



LASSA PEP Survey 2009



Complete Results

There are a total of **69** responses FROM 13-Mar-2009 to 27-Mar-2009.

1. What program are you enrolled in?

	Percent	Count	Answers
	10.1%	7/69	MAS
	69.6%	48/69	MLIS
	20.3%	14/69	Joint
	0.0%	0/69	MACL
	0.0%	0/69	PhD
	100.0%	69/69	Summary

2.1 Do you expect that class scheduling will affect your ability to graduate in the timeframe you would like? (i.e. daytime to evening ratio and/or winter to summer ratio)



	Percent	Count	Answers
	18.8%	13/69	Yes
	81.2%	56/69	No
	100.0%	69/69	Summary

2.2 If you answered yes to question 2.1, please explain.

- I know I answered "no", but although I've been able to make it work for the timeframe of graduation, I didn't get to take all the courses or do all the professional experiences I would have liked because of scheduling at times. Mainly, as a January intake student, the rules and offerings didn't seem to take us into account.
- There are not nearly enough courses offered in the summer, and most seem to have a youth focus which I am not interested in. Also, if you start in January you should have the option of taking both of the other required courses in the summer so that you are able to do co-op in the fall.

- I could finish next summer if there are a few archives courses offered then, but it will likely be next fall before I can get enough options.
- I work mornings therefore I would like more evening/afternoon classes. This question should also include an "unsure" option.
- Summer courses being too condensed; unable to take enough time off work to do a 3-credit course having day classes.
- There are some courses that I would like to take and won't be able to.
- I commute from the Sunshine coast, classes starting at 8am is a big problem because I can't get to campus until 8:30 am.
- Online courses are not offered in the first term of Summer session, and only two the second session. The general lack of summer courses make it difficult to fill up the summer with full-time courses - unless the student is staying in Vancouver and has a strong interest in public libraries with children.
- I'll graduate on time, but some classes that should have been offered this year are now being offered during the summer, and it's too late for me. These classes were very important and I had to take less important classes instead, which sucks.
- It is difficult to plan for classes when we don't know when/how often they will be offered. We must juggle our options with work studies and coop semesters to try and work out what courses we can take when. Course availability may affect the decision whether or not to take a coop semester.
- There were several classes offered ONLY in the summer that I wanted to take, so I had to really adjust my schedule (which has affected job opportunities and made my graduation date later).
Also, this doesn't affect me, but why are Cataloguing & Law courses offered only once every 2-5 years?!
- It has already effected the choice of classes, as I've prioritized graduating over waiting around to get the classes I want.
- might need to do night classes because of work.
- I answered no, but I ended up taking courses I wasn't totally interested in in order to graduate when I wanted to.
- no online courses in spring session.
- Even though it didn't affect my ability to graduate, I really wish there weren't as many night time classes. In addition - what is with the three hour break between morning and afternoon classes.
- It doesn't look like the information design courses (like 556) are being offered very consistently, and I definitely need to take them.



3.1 Do you expect that the number of courses offered will affect your ability to graduate in the timeframe you expected?

	Percent	Count	Answers
	20.6%	14/68	Yes
	79.4%	54/68	No
	100.0%	68/68	Summary

3.2 If you answered yes to question 3.1, please explain.

- more summer classes please.
- I am unsure.
- More courses equals more variety...
- Courses of interest don't seem to be offered or courses desired end up full with a waiting list.
- Same answer as above.
- Would like more courses offered on the archival side. More coordination between scheduling archival and library courses to prevent conflicts for joint students.
- concerned that cataloging courses next academic year are TBA and might not be offered
want to take certain courses, but cannot because of conflicts with required; no alternative to take these certain courses in another term
- I waited to graduate in May 09 because I wanted to take the digital collections class, which is only offered in the spring, only to find out that it wasn't being offered again!
- sometime there are no classes to take because I have taken them already
- But I think there should be more classes offered on both sides during the summer. And not just the online ones either.
- I've managed to work around this problem by taking professional experience terms, but if I was only taking courses there would not have been enough courses to finish when I wanted.
- although in some ways less offered than expected . . .
- If 505 were offered in the summer as well, I would graduate earlier.
- I think it has a big impact, since the more courses that get offered the more choice I have in what I can take.
- Not sure that all courses that I want to take, will be available in time to graduate in the 4 semester limit, because I am not able to take any summer courses.

4.1 Question 6: Do you expect that the variety of courses offered will affect your ability to graduate in the timeframe you expected?

	Percent	Count	Answers
	22.6%	12/53	Choice 1
	77.4%	41/53	Choice 2
	100.0%	53/53	Summary

4.2 If you answered yes to question 4.1, please explain.

- I don't understand what do you mean by Choice 1 or 2.
- NA did not understand how question 4.1 is to be answered
- Assuming that "Choice 2" means "no"
- I am specifically interested in taking courses in cataloguing, and at the moment, these courses in the Fall and Winter semester are all "TBA", so may not go ahead if no suitable instructor is found.

