

# Strategic Plan

## 2022-25

**Focus:** Uplifting equity in career development practices for high-priority students

E Q U I T Y

KALAMAZOO COLLEGE



CENTER FOR  
CAREER AND PROFESSIONAL  
DEVELOPMENT

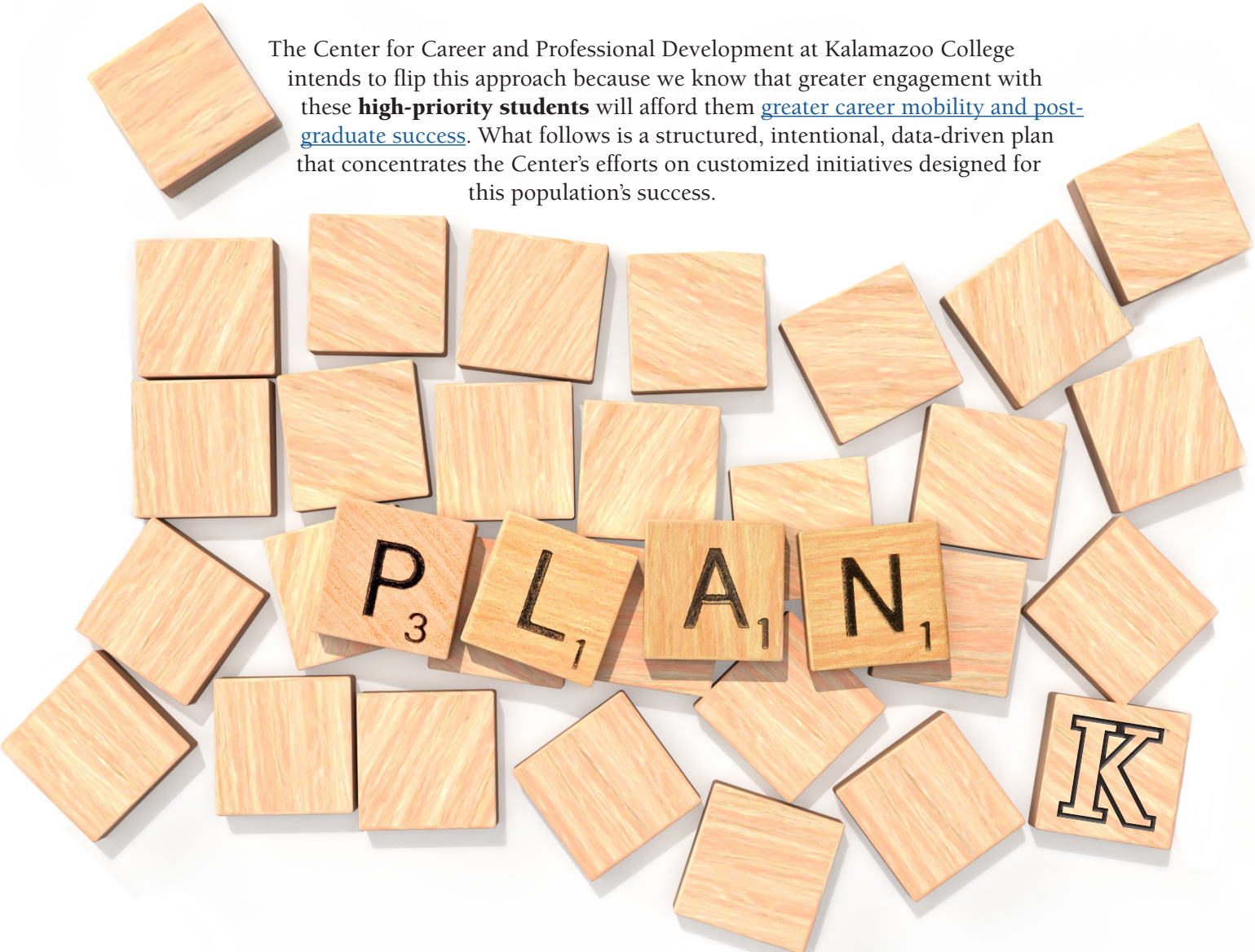
*More in Four. More in a Lifetime.®*

Prepared Summer 2022



# 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 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 on-going 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

