

# PEP 2003 – MAS and Joint Curriculum Results

*August 2003*

There were a total of 28 responses. The quantitative and qualitative responses of students who identified as MAS or Joint are represented here, however qualitative responses for Joint student where specific LIBR courses are mentioned are included with the MLIS Summary. This is to compensate for the small numbers of MAS and Joint students, and to avoid the risk of a student being identified by his or her comments.

Where applicable, the names of person have been removed from responses, as the PEP survey is not intended to facilitate critiques or praise of specific people within SLAIS.

## ***MAS Executive Summary***

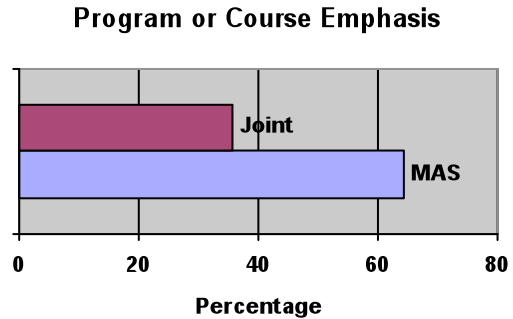
- Offer more courses, especially during the summer
- Repeat each course in a regular, predictable pattern
- Vary which courses are offered during evenings and weekends
- Firm up schedules – for both the upcoming semester timetables, and within a semester for each series of lectures.
- Add more practical application
- Add more instruction in information technology relevant to archives.
- ARST 554, 556A and 575A were most-cited for needing improvement.
- Add MAS course web pages and keep online course information current.
- Review the internship for flexibility, credits and workload.
- MAS students compare their program to the MLIS program. MLIS have more opportunities (1 credit courses, practical experiences, summer courses and financial awards).
- Replace the old, cold, uncomfortable tablet desks.
- Old SLAIS facilities were appreciated, but had a general sense of disrepair.
- Archival journals available in the reading room are appreciated, but should be used on the premises only so they are available to everyone, all the time.
- Old lounge and kitchen spaces, including maintenance schedule, were great.
- Computers in old Lab I were too slow.
- Top rated need for New SLAIS facilities: separate quiet and group study space.
- Close second: lounge space.
- Add more lockers.
- LASSA is overwhelmingly run by MLIS students. MAS students may question LASSA spending. However, colloquia are appreciated.
- Time constraints of school, and often paid employment, make it difficult to fully participate in SLAIS student life.
- There is a lack of interaction between the MAS and MLIS student groups, partly due to course scheduling (they are simply not at SLAIS at the same time).

- Tuition raise information was adequate. However, more information should have come directly from official sources and the consultation process was perceived to be insultingly inadequate.
- Tuition raises matter: MAS students have to work more hours, rearrange already-strict budgets and/or borrow more money.
- Financial awards and aid information provided on the slais-students listserv is adequate. However more MAS awards are needed, particularly need-based.
- SLAIS administration processes and communications work well.
- Most MAS students have satisfactory relationships with their advisors, though quality varies dramatically (a few students do not know who their advisor is).
- The additional sessional instructor hired (02/03) was a good use of funds, but more instructors are still needed.
- The worst parts about SLAIS are the people and the courses.
- The best parts about SLAIS are the people and the courses!

## Section 1 – Student Information

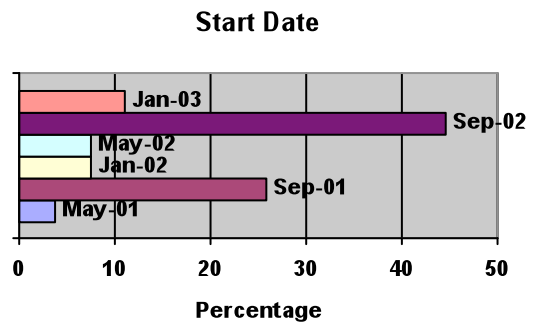
1.1 What is your program or course emphasis at SLAIS? (Check all that apply.)

	<u>Percentage</u>	<u>Responses</u>
MAS	64.3%	18
Joint	35.7%	10
TOTAL	100%	28



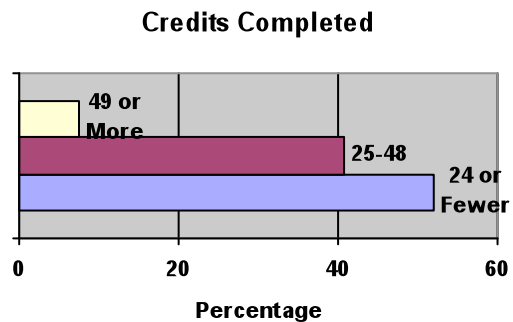
1.2 If you are pursuing your MLIS, MAS, or Joint Degree, when did you begin your core courses at SLAIS?

	<u>Percentage</u>	<u>Responses</u>
May 2001	3.7%	1
Sept 2001	25.9%	7
Jan 2002	7.4%	2
May 2002	7.4%	2
Sept 2002	44.5%	12
Jan 2003	11.1%	3
TOTAL	100%	27



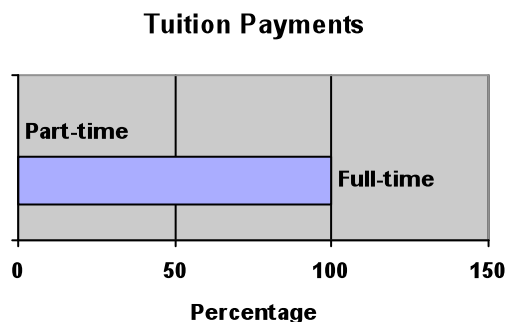
1.3 At the end of April 2003, how many credits will you have completed?

	<u>Percentage</u>	<u>Responses</u>
24 or fewer	51.9%	14
25-48	40.7	11
49 or more	7.4%	2
TOTAL	100%	27



## 1.4 Are you paying full-time or part-time tuition fees?

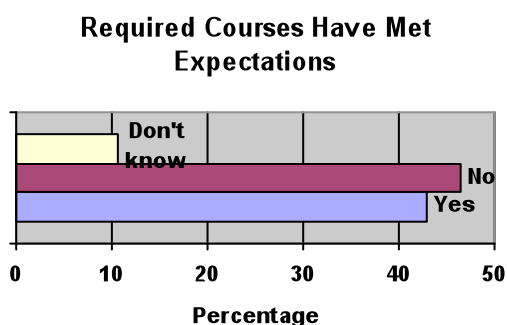
	<u>Percentage</u>	<u>Responses</u>
Full-time	100%	28
Part-time	0%	0
TOTAL	100%	28



## Section 2 – Curriculum and Courses

### 2.1 Have the required courses you have taken met your expectations?

	<u>Percentage</u>	<u>Responses</u>
Yes	42.9%	12
No	46.4%	13
Don't know	10.7%	3
TOTAL	100%	28



### 2.2 If 'No', which course(s) and why?

2 students cited ARST 515: Arrangement And Description of Archival Documents:  
 Would be better if they were distinct courses -- arrangement as a first term course and description as the following term course.

2 students cited ARST 530: The Juridical Context Of Canadian Archives:  
 The content of the course was extremely weak.

2 students cited Intro to IT for Archivists:  
 The MAS courses do not include enough coverage on computers

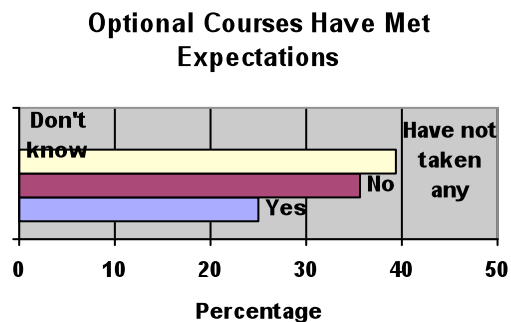
1 student cited ARST 510: Archival Diplomatics:  
 Such an intense course it would have been more productive if it had been one year long, to properly understand and absorb all the various concepts.

1 student cited ARST 516: Management Of Current Records:

I expected the Management of Current Records course to have a more practical approach.

### 2.3 Have the optional courses you have taken met your expectations?

	<u>Percentage</u>	<u>Responses</u>
Yes	25.0%	7
No	35.7%	10
Have not taken any	39.3%	11
Don't know	0%	0
<b>TOTAL</b>	<b>100%</b>	<b>28</b>



### 2.4 If 'No', which course(s) and why?

#### 4 students cited ARST 575A: Electronic Records:

The course was divided between two instructors and it would have been beneficial to have the second instructor stay for a longer period. That section was compressed and made the completion of assignments difficult.

The changing of the schedule made it very difficult if you were trying to work and go to school at the same time.

#### 4 students cited ARST 554: Database Design:

The course was sold to us as a course that focused specifically on archival applications of databases. This has not been the case. There are incorrect assumptions about the general level of computer literacy among the students, specifically with regard to Microsoft Access. The instructor does not create confidence in me that he has mastery of the subject. The failure to restrict registration in this block to MAS/Joint students has prevented it from specifically addressing archival concerns.

