

# Excellence in Career Pathways: A Self-Evaluation Tool

*Your responses should reflect how well your partnership is working with respect to one college (hereafter "postsecondary institution") and one feeder school (hereafter "secondary school"). The appendix provides rating criteria for each survey item.*

**Mark responses with an X.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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1. Career Pathways are guided by one or more 4+2 (+2) curriculum frameworks.					
2. Career Pathways include comprehensive student career guidance and counseling.					
<b>Secondary component:</b>					
3. Meets academic standards and grade level requirements.					
4. Meets high school standardized testing and exit requirements.					
5. Meets postsecondary (both 2-year and 4-year college) entry and placement requirements.					
6. Provides academic and technical foundation knowledge and skills in a chosen Career Pathway.					
7. Provides opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.					
<b>Postsecondary component:</b>					
8. Provides opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.					
9. Provides alignment and/or articulation with baccalaureate programs.					
10. Provides industry-recognized knowledge and skills.					
11. Provides employment opportunities for high-wage, high-demand careers in the chosen Pathway and provides multiple exit points.					
<b>Business:</b>					
12. Ensures that students are learning current, in-demand skills.					
13. Provides student work-based learning experiences after the 11th grade.					
14. Supports student recruitment and provides ongoing support for the Career Pathway program.					
<b>Partnership ensures a culture focused on improvement by:</b>					
15. Collecting qualitative and quantitative data on academic and career success, retention rates, dropouts, graduation, transitions, and remediation.					
16. Using data for planning and decision-making.					
17. Providing targeted professional development for faculty, administrators, and counselors to improve teaching/learning and integration of technical and academic instruction.					
18. Maintaining ongoing dialogue among secondary, postsecondary, and business partners.					

## Appendix: Rating Criteria

(What the choices for each survey item signify)

### *Career Pathways . . .*

**1. Are guided by one or more 4+2 (+2) curriculum frameworks (i.e., 6- or 8-year seamless transition plans).**

1 = 10% or less of the Career Pathways in the secondary school have a 4+2 (+2) curriculum framework in place.
2 = More than 10% but less than 40% of the Career Pathways in the secondary school have a 4+2 (+2) curriculum framework in place.
3 = At least 40% but less than 70% of the Career Pathways in the secondary school have a 4+2 (+2) curriculum framework in place.
4 = At least 70% but less than 90% of the Career Pathways in the secondary school have a 4+2 (+2) curriculum framework in place.
5 = At least 90% of the Career Pathways in the secondary school have a 4+2 (+2) curriculum framework in place.

### *Career Pathways . . .*

**2. Include comprehensive student career guidance and counseling. (This indicates that you see evidence that students, educators, parents, and the community at large understand labor market trends and all the options in a Career Pathway.)**

1 = 10% or less of the students who participate in Career Pathways at the secondary school are provided a system for comprehensive student career guidance and counseling.
2 = More than 10% but less than 40% of the students who participate in Career Pathways at the secondary school are provided a system for comprehensive student career guidance and counseling.
3 = At least 40% but less than 70% of the students who participate in Career Pathways at the secondary school are provided a system for comprehensive student career guidance and counseling.
4 = At least 70% but less than 90% of the students who participate in Career Pathways at the secondary school are provided a system for comprehensive student career guidance and counseling.
5 = At least 90% of the students who participate in Career Pathways at the secondary school are provided a system for comprehensive student career guidance and counseling.

*Secondary component . . .*

**3. Meets academic standards and grade level requirements.**

1 = 10% or less of the students who participate in Career Pathways at the secondary school are passing courses appropriate to their grade levels.
2 = More than 10% but less than 40% of the students who participate in Career Pathways at the secondary school are passing courses appropriate to their grade levels.
3 = At least 40% but less than 70% of the students who participate in Career Pathways at the secondary school are passing courses appropriate to their grade levels.
4 = At least 70% but less than 90% of the students who participate in Career Pathways at the secondary school are passing courses appropriate to their grade levels.
5 = At least 90% of the students who participate in Career Pathways at the secondary school are passing courses appropriate to their grade levels.

