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**Career Pathways Assessment Tool (CPAT)**

*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, Advising and Academic in order to build the most robust pathway possible. Also include the colleges Career Pathway staff, and Secondary to Post-secondary liaisons, as well as instructors and deans, and business and industry.*

*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 extra services the student needs within the classroom and beyond in order 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. The college knows what data systems they can access.
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.

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| 1. **A Comprehensive Career Pathway**
 | **Current State:**  *Note the current state of this sub-element.* | **N/A** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***Program Level Elements to Consider*** |
| 1. Individual courses and competencies **align and reinforce progression to the Technical Skills Attainment** program outcomes.
 |  |  |  |  |  |  |
| 1. There is a **logical order** to the progression of courses and pathway credentials.
 |  |  |  |  |  |  |
| 1. Pathway credentials are **embedded, stacked, and supported** by employer-demand data.
 |  |  |  |  |  |  |
| 1. **A Comprehensive Career Pathway**
 | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***Program Level Elements to Consider*** |
| 1. Each pathway credential is a **stand-alone unit** that a student can enter and exit.
 |  |  |  |  |  |  |
| 1. Program curriculum offers opportunity for community and work-based learning, such as internships, job fairs, guest lecturers, site visits, service learning.
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| 1. Program curriculum is documented or uploaded electronically
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| 1. **Contains Multi-Entry Points**
 | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***Program Level Elements to Consider*** |
| 1. Each **pathway credential** canserve as a potential enrollment entry point.
 |  |  |  |  |  |  |
| 1. **Adult Education options** (Basic Ed, ELL/ESL, Dev Ed and/or Career Pathway bridge) offer an entry point to the pathway.
 |  |  |  |  |  |  |
| 1. **High school options** (dual enrollment/Concurrent Enrollment Transcripted credit, etc.) offer an entry point to the pathway.
 |  |  |  |  |  |  |
| 1. **Credit for Prior Learning** options offer an entry point to the pathway.
 |  |  |  |  |  |  |
| 1. **Apprenticeship options** offer an entry point into the pathway, where applicable
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| 1. **Contains Multi-Exit Points**
 | **Current State:**  *Note the current state of this sub-element, and if that exit point leads to employment. Note Employment potentials for the Cluster and Pathway.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***Program Level Elements to Consider*** |
| 1. Each **pathway credential** serves as a potential exit point to **data-supported employment opportunities**.
 |  |  |  |  |  |  |
| 1. **Transfer and/or articulation options** show mobility within the **college system**, where applicable.
 |  |  |  |  |  |  |
| 1. **Transfer and/or articulation options** show options to **4-year partners**, where applicable.
 |  |  |  |  |  |  |
| 1. **Apprenticeship options** show mobility within the apprenticeship system, where applicable
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| 1. **Support Services throughout the Pathway**
 | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| **Program Level Elements to Consider** |
| 1. Program has a mechanism to inform student services staff of program pathway options.
 |  |  |  |  |  |  |
| **College Level Elements to Consider** |
| 1. Student Services staff offer **navigation** assistance to students. How do they get in and out of the pathway? What courses do they need?
 |  |  |  |  |  |  |
| 1. 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. Connection to WIOA??
 |  |  |  |  |  |  |
|  | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| **College Level Elements to Consider** |
| 1. College has a mechanism to **inform** **Faculty and Staff** of available student support services.
 |  |  |  |  |  |  |
| 1. College has a mechanism to **inform** **the student population** of available support services.
 |  |  |  |  |  |  |
| 1. Does the college offer a career interest survey and follow up services to the students?
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| 1. **Promotion and Recruitment**
 | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***College Level Elements to Consider*** |
| 1. Career Pathways are promoted in **external** marketing material through collaboration with the marketing department.