# GOAL 1

## 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.

Academic Year	Strategic Actions	Data Points	Key Questions/Factors to Consider	Assessment Metrics
2022-23	<p>Complete a data audit to identify gaps in information and knowledge about and for high-priority students</p> <ul style="list-style-type: none"> <li>Colleague/Handshake data</li> <li>Focus Groups (student workers, DSA's, student organizations, faculty, campus partners, alumni)</li> <li>Peer Career Centers</li> <li>Industry Trends</li> </ul> <p>Train Campus Career Delegates to infuse content pervasively</p>	<p>Appointments</p> <p>FDS Response Rates</p> <p>Identity-Based Resources</p> <p>Staffing Structures</p> <p>Budgets</p> <p>Alumni Reflections</p> <p>Internship Program Stats</p>	<p>Can we compensate students for emotional labor involved in identity-based assessment?</p> <p>Can we earmark funds specifically for students of color?</p> <p>How do we incentive high-priority student engagement?</p> <p>Key partners to engage: Counseling Center, Admission, Advising, Alumni Engagement</p> <p>Can we get info from the Common App if personal information is removed?</p>	<ul style="list-style-type: none"> <li>Formal Audit Report completed</li> <li>Gap Analysis completed</li> <li>Industry Trends Assessment completed</li> <li>Focus Group Analysis completed</li> <li>Your K Story Guide expansion completed</li> <li>Updated Internship Stipend Model Proposed</li> </ul>
2023-24	<p>Create public dashboard to display knowledge from data audits and progress made</p> <p>Locate, assess, update, and create resources that attend to the specific needs of high-priority populations</p> <ul style="list-style-type: none"> <li>Update existing links and resources</li> <li>Use peer-reviewed content to design identity-based, Kbranded guides, documents and resources</li> </ul> <p>Expand CCPD reach</p> <p>Studio expansion</p> <p>Career Delegate expansion</p>	<p>Dashboard Metrics</p> <p>Website Audit</p> <p>Print/Virtual Resources</p> <p>Identity-Based Guide Content</p> <p>Career Studio-Engagement and Forecasting</p>	<p>What have we learned from our audits/ Where are the gaps?</p> <p>What needs to be addressed in our virtual presence to be more equitable?</p> <p>What metrics need to be displayed on a public facing dashboard?</p> <p>What content do we already have and how might it need updating?</p> <p>What content must we create to serve our students better?</p> <p>How might we consider folding DEI Champions into Parker Dewey?</p>	<ul style="list-style-type: none"> <li>Dashboard Skeleton completed</li> <li>Website Audit completed</li> <li>Identity-Based Resource Audit completed</li> <li>Creation of Identity-Based Guides project</li> <li>Career Studio Evaluation completed</li> <li>Your K Story Guides for majors/ departments plan created</li> <li># of FGEM, BIPOC, international students engaged in experiential education increases</li> <li>Increase in Internship Stipends for marginalized students</li> </ul>
2024-25	<p>Officially market identity-based resources, services and initiatives</p> <ul style="list-style-type: none"> <li>Infuse into K curriculum via Shared Passages Seminars</li> <li>Make content available to faculty via Moodle content/ on the CCPD website</li> </ul> <p>Solidify recruitment strategy</p> <ul style="list-style-type: none"> <li>Hire more diverse CCPD staff</li> <li>Increase Career Delegates</li> </ul>	<p>Shared Passages Seminar Strategy</p> <p>Faculty Moodle Course Modules</p> <p>Recruitment Strategy</p>	<p>How do we think developmentally about the content that should be infused into each Shared Passages Seminar?</p> <p>What content should be elevated to make it easy for faculty to integrate into their courses?</p> <p>How will we encourage use of the faculty Moodle modules?</p> <p>How does the current recruitment strategy need to be updated to ensure equity?</p> <p>How can we ensure all students access experiential education equitably?</p>	<ul style="list-style-type: none"> <li>Shared Passages Program Infusion Strategy completed</li> <li>Identity-Based Guides Project Phase II completed</li> <li>Faculty Moodle Content completed</li> <li>Your K Story Guides for Majors continued</li> <li>Formal recruitment/hiring strategy completed</li> <li>Career Studio expansion plan complete</li> </ul>

