Pratt School of Information

Annual Assessment Report AY 23/24

Prepared by A. Cocciolo - Last Updated: July 17, 2024

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 2024/2025 academic year which aims to drive improvement to the programs and school through ensuring that schools goals are addressed.

On July 1, 2024, a revised Vision, Mission, Goals and Indicators went into effect following a year-long revision process. Thus, this is the final annual assessment report that will be using the 2015-2024 Goals and Indicators.

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 7/1/2023 to 6/30/2024

Survey Response Rate Information

Graduating Student Survey
Overall - 99.21% (126 respondents)
MSLIS 100% (55 respondents), MSIXD 100% (57 respondents), MSDAV 88.89% (8 respondents), MSMDC 100% (6 respondents)

Alumni Survey
Overall - 29.86% (43 respondents)
Fall 2022 graduates - 34.48% response rate (10 respondents)
Spring 2023 graduates - 28.07% response rate (32 respondents)
Summer 2023 graduates - 100% response rate (1 respondent)

Peer Review Committee Survey
77.78% (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 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 (2023/2024).
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	60% required courses reviewed by CC since 2018; Required curriculum and student learning outcomes reviewed and revised in Spring 2023..	100% required courses reviewed by CC since 2018; 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 2018; curriculum updated in 2023/2024.	92% of all courses reviewed by CC since 2018. 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 2018 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 (available here), completed AY 22/23, included an analysis of knowledge and skills needed by employers.	Yes. MSMDC Curriculum revision, 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.	Unknown. While the MSDAV program curriculum was revised in 2023/2024, the revision does not clearly delineate how the changes incorporate the knowledge and skills identified by potential employers.	Mixed. In general, yes, however, see note about MSDAV.
1.5 Percent of graduates agree/strongly agree that they "found the curriculum to be up to date"	85%	100% *N*=54 (GSS)	83.33% *N*=6 (GSS)	98.15% *N*=54 (GSS)	100% *N*=7 (GSS)	97.54% *N*=121 (GSS)
1.6 Percent of graduates agree/strongly agree that "course offerings aligned well with my professional goals"	85%	94.34% *N*=53 (GSS)	100% N=6 (GSS)	94.44% *N*=54 (GSS)	71.43% *N*=7 (GSS)	93.33% *N*=120 (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*				95.21% *N*=919, 139/146 course sections (Course Eval)
"This course improved my understanding of the subject matter"	100%	*n/a*				93.84% *N*=919, 137/146 course sections (Course Eval)
"I would recommend this course to another student"	100%	*n/a*				84.93% *N*=919, 124/146 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*				41.29%
1.10 There is a complete and up-to-date mapping of courses to program learning outcomes	Yes	Yes, table available here (updated May 2024) and one based on actual submissions.	Yes, available here (updated April 2024) and table based on actual submissions.	Yes. Available here (updated April 2024).	Yes. Available here (updated April 2024) and based on actual submissions.	Yes.
1.11 The School has a long-term, strategic plan	Yes					Yes. Note that 2019-2024 Strategic Plan is concluding.
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*=55	100% *N*=6	100% *N*=57	100% *N*=9	100% *N*=127
2.2 Percent of students report that they pursued one or more areas of study in their program	100%	90.74% *N*=54	Question not asked on GSS for MDC.	100% *N*=54	Question not asked on GSS for DAV.	95.14% *N*=103
2.3 Percent of alumni are employed within nine months of graduation **and** percent report being on a career path consistent	90% and 80%	80.00% *N*=20 (AS) and	0% *N*=1 (AS)	86.67% *N*=15 (AS) and	100% (AS) *N*=2 (AS) and	75.00% *N*=3 (AS) and

