Focus: Uplifting equity in career development practices for high-priority students
Career Services
are not one-size-fits-all

For years, career centers nationwide have struggled to increase student motivation and engagement around career development. Much of the work done, while laudable, has resulted in an approach that is designed to provide valuable career-related resources and services to all students, while expecting those efforts to trickle down to students from historically underserved populations, specifically Black, Indigenous, and Other Students of Color; first-generation college students; LGBTQ+ students; and international students.

The Center for Career and Professional Development at Kalamazoo College intends to flip this approach because we know that greater engagement with these **high-priority students** will afford them **greater career mobility and post-graduate success**. What follows is a structured, intentional, data-driven plan that concentrates the Center’s efforts on customized initiatives designed for this population’s success.
Content & Definitions

1. Kalamazoo College Strategic Plan and Institutional Learning Outcomes
   Connection of the College’s goals to established career competencies

2. Strategic Plan Overview
   Basic overview of all six goals that comprise this Strategic Plan

3. Goal Narratives and Assessment Plans
   Collection of each goal’s strategic actions, key questions, and associated metrics

4. References
   A listing of all sources cited and acknowledged in this Plan

Definitions, abridged for this document

BIPOC: (Black, Indigenous, and other People of Color): In this Plan, you will see BIPOC used interchangeably with FGEM and high-priority students.

Cultural Wealth Model: “Cultural wealth includes the assets, strengths, and capital of of marginalized groups” (Garriott, 2020, p. 87). This Plan seeks to build upon the cultural wealth of our students and help them grow their potential for career mobility.

DEI: For the purposes of this Plan, DEI is a collective term that refers to an elevated awareness of difference (Diversity), the promotion of justice and fairness within systems (Equity), and the act of welcoming diverse others (Inclusion).

DSA: Departmental Student Advisors help answer K students’ questions about classes, majors, minors and academic concentrations.

FDS: The CCPD administers the First Destination Survey each year to learn about graduating seniors’ plans after college.

FGEM: (First-Generation/Economically Marginalized): “First-generation students tend to be members of economically and racially marginalized groups” (Garriott, 2020, p. 80).

GLCA: Kalamazoo College is one of 13 liberal arts colleges affiliated with the Great Lakes Colleges Association, Inc.

High-Priority Students: Historically, certain groups have been excluded from mainstream life. The intent of this Plan is to focus on students who may have experienced inequity due to race, gender identity, sexual orientation, physical ability and/or immigration status.

NACM: The Career Leadership Collective administers the National Alumni Career Mobility Survey to better understand graduates’ return on their higher education investment.

SWOT Analysis: The process of identifying strengths, weaknesses, opportunities and threats.

White Supremacy Culture: A philosophy by which organizations proliferate certain standards and norms, specifically around professional behavior and expectations. These can be damaging because they prohibit marginalized people from advancing (Jones & Okun, 2001).
Alignment with K’s Strategic Plan and Institutional Learning Outcomes

Strategic Plan Elements

**CURRICULAR AND CO-CURRICULAR PROGRAMS**
The College is committed to advancing all elements of the K-Plan and preparing students for life after K. Participation in high-impact experiential education is key to building a strong educational foundation and the CCPD’s Strategic Plan amplifies the K-Plan, making opportunities more equitable to high-priority students.

**COMMUNITY**
Engaging alumni after K and fostering an inclusive and supportive campus align with the CCPD Strategic Plan because access to our services don’t expire for K alumni. We hope to strengthen our relationship with alumni specifically through a formalized mentorship program to support students of color.

**CAMPUS**
An ambitious goal of the CCPD’s Plan involves rebranding and relocating the Career Center. By rebranding the work as helping students tell their unique K-Plan stories and by positioning the CCPD in a more visible, centralized location, accessibility and equity will be enhanced.

**ENDOWMENT**
Sustaining a high-quality College experience requires support from all partners. Ensuring that K-Plan elements such as internships, externships, and student employment are appropriately compensated allows more students, especially high-priority students, to engage and connect those experiences to life after K.

Learning Outcomes

**COMMUNICATION**
“Learning to successfully articulate one’s ideas is a critical skill that sets our students apart in the workforce and empowers them to be pioneers in their field.” One of the eight NACE competencies, communication is described as the ability to “clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.”

**ADDRESS COMPLEX PROBLEMS**
“Developing critical thinking is a central tenet of a Kalamazoo College education; we want our students to creatively innovate and envision solutions to today’s most pressing problems.” Critical Thinking, another NACE competency, is the ability to “identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.”

**COLLABORATE SUCCESSFULLY**
“At K, we want our students to learn how to cooperate with people of all beliefs and backgrounds so that they can go on to become team players, coalition builders and community organizers.” Designated as Teamwork, NACE describes this competency as the ability to “build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.”

