AMERICAN RIVER COLLEGE

PROPOSAL FOR THE INSTITUTIONAL EFFECTIVENESS COUNCIL

Revising Job Placement Standards

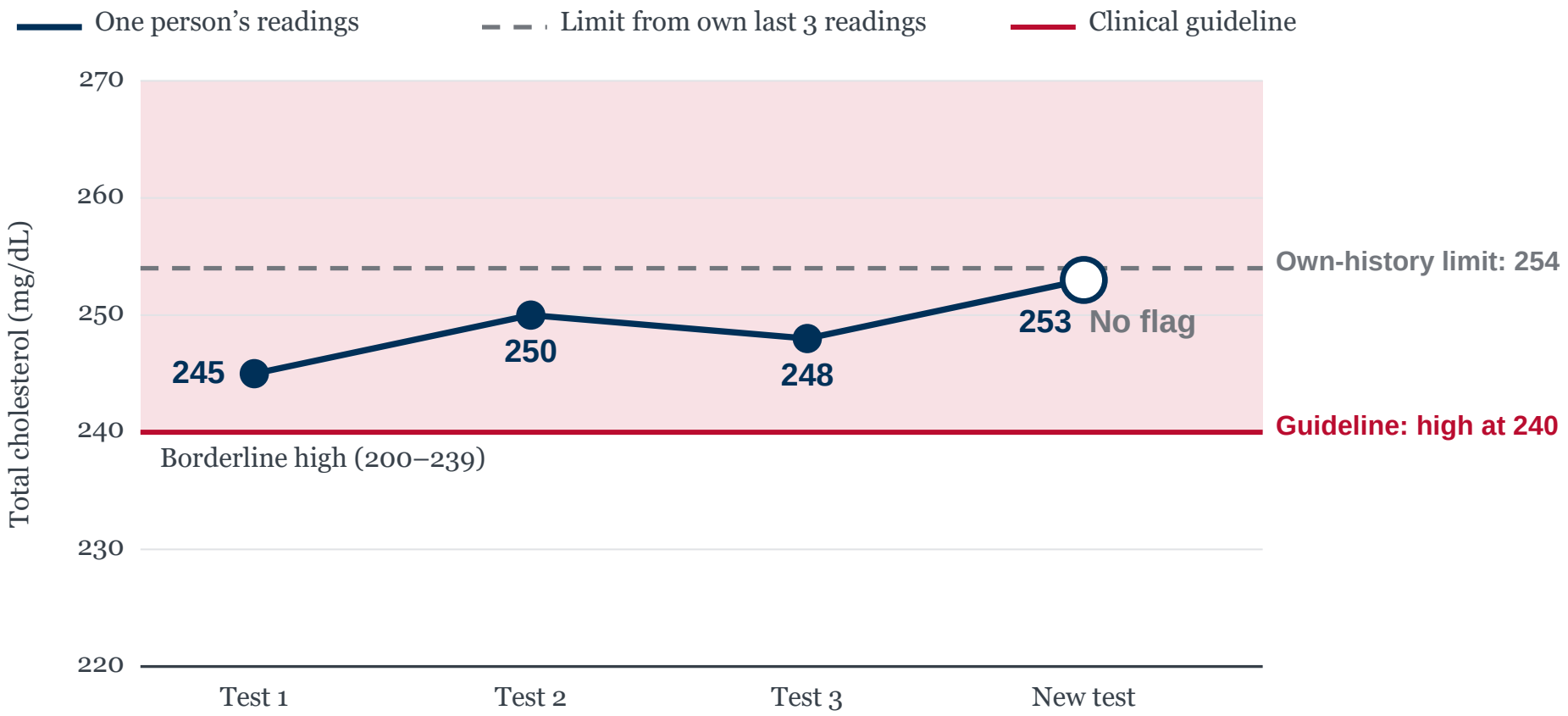
A hybrid model for setting job placement institution-set standards and stretch goals: faculty-set standards with annual monitoring

Office of Institutional Research · American River College

OFFICE OF INSTITUTIONAL RESEARCH
AMERICAN RIVER COLLEGE

Would a doctor judge cholesterol this way?