with their goals		100% N=16 (AS)	and n/a N=1 (AS)	92.31% N=13 (AS)	66.67% N=3 (AS)	89.66% N=29 (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 the School of Information offered a quality program that prepared me to work in my chosen profession.	85% and 85%	98.08% N=52 (GSS) and 81.25% N=16 (AS)	100% N=4 (GSS) and n/a N=1 (AS)	98.04% N=51 (GSS) and 92.31% N=13 (AS)	100% N=7 (GSS) and 100% N=3 (AS)	96.25% N=114 (GSS) and 87.50% N=32 (AS)
2.6 Percent of graduates and alumni would recommend Pratt School of Information to a friend, colleague, or family member	85% and 85%	92.59% N=54 (GSS) and 81.25% N=16 (AS)	100% N=5 (GSS) and n/a N=1 (AS)	96.08% N=51 (GSS) and 92.31% N=13 (AS)	100% N=8 (GSS) and 66.67% N=3 (AS)	94.92% N=118 (GSS) and 84.38% N=32 (AS)
2.7 Percent of students graduate within three years	90%	94.82% 55/58 students who began the LIS program in fall 2021 graduated in 3 years.	83.33% 5/6 students who began the MDC program in fall 2021 graduated in 3 years	90% 40/44 students who began the IXD program in fall 2021 graduated in 3 years.	90.90% 11/13 students who began the DAV program in fall 2021 graduated in 3 years.	92.92% 92/99 who began a SI MS program in fall 2020 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	80%	*n/a*				93.06% 64/76 in Fall '23, and 70/74 in Spring '24.
3.2 Percent of sections have a class size of 6–18 students	100%	*n/a*				82.99% Note: Average class-size is 11.36 students. 21 sections with fewer than 6 students and 4 sections with more than 18.
3.3 Percent of sections have an average rating of 3.0 or higher (on a 4.0 scale) on student course evaluations for the	100%	*n/a*				91.10% N=944, 133/146 course selections (Course Eval)

following questions:						
"The instructor presented the subject matter clearly"						
"The instructor utilized class time well"	100%	*n/a*				86.99% *N*=944, 127/146 course sections (Course Eval)
"The instructor promoted a constructive classroom climate"	100%	*n/a*				93.84% *N*=944, 137/146 course sections (Course Eval)
"I would recommend this instructor to another student"	100%	*n/a*				89.04% *N*=944, 130/146 course sections (Course Eval)
3.4 Percent of graduates agree/strongly agree that "the program faculty are effective teachers"	85%	91.15% *N*=54 (GSS)	100% *N*=6 (GSS)	90.57% *N*=53 (GSS)	100% N=7 (GSS)	95.00% *N*=120 (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*				11 in fall and 12 in spring (see Appendix SI2).
4.2 Internship course options are available to students every semester	Yes	*n/a*Bookmark				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*				19 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*				97 events (see list)
4.6 Percent of students are assigned a full-time faculty advisor in their first	100%	*n/a*				100%

semester						
4.7 Percent of graduates who said they sought advising from their faculty advisor	80%	85.19% *N*=54 (GSS)	100% *N*=6 (GSS)	92.59% *N*=54 (GSS)	100% *N*=7 (GSS)	90.08% *N*=121 (GSS)
4.8 Percent of graduates who sought advising and agreed/strongly agreed that their faculty advisor provided helpful academic advisement	80%	78.26% *N*=46 (GSS)	66.67% *N*=6 (GSS)	96.00% *N*=50 (GSS)	100% N=7 (GSS)	87.16% *N*=109 (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%	92.00% *N*=50 (GSS)	100% *N*=5 (GSS)	100% *N*=50 (GSS)	100% N=7 (GSS)	96.43% *N*=112 (GSS)
"The School supported diversity, equity and inclusion"	85%	90.20% *N*=51 (GSS)	100% *N*=5 (GSS)	100% *N*=51 (GSS)	100% N=7 (GSS)	95.61% *N*=114 (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*				93.84% *N*=944, 137/146 course sections (Course Eval)
"This course supports diversity, equity and inclusion"	100%	*n/a*				91.78% *N*=919, 134/146 course sections (Course Eval)
5.3 At least one diversity, equity and inclusion event is hosted and organized by SI or student groups each semester	Yes	*n/a*				Yes, 4 DEI events were held this academic year (see 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 Plan (2019-2024).
6.4 Percent student retention rate[1]	95%	95.45% *N*=44 Note: 2 withdrew	100% *N*=8	98.27% *N*=58 Note: 1 withdrew	100% *N*=7	98.43% *N*=117
6.5 Each program meets its enrollment goals	Yes	No Goal of 42 enrollments and 41 actual in FA23. Goal of 5 enrollments in LIS+HAD and 3 actual in FA23.	No Goal of 8 enrollments and 7 actual in FA23.	Yes Goal of 55 enrollments and 57 actual in FA23.	Yes Goal of 9 enrollments and 9 actual in FA23.	No. While not every program met its goal, they were very close (off by 1-2 people). The dual-degree LIS+HAD showed the most trouble in reaching its goal.
6.6 The School supports the success of student wellness initiatives	Yes	*n/a*				Yes. Created a yoga program in the fall with support from Pratt Athletics department per Operational Action Plan 23/24. Dean attended Resilience, Wellness and Wellbeing Council in the fall, and supported RWW data gathering activities (e.g., Healthy Minds Survey). Supported PMC Food Pantry program through communication about it in newsletter.
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*				100% *N*=7 (PRCS)
7.2 Percent of part-time faculty have a record of recent and continued professional work related to the courses they teach	100%	*n/a*				100%
7.3 Faculty are appointed, reviewed, reappointed, and promoted through SI's peer review process in alignment with Pratt's Collective Bargaining Agreement	Yes	*n/a*				Yes

