



Career Pathways Assessment Tool

As Career Pathways have taken hold across the nation with Wisconsin as one of the leaders, it seemed logical to create a tool to encourage reflection on career pathways that serve our student customers and our employer customers.

The Career Pathway Assessment Tool (CPAT) has been developed to help individual colleges, if they choose, build new pathways as well as evaluate their current pathways. The tool is organized into ten essential elements with multiple sub-elements. You have opportunity to examine each sub-element by noting the current status, assessing your current state and finally identifying next steps for enhancement.

As you work through the CPAT, you will see two categories of sub-elements: program-level and college-level. Working through both program and college level sub-elements concurrently will allow for a comprehensive assessment when evaluating your career pathways.

When building a team at your college, we encourage you to find the best person/persons to use the tool as it will be different college to college. Consider a cross-functional team; including members from Student Services and Content and Learning in order to build the most robust pathway possible. Also include the colleges Career Pathway and Career Prep Coordinators, as well as instructors and deans.

One final suggestion; always keep the student-customer and employer-customer foremost as you use the tool.

10 Essential Career Pathway Elements

1. **A Comprehensive Career Pathway:** The pathway contains a clear sequence of connected coursework and credentials leading to the parent program, with one or more WTCS approved stacked credentials that are supported by data and employer demand.
2. **The pathway contains Multi –Entry Points:**
 - Stacked Credential along the pathway
 - Career Pathway Bridge
 - High School Dual Enrollment
 - Credit for Prior Learning
 - Apprenticeship
3. **The pathway contains Multi- Exit Points:**
 - Stacked Credential along the pathway
 - Completer/Graduate
 - Transfer Articulation
 - Industry Recognized Credential
 - Apprenticeship
 - Employment
4. **Support Services throughout the Pathway:** College delivers services the student needs within the classroom and beyond for students to be successful in their courses, program and pathway.
5. **Promotion and Recruitment Plan:** College has a plan for marketing career pathway(s), gaining enrollments and retaining students along the pathway.
6. **Student Re-Engagement plan following a pathway exit point:** College has a follow up plan that will provide the student with pathway re-entry instructions and information when the student exits a pathway.
7. **Credit for Prior Learning Plan:** College has a process for examining Credit for Prior Learning options with all students on a pathway to expedite student persistence along the pathway and completion.
8. **Workforce Connections:** The college maintains strong partnerships with key stakeholders in workforce, industry and the community that provide employment opportunities as well as feedback on current pathways and future pathway development.
9. **Data to Support Completers/Graduates who are employed in the field of study:** The college has a plan to collect data for each of the pathways being assessed that will include completers, graduates and employment outcomes.
10. **Illustration of the Entire Career Pathway:** College has a visual representation of the full pathway exhibiting all the elements, including entry and exit points.

Career Pathway Assessment Tool

Name of Pathway: _____

1. A Comprehensive Career Pathway	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
Program Level Elements to Consider						
a. Individual courses and competencies align and reinforce progression to the Technical Skills Attainment program outcomes.						
b. There is a logical order to the progression of courses and pathway credentials.						

<p>c. Pathway credentials are embedded, stacked, and supported by employer-demand data.</p>						
<p>d. Each pathway credential is a stand-alone unit that a student can enter and exit.</p>						
<p>e. Program curriculum offers opportunity for community and work-based learning, such as internships, job fairs, guest lecturers, site visits, service learning.</p>						
<p>f. Program curriculum is documented in Worldwide Instructional Design Software (WIDS).</p>						

2. Contains Multi-Entry Points	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
Program Level Elements to Consider						
a. Each pathway credential can serve as a potential enrollment entry point for students.						
b. Adult Education options (Basic Ed, ELL/ESL, Dev Ed and/or Career Pathway bridge) offer an entry point to the pathway.						
c. High school options (dual enrollment, transcribed credit, etc.) offer an entry point to the pathway.						

