

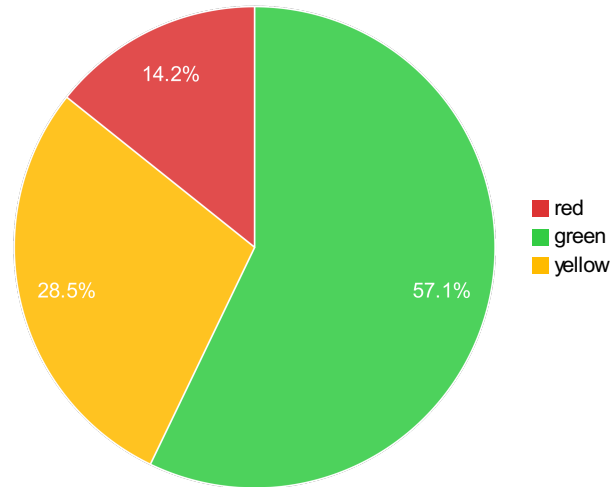
# Higher Education Coordinating Commission

Annual Performance Progress Report

Reporting Year 2017

Published: 10/20/2017 3:05:04 PM

KPM #	Approved Key Performance Measures (KPMs)
1	Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date.
2	Racial/Ethnic Differences Among Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date, disaggregated by race/ethnicity
3	College Credits Earned by K-12 Students - Amount of postsecondary credit per graduate awarded to K-12 students.
4	Oregon Educational Attainment - Percent of young Oregon adults with post secondary degree or certificate
5	Community College Completion and Transfer Rate - Percentage of community college students who complete an associate degree or certificate or who transfer to the university system within three years.
6	Racial/Ethnic Differences for Community College Completion and Transfer Rate - Percentage of community college students who complete an associate degree or certificate or who transfer to university system within three years by race/ethnicity.
7	Public University Graduation Rate - Percentage of public university college students who complete a bachelor's degree within 6 years.
8	Racial/Ethnic Differences for Public University Graduation Rate - Percentage of public university students who complete a bachelor's degree within 6 years, by race/ethnicity.
9	Percentage of resident enrolled students who are incurring unaffordable costs - Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.
10	Racial/Ethnic Differences in Percentage of Resident Students incurring Unaffordable Costs - Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid, by race/ethnicity.
11	Earnings of Community College Completers - Median earnings of community college completers five years after completion.
12	Racial/Ethnic Differences in Earnings of Community College Completers - Median earnings of community college completers, five years after completion, by race/ethnicity.
13	Earnings of bachelor's degree completers - Median earnings of graduates with bachelor's degrees five years after completion
14	Racial/Ethnic Differences in Earnings of Bachelor's Degree Completers - Median earnings of graduates with bachelor's degrees, five years after completion, by race/ethnicity.
15	Customer Service - Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall, timeliness, accuracy, helpfulness, expertise, availability of information.
16	Commission Best Practices - Percent of total best practices met by the Commission.

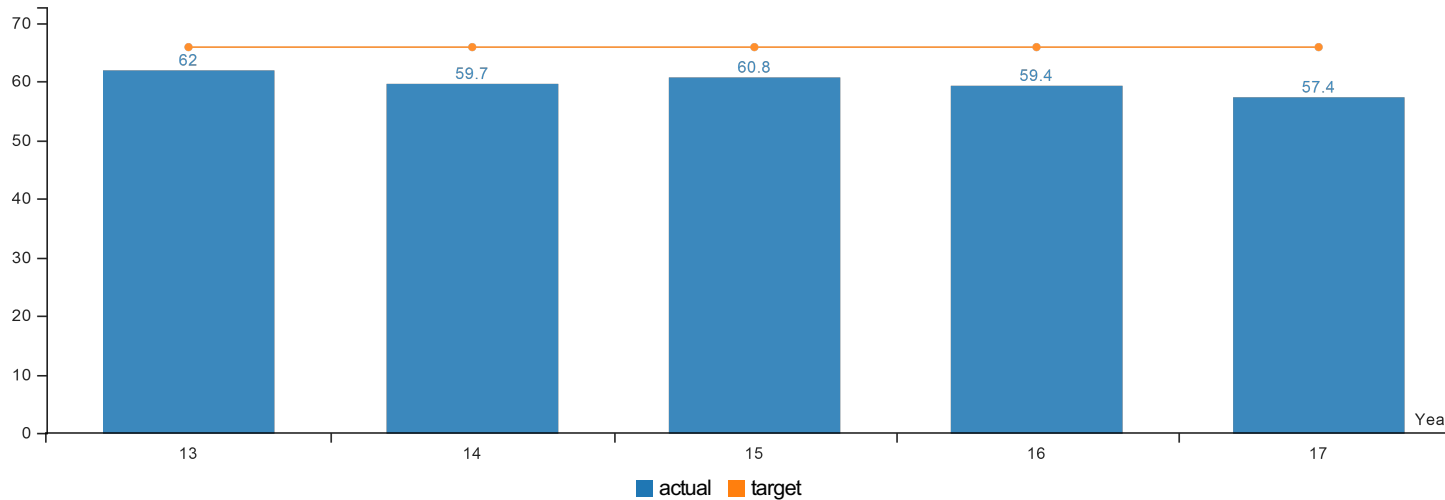


Performance Summary	Green	Yellow	Red
	= Target to -5%	= Target -5% to -15%	= Target > -15%
Summary Stats:	57.14%	28.57%	14.29%

KPM #1 Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date.

Data Collection Period: Jan 01 - Oct 31

\* Upward Trend = positive result



Report Year	2013	2014	2015	2016	2017
<b>Oregon High School Graduates Attending College</b>					
Actual	62%	59.70%	60.80%	59.40%	57.40%
Target	66%	66%	66%	66%	66%

### How Are We Doing

The percentage of Oregon high school graduating seniors who enroll in college within 16 months of graduation has declined slightly for the past three years. For the graduation class of 2014-15, 57.4 percent of students enrolled in college within 16 months. This is slight decline from the previous years, when between 59.4 percent (for the 2013-14 graduating class) and 62 percent (for the 2010-11 graduating class) enrolled in college. The decline likely reflects the rising high school graduation rate at Oregon public high schools over this period (from 69.1 percent in 2011 to 73.8 percent in 2015). High school graduates who were most likely to enroll in higher education were already enrolling in previous years, and these students were accompanied in more recent years by those less likely to attend postsecondary school. Increasing the high school graduation rate is a necessary first step in raising the state’s educational attainment, and the next step will be to continue the education of these new high school graduates.

An additional reason for the slight declines in the college-going rate is the improving economy in Oregon and the nation. With employment rates largely recovered from the national Great Recession, postsecondary enrollment has declined for many groups. The highest college-going enrollment rate in the past five years was 62 percent for the class graduating from high school in 2010-11, during the midst of the Great Recession.

Oregon remains below the national rate of high school seniors attending college after graduation. Nationally, 69.2 percent of seniors who graduated from high school between January and October of 2015 were enrolled in college by October 2015. Similarly, for 2014, 68.4 percent of seniors who graduated from high school between January and October of 2014 were enrolled in college that October. The narrower window for college enrollment (between zero and ten months after high school graduation, compared with 16 months for the Oregon measure) likely underestimates the difference between the national and Oregon rates. If Oregon’s measure used the same zero to ten-month window to measure college enrollment after high school, Oregon’s rate would likely be lower.

**Factors Affecting Results**

College costs, the availability of need-based financial aid, geographic proximity of postsecondary institutions, state and regional economic outlooks and job markets, and the aspirations of high school graduates and Oregon's young adults affect college enrollment rates.

**Other Comments:**

This measure presents an estimate of how many high school graduates continue their education in a postsecondary institution immediately or soon after high school

**We define this concept as follows:**

(Number of high school graduates enrolled in college within 16 months of graduation) divided by (Number of students in high school 4-year graduating class)

NOTE: "High school graduates" includes all students who received a regular four-year diploma, a modified four-year diploma, or a GED within four years of high school.

**Limitations of this definition are:**

The measure uses a 16-month window after high school graduation during which graduating seniors can enroll in college to be included in the measure. This contrasts with the federal definition, which uses a zero- to ten-month window (enrollment in October for those graduating from high school between January and October of the same year). This makes national comparisons less precise than if the measures were the same. The measure uses a slightly different definition of high school graduates than the federal definition. The federal definition is a self-reported measure based on self-reported answers to a question asking whether respondents graduated from high school. It is not clear how respondents who received a modified four-year diploma or a GED within that zero-to-ten-month window answered this question.