Imagine your cholesterol was flagged only when it fell outside your own last 3 readings.



Against own history
Limit: 254
New test: 253
No flag

Against guideline
High: 240 or more
New test: 253
High

Doctors use expert guidelines. The proposal lets faculty set the guideline.

Illustrative readings. NIH/NHLBI adult total cholesterol guideline: under 200 desirable, 200–239 borderline high, 240+ high.

The question before the council

Does the Institutional Effectiveness Council (IEC) support revising how ARC sets institution (department) set standards and stretch goals for job placement rates to the proposed **hybrid model** outlined in this presentation?

1

How standards are set today

A statistical formula, recalculated every year from the prior three years

2

Where the formula falls short

A moving target that measures consistency, not what is acceptable

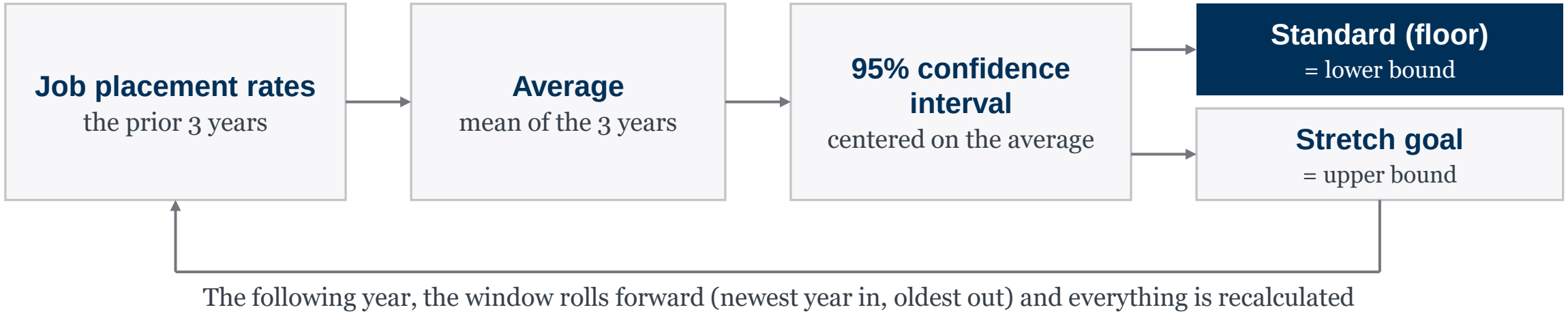
3

The proposed hybrid model

Faculty-set standards, held for five years, with annual monitoring

Today, a formula sets the standard every year

Standards come from historical data alone: the prior three years of job placement rates.



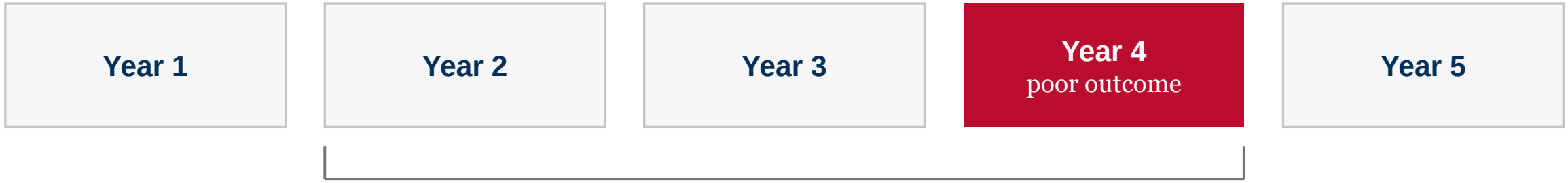
Strengths of the current model

Grounded in historical data, and one standardized process applies to every program, whatever its rates.

A poor year lowers the next year's standard

Because the window rolls forward every year, the standard is a moving target.