- I am unsure.
- I only want to take electives that are interesting or relevant to my career interests. If the MAS courses I want are not offered, I will wait until they are. And wow, great job on the choices on this one guys...
- Courses of interest don't seem to be offered often or at all (e.g. Science Librarianship).
- No.
- No but I am upset that many courses that I wanted to take have not been offered, and I have taken a lot of courses that I would not have otherwise been interested in in order to graduate in a reasonable amount of time
- I will need a variety of courses to be offered in order to get the classes and credits I need to graduate, and my time here is limited.
- what do choices one and two refer to?
- Choice 1 Choice 2?? I clicked Choice 2 hoping it meant 'no'
- confused - shouldn't this be a yes/no not choice1/2
- I put no, only because after seeing the little variety, I was forced to take classes I wasn't particularly happy about, just so I could graduate in a three year timeframe.
- Choices offered for 4.1 are Choice 1 and Choice 2. My choice is 'no.'
- I assume choice 1 is 'yes' - so this is the same as my answer to question 2.2.
- See above.
- (I assume "choice 2" is No.)
- Though I did have trouble finding courses in my last semester that I was both interested in AND hadn't taken before.
- I'm answering "yes". In the joint program, there are too many "required" courses. L503 and 501 and ARST 540 and 573 share many many themes. There may be a better way of structuring these so that joint students can take more elective courses. I am missing out on a lot of the elective classes I want to take because I've used up these credits. Also, joint students are not allowed to take any courses outside of SLAIS, which is frustrating.
- No, I just ended up taking whatever was available
- What?
- There are a lot of courses I am not interested in, while many courses I want to take are not offered.
- I'm assuming Choice 1 is Yes, and really that has to do with the knowledge organization courses that may or may not be offered next year, depending on our new faculty hires.
- I'm guessing choice 2 is 'no' :) I have a good sense of what course area I want to work in, and if I want to go outside of that I'd probably just take one course in the other areas.
- It depends on whether or not Cataloging is offered in the fall.

5. Do you have any suggestions for additional courses to be covered in your program area? Or are there any courses you would like to see offered more regularly? Please explain.

- MAS: I would like to see more courses on digital preservation, electronic records management, records management, law, advanced diplomatic, and business records.

LIS: I would like to see cataloging offered more regularly, and a digital preservation course.

- I wish the 1 credit courses were revised to be 1.5 with additional hours dedicated to them.

And they were more of them (1 credit classes) since they are more interesting, specialized, and practical.

- A course on public speaking should be part of the core curriculum replacing 502, which could be an elective course. If not workshops should be offered in public speaking to SLAIS students as part of the core curriculum, perhaps in 503 course. Many students have a lot of anxiety surrounding it and we need to be more confident, seeing it is a major part of our job when graduating- it is an essential component.

Also as part of a course either in the core or as an elective, we need to have regular workshops in Voyager and in Horizon as they are part of the skill set we need to successfully deliver in student librarian & GAA positions and then eventual career positions. Many of us are going into these jobs feeling "blind " to library back end systems and it would eliminate a lot of anxiety.

A comprehensive "live" (not online) course in Academic Librarianship

Thomas Quigley's Public Librarianship course need t be regularly presented, either by him or by another i.e. Chris Middlemas, who is also a wonderful teacher.

- 505 and 504 should be offered in the summer terms. Both of them every summer for January intake students.
- Two suggestions for 1 credit classes: content management systems, customer service 101

Wish instructional role of the librarian class was offered more. A class on teaching skills should be mandatory! I think it's more important than management.

- Cataloguing.
- I was hoping to take a course in legal librarianship.
- I wish Digital Libraries was offered more frequently. I also wish Information Design / Web Documents was offered more frequently (I was unable to schedule this course during my entire two years at SLAIS).
- I am a first term student. I do not know yet.
- less children's courses, more information science research courses.
- Advanced diplomatics. Copyright. Advanced preservation.
- Having such courses as Science & Technology Librarianship (LIBR532) offered at all would help. Apparently it has never been offered, and there are no plans for it in the next while.
- More management and human resources courses, please! Management and HR are often important components of professional librarianship, and with only one course in management offered regularly I feel very unprepared in this area!
- Yes -- I find it misleading that SLAIS posts a list of all classes offered, ever, but due to staffing shortage some of the courses I wanted to take upon entering SLAIS have not been offered at all. It would be better if SLAIS only listed what courses will actually be available for the next 2 years to avoid misleading students into thinking they will be able to take a course that is not actually active.
- Yes -- there needs to be a course in the MAS program which offers some training in, or at least a thorough explanation of, EAD.

- I don't have suggestions for more course topics, but I would love to see more courses offered in an online format or in alternate locations - for example, if some of the public library courses could be offered at VPL or BPL.
- More practical courses. E.g. Dreamweaver, social software?, teaching Encoded Archival Description Rethink the core for the MAS Advanced Arrangement & Description, Advanced Record keeping seem more appropriate than some other archives courses I have taken, like database design, research methods. Preservation of digital records was great for theory, but follow up on it and teach some practical how-to classes to learn how to implement digital records preservation
- would like to see more technical courses, policy-making, politics and ethics, government issues and advanced government documents.
- it would be nice to see financial management/human resources management offered more frequently, and more one credit courses. A lot of the courses seem really interesting/valuable, but I just don't have the time to take everything, so it would be nice if some courses, like financial management or marketing were offered as one credit courses so we can at least get an introduction to the topic. It would also be nice to have more variety in summer courses (not the same ones offered over and over again).

And it would be nice if the classes were more evenly distributed throughout the week, even if great classes are offered we can't take them when they're all offered at the same time (last semester there was about 6 MLIS courses offered on monday, and only one on some other days of the week).

- Advanced Arrangement and Description and Advanced Records Management are only being offered concurrently over four evenings in the second summer semester. While these courses are extremely valuable to all Archives and Joint students, it would be beneficial if they could be offered during the Fall or Winter semesters.
- Academic librarianship. User services targeted towards specific communities.
- The second year of the MAS program needs complete overhaul. The offerings this year were terrible. Advanced Records Management and Advanced Arrangement and Description should be standard. Also, we are in desperate need of a technology course that actually covers things we will encounter in the workplace, i.e. EDRMS systems. We do not need specialized niche classes, not unless we have the basics covered, which at the moment we do not.
- digital libraries, business, government, more technical offerings (full course on website design), overview course on systems
- I think digital collections issues should be offered every semester, and there should be a regular option for scholarly communications - not in the summer. I also think the LIBR equivalent of Records management should be offered more than once a year.
- I would like to see more of a focus on academic libraries and instruction. I think teaching and instruction is such an important part of academic librarianship, and all librarianship. At least one more course on teaching and instruction would be helpful.
- During my 2 years at SLAIS, the courses on public libraries and academic libraries were never offered; I would have liked to take both.
- A course on Copyright legislation should be added. Courses on advanced arrangement and description and advanced records management should be

offered more frequently. Additional courses on digital records should also be considered.