**DEMONSTRATE INTERCULTURAL FLUENCY**
“It is central to our mission that students expand their sense of community to become conscientious global citizens who can empathize with and appreciate richly diverse cultures.” Identified by NACE as Equity and Inclusion, the ability to “demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures.”
GOAL 1
Ensuring equitable access to our services

We want all students to feel like the tools they need to succeed around career and life planning exist, are easy to find, and are made accessible by the CCPD.

**Relevant outcomes include:**
- Formal audit report completed
- # of marginalized students engaged in experiential education increases
- Career Studio expansion plan complete

GOAL 2
Supporting professional and student staff development related to DEI work

In order to enhance identity-based professional development education, the CCPD commits to identifying best practices for student and professional staff that will amplify DEI work in a professional setting.

**Relevant outcomes include:**
- DEI guides/webinar series plan drafted
- Hiring of Assistant Director for Student Employment
- Updated compensation models drafted for students/staff

GOAL 3
Elevating and sustaining staff training practices

To better equip staff in serving our constituents, we would like to accomplish ongoing credentialing to be informed with knowledge to share with colleagues, as well as students, alumni and employers.

**Relevant outcomes include:**
- Staff Commitment Contracts completed
- Identity-based Moodle modules created, organized and assessed
- Job description statements created to infuse identity-based components

GOAL 4
Connecting well-being and identity to student career readiness

We empower students to become career ready, including a focus on career wellness, which is defined as engaging in work that provides personal satisfaction and enrichment and that aligns with one’s identity.

**Relevant outcomes include:**
- Creation of Career Champions program
- Sophomore Seminar strategy complete
- 50 additional donor-funded career-related experiential opportunity stipends

GOAL 5
Promoting employers committed to inclusive hiring practices

We are committed to uplifting employers who interact, interview, and recruit a diverse group of people, recognizing and valuing different origins and perspectives, and taking into account factors other than gender and race.

**Relevant outcomes include:**
- Handshake signal boosting strategy refined and implemented
- Staffing structure assessment completed
- Assessment of DEI employer guides completed

GOAL 6
Connecting students with employers who are DEI champions

DEI Champions bring accountability into action through principle, practice, and continuous improvement, creating a more inclusive culture that promotes equity and justice throughout the hiring process and beyond.

**Relevant outcomes include:**
- Employer Advisory Board strategy created and implemented
- DEI Offerings Menu strategy created and piloted
- Identity-based mentoring program created
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<tbody>
<tr>
<td><strong>2022–23</strong></td>
<td>Complete a data audit to identify gaps in information and knowledge about and for high-priority students</td>
<td>Appointments, FDS Response Rates, Identity-Based Resources, Staffing Structures, Budgets, Alumni Reflections, Internship Program Stats</td>
<td>Can we compensate students for emotional labor involved in identity-based assessment? Can we earmark funds specifically for students of color? How do we incentivize high-priority student engagement? Key partners to engage: Counseling Center, Admission, Advising, Alumni Engagement Can we get info from the Common App if personal information is removed?</td>
<td>• Formal Audit Report completed • Gap Analysis completed • Industry Trends Assessment completed • Focus Group Analysis completed • Your K Story Guide expansion completed • Updated Internship Stipend Model Proposed</td>
</tr>
<tr>
<td><strong>2023–24</strong></td>
<td>Create public dashboard to display knowledge from data audits and progress made Locate, assess, update, and create resources that attend to the specific needs of high-priority populations</td>
<td>Dashboard Metrics, Website Audit, Print/Virtual Resources, Identity-Based Guide Content, Career Studio-Engagement and Forecasting</td>
<td>What have we learned from our audits/Where are the gaps? What needs to be addressed in our virtual presence to be more equitable? What metrics need to be displayed on a public facing dashboard? What content do we already have and how might it need updating? What content must we create to serve our students better? How might we consider folding DEI Champions into Parker Dewey?</td>
<td>• Dashboard Skeleton completed • Website Audit completed • Identity-Based Resource Audit completed • Creation of Identity-Based Guides project • Career Studio Evaluation completed • Your K Story Guides for majors/departments plan created • # of FGEM, BIPOC, international students engaged in experiential education increases • Increase in Internship Stipends for marginalized students</td>
</tr>
<tr>
<td><strong>2024–25</strong></td>
<td>Officially market identity-based resources, services and initiatives</td>
<td>Shared Passages Seminar Strategy, Faculty Moodle Course Modules, Recruitment Strategy</td>
<td>How do we think developmentally about the content that should be infused into each Shared Passages Seminar? What content should be elevated to make it easy for faculty to integrate into their courses? How will we encourage use of the faculty Moodle modules? How does the current recruitment strategy need to be updated to ensure equity? How can we ensure all students access experiential education equitably?</td>
<td>• Shared Passages Program Infusion Strategy completed • Identity-Based Guides Project Phase II completed • Faculty Moodle Content completed • Your K Story Guides for Majors continued • Formal recruitment/hiring strategy completed • Career Studio expansion plan complete</td>
</tr>
</tbody>
</table>
**ASSESSMENT PLAN:** Ensuring equitable access to our services