*Secondary component . . .*

**4. Meets high school standardized testing and exit requirements. (This indicates that you see evidence that students meet state expectations on standardized tests and graduation rates.)**

1 = 10% or less of the students who participate in Career Pathways at the secondary school meet or exceed high school standardized testing and exit requirements.
2 = More than 10% but less than 40% of the students who participate in Career Pathways at the secondary school meet or exceed high school standardized testing and exit requirements.
3 = At least 40% but less than 70% of the students who participate in Career Pathways at the secondary school meet or exceed high school standardized testing and exit requirements.
4 = At least 70% but less than 90% of the students who participate in Career Pathways at the secondary school meet or exceed high school standardized testing and exit requirements.
5 = At least 90% of the students who participate in Career Pathways at the secondary school meet or exceed high school standardized testing and exit requirements.

*Secondary component . . .*

**5. Meets postsecondary (both 2-year and 4-year college) entry and placement requirements. (This indicates that you see evidence that Career Pathway students transition successfully to the postsecondary level without having to duplicate courses, receive remedial services, and/or take remedial courses.)**

1 = 10% or less of the students who participate in Career Pathways at the secondary school meet state postsecondary entry and placement requirements.
2 = More than 10% but less than 40% of the students who participate in Career Pathways at the secondary school meet state postsecondary entry and placement requirements.
3 = At least 40% but less than 70% of the students who participate in Career Pathways at the secondary school meet state postsecondary entry and placement requirements.
4 = At least 70% but less than 90% of the students who participate in Career Pathways at the secondary school meet state postsecondary entry and placement requirements.
5 = At least 90% of the students who participate in Career Pathways at the secondary school meet state postsecondary entry and placement requirements.

*Secondary component . . .*

**6. Provides academic and technical foundation knowledge and skills in a chosen Career Pathway (i.e., begins to build the knowledge needed for college and a career, but the skills are not job-specific at the secondary level).**

1 = 10% or less of the secondary students who participate in Career Pathways at the secondary school are gaining the academic and technical foundation knowledge and skills necessary for success in their Career Pathway.
2 = More than 10% but less than 40% of the secondary students who participate in Career Pathways at the secondary school are gaining the academic and technical foundation knowledge and skills necessary for success in their Career Pathway.
3 = At least 40% but less than 70% of the secondary students who participate in Career Pathways at the secondary school are gaining the academic and technical foundation knowledge and skills necessary for success in their Career Pathway.
4 = At least 70% but less than 90% of the secondary students who participate in Career Pathways at the secondary school are gaining the academic and technical foundation knowledge and skills necessary for success in their Career Pathway.
5 = At least 90% of the secondary students who participate in Career Pathways at the secondary school are gaining the academic and technical foundation knowledge and skills necessary for success in their Career Pathway.

*Secondary component . . .*

**7. Provides opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements. (This indicates that you see evidence that students have opportunities to complete portions of their associate degree requirements at the secondary level.)**

1 = The secondary school does not currently provide Career Pathway students with the benefit of dual credit, articulation, or advanced standing agreements.

2 = The secondary school does not currently provides Career Pathway students with dual credit, articulation, or advanced standing opportunities, but the school is communicating with local colleges about establishing articulation and/or dual credit agreements.

3 = The secondary school provides Career Pathway students opportunities for advanced standing through completion of articulated courses. (That is, although students do not receive college credits for Career Pathway courses, they are placed at a higher level when they enter college courses).

4 = The secondary school provides Career Pathway students opportunities to take advantage of articulation agreements wherein the students receive college credit for Career Pathway courses once they become students at the partnering degree-granting institution. (The articulation agreements do not guarantee that the courses will be accepted by other postsecondary schools.)

5 = The secondary school provides Career Pathway students opportunities to take dual-credit and/or articulated courses, for which they receive college credit once the course is complete and requirements are met. Since the credit is given by the college, it is also accepted by other postsecondary institutions.