# 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.

Academic Year	Components	Data Points	Execution Strategy	Status
2022-23	<ul style="list-style-type: none"><li>• Formal Audit Report completed</li><li>• Gap Analysis completed</li><li>• Industry Trends Assessment completed</li><li>• Focus Group Analysis completed</li><li>• Your K Story Guide expansion completed</li><li>• Updated Internship Stipend Model Proposed</li></ul>	<ul style="list-style-type: none"><li>Appointments</li><li>FDS Response Rates</li><li>Identity-Based Resources</li><li>Staffing Structures</li><li>Budgets</li><li>Alumni Reflections</li><li>Internship Program Stats</li></ul>		
2023-24	<ul style="list-style-type: none"><li>• Dashboard Skeleton completed</li><li>• Website Audit completed</li><li>• Identity-Based Resource Audit completed</li><li>• Creation of Identity-Based Guides project</li><li>• Career Studio Evaluation completed</li><li>• Your K Story Guides for majors/ departments plan created</li><li>• # of FGEM, BIPOC, international students engaged in experiential education increases</li><li>• Increase in Internship Stipends for high-priority students</li></ul>	<ul style="list-style-type: none"><li>Dashboard Metrics</li><li>Website Audit</li><li>Print/Virtual Resources</li><li>Identity-Based Guide Content</li><li>Career Studio-Engagement and Forecasting</li></ul>		
2024-25	<ul style="list-style-type: none"><li>• Shared Passages Program Infusion Strategy completed</li><li>• Identity-Based Guides Project Phase II completed</li><li>• Faculty Moodle Content completed</li><li>• Your K Story Guides for Majors continued</li><li>• Formal recruitment/hiring strategy completed</li><li>• Career Studio expansion plan complete</li></ul>	<ul style="list-style-type: none"><li>Shared Passages Seminar Strategy</li><li>Faculty Moodle Course Modules</li><li>Recruitment Strategy</li></ul>		

**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.

Academic Year	Strategic Actions	Data Points	Key Questions/Factors to Consider	Assessment Metrics
2022-23	<p>Identify opportunities for a structured professional development program for staff/students</p> <ul style="list-style-type: none"> <li>Partner with HR for pro staff</li> <li>Pilot student employment program</li> </ul> <p>Identify, generate, and curate content to support professional development efforts</p> <ul style="list-style-type: none"> <li>Navigation Series Guides</li> <li>Your K Story Guides Webinar Series</li> </ul>	<p>Student Employment Survey Data</p> <p>HR Offerings</p> <p>Content Audit</p>	<p>How might we consider assessing levels of DEI knowledge as we build out professional development content and structures?</p> <p>What staff group(s) might we consider for piloting professional development ideas?</p> <p>Who else might we partner with to identify professional development gaps that exist across campus?</p> <p>How might the creation of student employee resource groups be beneficial to these efforts?</p>	<ul style="list-style-type: none"> <li>Formal Content Audit completed</li> <li>Student Employment Program Plan drafted</li> <li>DEI Guides/Webinar Series Plan drafted</li> </ul>
2023-24	<p>Formalize Student Employment Program</p> <ul style="list-style-type: none"> <li>Create hiring plan for AD, Student Employment</li> <li>Institutionalize professional development for student employees</li> <li>Institute tiered compensation model</li> </ul> <p>Formalize Partnership with HR for Staff Professional Development Program</p> <ul style="list-style-type: none"> <li>Institute model to compensate staff for professional development engagement</li> </ul>	<p>Budget</p> <p>GLCA Benchmarks</p> <p>Compensation Modeling</p> <p>Professional Development Compensation Modeling</p>	<p>What budget barriers exist when it comes to creating a scaffolded wage model for student employees?</p> <p>What budget barriers exist when it comes to creating a compensation model for professional staff to engage in paid staff development opportunities?</p> <p>How can we arrive at an institutionalized definition of professional development that overtly centers identity and inclusion?</p> <p>How might Arcus's professional development model be a helpful template for our own?</p>	<ul style="list-style-type: none"> <li>Hiring Plan for AD, Student Employment</li> <li>Staff Development Plan drafted</li> <li>Updated compensation Models drafted for pro/student staff</li> <li>Increase in student employment opportunities and participation</li> <li>Institutional definition of professional development</li> </ul>
2024-25	<p>DEI Certification Series</p> <ul style="list-style-type: none"> <li>Pro/Student Staff</li> </ul> <p>Student Employment Program Implemented</p> <ul style="list-style-type: none"> <li>AD hired and onboarded</li> <li>Professional development program implemented in all positions</li> <li>Updated compensation model</li> </ul> <p>Content infusion across campus</p> <ul style="list-style-type: none"> <li>Faculty, staff and students</li> </ul>	<p>Certification Criteria</p> <p>Compensation Models</p> <p>Content Strategy/Plan</p>	<p>What all comprises an effective and thoughtful certification series?</p> <p>How will we assess the student employment program?</p> <p>How will we assess the professional development program for staff?</p> <p>How might infusion and marketing strategies/content differ for student, faculty and staff audiences?</p>	<ul style="list-style-type: none"> <li>Onboarding of AD, Student Employment completed</li> <li>Professional development plan implemented in student employment</li> <li>Professional Development assessment plan drafted</li> <li>Campus content infusion strategy drafted and deployed</li> </ul>