As our campus community becomes increasingly diverse, the Center for Career and Professional Development is committed to creating an open space that ensures K students of multiple identities and backgrounds are supported in their career exploration and professional development endeavors. We want all students to feel like the tools they need to succeed around career and life planning exist, are easy to find, and are made accessible by the CCPD.

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</table>
| 2022-23       | • Formal Audit Report completed  
• Gap Analysis completed  
• Industry Trends Assessment completed  
• Focus Group Analysis completed  
• Your K Story Guide expansion completed  
• Updated Internship Stipend Model Proposed | Appointments  
FDS Response Rates  
Identity-Based Resources  
Staffing Structures  
Budgets  
Alumni Reflections  
Internship Program Stats | | |
| 2023-24       | • Dashboard Skeleton completed  
• Website Audit completed  
• Identity-Based Resource Audit completed  
• Creation of Identity-Based Guides project  
• Career Studio Evaluation completed  
• Your K Story Guides for majors/departments plan created  
• # of FGEM, BIPOC, international students engaged in experiential education increases  
• Increase in Internship Stipends for high-priority students | Dashboard Metrics  
Website Audit  
Print/Virtual Resources  
Identity-Based Guide Content  
Career Studio-Engagement and Forecasting | | |
| 2024-25       | • Shared Passages Program Infusion Strategy completed  
• Identity-Based Guides Project Phase II completed  
• Faculty Moodle Content completed  
• Your K Story Guides for Majors continued  
• Formal recruitment/hiring strategy completed  
• Career Studio expansion plan complete | Shared Passages  
Seminar Strategy  
Faculty Moodle Course Modules  
Recruitment Strategy | | |

**ASSESSMENT LEADER:** Richard Sylvester
### GOAL 2
Supporting professional and student staff development related to DEI work

There exists a recurring gap pertaining to the degree of available professional development curriculum in relation to DEI education. This creates an opportunity to enhance identity-based professional development education in areas such as student employment, training and mentoring. The CCPD commits to developing ourselves as people and staff members, and to identifying best practices that will amplify DEI work in a professional setting.

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<td>2022-23</td>
<td><strong>Identify opportunities for a structured professional development program for staff/students</strong>&lt;br&gt;• Partner with HR for pro staff&lt;br&gt;• Pilot student employment program&lt;br&gt;<strong>Identify, generate, and curate content to support professional development efforts</strong>&lt;br&gt;• Navigation Series Guides&lt;br&gt;• Your K Story Guides Webinar Series</td>
<td>Student Employment Survey Data&lt;br&gt;HR Offerings&lt;br&gt;Content Audit</td>
<td>How might we consider assessing levels of DEI knowledge as we build out professional development content and structures?&lt;br&gt;What staff group(s) might we consider for piloting professional development ideas?&lt;br&gt;Who else might we partner with to identify professional development gaps that exist across campus?&lt;br&gt;How might the creation of student employee resource groups be beneficial to these efforts?</td>
<td>• Formal Content Audit completed&lt;br&gt;• Student Employment Program Plan drafted&lt;br&gt;• DEI Guides/Webinar Series Plan drafted</td>
</tr>
<tr>
<td>2023-24</td>
<td><strong>Formalize Student Employment Program</strong>&lt;br&gt;• Create hiring plan for AD, Student Employment&lt;br&gt;• Institutionalize professional development for student employees&lt;br&gt;• Institute tiered compensation model</td>
<td><strong>Formalize Partnership with HR for Staff Professional Development Program</strong>&lt;br&gt;• Institute model to compensate staff for professional development engagement</td>
<td><strong>Budget</strong>&lt;br&gt;GLCA Benchmarks&lt;br&gt;Compensation Modeling&lt;br&gt;Professional Development Compensation Modeling</td>
<td>What budget barriers exist when it comes to creating a scaffolded wage model for student employees?&lt;br&gt;What budget barriers exist when it comes to creating a compensation model for professional staff to engage in paid staff development opportunities?&lt;br&gt;How can we arrive at an institutionalized definition of professional development that overtly centers identity and inclusion?&lt;br&gt;How might Arcus’s professional development model be a helpful template for our own?</td>
</tr>
<tr>
<td>2024-25</td>
<td><strong>DEI Certification Series</strong>&lt;br&gt;• Pro/Student Staff&lt;br&gt;<strong>Student Employment Program Implemented</strong>&lt;br&gt;• AD hired and onboarded&lt;br&gt;• Professional development program implemented in all positions&lt;br&gt;• Updated compensation model&lt;br&gt;<strong>Content infusion across campus</strong>&lt;br&gt;• Faculty, staff and students</td>
<td><strong>Certification Criteria</strong>&lt;br&gt;Compensation Models&lt;br&gt;Content Strategy/Plan</td>
<td>What all comprises an effective and thoughtful certification series?&lt;br&gt;How will we assess the student employment program?&lt;br&gt;How will we assess the professional development program for staff?&lt;br&gt;How might infusion and marketing strategies/content differ for student, faculty and staff audiences?</td>
<td>• Onboarding of AD, Student Employment completed&lt;br&gt;• Professional development plan implemented in student employment&lt;br&gt;• Professional Development assessment plan drafted&lt;br&gt;• Campus content infusion strategy drafted and deployed</td>
</tr>
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ASSESSMENT PLAN: Supporting professional and student staff development related to DEI work