*Postsecondary component . . .*

**8. Provides opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements. (This indicates that you see evidence that students have—and are taking advantage of—the opportunity to complete a portion of their associate degree requirements at the secondary level and that they are performing successfully at the postsecondary level without duplicating courses.)**

1 = The postsecondary component does not currently offer students the benefit of dual credit, articulation, or advanced standing agreements.

2 = The postsecondary component does not currently offer students the benefit of dual credit, articulation, or advanced standing agreements, but the postsecondary institution is in communication with the secondary school regarding the establishment of articulation and/or dual credit agreements.

3 = The postsecondary component offers students who participate in Career Pathways at the secondary school advanced standing as a result of their completion of articulated courses. (That is, although the students do not receive college credit for the articulated courses, they are placed at a higher level when they enter college courses.)

4 = The postsecondary component offers students who participate in Career Pathway programs at the secondary school the benefit of articulation agreements in that they receive college credit for articulated courses once they become students at the postsecondary institution.

5 = The postsecondary component offers students who participate in Career Pathway programs at the secondary school the benefit of dual credit or articulation opportunities, wherein they receive college credit once the course is complete and requirements are met.

*Postsecondary component . . .*

**9. Provides alignment and/or articulation with baccalaureate programs. (This indicates that you see evidence that students are transitioning to baccalaureate programs with no duplication of courses or remediation at the baccalaureate level.)**

1 = 10% or less of the postsecondary institution's Career Pathway programs offer support and encourage opportunities for alignment and/or articulation with baccalaureate programs.
2 = More than 10% but less than 40% of the postsecondary institution's Career Pathway programs offer support and encourage opportunities for alignment and/or articulation with baccalaureate programs.
3 = At least 40% but less than 70% of the postsecondary institution's Career Pathway programs offer support and encourage opportunities for alignment and/or articulation with baccalaureate programs.
4 = At least 70% but less than 90% of the postsecondary institution's Career Pathway programs offer support and encourage opportunities for alignment and/or articulation with baccalaureate programs.
5 = At least 90% of the postsecondary institution's Career Pathway programs offer support and encourage opportunities for alignment and/or articulation with baccalaureate programs.

*Postsecondary component . . .*

**10. Provides industry-recognized knowledge and skills. (Career Pathways have been developed using national, state, and/or industry/professional association skill standards and have been reviewed and [when necessary] revised by local business/industry. Local businesses are actively engaged in curriculum/Career Pathway development.)**

1 = 10% or less of the postsecondary institution's Career Pathway programs use curriculum that is based on industry-recognized knowledge and skills.
2 = More than 10% but less than 40% of the postsecondary institution's Career Pathway programs use curriculum that is based on industry-recognized knowledge and skills.
3 = At least 40% but less than 70% of the postsecondary institution's Career Pathway programs use curriculum that is based on industry-recognized knowledge and skills.
4 = At least 70% but less than 90% of the postsecondary institution's Career Pathway programs use curriculum that is based on industry-recognized knowledge and skills.
5 = At least 90% of the postsecondary institution's Career Pathway programs use curriculum that is based on industry-recognized knowledge and skills.

*Postsecondary component . . .*

**11. Provides employment opportunities for high-wage, high-demand careers in the chosen Pathway and provides multiple exit points. (This item refers to full-time career opportunities following 2-year and 4-year postsecondary programs, not internships.)**

1 = 10% or less of the students who participate in Career Pathways have opportunities to pursue high-wage, high-demand careers via multiple exit points.
2 = More than 10% but less than 40% of the students who participate in Career Pathways have opportunities to pursue high-wage, high-demand careers via multiple exit points.
3 = At least 40% but less than 70% of the students who participate in Career Pathways have opportunities to pursue high-wage, high-demand careers via multiple exit points.
4 = At least 70% but less than 90% of the students who participate in Career Pathways have opportunities to pursue high-wage, high-demand careers via multiple exit points.
5 = At least 90% of the students who participate in Career Pathways have opportunities to pursue high-wage, high-demand careers via multiple exit points.

