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***Self-Assessment of Their  
Preparation to Conduct  
Independent Research  
and Communicate  
Findings***

Rose Grose, GSR in IRAPS  
Ph.D. Candidate, Social Psychology, UC Santa Cruz

# UCSC GRADUATE STUDENT SURVEY

- Biennial survey since 2007
- Main purposes:
  - Comprehensive program-level assessment
  - Campus-wide assessment
    - In-depth comparisons across demographic groups
    - Analysis of trends over time
  - Source of indirect evidence for PLO assessment



# 2013 UCSC GRADUATE STUDENT SURVEY

- All enrolled graduate students invited to participate
  - 55% response rate in 2013
- Doctoral students who had completed their coursework
  - $N = 386$



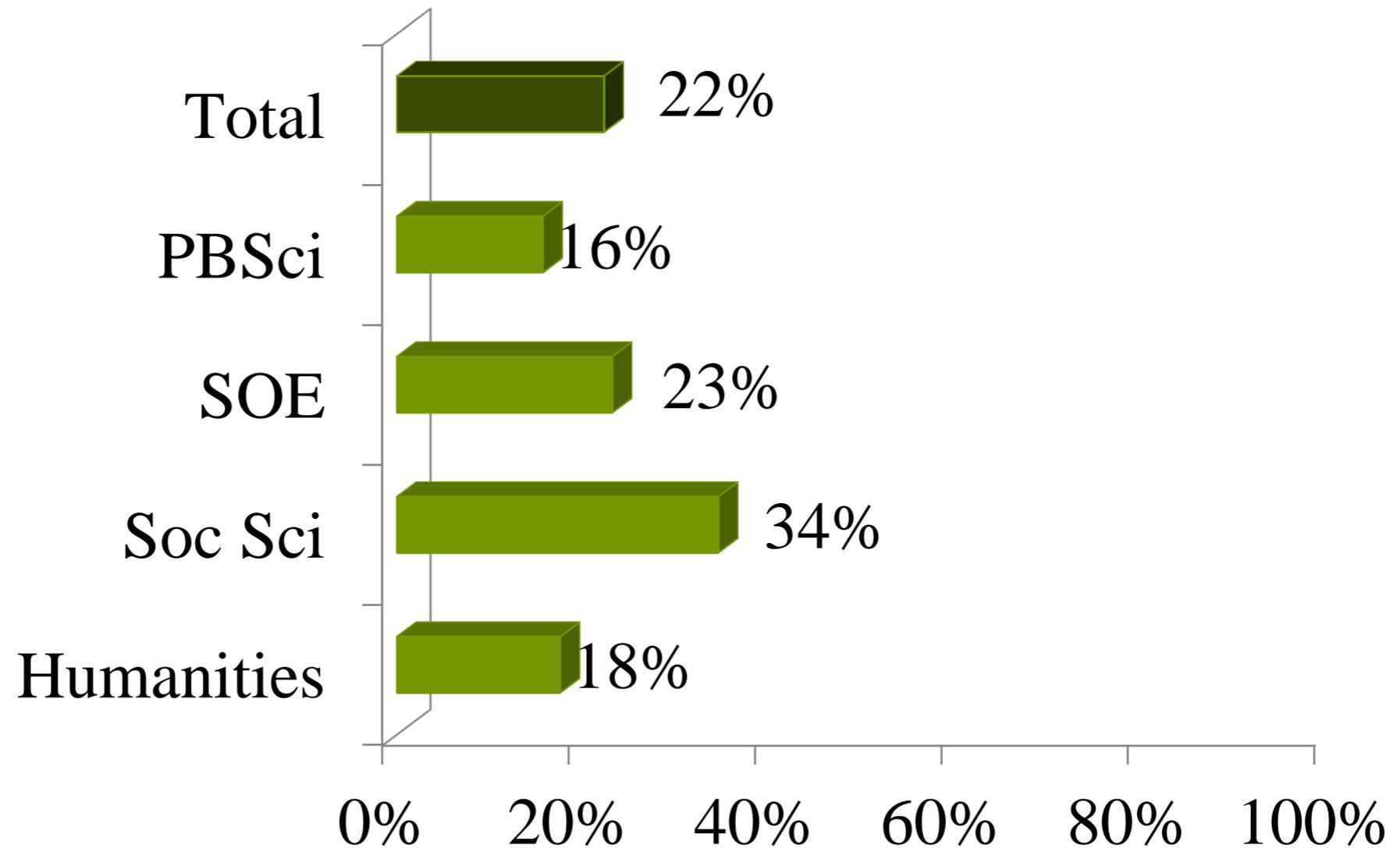
## Respondent Profile

		Arts	Humanities	Social Sciences	SOE	PBSci	Total
Gender	Men	30%	36%	31%	69%	50%	47%
	Women	70%	64%	69%	31%	50%	53%
Ethnicity Comparison Groups	Asian American	10%	10%	20%	26%	17%	19%
	Hispanic/Latino	0%	10%	12%	8%	11%	10%
	Other Underrepresented Minorities*	20%	10%	11%	5%	7%	8%
	Non-Hispanic White	70%	69%	58%	62%	65%	63%

\*Other underrepresented minorities included students who identified as American Indian or Alaska Native, African American/Black, Native Hawaiian, or Pacific Islander.

