1) **Statement of the learning goals for the assessment that you are reviewing.**

We are reviewing Professional Development goals, which are to prepare our students as professional scholars and academic scholars.

2) **A description of what data or other information you are drawing on to conduct your review (e.g. students’ exam results, students’ job placements).**

During the Fall 2012 semester, we had our Graduate Center Periodic External Review. We are drawing on our deliberations with students and faculty members in advance of the site visit and review; the document we prepared for the review; site visitor meetings with students and alumni; and the External Review (ER) Report and Response.

3) **Your findings. Is the assessment (and preparation for it) effective?**

The site visitors and the faculty agreed that our Professional Development activities are wanting. A central theme current PhD students and PhD Program alumni communicated was the desire for a more structured and institutionalized approach to professional development, particularly for students interested in academic careers. The site visitors’ suggestions included more structured presentations about the academic job market, including understanding differences between teaching and research institutions. They proposed providing specific guidance on how to prepare a portfolio including a CV, teaching, publications, presentations, and research experience. Those who expressed an interest in professional applications of advanced research in practice wanted professional development activities that would help them strategize using the PhD to advance their careers in policy and administration, including evaluation research and consulting. Alternatively alumni expressed interest and enthusiasm in ways of contributing to current PhD student careers through advisory boards or in other consulting capacities.
4) **Proposed changes, if any, to the assessment, the learning goals for it, the curriculum/preparation leading up to it.**

For students seeking academic job searches we will mount a formal, comprehensive professional development program to make students more aware of academic job opportunities and prepare a CV and portfolio that would make them competitive or be more successful in job searches. This would also include rehearsal job talks. To encourage more robust portfolios, we will reassess our examinations, so they could result in publishable papers, in addition to course assignments targeted towards peer review publication. We are examining the existing program time line to determine where we can incorporate formal professional development activities, for example January or August, within the second semester of the six-credit dissertation seminar, or at scheduled group meetings for students at Level III. We are in the process of identifying alumni to serve on an Advisory Committee.

5) **The next steps that will be taken. (There should be a follow-up on these in the report for the next cycle.)**

We will review the all ER suggestions with the Executive and Curriculum committee and meet with Jennifer Furlong to develop a comprehensive plan based on the ER recommendations which were timely and useful.