*Business . . .*

**12. Ensures that students are learning current, in-demand skills. (This indicates that advisory councils are business driven; their programs of work include activities that ensure that students are learning current, in-demand skills.)**

1 = 10% or less of the businesses in the community are providing activities for students to learn current, in-demand skills.
2 = More than 10% but less than 40% of the businesses in the community are providing activities for students to learn current, in-demand skills.
3 = At least 40% but less than 70% of the businesses in the community are providing activities for students to learn current in-demand skills.
4 = At least 70% but less than 90% of the businesses in the community are providing activities for students to learn current in-demand skills.
5 = At least 90% of the businesses in the community are providing activities for students to learn current in-demand skills.

***Business . . .***

**13. Provides student work-based learning experiences after the 11th grade. (This indicates that you see evidence of a “progressive” work-based learning system, i.e., one in which participating students begin with simple activities such as tours and job shadowing and progress to internships.)**

1 = 10% or less of the students who participate in Career Pathways at the secondary school are engaged in a progressive system of work-based learning experiences that culminate in an internship.
2 = More than 10% but less than 40% of the students who participate in Career Pathways at the secondary school are engaged in a progressive system of work-based learning experiences that culminate in an internship.
3 = At least 40% but less than 70% of the students who participate in Career Pathways at the secondary school are engaged in a progressive system of work-based learning experiences that culminate in an internship.
4 = At least 70% but less than 90% of the students who participate in Career Pathways at the secondary school are engaged in a progressive system of work-based learning experiences that culminate in an internship.
5 = At least 90% of the students who participate in Career Pathways at the secondary school are engaged in a progressive system of work-based learning experiences that culminate in an internship.

***Business . . .***

**14. Supports student recruitment and provides ongoing support for the Career Pathway program. (Business groups believe that student completion of Career Pathways will benefit their firms/companies.)**

1 = 10% or less of the students who participate in Career Pathways at the secondary school interact with business/industry, either through student recruitment or through some other type of support throughout the school year.
2 = More than 10% but less than 40% of the students who participate in Career Pathways at the secondary school interact with business/industry, either through student recruitment or through some other type of support throughout the school year.
3 = At least 40% but less than 70% of the students who participate in Career Pathways at the secondary school interact with business/industry, either through student recruitment or through some other type of support throughout the school year.
4 = At least 70% but less than 90% of the students who participate in Career Pathways at the secondary school interact with business/industry, either through student recruitment or through some other type of support throughout the school year.
5 = At least 90% of the businesses who participate in Career Pathways are actively involved in student recruitment into Career Pathways and/or make monetary or in-kind contributions to the school.

*Partnership ensures a culture focused on improvement by . . .*

**15. Collecting qualitative and quantitative data on academic and career success, retention rates, dropouts, graduation, transitions, and remediation.**

1 = 10% or less of the qualitative and quantitative data on academic and career success, dropouts, graduation, transitions, and remediation is being collected annually for students involved in Career Pathways at the secondary school.
2 = More than 10% but less than 40% of the qualitative and quantitative data on academic and career success, dropouts, graduation, transitions, and remediation is being collected annually for students involved in Career Pathways at the secondary school.
3 = At least 40% but less than 70% of the qualitative and quantitative data on academic and career success, dropouts, graduation, transitions, and remediation is being collected annually for students involved in Career Pathways at the secondary school.
4 = At least 70% but less than 90% of the qualitative and quantitative data on academic and career success, dropouts, graduation, transitions, and remediation is being collected annually for students involved in Career Pathways at the secondary school.
5 = At least 90% of the qualitative and quantitative data on academic and career success, dropouts, graduation, transitions, and remediation is being collected annually for students involved in Career Pathways at the secondary school.

*Partnership ensures a culture focused on improvement by . . .*

**16. Using data for planning and decision-making.**

1 = 10% or less of the data that is being collected on Career Pathway students in the secondary school is being used for planning and decision-making.
2 = More than 10% but less than 40% of the data that is being collected on Career Pathway students in the secondary school is being used for planning and decision-making.
3 = At least 40% but less than 70% of the data that is being collected on Career Pathway students in the secondary school is being used for planning and decision-making.
4 = At least 70% but less than 90% of the data that is being collected on Career Pathway students in the secondary school is being used for planning and decision-making.
5 = At least 90% of the data that is being collected on Career Pathway students in the secondary school is being used for planning and decision-making.