There exists a recurring gap pertaining to the degree of available professional development curriculum in relation to DEI education. This creates an opportunity to enhance identity-based professional development education in areas such as student employment, training and mentoring. The CCPD commits to developing ourselves as people and staff members, and to identifying best practices that will amplify DEI work in a professional setting.

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</table>
| 2022-23       | • Formal Content Audit completed  
                • Student Employment Program Plan drafted  
                • DEI Guides/Webinar Series Plan drafted | Student Employment Survey Data  
HR Offerings  
Content Audit | | |
| 2023-24       | • Hiring Plan for AD, Student Employment  
                • Staff Development Plan drafted  
                • Updated compensation Models drafted for pro/student staff  
                • Increase in student employment opportunities and participation  
                • Institutional definition of professional development | Budget  
GLCA Benchmarks  
Compensation Modeling  
Professional Development Compensation Modeling | | |
| 2024-25       | • Onboarding of AD, Student Employment completed  
                • Professional development plan implemented in student employment  
                • Professional Development assessment plan drafted  
                • Campus content infusion strategy drafted and deployed | Certification Criteria  
Compensation Models  
Content Strategy/Plan | | |

ASSESSMENT LEADER: Keri Bol
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<tbody>
<tr>
<td>2022-23</td>
<td>Perform a SWOT analysis</td>
<td>Self-Assessment Data, DEI Competencies, External Expertise</td>
<td>How much time, how many resources and what energy will the staff commit to this work?</td>
<td>SWOT Analysis completed for pro staff and student staff</td>
</tr>
<tr>
<td></td>
<td>• Identify topics where staff may need additional support, learning and content</td>
<td></td>
<td>How do we determine different levels of knowledge to appropriately acquire new skills and information?</td>
<td>DEI Competency Self-Assessments completed for staff and students</td>
</tr>
<tr>
<td></td>
<td>• Clarify topics that align with the needs of marginalized students</td>
<td></td>
<td>Who are the experts in this field and how can we connect with them?</td>
<td>Staff Commitment Contracts completed</td>
</tr>
<tr>
<td></td>
<td>Seek out consultation experts to guide staff in immersive experiences to further develop our DEI competencies</td>
<td></td>
<td>How can we infuse concepts of Anti-White-Supremacy Culture and the Community Cultural Wealth Model prominently into our trainings and resources?</td>
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<tr>
<td></td>
<td>• Justice at Work</td>
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<tr>
<td></td>
<td>• Professional associations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2023-24</td>
<td>Collect and curate resources and information to enhance staff training practices</td>
<td>Resource Audit Data, Staff Data Mine re: Training Topics, Moodle Content, Staff Meeting Structure</td>
<td>What resources and knowledge do our student and professional staffs have, and what of it can be compiled and curated to assist with trainings?</td>
<td>Resource Archive created</td>
</tr>
<tr>
<td></td>
<td>• Identify books, articles, and classes that focus on identity and career</td>
<td></td>
<td>What is the status of our Moodle content for students and staff? How can it be enhanced and made more efficient for training and professional development?</td>
<td>Identity-Based Moodle modules created, organized and assessed</td>
</tr>
<tr>
<td></td>
<td>Organize collected resources and information prominently in training and professional development practices</td>
<td></td>
<td>How can we fully transform our staff meetings/professional development to be centered around identity and career development?</td>
<td>Staff meeting strategy created and implemented</td>
</tr>
<tr>
<td></td>
<td>• Infuse resources developmentally into student employment training modules</td>
<td></td>
<td>What does our budget look like to invite experts to work with us as a team on transforming our work in an identity-centric manner?</td>
<td>Expert consultant identified and hired</td>
</tr>
<tr>
<td></td>
<td>• Infuse resources into staff meetings</td>
<td></td>
<td>How can we leverage CAs/DSAs in this work?</td>
<td></td>
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<tr>
<td></td>
<td>Hire expert consultant to offer guidance on next steps</td>
<td></td>
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<tr>
<td>2024-25</td>
<td>Assess quality of training content</td>
<td>Training Assessments, Job Descriptions, DEI Commitment Statements</td>
<td>What assessments need to be created in order for us to adequately evaluate our extant trainings and content?</td>
<td>Assessment Instrument(s) for content evaluation created</td>
</tr>
<tr>
<td></td>
<td>Hold staff accountable to personal development related to DEI work</td>
<td></td>
<td>How can we develop a staff-centered approach to evaluating staff on DEI work, and appropriately holding people accountable on a regular basis?</td>
<td>Job description statements created to include identity-based professional development and infusion</td>
</tr>
<tr>
<td></td>
<td>• Require yearly trainings/updates on knowledge acquired</td>
<td></td>
<td>How are we actively infusing knowledge gained through expert consultants and our own professional development into all aspects of the CCPD’s work?</td>
<td>360 review of CCPD’s work toward full integration completed</td>
</tr>
<tr>
<td></td>
<td>• Require DEI commitment in position descriptions/work</td>
<td></td>
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<tr>
<td></td>
<td>Infuse knowledge gained into all aspects of the CCPD</td>
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</table>
**ASSESSMENT PLAN:** Elevating and sustaining staff training practices