[1] Computed by taking students who started in fall 2023 and spring 2024, and have not withdrawn as of July 12, 2024.

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*				Provided a Yoga program to faculty and staff with support from Pratt Athletics Department per Operational Action Plan 23/24.
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*=7 (PRCS)
8.2 Percent of full-time faculty maintain membership in at least two professional associations	100%	*n/a*				100% *N*=7 (PRCS)
8.3 Percent of full-time faculty participate in at least one Institute-level service activity each year (not including first-year faculty)	80%	*n/a*				85% *N*=7 (PRCS)
8.4 Percent of full-time faculty participate in at least one School-level service activity each year	100%	*n/a*				100% *N*=7 (PRCS)
8.5 Percent of graduates report being a member of at least one professional association during their time at Pratt	50%	45.45% *N*=55 (GSS)	60.00% *N*=5 (GSS)	74.00% N=50 (GSS)	42.86% *N*=7 (GSS)	58.12% *N*=117 (GSS)
8.6 Minimum number of students involved in Institute-level service	1	*n/a*				3 SGA: Graduate Student Liaison is Angela Li (MSDAV) and Pratt Manhattan Representative is Priyanka Nair (MSIXD). Nehal Sharma (MSIXD) delivers graduate student commencement speech.
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: Sehyun Jeon 1 student served on the SI DEI Committee: Alya Zouaoui 1 UXPA Officers volunteered to co-host IXD Admitted student coffee hour: Phil Garip
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*				4
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*				6 N=7 (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*				9 N=7 (PRCS) In addition, Dean submitted NEH grant to support DPOE-N.
9.4 Engage in philanthropic cultivation toward increased funding for scholarships and other school financial needs	Yes	*n/a*				Yes, worked with IA to receive funding for fellowship from Hauser & Wirth Institute for on-site work at the Drawing Center. Donors invited to attend events, such as Ethics & Technology Forum, InfoShow and Conversation with ALA President. Dean met with donors during Scholarship lunch.
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 $62,648 in Facilities Fees.
10.2 Percent of graduates agree/strongly agree that they "had access to information resources that supported my learning outcomes"	90%	98.15% N=54 (GSS)	100% N=5 (GSS)	100% N=53 (GSS)	100% N=7 (GSS)	99.16% N=119 (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%	94.23% N=52 (GSS)	100% N=5 (GSS)	98.11% N=53 (GSS)	100% N=7 (GSS)	96.58% N=117 (GSS)
10.4 Percent of graduates agree/strongly agree that "Pratt provided a physical environment conducive for my learning"	80%	94.44% N=54 (GSS)	100% N=5 (GSS)	100% N=53 (GSS)	100% N=7 (GSS)	97.48% N=119 (GSS)
10.5 Initiative per academic year is initiated that enhances the school's environmental sustainability.	1	n/a				2 1) MSLIS core curriculum revision that modified the learning outcomes for INFO 654 Information Technologies to more explicitly incorporate environmental concerns, and 2) hosted the "Paper or Bio(plastic)? A material exploration" for SI faculty on Sept. 26.
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 revision to Vision, Mission and Goals, 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.
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. 8, 2023, and a spring open forum was held on May 10, 2024.

			n/a			
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 22/23 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			88.89%
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%	93.62% N=47 (GSS)	100% N=5 (GSS)	100% N=46 (GSS)	100% N=7 (GSS)	97.12% N=104 (GSS)

