

# Pratt School of Information

## Annual Assessment Report AY 24/25

Prepared by A. Cocciolo - Last Updated: September 10, 2025

### Overview

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 2025/2026 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 7/1/2024 to 6/30/2025

Survey Response Rate Information
<i>Graduating Student Survey</i> Overall - 98.61% (142 respondents) MSLIS 100% (57 respondents), MSIXD 98.51% (67 respondents), MSDAV 100% (12 respondents), MSMDC 85.71% (6 respondents)
<i>Alumni Survey*</i> Overall - 45.74% response rate (59 respondents) Fall 2023 graduates - 37.50% response rate (12 respondents) Spring 2024 graduates - 48.42% response rate (46 respondents) Summer 2024 graduates - 0% response rate (0 respondent) * The First Destination survey administered by Institutional Research includes job information collected over LinkedIn in addition to survey responses.
<i>Peer Review Committee Survey</i> 75% (9 respondents)
<i>Fellowship Recipient Survey</i> 38.89% (7 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 critically-engaged 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: <a href="#">Annual School Curriculum Committee Report (2024/2025)</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 2023/2024; student learning outcomes and program concentrations reviewed/revised in 2023/2024	100% required courses reviewed by CC since 2019; Required curriculum and student learning outcomes reviewed and revised in Spring 2023..	100% required courses reviewed by CC since 2010; 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 2019; curriculum updated in 2023/2024.	100% of all courses reviewed by CC since 2019. <a href="#">SI Curriculum Review Tracking Sheet</a> provides status of all review and revision work. All degrees reviewed within last 6 years. Only advanced certificate not completed review since 2019 is the Advanced Certificates in Digital Humanities, however, that work was begun in AY 24/25.
1.3 The school curriculum is updated regularly to address program-level learning outcomes	Yes	Yes	Yes	Yes	Yes	Yes, all curriculum reviews and revisions are done so with respect to program-level learning outcomes (see <a href="#">Annual School Curriculum Committee Report (2024/2025)</a> as well as proposals in CourseDog).
1.4 The curriculum reflects current knowledge and skills identified by potential employers	Yes	Yes. MSLIS core curriculum review and revision ( <a href="#">available here</a> ), completed AY 22/23, included an analysis of knowledge and skills needed by employers.	Yes. <a href="#">MSMDC Curriculum revision</a> , approved in Spring 23, 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. Job analysis will need to be completed with IXD review next AY.	Yes, see <a href="#">DAV Skills report</a> from March 2025.	Yes.

1.5 Percent of graduates agree/strongly agree that they “found the curriculum to be up to date”	85%	96.23% N=53 (GSS)	80.00% N=5 (GSS)	93.75% N=64 (GSS)	100% N=11 (GSS)	94.74% N=133 (GSS)
1.6 Percent of graduates agree/strongly agree that “course offerings aligned well with my professional goals”	85%	85.19% N=54 (GSS)	66.67% N=6 (GSS)	98.41% N=63 (GSS)	90.91% N=11 (GSS)	91.04% N=134 (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				95.54% N=1180, 150/157 course sections (Course Eval)
“This course improved my understanding of the subject matter”	100%	n/a				92.99% N=1180, 146/157 course sections (Course Eval)
“I would recommend this course to another student”	100%	n/a				87.26% N=1180, 137/157 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				44.85%
1.10 There is a complete and up-to-date mapping of courses to program learning outcomes	Yes	Yes, <a href="#">table available here</a> (updated May 2024) and one based on <a href="#">actual submissions</a> .	Yes, <a href="#">available here</a> (updated April 2024) and table based on <a href="#">actual submissions</a> .	Yes. Available <a href="#">here</a> (updated April 2024).	Yes. Available <a href="#">here</a> (updated April 2024) and based on <a href="#">actual submissions</a> .	Yes, however, tables need to be re-evaluated with respect to I/D/M Scale (Introduces, Develops, Masters).
1.11 The School has a long-term, strategic plan	Yes					Yes, <a href="#">2026-2030 Strategic Plan is available</a> .
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 (on track to graduate) pass their program’s graduation requirement	100%	100% N=59	100% N=7	95.7% N=71	91.6% N=12	96.82% N=149