(Blanchette) - not nearly enough instruction on how to actually design a database in Access or how the features in Access work

#### 4 students cited ARST 556a: Topics In Archival Automation: Standards-Based Archives Automation:

There seemed little connection between the readings, the lectures and the assignments. It took far too long to get marked assignments back. When they were returned there was NO feedback or explanation of the grading criteria.

Was very disorganised -- instructor rarely seemed prepared

#### 2 students cited ARST 540: Archival Public Services:

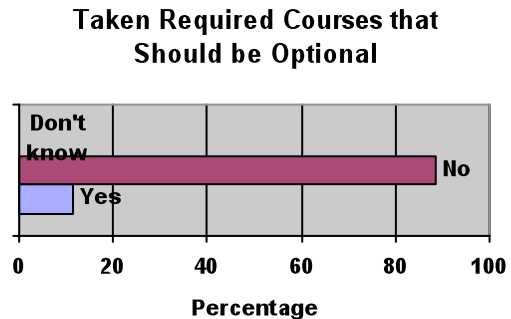
The level of discussion and debate within the class has not been what I would expect for such a course. Many debates have been over simplified or simply cut off in the interest of fostering a "be nice to users" mindset.

1 student cited the electronic text course:

Was just XML, what about the effective use of standard applications like MS Word?

**2.5 Have you taken any required courses you feel should be optional?**

	<u>Percentage</u>	<u>Responses</u>
Yes	11.5%	3
No	88.5%	23
Don't know	0%	0
TOTAL	100%	26



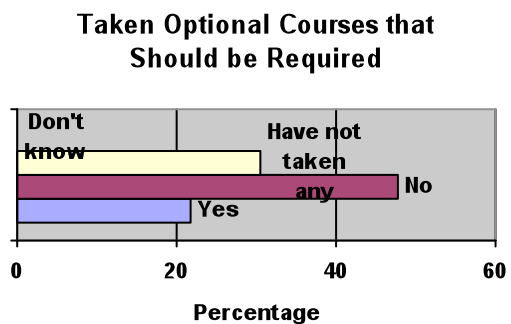
**2.6 If 'Yes', which course(s) and why?**

1 student cited ARST 530: The Juridical Context Of Canadian Archives:

I suspect that if it had been a faculty instructor rather than a sessional I would feel differently, but as it was I learned very little from the course.

**2.7 Have you taken any optional courses you feel should be required?**

	<u>Percentage</u>	<u>Responses</u>
Yes	21.8%	5
No	47.8%	11
Have not taken any	30.4%	7
Don't know	0%	0
TOTAL	100%	23



**2.8 If 'Yes', which course(s) and why?**

1 student cited ARST 575A: The Continuing Preservation Of Electronic Records:

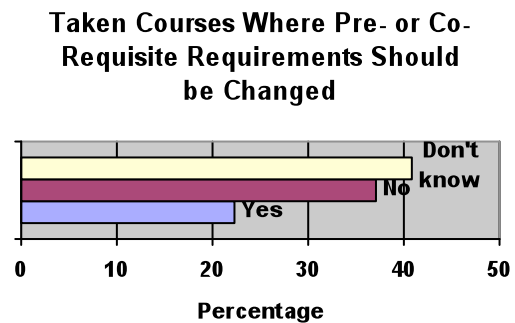
Deals with topics that are becoming increasingly important and relevant in the 'real world' and provide necessary skills not taught in other courses.

1 student cited ARST 575B: Topics In The Management Of Records: Administering Freedom Of Information And Protection Of Privacy Legislation:

Deals with topics that are becoming increasingly important and relevant in the 'real world' and provide necessary skills not taught in other courses.

## 2.9 Are there courses for which you feel the pre- or co-requisite requirements (or lack thereof) should be changed?

	<u>Percentage</u>	<u>Responses</u>
Yes	22.2%	6
No	37.0%	10
Don't know	40.8%	11
TOTAL	100%	27



## 2.10 If 'Yes', which course(s) and why?

### 3 students cited ARST 554: Database Design:

Should be required to have a basic knowledge of databases before they take this course

I think that each section should have their own course. I realize this is not conducive to the situation at SLAIS but archives treat material differently than libraries and I think that it should be reflected in the way the course is taught.

### 1 student cited ARST 556a: Topics In Archival Automation: Standards-Based Archives Automation:

Should require a demonstrated level of literacy with database software.

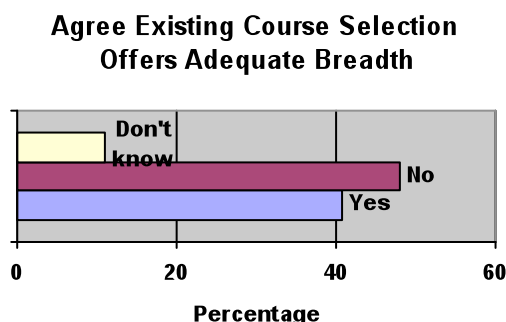
### Additional Comments Regarding Pre- or Co-Requisites:

If a course is to be a pre-requisite, it should be designed and taught in a way that makes it an 'effective' pre-requisite

Some of the library and archival courses should be open to both without having to write a 1-2 rationale for why the student wants to take it (ridiculous paperwork for nothing). (a couple of sentences would do)

## 2.11 Does the existing selection of courses provide an adequate opportunity to obtain a broad education in the field?

	<u>Percentage</u>	<u>Responses</u>
Yes	40.8%	11
No	48.1%	13
Don't know	11.1%	3
TOTAL	100%	27



## 2.12 Please elaborate:

### 5 students cited Practical Application:

The theory/practice debate is too hot & heavy, with our department heavy on the theory side. I didn't work in archives before this and don't know how well this will apply. Seems skewed.

They almost seem to feel that moving beyond theory to the application of the technologies is "beneath them". Unfortunately, I will have to work in the real world -- not in their isolated ivory tower where theory is all that matters.

### 4 students cited Technology:

The lack of competent technology instruction in the MAS programme is appalling. None of the full-time faculty seem to have any grasp of the application of information technologies in the archival context -- except in the theoretical sense.

### 2 students commented on the Number of Courses Available:

The course selection was very limited. In the second year there were not very many options to choose from when planning my program.

There are not enough courses for MAS students to take, which may be the result of not having enough teaching staff. The only option for students would be to do directed studies and you lose the atmosphere of being able to interact with fellow students.

### 2 students cited Small Archives:

The focus of the ARST courses seems to be on large provincial and national environments. I feel completely unprepared to deal with a small organisation should I need to work in one.

I would like to see more examination of how one individual in an archival setting must deal with wearing more than 1 hat, as administrator and "technician" that is actually processing material.

2 students cited Corporate Archives:

Need more on corporate archives

1 student cited MARC for Archives.

We have a lot of theory on the archival side, but I think we should have a course that introduces to MARC and MARC for archives. Many job postings particularly in the US require a knowledge of these standards and we have no clue how they work.

1 student cited MARC for Records Management.

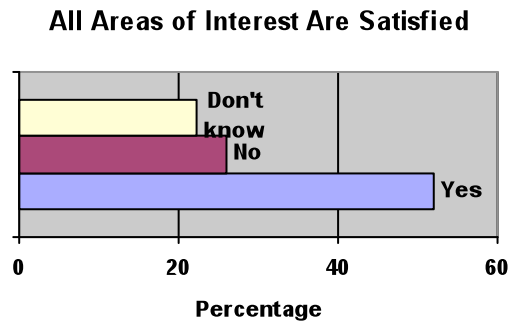
There are not enough courses in records management. I think I will be completely qualified to walk into a position as an archivist, but I think I will have to learn about the records management position on the job.

1 student cited Music Archives.

Some courses, such as the music archives course would be quite interesting, but there is no one to teach it.

**2.13 Have all your areas of interest been satisfied by the course selection?**

	<u>Percentage</u>	<u>Responses</u>
Yes	51.9%	14
No	25.9%	7
Don't know	22.2%	6
TOTAL	100%	27



**2.14 If 'No', what topics would you suggest?**

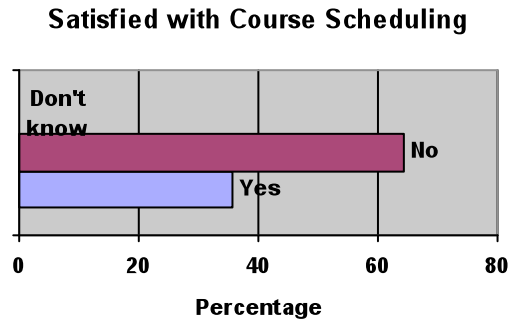
2 students cited Records Management

Other Topics Suggested:

- Advanced public programming
- Business administration
- Fundraising for public or private programmes
- Legal and governmental archives
- More about software
- Networking & PR

## 2.15 Has the scheduling of courses met your expectations?

	<u>Percentage</u>	<u>Responses</u>
Yes	35.7%	10
No	64.3%	18
Don't know	0%	0
TOTAL	100%	28



## 2.16 Please elaborate:

### 5 students cited Inconsistent Schedules:

The constant changing of standard scheduling to meet the personal needs of the instructors shows just how much they don't seem to care about the needs of the students.