To better equip staff in serving our constituents, we would like to accomplish on-going credentialing to be informed with knowledge to share with colleagues, as well as students, alumni and employers. Our team has accomplished educational pursuits and we hold various credentials, talents and knowledge that can assist those we serve in supportive ways as well as provide helpful resources. We will continue with identifying and completing useful content to continue with professional development to be able to be a resource for our clients. This acquisition will occur on an on-going yearly basis, scheduling planned meetings, presentations and learning time to accomplish this goal.

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</thead>
</table>
| 2022-23       | • SWOT Analysis completed for pro staff and student staff  
• DEI Competency Self-Assessments completed for staff and students  
• Staff Commitment Contracts completed | Self-Assessment Data  
DEI Competencies  
External Expertise |                    |    |
| 2023-24       | • Resource Archive created  
• Identity-Based Moodle modules created, organized and assessed  
• Staff meeting strategy created and implemented  
• Expert consultant identified and hired | Resource Audit Data  
Staff Data Mine re: Training Topics  
Moodle Content  
Staff Meeting Structure |                    |    |
| 2024-25       | • Assessment Instrument(s) for content evaluation created  
• Job description statements created to include identity-based professional development and infusion  
• 360 review of CCPD’s work toward full integration completed | Training Assessments  
Job Descriptions  
DEI Commitment Statements |                    |    |

**ASSESSMENT LEADER:** Jackie Srodes
### GOAL 4
Connecting well-being and identity to student career readiness

A sense of identity (including values, goals, beliefs, and characteristics that make up one’s sense of self) is both deeply individual and core to a student’s wellbeing. Well-being is the synthesis of each following aspects: Career, Social, Financial, Physical, Community, according to the needs of the individual. We empower students to become career ready, including a focus on career wellness, which is defined as engaging in work that provides personal satisfaction and enrichment and that aligns with one’s identity.

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</table>
| **2022-23**   | **Employ Data Audit results to**  
• define career wellness  
• determine content gaps in curriculum  
• assess FDS to mine identity, usage, outcomes  
Identify, create, and update career readiness resources  
• Develop identity-based grab-and-go classroom assignments  
Collate information on diverse alumni | Data Audit Results  
Curriculum Audit  
Alumni Engagement | What is the CCPD’s official definition of career wellness?  
What enhancements can be made to the FDS to make it more useful in assessing identity-specific outcomes?  
What kinds of tools, assessments and resources exist or need to be created to provide quality identity-based career readiness assignments to faculty?  
How do we identify, recruit and invite alumni from marginalized populations to engage with current students? | **Formal career wellness definition**  
**FDS as graduation requirement**  
**Gap Analysis results**  
**Create Career Readiness Assessment**  
**Begin identity-based grab-and-go classroom assignment project**  
**Creation of Career Champions program** |
| **2023-24**   | **Collect information regarding summer internship/job/other participation for high-priority students**  
Build collection of identity-based classroom assignments focused on identity and values  
Assess Hornet Huddles program to include more of an identity focus  
Revisit the required CCPD component in Sophomore Seminars to include identity-based career readiness | Internship Participation  
Hornet Huddles Engagement  
Sophomore Seminar Expectations | What data exists regarding student internship participation, and how can we learn more about which students participate and which do not?  
How do we assess the Hornet Huddles program? In what ways can it be enhanced to better center identity? How can other partners assist?  
What are the expectations for faculty teaching Sophomore Seminars? How do we hold them accountable to engaging the CCPD in their courses? | **Student internship participation assessment**  
**Phase II of grab-and-go faculty resources complete**  
**Hornet Huddles assessment complete**  
**Sophomore Seminar strategy complete**  
**# FGEM, BIPOC, international students engaged in experiential education increases** |
| **2024-25**   | **Increase internship donors**  
Assess K alumni along factors such as identity, career wellness, underemployment, etc.  
Assess staffing needs for crediting experiential education  
Develop additional sections of Real World: K-College | Donor Engagement  
Alumni Career Mobility  
Staffing Needs | How can we engage additional donors to supply stipends specifically for identity-based career-related experiential opportunities?  
How do K alumni fare when it comes to career mobility after graduation?  
What might it take to scale up internship engagement and provide additional sections of careers courses? | **50 additional donor-funded experiential opportunity stipends**  
**Partnership with the NACM**  
**Staffing prospectus for FY 2025-2028**  
**2 additional career-related courses added to course schedule**  
**# FGEM, BIPOC, international students engaged in experiential education increases** |
**ASSESSMENT PLAN:** Connecting well-being and identity to student career readiness