2.2 Percent of students who agree or strongly agree that they met all the learning outcomes for their program.	100%	97.86% (Avg across 5 SLOs)  Foundations of LIS: 100% (N=27) User-Centered Services: 96.30% (N=27) Technology: 95.15% (N=26) Research: 100% (N=26) Ethical/Creative/Critical Practice: 100% (N=27)	100% (Avg across 5 SLOs)  Foundations of MDC: 100% (N=5) Museum Information Management: 100% (N=5) Digital Technology and Tools (N=5) Research: 100% (N=5) Professionalism: 100% (N=5)	98.45% (Avg across 5 SLOs)  Research: 100% (N=39) Communication: 97.44% (N=39) Tools: 97.37% (N=38) Experience Design: 97.44% (N=39) Ethical Practice: 100% (N=38)	98.18% (Avg across 5 SLOs)  Research: 100% (N=11) Communication: 100% (N=11) Technology: 100% (N=11) User-Centered Design: 100% (N=10) Critical Perspectives: 90.91% (N=11)	98.62% (Avg across 4 programs)
2.3 Percent of alumni are employed within nine months of graduation <b>and</b> percent report being on a career path consistent with their goals <sup>1</sup>	90% and 80%	88.46% N=26 (AS) and 100% N=11 (AS)	100% N=1 (AS) and n/a N=0 (AS)	74.07% N=20 (AS) and 100% N=9 (AS)	100% (AS) N=4 (AS) and 100% N=1 (AS)	82.76% N=58 (AS) and 100% N=21 (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 the School of Information offered a quality program that prepared me to work in my chosen profession.	85% and 85%	94.12% N=51 (GSS) and 82.86% N=14 (AS)	83.33% N=6 (GSS) and n/a N=0 (AS)	95.00% N=60 (GSS) and 72.73% N=11 (AS)	100% N=11 (GSS) and 100% N=1 (AS)	94.53% N=128 (GSS) and 84.62% N=26 (AS)
2.6 Percent of graduates and alumni would recommend Pratt School of Information to a friend, colleague, or family member	85% and 85%	88.68% N=53 (GSS) and 100% N=14 (AS)	100% N=6 (GSS) and n/a N=1 (AS)	89.06% N=64 (GSS) and 100% N=10 (AS)	100% N=11 (GSS) and 100% N=1 (AS)	90.30% N=134 (GSS) and 100% N=25 (AS)
2.7 Percent of students graduate within three years	90%	90.90% 40/44 students	100%	100%	88.88%	94.94% 101/106 who began a SI MS

<sup>1</sup> First Destination Survey question asks "How related is your primary post-graduation occupation to your career goals?" All responded "Very related" or "Somewhat Related."

		who began the LIS program in fall 2022 graduated in 3 years.	6/6 students who began the MDC program in fall 2022 graduated in 3 years	47/47 students who began the IxD program in fall 2022 graduated in 3 years.	8/9 students who began the DAV program in fall 2022 graduated in 3 years.	program in fall 2022 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 teaching using and developing contemporary pedagogical methods.</i>						
3.1 Percent of sections are offered in person	80%	n/a				96.27% 76/79 in Fall '24, and 79/82 in Spring '25.
3.2 Percent of sections have a class size of 5–18 students	100%	n/a				92.55% Note: Average class-size is 11.85 students. 7 sections with fewer than 5 students and 7 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				92.99% N=1180, 146/157 course selections (Course Eval)
“The instructor utilized class time well”	100%	n/a				89.17% N=1180, 140/157 course sections (Course Eval)
“The instructor promoted a constructive classroom climate”	100%	n/a				96.82% N=1180, 152/157 course sections (Course Eval)
“I would recommend this instructor to another student”	100%	n/a				91.08% N=944, 143/157 course sections (Course Eval)
3.4 Percent of graduates agree/strongly agree that “the program faculty are effective teachers”	85%	92.59% N=54 (GSS)	100% N=6 (GSS)	91.94% N=62 (GSS)	100% N=11 (GSS)	93.23% N=133 (GSS)
3.5 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						
3.6 Faculty participate in pedagogical professional development activities, such as those made possible by Pratt's Center for Teaching and Learning	Yes					Yes, <a href="#">according to CTL data</a> , School of Information faculty attended events in AY 24/25. Also, 1 faculty received the CTL Fellowship.
<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				13 in fall and 17 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 were available during the academic year.
4.3 Minimum number of fellowship opportunities are offered every academic year	10	n/a				18 fellows awarded.
4.4 Minimum number of study abroad courses offered every academic year	1	n/a				1
4.5 Minimum number of events are offered by SI office and student groups per academic year	50	n/a				91 events ( <a href="#">see event list</a> )
4.6 Percent of students are assigned a full-time faculty advisor in their first semester	100%	n/a				100%
4.7 Percent of graduates who said they sought advising from their faculty advisor	80%	85.19% N=54 (GSS)	83.33% N=6 (GSS)	78.13% N=64 (GSS)	100% N=11 (GSS)	82.96% N=135 (GSS)
4.8 Percent of graduates who sought advising and agreed/strongly agreed that their faculty advisor provided helpful academic advisement	80%	76.09% N=46 (GSS)	80.00% N=5 (GSS)	90.00% N=50 (GSS)	100% N=11 (GSS)	84.82% N=112 (GSS)
4.9 Percent of students that report that their fellowship provided valuable experience that will serve them well post-graduation	95%	n/a				100% N=7 (Fellows Survey)
4.10 Graduating students and alumni report a variety of beneficial learning	Yes	n/a				Yes, <a href="#">see Appendix SI7</a> .