The fall schedule was switched around at the last moment causing a great deal of problems.

### 3 students cited Summertime Scheduling:

There should be the choice for archival students to take at least four summer course.

### 2 students cited Regularity of Course Offerings:

Some courses are not offered regularly enough. It is also hard to plan things if one does not know what may or may not be offered later on.

### 2 students cited Evening / Weekend Scheduling:

Wish more courses offered at night or on a condensed schedule so students would have a freer schedule to work considering tuition just keeps on rising!

### 2 students cited Overloaded Schedules:

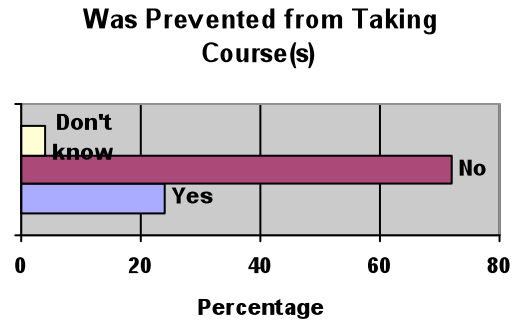
There's a lot of pressure to take summer courses and plow through ASAP without retaining very much. I wish I could get my funding and take 2 or 3 courses per term. That's why some of our classmates dropped out. People need "a life" outside school, including jobs to pay for it in the "real world."

### 1 student cited Registration:

There was inadequate notice given to first-year MAS students as to when they could begin registering for second-term courses. Also, it is unfair to MAS students that they must compete with MLIS students for MAS program required courses (such as Preservation) or courses that are oriented more toward MAS students.

## 2.17 Are there courses which you have been prevented from taking?

	<u>Percentage</u>	<u>Responses</u>
Yes	24%	6
No	72%	18
Don't know	4%	1
TOTAL	100%	25



## 2.18 If 'Yes', which course(s) and why?

### 2 students cited Arst 587: Preservation:

Part of the core - there were initially not enough spots for ARST students, and in the end I took an optional course instead. It would have been preferable to be able to take all the core at once, and my optional course is better suited to second-year students.

### 1 student cited ARST 595: Internship:

Internship because the program demands full time hours of unpaid work [...] I do not like to think about this but sometimes I feel that because I have to work, I am penalized.

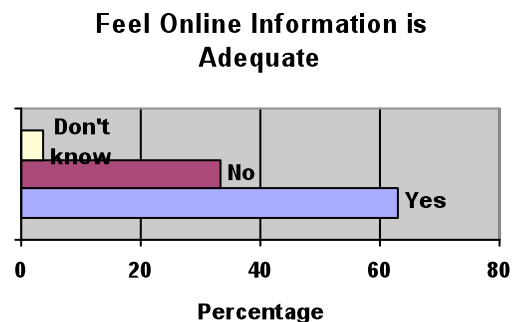
### 1 student cited ARST 554: Database Design

### 1 student cited Inconvenience:

I have been able to get all my courses because I was determined to get into them and got on waiting lists and talked to the director of the school and to the instructors, but this was time-consuming and distracting.

## 2.19 Is course information available online adequate? (e.g. syllabi, assignments, etc.)

	<u>Percentage</u>	<u>Responses</u>
Yes	63%	17
No	33.3%	9
Don't know	3.7%	1
TOTAL	100%	27



## 2.20 If 'No', for which course(s) was the information inadequate and why?

### 5 students cited the absence of ARST Course Web Pages:

Most (if not all) of the archival courses do not have course web pages and if a web page can offer the syllabus and some related web resources, that would be a useful tool for MAS students.

You are kidding, right? Other than the syllabuses (which are often out of date) NOTHING is available online.

LIBR 541 and ARST 554 (Blanchette). There are no online course pages.

### 3 students cited Outdated Online Course Information:

Often only available too late to make an informed decision regarding registration

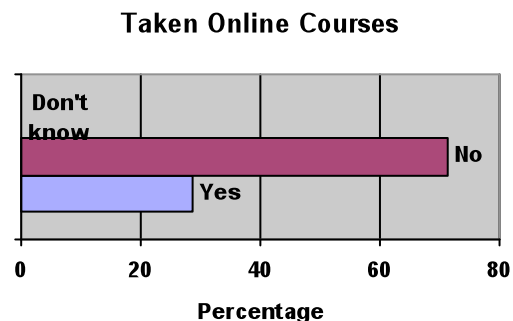
It is frequently not updated and can lead to confusion. For example, Arrangement and Description are still listed in some places as being separate courses.

### 1 student cited Inadequacy of Online Course Information:

Registration and course descriptions are really lame, [one professor's] syllabi are incomprehensible.

## 2.21 Have you taken any online courses at SLAIS?

	<u>Percentage</u>	<u>Responses</u>
Yes	28.6%	8
No	71.4%	20
Don't know	0%	0
TOTAL	100%	28



## 2.22 If 'Yes', how was your experience of taking the online course(s) at SLAIS?

[No Responses]

## 2.23 If 'No', how do you feel about the idea of taking online courses at SLAIS?

4 responses: I would love to take online courses!

2 responses: I think making course available online provides easier access for individuals who can not - for whatever reason - attend regular classes so it provides an essential service.

2 responses: It depends on the course

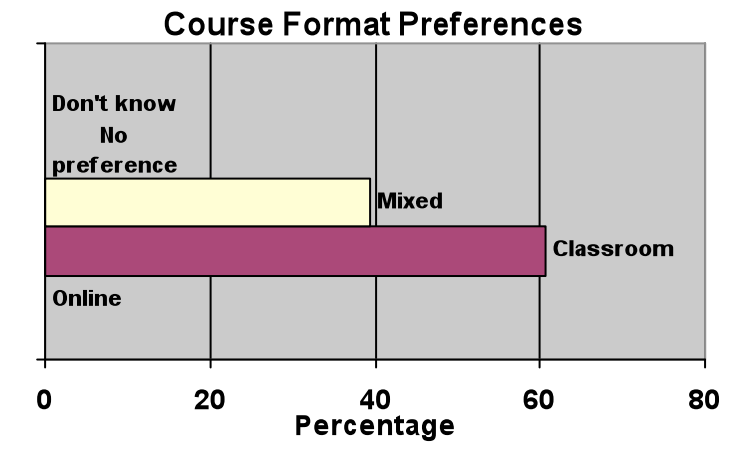
2 responses: Wish we had the choice

2 responses: Prefer the interaction of different points of view and the ability to focus completely in an enclosed space (i.e. classroom). If given the choice, I would register for in-class options only

4 responses: I dread them. [...]

## 2.24 Which course format would you prefer?

	<u>Percentage</u>	<u>Responses</u>
Online	0%	0
Classroom	60.7%	17
Mixed	39.3%	11
No preference	0%	0
Don't know	0%	0
TOTAL	100%	28



## 2.25 Please elaborate:

1 student cited an interest in the online format:

I would at least like the option as an archival studies student to take a few courses online, electives for instances.

4 students cited preferences for classroom:

I spend enough time online doing research and other work for my courses, and I value the opportunity to meet with an instructor and other students in a classroom setting. Also, it would be hard to have an online student community, I think, whereas by meeting in person we can easily exchange ideas and share our experiences in the class.

It's a personal choice - I learn best in a classroom setting.

For foundation courses I feel a student needs to take advantage of the immediacy of a classroom environment. Online courses too often serve to isolate the student because, when it comes right down to it, it's just you and your computer trying to make sense of the information on the screen. WEBCT tries to emulate a classroom model in that it provides discussion forums that the student is expected to participate in, as a way of providing classroom participation. While a student can post their problems with

material on this kind of forum it in no way takes the place of being in a classroom with the instructor and other classmates present. [...]

7 students commented on a mixed format:

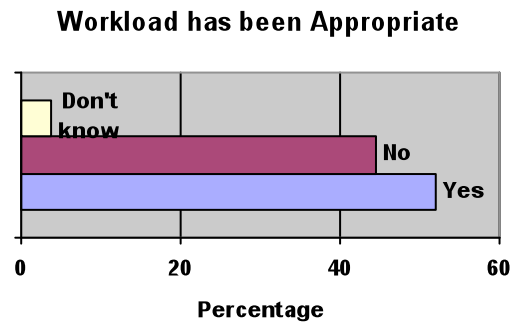
I would like a combination of online and classroom as it would sort of provide the best of both worlds. Some face to face interaction, some working while in your pajamas!

Maybe scheduled meeting times so that there is room for face-to face meetings even if they are only 3x out of a term, for example.

Ultimately it depends on the course, but you need to have a teacher there to help digest the material. Many of us coming into the program have little or no backgrounds in the areas we have chosen to pursue. Having someone to guide you and introduce you to the material is essential.

**2.26 Has the workload for courses you have taken been appropriate?**

	<u>Percentage</u>	<u>Responses</u>
Yes	51.9%	14
No	44.4%	12
Don't know	3.7%	1
TOTAL	100%	27



**2.27 If 'No', which course(s) and why?**

2 students cited ARST 515: Arrangement And Description Of Archival Documents:

The joining of arrangement and description into one course has resulted a heavy workload and not enough time has been allowed for each half, particularly in terms of working on the description assignment.