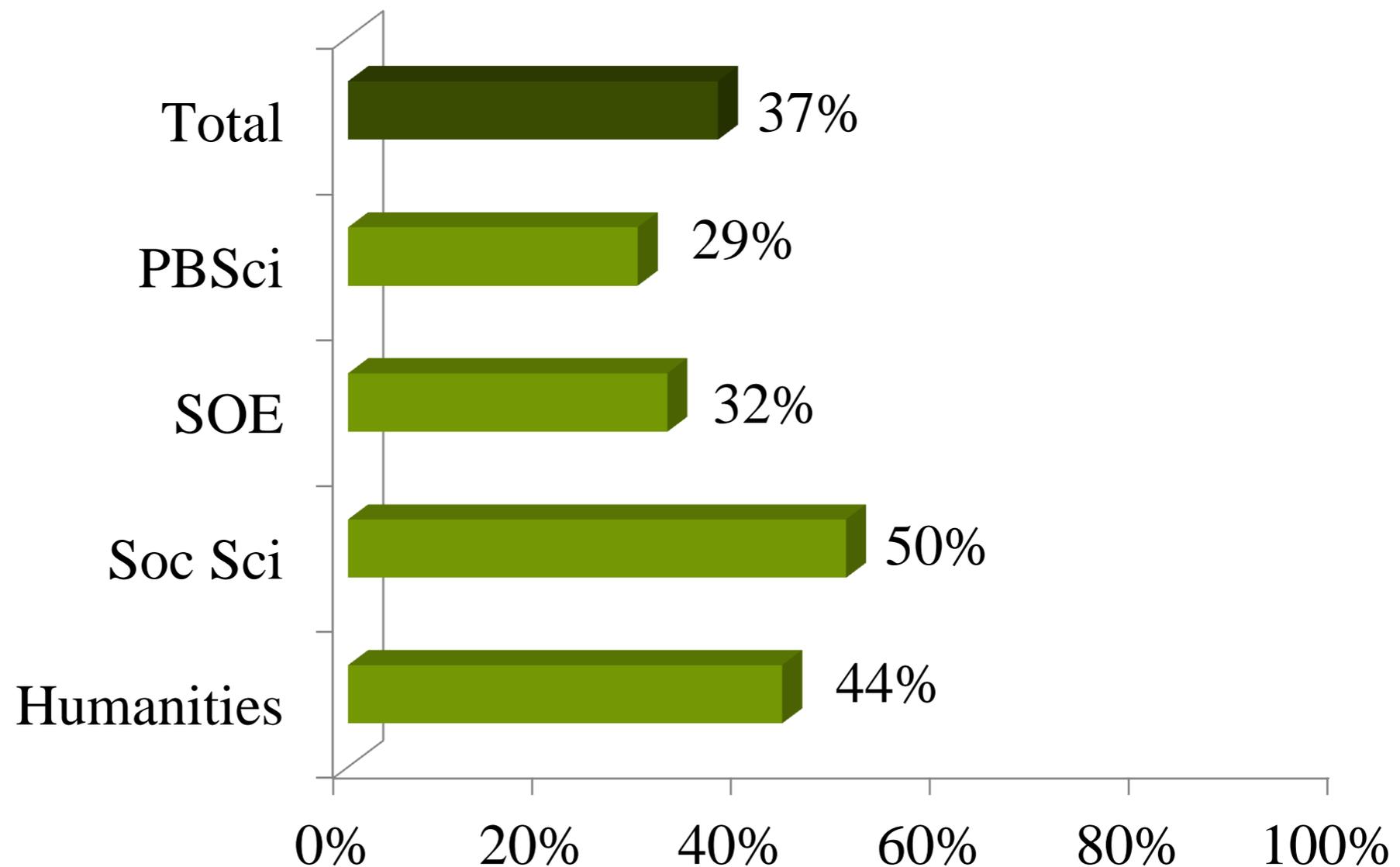
# PLO Assessment: Research

- Rate your preparation to “Conduct independent research/scholarship”
  - On a 5-point scale (*excellent, good, fair, poor or very poor*)
- “Underprepared” = very poor to fair



