

THE CAREER DESIGN BLUEPRINT™ SCORECARD

Take the Scorecard together.

This is your facilitator's guide. One hour, no preparation, and no expertise in the framework required.

This is not another campus survey.

Most assessments count programs, services and participation. The Scorecard looks beneath that activity — at the conditions that make career preparation possible to coordinate, scale and sustain across your whole institution.

Built on The Career Design Blueprint™, a framework Rebekah Paré developed through more than 20 years in higher education and work with 50+ colleges and universities.

Haven't taken it yet?

[Get My Scorecard](#)

or scan



A note before you get everyone together.

If you're reading this, you've agreed to pull your colleagues together for an hour. Thank you. That hour is the part that makes this work.

I built The Career Design Blueprint™ after more than twenty years inside institutions, watching capable people carry career preparation on infrastructure that was never designed to hold it. What I kept finding is that the factor limiting progress usually sits outside the career center entirely — in who owns the strategy, in how the work is coordinated, in whether anyone reinforces it once a student leaves the career center. The Scorecard examines that institutional infrastructure — and it is why the answers are better when more than one person is answering.

You don't need to be an expert in the framework to lead this conversation. You need your group to answer honestly, and you need to notice where they don't agree. Everything after that is our job.

Rebekah Paré

REBEKAH PARÉ • FOUNDER, PARÉ CONSULTING



Rebekah Paré

FOUNDER, PARÉ CONSULTING

Twenty years across career preparation, degree progress, academic policy and institutional strategy. She helped build one of the Big Ten's leading liberal arts career initiatives at the University of Wisconsin–Madison, and led a four-center consolidation at Washington University in St. Louis.

20+ years in higher education

50+ colleges and universities

“It provided third-party validation that this is a much bigger conversation that needs to be had.”

Career services director,
private university

“It's the first time we've taken something like this. It's a really sophisticated tool, and we were really impressed with it.”

Career center director,
public research university

“It cleans up the argument. We can better articulate what the issue actually is, instead of just feeling overwhelmed.”

Career center lead,
private liberal arts college

Who should be at the table?

You can complete the Scorecard individually, or invite a small **assessment group** to complete it collaboratively. Your group might include:

1

Career center leaders and staff

2

Key partners from academic affairs, student affairs, advising, enrollment, or institutional research

3

Faculty or staff involved in career-connected learning

4

Members of an existing career, student success, or strategic planning committee

Choose people who understand different parts of the student experience and can offer an honest view of how career preparation currently operates across the institution. **You do not need every stakeholder at the table.** A small group with varied perspectives is often the best place to begin.

Three steps, regardless of your stage.

STEP 1

Convene your group

STEP 2

Take it together

STEP 3

Capture what you heard

Choose the stage that sounds most like your institution right now. Each stage has its own Step 1 page — what to say, and why your group should care. Steps 2 and 3 are the same for everyone.

STAGE 1

Starting the conversation

"Career is moving up the agenda. We need to get ahead of it."

→ Step 1 on page 5

STAGE 2

Building the strategy

"The plan is forming. I need resources and can't yet show where they should go."

→ Step 1 on page 6

STAGE 3

Trying to scale

"We've been at this for years. Is it working? I don't know."

→ Step 1 on page 7

STAGE 4

Needing a reset

"Our career initiative hasn't gone the way we had hoped. We need a reset."

→ Step 1 on page 8

Starting the conversation.

STAGE 1

Send this as your invitation, or say it in sixty seconds once everyone is together.

THE PROBLEM WE'RE SOLVING

Career keeps coming up — from students, from families, from leadership — and we don't have one clear picture of what's actually getting in the way. If we were asked for a strategy to expand career support today, we'd be answering from instinct.

WHY IT MATTERS

Before anyone asks us for a plan, I want us to be able to articulate the challenges, in language that holds up outside this room.

THE SIX DOMAINS WE'LL FOCUS ON

- | | |
|--|--|
| 1 Who owns career strategy? | 4 Who reinforces career learning? |
| 2 How is career preparation organized? | 5 Can the institution prioritize and improve? |
| 3 What are students systematically experiencing? | 6 Is the career center positioned to lead the broader ecosystem? |

WHAT WE'LL HAVE AT THE END THAT WE DON'T HAVE NOW

An outside perspective on our career ecosystem, a score for each of the six essential ecosystem domains, and the language to explain what needs attention, why it matters, and where to focus first.

HOW WE'LL ANSWER

I've blocked an hour and we'll work through the questions together in one sitting. It looks at career support from multiple angles. **We are not grading the career center.** All I ask is that we answer as we are, not as we want to be or think we should be. It's fine to disagree — where we don't agree is the useful part.



SETTLE THIS BEFORE QUESTION ONE

Decide what you are answering for — a school, a college, the institution, or a system — and answer every question at that scope. Say it out loud so everyone is answering about the same thing.



AND SAY THIS OUT LOUD

The one thing that skews a group's answers is defensiveness. **We are describing the career ecosystem, not grading anyone's performance.**

Building the strategy.

STAGE 2

Send this as your invitation, or say it in sixty seconds once everyone is together.

THE PROBLEM WE'RE SOLVING

We're putting a plan together, and right now we'd be choosing initiatives and asking for resources without knowing which conditions actually need the attention.

WHY IT MATTERS

Leadership funds a case, not a request. If we're going to ask, the ask should arrive with evidence attached — and we should know where the investment will have the greatest impact to sustain the work.

THE SIX DOMAINS WE'LL FOCUS ON

- | | |
|--|--|
| 1 Who owns career strategy? | 4 Who reinforces career learning? |
| 2 How is career preparation organized? | 5 Can the institution prioritize and improve? |
| 3 What are students systematically experiencing? | 6 Is the career center positioned to lead the broader ecosystem? |

WHAT WE'LL HAVE AT THE END THAT WE DON'T HAVE NOW

An outside perspective on which of the six essential ecosystem domains are weakest and what that's costing us — so the plan is built on where the gaps actually are, and the ask we make has something behind it.