1 student cited Arst 517: Recordkeeping:

Recordkeeping is fascinating, but it can seem severely overwhelming when put into context. There is a lot of work (2 20 minute presentations, 20 page paper, 6 page paper, 10 page report, and around 60 to 100 pages of reading a week). [...]

1 Student cited ARST 575A: The Continuing Preservation Of Electronic Records:

The readings list for ARST 575A was quite extensive and interesting. However, it would be helpful to have the list divided into required readings and recommended readings for students to sort through the list and determine which readings would be beneficial.

1 student cited the Archival Core:

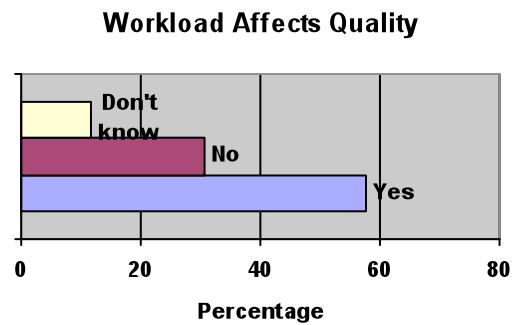
First term ARST was totally overwhelming. I feel I really missed out on a lot of material due to the massive amounts of reading, truly weird Diplomatics schedule, pressure to produce papers without research time, not getting exams back so we could see how well we did and what we missed etc. I had "exam clutch" for the first time in my life, feel I have huge gaps in my understanding from ALL my courses due to the rapidity and pressure to absorb too much too quickly. [...] If you have family, job or Info Tech problems, you're dead meat.

1 student cited Sessional Instructors:

The workload of courses with sessional instructors has been noticeably lighter than the workload in other courses.

**2.28 Does your workload affect the quality of your learning experience at SLAIS?**

	<u>Percentage</u>	<u>Responses</u>
Yes	57.7%	15
No	30.8%	8
Don't know	11.5%	3
TOTAL	100%	26



**2.29 Please elaborate:**

5 students cited Lack of Time to Absorb Material:

The number of assignments and readings makes it difficult to really think about, or digest, issues or ideas that arise. I find it difficult to keep up with the workload, let alone have original thoughts on issues on any kind of regular basis.

When the workload is too much, one starts to do the work in order to get through the term and not in order to learn.

4 students cited Scheduling of Course Assignments:

It's not so much the overall workload and the complete lack of coordination between the courses. I've had several major assignments due in the same week. Don't the faculty ever talk to each other?

The spacing of the assignments is questionable. In the last 2 weeks, we have had a total of 4 assignments due. A couple of the assignments were multi-parts which turned the 4 assignments into 6-7 assignments. Although group work is intended to cut down on the amount of work involved, it seemed to

add to the stress. Just getting together with your group or remembering what group you are in, is difficult and time-consuming.

2 students cited Overall Volume:

We're so bogged down in readings and assignments, there is no time to think about and enjoy the material: it's not all about volume, folks. This ain't boot camp!

I answered 'yes' to the appropriate workload question because I believe that the workload assigned to each individual course I have taken has been necessary for it. However, when all the courses are added together, the workload has been somewhat overwhelming, especially in the second term. Once all the assignments began to pile up, it became impossible to complete the required course readings, which has had a detrimental affect on the quality of my learning experience.

2 students cite Part-Time Work:

I study doubly hard, I participate doubly hard because I work and study full time. I make good grades -- can you imagine what my grades would look like if I just had to study all day long? And not work for my bread and butter?

2 students cited Course Readings:

Some courses have been too heavy on the reading - I find it impossible to keep up at the end term

2 students are Unaffected by the Workload:

Although the workload is heavy, this is graduate school. Learning what is required and what would be good to know is something you need to know for your working career as you will never have time to read every article that you should. [...]

## 2.30 In what manner do you plan to complete your program requirements?

### Percent Count Answers

14.8%	4/27	Carry a full course load for consecutive winter and summer terms
44.4%	12/27	Carry a full course load for consecutive winter terms, and take one or more summer courses
37.0%	10/27	Carry a full course load for consecutive winter terms, without taking summer courses
0.0%	0/27	Carry a reduced course load for consecutive winter terms, but carry a full course load in consecutive summer terms
0.0%	0/27	Carry a reduced course load for consecutive winter and summer terms
0.0%	0/27	Carry a reduced course load for consecutive winter terms, without taking summer courses
0.0%	1/27	Other.
3.7%	0/27	Don't know

### 100.0% 10/27 Summary

## 2.31 Why have you chosen to complete your program requirements in this manner?

### 12 students cited Lack of Summer Archival Courses:

There are no archival classes in the summer and I wish that there were.

The MAS program does not allow much flexibility!

### 5 students cited a Desire to Graduate:

Get it done as fast as possible

### 4 students cited Financial Resources:

Because it is the simplest method for me. I need to work in the summer time to pay for my schooling and do not want to be overburdened with student loan payments when I graduate.

I want to finish as soon as I can because tuition is increasingly expensive

### 2 students cited Work Experience:

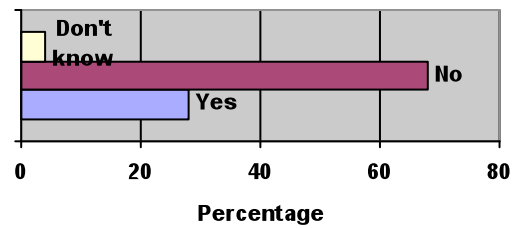
I want to try and gain work experience during the summer through internships or similar positions. I have no relevant experience so it is important to me to have some prior to graduating.

## 2.32 Does the manner in which you are completing your program requirements affect your learning experience at SLAIS?

	<u>Percentage</u>	<u>Responses</u>
Yes	28%	7

No	68%	17
Don't know	4%	1
TOTAL	100%	25

**Degree Schedule Affects Learning Experience**



### 2.33 Please elaborate:

#### Responses Vary Widely - Samples:

Because I can't afford to be in school for long, I may not be able to take courses I want because of scheduling, just want to organize my schedule so I finish as fast as I can, regardless of what I take. It is more important to me that I just get the degree

I am here to learn. If it takes me a bit longer to finish my program, so be it. Having said that, I hope I feel like I know something after the program is over. Right now, I feel like I barely know anything except how to use a couple of computer programs.

I am able to work (gain valuable experience) and participate in the various student groups as SLAIS.

Also, I am part of a class that is going through many of the same courses together. We support each other and will eventually be colleagues in the professional community, and I'm glad to have the opportunity to get to know my classmates in the full-time context.

### 2.34 Please use this space to express any additional comments, concerns or questions about SLAIS curriculum and courses:

#### 2 students cited Internship:

Review the Internship (some students have started to call it free labour or slave labour) program and make it flexible for people who have to do paid work. Review the credits and hours the MAS program gives out for Internship and ask the students their feedback. (Why do library students get the same credits for so much less?)

#### 2 students cited Comparisons with MLIS:

I am very disappointed that the same opportunities that our MLIS counterparts enjoy are not extended to the MAS side. For example, 1 credit courses, or an option of several courses in addition to practical work experiences (i.e. professional experience or practicum). Many students are unable to spend the summer working for free, but could benefit from taking a

course over the summer and reduce their workload for the following winter term.

Remaining Responses Vary Widely - Samples:

I think that the MAS should have more lecturers [...]

My only concern is that the archival program does not have enough practical courses. [...]

Think hard about bending a little, especially for the MAS program. And if the program is so adamant about full time students, make the resources (scholarships, grants, student work, etc.) much more available to students.

I think that the registration process has some problems. When MAS or MLIS students want to take courses from "the other side," they are not able to register online when registration begins at 7:00am; they are registered by the SLAIS office when it opens later in the morning. When all of the seats are gone before the office opens, this means that the student is put on a waitlist. There should be a way for students to register online. This would provide equal access to courses.

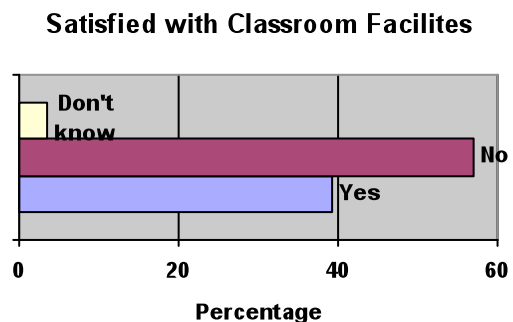
I wish I had started here ten years from now when the curriculum might show some sense of being in the present century [...]

[...] I want to be able to choose the format in which I "hand in" finished materials. I don't want to lose marks for not going to a class to hear about a topic that I could teach better than the instructor. I was told that SLAIS students were considered the "colleagues" of instructors, because we would soon be professionals in the field. At no time have I felt like a colleague.

**Section 3 – SLAIS Facilities**

**3.1 Are you satisfied with classroom facilities at SLAIS? (e.g. size, furniture, blackboards/whiteboards, computers, a/v equipment, etc.)**

	<u>Percentage</u>	<u>Responses</u>
Yes	39.3%	11
No	57.1%	16
Don't know	3.6%	1
TOTAL	100%	28



### 3.2 Please elaborate:

#### 19 students cited the Tablet Desks:

The desks are horrible to spend any length of time in.