# 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.

Academic Year	Components	Data Points	Execution Strategy	Status
2022-23	<ul style="list-style-type: none"><li>Formal Content Audit completed</li><li>Student Employment Program Plan drafted</li><li>DEI Guides/Webinar Series Plan drafted</li></ul>	Student Employment Survey Data HR Offerings Content Audit		
2023-24	<ul style="list-style-type: none"><li>Hiring Plan for AD, Student Employment</li><li>Staff Development Plan drafted</li><li>Updated compensation Models drafted for pro/student staff</li><li>Increase in student employment opportunities and participation</li><li>Institutional definition of professional development</li></ul>	Budget GLCA Benchmarks Compensation Modeling Professional Development Compensation Modeling		
2024-25	<ul style="list-style-type: none"><li>Onboarding of AD, Student Employment completed</li><li>Professional development plan implemented in student employment</li><li>Professional Development assessment plan drafted</li><li>Campus content infusion strategy drafted and deployed</li></ul>	Certification Criteria Compensation Models Content Strategy/Plan		

**ASSESSMENT LEADER:** Keri Bol

## GOAL 3

### 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.

Academic Year	Strategic Actions	Data Points	Key Questions/Factors to Consider	Assessment Metrics
2022-23	<p><b>Perform a SWOT analysis</b></p> <ul style="list-style-type: none"> <li>Identify topics where staff may need additional support, learning and content</li> <li>Clarify topics that align with the needs of marginalized students</li> </ul> <p><b>Seek out consultation experts to guide staff in immersive experiences to further develop our DEI competencies</b></p> <ul style="list-style-type: none"> <li>Justice at Work</li> <li>Professional associations</li> </ul>	<p>Self-Assessment Data</p> <p>DEI Competencies</p> <p>External Expertise</p>	<p>How much time, how many resources and what energy will the staff commit to this work?</p> <p>How do we determine different levels of knowledge to appropriately acquire new skills and information?</p> <p>Who are the experts in this field and how can we connect with them?</p> <p>How can we infuse concepts of Anti-White-Supremacy Culture and the Community Cultural Wealth Model prominently into our trainings and resources?</p>	<ul style="list-style-type: none"> <li>SWOT Analysis completed for pro staff and student staff</li> <li>DEI Competency Self-Assessments completed for staff and students</li> <li>Staff Commitment Contracts completed</li> </ul>
2023-24	<p><b>Collect and curate resources and information to enhance staff training practices</b></p> <ul style="list-style-type: none"> <li>Identify books, articles, and classes that focus on identity and career</li> </ul> <p><b>Organize collected resources and information prominently in training and professional development practices</b></p> <ul style="list-style-type: none"> <li>Infuse resources developmentally into student employment training modules</li> <li>Infuse resources into staff meetings</li> </ul> <p><b>Hire expert consultant to offer guidance on next steps</b></p>	<p>Resource Audit Data</p> <p>Staff Data Mine re: Training Topics</p> <p>Moodle Content</p> <p>Staff Meeting</p> <p>Structure</p>	<p>What resources and knowledge do our student and professional staffs have, and what of it can be compiled and curated to assist with trainings?