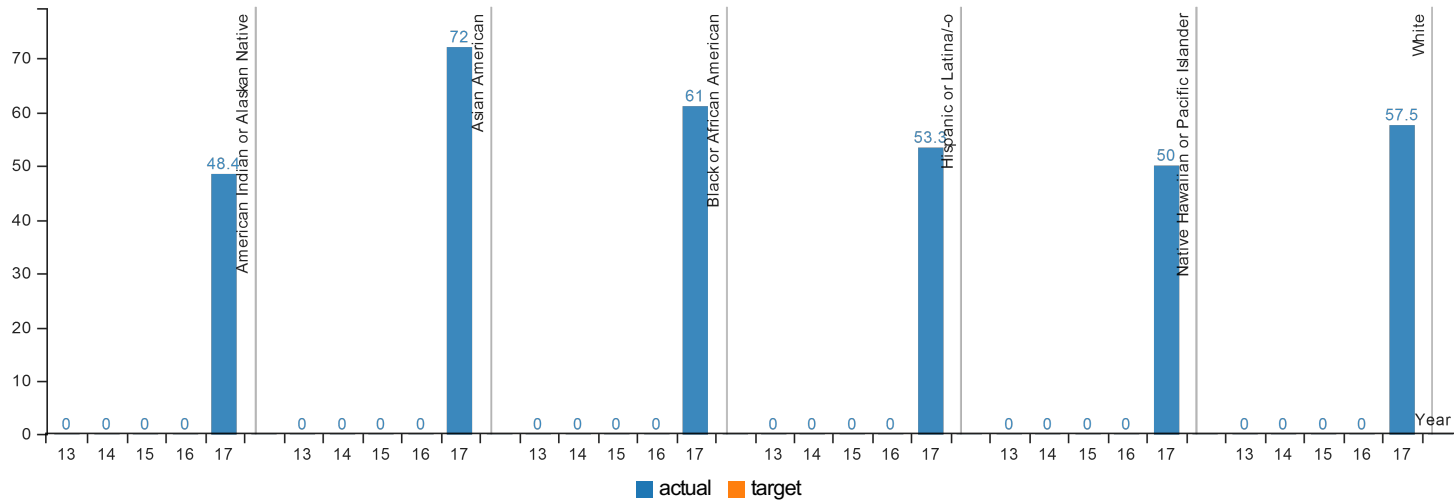
**Given these limitations, results suggest:**

The college enrollment rates of high school graduates in Oregon declined after 2010-11 and, though the declines are small, stability in enrollment rates is not rising. Higher college enrollment rates will be necessary to maintain progress toward 40-40-20. A narrower definition of "high school graduate" that uses only those who received regular diplomas yields Oregon results that are closer to the national average, though still slightly declining.

**Improvements to this measure would come from:**

We have no recommendations for improvements to this measure. Additional, parallel measures that mirror the federal window for college enrollment after graduation would be useful for comparison purposes.

KPM #2	Racial/Ethnic Differences Among Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date, disaggregated by race/ethnicity
	Data Collection Period: Jan 01 - Jan 01



Report Year	2013	2014	2015	2016	2017
<b>American Indian or Alaskan Native</b>					
Actual	No Data	No Data	No Data	No Data	48.40%
Target	TBD	TBD	TBD	TBD	TBD
<b>Asian American</b>					
Actual	No Data	No Data	No Data	No Data	72%
Target	TBD	TBD	TBD	TBD	TBD
<b>Black or African American</b>					
Actual	No Data	No Data	No Data	No Data	61%
Target	TBD	TBD	TBD	TBD	TBD
<b>Hispanic or Latina/o</b>					
Actual	No Data	No Data	No Data	No Data	53.30%
Target	TBD	TBD	TBD	TBD	TBD
<b>Native Hawaiian or Pacific Islander</b>					
Actual	No Data	No Data	No Data	No Data	50%
Target	TBD	TBD	TBD	TBD	TBD
<b>White</b>					
Actual	No Data	No Data	No Data	No Data	57.50%
Target	TBD	TBD	TBD	TBD	TBD

**How Are We Doing**

The percentage of Oregon high school graduating seniors who enroll in college within 16 months of graduation varies substantially by race/ethnicity. For the graduation class of 2014-15, the college-going rate ranges from a high of 72.0 percent for Asian American students to a low of 48.5 percent for American Indian/Alaska Native students. Black/African American students have the second highest college-going rate (61.0 percent), followed by multi-racial students (59.0 percent), white students (57.5 percent), Hispanic/Latino/-a students (53 percent), Native Hawaiian/Pacific Islander students (50.0 percent), and American Indian/Alaska Native students. In addition, multi-racial students (who may be of any race-ethnicity) have a college-going rate of 59.0 percent.

Oregon is behind the national averages for all groups except African American students, as shown below. Note that national data are not available for all groups.

	Asian American	Black/African American	Hispanic	nonHispanic White
Oregon, 16 months	72.0	61.0	53.3	57.5
National, 4 to 10 months	83.2	55.6	68.9	71.3

Source for national data: National Center for Education Statistics, [https://nces.ed.gov/programs/digest/d16/tables/dt16\\_302.20.asp](https://nces.ed.gov/programs/digest/d16/tables/dt16_302.20.asp)

#### **Factors Affecting Results**

College costs, the availability of need-based financial aid, geographic proximity of postsecondary institutions, state and regional economic outlooks and job markets, the aspirations of high school graduates and Oregon's young adults, and racial/ethnic disparities in any of these categories affect college enrollment rates.

#### **Other Comments:**

This is a new KPM, and we therefore do not have prior years of data.

This measure presents an estimate of how many high school graduates continue their education in a postsecondary institution immediately or soon after high school

#### **We define this concept as follows:**

(Number of high school graduates enrolled in college within 16 months of graduation) divided by (Number of students in high school 4-year graduating class)

NOTE: "High school graduates" includes all students who received a regular four-year diploma, a modified four-year diploma, or a GED within four years of high school.

#### **Limitations of this definition are:**

The measure uses a 16-month window after high school graduation during which graduating seniors can enroll in college to be included in the measure. This contrasts with the federal definition, which uses a zero- to ten-month window (enrollment in October for those graduating from high school between January and October of the same year). This makes national comparisons less precise than if the measures were the same. The measure uses a slightly different definition of high school graduates than the federal definition. The federal definition is a self-reported measure based on self-reported answers to a question asking whether respondents graduated from high school. It is not clear how respondents who received a modified four-year diploma or a GED within that zero-to-ten-month window answered this question.

#### **Given these limitations, results suggest:**

The college enrollment rates of high school graduates in Oregon declined after 2010-11 and, though the declines are small, stability in enrollment rates is not rising. Higher college enrollment rates will be necessary to maintain progress toward 40-40-20. A narrower definition of "high school graduate" that uses only those who received regular diplomas yields Oregon results that are closer to the national average, though still slightly declining.

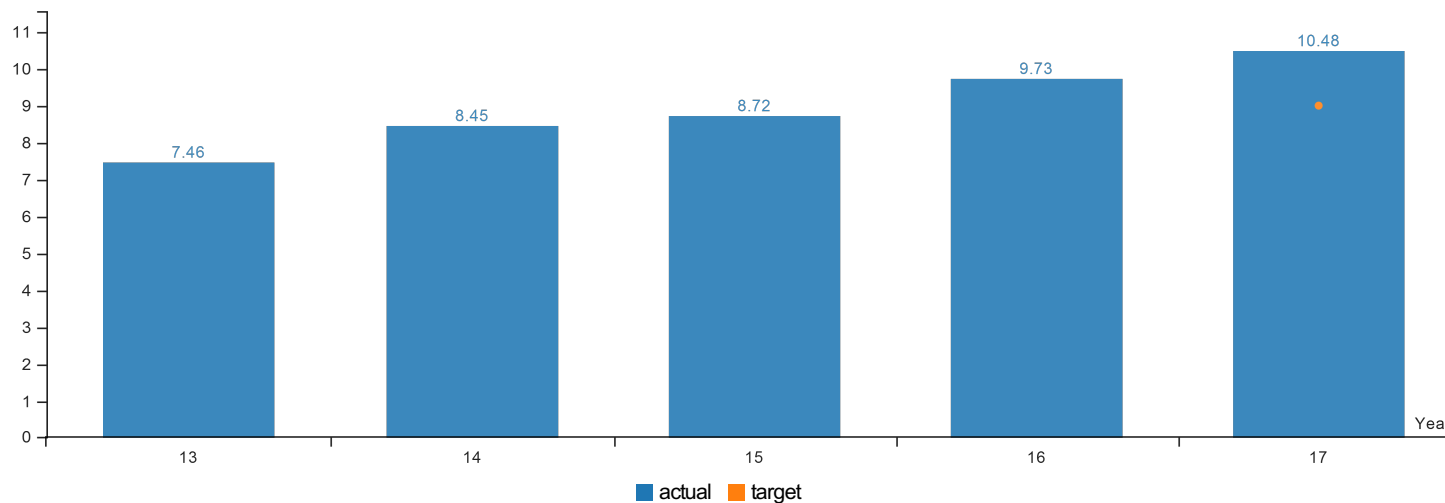
#### **Improvements to this measure would come from:**

We have no recommendations for improvements to this measure. Additional, parallel measures that mirror the federal window for college enrollment after graduation would be useful for comparison

purposes.