11.11 Percent of graduates agree/strongly agree that SI's communication platforms are effective in providing information about events and activities that can enrich their experience	90%	94.12% *N*=51 (GSS)	75.00% *N*=4 (GSS)	88.68% *N*=53 (GSS)	85.71% *N*=7 (GSS)	90.43% *N*=115 (GSS)
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.
11.15 Participate responsively to accreditation needs and produce high-quality information for accrediting bodies.	Yes	*n/a*				Yes. Dean co-chaired the Standard I group for MSCHE Self-Study, and Prof. MacDonald was a member of Standard V working group. Pratt MSCHE accreditation was reaffirmed in July 2024. ALA Self-Study underdevelopment and work underway for External Review Panel Site visit Sept. 22-24, 2024.
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%	89.19% *N*=37 (GSS)	100% *N*=5 (GSS)	100% *N*=46 (GSS)	100% *N*=7 (GSS)	95.79% *N*=95 (GSS)

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

- For MLK Legacy Week: Guided tour of Brooklyn Museum's exhibition, "Spike Lee: Creative Sources" - 1/26/2024
- Chinatown Food + History Walking Tour : led by the Mott Street Girls - 2/2/2024
- Talk "Tactile Design: There's More to Accessibility than Alt Tags" with Chancey Fleet - 3/1/2024
- Fridays in May: QBIPOC Peer-Networking Program - 5/3/2024 - 5/31/2024

Appendix SI2: Courses with external partner during the academic year

Semester	Course	# sections	Partner(s)
Fall 2023, Spring 2024	INFO 652 Reference and Instruction	4	New York Public Library Jail and Prison Services
Fall 2023	INFO 647 Visual Resource Management	1	Bard Graduate Center
Fall 2023	INFO 641 Content Strategy	1	The Metropolitan Museum of Art
Fall 2023	INFO 644 Usability Theory & Practice	3	Knowunity, Afro Brazil Arts, The History Center of Lake Forest-Lake Bluff, Amon Carter Museum of American Art, Independent Curators International (ICI), Givepact and Givepact Charitable Foundation, Affirmation Studio, Neighbor Brite
Fall 2023	INFO 645 Advanced Usability & UX Evaluation	1	Concern Worldwide US, Poster House, Engram
Fall 2023	INFO 649 Practical Ethnography	1	Toyota Motors North America
Fall 2023	INFO 682 Projects in Information Experience Design	1	New York Microscopical Society, Witness to Mass Incarceration, Behavioral Health and Wellness Group, Edgemere Farm
Fall 2023	INFO 685 Digital Analytics	1	Montana Historical Society, Pratt Institute, Alliance for California Traditional Arts
Spring 2024	INFO 641 Content Strategy	1	The Metropolitan Museum of Art
Spring 2024	INFO 644 Usability Theory & Practice	3	National Gallery of Art, Pratt Institute Libraries, Pratt Institute, Medscape - WebMD, WebMD Health Services, The Cooper Union Library, Happy N' Beyond, CUNY Graduate Center

Spring 2024	INFO 645 Advanced Usability & UX Evaluation	1	Words Without Borders, Affirmation Studio, Cooper Hewitt-Smithsonian Design Museum
Spring 2024	INFO 649 Practical Ethnography for UX	2	Toyota Motors North America, Brooklyn Museum
Spring 2024	INFO 682 Projects in IXD	2	CUNY Open Lab, National Gallery of Art, One Degree Impact, Travel Unity, Department of Consumer and Worker Protection, New York City, UrbanGlass, Seattle Art Museum, Sue Rock Originals
Spring 2024	INFO 685 Digital Analytics	1	Concern Worldwide US, Braata Productions, Kazani Beauty, Happy N' Beyond

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*
  - "Foundations of Information. I find myself interacting with patrons with diverse needs. Although I specialize in YA programming, I draw from my knowledge from this course most often on a daily basis"
  - "Technical skills, computer programming, library systems management, and metadata."
  - "The Python class I have taken for fun turned out impressed my past supervisors and potential employers. Being able to put the keyword on my resume and showcasing some coding projects had bought me more interview opportunities than I thought."
  - "Using different software"
  - "Internship experience"
  - "The degree offered me access to cultural heritage institutions that were well regarded and recognizable on my resume. Access to these fellowships and internships provided beneficial on the job experience. Any courses with similar hands on projects were also helpful as I could discuss completing relevant projects even if I did not have work experience in those areas. Such as - I've processed an archival collection, I've written an RFP, I've selected preservation material for rare materials…."
  - "Networking and internship opportunities were SO critical from my time at school. Also the wide variety of courses allowed me to have a familiarity with many aspects of the archival profession before entering it"
  - "The portfolio was a huge help to show potential employers what I have done."
- *MSIXD*
  - "getting to work on projects with clients to get an introduction to the design process"
  - "Understanding methodology and how to conduct different types of research. Also learning how to present information that is both informative and actionable."
  - "Storytelling, methodology, and writing a research thesis"
  - "Working with real clients on projects in most of my classes and in teams"
  - "The design courses have helped me communicate with designers a lot easier, group worked helped prepare me for working with different personalities. I didn't like it at first but now I see the value in it."
  - "Using and learning Figma. Visual design. Story Telling/defending your designs. User interviews and data analysis."
  - "Learning how to do user research as my company does not have a dedicated user research role"