Year 4 standard is based on Years 1–3



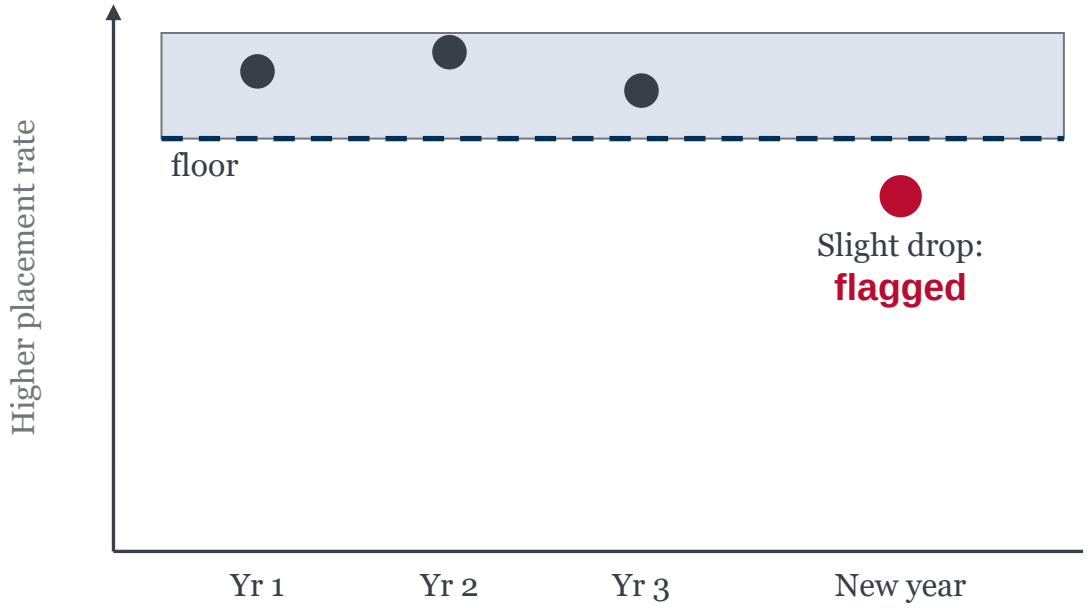
Year 5 standard is based on Years 2–4, including the poor year

Result: the poor year is rolled into the 3-year average and lowers the Year 5 standard.

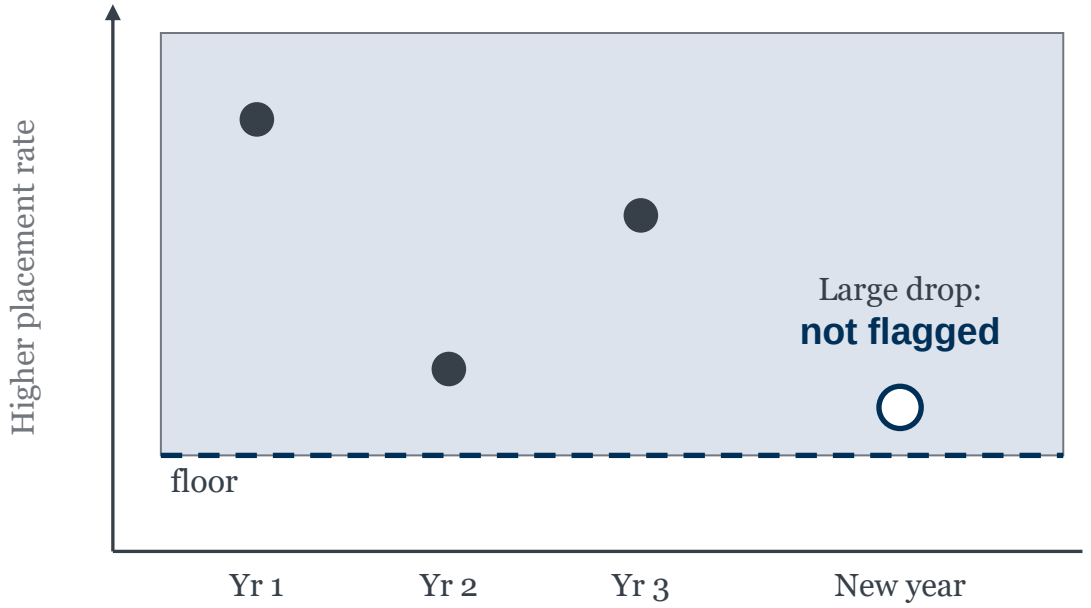
Consistency gets flagged, not poor performance

Illustration only, not actual program data.