</p> <p>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?</p> <p>How can we fully transform our staff meetings/ professional development to be centered around identity and career development?</p> <p>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?</p> <p>How can we leverage CAs/ DSAs in this work?</p>	<ul style="list-style-type: none"> <li>Resource Archive created</li> <li>Identity-Based Moodle modules created, organized and assessed</li> <li>Staff meeting strategy created and implemented</li> <li>Expert consultant identified and hired</li> </ul>
2024-25	<p><b>Assess quality of training content</b></p> <p><b>Hold staff accountable to personal development related to DEI work</b></p> <ul style="list-style-type: none"> <li>Require yearly trainings/updates on knowledge acquired</li> <li>Require DEI commitment in position descriptions/work</li> </ul> <p><b>Infuse knowledge gained into all aspects of the CCPD</b></p>	<p>Training Assessments</p> <p>Job Descriptions</p> <p>DEI Commitment Statements</p>	<p>What assessments need to be created in order for us to adequately evaluate our extant trainings and content?</p> <p>How can we develop a staff-centered approach to evaluating staff on DEI work, and appropriately holding people accountable on a regular basis?</p> <p>How are we actively infusing knowledge gained through expert consultants and our own professional development into all aspects of the CCPD's work?</p>	<ul style="list-style-type: none"> <li>Assessment Instrument(s) for content evaluation created</li> <li>Job description statements created to include identity-based professional development and infusion</li> <li>360 review of CCPD's work toward full integration completed</li> </ul>

# 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.

Academic Year	Components	Data Points	Execution Strategy	Status
2022-23	<ul style="list-style-type: none"><li>• SWOT Analysis completed for pro staff and student staff</li><li>• DEI Competency Self-Assessments completed for staff and students</li><li>• Staff Commitment Contracts completed</li></ul>	Self-Assessment Data DEI Competencies External Expertise		
2023-24	<ul style="list-style-type: none"><li>• Resource Archive created</li><li>• Identity-Based Moodle modules created, organized and assessed</li><li>• Staff meeting strategy created and implemented</li><li>• Expert consultant identified and hired</li></ul>	Resource Audit Data Staff Data Mine re: Training Topics Moodle Content Staff Meeting Structure		
2024-25	<ul style="list-style-type: none"><li>• Assessment Instrument(s) for content evaluation created</li><li>• Job description statements created to include identity-based professional development and infusion</li><li>• 360 review of CCPD's work toward full integration completed</li></ul>	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.