- Academic libraries, cataloguing - both more frequently
- Cataloguing should be offered every year, Law should be every second year, Instructional Role of the Librarian is so popular that it should be offered probably twice a year (and NOT conflicting with required courses (e.g., 505/504).
- More digital classes offered more frequently. More Academic-oriented classes.
- While I answered "No" for all of the above, I am taking courses I don't want to be in specifically so that I do graduate on time. The courses I want are not offered often enough, if at all. It's ridiculous that I was unable to take cataloging before I graduated. Judging by the number of jobs I see that require a small portion of cataloging, I am disqualified for many positions.
- No
- I would like to see courses with a substantial practical component, like a practicum or internship but as part of a course in the program.
- More technology courses taught by a greater variety of teachers (e.g. to benefit from different teaching styles, different perspectives, different strengths, etc.). I would like history of the book to be taught more regularly. I would love to see courses on multicultural/cross-cultural librarianship, marketing/advocacy/fundraising, storytelling, graphic novels, reading theory, human-computer interaction, a full-term course on government documents, a cross-listed and full-term course on genealogy/local history, special collections, knowledge management.
- LIBR 511 should be offered more often and I would have liked to take the History of the Book class, but it will never be offered in my time here.
- more record keeping courses, and practical courses. Because we get so little practical experience, it would be great if we could take more than one professional experience. while and internship might be helpful, I can't afford to take 4 months off without pay.
- Classes related to archiving and arts should be offered more. The current non-textual materials course could be expanded into several courses.
- A class or two on non-verbal communication and interpersonal relations. As a customer service based field, we need to have not only the theoretical knowledge of how information systems work, but also be able to deal with people so that they feel welcomed and seen as people. Also, classes on things like running a business -budgeting, event planning, etc. - the more vocational aspects of the job.
- I would like to see more instruction classes (library instruction, archival instruction). Perhaps a chance to go through the College of Education to learn about teaching skills and methods? As a joint student, I was unable to do this.
- We need more cataloguing/classification and IT courses, taught by professors who have worked with these subjects in a professional manner.
- I wish I'd been able to take the cataloging class (511?) and Public Libraries...and course on multicultural services would also be really relevant and useful.
- practical cataloguing course covering basics of classification systems and marc records that practicing librarians will need to know regardless of area.



library 2.0 stuff

- It truly seems like SLAIS is much more public library focused, and children's services in particular. There is a dearth of classes related to topics within academic libraries. For example, I have been here two years and the Academic





Libraries course was never offered. Possible suggestions include courses related to electronic content, or vendor negotiations, for faculty relationships.

- policy development, change management, knowledge management, and other business courses; academic and special libraries specialization courses; history of recordkeeping; legal courses
- KNOWLEDGE ORGANIZATION. Especially 511 offered more than every two years.
- Summer courses were full in one day. Seems like we need to have a few more scheduled to spread things out a bit. Also -- very important -- for a field that prides itself on using technology, it is disappointing to see virtually no on-line classes offered except during July-August. There should definitely be more on-line course offerings during regular terms!
- Information design is a big area, including theories of design and specific aspects like XML (which was listed as a course on the website but I've never seen it offered here!)
- Many of the 1 credit courses would be more beneficial as 3 credit courses. For example, Risk Management.
- Advanced Arrangement & Description.
- perhaps offering the courses that are posted would be a start. LIBR 570 (3) Marketing in Information Organizations & LIBR 578 (3) Planning and Design of Libraries are 2 classes I would have really liked to have taken. These two courses are posted on the COURSES -- OVERVIEW page of SLAIS, however they have not been offered throughout my time at slais. Nor is there any plans to do so in my final semesters.
- There absolutely should be a course, open to both MAS and MLIS students, about copyright.

6.1. Have you attended a LASSA event (social or academic) this year? This could include a potluck, bowling night, or LASSA meeting.

	Percent	Count	Answers
	52.2%	36/69	Yes
	47.8%	33/69	No
	100.0%	69/69	Summary



6.2. If you answered yes to question 6.1, which events did you attend?

	Percent	Count	Answers
	75.0%	27/36	Potluck Parties
	47.2%	17/36	LASSA Meetings
	19.4%	7/36	Bowling
	8.3%	3/36	Other