A sense of identity (including values, goals, beliefs, and characteristics that make up one’s sense of self) is both deeply individual and core to a student’s wellbeing. Well-being is the synthesis of each following aspects: Career, Social, Financial, Physical, Community, according to the needs of the individual. We empower students to become career ready, including a focus on career wellness, which is defined as engaging in work that provides personal satisfaction and enrichment and that aligns with one’s identity.

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<td>2022-23</td>
<td>• Formal career wellness definition</td>
<td>Data Audit Results</td>
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<td>Alumni Engagement</td>
<td>Alumni Engagement</td>
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<td></td>
<td>• Create Career Readiness Assessment</td>
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<td></td>
<td>• Begin identity-based grab-and-go classroom assignment project</td>
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<tr>
<td></td>
<td>• Creation of Career Champions program</td>
<td></td>
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<tr>
<td>2023-24</td>
<td>• Student internship participation assessment</td>
<td>Internship Participation</td>
<td>Internship Participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Phase II of grab-and-go faculty resources complete</td>
<td>Hornet Huddles Engagement</td>
<td>Hornet Huddles Engagement</td>
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<tr>
<td></td>
<td>• Hornet Huddles assessment complete</td>
<td>Sophomore Seminar strategy complete</td>
<td>Sophomore Seminar Expectations</td>
<td></td>
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<tr>
<td></td>
<td>• # FGEM, BIPOC, international students engaged in experiential education increases</td>
<td></td>
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</tr>
<tr>
<td>2024-25</td>
<td>• 50 additional donor-funded stipends for career-related opportunities</td>
<td>Donor Engagement</td>
<td>Donor Engagement</td>
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<tr>
<td></td>
<td>• Partnership with the NACM</td>
<td>Alumni Career Mobility</td>
<td>Alumni Career Mobility</td>
<td></td>
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<tr>
<td></td>
<td>• Staffing prospectus for FY 2025–2028</td>
<td>Staffing Needs</td>
<td>Staffing Needs</td>
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<tr>
<td></td>
<td>• 2 additional career-related courses added to course schedule</td>
<td></td>
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<tr>
<td></td>
<td>• # FGEM, BIPOC, international students engaged in experiential education increases</td>
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</tbody>
</table>