<p>d. Credit for Prior Learning options are available to offer an entry point to the pathway.</p>						
<p>e. Apprenticeship options are available to offer an entry point into the pathway, where applicable</p>						

3. Contains Multi-Exit Points	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
Program Level Elements to Consider						
a. Each pathway credential serves as a potential exit point to data-supported employment opportunities .						
b. Transfer and/or articulation options show mobility within the technical college system , where applicable.						
c. Transfer and/or articulation options show options to 4-year partners , where applicable.						
d. Apprenticeship options show mobility within the apprenticeship system, where applicable						

4. Support Services throughout the Pathway	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
Program Level Elements to Consider						
a. Program has a mechanism to inform student services staff of program pathway options to monitor which program every student is in and how far along the student is toward completing the program requirements.						
College Level Elements to Consider						
b. Student Services staff offer navigation assistance to students, so they can see how far they have come and what they need to do to complete their program.						
c. The college offers Academic Support services to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.						

<p>d. The college has connections with community and/or workforce partners to assist the student in accessing wrap-around support services, such as: Financial Aid, Scholarships, Child Care Assistance, Transportation Assistance, Food Assistance, and Healthcare Assistance.</p>						
<p>e. College has a mechanism to alert Advisors and students when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>						
<p>f. College has a mechanism to inform Faculty and Staff of available student support services.</p>						

5. Promotion and Recruitment	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
College Level Elements to Consider						
a. Career Pathways are promoted in external marketing material through collaboration with the marketing department.						
b. Career Pathways are promoted internally to build a campus wide understanding of Career Pathways .						
c. Student services is well versed in Career Pathways for recruitment purposes.						
d. The roadmap is included in promotion efforts conducted around the specific program recruitment and outreach activities. i.e. website, campus visits, high school visits, employer visits, open houses, etc.						

6. Student Reengagement	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
College Level Elements to Consider						
a. A collaborative relationship exists with the advising team to articulate the retention goal of career pathways.						
b. The college has a mechanism to identify students near completion of a pathway credential.						
c. The college has a mechanism to identify students that have exited a pathway.						
d. The college has a communication plan for students who have exited their pathway that communicates next steps for reentering the pathway.						

7. Credit for Prior Learning (CPL) Plan	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
College Level Elements to Consider						
a. College has a CPL Policy for the entire college that is followed by all programs and pathways.						
b. College has clear processes that show the student process and administrative process (a process map?) for applying and receiving CPL.						
c. College has an inventory of courses and associated PLA assessments and industry certifications specific to a pathway.						
d. College has procedures/resources/training for developing new PLA for current and future pathways.						

8. Workforce Connections	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
Program Level Elements to Consider						
a. Program has a mechanism in place to engage stakeholders in pathway development, implementation, and continuous improvement.						
b. Program has a strategy to strengthen and maintain partnerships with stakeholders, in alignment with college strategic plan, such as through guest lectures, equipment, work opportunities, site visits, etc.						
College Level Elements to Consider						
c. The college has strategic plans around community engagement and has identified the key stakeholders in workforce, industry and the community.						

9. Data to Support Completers/Graduates who are employed in the field of study	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
College Level Elements to Consider						
a. College has a mechanism to track persistence (credential to credential) for all students in a given pathway.						
b. College has a mechanism to capture employment and wage data for completers and graduates at all points along the pathway.						
c. College has a mechanism to track employment retention and promotion.						

<p>d. College has a mechanism to collect employer satisfaction and feedback on the college's pathways.</p>						
<p>e. The college has a mechanism to collect data on articulations with our 4-year partners.</p>						

10. Illustration of the Entire Career Pathway	Current State: <i>Note the current state of this sub-element.</i>	Not Applicable	No Action Yet	In Progress	Implemented	Next Steps: <i>Note next action steps for enhancing this sub-element.</i>
Program Level Elements to Consider						
Does your pathway illustration have the following components, as applicable?						
a. Career Pathway Bridge						
b. High School Dual Credit opportunities						
c. Credit for Prior Learning opportunities						
d. Transfer opportunities						
e. Continuing Education or Advanced Training opportunities						

f. Industry Credentials						
g. Stacked/Embedded Credentials						
h. Job and Wage information						
i. Access to Program Information						
j. WIDS tool is used to document the basic segments and needed courses at each level in the pathway						
k. Apprenticeship options, are they part of the visual representation						