KPM #3	College Credits Earned by K-12 Students - Amount of postsecondary credit per graduate awarded to K-12 students.
	Data Collection Period: Sep 01 - Aug 31

\* Upward Trend = positive result



Report Year	2013	2014	2015	2016	2017
<b>College Credits Earned by K-12 Students</b>					
Actual	7.46	8.45	8.72	9.73	10.48
Target	TBD	TBD	TBD	TBD	9

#### How Are We Doing

In 2015-16, K-12 students earned an average of 10.48 college credits per high school graduate. In 2015-16, Oregon K-12 students earned between 0 and 66 credits in a single academic year.

#### Factors Affecting Results

Data availability, availability of, access to, and financing of programs allowing high school students to earn college credits at a minimal or no cost, academic preparation.

#### Other Comments:

This measure identifies the college credit earned by students in kindergarten through twelfth grade. It is an indicator of the “leg up” that students have entering postsecondary education. Students who have completed six to nine credits have an advantage in completing postsecondary education and training. This measure is a calculation that represents the number of college credits awarded to K-12 students, per high school graduate, in one academic year.

#### We define this concept in the following terms:

- Credits included in the calculation of the numerator include credits earned by:
  - Students reported by community colleges as participating in the Dual Credit Program



- Students reported by community colleges as participating in the Expanded Options Program
  - Students reported by universities as enrolled in Dual Credit courses
- "Dual Credit" is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy. Dual Credit courses include both lower division collegiate courses and career/technical preparation courses. Dual Credit courses are designed to help high school students' progress through postsecondary education by eliminating duplication of course work.
  - "Expanded Options Program" allows high school students to take courses at Oregon community colleges and universities to earn concurrent high school and college credits. If accepted into the program, the student's sponsoring high school covers the cost of tuition and fees.
  - Postsecondary credits earned by students described above were totaled for the academic year. In community colleges, all credits earned by these students were included in the calculation, including credits in courses that were not designated Dual Credit or Expanded Options courses.
  - Only credits from courses that were completed successfully were included in the calculation. Successful completion is defined as course completion with a grade 'C-' or better, or with a grade 'Pass' in Pass/No Pass courses.
  - The denominator is the number of students in high school 4-year graduating class as reported by the Oregon Department of Education. It should be noted that in 2013-14 the methodology used by the Oregon Department of Education for calculating the number of high school graduates changed. In addition to students receiving a regular high school diploma, the graduating class includes those who received a modified diploma and those who earned their diplomas, but had not yet received them.

**Limitations of this definition/data limitations are:**

- The numerator and denominator in this calculation do not represent the same student cohort. The numerator includes credits earned by high school seniors, juniors, sophomores, freshmen and possibly younger students in a single academic year. The denominator includes the count of graduating high school seniors.
- The calculation does not include high school students who took college classes and earned college credits independently, without being formally enrolled in the Dual Credit or Expanded Options program, due to difficulties identifying such students in the available data sets.
- Credits earned by 'fifth year seniors' (high school students enrolled in high school for the fifth year after completing HS graduation requirements in order to earn college credits at no charge) are not included in the calculation of the numerator. This is because the denominator includes students graduating after 4 years.
- The calculation does not include potential credits that can be awarded by postsecondary institutions to students for successful completion of AP and IB courses.

**Given these limitations, results suggest:**

The number of college credits earned by K-12 students, per high school graduate, has been increasing in the last six years from 6.79 credits in 2010-11 to 10.48 credits in 2015-16. The majority of these credits were earned at Oregon community colleges. While the median number of credits earned by K-12 students has remained unchanged, the increase in the average number of credits per graduate is likely due to the increasing number of K-12 students who earn college credits. College credits earned by secondary students may help these students to move forward to postsecondary education.

Reporting Year	2012	2013	2014	2015	2016	2017
Data Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Count of K-12 students who earned credit (with a C- or better) at community colleges	24,356	24,988	26,943	28,356	31,946	34,811
Count of K-12 students who earned credit (with a C- or better) at universities	2,961	3,373	3,492	4,404	5,551	7,617

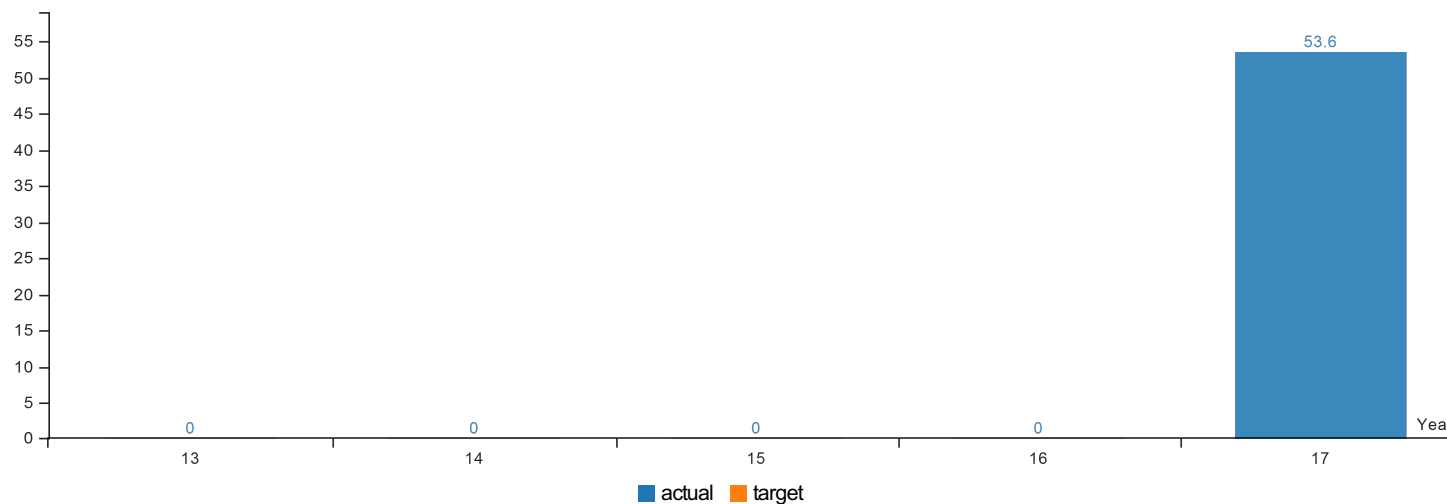
**Improvements to this measure would come from:**

The current calculation provides an approximation of the number of credits earned by each high school graduating cohort over their K-12 career. A better measure would result from calculating the number of credits earned by students in a high school graduating cohort. Such measure would require collaboration and data sharing between the Higher Education Coordinating Commission and

the Oregon Department of Education.

KPM #4	Oregon Educational Attainment - Percent of young Oregon adults with post secondary degree or certificate
	Data Collection Period: Jan 01 - Jan 01

\* Upward Trend = positive result



Report Year	2013	2014	2015	2016	2017
<b>Oregon Educational Attainment</b>					
Actual	No Data	No Data	No Data	No Data	53.60%
Target	TBD	TBD	TBD	TBD	TBD

#### How Are We Doing

We estimate that the percentage of Oregon adults age 25 to 34 in 2016 who have a postsecondary degree or certificate is 53.6 percent.

Although the KPM is new, attainment in previous years are shown below. This context shows a steady increase in the proportion of the young adult population with postsecondary education and training. The percentage of young adults with a degree or certificate beyond high school was 48.5 percent in 2011, 49.8 percent in 2013, 52.5 percent in 2015, and 53.6 percent in 2016. Continued progress will be necessary to meet the state's goal of 80 percent of the young adult population with a postsecondary degree or certificate.