How long have we had the chairs in 839 and 835? Too long. I think it's time SLAIS was a graduate department and not a High School. The chairs in these classrooms are pitiable. How am I supposed to manage my RAD manual, notes and whatever the professor hands out during class on those things. Come On!

I despise the little desks! They are extremely uncomfortable and one has to manoeuvre very carefully to get into them. Also, I don't like sitting in desks at the graduate level -- it makes me feel very subordinate and isolated. I'd much rather sit at tables in regular chairs.

The desks are also not conducive to staying warm in the chilly SLAIS classrooms, and they hurt my back.

-U-N-C-O-M-F-O-R-T-A-B-L-E

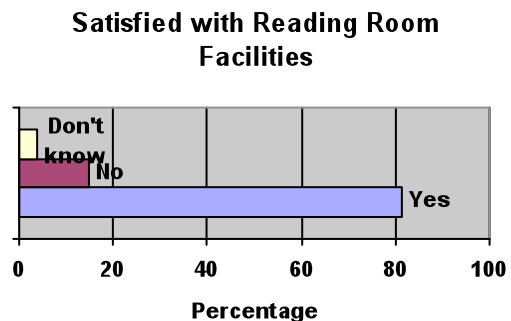
#### 2 students cited a General Sense of Disrepair:

I was kind of shocked during my first visit to SLAIS. For a professional program I expected an appropriate level of presentation in terms of the school facilities and layout. I did not expect the kind of haphazard arrangement of the department that I saw. [...]

Things are falling apart and sometimes consecutive lighting structures are in complete disrepair.

### 3.3 In September 2002 the research space adjacent to Room 854 was designated as multipurpose (research, reading room and group study space). Are you satisfied with the current Reading Room facilities (space, furniture, etc.) at SLAIS?

	<u>Percentage</u>	<u>Responses</u>
Yes	81.5%	22
No	14.8%	4
Don't know	3.7%	1
TOTAL	100%	27



### 3.4 Please elaborate:

#### 7 students expressed Satisfaction:

It's great! I love having that quiet space to study and read and really hope that a similar environment is available at the swing space.

Nice space to have - quiet, natural light, desks - much better than the old "reading room".

5 students suggested Areas for Improvement:

Too few desks are available to all students. It is also not very useful for group study space because it lacks large tables from people to gather around.

The clock does not work. The chairs are not comfy.

I seldom use this room as there is a humming noise that gives me a headache. If the noise were gone, I would use the space more often.

I only wish all of us could have a locking desk space like the Ph. D.'s so I wouldn't have to drag a file cabinet full of materials in my backpack every day. (Locker is too small)

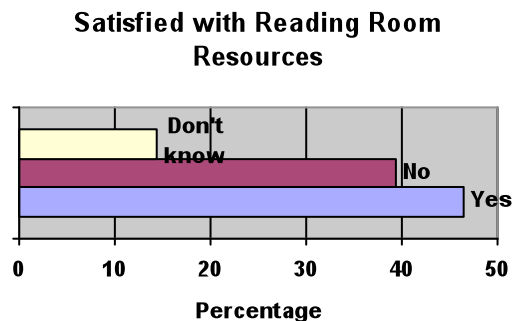
2 students expressed concern over the Multi-Use Designation:

[...] people do not seem to realize that group study is different from quiet study.

Although, the reading room is rarely quiet as many individuals take the opportunity to have group discussions, or catch up with each other's lives.

**3.5 Do the print resources provided in the Reading Room meet your resource needs?**

	<u>Percentage</u>	<u>Responses</u>
Yes	46.4%	13
No	39.3%	11
Don't know	14.3%	4
TOTAL	100%	28



**3.6 Please elaborate:**

12 students commented on Archivaria and/or American Archivist:

I appreciate having Archivaria and American Archivist available I just wish we had the most recent versions available to us.

I find it frustrating when volumes of Archivaria and American Archivist go missing at the beginning of the term and do not reappear until the end.

Hard to believe that a school which has been around as long as this one does not have a complete set of archival journals or a set of the 'classics'

2 Students stated they Do Not Use the Reading Room:

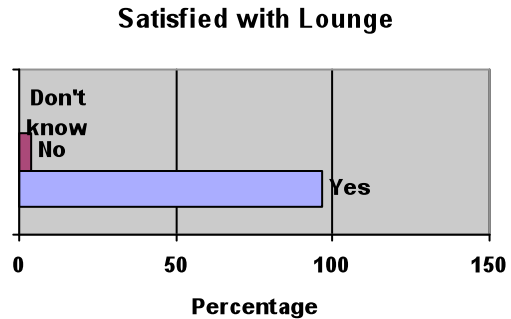
I only went to the Reading Room once, during orientation. I did not trust myself to be able to find it again after that.

1 Student cited Copy Quality:

Need [...] three GOOD (no unreadable ccs of ccs of ccs) sets of copies of EVERY reading set out two weeks before due. The cost of unreadable copy packets is outrageous, and doing your own is also an expensive pain in the butt, especially if they aren't available or very difficult to reserve or locate in the library or in full text online.

**3.7 In September 2002 the classroom space in room 830 was designated as lounge space and the kitchen reopened. Are you satisfied with the current lounge space?**

	<u>Percentage</u>	<u>Responses</u>
Yes	96.4%	27
No	3.6%	1
Don't know	0%	0
TOTAL	100%	28



**3.8 Please elaborate:**

Comments Vary – Samples:

The lounge has made the atmosphere more collegial than it has been for a while. I think that it has also permitted people from the MLIS and MAS concentrations to interact a lot more.

As with the Reading Room space, this area makes working at school a lot more convenient.

It's great to finally have a kitchen/lounge space back. It's been well used for group meetings or talking to fellow SLAIS students.

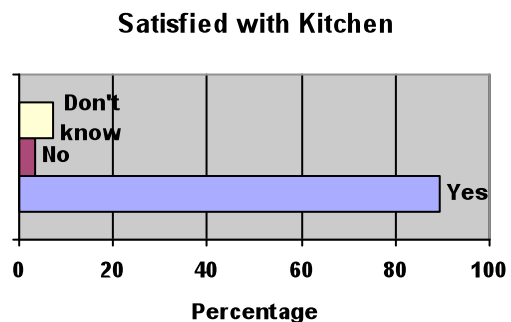
water and micros are GREAT

Not enough seats/chairs.

Would be nice if it was bigger [...]

**3.9 Are you satisfied with the current kitchen space?**

	<u>Percentage</u>	<u>Responses</u>
Yes	89.3%	25
No	3.6%	1
Don't know	7.1%	2
TOTAL	100%	28



### 3.10 Please elaborate:

#### Comments Vary – Samples:

The two fridges and microwaves are great for storing and heatin up lunches. I'm on a tight budget and can't afford to buy a lunch (and sometimes dinner) everyday. Please ensure that the new facilities and building have a lounge and kitchen space! The only problem is students leaving their trash for others to clean up after them.

Students can't make their own coffee (or tea) in a pot. And these are graduate students, I am sure we can manage that.

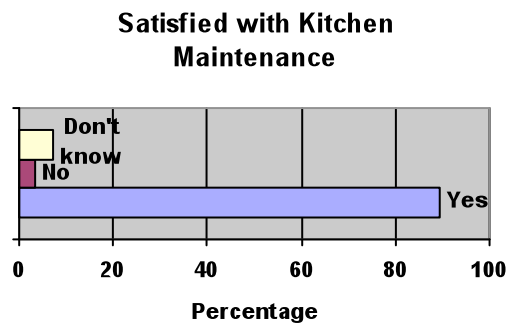
We need a new kettle. Please.

health and money-wise the kitchen is long overdue

A little small, but ok. Very busy at noon to one

### 3.11 Upon reopening the SLAIS kitchen and lounge in September 2002, a new maintenance system was set up where each SLAIS student volunteers to clean the kitchen for two days each semester. Are you satisfied with the current maintenance of the kitchen?

	<u>Percentage</u>	<u>Responses</u>
Yes	89.3%	25
No	3.6%	1
Don't know	7.1%	2
TOTAL	100%	28



### 3.12 Please elaborate:

#### Comments Vary – Samples:

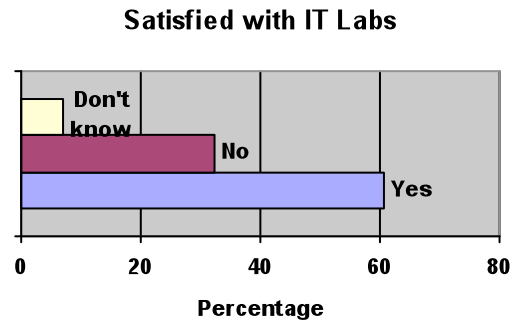
It's clean [and] there are no science experiments festering in the fridge. That's all that matters.

This is a fair way of maintaining the facilities.

I find that the same people are always signing up for kitchen duty. Can we have other students sign up?