Academic Year	Strategic Actions	Data Points	Key Questions/Factors to Consider	Assessment Metrics
2022-23	<p>Employ Data Audit results to</p> <ul style="list-style-type: none"> <li>define career wellness</li> <li>determine content gaps in curriculum</li> <li>assess FDS to mine identity, usage, outcomes</li> </ul> <p>Identify, create, and update career readiness resources</p> <ul style="list-style-type: none"> <li>Develop identity-based grab-and-go classroom assignments</li> </ul> <p>Collate information on diverse alumni</p>	<p>Data Audit Results</p> <p>Curriculum Audit</p> <p>Alumni Engagement</p>	<p>What is the CCPD's official definition of career wellness?</p> <p>What enhancements can be made to the FDS to make it more useful in assessing identity-specific outcomes?</p> <p>What kinds of tools, assessments and resources exist or need to be created to provide quality identity-based career readiness assignments to faculty?</p> <p>How do we identify, recruit and invite alumni from marginalized populations to engage with current students?</p>	<ul style="list-style-type: none"> <li>Formal career wellness definition</li> <li>FDS as graduation requirement</li> <li>Gap Analysis results</li> <li>Create Career Readiness Assessment</li> <li>Begin identity-based grab-and-go classroom assignment project</li> <li>Creation of Career Champions program</li> </ul>
2023-24	<p>Collect information regarding summer internship/job/other participation for high-priority students</p> <p>Build collection of identity-based classroom assignments focused on identity and values</p> <p>Assess Hornet Huddles program to include more of an identity focus</p> <p>Revisit the required CCPD component in Sophomore Seminars to include identity-based career readiness</p>	<p>Internship Participation</p> <p>Hornet Huddles Engagement</p> <p>Sophomore Seminar Expectations</p>	<p>What data exists regarding student internship participation, and how can we learn more about which students participate and which do not?</p> <p>How do we assess the Hornet Huddles program? In what ways can it be enhanced to better center identity? How can other partners assist?</p> <p>What are the expectations for faculty teaching Sophomore Seminars? How do we hold them accountable to engaging the CCPD in their courses?</p>	<ul style="list-style-type: none"> <li>Student internship participation assessment</li> <li>Phase II of grab-and-go faculty resources complete</li> <li>Hornet Huddles assessment complete</li> <li>Sophomore Seminar strategy complete</li> <li># FGEM, BIPOC, international students engaged in experiential education increases</li> </ul>
2024-25	<p>Increase internship donors</p> <p>Assess K alumni along factors such as identity, career wellness, underemployment, etc.</p> <p>Assess staffing needs for crediting experiential education</p> <p>Develop additional sections of Real World: K-College</p>	<p>Donor Engagement</p> <p>Alumni Career Mobility</p> <p>Staffing Needs</p>	<p>How can we engage additional donors to supply stipends specifically for identity-based career-related experiential opportunities?</p> <p>How do K alumni fare when it comes to career mobility after graduation?</p> <p>What might it take to scale up internship engagement and provide additional sections of careers courses?</p>	<ul style="list-style-type: none"> <li>50 additional donor-funded experiential opportunity stipends</li> <li>Partnership with the NACM</li> <li>Staffing prospectus for FY 2025-2028</li> <li>2 additional career-related courses added to course schedule</li> <li># FGEM, BIPOC, international students engaged in experiential education increases</li> </ul>

# 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.

Academic Year	Components	Data Points	Execution Strategy	Status
2022-23	<ul style="list-style-type: none"> <li>Formal career wellness definition</li> <li>FDS as graduation requirement</li> <li>Gap Analysis results</li> <li>Create Career Readiness Assessment</li> <li>Begin identity-based grab-and-go classroom assignment project</li> <li>Creation of Career Champions program</li> </ul>	Data Audit Results Curriculum Audit Alumni Engagement		
2023-24	<ul style="list-style-type: none"> <li>Student internship participation assessment</li> <li>Phase II of grab-and-go faculty resources complete</li> <li>Hornet Huddles assessment complete</li> <li>Sophomore Seminar strategy complete</li> <li># FGEM, BIPOC, international students engaged in experiential education increases</li> </ul>	Internship Participation Hornet Huddles Engagement Sophomore Seminar Expectations		
2024-25	<ul style="list-style-type: none"> <li>50 additional donor-funded stipends for career-related opportunities</li> <li>Partnership with the NACM</li> <li>Staffing prospectus for FY 2025-2028</li> <li>2 additional career-related courses added to course schedule</li> <li># FGEM, BIPOC, international students engaged in experiential education increases</li> </ul>	Donor Engagement Alumni Career Mobility Staffing Needs		