experiences that specifically mention experiential and project-based learning.						
Goal 5: To foster diversity, equity and inclusion and support community wellness initiatives.						
5.1 Percent of graduating students agree/strongly agree that: “The School created an inclusive and welcoming environment”	85%	91.84% N=49 (GSS)	100% N=5 (GSS)	96.72% N=61 (GSS)	100% N=11 (GSS)	95.24% N=126 (GSS)
“The School supported diversity, equity and inclusion”	85%	93.75% N=48 (GSS)	100% N=6 (GSS)	96.83% N=63 (GSS)	100% N=11 (GSS)	96.09% N=128 (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				96.82% N=1180, 152/157 course sections (Course Eval)
“This course supports diversity, equity and inclusion”	100%	n/a				99.36% N=1180, 156/157 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, 3 DEI events were held this academic year for students (see <a href="#">Appendix SI1</a> )
5.4 The School supports students, faculty and staff wellness initiatives						Yes, the School created a Wellness committee and created a <a href="#">webpage</a> that documents the wellness initiatives (massage chair, meditation locker, sensory objects, etc.)
Goal 6: To recruit and retain highly qualified students and support their civic engagement, collaborative skills, and career goals.						
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, 2026-2030 Strategic Plan includes an enrollment plan (action item #16) and yearly admissions/enrollment activities are tied to that.
6.4 Percent student retention rate <sup>2</sup>	95%	97.5% N=81	100% N=9	98.6% N=76	100% N=16	98.35% N=182
6.5 Each program meets its enrollment goals	Yes	Yess Goal of 42 enrollments and 64 actual in FA24.  Goal of 5 enrollments in LIS+HAD and 6 actual in FA24.	Yes Goal of 8 enrollments and 8 actual in FA24.	Yes Goal of 55 enrollments and 69 actual in FA24.	Yes Goal of 9 enrollments and 13 actual in FA24.	Yes, all programs met or exceeded their enrollment goals.
6.6 Graduating students and alumni report a variety of beneficial learning experiences that specifically mention civic engagement	Yes	n/a				Mixed. See <a href="#">Appendix SI.6</a> . There is not direct mention of civic engagement by students/alums, however, there is mention of client projects, and appreciating it and wanting it in more places.
6.7 The School offers at least one civic engagement activity each year	1					4 ( <a href="#">see event list</a> )
6.8 The curriculum and administration support the development of students' collaborative skills	Yes					Yes. The main way that the curriculum has supported the development of students' collaborative skills is the ability to practice this skill. New courses were created that provide opportunity to collaborate on projects with fellow students, including: INFO 697 Deceptive Design and Ethical UX and INFO 697 Experience Design for the Internet of Things.
6.9 Collaborate with the Center for Career	Yes					Yes, SI collaborated with CCPD

<sup>2</sup> Computed by taking students who started in fall 2024 and spring 2025, and have not withdrawn as of June X, 2025.