HOW WE'LL ANSWER

I've blocked an hour and we'll work through the questions together in one sitting. It looks at career support from multiple angles. **We are not grading the career center.** All I ask is that we answer as we are, not as we want to be or think we should be. It's fine to disagree — where we don't agree is the useful part.



SETTLE THIS BEFORE QUESTION ONE

Decide what you are answering for — a school, a college, the institution, or a system — and answer every question at that scope. Say it out loud so everyone is answering about the same thing.



AND SAY THIS OUT LOUD

The one thing that skews a group's answers is defensiveness. **We are describing the career ecosystem, not grading anyone's performance.**

Trying to scale.

STAGE 3

Send this as your invitation, or say it in sixty seconds once everyone is together.

THE PROBLEM WE'RE SOLVING

We've been building our career ecosystem for a while and good work is happening — but coordination is cumbersome, participation is uneven, and too much of it depends on a few people holding it together.

WHY IT MATTERS

Right now we report progress in headcount and event counts. That isn't the same as knowing whether our strategy is working, or which essential condition is holding the rest back.

THE SIX DOMAINS WE'LL FOCUS ON

- | | |
|--|--|
| 1 Who owns career strategy? | 4 Who reinforces career learning? |
| 2 How is career preparation organized? | 5 Can the institution prioritize and improve? |
| 3 What are students systematically experiencing? | 6 Is the career center positioned to lead the broader ecosystem? |

WHAT WE'LL HAVE AT THE END THAT WE DON'T HAVE NOW

An outside perspective across all six domains, and a baseline we can measure against next year — plus language to report progress in terms leadership already understands.

HOW WE'LL ANSWER

I've blocked an hour and we'll work through the questions together in one sitting. It looks at career support from multiple angles. **We are not grading the career center.** All I ask is that we answer as we are, not as we want to be or think we should be. It's fine to disagree — where we don't agree is the useful part.



SETTLE THIS BEFORE QUESTION ONE

Decide what you are answering for — a school, a college, the institution, or a system — and answer every question at that scope. Say it out loud so everyone is answering about the same thing.



AND SAY THIS OUT LOUD

The one thing that skews a group's answers is defensiveness. **We are describing the career ecosystem, not grading anyone's performance.**

Needing a reset.

STAGE 4

Send this as your invitation, or say it in sixty seconds once everyone is together.

THE PROBLEM WE'RE SOLVING

Our career initiative hasn't gone the way we had hoped. Before we change course, we need to understand what's actually holding it back.

WHY IT MATTERS

A reset we can defend looks very different from a restart we have to apologize for. The difference is knowing where it missed the mark — what we keep, and where we pivot.

THE SIX DOMAINS WE'LL FOCUS ON

- | | |
|--|--|
| 1 Who owns career strategy? | 4 Who reinforces career learning? |
| 2 How is career preparation organized? | 5 Can the institution prioritize and improve? |
| 3 What are students systematically experiencing? | 6 Is the career center positioned to lead the broader ecosystem? |

WHAT WE'LL HAVE AT THE END THAT WE DON'T HAVE NOW

An outside perspective on where it missed the mark, and what to fix first — so the next version is built on a diagnosis rather than a reaction.

HOW WE'LL ANSWER

I've blocked an hour and we'll work through the questions together in one sitting. It looks at career support from multiple angles. **We are not grading the career center.** All I ask is that we answer as we are, not as we want to be or think we should be. It's fine to disagree — where we don't agree is the useful part.



SETTLE THIS BEFORE QUESTION ONE

Decide what you are answering for — a school, a college, the institution, or a system — and answer every question at that scope. Say it out loud so everyone is answering about the same thing.



AND SAY THIS OUT LOUD

The one thing that skews a group's answers is defensiveness. **We are describing the career ecosystem, not grading anyone's performance.**

Taking the Scorecard together.

1 One person drives.

Share your screen and work through it together. One person types the answers in, and the report comes back to the email they use.

2 Read the question, then ask the room one thing.

"What's the honest answer today?" Don't just think of the best example. Not the plan for next year. What most students experience, today.

3 If the room splits, give it sixty seconds.

Take the closest thing to consensus, note the disagreement on the next page, and move on. **You're not here to resolve it.** The split is worth more than the answer.

4 Protect the last ten minutes.

Stop early and fill in Step 3 together, while everyone still remembers where the friction occurred.

Answering as a group isn't necessary. One person can work through the questions alone in about twenty-five minutes and bring the answers to the room — the report is the same either way. The group is what surfaces disagreement, and that's what these pages are for.

Where you agreed, and where you didn't.

Your report will tell you where you stand. It can't tell you where the room went quiet. These notes are what you'll use in the conversations that follow — across campus, and in your strategy session.

Where were we in strong agreement?

The things nobody argued about — good or bad.

Where did we disagree — and why?

Write what the disagreement was about, not which question it was. "Half of us think the deans own this, half think nobody does" is exactly right.

Anything else worth remembering.

What surprised us

Answers that didn't match how we talk about ourselves.

What we want to come back to

Questions we answered, but aren't sure about.

Where this goes next.

Your report arrives by email as soon as you submit. Read it with these pages beside you — the report shows you where your career ecosystem stands, and your notes show you where the room wasn't sure. The Career Design Blueprint™ Scorecard measures six interconnected domains that together shape an institution's ability to prepare students for life after graduation.

That's what a Blueprint Strategy Session is for, should you book one.

Book Your Strategy Session



or scan