6.3. If you did not attend a LASSA event, please explain why.

- I'm busy with my young family and don't always have time for activities outside of classes.
- As far as i know there has been one bowling evening (that was far from my residence) and i dont know of any meetings. It is not clear what tehy do or why membership should appeal to me over BCLA, SLA, etc. Perhaps we were overwhelmed with joining opportunities at the beginning of term.
- time conflict
- Time. It's not on my side.
- I live very far away from UBC, and can't usually be on campus except for classes.
- I have a family and other commitments, and rarely spend time on campus outside of classes.
- Time.
- Lame. Done it before, not worth it.
- Too busy and a pain because of the commute.
- The event time conflicted with either my school or work schedule.
- I love LASSA!
- No time.
- No money, no time, all events are held on days that I did not head out to UBC
- Either busy or it was later at night and I live far away, so late nights are not good.
- No time.
- So freakin' busy.
- timing
- LASSA is seen by many MAS students to be library oriented.
- too busy / time management / not a priority
- time; commitments to other SLAIS groups and activities
- No time and no interest.
- Busy schedule and did not enjoy the LASSA events I attended last year.
- No time. Live far away and events are always on campus.
- conflicting schedule
- Schedule conflicts. Regarding Lassa meeting - I never know when they are scheduled
- I found the social events to not be very inviting, and I found one of the co-presidents to be very bossy and kind of rude.
- I work two jobs as well as attend class full-time. I have no free time.
- Long commute to UBC; trying to balance work and family commitments while going to school, so I cannot afford the time to do anything extra.
- I can't remember. I probably just felt busy and stressed with school and wanted to go home.
- Time constraints in light of coop jobs. Also, some of the events were held too late in the evening such as the bowling night.
Would suggest LASSA organize casual sports teams such as wallyball, softball, broomball and dodgeball.
- Not sure, when they were. They were not located at convient time or location for me to attend.
- too busy

7.1. Did you attend a New Student Orientation?

	Percent	Count	Answers
	76.8%	53/69	Yes
	23.2%	16/69	No
	100.0%	69/69	Summary

7.2. If you answered yes to 7.1, how can the New Student Orientation be improved?



- Was quite good and I think perhaps a map of all libraries on campus and a tour of particular libraries is necessary. I am near graduation and only just discovered the whereabouts of the law library.
- Mine was a while ago when I started the program. I can't think of how it could be improved.
- meetings with advisors should be set up and mandatory. They should be with profs that are not visiting or very new.
- Alcohol
- too long ago to remember
- More beer.
- Tours are silly and repetitive. People need solid advice on how to succeed at SLAIS, not being a puppet for administration
- More information about coop, gaa, and course offerings.
- I'm afraid I don't really remember it, so can't answer.
- No it was ok.
- Orientation is great -- please provide a better vegetarian option for the lunch (not just tomato and cheese sandwich).
- I would match new students with mentors before the beginning of term so that they can meet at this event. It would make mentors more likely to show up. My student mentor was dreadful, I initiated contact via email and she just did not ever reply, nice huh?
- It was confusing because I didn't know what the profs or students were really talking about when they discussed things about archives.
- will think on this.
- Better venue.
- Back in 2006 when I attended, we were forced to go on a seriously long hike around campus. I would have liked a map with highlighted places as an alternative to sweat and blisters..
- It was a little overwhelming in our first week, as we were having all sorts of information thrown at us. Maybe trying to fit less into the orientation, and providing resources or an informal question answer period would be helpful. Also perhaps you want to wait until the second week of school to let students absorb some of the information coming their way.
- No suggestions.
- I can't remember, it was two years ago.
- Split the orientation into a series of shorter ones. Half of what I was told at the orientation, I did not encounter until later on in the program.
- Match up new students with continuing students a head of time and maybe have the two meet at the event??

- I thought NSO was run quite well. I was pleased with the program and the food.
- Do you mean as a new student? Yes, but the orientation has been restructured since then. Do you mean this year? I only attended to speak about a student group so I don't know because I didn't attend the entire thing.
- I thought it was fine
- better lunch? :)
- doesn't have to, is OK as is
- Don't tell us "Just pass." It sets up a culture of failure as opposed to a culture of enthusiasm.
- It would be great if it was not mandatory.
- It was great.
- I liked the orientation and can't think of anything to improve
- More information on instructors and course work.
- Better food.
- I thought it was great!

7.3. If you answered no to 7.1, can you explain why?

- I am not in LASSA anymore and I'm not a new student.
- I wasn't a new student.
- I'm not a new student.
- Um... not a new student.
- graduating this spring
- In classes
- Im not a new student.
- I am not a new student.
- Not a new student this year
- I'm not a new student.

8.1. Did you attend a Student Group Information Session? (e.g., LASSA, SLA, BCLA/CLA, etc)

	Percent	Count	Answers
	51.5%	35/68	Yes
	48.5%	33/68	No
	100.0%	68/68	Summary

8.2. If you answered yes to 8.1, how can the Student Group Information Session be improved?



- One thing in general that I remember is feeling really confused by all the acronyms at first. I found we were either told once what they meant or not at all. So I wasn't sure if I wanted to be involved since I didn't know what the group was. A cheatsheet or clear reiteration for the newbies would be good.
- I went to one and it was very boring. It was 'official' for no reason. I felt no connection with anyone there. Most seemed there to improve their resume.
- It was fine

- n/a
- More explanation/differentiation about the aconyms and various subtle differences of the groups themselves.
- A sheet or handout that outlines all the different groups and what they do exactly would be useful. It was just a lot of information to take in all at once.
- It's great having it just prior to the potluck (instead of during the orientation lunch).
- Back in 2006 and 2007 when I attended these info sessions, I thought they were very informative.
- More succinct and to the point.
- No specific criticisms
- No suggestion.
- don't know
- I don't think they need any improvement. They were to-the-point and clearly presented.
- I thought it was pretty good.
- session was OK
- More inclusive, more extra circular events.

8.3. If you answered no to 8.1, can you explain why?

- I am a retired LASSA exec, and so didn't need an orientation. I've been a member of sla, bcla, vall for over 2 years now so didn't need an orientation
- Near graduation, am already involved
- I live very far away from UBC, and can't usually be on campus except for classes.
- I already belong to groups I wish to participate actively in.
- I don't want to belong to these groups.
- Not enough time -- and too many groups to choose from!
- No time.
- Attended before
- The orientation and first week tired me out.
- I had to work.
- timing
- not a priority
- I am already familiar with the different student groups
- No time for extra-curriculars.
- no time
- Never felt the need to get involved/doing assignments.
- Already have too many things going on
- didn't know about them
- 2 jobs. Full-time school. No free time.
- See 6.3
- I don't feel overly connected to library organizations, but I did attend the first ASIS&T meeting and joined the organization.
- scheduling conflicts - also often found out about events too late.
- No time.



