

## Career & Accessibility Center Assessment Plan 2017-2022

### **I. Mission for Career & Accessibility Center:**

The IU Kokomo Career and Accessibility Center is an integral part of the educational process. The Career Center services are tailored to meet the need of each prospective student, current student, alumni, or community member in providing self-assessment tools, informed academic and career decisions, experiential learning, professional development growth, and job search techniques that are essential for life-long professional career development. The Accessibility Center seeks to empower, support, and advocate for students with disabilities. Enhancing the education of each of our students means we construct a service plan that is unique to the needs of each student. We strive to meet the instructional, environmental, and learning needs by providing accommodations, resources and referrals, and programs to assist students in reaching academic success.

### **II. Program Goals and Student learning outcomes**

- a. Each goal will provide students with the tools they need for professional development and success in the classroom.
1. GOAL: To prepare students for future employment by providing personalized support and professional development services, through on-on-one appointments, interactive workshops, and classroom presentations
  - a. Students will have a better understanding of self, which leads to identifying career goals
    - i. Using career assessment results, students will be able to identify at least one specific career that matches their strengths, values, interest, and skills
    - ii. Using personality assessments, students will be able to identify their personality type and understand how to apply it in making career decisions
    - iii. As a result of career counseling appointments, workshops, and experiential learning students will increase their self-awareness of their career goals
  - b. Students will learn how to effectively obtain employment
    - i. As a result of a resume critique, students will be able to understand the purpose of a resume/cover letter, how to market their self to an employer, and increase their overall knowledge of resume writing
    - ii. After a mock interview, students will increase their knowledge on appropriate interview questions. More specifically, the STAR technique.
    - iii. Students will be able to describe appropriate interview attire
  - c. Students will develop beneficial relationships by networking in a professional setting and connect with employers
    - i. As a result of conducting an internship, students will have established a resource to future employment
    - ii. While attending an externship over spring break, students will foster relationships with employers, peers, and alumni
    - iii. Utilizing the online job board, students will increase their awareness of possible employment
2. GOAL: To modify the learning environment by providing resources to assist students who have documented disabilities reach academic success and provide transitional services to university partners
  - a. Students will have the ability to understand and articulate their needs to professors and staff
    - i. As a result of the intake appointment, students will have access to approved modifications to overcome academic barriers
    - ii. Utilizing resources approved will provide students with tools that will assist in their academic success
    - iii. Students will have more of an awareness about disabilities
  - b. University partners, parents, and community will have a better understanding of accessibility needs and transitional services
    - i. As a result of attending the transitional luncheon, participants will increase their knowledge about ADA guidelines in the university setting
    - ii. During presentations and workshops, parents will increase their awareness of what documents are needed
    - iii. Community- resources to assist with outside services the university doesn't provide

III. Activity Map

Activity	Resume Building	Professional Development Workshops	Career Fair	Mock Interviews	Job Shadowing	Externship	Career Counseling/ career Assessments	Internships	Job Board	Transitional program	Midterm meltdown
<b>Goal # 1:</b> To prepare students for future employment by providing personalized support and professional development services, through on-on-one appointments, interactive workshops, and classroom presentations											
Outcomes											
Identify Career goals											
How to obtain employment											
Networking & professionalism											
<b>Goal # 2:</b> To modify the learning environment by providing resources to assist students who have documented disabilities reach academic success and provide transitional services to university partners											
Outcomes											
Self-advocate											
Transitional services											

IV. Assessment activities planned for the following year

- a. The office will have several professional development workshops and experiential learning activities planned. We will be assessing the effectiveness of “Backpack to Briefcase” and “Life After IU Kokomo” workshops, the Cougar Career Externship, and Transitional Program. The professional development workshops and externship will be assessed from the aspect of goal 1 which is preparing students for future employment by providing personalized support and professional development services, through one-o-one appointments, interactive workshops, and classroom presentations. Students will have a better understanding of self, which leads to identifying career goals, how to effectively obtain employment, and students will develop beneficial relationships by networking.

The transitional program will be assessed from the aspect of goal 2 which is Modifying the learning environment by providing resources to assist students who have documented disabilities reach academic success and provide transitional services to university partners. Specifically, we will assess outcome b and components I, ii, and iii. Participants will increase their knowledge about ADA guidelines in the University setting, what documents are needed, and connect with community resources the university doesn’t provide.

- b. During the professional development workshops and externship, students will be asked to connect with employers and other peers to have meaningful conversations. They will discuss topics such as, resumes, interviews, career opportunities, graduate school, and professional business attire. This will show students the importance of networking and will benefit the student with a professional network that may lead to a future career. Facilitators will observe and interact with the students for a direct measurement of the components being assessed. At the end of the event, each person will be asked to complete an evaluation.

During the transitional program, they will hear from several speakers that will provide information on guidelines, ADA requirements, important documents, and outside resources. At the end, each person will be asked to complete an evaluation.

- c. For each professional development event and the transitional program, an evaluation will be given that will reflect the components we are assessing. For professional development event, we are able to asses what they have learned by asking what they would rate how much they knew prior to the event and how they would rate their knowledge

after the event. We also ask what information they have taken away from the event. For the externship, the student is given an evaluation to help us prepare for next year and a final reflection/growth form. Both provides with what the student took away from the event.

For the transitional program we have the participants reflect on the various presentations and rate how the presentation, content, and audience engagement was.

Both of these formats will provide us with the tools and knowledge on how to improve the program. It will also allow us to see what our students and community partner's takeaways were.

- d. The benchmark will be related to the evaluations that have been collected in the past. These evaluations ask the attendees to list what ideas, concepts, or lessons they took away from the program. They were also asked to rate the overall program and to provide comments. This measurement of the program is an indirect measurement on the effectiveness of all aspects of the program.

#### V. Ongoing Assessment

- a. The staff will continue to collect data and revise the plan, as necessary. Each summer, each program, whether it is a professional development event, externship, or transitional program, will be reviewed.