 |  |  |  |  |  |  |
| 1. Career Pathways are promoted internally to build a c**ampus wide understanding of** Career Pathways.
 |  |  |  |  |  |  |
| 1. **Student services** is well versed in Career Pathways for recruitment purposes.
 |  |  |  |  |  |  |
| 1. The **roadmap or visual representation 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.
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| 1. **Student Reengagement**
 | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***College Level Elements to Consider*** |
| 1. A collaborative **relationship** exists with **the advising team** to articulate the retention goal of career pathways.
 |  |  |  |  |  |  |
| 1. The college has a mechanism to identify students **near completion** of a pathway credential.
 |  |  |  |  |  |  |
| 1. The college has a mechanism to identify **students that have exited** a pathway.
 |  |  |  |  |  |  |
| 1. The college has a **communication plan** for students who have exited their pathway that communicates next steps for reentering the pathway.
 |  |  |  |  |  |  |
| 1. Do the students know the steps to take once they reengage, are they monitored for the first \_\_\_\_\_\_\_\_\_ days?
 |  |  |  |  |  |  |
| 1. **Credit for Prior Learning (CPL) Plan**
 | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***College Level Elements to Consider*** |
| 1. College has a **CPL Policy** for the entire college that is followed by all programs and pathways.
 |  |  |  |  |  |  |
| 1. College has clear processes that show the **student process and administrative process** (a process map?) for applying and receiving CPL.
 |  |  |  |  |  |  |
| 1. College has **an inventory** of courses and associated PLA assessments and industry certifications specific to a pathway.
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| 1. College has **procedures/resources/training** for developing new PLA for current and future pathways.
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| 1. **Workforce Connections**
 | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***Program Level Elements to Consider*** |
| 1. Program has a mechanism in place to **engage** stakeholders in pathway development, implementation, and continuous improvement.
 |  |  |  |  |  |  |
| 1. 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*** |
| 1. The college has **strategic plans** around **community engagement** and has **identified** the key stakeholders in workforce, industry and the community. Is there a clear understanding of what services they can bring to the table to assist students?
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| 1. **Data to Support Completers/Graduates who are employed in the field of study**
 | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***College Level Elements to Consider*** |
| 1. College has a mechanism to track **persistence (credential to credential)** for all students in a given pathway.
 |  |  |  |  |  |  |
| 1. College has a mechanism to capture **employment and wage data** for completers and graduates at **all points** along the pathway.
 |  |  |  |  |  |  |
| 1. College has a mechanism to track **employment retention and promotion.**
 |  |  |  |  |  |  |
| 1. College has a mechanism to collect **employer satisfaction and feedback** on the college’s pathways.
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| 1. The college has a mechanism to collect data on **articulations** with our 4-year partners.
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| 1. **Illustration of the Entire Career Pathway**
 | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***Program Level Elements to Consider*** |
| **Does your pathway illustration have the following components, as applicable?** |  |  |  |  |  |  |
| 1. Career Pathway Bridge
 |  |  |  |  |  |  |
| 1. High School Dual Credit opportunities
 |  |  |  |  |  |  |
| 1. Credit for Prior Learning opportunities
 |  |  |  |  |  |  |
| 1. Transfer opportunities
 |  |  |  |  |  |  |
| 1. Continuing Education or Advanced Training opportunities
 |  |  |  |  |  |  |
|  | **Current State:**  *Note the current state of this sub-element.* | **Not Applicable** | **No Action Yet** | **In Progress** | **Implemented** | **Next Steps**: *Note next action steps for enhancing this sub-element.* |
| ***Program Level Elements to Consider*** |
| 1. Industry Recognized Credentials
 |  |  |  |  |  |  |
| 1. Stacked/Embedded Credentials
 |  |  |  |  |  |  |
| 1. Job and Wage information
 |  |  |  |  |  |  |
| 1. Access to Program Information
 |  |  |  |  |  |  |
| 1. document the basic segments and needed courses at **each level** in the pathway
 |  |  |  |  |  |  |
| 1. Apprenticeship options, are they part of the visual representation
 |  |  |  |  |  |  |