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

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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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Arts</th>
<th>Humanities</th>
<th>Social Sciences</th>
<th>SOE</th>
<th>PBSci</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>30%</td>
<td>36%</td>
<td>31%</td>
<td>69%</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>Women</td>
<td>70%</td>
<td>64%</td>
<td>69%</td>
<td>31%</td>
<td>50%</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity/Comparison Groups</th>
<th>Arts</th>
<th>Humanities</th>
<th>Social Sciences</th>
<th>SOE</th>
<th>PBSci</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American</td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
<td>26%</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0%</td>
<td>10%</td>
<td>12%</td>
<td>8%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Other Underrepresented Minorities*</td>
<td>20%</td>
<td>10%</td>
<td>11%</td>
<td>5%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Non-Hispanic White</td>
<td>70%</td>
<td>69%</td>
<td>58%</td>
<td>62%</td>
<td>65%</td>
<td>63%</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>22%</td>
</tr>
<tr>
<td>PBSci</td>
<td>16%</td>
</tr>
<tr>
<td>SOE</td>
<td>23%</td>
</tr>
<tr>
<td>Soc Sci</td>
<td>34%</td>
</tr>
<tr>
<td>Humanities</td>
<td>18%</td>
</tr>
</tbody>
</table>
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

- Total: 37%
- PBSci: 29%
- SOE: 32%
- Soc Sci: 50%
- Humanities: 44%
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

Academic Audiences

- Total: 18%
- PBSci: 16%
- SOE: 16%
- Soc Sci: 27%
- Humanities: 13%
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 RECOMMENDATIONS

- 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 RECOMMENDATIONS

- 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
Read more in the UCSA Graduate Policy Journal

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