







LASSA

PEP SURVEY 2007- RESULTS


Question 1:

Which program are you enrolled in?

	Percent	Count	Answers
	7.1%	7/98	MAS
	63.3%	62/98	MLIS
	26.5%	26/98	JOINT MLIS/MAS
	1.0%	1/98	MACL
	2.0%	2/98	PHD
	0.0%	0/98	CAS
	100.0%	98/98	Summary

Question 2:

Has class scheduling affected your ability to graduate in the timeframe you expected? i.e., daytime to evening ratio and/or winter to summer ratio.

	Percent	Count	Answers
	11.2%	11/98	Yes
	88.8%	87/98	No
	100.0%	98/98	Summary

As indicated by the statistics above, the majority of respondents are not affected by this issue. For those who did elaborate:


- ❖ several expressed their dismay about Management being offered in the Summer, rather than the expected and traditional time slot in Winter Term 1.
- ❖ Many expressed dissatisfaction with the amount and type of courses offered in the summer terms – a very recurring theme throughout this survey: in short, they feel that not enough courses are offered in summer period, and those that are offered are not sufficiently varied. Archival

students in particular commented on the poor offerings in their subject area.

- ❖ Several claimed that poor course choices for the summer have forced them to plan for heavier course-loads in subsequent terms than they would have liked and/or to delay graduation by a term in order to accommodate their program requirements and interest areas.

Question 3:

Has the number of courses offered affected your ability to graduate in the timeframe you expected?


	Percent	Count	Answers
	13.5%	13/96	Yes
	86.5%	83/96	No
	100.0%	96/96	Summary

As indicated by the statistics above, the majority of respondents are not affected by this issue. For those who did elaborate:

- ❖ Most expressed dissatisfaction with the amount and type of courses offered in the summer terms. As above, students pointed to the small number of courses being offered and their narrow range of interest. Archival students commented again on the poor offerings in their subject area.
- ❖ There were also many concerns about the draft schedule for Winter Term 1: students are dissatisfied with the amount and range of courses offered in this term as well: poor selection has forced several students to delay graduating for a term and others to plan to take courses they are not interested in so as to avoid any delay in graduating.

Question 4:

Has the variety of courses offered affected your ability to graduate in the timeframe you expected?


	Percent	Count	Answers
	16.8%	16/95	Yes
	83.2%	79/95	No
	100.0%	95/95	Summary

As indicated by the statistics above, the majority of respondents are not affected by this issue. For those who did elaborate:

- ❖ Several expressed concern over a perceived imbalance between courses for adults and children. Specifically, there is a perception that children’s courses are overly emphasized and that there are few options – particularly in public librarianship – for those who don’t want to be children’s or youth librarians.
- ❖ These students would prefer to see more courses, offered more consistently, in technical services, adult-focused librarianship, academic and legal librarianship. Several objected to seeing children’s classes offered term after term while other interest areas are offered sporadically.

Question 5:

Do you have any suggestions for additional courses to be covered in your program area?

	Percent	Count	Answers
	46.7%	42/90	Yes
	53.3%	48/90	No
	100.0%	90/90	Summary


As indicated by the statistics above, almost half the respondents did have suggestions to make. There were several strong themes to be observed in the responses:

- ❖ The overwhelming request was for more practical elements to be included in existing courses AND more practical courses to be added to SLAIS offerings. Specifically most students indicated a desire to learn more “job-ready,” “practice-oriented,” and “nuts and bolts practical” skills. These comments were particularly focused on courses currently offered in cataloguing and management, with the aim of learning specific skills like “actually how to catalogue,” as well as how to prepare a budget in the real-world, and HR skills like hiring, interviewing and supervising support staff. Some students also wanted more opportunities to teach – possibly “real” first year students.
- ❖ other suggestions were for more consistent offering of courses like The Instructional Role of the Librarian, Special libraries topics, such as law, records management and international librarianship.

- ❖ Additional suggestions were for courses in multi-culturalism, pop-culture, social networking, current events and knowledge management.
- ❖ Several students called for more cross-listing of archival and library courses and many archival students requested more courses on private archives.


Question 6:

Have you ever attended a LASSA event - social or academic - this year?

	Percent	Count	Answers
	82.5%	80/97	Yes
	17.5%	17/97	No
	100.0%	97/97	Summary

Question 7:

Have you attended a LASSA/SLAIS potluck party this year?