**ASSESSMENT LEADER:** Rachel Wood
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Strategic Actions</th>
<th>Data Points</th>
<th>Key Questions/Factors to Consider</th>
<th>Assessment Metrics</th>
</tr>
</thead>
</table>
| 2022-23       | Continue work on an employer’s DEI Guide  
• Seek input from students to enhance Guide and train them on its use  
• Use FDS data to inform  
Use resources like Diversity Inc.  
• Label exemplary employers in Handshake and make viewable by students  
Update resources as appropriate  
• Create a page solely dedicated to DEI resources for employers  
• Refresh digital content to educated students about using guide | DEI Employer Guide  
FDS Data  
Student Feedback  
Extant Resources | In what ways can we build upon the previously developed DEI rubric to inform the development of the Employer DEI Guide and make it more accessible and useful to students?  
What additional resources exist for us to evaluate companies and employers for their inclusive hiring practices?  
How might we consider refreshing our digital and static content to reflect the hiring practices of inclusive employers, and how do we elevate knowledge of these resources to high-priority students? | • Phase II of DEI Guide drafted  
• Student focus groups completed  
• FDS data mining completed  
• Employer Handshake labeling strategy drafted  
• Digital resource refresh started  
• Handshake signal boosting strategy refined and implemented |
| 2023-24       | Reassess CCPD staffing structure to determine scalability of employer-focused efforts  
Deploy next phase of student implementation  
Design a full-scale marketing plan focused on companies committed to inclusive hiring | CCPD Staffing Structure  
Student Implementation Plan  
Marketing Plan | In what ways is the CCPD staffing structure prohibiting us from adequately scaling up this work to educate, engage, and promote employers who commit to inclusive hiring practices?  
How are we assessing our efforts related to promoting this content to marginalized students? | • Staffing structure assessment completed  
• Student implementation plan drafted and implemented  
• Marketing plan drafted and implemented |
| 2024-25       | Reassess DEI Guide  
Assess education efforts  
• Student education  
• Employer education | DEI Guide  
Student Engagement  
Employer Engagement | In what ways is our DEI Guide working or not working? How are we assessing its efficacy?  
How are we defining ‘student engagement’ and ‘employer engagement?’  
In what ways can we better promote our efforts related to employers with inclusive hiring practices? | • Phase III of DEI Guide drafted  
• Assessment of DEI Guide for student engagement completed  
• Assessment of DEI Guide for employer engagement completed |
**ASSESSMENT PLAN:** Promoting employers committed to inclusive hiring practices

Defined by the Society for Human Resource Management as the achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and contribute fully to the organization’s success, we commit to elevating employers who support this philosophy. To that end, committed employers are those who engage in inclusive hiring processes such as interacting with, interviewing, and recruiting a diverse group of people, recognizing and valuing different origins and perspectives, and taking into account factors other than gender and race.

<table>
<thead>
<tr>
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<th>Status</th>
</tr>
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<tbody>
<tr>
<td>2022-23</td>
<td>• Phase II of DEI Guide drafted</td>
<td>DEI Employer Guide</td>
<td>FDS Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student focus groups completed</td>
<td></td>
<td>Student Feedback</td>
<td></td>
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<td></td>
<td>• Employer Handshake labeling strategy drafted</td>
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<td></td>
<td>• Digital resource refresh started</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Handshake signal boosting strategy refined and implemented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2023-24</td>
<td>• Staffing structure assessment completed</td>
<td>CCPD Staffing Structure</td>
<td>Student Implementation Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student implementation plan drafted and implemented</td>
<td></td>
<td>Marketing Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Marketing plan drafted and implemented</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2024-25</td>
<td>• Phase III of DEI Guide drafted</td>
<td>DEI Guide</td>
<td>Student Engagement</td>
<td></td>
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<tr>
<td></td>
<td>• Assessment of DEI Guide for student engagement completed</td>
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<td>• Assessment of DEI Guide for employer engagement completed</td>
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</tbody>
</table>

**ASSESSMENT LEADER:** Tricia Zelaya-Leon
## GOAL 6: Connecting students with employers who are DEI champions

K students from historically underrepresented groups face unique challenges when entering the workforce due to the structural oppression and implicit bias embedded into the systems and structures upon which many institutions were founded. We seek to identify and develop relationships with employers who rectify these inequities through intentional efforts and initiatives that manage to successfully hire, support, develop, retain, and promote diverse talent. These DEI Champions bring accountability into action through principle, practice, and continuous improvement, creating a more inclusive culture that promotes equity and justice throughout and beyond the organization.

