excludes *N*=10 "I don't know" responses]	100% *N*=8 [excludes *N*=1 "I don't know" responses] (GSS)	100% *N*=27 (GSS) [excludes *N*=4 "I don't know" responses]	100% *N*=12(GSS) [excludes *N*=1 "I don't know" responses]	98.90% *N*=91 (GSS) [excludes *N*=16 "I don't know" responses]

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

- Open Forum on DEI (FA '21)
- Weeksville Historic Houses Tour (SP '22)
- HmntyCntrd Critical UX Event (SP '22)
- Reframing Digital Preservation through an Anti-Racist Lens (SP '22)
- Whitney Biennial Meetup and Drinks (SP '22)
- Faculty Workshop: Next Steps in Putting DEI into Action in Curriculum and Teaching (SP '22)

Appendix SI2: Courses with external partner during the academic year

Semester	Course	# sections	Partner
Fall 2021, Spring 2022	INFO 652 Reference and Instruction	4	New York Public Library - Correctional Services Dept.
Fall 2021	INFO 646 Digital Product Design	1	Cool Culture
Fall 2021	INFO 682 Projects in IXD	1	Gesso App
Fall 2021, Spring 2022	INFO 665 Projects in Digital Archives	1	Lesbian Herstory Archvies
Fall 2021	INFO 644 Usability Theory & Practice	3	Pratt Institute Libraries, The Henry Ford, Strykk, Kazani Beauty, Braata Productions, Universe, Engram, Westbeth Artists-Residents Council, National Gallery of Art
Fall 2021	INFO 685 Digital Analytics	1	Museum of Contemporary Photography, Kazani Beauty, LGBT Ccommunity Center
Fall 2021	INFO 645 Advanced Usability & UX Research	1	Pratt Institute, The Metropolitan Museum of Art
Fall 2021	INFO 643 Information Architecture & Interaction Design	2	Robert H. Jackson Center, NYC Urban Fellows Alumni Association
Fall 2021	INFO 641 Content Strategy	1	SVA Library
Fall 2021	INFO 646 Digital Product Design	1	Cool Culture
Spring 2022	INFO 658 Information Visualization	1	Neighborhood Alliance of Open Spaces
Spring 2022	INFO 646 Digital Product Design	1	NYC Mayor's Office of Budget and Management
Spring 2022	INFO 682 Projects in IXD	1	Smiles for Speech, Spectrum Works & Kids Code Jeunesse
Spring 2022	INFO 644 Usability Theory & Practice	3	Breakthrough New York, Flux Factory, Friends of Crocheron & John Golden Park, Brooklyn Jewish Historical Initiative, Concern Worldwide US, Pratt Institute Libraries, Packit Gourmet, Museum Computer Network (MCN), Georgia O'Keeffe Museum
Spring 2022	INFO 685 Digital Analytics	1	Andy Warhol Museum, The Peale Museum, Empire Clean Cities, Smithsonian Learning Hub
Spring 2022	INFO 683 Museum Digital Strategy	1	The Peale Museum
Spring 2022	INFO 645 Advanced Usability & UX Research	1	USA Rugby, Cooper Hewitt Smithsonian Design Museum
Spring 2022	INFO 641 Content Strategy	1	Brooklyn Children's Theater, Engram

Spring 2022	INFO 646 Digital Product Design	1	NYC Office of Mmgt & Budget

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?

- Experience with quantitative and qualitative data and advancing programming/coding skills.
- The intro to museums class was extremely beneficial in helping me figure out what aspect of a museum I wanted to work in. I also learned the basics of how to write a grant. Getting to work with real institutions was a great way to make connections (how I got my current job).
- I appreciate the hands-on work most that this program offered. All of the coursework related to real responsibilities. Also, I appreciated having professionals in the field teaching classes and providing guidance.
- Internships external to the degree program, Pratt fellowship experience, technical proficiency that have given me the skills to trouble shoot software and digital infrastructures utilized in Library and Archives.
- Conducting effective user interviews has been the most beneficial. Quickly mocking designs, communicating my design solutions all benefited me post graduation
- The usability and foundation of information courses were a great accompaniment to the analytical view of data. I feel that it has enabled me to think about inclusivity more in the presentation of my work overall.
- Alumni connections and the classes that allowed me to get real-world skills.
- Experience with actual museums- touring and consultant work.
- Reference letters to incarcerated individuals. Practicum experience allowed for real-life experience in a library.
- The many real life case studies, guest speaker lectures, and hands-on projects offered during different courses
- Cataloging and metadata/knowledge organization courses have been instrumental in my current role and have coming in handy while I advise on acquiring a DAMS.
- Knowledge Organization, Reference and Instruction
- Getting an introduction to coding and applying it to projects to assist with data manipulation. The program also exposed me to a variety of tools used in data analysis and visualization, which was extremely helpful as I can select appropriate tools for certain projects while also applying this same background knowledge to learn new tools.
- Working with actual clients throughout the course structure

Appendix SI4: Job Titles 9-months after program completion

- *MSLIS:* Librarian, Academic Coaching Supervisor, Circulation Staff, Access Services Manager, Project Consultant, Graduate Intern, Library User Services Specialist, Audiovisual Archivist. Archives & Digital Asset Management Assistant, Middle School Librarian, Image Archivist, Part Time Reference Librarian, Part Time Teen Librarian, Membership Associate
- *MSIXD*: Software Development Manager, Product Designer, Interaction Designer, UX/UI Designer, Design Researcher (UX Researcher), Jr. UX Architect
- *MSDAV:* Data & Analytics Designer, Graduate Assistant, Data Science Fellow
- *MSMDC:* Program Manager & Research Fellow for Digital Archive, Assistant Registrar, Customer Service 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:

- Pratt's faculty are wonderful and inclusive.
- My first year I was furloughed from my job due to COVID and could take classes during the day. My second year I could only take classes in the 6:30 time slot. I noticed a huge difference in the faculty, since full-time professors tend to teach during the day and information professionals who teach as an adjunct teach after their regular working hours. Each type of instructor has something valuable- full time professors have an edge on theory, rigor and teaching experience while adjuncts have practical experience and more networking
- super lovely, everyone was so friendly in class.
- I really appreciate the help I received from Prof. Villaespesa
- Great people, very friendly and student-focused.
- Awesome!
- Faculty is great, I've learned a lot from them and they're always willing to help!
- I have learned something from every one of my professors. Their classes were not only enriching, but I have also found all of them to be available and helpful outside the classroom as well.
- Dr. Rabina is a great advisor!
- Craig was an absolute savior in more ways than one. I am so happy to have enjoyed my time with all the professors here. Everyone is brilliant and equally compassionate.
- Prof.MacDonald and Prof.Villaespesa are the best!! Our dean is wonderful!! Quinn is really a responsible person!
- Quinn Lai is super helpful for my every semester.
- The faculty is probably what I appreciated the most about Pratt. It was fascinating and encouraging to have professors who work in major cultural institutions and share their real life professional experience and advice with students. I learned a lot from all of my professors, they all created open classroom environments and were very accessible outside of class.

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

- The entirety of INFO 677: YA Literature & Literacy by Jen Swan, but specifically doing Book Talks, Book Reviews, and the weekly assigned readings (YA books + articles).
- The more science oriented classes I took with Dr Irene.