

POSITION DESCRIPTION

JOB TITLE: CAREER PATHWAYS COORDINATOR

DEPARTMENT: CAREER AND TECHNICAL EDUCATION

SALARY RANGE: COMMENSURATE WITH EDUCATION AND EXPERIENCE

FLSA: EXEMPT, GRADE 5

IMMEDIATE SUPERVISOR: Associate Vice President of Career and Technical Education (AVP of CTE)

SCHEDULE DETAILS: FULL-TIME/10-MONTH POSITION/PUBLIC SCHOOL RETIREMENT SYSTEM OF MISSOURI

DATE OF LATEST REVIEW/REVISIONS: APRIL 23, 2025

Position Summary

The primary role of the Career Pathways Coordinator is to drive enrollment and college credit opportunities through the various Career and Technical Education (CTE) pathways for learners in secondary, post-secondary, apprenticeship, and workforce pathways. The Career Pathways Coordinator manages and monitors the progress of students in the college's earn and learn apprenticeship programs and manages career and education follow up data. The Career Pathways Coordinator works closely with students, workforce partners, and college administration, and advisors to guide learners through the various opportunities to earn post-secondary certificates and degrees in career and technical education programs.

Essential Job Duties

- Collaborate with the AVP of CTE and other CTE leadership to recruit and enroll eligible learners from secondary and workforce programs into post-secondary pathways and develop new avenues related to experiential learning.
- Collaborate with the Secondary CTE Counselor, Secondary CTE Director, and other concurrent enrollment stakeholders to set goals to increase enrollment from secondary CTE students to post-secondary CTE students.
- Coordinate and attend events to promote the college's workforce pathways.
- Utilize available data to identify learners who may have obtained previous knowledge and skills (such as experiential learning or industry recognized credentials) that could be applied towards CTE pathways and post-secondary credit.
- In coordination with the AVP of CTE, assist with career and technical education student persistence/retention efforts for post-secondary students.
- Support CTE leadership in the management of apprenticeship partnerships.
- Track, monitor, analyze, and report on apprenticeship progress and maintain data in Registered Apprenticeship Partners Information Data System (RAPIDS) online database.
- Lead workforce follow-up data efforts with the 180 day follow up to determine workforce placement after post-secondary CTE program completion.
- Assist with data collection and monitoring with CTE related grants.
- Provide data support for apprenticeship partners (Department of Labor, employer partners, state entities, and the college) as needed.
- Assist faculty and workforce partners in curriculum development for non-credit to credit development
- Collaborate with CTE staff, faculty, and leadership to support Business and Industry Leadership Teams (BILT).
- Support faculty in preparation for BILT meetings and assist CTE leadership in facilitating BILT meetings.
- Utilize non-credit data and partnerships with employers to facilitate non-credit to credit opportunities for incumbent workforce learners.
- Support CTE faculty in developing effective instructional practices and curricular units- including high-level scope and sequence.
- Collaborate with other instructional design employees at the college to strive towards common instructional design practices.
- Collaborate with recruiters, advisors, and workforce partners to deliver presentations to educate potential learners on career pathway opportunities at the college.

- Compile and maintain reports to assist with ensuring effective and efficient operations.
- Perform other duties as assigned by the AVP of CTE.

Required Knowledge, Skills & Abilities

- Bachelor's degree in a field related to critical functions of the role.
- Skilled in planning and organizing work activities while managing multiple projects concurrently.
- Attention to detail.
- Strong interpersonal, oral, and written communication skills required.
- Demonstrated ability to work collaboratively with internal and external constituents required.
- Ability to present information to internal and external stakeholders in both small and large group settings.
- Ability to work independently, be a self-starter, and demonstrate initiative aligned with the primary function of the job and the mission of the college.
- Ability to establish and maintain positive working relationships with students, other professionals, staff, vendors, and the public.
- Maintain a valid driver's license and access to reliable transportation.
- Ability to handle confidential material judiciously

Preferred Knowledge, Skills & Abilities

- Two (2) years of experience in a similar environment. Candidates with less experience considered on a case-by-case basis.
- Experience with curriculum development
- Experience in technical education or workforce
- Knowledge of career-connected learning/school-to-work programs
- Data analysis to establish and monitor key performance indicator performance
- Experience in a Microsoft 365 environment using Teams, Excel, etc.

Positions Supervised

- N/A

Working Environment

- Generally indoors in a normal office environment with minimal exposure to temperature changes, noise, dust or chemicals.
- Normal college working hours but adjustment of hours involving evening and/or weekend work may be required from time to time.
- Travel to other office sites may be required as well as an occasional overnight trip.
- A neat appearance and appropriate business-like apparel are required.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Physical

- Sedentary work involving sitting part of the time, will involve mobility within the office, campus external locations, and various sites.
- Input and access information using computers.
- Accessing, lifting and/or moving IT equipment as needed.

- While performing the duties of this job, the employee is occasionally required to stand; walk; use hands to handle or feel; reach with hands and arms; stoop, kneel, or crouch; and talk or hear. Specific vision abilities required by this job include close vision.
- The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Ability to concentrate on assigned tasks and maintain close attention to detail.

Creative and Analytical Skills

- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to devise or modify methods or processes to solve specific problems.
- Ability to analyze data to identify discrepancies and develop insights on potential solutions.
- Ability to evaluate learner data to identify relevant learning outcomes related to post-secondary credit.

Language/Communication Skills

- Ability to communicate effectively with a variety of people, including employees, students the general public in both written and oral mediums.
- Ability to read and understand correspondence, technical reports/manuals, and similar publications.

CROWDER COLLEGE RESERVES THE RIGHT TO MODIFY, INTERPRET, OR APPLY THIS POSITION DESCRIPTION IN ANY WAY THE INSTITUTION DESIRES. THIS POSITION DESCRIPTION IN NO WAY IMPLIES THAT THESE ARE THE ONLY DUTIES, INCLUDING ESSENTIAL JOB DUTIES, TO BE PERFORMED BY THE EMPLOYEE OCCUPYING THIS POSITION. *THIS POSITION DESCRIPTION IS NOT AN EMPLOYMENT CONTRACT, IMPLIED OR OTHERWISE. THE EMPLOYMENT RELATIONSHIP REMAINS "AT-WILL."* THE AFOREMENTIONED POSITION REQUIREMENTS ARE SUBJECT TO CHANGE TO REASONABLY ACCOMMODATE QUALIFIED INDIVIDUALS WITH A DISABILITY.