	Percent	Count	Answers
	70.7%	70/99	Yes
	29.3%	29/99	No
	100.0%	99/99	Summary

As indicated by the statistics above, the majority of respondents did attend. For those who did not:

- ❖ The vast majority cited time pressures and distance as major barriers to attending. Campus is generally too far from where most people live and work to allow for travel for "just" a social occasion.

Question 8:

Did you attend the LASSA job fair this year?

	Percent	Count	Answers
██████████	46.9%	46/98	Yes
	53.1%	52/98	No
	100.0%	98/98	Summary

As indicated by the statistics above, slightly less than half the respondents did attend. For those who did not:

- ❖ The vast majority cited time pressures and distance as the major barriers to attending.
- ❖ Others cited conflicting obligations, such as work schedules and assignment due dates.
- ❖ Many students cited a perception that the job fair was solely for the purpose of getting a job in the very near future. As many respondents are far from graduation, they felt that there was no point in attending this year.

Question 9:

9.1 Did you attend the LASSA book sale at the beginning of term?

	Percent	Count	Answers
██████████	54.1%	53/98	Yes
	45.9%	45/98	No
	100.0%	98/98	Summary

9.2 If yes, did you attend (Choose all that apply)

	Percent	Count	Answers
██████████	89.1%	49/55	On the blog
	41.8%	23/55	In person

9.3 Do you have a preference between attending in person or on the blog?

	Percent	Count	Answers
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██████████	39.8%	33/83	Yes
	60.2%	50/83	No
	100.0%	83/83 Summary	

As indicated by the statistics above, the majority of respondents do have a distinct preference. According to the comments that were made:

- ❖ The vast majority prefer the blog due to its convenience, ease of use and ability to negate the need to travel to campus unnecessarily.

9.4 If you do not attend the book sale, please explain why.

- ❖ The vast majority who responded to this question indicated that they did not participate as books were not required for their particular courses.
- ❖ Several others preferred to buy their books well before classes start in order to avoid potential bookstore lineups.
- ❖ Others cited past experiences of not finding anything relevant to their needs.

Question 10:

10.1 Other than LASSA events, have you attended an event sponsored by another student group this year?

	Percent	Count	Answers
██████████	54.6%	53/97	Yes
	45.4%	44/97	No
	100.0%	97/97 Summary	

10.2 If no, please proceed to the next question. If yes, please indicate which student group(s) sponsored the event(s). Please check all that apply.

	Percent	Count	Answers
██████████	52.7%	29/55	BCLA/CLA
	49.1%	27/55	SLA
██████████	36.4%	20/55	ACA
██████████	21.8%	12/55	Other
██████████	5.5%	3/55	CHLA
██████████	1.8%	1/55	CISTI

Question 11:

Are there any barriers preventing you from participating in student group activities?

	Percent	Count	Answers
██████████	43.9%	43/98	Yes
	56.1%	55/98	No
	100.0%	98/98	Summary

As indicated by the statistics above, a slim majority of respondents feel that there aren't any such barriers. For those who disagreed:

- ❖ The vast majority cited time pressures and the geographic isolation of UBC campus as the major barriers.
- ❖ Several felt that student group activities are too narrow in focus and that more cross-group and/or inclusive activities should be planned. In particular, some students expressed a perception that activities are overly focused on MLIS students.

Question 12:

Do you have sufficient opportunity to interact with students from other programs?

	Percent	Count	Answers
██████████	55.7%	54/97	Yes
	44.3%	43/97	No
	100.0%	97/97	Summary


As indicated by the statistics above, a slim majority of respondents feel that there aren't any difficulties with interaction. For those who disagreed:

- ❖ Many cited the space restrictions, and a non-student-friendly atmosphere at TEF as being major barriers to student interaction. Specifically it was noted that there are few social spaces for students to freely interact between classes.
- ❖ The physical distance between TEF and SLAIS course locations was also cited as a barrier to interaction.

- ❖ Many also cited a “clique” mentality fostered by the rigours of the CORE as being another barrier to interaction both across and within various programs at SLAIS.

Question 13:

Do you have a peer mentor?