	2011	2013	2015	2016
Bachelor's degree or more	29.8%	30.7%	34.3%	34.9%
Associate degree or certificate	18.6%	19.1%	18.2%	18.7%
Some college	21.7%	21.2%	20.2%	19.9%
High school diploma or equivalent	18.5%	19.2%	18.3%	18.1%

Less than high school	11.3%		9.8%		9.0%	8.4%
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**Factors Affecting Results**

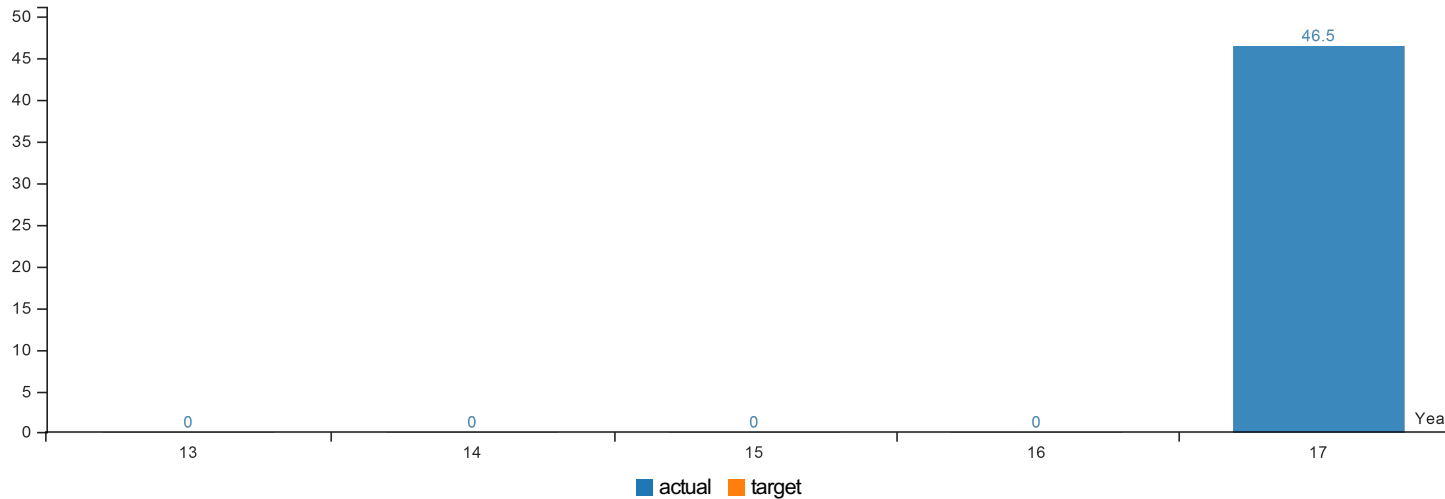
The amount of educational attainment among Oregon young adults reflects both the attainment of Oregon youth moving into adulthood and the migration of young adults into the state. These data do not allow for disaggregating how much of the increase in attainment is the result of in-migration.

**Other Comments:**

This estimate comes from U.S. Census Bureau data drawn from the annual American Community Survey. The data include an estimate of certificate attainment, based on estimates of certificate rates put forth by the Census Bureau using Survey of Income and Program Participation data (<https://www.census.gov/prod/2014pubs/p70-138.pdf>) and a Lumina Foundation survey from the University of Chicago's NORC survey group (<http://strongernation.luminafoundation.org/report/2017/#page/narrative>).

KPM #5	Community College Completion and Transfer Rate - Percentage of community college students who complete an associate degree or certificate or who transfer to the university system within three years.
	Data Collection Period: Jan 01 - Jan 01

\* Upward Trend = positive result



Report Year	2013	2014	2015	2016	2017
<b>Community College Completion and Transfer Rate</b>					
Actual	No Data	No Data	No Data	No Data	46.50%
Target	TBD	TBD	TBD	TBD	TBD

#### How Are We Doing

Out of all credential-seeking students who were new to Oregon community colleges in the fall of 2010, 46.5% either earned an associate degree or certificate, or enrolled at a 4-year institution within three years.

#### Factors Affecting Results

Tuition and fees, availability of financial aid, academic preparation, non-academic circumstances (work, family, health), student services, academic guidance and understanding of pathways to completion, personal goals, data availability and calculation methodology.

#### Other Comments:

This measure replaces previous KPMs 6, 7, and 8 with a completion rate that is analogous to the university completion rate (proposed KPM 8). It will enable the HECC and its partner community colleges to assess whether the likelihood of completing community college is improving over time. Previous KPMs did not provide this ability. The measure is similar to outcome measures in the national community college Voluntary Framework of Accountability that Oregon community colleges have begun to adopt. Because it is a newly constructed measure that is currently in the process of being calculated, no baseline data exist. Once baseline data are calculated, targets will be established.

**We define this concept in the following terms:**

**Numerator:** *Unduplicated count of students who earned an associated degree or certificate and students who did not earned an award, but enrolled in a 4-year institution within three years*

**Denominator:** *Unduplicated count of students in the credential-seeking cohort entering Oregon community colleges for the first time in the fall of 2010*

- For the purposes of the KPM, the Credential-Seeking cohort is defined similarly to the Credential-Seeking Cohort of the Volunteer Framework of Accountability (VFA). It includes students who were new to the institution (community college) in the fall of 2010 or preceding summer term; AND were not enrolled in dual credit courses or reported as an accelerated learning student; AND attempted a credit course in the fall of 2010; AND earned a minimum of 18 quarter credits in the first two years or earned an award requiring than 18 quarter credits.
- Students may be enrolled full-time or part-time.
- Students in the cohort are new to the institution in the fall of 2010, but not necessarily new to postsecondary education.
- The completed 18 quarter credits are inclusive of all college-level coursework and developmental coursework.
- The completed 18 quarter credits must be earned at a community college between the summer to 2010 and spring of 2012; they do not include credits for prior learning or college credits earned before graduating from high school.
- A student is considered to have transferred if there is any evidence of enrollment at a 4-year institution after the last enrollment of the community college and before the end of the three-year tracking period. For this KPM, enrollment records were obtained through a data match with the National Student Clearinghouse (public and private 4-year institutions) and the Oregon Public University database.

**Limitations of this definition are:**

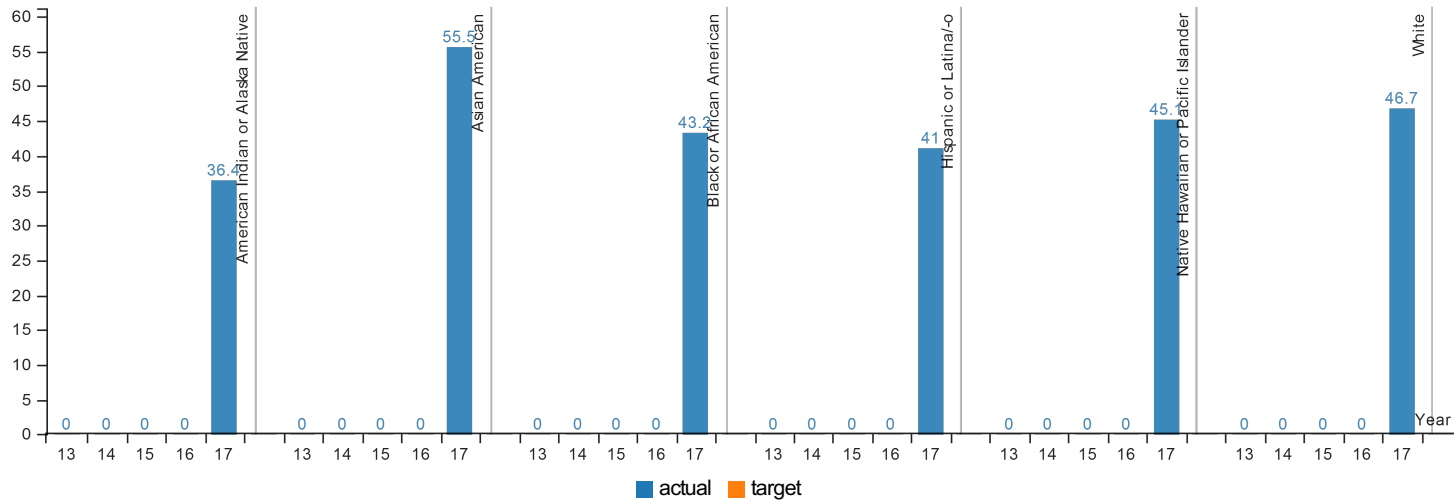
- This KPM uses student behavior (credit accrual) to define “credential-seeking” due to inconsistency and unreliability of a student’s self-report of their intentions to complete a credential. While this method captures more students who eventually earned an award, it may also exclude some students who planned to earn a credential but were unsuccessful in earning 18 quarter credits in 2 years.
- Records of enrollment at 4-year institutions obtained through the National Student Clearinghouse (NSC) may include non-credit enrollment.