Program A: consistently high rates



Program B: rates swing year to year



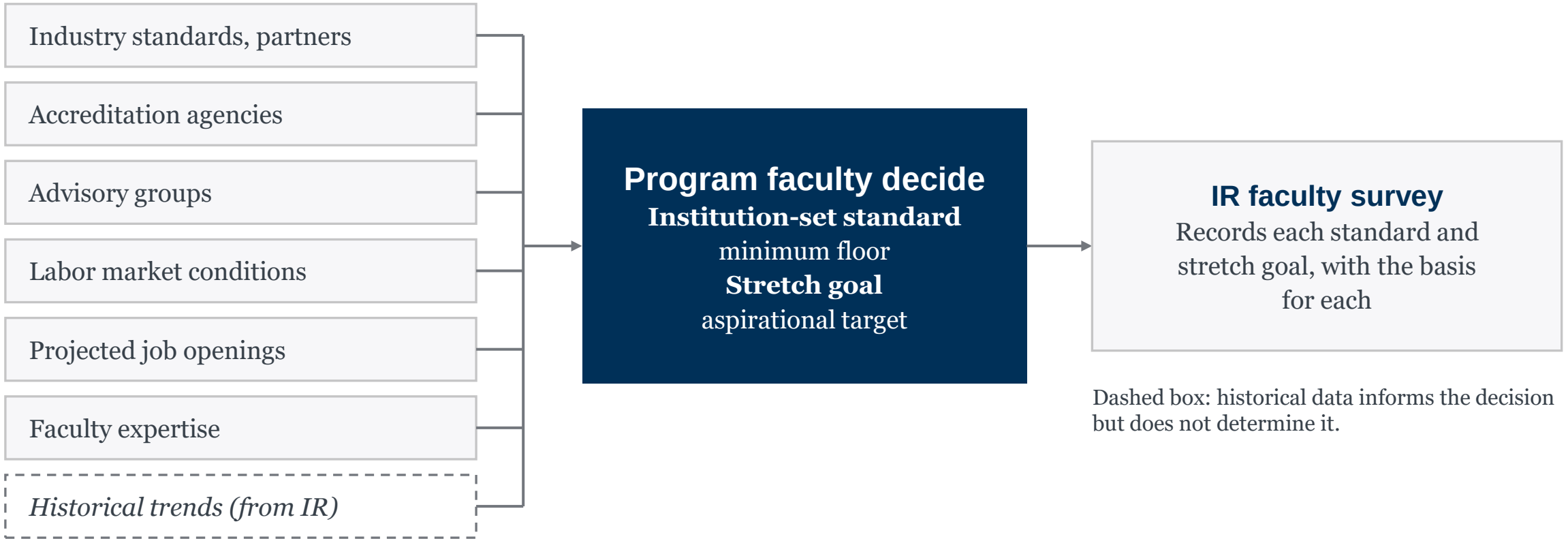
95% confidence interval from the prior 3 years

Standard (floor) = lower bound

Below the floor (flagged)