	Percent	Count	Answers
	50.5%	50/99	Yes
	49.5%	49/99	No
	100.0%	99/99	Summary

As indicated by the statistics above almost half the respondents do have a peer mentor. Of those who do not:

- ❖ The vast majority indicated that their peer mentor had already graduated.
- ❖ Several indicated that they did not sign up for a peer mentor, for reasons such as “signed up for one, but never got one,” “I have no need for a peer mentor,” and “the mentor I was assigned seemed to be too busy.”

Question 14:

Do you have a professional mentor?


	Percent	Count	Answers
	51.0%	50/98	Yes
	49.0%	48/98	No
	100.0%	98/98	Summary

As indicated by the statistics above almost half the respondents do have a peer mentor. Of those who do not:

- ❖ Several did not receive any replies from their mentors, or conversely, never got around to contacting their mentor.
- ❖ Many indicated that they signed up for a mentor but never received one.
- ❖ Many indicated that the parameters of the program were poorly defined, leaving them uncertain what role the mentor was meant to play and for how long the relationship was meant to last.
- ❖ A few felt there was no need for a professional mentor as they already had access to various librarians to whom they could turn for advice.


Question 15:

This year, did you attend any colloquia whose topics are outside the subject domain of your program?

	Percent	Count	Answers
	42.4%	42/99	Yes
	57.6%	57/99	No
	100.0%	99/99	Summary


Question 16:

This year, did you attend any colloquia whose topics are within the subject domain of your program?

	Percent	Count	Answers
	73.5%	72/98	Yes
	26.5%	26/98	No
	100.0%	98/98	Summary

Question 17:

This year, did you attend a Director's Forum?

	Percent	Count	Answers
	13.3%	13/98	Yes
	86.7%	85/98	No
	100.0%	98/98	Summary

Question 18:

If you are not a first year student please proceed to question 19. If you are a first year student, think back to your orientation week.

a) Was your campus tour useful?

	Percent	Count	Answers
██████████	80.0%	40/50	Yes
	20.0%	10/50	No
	100.0%	50/50	Summary

As indicated by the statistics above, the majority of respondents felt that the tours were useful. Of those who did not:

- ❖ Several cited exhaustion as a factor contributing to their dissatisfaction. Specifically, they indicated that orientation week activities are long and intense and they would have preferred to just go home after lunch.
- ❖ A few felt the tours were disorganized or that their tour leaders were insufficiently prepared to lead a campus tour.

b) Did orientation provide an adequate balance between information and social activities?

	Percent	Count	Answers
██████████	89.8%	44/49	Yes
	10.2%	5/49	No
	100.0%	49/49	Summary

As indicated by the statistics above, the majority were satisfied with the balance. Of those who did not:

- ❖ A couple of people felt that the day was already too long and were not in the mood to socialize at all by the end of it.

Question 19:

Please give us your thoughts on any further ways that LASSA could improve the quality of student life at SLAIS.

- ❖ Many students expressed a desire to see LASSA take on more of an advocacy role at SLAIS. Specifically they want to see LASSA work on students' behalf to improve scheduling of classes, perceived unfriendly attitude of staff and faculty, and to improve information about degree requirements.

- ❖ Many students felt that there should be more social activities throughout the year – especially requested were regular pub nights and non-school related activities such as weekend hikes, bowling, and movie nights.
- ❖ Several students expressed a desire to be kept better informed about LASSA's activities throughout the year. Specifically "send out an occasional email as to what the leadership is doing."
- ❖ Several indicated that they would like to see more cooperation between student groups and more joint activities both between student groups and between students within the different programs.

Question 20:

Please give us your thoughts on how the PEP survey can be improved.

- ❖ The majority of respondents were satisfied with the survey as it stands.
- ❖ There were a number of suggestions however:
- ❖ It was pointed out that the questions about delays to graduation are not overly relevant to first year students. Perhaps this should be amended back to the original "are you satisfied with...?" wording.
- ❖ A few people were confused about the mission of the survey – This should perhaps be more prominently placed, in larger font. It might be a good idea to include it at the top of the survey itself, as well as on the permission page.
- ❖ Several expressed a desire to be informed about the results of the survey and any proposed changes resulting from it.
- ❖ A few expressed a desire to see a "not sure" and/or a "not applicable" option on all the yes/no questions.
- ❖ A few expressed the desire to comment on all questions asked whether they were dissatisfied about something or not.
- ❖ A few expressed the desire for more of a forum on course and program quality – beyond what is possible on individual course evaluation forms.