### 3.13 Are you satisfied with the current SLAIS IT Labs?

	<u>Percentage</u>	<u>Responses</u>
Yes	60.7%	17
No	32.2%	9
Don't know	7.1%	2
TOTAL	100%	28



### 3.14 If 'No', what could be improved or added to the SLAIS IT Labs in order to better meet your education needs?

#### 8 students cited Slow Computers in Lab I:

I realize the budget at SLAIS is limited but is there anyway we could get better computers in LAB 1. Or even just a few. Those computers are horrendous you never know when your computer will crash or if it is going to eat your disk.

The computers in lab 1 are brutally slow. Are they coal powered? There aren't enough computers in lab 2. There are often students in lab 1 using the computers during scheduled class time that are not part of the class.

#### 4 students had Other Suggestions for Improvement:

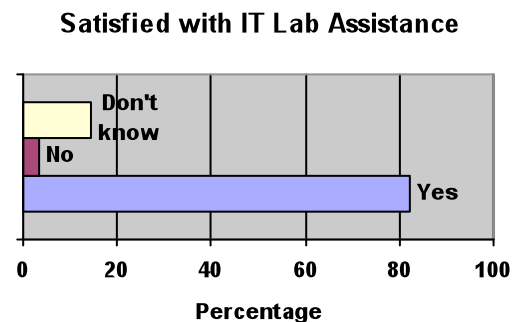
I would like to see more computers set aside for general use all day long.

The mice in the lab need improvement.

Why can't we get some good 3-D games on the computers to offset the stress of work, work, work?

### 3.15 Have you been able to obtain adequate assistance while working in the SLAIS IT Labs?

	<u>Percentage</u>	<u>Responses</u>
Yes	82.1%	23
No	3.6%	1
Don't know	14.3%	4
TOTAL	100%	28



### **3.16 Please elaborate:**

#### 5 students Gave Praise:

The lab assistants are great.

#### 3 students Suggested Improvements:

Although, if it would be possible to provide more evening service it would be more helpful.

#### 2 students Have Not Asked for Assistance:

I usually rely on my classmates to give me a hand if I have technical problems.

**3.17 In June 2003, SLAIS will be moving for three years to temporary swing space in the Technology Enterprise Facility III. As part of the planning process, space has been allocated for a SLAIS lounge (with a sink, space for a microwave, kettle, etc., and two refrigerators). Space has also been allocated for student boxes, student lockers, and shelving for course readings. We also anticipate space for quiet study and small group work. The exact configuration for all of these is still being planned. Please give us your ideas and comments on what configuration would best suit your needs.**

#### 8 students expressed a Need for Separate Quiet Study Space:

There is an absolute need for quiet study space. [...]

#### 6 students expressed a Need for Separate Group Meeting Space:

Additional group meeting space would be helpful as the current reading room tends to be for quiet/silent study.

What would be even better is if we had a room for group work etc... this might alleviate the continual hunt for meeting space.

#### 5 students expressed a Need for Separate Lounge Space:

I think SLAIS needs a lounge and a quiet reading room, these are quintessential. The lounge gives the students a space to converse interact and relax while on break or between classes. [...]

#### 3 students felt the Above-Described Facilities are Adequate

#### 2 students expressed a Need for Additional Lockers

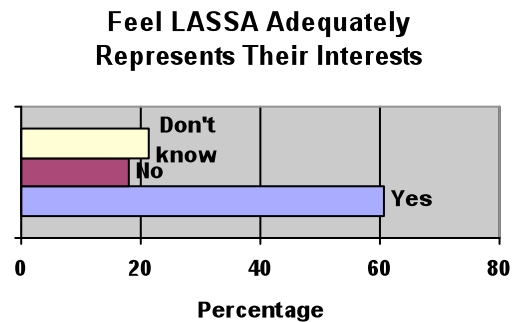
### **3.18 Please use this space to express any additional comments, concerns or questions about SLAIS facilities:**

[...] I have noticed that other UBC facilities have a pink soap, which is less irritating to my skin -- perhaps we could have this one in our new space.

## **Section 4 – LASSA and Student Life**

### **4.1 Does LASSA adequately represent your interests as a SLAIS student?**

	<u>Percentage</u>	<u>Responses</u>
Yes	60.7%	17
No	17.9%	5
Don't know	21.4%	6
TOTAL	100%	28



### **4.2 If 'No', please comment on areas you feel LASSA is not addressing:**

#### 2 students suggest LASSA Overly Represents MLIS:

I find too many events or activities are geared specifically to the Library school students.

LASSA is dominated by librarians

#### 2 students reserve Judgement:

Too soon to know.

#### 2 students questions LASSA's Use of Funds:

The use of LASSA money to fund a field trip to a bookstore in States concerns me. Is this a responsible use of money?

LASSA made students pay twice for a children's programming course, adding insult to injury: next time make SLAIS not SLAIS students pay for SLAIS mistakes

#### 1 student feels LASSA is Irrelevant:

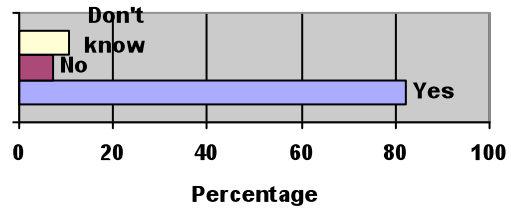
[...] It seems that LASSA has little chance of influencing decisions of real importance, though this seems to be changing since the departure of Ken Haycock from the directors position. Hopefully this trend will continue with the new director.

### **4.3 Has SLAIS provided sufficient opportunities to participate in SLAIS student life? (e.g. LASSA, LASSA events, student chapters of professional associations, colloquia, etc.)**

	<u>Percentage</u>	<u>Responses</u>
Yes	82.1%	23
No	7.1%	2
Don't know	10.7%	3

TOTAL 100% 28

**Feel LASSA Provides Sufficient Opportunites to Participate in Student Life**



**4.4 Please elaborate:**

4 students are pleased with the Number of Colloquia:

There are many great colloquia I have attended in the past two years. They have been quite informative and interesting. I hope there will be more in the future. The career workshops were also quite enlightening and I hope to attend any others that are offered in the future. I have also been able participate in LASSA and meet and work with a core of dedicated people.

3 students request More Thoughtful Scheduling:

Although, many events are scheduled around MLIS student schedules, as they represent a larger group.

Concerning the colloquia, these need to be more spread out across the year.

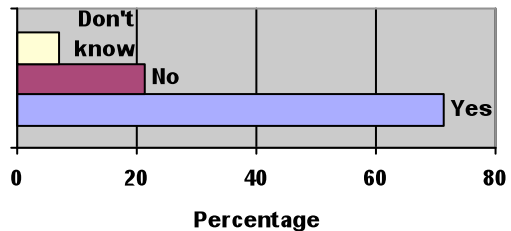
1 student suggested Improvements to Orientation:

But the orientation could have been a lot friendlier and less herd-like.

**4.5 Have you been able to participate to your satisfaction in SLAIS student life?**

	Percentage	Responses
Yes	71.4%	20
No	21.4%	6
Don't know	7.1%	2
TOTAL	100%	28

**Able to Satisfactorily Participate in SLAIS Student Life**



**4.6 Please elaborate:**

2 students have Participated

5 students cite Time Constraints:

I don't have the time to even consider a life outside schoolwork, much less participating in, or even being aware of, the executive and related activities.

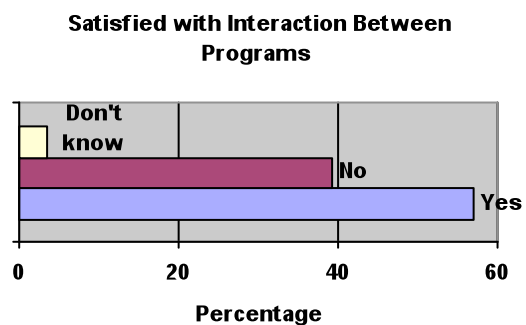
No. Because my work requires that I maximize my time, which means studying doubly hard because I do work.

1 students cited Financial Constraints:

I have an infant and cannot afford daycare for more time than I am in class.

**4.7 Have you been able to interact to your satisfaction with students from SLAIS programs and course concentrations other than your own? (e.g., if you are an MAS student, have you been able to interact with MLIS or MACL students?)**

	<u>Percentage</u>	<u>Responses</u>
Yes	57.1%	16
No	39.3%	11
Don't know	3.6%	1
TOTAL	100%	28



**4.8 Please elaborate:**

7 students observe a General Lack of Interaction:

There seems to be an invisible barrier between the programs without much interaction between the different groups.

There are probably more than enough opportunities, but people just tend to socialize more with others with whom they are taking courses...

2 students cited the Lounge as a Positive Force:

I think as a joint student I am able to interact well with both groups. Pictures of students are helpful in identifying who is in which program and being able to interact with students from various programs in the lounge has been quite beneficial. On a personal level, I think this has more with the willingness of the individual to take the initiative to meet other people while they are at SLAIS.

**4.9 Please use this space to comment on your general experience as a graduate student at UBC:**

5 students gave Positive Feedback - samples:

I love being a graduate student at UBC! It's great.