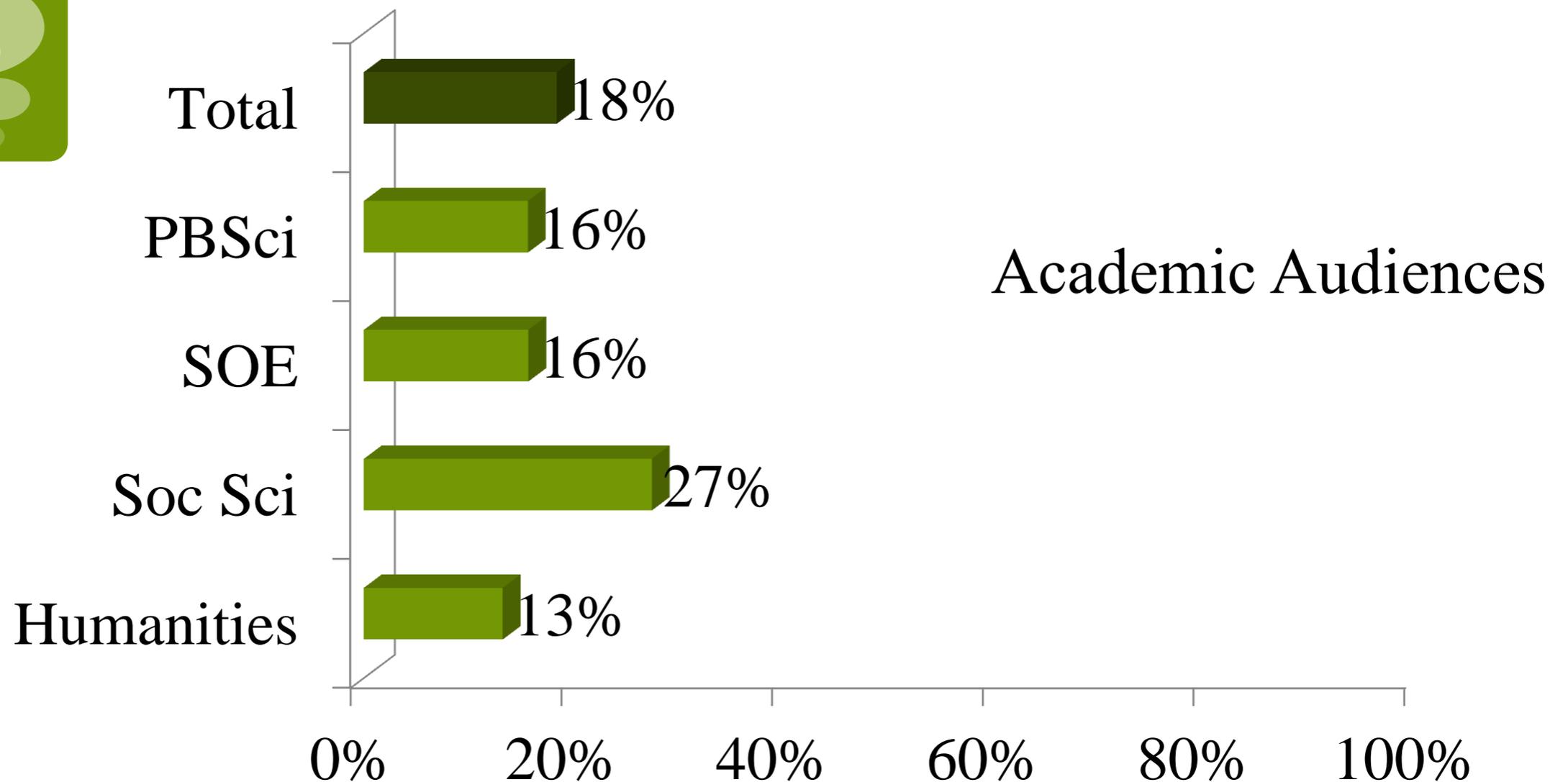
# PLO Assessment: Writing Articles

- Rate your preparation to “Write article for scholarly publication”
  - On a 5-point scale (*excellent, good, fair, poor or very poor*)
- “Underprepared” = very poor to fair