and Professional Development to support students' career goals			to hold weekly drop-in hours at PMC in the fall and spring for our students. Also, CCPD offered 1-on-1 portfolio review sessions for our students to sign-up for (1 in the fall and 1 in the spring).
6.10 The School offers a range of resources in support of students' career goals.	Yes		Yes, the School organized events to support student career goals, including collaborating with the iSchool at Illinois to host the GLAM virtual career event. Also organized an IxD networking event with alumni panel, as well as an event with Brooklyn Product Design to support networking among the IxD student body. We hosted the talk "Future-Proof Your Career in the Age of AI: Building Your AI Roadmap" with Dr. Joan Palmiter Bajorek. The <a href="#">InfoUpload newsletter</a> was also sent out regularly during the academic year.
<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=9 (PRCS)
7.2 Percent of part-time faculty have a record of recent and continued professional work related to the courses they teach	100%	n/a	100%
7.3 Faculty are appointed, reviewed, reappointed, and promoted through SI's peer review process in alignment with Pratt's Collective Bargaining Agreement and the Faculty Handbook	Yes	n/a	Yes
7.4 Policies and procedures for recruiting and hiring full-time and part-time faculty are established and followed	Yes	n/a	Yes
7.5 The Dean meets with tenure-track faculty members at least once per	Yes	n/a	Yes, meetings with all pre-tenure, tenure track faculty

academic year to discuss their teaching and scholarship goals and provide supportive mentoring and feedback			took place in Spring '25.
7.6 Percent of full-time faculty feel they receive sufficient support and guidance from School leadership	100%		78% N=9
<i>Goal 8. To support faculty and student service to the School, Institute, and information field(s).</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=9 (PRCS)
8.2 Percent of full-time faculty maintain membership in at least two professional associations	100%	n/a	89% N=9 (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	67% N=9 (PRCS) Note: some respondents could have been new FT faculty.
8.4 Percent of full-time faculty participate in at least one School-level service activity each year	100%	n/a	100% N=9 (PRCS)
8.5 School of Information student professional associations / clubs are supported, are active, and adhere to the standards set forth for Registered Student Organizations by the Office of Student Involvement	Yes	n/a	Yes, % student clubs were active this school year. The ASIS&T student club was not active, however, an event was organized to help support bringing that club back online, with new officers identified for next school year.
8.6 Minimum number of students involved in Institute-level service	1	n/a	0
8.7 Minimum number of students are involved in School-level service (outside of student groups)	3	n/a	At least 3 1 students served as a voting member on the SI Faculty Council: Smridhi Gupta 1 student served on the SI DEI Committee: Xavi Danto Several UXPA Officers volunteered to co-host IXD Admitted student coffee hour.

<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	<i>n/a</i>	5
9.2 Minimum number of grant applications submitted by SI faculty each year to Institute-level sources, such as Faculty Development Fund, Academic Initiatives Fund or Provost-level funds.	1	<i>n/a</i>	2 N=9 (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	<i>n/a</i>	10 N=9 (PRCS)  In addition, Dean submitted grants to IMLS, NEH and Mellon Foundation. The Mellon grant at \$1.28 million was successful.
9.4 Engage in philanthropic cultivation toward increased funding for scholarships and other school financial needs	Yes	<i>n/a</i>	Yes, worked with IA to receive funding for fellowship from Hauser & Wirth Institute for on-site work at the Drawing Center for its second year. Donors invited to attend events, such as Ethics & Technology Forum and InfoShow. Dean met with donors during Scholarship lunch and 50 anniversary of class of 1975 event. Worked to increase Amazon Music Product Design Challenge from \$5k to \$15k. \$1.28 million Mellon award has been used for some SI student professional development funding, as well as GA funding. Received bequest from an alum for over \$16K.
<i>Goal 10. To promote sustainability throughout the school and Institute</i>			
10.1 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 course increased my understanding of environmental sustainability."	85%		77.07%* N=1180, 121/157 course sections (Course Eval)  * Note there was 396 selections of "Not Applicable"