**Given these limitations, results suggest:**

Out of all students in the fall of 2010 cohort, 21.8% earned an associate degree or certificate within three years. For another 24.6% of the students in the cohort there is evidence of enrollment at a 4-year institution. For this KPM a student is considered to have transferred if there is any evidence of enrollment at a 4-year institution without consideration of the type, length or outcome of enrollment at the 4-year institution, or possible “reverse transfer” later. Thus, this rate may also be an indicator of the degree of “swirling”, or non-linear student pathway, which may or may not lead to a credential. In total, 46.5% of the cohort either earned an award or enrolled at a 4-year institution. The remaining 53.5% of students in the cohort were either still enrolled at the community college at the end of the three-year tracking period or left the community college with or without college credits.

<b>Reporting Year</b>	<b>2017</b>
Cohort Year	Fall 2010
Cohort size	100.0%
Associate degree	17.1%
Certificate	4.7%
Total awards	21.8%
No award, transfer	24.6%
Total award or transfer	46.5%

KPM #6	Racial/Ethnic Differences for Community College Completion and Transfer Rate - Percentage of community college students who complete an associate degree or certificate or who transfer to university system within three years by race/ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2013	2014	2015	2016	2017
<b>American Indian or Alaska Native</b>					
Actual	No Data	No Data	No Data	No Data	36.40%
Target	TBD	TBD	TBD	TBD	TBD
<b>Asian American</b>					
Actual	No Data	No Data	No Data	No Data	55.50%
Target	TBD	TBD	TBD	TBD	TBD
<b>Black or African American</b>					
Actual	No Data	No Data	No Data	No Data	43.20%
Target	TBD	TBD	TBD	TBD	TBD
<b>Hispanic or Latina/o</b>					
Actual	No Data	No Data	No Data	No Data	41%
Target	TBD	TBD	TBD	TBD	TBD
<b>Native Hawaiian or Pacific Islander</b>					
Actual	No Data	No Data	No Data	No Data	45.10%
Target	TBD	TBD	TBD	TBD	TBD
<b>White</b>					
Actual	No Data	No Data	No Data	No Data	46.70%
Target	TBD	TBD	TBD	TBD	TBD

How Are We Doing

There are significant differences in the completion and transfer rates of the six racial/ethnic groups examined in this measure. Total award and transfer rates range from 36.4% for American Indians and Alaska Natives to 55.5% for Asian Americans. The overall completion and transfer rate for the fall 2010 credential-seeking cohort is 46.5% within three years.

#### **Factors Affecting Results**

Cultural sensitivity of programs, availability of student services and guidance, availability of bilingual services, tuition and fees, availability of financial aid, academic preparation, non-academic circumstances (work, family, health), personal goals and cultural influences, data availability and calculation methodology.

#### **Other Comments:**

This new measure will enable the agency and partner community colleges to assess whether the likelihood of completing community college is improving over time. KPM 6 tracks these completion rates by race/ethnicity to evaluate progress in equity in postsecondary education.

#### **We define this concept in the following terms:**

**Numerator:** *Unduplicated count of students who earned an associated degree or certificate and students who did not earned an award, but enrolled in a 4-year institution within three years*

**Denominator:** *Unduplicated count of students in the credential-seeking cohort entering Oregon community colleges for the first time in the fall of 2010*

- For the purposes of the KPM, the Credential-Seeking cohort is defined similarly to the Credential-Seeking Cohort of the Volunteer Framework of Accountability (VFA).

It includes students who were new to the institution (community college) in the fall of 2010 or preceding summer term; AND were not enrolled in dual credit courses or reported as an accelerated learning student; AND attempted a credit course in the fall of 2010; AND earned a minimum of 18 quarter credits in the first two years or earned an award requiring than 18 quarter credits.

- Students may be enrolled full-time or part-time.
- Students in the cohort are new to the institution in the fall of 2010, but not necessarily new to postsecondary education.
- The completed 18 quarter credits are inclusive of all college-level coursework AND developmental coursework.
- The completed 18 quarter credits must be earned at a community college between the summer to 2010 and spring of 2012; they do not include credits for prior learning or college credits earned before graduating from high school.
- A student is considered to have transferred if there is any evidence of enrollment at a 4-year institution after the last enrollment of the community college and before the end of the three-year tracking period. For this KPM, enrollment records were obtained through a data match with the National Student Clearinghouse (public and private 4-year institutions) and the Oregon Public University database.

#### **Limitations of this definition are:**

- This KPM uses student behavior (credit accrual) to define “credential-seeking” due to inconsistency and unreliability of a student’s self-report of their intentions to complete a credential. While this method captures more students who eventually earned an award, it may also exclude some students who planned to earn a credential but were unsuccessful in earning 18 quarter credits in 2 years.
- Records of enrollment at 4-year institutions obtained through the National Student Clearinghouse (NSC) may include non-credit enrollment.

#### **Given these limitations, results suggest:**

The completion and transfer rates of Asian American and White students exceed the overall statewide completion and transfer rate of the fall 2010 cohort. The completion and transfer rates of American Indians and Alaska Natives, Black or African American students, Native Hawaiian and Pacific Islander students, as well as Hispanic students are below the state average. The gap exceeds 10% for American Indian and Alaska Native students.

An examination of community college award rates (without transfer rates) produces similar results. Asian American and White students’ completion rates exceed the state average, while all other racial/ethnic groups’ completion rates are below the state average. Black and African American students have the lowest attainment rates of both associate degrees and certificates. Asian American and White students have the highest overall rate of award attainment among the six racial/ethnic groups.

An examination of transfer rates (without an award at a community college) shows that Asian American students have the highest transfer rate to 4-year institutions at 31.2% within 3 years. African American students have the second highest transfer rate at 29.7% within 3 years, followed by Native Hawaiian and Pacific Islander students at 26.8%. For this KPM a student is considered to have

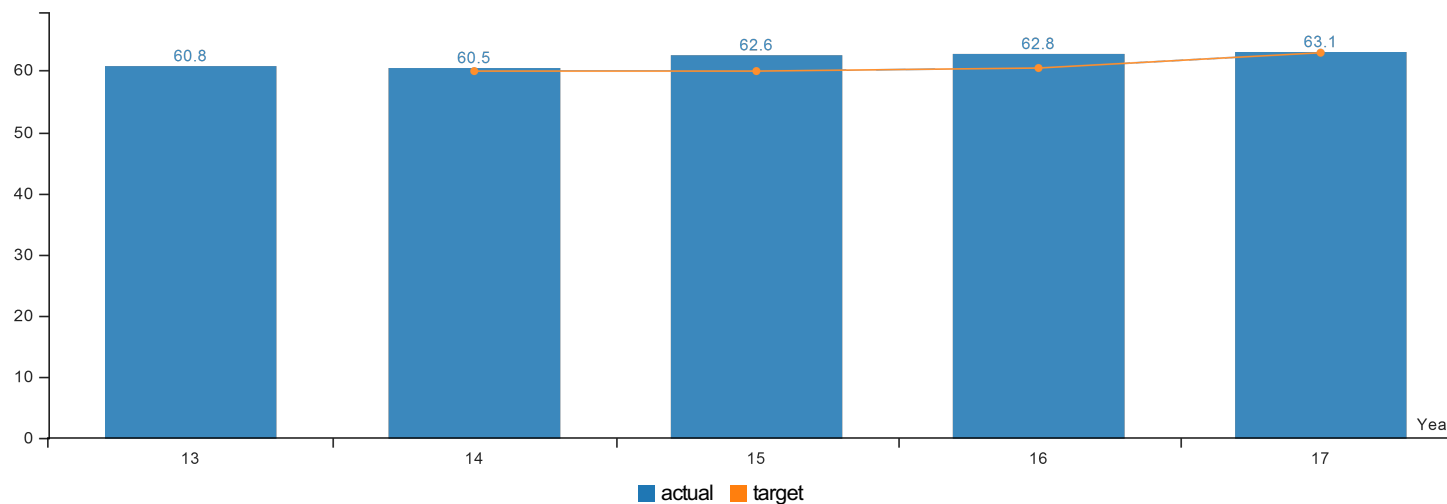


transferred if there is any evidence of enrollment at a 4-year institution without consideration of the type, length or outcome of enrollment at the 4-year institution, or possible “reverse transfer” later. Thus, these rates may also be an indicator of the degree of “swirling”, or non-linear student pathway, which may or may not lead to a credential.