9.1. Did you use the LASSA book sale wiki?

	Percent	Count	Answers
	58.0%	40/69	Yes
	42.0%	29/69	No
	100.0%	69/69	Summary







9.2. Please give us your thoughts on how the LASSA wiki could be improved..

- It needs to be more organized and I am confused by the website and the wiki. Please pick one.
- More photos of students, perhaps to draw people in. Active calendars of events, etc., at SLAIS
- at orientation they said there would be a book sale. It never happened. ?
- It is really only useful for the book sale. The other information is only updated occasionally and is kind of tangential anyway.
- I was happy.
- Make people delete their posting after the book is sold.
- I got more money from the bookstore.
- It's pretty well done as is.
- Wikis are not useful, in my opinion.
- It needed to be updated more often.
- works fine to me :)
- A note that says "new posts" or "posts here" would be helpful, because I often go, click on a class, and see no one is selling the books. So it would be nice to know that from the main books page. A "no texts offered" note, or something.
- Only minor improvements need to be made. This is a fantastic resource. Is there a way to let incoming students know about it before they start so they don't go out and buy new text books?
- I think it's great as it is.
- I have never used it.
- Works just fine.
- Only used it to buy 1 book, but it worked, so I'm fine with it.
- I usually use it, it's excellent!
- I think it's fine
- it works
- by the way, there should really be a text box under question 9.4 in this survey.
- no idea. people normally just improve wiki's on their own
- More books!
- i think its great!



9.3. Aside from the book sale page, have you used the LASSA wiki in the past year?

	Percent	Count	Answers
	15.9%	11/69	Yes
	84.1%	58/69	No
100.0%		69/69 Summary	







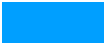

9.4. If you answered yes to 9.3, please indicate what you used the wiki for (check all that apply):

	Percent	Count	Answers
	75.0%	9/12	Job interview preparation
	66.7%	8/12	Work and experience information
	33.3%	4/12	Any other topics (pop culture, favourite blogs, favourite web 2.0 stuff, sustainability & charities, library & archival links)
	16.7%	2/12	New student handbook
	0.0%	0/12	Orientation Recap
	0.0%	0/12	Critical theory reading group

10.1. Have you used the LASSA website in the last year?

	Percent	Count	Answers
	28.4%	19/67	Yes
	71.6%	48/67	No
100.0%		67/67 Summary	

10.2. If you answered yes to 10.1, please indicate what you used the website for (check all that apply):



	Percent	Count	Answers
	36.8%	7/19	View upcoming events
	31.6%	6/19	View meeting times
	21.1%	4/19	View committee information
	21.1%	4/19	As a link to the LASSA wiki
	15.8%	3/19	Read meeting minutes
	15.8%	3/19	Read information for new students
	15.8%	3/19	Read the news archive
	5.3%	1/19	Read previous PEP survey results

10.3. What suggestions would you make to improve the LASSA website?







- Please re design the website...it needs it!
- Relevant, up to date content, a blog, maybe make it look less like a 12 year old designed it
- RSS feed capability
- Needs a fresher look.
- Im a bit confused about the differences between the lassa wiki & webpage. Not sure why they both exist, perhaps just the wiki could serve as both the webpage & the wiki.
- No offense, but it really is very ugly and needs a revamp. We are library students, after all.
- I have no reason to go there, though I'd add an RSS feed to my reader if one were available.
- I have never used it.
- none.
- Profiles of LASSA members. I realize there are privacy concerns since it's online, but one often needs to equate a name with a face. Perhaps even some humanizing data about the members-at-large, too. For example, a hobby, or favorite food. Simple, non-threatening stuff, which makes people go, "Ah, I like cats, too. I think I'll join LASSA."
- It's super basic, needs an overhaul

- I should read the LASSA website, it seems very informative. Maybe it gets lost in all the other stuff that is listed on the SLAIS homepage
- There is too much confusion between the wiki and the website. Why not make one that includes everything we need to know. I think a great option would be a discussion board where students could discuss issues, post questions, and keep updated.
- Post meeting minutes promptly! Also make it easier to find the constitution (that's what I was looking for). And I had no idea that PEP survey results were even ON the website. Also, question 10.2 should have an "other" option.
- advertise more - although new students are made aware of the website, pointers to the website, other than emails that are easily deleted without being read, should be posted/displayed throughout slais such in the lounge.



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

	Percent	Count	Answers
	71.6%	48/67	Yes
	28.4%	19/67	No
	100.0%	67/67	Summary

11.2 If you answered yes, which groups sponsored the events you attended? (check all that apply)

	Percent	Count	Answers
	38.8%	19/49	SLA@SLAIS
	34.7%	17/49	ACA
	24.5%	12/49	BCLA/CLA
	22.4%	11/49	Librarians Without Borders
	16.3%	8/49	ASIS&T
	10.2%	5/49	CHLA




12.2. Do you plan to attend the SLAIS Career Expo?

	Percent	Count	Answers
	49.3%	34/69	Yes
	50.7%	35/69	No
	100.0%	69/69	Summary

12.3. If you answered yes to Question 12.1, and have subsequently attended the Career Expo, please give us your thoughts on how the Career Expo can be improved

- The Career Expo has not happened yet
- Not attended yet as it is not until Mar 20th
- Hasn't happened yet.
- More lead time for planning!
- Job recruiting would be nice.
- It hasn't happened yet.
- Have not yet attended.
- Greater emphasis on archival speakers and professionals
- It is in progress as I write!
- I went in 2008 and found it very beneficial. The panel, the one-on-one meetings. Interested employers with job info, info about their organization - was helpful as well. I did not attend this year's job fair and cannot provide feed back.
- I think the Career Expo could offer mock interviews.
- start am
- I'll go when I'm closer to graduating.
- This year they provided us with info regarding who our one-on-ones were with prior to the expo. Very Helpful!
- It didn't seem like student turnout was very good. Also, it'd be great to have some more guidance for networking during the lunch and coffee breaks -- some sort of icebreaker to get students talking to the professionals.