10.2 School and administrative operations/purchasing adheres to best practices in environmental sustainability	Yes					Yes, continue to ban plastic water bottles at SI-sponsored events. Held an event to collect eWaste during Green Week and recycled it at a designated center. PMC is beginning to be switched to more energy efficient lighting (from fluorescent to LED), as well as implementing sensors to turn off lights off when there is no activity. When using Amazon, select "Amazon Delivery Day" on Tuesdays to consolidate and reduce shipments and trips to PMC.
10.3 School of Information community members advocate for sustainable practices in research, teaching, and service.	Yes					Yes, an event was held during Green Week for e-waste recycling as well as a documentary was screened about the carbon footprint of the Internet. <a href="#">Prof. Smith also engaged in relevant teaching and research activities</a> in this area.
10.4 School provides support for sustainability-related projects	Yes					Yes, the School supported activities for Green Week (eWaste recycling and documentary film screening).
Goal 11. To provide excellent facilities and resources that support our mission.						
11.1 Percent of funds for facility/resource improvements are allocated in alignment with School planning	100%	n/a				103% Space+Technology committee drove use of \$82,438 of Facilities Fees budget.
11.2 Percent of graduates agree/strongly agree that they "had access to information resources that supported my learning outcomes"	90%	100% N=54 (GSS)	100% N=6 (GSS)	100% N=63 (GSS)	100% N=11 (GSS)	100% N=134 (GSS)
11.3 Percent of graduates agree/strongly agree that "the technology resources available (computer labs, technology-enhanced classrooms, computer software) met my educational needs"	90%	94.23% N=52 (GSS)	100% N=6 (GSS)	98.31% N=59 (GSS)	90.00% N=10 (GSS)	96.06% N=127 (GSS)

11.4 Percent of graduates agree/strongly agree that "Pratt provided a physical environment conducive for my learning"	80%	90.57% N=53 (GSS)	100% N=4 (GSS)	98.36% N=61 (GSS)	100% N=11 (GSS)	95.35% N=129 (GSS)
<i>Goal 12. To practice leadership and administrative effectiveness through transparency and openness in our planning, decision-making, and communications.</i>						
<i>Planning and Decision-making</i> 12.1 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 the 2026-2030 Strategic Plan, and all other major decisions at Faculty Council and DEI committees. Faculty recommendations/ feedback in Admissions Committee, Curriculum Committee, Search committee for Assistant/Associate professors, and adhoc committee on the Ethics & Technology forum. Feedback sought at Fall and Spring Open Forums.
12.2 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. 6, 2024, and a spring open forum was held on May 16, 2025.
12.3 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.).
12.4 Faculty Council meeting dates, times, and agendas are announced to all faculty (full-time and part-time) and student representatives	Yes	n/a				Yes.
12.5 Student representatives participate in all Faculty Council meetings	Yes	n/a				Yes. A student voting member attended all Faculty Council meetings they were able to attend.

12.6 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% (see <a href="#">policies list</a> )
12.7 Bylaws for standing and ad-hoc committees are available for all members	Yes	n/a				Yes.
<i>Communications</i> 12.8 The School's vision, mission, and goals are published publicly on the website	Yes	n/a				Yes.
12.9 Key School and program statistics are available publicly on the website	Yes	n/a				Yes. SI Annual Assessment Report AY 16/17 through 23/24 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.
12.10 Participate responsively to accreditation needs and produce high-quality information for accrediting bodies.	Yes	n/a				Yes.  Hosted the ALA COA External Review Panel Sept. 22-24, 2024. ALA Accreditation was reaffirmed in February 2025. Next Biennial Narrative Report due to ALA in Feb. 15, 2027.
12.11 Percent of graduates agree/strongly agree that SI practices transparency and openness in its communications and planning	90%	90.70% N=43 (GSS)	100% N=6 (GSS)	98.31% N=59 (GSS)	100% N=10 (GSS)	95.76% N=118 (GSS)
12.12 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%	93.88% N=49 (GSS)	100% N=5 (GSS)	95.08% N=61 (GSS)	100% N=11 (GSS)	95.24% N=126 (GSS)
12.13 A two-year course planning schedule is available to current students	Yes	n/a				Yes. Available from <a href="#">"Course</a>