<b>Report Year</b>	<b>2017</b>	<b>2017</b>	<b>2017</b>	<b>2017</b>	<b>2017</b>
<b>Fall cohort year</b>	2010	2010	2010	2010	2010
	Associate Degree	Certificate Only	Total awards	No award, transfer	Total awards and transfer
<b>American Indian or Alaska Native</b>	12.9%	3.8%	16.7%	19.7%	36.4%
<b>Asian American</b>	19.9%	4.5%	24.4%	31.2%	55.5%
<b>Black or African American</b>	10.0%	3.5%	13.5%	29.7%	43.2%
<b>Hispanic</b>	15.0%	3.9%	18.9%	22.1%	41.0%
<b>Native Hawaiian or Pacific Islander</b>	13.4%	4.9%	18.3%	26.8%	45.1%
<b>White</b>	17.7%	4.7%	22.5%	24.2%	46.7%

KPM #7	Public University Graduation Rate - Percentage of public university college students who complete a bachelor's degree within 6 years.
	Data Collection Period: Sep 01 - Aug 31

\* Upward Trend = positive result



Report Year	2013	2014	2015	2016	2017
<b>Public University Graduation Rate</b>					
Actual	60.80%	60.50%	62.60%	62.80%	63.10%
Target	TBD	60%	60%	60.50%	63%

#### How Are We Doing

After remaining at approximately 60% for four years running, public university graduation rates jumped above 62% beginning with the 2008 cohort. The most recent cohort (2010) continued this trend and has reached 63.1%, just above our target of 63%.

#### Factors Affecting Results

A number of factors influence student retention and completion, including adequate academic preparation for college, essential support services (e.g., freshmen orientation and engagement programs, tutoring, academic advising, early warning programs, faculty and peer mentors), financial issues, and personal and family events.

#### Other Comments:

This measure presents the percentage of first-time, full-time Oregon public university students starting in a given Fall term and graduating from an Oregon public university within six years.

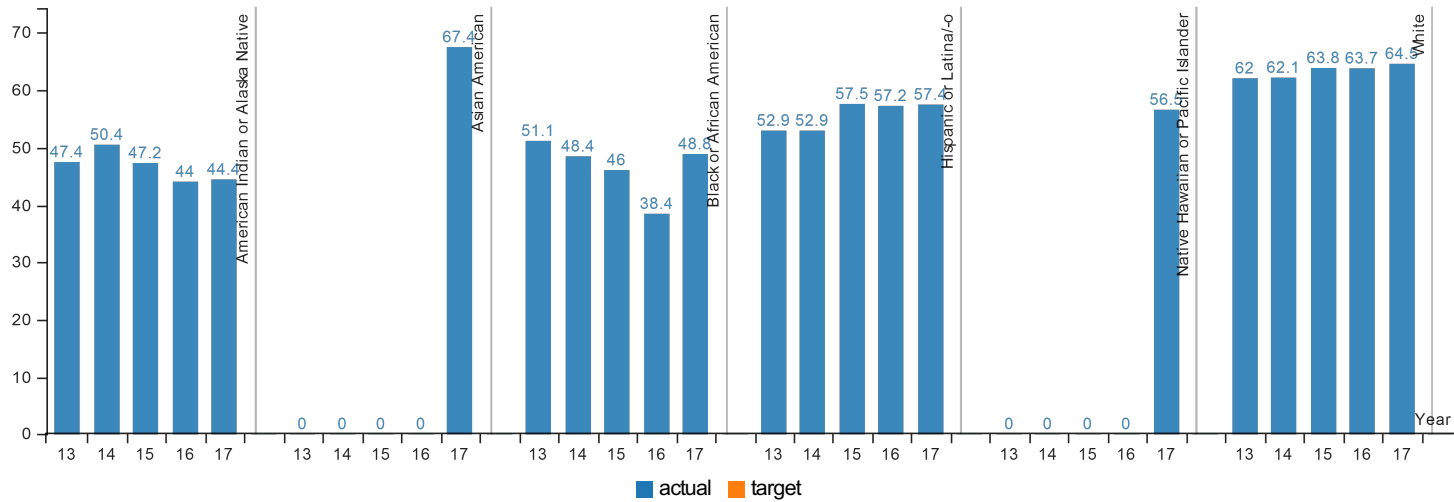
#### We define this concept in the following terms...

(Number of students in the cohort who graduate within six years) divided by (Total number of students enrolled in the Fall entering freshman cohort).

- We use the IPEDS definition for the Fall entering freshman cohort. This restricts the cohort to first-time, full-time freshmen.
- This is a rate that counts inter-institutional transfers as graduating. In other words, the student does not need to graduate at the same university that they entered as a freshman. If they transfer to and graduate from any one of the Oregon public universities they are included in the count of graduates.
- Although this metric is framed as a six-year graduation rate. It could more accurately be described as the percentage of students graduating within 150% of normal time. For those pursuing a bachelor's degree this is, indeed, six years. However, Oregon public universities do award a small number of associate degrees as well. For students receiving an associate degree, they are included in the numerator only if they graduate within 3 years (150% of time for an associate degree).

KPM #8 Racial/Ethnic Differences for Public University Graduation Rate - Percentage of public university students who complete a bachelor's degree within 6 years, by race/ethnicity.

Data Collection Period: Jan 01 - Jan 01



Report Year	2013	2014	2015	2016	2017
<b>American Indian or Alaska Native</b>					
Actual	47.40%	50.40%	47.20%	44%	44.40%
Target	TBD	TBD	TBD	TBD	TBD
<b>Asian American</b>					
Actual	No Data	No Data	No Data	No Data	67.40%
Target	TBD	TBD	TBD	TBD	TBD
<b>Black or African American</b>					
Actual	51.10%	48.40%	46%	38.40%	48.80%
Target	TBD	TBD	TBD	TBD	TBD
<b>Hispanic or Latina/o</b>					
Actual	52.90%	52.90%	57.50%	57.20%	57.40%
Target	TBD	TBD	TBD	TBD	TBD
<b>Native Hawaiian or Pacific Islander</b>					
Actual	No Data	No Data	No Data	No Data	56.50%
Target	TBD	TBD	TBD	TBD	TBD
<b>White</b>					
Actual	62%	62.10%	63.80%	63.70%	64.50%
Target	TBD	TBD	TBD	TBD	TBD

How Are We Doing

There are significant differences between in graduation rates between the various racial/ethnic subcategories ranging from a high of 67.4% to a low of 44.4%. Asian American and White students graduate at the highest rates (both above 60%). Both the White and Hispanic students have shown consistent increases in recent years, whereas some of the smaller populations logically show much more variance from year to year.

Currently, there is no historical data for the Asian American and Pacific Islander categories. Prior to the 2010 cohort, racial/ethnic categories combined these two subgroups into a single category (Asian or Pacific Islander).

#### **Factors Affecting Results**

A number of factors influence student retention and completion, including adequate academic preparation for college, essential support services (e.g., freshmen orientation and engagement programs, tutoring, academic advising, early warning programs, faculty and peer mentors), financial issues, and personal and family events.

#### **Other Comments:**

This measure presents the percentage of first-time, full-time Oregon public university students starting in a given Fall term and graduating from an Oregon public university within six years.

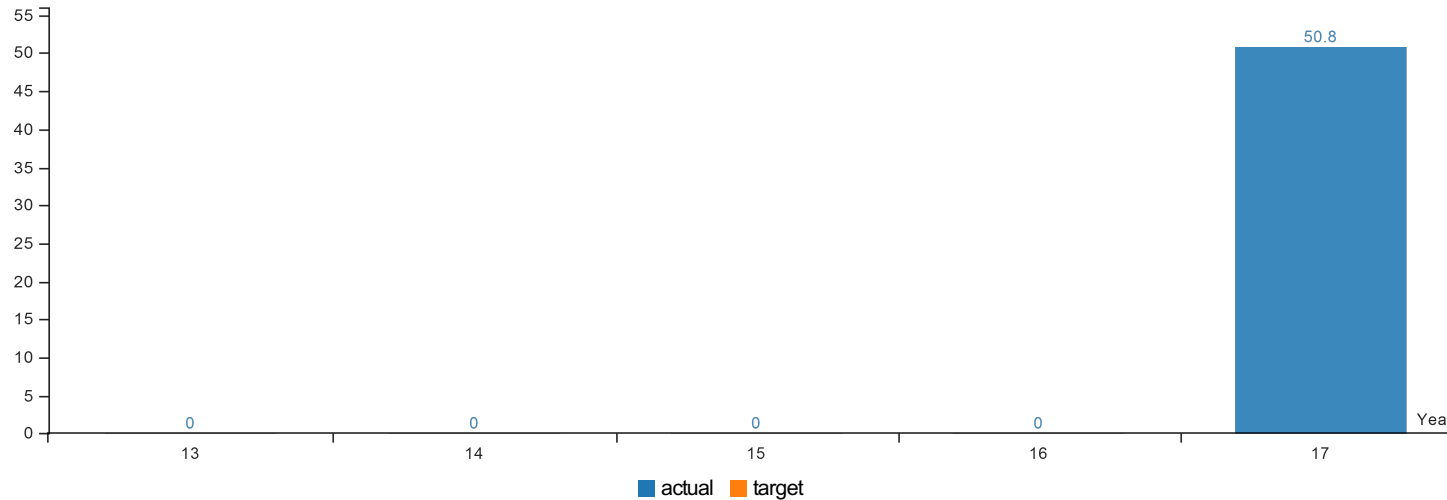
#### **We define this concept in the following terms...**

(Number of students in the cohort who graduate within six years) divided by (Total number of students enrolled in the Fall entering freshman cohort).