13.1. Did you attend any SLAIS colloquia this year?

	Percent	Count	Answers
	58.5%	38/65	Yes
	41.5%	27/65	No
	100.0%	65/65	Summary



13.2. If you answered yes to question 13.1, were the topics within the subject domain of your program or outside the subject domain? Please explain.

- I don't understand the question
- there were interesting
- both, and they were all interesting. I think they are a great idea. It nice to stay in touch with the outside world.
- Within
- outside (was archives related) but the topic interested me.
- Within the subject domain of my program.
- Both.
- I went to a colloquia on children's online behavior and on the importance of careful records management. I consider both within the scope of the program.
- Yes, the speakers covered a large breadth of topics, and some of them were very much in my domain. Others, not so much, but that's fine.
- Only the children's literature colloquia.
- archives
- digital librarianship
- Some were within and some were not. But it was nice to have a range.
- The topics were relevant
- within - careers for independent librarians
- Both. Very informative overall.
- within
- all related to the core courses in some way
- inside - research
- I went to one on the future of academic libraries that was really neat, and relevant for my area of academic/special libraries.
- Both inside and outside.
- The topics were within the subject domain of my program. For the most part the colloquia I attended were archival in focus.
- Both. I went to the ones that interested me.
- Within the topic domain: it was a discussion between a linguist and a scholar of illustrations.
- They were within and outside, which is great. We are exposed to topics we may not examine in class.
- You guys did a great job!
- Yes, they were excellent!!! Can't say enough good things about the colloquia. Can we get Richard Van Camp back?!? (from a while ago)
- All are interesting but I prefer to attend those that pertain to library rather than archival topics.
- all RM topics were wonderful
- They were library colloquia and I'm in the library program so they were within the subject domain.
- In subject domain, because they related to class work.
- They were all fabulous and relevant topics.
- Um, yes? They were all about records or libraries.

13.3. If you answered no to question 13.1, please explain why you did not attend any SLAIS colloquia this year.

- I'm graduating this term and was focusing on job hunting, working part time, and finishing up my classes. For the rest of the year, I was away in other cities on co-op.
- almost always on Wednesdays and I work that day. Days need to rotate more. I would have liked to attend more.
- Same as above: I'm often too busy with my young family to attend much outside of classes.
- Time. It's still not on my side.
- Too busy.
- Working during the time they're scheduled.
- The time they normally take place (12 noon, Wednesdays) I am at work.
- Who has time, seriously. Topics not interesting, plus... we talk about these things all day in class. I like to spend my free time not thinking about the LIS profession. Not all students are ready to surrender their entire consciousness to SLAIS.
- No time.
- Colloquia times conflicted with other commitments.
- I have too much other school work, committee work, & real work to do.
- I did not have time.
- They are very research oriented - not as interesting to those interested in libraries and not research
- No time, no energy to make extra trips into campus. I want a LIFE outside of SLAIS, too.
- No time.
- Not currently near UBC due to co-ops and professional experience. When closer to campus, I have attended many in the past and think they are wonderful! It would be nice to have the powerpoints and speaking notes posted to the SLAIS website so those unable to attend can still benefit.
- between working, professional experience, 3 classes, and numerous projects and classes, I have no spare time.
- They were not as interesting as in previous years. Also I heard they stopped serving cookies.
- Not many were of interest to me, and honestly I am just too busy. I already feel overwhelmed between course work, my job and my personal life!
- My schedule did not permit it.
- They were scheduled when I had to work.
- See 6.3
- I can't because I work during all of them :(
- scheduling conflicts

14.1. Did you attend a Director's Forum this year?




	Percent	Count	Answers
	32.4%	22/68	Yes
	67.6%	46/68	No
	100.0%	68/68	Summary

14.2. If you answered no to question 14.1, please explain why you did not attend a Director's Forum.

- I had to work that day.
- I am soon to be graduate.
- worked that day
- Too busy, don't care
- time conflict. was happy when someone distributed notes and emailed them to everyone.
- umm, my answer is not going to change.
- Time conflicts. But I sent some questions to be asked in my absence.
- I am in the core and I work. No time!
- They just give non-committal responses and nothing ever happens.
- timing/scheduling
- No time.
- scheduling, I do not come to ubc except for classes
- I always had something else for the school scheduled at that time.
- so freakin' busy.
- scheduling.
- timing
- The timing did not work for me.
- too busy
- I usually find most SLAIS forums and colloquia to be offered during times when I work, so I don't go due to scheduling conflicts.
- No time.
- I had to work during both events.
- Busy schedule, not interested enough to make time for it. Graduating this year, so any changes won't affect me anyway.
- Same as above.
- No time.
- I gave up on Edie a long time ago.
- I had no desire to.
- I was working.
- Attended the last two years and thought it wasn't very good. Few questions asked. Felt more like SLAIS PR than a real interaction with the students.
- again, no time
- Didn't have any questions for the director.
- Lack of interest.
- Edie is leaving and I didn't think any questions or concerns I brought up there would be answered.