**ASSESSMENT LEADER:** Rachel Wood

## GOAL 5

### 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.

Academic Year	Strategic Actions	Data Points	Key Questions/Factors to Consider	Assessment Metrics
2022-23	<p>Continue work on an employer's DEI Guide</p> <ul style="list-style-type: none"> <li>Seek input from students to enhance Guide and train them on its use</li> <li>Use FDS data to inform</li> </ul> <p>Use resources like Diversity Inc.</p> <ul style="list-style-type: none"> <li>Label exemplary employers in Handshake and make viewable by students</li> </ul> <p>Update resources as appropriate</p> <ul style="list-style-type: none"> <li>Create a page solely dedicated to DEI resources for employers</li> <li>Refresh digital content to educated students about using guide</li> </ul>	<p>DEI Employer Guide</p> <p>FDS Data</p> <p>Student Feedback</p> <p>Extant Resources</p>	<p>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?</p> <p>What additional resources exist for us to evaluate companies and employers for their inclusive hiring practices?</p> <p>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?</p>	<ul style="list-style-type: none"> <li>Phase II of DEI Guide drafted</li> <li>Student focus groups completed</li> <li>FDS data mining completed</li> <li>Employer Handshake labeling strategy drafted</li> <li>Digital resource refresh started</li> <li>Handshake signal boosting strategy refined and implemented</li> </ul>
2023-24	<p>Reassess CCPD staffing structure to determine scalability of employer-focused efforts</p> <p>Deploy next phase of student implementation</p> <p>Design a full-scale marketing plan focused on companies committed to inclusive hiring</p>	<p>CCPD Staffing Structure</p> <p>Student Implementation Plan</p> <p>Marketing Plan</p>	<p>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?</p> <p>How are we assessing our efforts related to promoting this content to marginalized students?</p>	<ul style="list-style-type: none"> <li>Staffing structure assessment completed</li> <li>Student implementation plan drafted and implemented</li> <li>Marketing plan drafted and implemented</li> </ul>
2024-25	<p>Reassess DEI Guide</p> <p>Assess education efforts</p> <ul style="list-style-type: none"> <li>Student education</li> <li>Employer education</li> </ul>	<p>DEI Guide</p> <p>Student Engagement</p> <p>Employer Engagement</p>	<p>In what ways is our DEI Guide working or not working? How are we assessing its efficacy?</p> <p>How are we defining 'student engagement' and 'employer engagement'?</p> <p>In what ways can we better promote our efforts related to employers with inclusive hiring practices?</p>	<ul style="list-style-type: none"> <li>Phase III of DEI Guide drafted</li> <li>Assessment of DEI Guide for student engagement completed</li> <li>Assessment of DEI Guide for employer engagement completed</li> </ul>

# 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.

Academic Year	Components	Data Points	Execution Strategy	Status
2022-23	<ul style="list-style-type: none"><li>Phase II of DEI Guide drafted</li><li>Student focus groups completed</li><li>FDS data mining completed</li><li>Employer Handshake labeling strategy drafted</li><li>Digital resource refresh started</li><li>Handshake signal boosting strategy refined and implemented</li></ul>	DEI Employer Guide FDS Data Student Feedback Extant Resources		
2023-24	<ul style="list-style-type: none"><li>Staffing structure assessment completed</li><li>Student implementation plan drafted and implemented</li><li>Marketing plan drafted and implemented</li></ul>	CCPD Staffing Structure Student Implementation Plan Marketing Plan		
2024-25	<ul style="list-style-type: none"><li>Phase III of DEI Guide drafted</li><li>Assessment of DEI Guide for student engagement completed</li><li>Assessment of DEI Guide for employer engagement completed</li></ul>	DEI Guide Student Engagement Employer Engagement		