*Partnership ensures a culture focused on improvement by . . .*

**17. Providing targeted professional development for faculty, administrators, and counselors designed to improve teaching/learning and integration of technical and academic instruction. (Training is ongoing and accessible to all appropriate stakeholders; the stakeholders are participating and are showing a high level of satisfaction; data on the effectiveness of the training is being collected.)**

1 = 10% or less of the faculty, administrators, and counselors who serve the Career Pathway students at the secondary school are participating in targeted professional development designed to improve teaching/learning and integration of technical and academic instruction.

2 = More than 10% but less than 40% of the faculty, administrators, and counselors who serve the Career Pathway students at the secondary school are participating in targeted professional development designed to improve teaching/learning and integration of technical and academic instruction.

3 = At least 40% but less than 70% of the faculty, administrators, and counselors who serve the Career Pathway students at the secondary school are participating in targeted professional development designed to improve teaching/learning and integration of technical and academic instruction.

4 = At least 70% but less than 90% of the faculty, administrators, and counselors who serve the Career Pathway students at the secondary school are participating in targeted professional development designed to improve teaching/learning and integration of technical and academic instruction.

5 = At least 90% of the faculty, administrators, and counselors who serve the Career Pathway students at the secondary school are participating in targeted professional development designed to improve teaching/learning and integration of technical and academic instruction.

*Partnership ensures a culture focused on improvement by . . .*

**18. Maintaining ongoing dialogue among secondary, postsecondary, and business partners.** *(There is frequent and effective communication involving all levels [administrators, counselors, and faculty]. Secondary and postsecondary faculty meet with their subject-matter peers at the next higher or lower level [e.g., secondary math meet with postsecondary math].)*

1 = 10% or less of the individuals involved in the Career Pathway programs have quarterly, ongoing dialogue with their counterparts at the secondary, postsecondary, and/or business partner level.
2 = More than 10% but less than 40% of the individuals involved in the Career Pathway programs have quarterly, ongoing dialogue with their counterparts at the secondary, postsecondary, and/or business partner level.
3 = At least 40% but less than 70% of the individuals involved in the Career Pathway programs have quarterly, ongoing dialogue with their counterparts at the secondary, postsecondary, and/or business partner level.
4 = At least 70% but less than 90% of the individuals involved in the Career Pathway programs have quarterly, ongoing dialogue with their counterparts at the secondary, postsecondary, and/or business partner level.
5 = At least 90% of the individuals involved in the Career Pathway programs have quarterly, ongoing dialogue with their counterparts at the secondary, postsecondary, and/or business partner level.

### **Definition of “Career Pathway”\***

A **Career Pathway** is a coherent, articulated sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an associate degree, baccalaureate degree and beyond, an industry recognized certificate, and/or licensure. The Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers. Career Pathways are available to all students, including adult learners, and lead to rewarding careers.

The essential characteristics of an ideal **Career Pathway** include the following:

1. The Secondary Pathway component:
  - Meets state academic standards and grade-level expectations.
  - Meets high school testing and exit requirements.
  - Meets postsecondary (college) entry/placement requirements.
  - Provides foundation knowledge and skills in a chosen career cluster.
  - Provides opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.
2. The Postsecondary Pathway component provides:
  - Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.
  - Alignment and articulation with baccalaureate programs, where appropriate.
  - Industry-recognized skills and knowledge in each cluster area.
  - Opportunities for placement in the chosen career clusters at multiple exit points.
3. Pathway partners ensure that a culture of empirical evidence is maintained by:
  - Regularly collecting qualitative and quantitative data.
  - Using data for planning and decision-making for continuous Pathway improvement.
  - Ongoing dialog among secondary, postsecondary, and business partners.

\*This definition was jointly developed by CORD and the College and Career Transitions Initiative (The League for Innovation in the Community College) and approved by the Office of Vocational and Adult Education (U.S. Department of Education).