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<th>Key Questions/Factors to Consider</th>
<th>Assessment Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
<td>Evaluate employers and expand access to DEI Champions</td>
<td>Employer Engagement Data</td>
<td>What is our definition of DEI Champion and how do we define it?</td>
<td>Employer Advisory Board strategy created and implemented</td>
</tr>
<tr>
<td></td>
<td>• Form Employer Advisory Board</td>
<td>Industry Gap Analysis</td>
<td>How are we engaging with employers to determine how they champion DEI efforts?</td>
<td>Industry Gap Analysis completed</td>
</tr>
<tr>
<td></td>
<td>• Establish Employer Relations Student Team</td>
<td></td>
<td>How are we identifying gaps in employers/industries of interest to K students?</td>
<td>Employer Relations Student Team structure created</td>
</tr>
<tr>
<td></td>
<td>Coach students and connect them to DEI Champions</td>
<td></td>
<td>What is our strategy for engaging employers and marginalized students, remotely and in person?</td>
<td># of connection events planned</td>
</tr>
<tr>
<td></td>
<td>• Craft strategy for providing greater financial assistance to FGEM students for experiential ed</td>
<td></td>
<td>How can we communicate to students the value of working for DEI Champions?</td>
<td>% of DEI Champions in K-Connect employers</td>
</tr>
<tr>
<td></td>
<td>• Improve K-Connect curriculum</td>
<td></td>
<td></td>
<td># of employers hiring international students</td>
</tr>
<tr>
<td></td>
<td>• Provide ongoing support for students and DEI Champions</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>2023-24</td>
<td>Evaluate employers and expand access to DEI Champions</td>
<td>Identity-Centric Resource Audit</td>
<td>How can we publicize successful connections between DEI Champions and K students?</td>
<td>Resource audit completed</td>
</tr>
<tr>
<td></td>
<td>• Refine resources</td>
<td>Marketing Strategy</td>
<td>How can the extant K-Connect program be expanded to include identity-centric practices?</td>
<td>Employer-facing identity-based resource strategy/template drafted</td>
</tr>
<tr>
<td></td>
<td>• Create Options Menu</td>
<td>DEI Menu Data Points</td>
<td>What connection opportunities will most appeal to DEI Champions/students?</td>
<td>DEI Offerings Menu strategy created and piloted</td>
</tr>
<tr>
<td></td>
<td>Coach students and connect them to DEI Champions</td>
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<tr>
<td></td>
<td>• Reallocate CCPD staff responsibilities to include DEI Champion connections</td>
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<td></td>
<td>• DIY externships paid for FGEMs</td>
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<tr>
<td>2024-25</td>
<td>Evaluate employers and expand access to DEI Champions</td>
<td>CCPD Staffing Structure</td>
<td>How can we encourage local/national employers to hire high-priority students for leadership-tracked opportunities?</td>
<td># of students gaining employment with DEI Champions, including FGEM, BIPOC, international students</td>
</tr>
<tr>
<td></td>
<td>• Provide full suite of Options Menu</td>
<td>Budget Forecast</td>
<td>How can we challenge Kalamazoo College to be a DEI Champion?</td>
<td>Student reflections on experiential education</td>
</tr>
<tr>
<td></td>
<td>• Strengthen partnerships</td>
<td>Student Engagement</td>
<td>How might we connect every sophomore/junior FGEM to an internship opportunity?</td>
<td>Identity-based mentoring program created</td>
</tr>
<tr>
<td></td>
<td>Coach students and connect them to DEI Champions</td>
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<td></td>
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<td></td>
<td>• Reassess CCPD staffing structure for sustainability</td>
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<td></td>
<td>• Assign every FGEM a Career Coach</td>
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<tr>
<td></td>
<td>• Create identity-based mentoring program</td>
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ASSESSMENT PLAN: Connecting students with employers who are DEI champions

K students from historically underrepresented groups face unique challenges when entering the workforce due to the structural oppression and implicit bias embedded into the systems and structures upon which many institutions were founded. We seek to identify and develop relationships with employers who rectify these inequities through intentional efforts and initiatives that manage to successfully hire, support, develop, retain, and promote diverse talent. These DEI Champions bring accountability into action through principle, practice, and continuous improvement, creating a more inclusive culture that promotes equity and justice throughout and beyond the organization.

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<tbody>
<tr>
<td>2022-23</td>
<td>• Employer Advisory Board strategy created and implemented</td>
<td>Employer Engagement Data</td>
<td>Employer Engagement Data Analysis</td>
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<tr>
<td></td>
<td>• Industry Gap Analysis completed</td>
<td>Industry Gap Analysis</td>
<td>Industry Gap Analysis</td>
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<td>• Employer Relations Student Team structure created</td>
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</tr>
<tr>
<td></td>
<td>• # of connection events planned</td>
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<tr>
<td></td>
<td>• # of K-Connect employers</td>
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<tr>
<td></td>
<td>• % of DEI Champions in K-Connect employers</td>
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<td>• # of employers hiring international students</td>
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</tr>
<tr>
<td>2023-24</td>
<td>• Resource audit completed</td>
<td>Identity-Centric Resource Audit</td>
<td>Identity-Centric Resource Audit Drafted</td>
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</tr>
<tr>
<td></td>
<td>• Employer-facing identity-based, resource strategy/template drafted</td>
<td>Marketing Strategy</td>
<td>Marketing Strategy</td>
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<tr>
<td></td>
<td>• DEI Offerings Menu strategy created and piloted</td>
<td>DEI Menu Data Points</td>
<td>DEI Menu Data Points</td>
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</tr>
<tr>
<td>2024-25</td>
<td>• # of students gaining employment with DEI Champions, including FGEM, BIPOC, international students</td>
<td>CCPD Staffing Structure</td>
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<td>• Student reflections on experiential education</td>
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<td>• Identity-based mentoring program created</td>
<td>Student Engagement</td>
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ASSESSMENT LEADER: Valerie Miller
Sources cited in this Strategic Plan

- About Kalamazoo College: Institutional assessment. (2022, June 8). Kalamazoo College. kzoo.edu/about/assessment/