**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.

Academic Year	Strategic Actions	Data Points	Key Questions/Factors to Consider	Assessment Metrics
2022-23	<p><b>Evaluate employers and expand access to DEI Champions</b></p> <ul style="list-style-type: none"> <li>Form Employer Advisory Board</li> <li>Establish Employer Relations Student Team</li> </ul> <p><b>Coach students and connect them to DEI Champions</b></p> <ul style="list-style-type: none"> <li>Craft strategy for providing greater financial assistance to FGEM students for experiential ed</li> <li>Improve K-Connect curriculum</li> <li>Provide ongoing support for students and DEI Champions</li> </ul>	<p>Employer Engagement Data</p> <p>Industry Gap Analysis</p>	<p>What is our definition of DEI Champion and how do we define it?</p> <p>How are we engaging with employers to determine how they champion DEI efforts?</p> <p>How are we identifying gaps in employers/industries of interest to K students?</p> <p>What is our strategy for engaging employers and marginalized students, remotely and in person?</p> <p>How can we communicate to students the value of working for DEI Champions?</p>	<ul style="list-style-type: none"> <li>Employer Advisory Board strategy created and implemented</li> <li>Industry Gap Analysis completed</li> <li>Employer Relations Student Team structure created</li> <li># of connection events planned</li> <li># of K-Connect employers</li> <li>% of DEI Champions in K-Connect employers</li> <li># of employers hiring international students</li> </ul>
2023-24	<p><b>Evaluate employers and expand access to DEI Champions</b></p> <ul style="list-style-type: none"> <li>Refine resources</li> <li>Create Options Menu</li> </ul> <p><b>Coach students and connect them to DEI Champions</b></p> <ul style="list-style-type: none"> <li>Reallocate CCPD staff responsibilities to include DEI Champion connections</li> <li>DIY externships paid for FGEMs</li> </ul>	<p>Identity-Centric Resource Audit</p> <p>Marketing Strategy</p> <p>DEI Menu Data Points</p>	<p>How can we publicize successful connections between DEI Champions and K students?</p> <p>How can the extant K-Connect program be expanded to include identity-centric practices?</p> <p>What connection opportunities will most appeal to DEI Champions/students?</p>	<ul style="list-style-type: none"> <li>Resource audit completed</li> <li>Employer-facing identity-based resource strategy/template drafted</li> <li>DEI Offerings Menu strategy created and piloted</li> </ul>
2024-25	<p><b>Evaluate employers and expand access to DEI Champions</b></p> <ul style="list-style-type: none"> <li>Provide full suite of Options Menu</li> <li>Strengthen partnerships</li> </ul> <p><b>Coach students and connect them to DEI Champions</b></p> <ul style="list-style-type: none"> <li>Reassess CCPD staffing structure for sustainability</li> <li>Assign every FGEM a Career Coach</li> <li>Create identity-based mentoring program</li> </ul>	<p>CCPD Staffing Structure</p> <p>Budget Forecast</p> <p>Student Engagement</p>	<p>How can we encourage local/national employers to hire high-priority students for leadership-tracked opportunities?</p> <p>How can we challenge Kalamazoo College to be a DEI Champion?</p> <p>How might we connect every sophomore/junior FGEM to an internship opportunity?</p>	<ul style="list-style-type: none"> <li># of students gaining employment with DEI Champions, including FGEM, BIPOC, international students</li> <li>Student reflections on experiential education</li> <li>Identity-based mentoring program created</li> </ul>

# 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.

Academic Year	Components	Data Points	Execution Strategy	Status
2022-23	<ul style="list-style-type: none"><li>• Employer Advisory Board strategy created and implemented</li><li>• Industry Gap Analysis completed</li><li>• Employer Relations Student Team structure created</li><li>• # of connection events planned</li><li>• # of K-Connect employers</li><li>• % of DEI Champions in K-Connect employers</li><li>• # of employers hiring international students</li></ul>	Employer Engagement Data Industry Gap Analysis		
2023-24	<ul style="list-style-type: none"><li>• Resource audit completed</li><li>• Employer-facing identitybased, resource strategy/template drafted</li><li>• DEI Offerings Menu strategy created and piloted</li></ul>	Identity-Centric Resource Audit Marketing Strategy DEI Menu Data Points		
2024-25	<ul style="list-style-type: none"><li>• # of students gaining employment with DEI Champions, including FGEM, BIPOC, international students</li><li>• Student reflections on experiential education</li><li>• Identity-based mentoring program created</li></ul>	CCPD Staffing Structure Budget Forecast Student Engagement		

**ASSESSMENT LEADER: Valerie Miller**



# References

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