						<a href="#">Registration" webpage.</a>
12.14 Course evaluations are available to current students	Yes	n/a				Yes, current evaluations available in the PMC 4th floor library.
12.15 An archive of past syllabi is available publicly	Yes	n/a				Yes, <a href="#">available online.</a>
<i>Administrative Effectiveness</i> 12.16 School financial needs are aligned with School goals and are expressed in the School's budget (proposed and actual budget)	Yes	n/a				Yes
12.17 All funds are spent in accordance with planned budget, Institute policies, and accounted for using standard accounting practices	Yes	n/a				Yes
12.18 All administrative staff participate in the performance evaluation process and are evaluated by their supervisor in accordance with HR policies	Yes	n/a				Yes
12.19 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%	92.86% N=42 (GSS)	100% N=5 (GSS)	96.67% N=60 (GSS)	100% N=10 (GSS)	95.73% N=117 (GSS)

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

- Diwali Celebration - 10/30/2024
- Happy Lunar New Year Event with Dumplings - 1/29/2025
- Fridays in May: QBIPOC Peer-Networking Program - 5/2/2025 - 5/30/2025

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

Semester	Course	# sections	Partner(s)
Fall 2024, Spring 2025	INFO 652 Reference and Instruction	4	New York Public Library Jail and Prison Services
Fall 2024, Spring 2025	INFO 665 Projects in Digital Archives	2	Lesbian Herstory Archives

Fall 2024, Spring 2025	INFO 649 Practical Ethnography for UX	2	Toyota Motors North America
Fall 2024	INFO 625 Management of Archives and Special Collections	1	The Center for Migration Studies of New York (CMS)
Fall 2024	INFO 642 Content Strategy	1	Independent Curators International
Fall 2024	INFO 644 Usability Theory & Practice	3	Digital Scholar, The Information Lab, Curelation, Co., Electronic Arts Intermix, University of Alberta Library, Williams College Museum of Art, Rauch Foundation, Civian, One Degree Impact, IDbGLAM LLC, D's Delights
Fall 2024	INFO 659 Advanced Projects in Digital Humanities	1	Center for Book Arts
Fall 2024	INFO 682 Projects in Information Experience Design	2	Girls Power Fund, Lumity , Easy IOL, Fynny, Ceneco Green Power, The Khalifa Ihler Institute & Revontulet, NYC Department of Consumer and Worker Protection, Brooklyn Seltzer Museum
Fall 2024	INFO 685 Digital Analytics	1	CUNY Institute for State & Local Governance
Spring 2025	INFO 606 Digital Accessibility	1	Cooper Hewitt Smithsonian Design Museum
Spring 2025	INFO 625 Management of Archives and Special Collections	1	Pratt Institute Archives
Spring 2025	INFO 642 Content Strategy	1	National Public Radio (NPR) and several member stations (WNYC, WHYY, WBUR, KCRW)
Spring 2025	INFO 644 Usability Theory & Practice	3	Pratt Institute Libraries, IDbGLAM, Curelation, Co., Golden Boots Uganda (GoBU), The Information Lab, Gutenberg Technology, NAKS YETU LLP, CodeBaby, WebMD Health Services, Medscape, Hooked & Company
Spring 2025	INFO 645 Advanced Usability and UX Evaluation	1	Shedd Aquarium Chicago, School of Visual Arts
Spring 2025	INFO 682 Projects in IxD	2	City Harvest, ERbuddy, SharePoint, M.I.T. Libraries, NYC Department of Consumer and Worker Protection, Kerala Museum, Madhavan Nayar Foundation
Spring 2025	INFO 683 Museum Digital Strategy	1	Museum of the American Revolution
Spring 2025	INFO 684 Museum Information Management	1	Leslie Lohman Museum
Spring 2025	INFO 685 Digital Analytics	1	The Sensemakers Club, Kazani, Smithsonian Institution
Spring 2025	INFO 693 Audience Research and Evaluation	1	Whitney Museum of American Art
<b>Total</b>		30	



### **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?*

- **MSLIS**
  - “Variety of courses that offer a wide range of interest and skill sets”
  - “Advanced Cataloging”
  - “On-site, hands-on learning have been the best, and the connections I've made.”
  - “The introductory nature of the coursework at Pratt made me feel confident to enter a job I had entry level experience with.”
  - “Building industry connections & principle-based coursework”
  - “My instruction courses and my seminar courses have prepared me most for my current position.”
- **MSIXD**
  - “Design and research”
  - “Collaboration, Constructive feedback, Inclusive atmosphere on campus”
  - “Product Design and client projects”
  - “Gained skills and knowledge aligning with my professional interests”
- **MSDAV**
  - “Having a mix of full-time academic faculty and visiting professors who were working practitioners in the field. I feel like it provided me a good knowledge of ideal state vs in practice. I also think the information technology requirements pushed me to develop hard skills that I would have been intimidated to pursue had it not been required.”