- ○ "Working with others, how to present my work"
  - ○ "Client presentations and presenting research for different skill and knowledge levels. The majority of the UX research coursework has benefited my current position and allows me to have a solid framework and practice to reference."
  - ○ "The collaborative projects with different nonprofits were really helpful in building portfolio. The course plan I took prepared me well with the fundamentals of design and problem solving skills."
- *MSDAV*
  - ○ "The Typography class I took in my final semester has been the most useful in designing visualizations. It was unexpected but the best experience since it involved a lot of reviews and understanding of general design."
  - ○ "- Technial courses - Internship - Flexibility in choosing my electives"

Appendix SI4: Job Titles 9-months after program completion

- *MSLIS:* Youth Services Manager, Evening Access Services Coordinator, Young Adult Librarian, Reference & Instruction Librarian, Senior Librarian - Cataloging, Community Archivist, Archives Technician, Fellow in Manuscript Cataloging, Adjunct Librarian, Archivist + Registrar, Librarian, Young Adult Librarian, Project Archivist, Student Success and Assessment Librarian, Archivist, Digitization and Cataloging Archivist, Cataloging Assistant, Web Archiving Contractor
- *MSIXD*: Senior Interaction Designer, Brand Strategist, UX Designer, UX Researcher, Technical Specialist, Associate Product Designer, Digital User Experience Researcher, Senior Product Designer, Product Designer, Design and Usability Analyst
- *MSDAV:* Analyst, Senior Data Analyst, UX Researcher
- *MSMDC:* No responses

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, all very sweet and willing to help you."
- "I enjoyed working with all the faculties!"
- "I found the faculty to be great to learn from. They provided practical insights from their professional experiences and are helpful to emerging professionals."
- "Carbone, Daniell, Maceli, Provo, Smith-Cruz, and Studier were stand outs in terms of high quality."
- "The faculty at Pratt SI include some of the best professors I've had in my entire academic career. Professors MacDonald and Smith are particularly skilled at motivating and inspiring their students to do their best work…."
- "I love to see that there are several women of color on faculty. More of that please! Diana Pan, Shawnta Smith-Cruz and Sofia Leung were far and away the most knowledgeable, considerate, dynamic and intentional instructors I worked with in this program."
- "I really liked Dr. Rabina. I'm sorry she left. Many of the staff are so encouraging and approachable, always offering to share info or time. Shout out to Shawn-ta, Kyle Triplett, Christina Fontanez, Alexis Hagedorn, Janine Buionno, and Dr. Pattuelli."
- "Craig is a great resource and takes a lot of time to guide and assist his students. I am appreciative of his guidance during my time in this program,"
- "The faculty are field experts AND excellent teachers, which is rare and wonderful to experience."
- "Everyone was very good and prepared, I have nothing else to say other than I'll regret not taking some of the offered courses."

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

- *MSLIS*
  - "Young Adult Literacy and Literature with Professor Jen Hubert Swan was the most helpful"
  - "The Art Documentation class and visiting art archives around the city, as well as the opportunity to speak with practicing archivists (professors, guest speakers, etc.)"
  - "Classes that included training sessions in software, guest lectures from people in the field, and classes in which we did not just learn theory but actually used classroom time to creat and assemble digital archival management systems and metadata"
  - "Having consistent guest speakers from diverse LIS backgrounds, having the ability to develop a speciality within the program, overall class size and good faculty"
- *MSIXD*
  - "1. Design system case study from Craig's class 2. Information architecture and interaction design class case study. 3. Real client projects."
- *MSDAV*
  - "When I had classes that had competent teachers whose courses were well thought-out and structured, like Programming for Cultural Heritage with Matt Miller, Data Analysis with Armanda Lewis, Intro to GIS. For me, it was really about taking the courses specifically related to data science because for me it's important to learn programming, various software, and the math. I don't remember if there's a math course available but I still feel that's where I'm lacking and so am taking some courses on my own now."