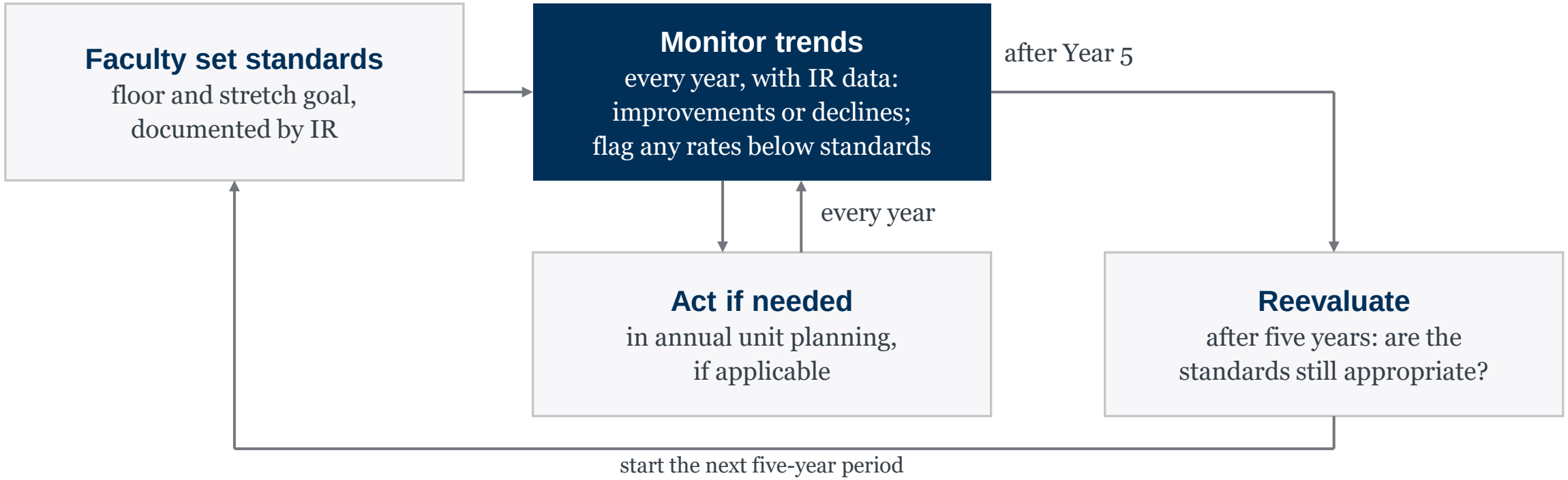
Proposed: faculty set the standards

Core element 1: faculty are best equipped to determine acceptable standards for their students.



Dashed box: historical data informs the decision but does not determine it.

Standards hold for five years, with monitoring every year



Exception: Faculty may request an earlier reevaluation if the labor market is affected by unexpected, sudden events such as a recession, hiring freezes, a natural disaster or pandemic, or employer relocations.

Who does what

Stage	Program faculty	Office of Institutional Research (IR)
Setting standards	Determine the institution-set standard and stretch goal for their field, drawing on industry standards, partners, accreditation agencies, advisory groups, labor market conditions, projected job openings, their own expertise and historical trends	Provides historical job placement data to inform (but not determine) the standards and goals
Documenting standards	Respond to the IR survey with their standard, stretch goal and the basis for each	Surveys faculty and records each program's standard, stretch goal and basis
Annual monitoring	Review job placement trends for rates below standards, or improvements or declines, and take action in annual unit planning, if applicable	Provides the data faculty use for annual monitoring
Five-year reevaluation (or earlier upon request)	Confirm the standard and stretch goal are still appropriate, or revise them	Provides updated historical data and documents any revisions

Source data: retrieved every spring term from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Perkins V Datamart.

Current and proposed models at a glance

Aspect	Current model	Proposed hybrid model
Who sets the standard	A statistical formula	Program faculty
Role of historical data	Determines the standard	Informs, but does not determine, the standard
How often it changes	Every year, as the 3-year window rolls forward	Fixed for five years, then reevaluated
Effect of a poor year	Lowers the following year's standard	Standard holds; the decline shows up in annual monitoring
What it captures	Consistency of past rates	What is acceptable for the field
Ongoing review	Comparison against the floor	Proactive annual monitoring, with action in annual unit planning, if applicable
Main strength	Standardized process that applies to all programs	Reflects real-world conditions and faculty expertise

The decision before the council

1 **Faculty set the standard.**

Program faculty set the institution-set standard and stretch goal, informed by real-world considerations and historical data.

2 **Standards hold for five years.**

Reevaluated every five years, or earlier on faculty request when sudden events affect the labor market.

3 **Monitoring happens every year.**

Faculty review trends, flag rates below standards, and act in annual unit planning; IR documents standards and supplies the data.

For the council's consideration

Does the IEC support revising how ARC sets institution (department) set standards and stretch goals for job placement rates to the proposed hybrid model?