

PEP Report 2005

Recommendations

Summary of Findings

-A total of 91 students responded to the survey. Of these, 62 were MLIS students, 19 were MAS, 9 were joint, 1 was MACL, and 1 student reported a First Nations concentration. No Ph.D. students responded to the survey.

-The majority of students, 70.3%, were satisfied with the effectiveness of communication between students and faculty. 65.2% were satisfied with the effectiveness of communication between students and administration.

-The selection of and scheduling process of summer courses continues to be an issue for students. Students commented that they would like to see a greater variety of courses offered during the summer.

-40.7% of respondents to the PEP survey answered that the courses they had taken at SLAIS had not met their expectations. Students reported disappointment with the “core” courses, disappointment with instructors, and disappointment with the imbalance between theory and practice.

-Students were concerned about the quality of instruction in many of their courses. Many students noted that some instructors seemed disorganized, changed assignment requirements after the course began, assigned inappropriate amounts of reading and/or work, and did not effectively communicate their expectations regarding assigned work.

-60% of all respondents answered that all their areas of interest have not been satisfied by the course selection.

-Over half of respondents did not know whether LASSA adequately represented their interests as a student.

-64.4% of respondents felt that they have had sufficient opportunities to participate in SLAIS student life. However, 46.6% do not feel that they have had sufficient opportunities to interact with students from programs other than their own.

-70.8% of respondents reported that they are currently in debt due to post-secondary education expenses.

Recommendations - General

- Include course material and assignments that demonstrate the practical application of theory.

- Add class discussions and guest speakers into courses to facilitate exposure to a wide range of ideas and experiences.
- Offer a greater number and variety of courses for all programs in the summer.
- Offer more management courses for both MLIS and MAS students.
- There were many concerns about the amount of group work required at SLAIS. Instructors should outline their reasons for including group work at the beginning of a course, so that there will not be misunderstandings regarding the purpose and goal of group projects.
- Streamline the practicum and internship application process so that students can receive their placements in a timely manner.
- Re-evaluate the First Nations concentration to see if more First Nations courses are needed. Review the possibility of allowing joint students to do the First Nations concentration.

Recommendations – MLIS

- Reevaluate the core courses and consider waiving some core requirements for students with previous library experience.
- Offer more courses with emphasis on special and academic libraries.
- Offer the legal bibliography course more often.
- Re-evaluate the amount of coursework and reading required for LIBR 510.

Recommendations – MAS

- Offer more courses in non-textual archives and a course in ERMS/EDMS.
- Offer a course with a First Nations focus.
- Offer more courses with an IT focus.
- If possible, do not schedule courses on Fridays, particularly Friday evenings.

Recommendation - LASSA

- Make students aware of what LASSA does and how LASSA is working for them. This could include posting minutes of meetings on student listserv, and advertising meeting times well in advance.
- Make sure students are aware of the curriculum review process, and any changes that have resulted because of it.
- For the most part, students appreciated the efforts LASSA has made to provide a variety of social activities. This should remain a priority of LASSA, as 46.6% of students felt that they did not have sufficient opportunity to mix with students from other programs.
- Numbers to have on hand: 70.8% of respondents said they were in debt due to post-secondary education expenses. Of those, 42.9% had 0-\$10,000 of debt, 22.9% had debt between \$11,000 and \$20,000, and 34.3% have a debt of \$21,000 or more.
- PEP Survey:
 - When the reports of the PEP survey have been posted on the web site, send email to student listserv.

- Some students noted that the choices of “yes,” “no,” and “I don’t know” were insufficient for some answers. It was suggested that scales such as “Always – Sometimes – Rarely – Never” or “Excellent – Good – Fair – Poor” be used when appropriate.