Very good programme, great teachers and fellow students, EXCELLENT LASSA DEDICATION, pretty good facilities (I LIKE the funky Old Building...) and gruelling course load which I hope will be adequate.

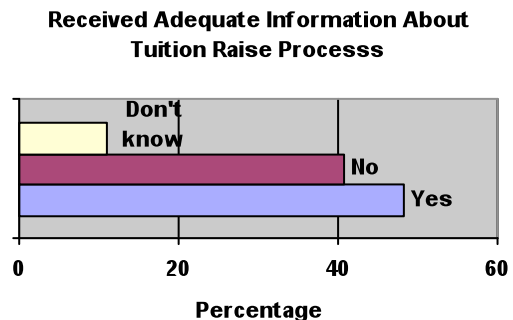
4 students gave Negative Feedback – samples:

Overall after two years I can conclude I know very little about this university, and have felt more alienated as a graduate student at UBC than when I was an undergraduate. Perhaps it because I chose to pursue my undergraduate degree at a much smaller university or perhaps it is UBC's policy towards students. I think the latter of the two statements is applicable. In my time here I have seen that there is no regard for the student body whatsoever, tuition consultation!?! As far as I am concerned it was a way to placate the students it was never meant to inform. I haven't heard someone say 'I don't know' so many times during the course of a presentation.

So far I feel detached from the rest of the SLAIS population and from the university in general. Since coming here, I have been told my tuition is going up, the facilities are moving, I have to start applying for library work, etc. It is very overwhelming and disconcerting. Maybe this is a common attitude of graduate students in the CORE. I don't know but it seems like I am missing something here.

**4.10 In September 2002, UBC raised SLAIS students' tuition by 27%. In May 2003, UBC will raise SLAIS students' tuition by another 20%. Do you feel that adequate information was provided about the process of raising tuition?**

	<u>Percentage</u>	<u>Responses</u>
Yes	48.2%	13
No	40.7%	11
Don't know	11.1%	3
TOTAL	100%	27



**4.10 Please elaborate:**

4 students commented on the Information Source:

I don't remember there being emails from the office or the director advising us - only from LASSA and other student groups

2 students felt there was Insufficient Notification:

Telling us during orientation week was insufficient. I had to acquire student loans to attend. If I had known about the tuition increase, I would have

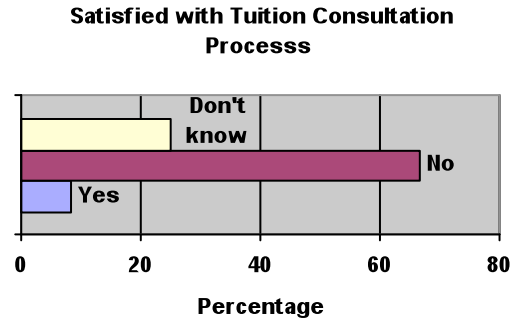
adjusted my application. As it stands, I have to watch my finances carefully and stretch out the money even more because of the tuition increase.

2 students cite One-Way Communication:

We had all kinds of information, but no real voice during the process.

**4.11 Was the tuition consultation process satisfactory?**

	<u>Percentage</u>	<u>Responses</u>
Yes	8.3%	2
No	66.7%	16
Don't know	25.0%	6
TOTAL	100%	24



**4.12 Please elaborate:**

Various comments, samples:

There were several meetings set up by the AMS rep and although Brian Sullivan came to the first meeting, he did not come to subsequent meetings nor did he have suitable answers to our questions.

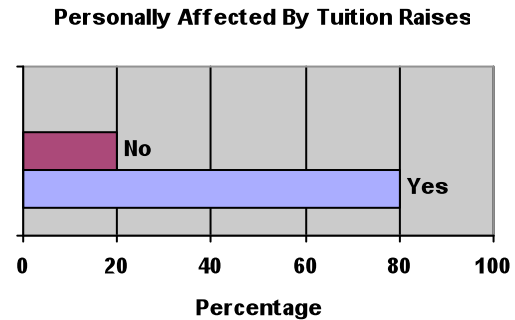
Whatever! The University totally was sneaky about it--doing it while people were writing finals and doing a real rush job about it.

The administration did not listen to our concerns about the increase.

I have not been active in this process, so I don't know. It doesn't seem like something in which students can have much say, really.

**4.13 Have the tuition raises affected you personally?**

	<u>Percentage</u>	<u>Responses</u>
Yes	80%	20
No	20%	5
Don't know	0%	0
TOTAL	100%	25



#### **4.14 If 'Yes', how have the tuition raises affected you?**

##### 10 students cite a Budget Constraints:

The increase was not in my budget. So, the money will need to be taken from another part of the budget -- I'm just not sure where.

Huge strain on the budget.

##### 5 students have to Work More:

With the 3 month unpaid internship had to work more during the school year. The stressful balance of school and work.

I now have to find additional work to pay for my tuition as I do not have a student loan. I am quite fortunate to find some work, but other students may not be. It can be quite hectic to juggle, school, work and a social life.

##### 2 students have to Borrow More:

It's more money, a bigger loan, a longer time to pay it back.

##### 1 student is Reconsidering the Program.

#### **4.15 Has adequate information been provided about student awards (e.g. scholarships or fellowships) and financial aid (e.g. bursaries or student loans)?**

##### **Percent Count Answers**

44.4%	12/27	Yes, adequate information has been provided about both awards and financial aid.
14.8%	4/27	No, awards information has been adequate but financial aid information has been inadequate.
3.7%	1/27	No, financial aid information has been adequate but awards information has been inadequate.
22.2%	6/27	No, both awards and financial aid information have been inadequate.
14.8%	4/27	Don't know

##### **100.0% 27/27 Summary**

#### **4.16 Please elaborate:**

##### 3 students use the Listserv and Website:

The SLAIS listserv has provided lots of information about awards and financial aid.

##### 5 students lamented the Lack of MAS Awards and Aid:

I have a particular bone to pick with the MAS side and financial aid. We have FIVE scholarships and NOTHING for financially needy students. [...]

I wish that there were more fellowship! And that there were more scholarships for MAS students.

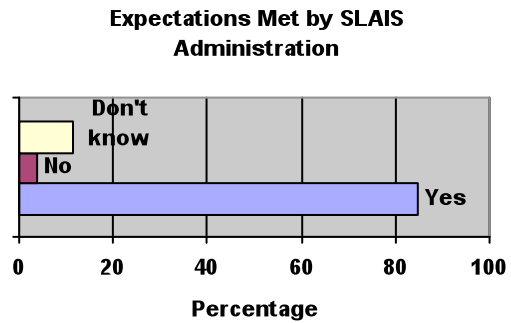
**4.17 Please use this space to express any additional comments, concerns or questions about LASSA or student life:**

[No Responses]

**Section 5 – SLAIS Administration, Faculty and Staff**

**5.1 Have SLAIS administrative processes met your expectations? (e.g. office resources, fees, application processes, etc.)**

	<u>Percentage</u>	<u>Responses</u>
Yes	84.6%	22
No	3.9%	1
Don't know	11.5%	3
TOTAL	100%	26



**5.2 Please elaborate:**

2 students request More Communication:

Information has not been adequately disseminated about fees, resource, and other administrative things.

But I would have appreciated more communication about registration timing (I didn't know that I could register for the winter term 2 courses until November, by which time two of my required courses were full).

**5.3 Are you satisfied with both the channels and the effectiveness of communication between SLAIS students and staff?**

**Percent Count Answers**

- 85.2% 23/27 Yes, I am satisfied with both the channels and the effectiveness of communication with SLAIS staff.
- 0.0% 0/27 No, I am only satisfied with the channels, but not the effectiveness of communication with SLAIS staff.
- 3.7% 1/27 No, I am only satisfied with the effectiveness, but not the channels of communication with SLAIS staff.
- 3.7% 1/27 No, I am not satisfied with either the channels or effectiveness of communication with SLAIS staff.
- 7.4% 2/27 Don't know

## **100.0% 27/27 Summary**

### **5.4 Please elaborate:**

2 students request More Communication:

Again, communications are not well enough published.

Important details regarding the review committee had to be 'researched' by the students

### **5.5 Are you satisfied with both the channels and the effectiveness of communication between SLAIS students and faculty?**

#### **Percent Count Answers**

75.0%	18/24	Yes, I am satisfied with both the channels and the effectiveness of communication with SLAIS faculty
8.3%	2/24	No, I am only satisfied with the channels, but not the effectiveness of communication with SLAIS faculty
0.0%	0/24	No, I am only satisfied with the effectiveness, but not the channels of communication with SLAIS faculty
8.3%	2/24	No, I am not satisfied with either the channels or the effectiveness of communication with SLAIS faculty
8.3%	2/24	Don't know

#### **99.9% 24/24 Summary**

### **5.6 Please elaborate:**

2 students cited the Director's Forums:

Particularly the director's forums.