- We use the IPEDS definition for the Fall entering freshman cohort. This restricts the cohort to first-time, full-time freshmen.
- This is a rate that counts inter-institutional transfers as graduating. In other words, the student does not need to graduate at the same university that they entered as a freshman. If they transfer to and graduate from any one of the Oregon public universities they are included in the count of graduates.
- Although this metric is framed as a six-year graduation rate. It could more accurately be described as the percentage of students graduating within 150% of normal time. For those pursuing a bachelor's degree this is, indeed, six years. However, Oregon public universities do award a small number of associate degrees as well. For students receiving an associate degree, they are included in the numerator only if they graduate within 3 years (150% of time for an associate degree).

KPM #9	Percentage of resident enrolled students who are incurring unaffordable costs - Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.
	Data Collection Period: Jan 01 - Jan 01

\* Upward Trend = negative result



Report Year	2013	2014	2015	2016	2017
<b>Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.</b>					
Actual	No Data	No Data	No Data	No Data	50.80%
Target	TBD	TBD	TBD	TBD	TBD

#### How Are We Doing

This is the first year we have produced this figure and so there is no trend data for this metric.

#### Factors Affecting Results

General factors affecting this metric include state support and expanded costs of providing education.

#### Other Comments:

This measure presents a calculation of the percentage of resident undergraduates enrolled at public higher education institutions (excluding OHSU) who incurred unaffordable total cost of attendance during the academic year while accounting for any grant aid that they received.

#### We define this concept in the following terms:

- “Unaffordable Costs Adjusted with Institutional Aid” – A total cost of attendance that exceeds the student’s expected family contribution (EFC) plus their grant aid plus their earnings from a reasonable amount of work (the student’s share). We used OSAC’s method of estimating a student’s share which is calculated as 90% of the minimum wage times 15 hours per week times 48 weeks. For 2015-16 this figure was \$6,000.

- “Resident Undergraduate” is restricted to resident admitted undergraduates at the universities and is restricted to students who attempted at least one credit at the community colleges. The entire population is restricted to only those students who filled out a Free Application for Federal Student Aid (FAFSA).

**Limitations of this definition are:**

Due to data limitations, this definition ignores scholarship awards and excludes all students who did not fill out a FAFSA. In addition, calculating total cost of attendance for each student requires some broad assumptions to be made, given the data sources that are available.

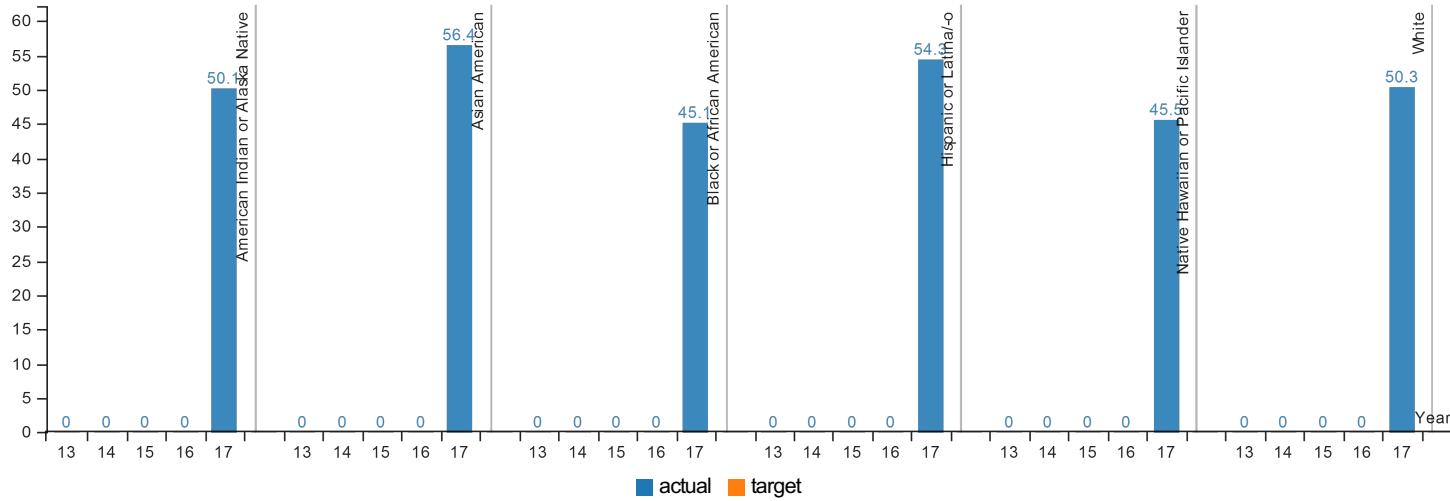
**Given these limitations, results suggest:**

Even given these limitations, the results suggest that at least half of students will need to take on debt to go to college.

**Improvements to this measure would come from:**

There could be some benefit in breaking this measure out by university and community college students.

KPM #10	Racial/Ethnic Differences in Percentage of Resident Students incurring Unaffordable Costs - Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid, by race/ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2013	2014	2015	2016	2017
<b>American Indian or Alaska Native</b>					
Actual	No Data	No Data	No Data	No Data	50.10%
Target	TBD	TBD	TBD	TBD	TBD
<b>Asian American</b>					
Actual	No Data	No Data	No Data	No Data	56.40%
Target	TBD	TBD	TBD	TBD	TBD
<b>Black or African American</b>					
Actual	No Data	No Data	No Data	No Data	45.10%
Target	TBD	TBD	TBD	TBD	TBD
<b>Hispanic or Latina/o</b>					
Actual	No Data	No Data	No Data	No Data	54.30%
Target	TBD	TBD	TBD	TBD	TBD
<b>Native Hawaiian or Pacific Islander</b>					
Actual	No Data	No Data	No Data	No Data	45.50%
Target	TBD	TBD	TBD	TBD	TBD
<b>White</b>					
Actual	No Data	No Data	No Data	No Data	50.30%
Target	TBD	TBD	TBD	TBD	TBD

**How Are We Doing**



This is the first year we have produced this figure and so there is no trend data for this metric. It is interesting to note affordability metrics of two racial/ethnic subpopulations (Black and Pacific Islander students) that are historically underrepresented in higher education and whose historically lower graduation rates have indicated potential barriers to completing. Both of these groups show a slightly higher likelihood for college costs to be affordable. However, at this point it is unclear exactly what the reason for this is.

**Factors Affecting Results**

General factors affecting this metric include state support and expanded costs of providing education.

**Other Comments:**

This measure presents a calculation of the percentage of resident undergraduates enrolled at public higher education institutions (excluding OHSU) who incurred unaffordable total cost of attendance during the academic year while accounting for any grant aid that they received.

**We define this concept in the following terms:**

- “Unaffordable Costs Adjusted with Institutional Aid” – A total cost of attendance that exceeds the student’s expected family contribution (EFC) plus their grant aid plus their earnings from a reasonable amount of work (the student’s share). We used OSAC’s method of estimating a student’s share which is calculated as 90% of the minimum wage times 15 hours per week times 48 weeks. For 2015-16 this figure was \$6,000.
- “Resident Undergraduate” is restricted to resident admitted undergraduates at the universities and is restricted to students who attempted at least one credit at the community colleges. The entire population is restricted to only those students who filled out a Free Application for Federal Student Aid (FAFSA).

**Limitations of this definition are:**

Due to data limitations, this definition ignores scholarship awards and excludes all students who did not fill out a FAFSA. In addition, calculating total cost of attendance for each student requires some broad assumptions to be made, given the data sources that are available.