- 2 jobs. Full-time school. No free time. And I'm sure any of the candidates will do a lovely job.
- scheduling conflicts
- Not sure that I would have relevant things to add.
- I was working

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

	Percent	Count	Answers
	61.8%	42/68	Yes
	38.2%	26/68	No
	100.0%	68/68	Summary

15.2. If you answered yes to question 15.1, please explain.

- Scheduling
- time constrain.
- job hours
- I live far from UBC campus so I only attend things that happen on the days I'm already there. I also don't have that much time to spend away from my family.
- they are not really barriers. But i think it is silly that courses are not spread though out the week. it would encourage studnets to be on campus more, to get more involved, and generate more camaraderie. People in core are on campus a day and a half a week, yet it is considered a full time program and i quite my job for it because i was advise to do so.
- Too busy with homework and work.
- time conflict and don't interest me.
- I live very far away from UBC, and can't usually be on campus except for classes. I am trying to find a way around this so I can be more involved in future.
- Cynicism.
- Just my own other time commitments.
- LASSA is exclusive and full of 2nd and 3rd year Joint students, who seem to have it in for the MLIS students.
- Too much school work.
- Times they're offered conflicting with work hours, or having to come into the University for only that reason.
- Time.
- Long commute.
- I need to work, and with classes, readings, and assignments, am on a pretty tight schedule. I just don't have time for anything extra!
- Well, I'm heavily involved in certain student groups, and that takes away the time I could be spending at other student group functions.
- I am balancing a full course load, volunteering, and working 2 part-time jobs, while actively applying for work post-graduation.
- Lack of time. Distance to UBC.

- cost and family
- time.
- I don't have enough time to participate as fully as I would like.
- My schedule is very busy, as is many students', and it's hard to find room for irregularly scheduled events (especially if work/course schedules are made in advance of meetings or events being scheduled, which is often the case.)
- TIME
- Not enough time. There is too much to do and not enough time to do everything. We must prioritize and choose only what we're able to do.
- Scheduling problems - many events are held during my classes or work shifts.
- Time, time time. And energy. And disillusionment with SLAIS. I participated in them anyway, but it sure didn't help my mental state.
- Amount of assignments.
- Time, mostly.
- They are almost always on campus and I live an hour and a half away. It's not worth my time to travel all the way there for an hour long event.
- I work part-time and cannot both do my coursework and attend many activities.
- Location. I am on co-op and doing a professional experience outside the lower mainland.
- Time and interest - some of the topics didn't interest me.
- Ignorance. Apathy. Homework.
- Too many other things to do in a day, such as coursework, work work, and job applications
- TIME!
- family obligations
- I find the LASSA administration to be rude and uninviting.
- 2 jobs. Full-time school. No free time.
- See 6.3
- Work schedule and other obligations

16. Do you have sufficient opportunity to interact with students from SLAIS programs other than your own? Please explain.

- Yes, because I am a joint student.
- Yes, lots of joint and MAS students are in my classes and went on co-ops with me.
- No. There was rarely events that incorporated both, but I also have a busy work schedule this year.
- I do with the MACL students since I'm in a lot of children's classes they take as well. Some with MAS/Joint students but not much.
- i do not think that slais creates much opportunity, but it is there through the Grad association
- Opportunity? Yes. But I don't go to all the SLAIS events, mostly archival.
- not much, no.
- No.
- I have a suspicion PhD candidates are under quarantine for some sort of contagious disease... I never see those people.
- No. not at all.
- Yes
- The new IKB space helps. But everyone is very cliquy
- somewhat because I'm in the joint program

- Almost no interaction.
- Not really, the people I see most are in my degree program.
- No, not really.
- I think so - post-core, the mix of students in my courses has been good, and I've had the opportunity to meet many new people.
- No, archives students don't like to mix, and I'm just not around phd or other students.
- No, but I have a network of colleagues at work that I interact with.
- sort of. I am a joint student so I know some students from each side of the program, but only MAS or LIS students I began core with, don't really know other too well
- No, I would like more interaction.
- are you referring to MACL and MAS students?
firstly, why would I need to interact with them? It's fun to be social but is there another reason you're alluding to?
- yes, the lounge and computer labs are a great place for that.
- n/a
- Nope.
- I haven't found any opportunities yet.
- yes - meet socially; in between classes
- In one class I made a point to sit with some MAS students, but other than that, we don't always socialize or see each other.
- Yes. There are lots of events, meetings, colloquia etc. that allow us to interact with other students.
- Yes.
- Yes, but I have little reason to interact with them.
- Yes
- Not beyond casual conversation in the lounge.
- The archivists and the librarians don't really mingle. Unless they have to. I've never seen a joint archivist-librarian event that drew both crowds in equal numbers.
- I interact with some of the joint students that I have taken classes with.
- No, not really. Not too many people attend the LASSA events, which would be the obvious place to interact. Sometimes meet people in my classes, but people tend to stick together with their cohorts.
- yes
- no, don't have time
- I'm joint so I get to see students in both programs quite a bit.
- Yes, but I'm in a lot of committees so i interact with a lot of SLAISers.
- Yes. The space at the Barber Centre really facilitates this.
- I suppose a little bit, if we shared a class together. For me this mostly happened with Joint and MACL, not MAS.
- If we are in the same course - yes.
- Not really. There is not a lot of interaction between MAS and MLIS students.
- Yes, pub nights, meeting in lounge
- We don't talk to the MACL people enough.
- No, because I'm rarely on campus aside from class and I spend my break doing homework and working with my groups for my classes. I'm sure I'll meet other students along the way. It's not a concern.
- Only during class times and immediately before and after. See 6.3.
- I try to go out of my way to talk to people and be friendly!
- only with some students in the joint program who were in the same classes.
- in class

- Yes, but it's not really facilitated well. There seem to be silos between each of the programs, and not a lot of opportunities for positive interaction.

17. LASSA's budget is largely made up of your student fees. What other activities or programs would you be interested in seeing LASSA organize?