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

- **MSLIS:** Access Services Manager, Arts and Culture Librarian, Assistant Librarian, Critical and Inclusive Pedagogy Librarian, Crm coordinator, Dance Audio and Moving Image Cataloger, Digital Collections & Services Librarian, Digital Projects Specialist, Librarian, Librarian Trainee- Jail and Prison Services, Library Assistant, Portfolio Analyst. Program Associate- Jail and Prison Services, Project Archivist, Records Management Specialist, Reference and Instruction Librarian, Reference Librarian, Remote Metadata Program Intern, Research and Instruction Librarian, Research Data Librarian, Research Experience Associate, Senior Archivist, Supervising Librarian, Technology and Reference Librarian
- **MSIXD:** Digital Designer, Digital Strategist, Interaction Designer, Product Designer, Senior Associate Product Designer, Senior UX designer, Software Engineer, UI / UX Designer, User Experience Consultant, UX Designer, UX Researcher and Designer, UX Writer and Content Strategist, Web Designer
- **MSDAV:** Data Specialist- Capital Strategy, Ecosystem Development Intern, Employee Listening Lead, Reporting and Analytics Associate
- **MSMDC:** CBC Outreach & Production Coordinator, Research Associate

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

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

- “Great faculty. Everyone was very knowledgeable and fair.”
- “Craig helped me fine-tune my storytelling and pushed me to rethink to restructure my case studies creatively.”

- “The best professors I've ever had are in the LIS program. I started out in the dual degree program and the difference in support I received from my LIS professors versus my Art History professors made me drop my HAD degree entirely. They were flexible, smart, and helpful and made my experience at Pratt worth every second and dime!”
- “The faculty are knowledgeable, supportive, and passionate. Their diverse backgrounds brought unique perspectives to the classroom, and they were always open to feedback and mentoring.”
- “John is an awesome faculty advisor, he is always available to answer any questions. The faculty I have gotten to know in the past 2 years were all supportive, and awesome!”
- “Quinn was a fantastic advisor and the faculty are wonderful.”
- “Cristina was on leave when I needed advisement, but Quinn was a fantastic substitute! Quinn provided needed support and encouragement that enabled me to feel like I had a place at Pratt.”
- “The faculty and my advisor were very helpful and always open to providing any guidance and feedback needed.”

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

- **MSLIS**
  - “Having a diverse set of professors who have helped to introduce me to other professionals in the field”
  - “Networking”
- **MSIXD**
  - “Hands-on learning, interdisciplinary curriculum, collaborative environment, supportive professors, real-world challenges, information management”
  - “Professional connections”

#### **Appendix SI6: Graduating students and alumni report a variety of beneficial learning experiences that specifically mention civic engagement**

*What learning experiences or aspects of your degree program have been most beneficial to you post-graduation?*

- **MSIXD**
  - “Being able to take a variety of electives, participate in extracurriculars, writing case studies and building up my portfolio, working with clients for class projects”

#### **Appendix SI7: Graduating students and alumni report a variety of beneficial learning experiences that specifically mention experiential and project-based learning.**

*Alumni:*

- **MSLIS**
  - *What learning experiences or aspects of your degree program have been most beneficial to you post-graduation?:* “On-site, hands-on learning have been the best, and the connections I've made.”

*Graduating Students:*

- **MSIXD**

- *Please feel free to leave any comments about the IXD portfolio experience:* “Love to get chance to work for a client based projects in some classes”
- *MSDAV*
  - *Please feel free to leave comments about the program curriculum:* “Allows for a lot of exploration for possible career interests an the emphasis on projects is highly conducive. There should be more classes like machine learning and spatial statistics since they allow for high-level work.”