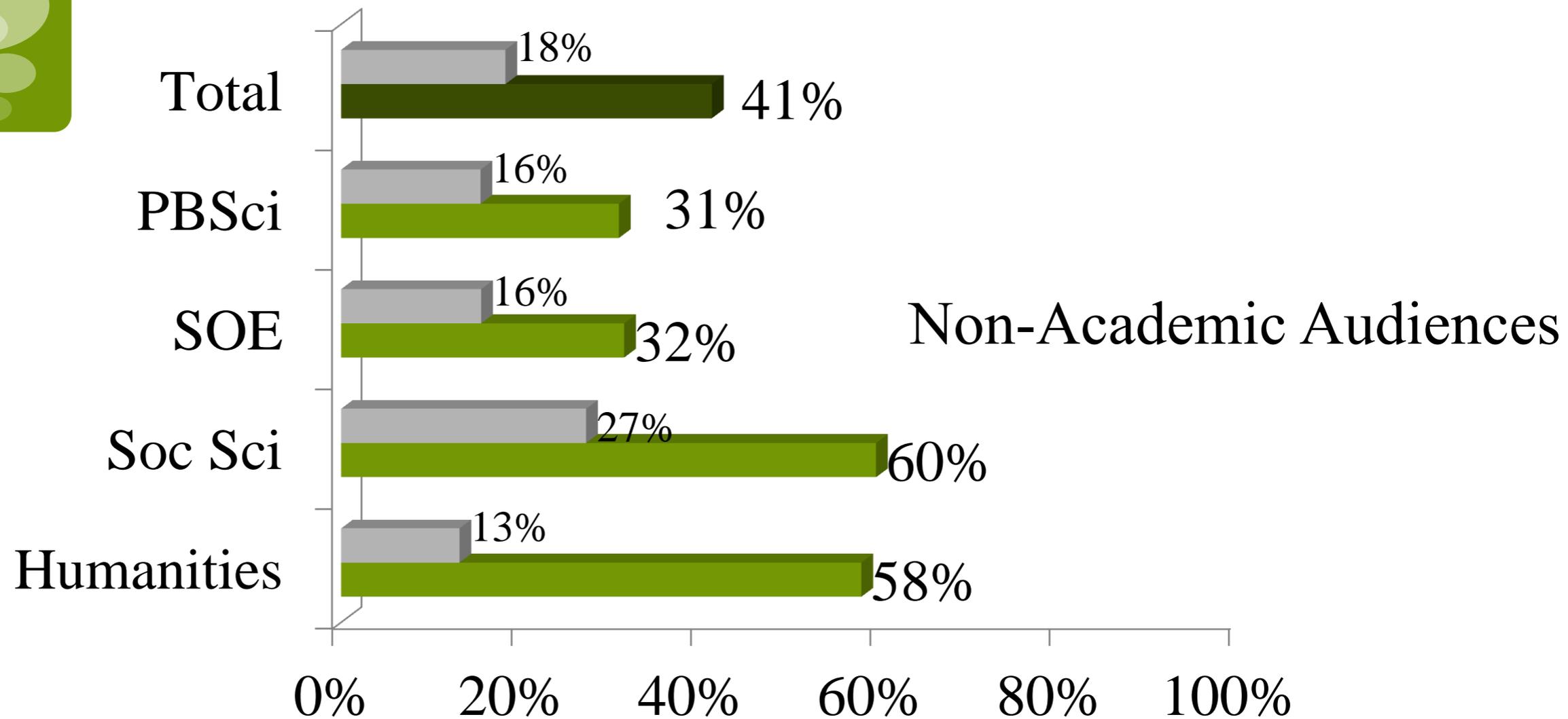
# PLO Assessment: Oral Presentations

- Rate your preparation to “Make presentations to academic audiences” and “Make presentations to non-academic audiences”
  - On a 5-point scale (*excellent, good, fair, poor or very poor*)
  - “Underprepared” = very poor to fair



# PLO Assessment: Oral Presentations

- Rate your preparation to “Make presentations to academic audiences” and “Make presentations to non-academic audiences”
  - On a 5-point scale (*excellent, good, fair, poor or very poor*)
- “Underprepared” = very poor to fair



# KEY RECOMENDATIONS

- Regularly offer workshops about each stage of conducting dissertation research
  - Discuss program expectations explicitly
- Fund efforts that address the lack of training in academic writing:
  - Offer organized writing retreats.
  - Provide resources for students who want to start their own dissertation writing groups.
  - Establish a *Writing Partnership Program* (such as the one at UC Davis) which helps graduate students connect with fellow students interested in writing support and peer review.



# KEY RECOMENDATIONS

- Provide training to all students about the gendered nature of academia:
  - About how to recognize and cope with gender bias and discrimination in academia.
  - Work-life balance workshops so women feel more prepared and welcome in academia while here at UCSC.



# ACTIONS BEING TAKEN at UCSC

- Needs assessments
  - Dean's survey of professional development
  - Updating these data with the 2015 GSS
- Professional Development opportunities
  - Campus-wide
  - Department Specific
- PLO assessments with direct feedback to students



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# Read more in the UCSA Graduate Policy Journal

<http://ucsa.org/category/graduate-campaigns/graduate-policy-journal/>