- Could we have the water cooler back? Or how about getting a new kettle for the kitchen? Those would be great!
- Fundraising i.e. backsale and supporting book donations like with Libraries without borders
- wow. my tuition pays for bowling and potlucks?
- Stuff in summer
- So far, I think LASSA is doing a great job. I especially appreciate the efforts to involve all students in the selection process for the new director and faculty.
- Social activities, more meetings on governance, feedback sessions with the administration
- meh
- LASSA does a great job planning events for the students -- it's too bad the students are lame and don't participate. Really, all student groups and activities are planned by the same core group of students and it's difficult to get the rest of the student body to participate in these activities.
- Annoyed that I was told the student fees were for photocopying and telephone calls, but I have to pay profs back for moneys spent on all but a few handouts. Maybe LASSA could have a copy card that is available for all students to use who paid \$250 for who knows what
- It would be fun to have pub nights either at Koerner's Pub or Mahoney's at 9pm on after evening classes finish. This would be an informal way for students to get to know each other and perhaps an opportunity for MAS and MLIS students to mix a bit more.
- pub night
- Something to bump up awareness amongst MAS students.
- a session on how to select courses
- More social events.
- Sigh. Maybe a few more social activities - games night, pumpkin carving, etc. But I also know it's hard on the event planners to plan all of these things.
- I like that LASSA focuses on improving the quality of the program and acts as an intermediary on behalf of the students. I think the activities are better planned by the various groups. A portion of the fees could be funneled to groups to offset fundraising.
- Perhaps not related, but I had the thought the other day that the SLAIS site should have student profiles. They could be entirely optional, with student-input information, with interests, contact info, urls, perhaps a headshot--possibly even a Ning social networking site. I would not expect this to get a lot of traffic or use (why replicate facebook) but it may create more opportunities for students to get to know each other (and for outsiders to know more what the school/students are about). Like the headshot bulletin board but online. It could be optional for those with privacy concerns.
- Can't think of any.
- Dinner and dance.
- Workshops, but attendance is low.

- pubcrawl, bbq
- More social events at SLAIS during non-school hours.
- free coffee in the lounge!
- Job fair and copy cards.
- swimming parties
- More social events. Colloquiums with the PhD students.
- Whatever they like.
- I'll think about that when/if I join!

18. Please give your thoughts or concerns on any other aspects of student life at SLAIS that you feel were not covered in this survey.

- student faculty relations, student representation on committees
- More classes between 11 and 2.
- Students are never given a voice.
- Greater interaction with the University Archives / Special Collections / Librarians are these people invited to potlucks etc, can faculty build into lessons ways to utilize these (Archives / SC) in papers etc.
- More interaction between the students from different programs or different years.
- Not just were we happy with the selection of courses, but were we happy with the quality of the course, and the professor. Quality is a much different question.
- The disconnect and infighting between the library and archival sides of the school is troubling.
- Class sizes are getting very large! There should be more opportunity for student participation in many classes.
- n/a
- There is a negative attitude among many of the students at SLAIS. I'm not sure if this is because some of the teachers are hired more for their research than their teaching ability--which is my major concern--or what, but it kind of affects those around them.
- Aside from class, there seemed to be limited opportunities for bonding with other SLAIS people. I've met plenty of nice people, but that's about it. We need to build relationships versus dialogues of pleasantries.
- The Barber Centre is lovely but the bathrooms are deplorable. It's outside of the scope of this survey, but is there a way of SLAIS complaining as a whole? I've sent complaints as an individual.
- n/a
- LASSA needs to be more transparent and inviting, post meeting minutes promptly, advertise meetings so students can attend, and not violate their own constitution (like with their AGM this year).

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

- A few of the questions did not make sense.
- there were a few errors - such as in Section 4.1. where your choices are not "yes" or "no" but it says "choice 1" and "choice 2." Also some spelling mistakes. Be sure to proofread!
- Good, but one question that had answers Choice 1, choice 2, did not make sense.
- what is PEP?

- Q.4.1 seems to have no multiple choice options text filled in. Next to the bubbles it just says "option 1" or "option 2". I suggest proofreading would improve the PEP survey.
- More "unsure" or "I don't know" answers to earlier questions. As a new student there are a few things I do not yet know.
- give a random prize to one of the people who complete it
- This is the worst PEP survey I've ever done while at SLAIS. Last year was much better. Did the person who wrote this take Research Methods? Because that would be a start. Also, it seemed to be skewed to the MLIS side. Have a Joint person write it and consult with MACL/PhD folks.
- There are some poorly worded questions and 4.1 is clearly an error because it does not have the yes/no choice.
- I think someone made a typo with question 4.
- A timeframe to the questions might be nice. Some of them asked if we had gone, but didn't say "within the last year" so I specifically said "in 2006" or whenever I attended so that you would know. It shouldn't be assumed that the timeframe is within the last year.
- Proofread!!!
- Better proof-reading!
- There is a question (Section 4) that doesn't make any sense... it looks like a mistake. Also, on the questions about the wiki and website, I answered that I've never used either yet I was asked for my opinion on how to improve them. I have done this survey once before and I would love to actually know what happens with the data or how it goes to improving student life. I never heard anything about the last survey after it was finished. Need more transparency and accountability.
- It's fine. It is a good length.
- This survey doesn't ask us anything about the quality of instruction we are receiving.
- Hmm I guess a better test run? I think I saw a few mistakes... Otherwise, EXCELLENT survey with a good range of questions.
- It was fine
- I think question 4 is entered incorrectly. Choice 1 Choice 2?
- stop forcing us to explain our thoughts.
- Improve your survey design! See my notes in earlier text boxes. Seriously, this was pretty badly designed.

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