Various comments, samples:

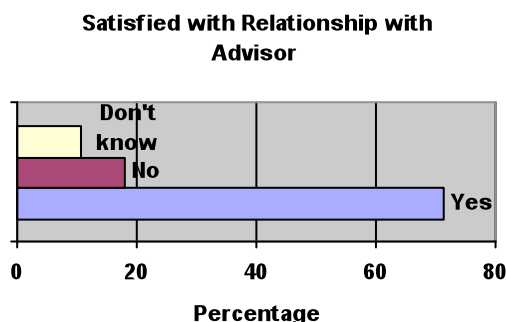
All faculty members have been extremely approachable, and are always willing to go out of their way to provide assistance.

They seem to be spread very thin between fundraising, administration, programmes, travel, lectures, associations, teaching, advising etc. We tend to come (necessarily?) last.

When asking about degree requirements, for example, each faculty member will give a different answer. At least, eventually, you are directed to the Director, who will endeavor to find out. I'm disappointed that faculty doors are so often closed.

## 5.7 Is your relationship with your adviser satisfactory?

	Percentage	Responses
Yes	71.4%	20
No	17.9%	5
Don't know	10.7%	3
TOTAL	100%	28



## 5.8 Please elaborate:

### 5 students cited Helpful Advisors:

My advisor has always answered any of my questions promptly and completely

Satisfactory. No more, no less.

### 2 students cite Busy Advdors:

She clearly feels that any time spent advising is a loss to what she wants to spend time on -- travel and administering her all important Interpares.

### 3 students are Unsatisfied:

She does not seem to take advising very seriously

The advising on the ARST side is a joke compared to the time and effort made by faculty on the LIBR side.

### 2 students Do Not Use their Advisors:

I don't really have a great need of advising at this stage.

I haven't had opportunity or need to talk to my adviser.

### 1 students cites an Unresponsive Advisor:

I have never been contacted by my assigned advisor to see whether I would need assistance. I contacted the advisor three times [...] I have not received a response yet...

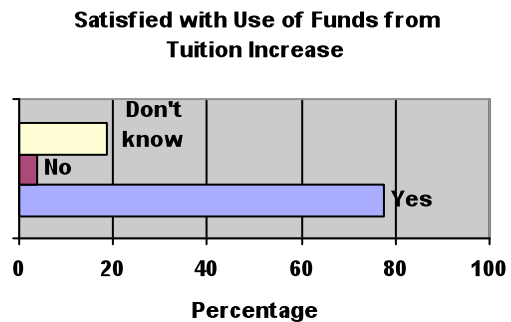
### 2 students Don't Know Who their MAS Advisor Is:

As a joint student, I'm not sure if I should have two advisors (one from each program) or just one. This information should be communicated to students.

I know who my MLIS advisor is and feel that she is very helpful, but am currently unsure who is my MAS advisor.

**5.9 SLAIS was able to hire a full-time sessional instructor for the 2002-2003 academic year. By the end of the academic year, the instructor will have taught both MAS and MLIS courses, handled MLIS practicums, MAS internships, and professional experience course placements. This position was made possible in part by funds received from the tuition increase. Are you satisfied with this use of funds?**

	<u>Percentage</u>	<u>Responses</u>
Yes	77.7%	21
No	3.7%	1
Don't know	18.6%	5
TOTAL	100%	27



**5.10 Please elaborate:**

6 students cite Too Much Work:

However, I feel that this work load was too much for a single person. The course work should have been separated and dealt with by another individual.

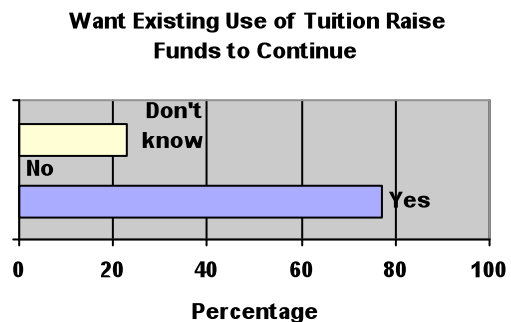
But we still need another professor on the MAS side. Come On! One person to teach ARST 593A, ARST 540, ARST 515 AND supervise ARST 596, the internships as well the practicums. While as other professors in the program teach one course per term, if we are lucky!

2 students cite Good Work:

This instructor has done a wonderful job of managing the professional experince, internships etc and has done so while teaching in her first year.

**5.11 Would you like this use of funds to continue?**

	<u>Percentage</u>	<u>Responses</u>
Yes	77.0%	20
No	0%	0
Don't know	23.0%	6
TOTAL	100%	26



### 5.12 Please elaborate:

#### 2 students cite Course Availability:

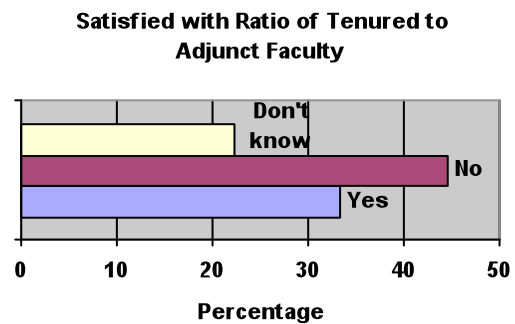
There are few instructors on the archival and additional instructors would help the program have a balanced view of theory and practice.

#### 2 students request Additional Professors:

I think that we do need this position, but could you please hire someone to alleviate some of the load.

### 5.13 Are you satisfied with the number of tenured faculty versus the number of adjunct (non-tenured) course instructors at SLAIS?

	<u>Percentage</u>	<u>Responses</u>
Yes	33.3%	9
No	44.5%	12
Don't know	22.2%	6
TOTAL	100%	27



### 5.14 Please elaborate:

#### 5 students request More Faculty, Tenured or Otherwise:

Obviously the MAS program cannot find enough people to teach during the summer or during the normal term to be able to admit part-time students into the program.

There needs to be additional MAS full-time staff as the current profs are trying to do too much.

#### 4 students cite Good Instruction:

It seems like there should be more tenured faculty, but I am happy with the education I have gotten from adjunct faculty, so it's not a big deal to me.

We have a good variety on the MAS side, and all of the instructors are excellent.

#### 4 students would like Tenured Faculty to Teach More Classes:

We should have some full-time faculty who are really on-the-ball as BOTH scholars and EDUCATORS

It's not so much a question of number of tenured faculty as it is the degree of participation of the tenured faculty. Upon completion of my degree I will have taken 2.5 courses with tenured faculty, 6 with the same non-tenured faculty member, and the remaining 7.5 courses with sessional instructors.

**5.15 Please use this space to express any additional comments, concerns or questions about SLAIS Administration, Faculty and Staff:**

2 students Congratulated the Acting Director.

1 student cited Course Schedule Changes:

The fall term was difficult for first-year students on the MAS side as our courses were constantly changing meeting times (with the exception of 593B) due to the instructors' busy travel schedules. I wished that there could be more regularity.

**Section 6 – Additional Comments**

**6.1 Please use this space to elaborate on any of the above questions or other concerns you may have:**

Various comments, samples:

More advanced info on courses so people like me can schedule work hours and school hours.

MAS students need summer course or the choice not to pay fees for this period of time.

**6.2 What has been your most positive experience at SLAIS?**

8 students cited Interpersonal Relations:

Meeting some many nice people who all come from such diverse and interesting backgrounds.

The new kitchen and opportunity for MAS and MLIS students to socialize in a common space

Working with my fellow students

6 students cited Classroom Experiences:

The challenges in the coursework.

Being taught by people who are well respected in the field of archives.

2 students cited Relationships with Faculty:

The approachability of faculty members within the program and the sense I get that they are both very interested in seeing us do well and have a lot of pride in both the students and the program.

The close working relationships that are able to develop between students and staff because of the small student-to-staff ratio.

### **6.3 What has been your most negative experience at SLAIS?**

#### Comments vary, samples:

To be told I could not come in as a part-time student and to discover during the first day of class that the school admitted a part-time student into the program. You can imagine how I felt with that one!

Feeling like the Sept. intake of MAS missed out due to travel by certain profs, and that we were not informed about other opportunities such as Interpares, coop info, professional exp, etc.

Six hours of Diplomats lecture at once. [...] It should never be allowed to happen again.

ARST 554 - Database Design

The students in my class who display their insecurity by intimidating other people! From the beginning of the year, a couple of my classmates have been hostile toward myself and other students in the class, which has made my experience in the classroom and at SLAIS in general uncomfortable. [...]

Dealing with those ARST faculty who clearly see teaching as something to be endured rather than celebrated.

Less than satisfying instruction in some of the courses. Having a poor advisor. Hefty tuition increase after only one semester, and more coming up...

Not being able to have my exams back. They were written in my and my family's blood. I deserve to know how well I did on them, know how to correct errors and be able to use them for future study and reference.

Being reprimanded on the SLAIS Student Listserv and being "intentionally" left off the SLAIS student contact list. I can't help but feel that I am unwelcomed.

The bootcamp mentality pedagogy

### **6.4 How can the PEP Survey be improved in the future?**

#### 3 students Commended PEP:

It's great as it is!

#### 2 students have Other Suggestions:

By being more precise in the way questions are asked. A bit too long.

Short and sweet, offer about mid term. Need "medium" OK or "so so". Took longer than you said, but I'm very opinionated and outspoken.