**Given these limitations, results suggest:**

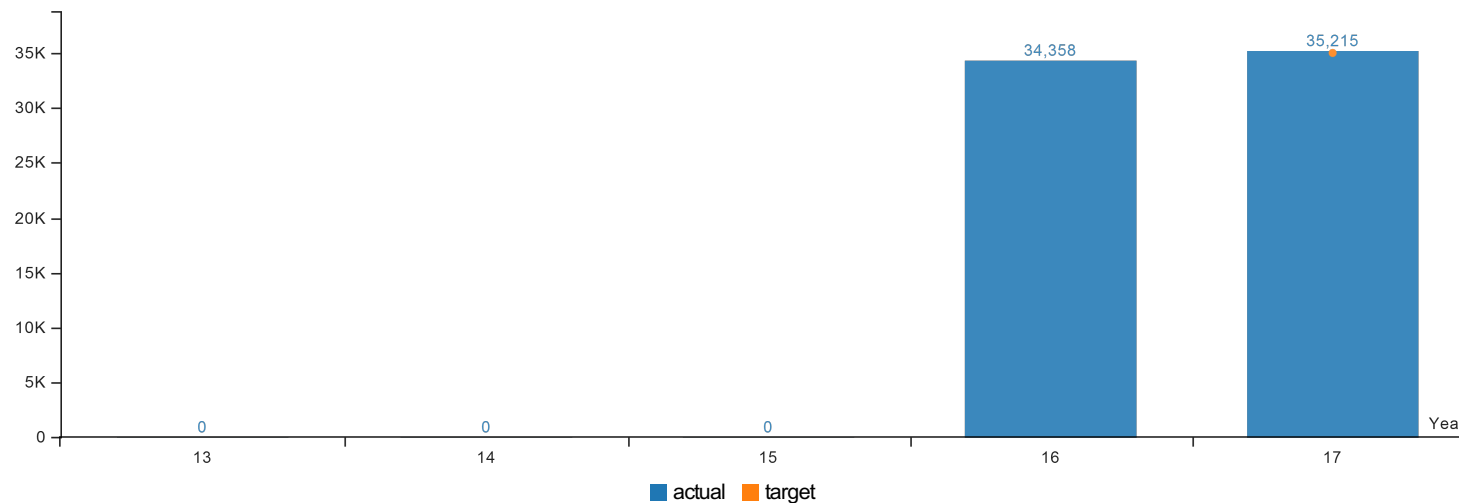
Even given these limitations, the results suggest that at least half of students will need to take on debt to go to college.

**Improvements to this measure would come from:**

There could be some benefit in breaking this measure out by university and community college students.

KPM #11	Earnings of Community College Completers - Median earnings of community college completers five years after completion.
	Data Collection Period: Jan 01 - Jan 01

\* Upward Trend = positive result



Report Year	2013	2014	2015	2016	2017
<b>Five years after completion</b>					
Actual	No Data	No Data	No Data	\$34,358.00	\$35,215.00
Target	TBD	TBD	TBD	TBD	\$35,045.00

#### How Are We Doing

The data show that the median wage of the 2009-2010 community college award recipients was \$35,215 five years after the year of the award. The median wage has increased by \$857. It exceeds this year's target for this measure.

#### Factors Affecting Results

Labor market, inflation, career advising, wage data availability all affect the earnings of completers.

#### Other Comments:

This measure is a calculation of the median annual wage of community college completers (certificate or associate degree holders) 5 years after completion.

#### We define this concept in the following terms:

- "Community college completers" are defined as individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate or an associate degree in 2009-10.
- The information on community college completers was matched with Unemployment Insurance wage data provided by the Oregon Employment Department. The metric includes annualized wages from July 2015-June 2016.

**Limitations of this definition/data limitations are:**

- A wage match was possible if:
  - a. A valid social security number was available for the community college award recipient. Valid social security numbers were available for 97% of 2009-10 Oregon community college completers; AND
  - b. A wage record for the social security number was found in the Unemployment Insurance database of the Oregon Employment Department for quarter 3 of 2015, quarter 4 of 2015, quarter 1 of 2016, or quarter 2 of 2016. Wage data are not available for graduates who are working in other states or countries, who are self-employed, employed by the federal government or unemployed. A wage match was found for 62% of community college completers with a valid social security number (60% of all completers).
- Students who were awarded degrees and certificates by Treasure Valley Community College were not included in the calculations due to data unavailability.
- The measure does not claim that the 2009-10 certificates and associate degrees represent the highest education attainment of these individuals. It is possible that some of the award recipients received other educational awards prior to 2009-2010, and some continued their education in the years following the 2009-2010 award and received additional awards prior to the wage match year.

**Given these limitations, results suggest:**

The overall wage change over time, as well as a comparison with the wage data for Oregon public universities' graduates remain valuable tools in identifying the ways educational attainment influences individual economic outcomes.

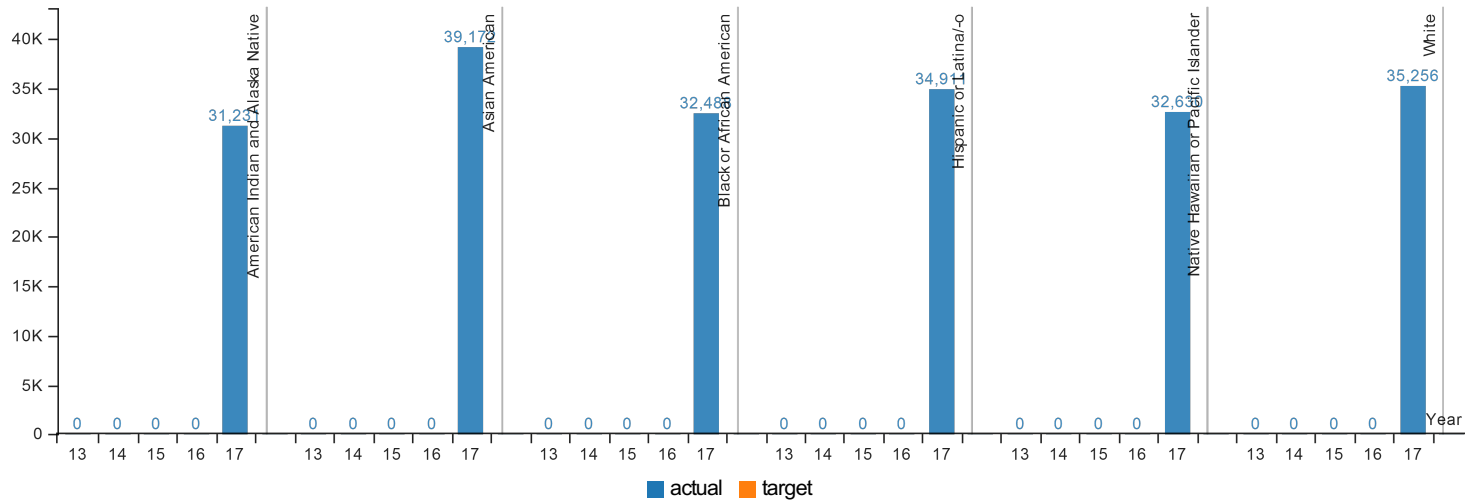
The median earnings of community college award recipients increased in comparison with the last year's data. The earnings of associate degree holders surpassed the earning of certificate/OTM holders 5 years after graduation (\$35,964 vs \$33,480, median annual).

A comparison of data from KPM 11 (earnings of community college completers) and KPM 13 (earnings of bachelor's degree completers) shows that more advanced credential holders earned higher wages 5 years after the award:

<b>KPM</b>	<b>n/a</b>	<b>11</b>	<b>13</b>
<b>Credential attained</b>	<b>High school diploma or equivalent*</b>	<b>Community college certificates/OTM and associate degrees</b>	<b>Bachelor's degree</b>
<b>Wage Year</b>	<b>2015</b>	<b>July 2015-June 2016</b>	<b>July 2015-June 2016</b>
<b>Median Earnings</b>	<b>\$28,043</b>	<b>\$35,215</b>	<b>\$42,143</b>

\*Data source: 2011-2015 American Community Survey 5-year Estimates, 2015 [https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_15\\_5YR\\_S2001&prodType=table](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_5YR_S2001&prodType=table)

KPM #12	Racial/Ethnic Differences in Earnings of Community College Completers - Median earnings of community college completers, five years after completion, by race/ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2013	2014	2015	2016	2017
<b>American Indian and Alaska Native</b>					
Actual	No Data	No Data	No Data	No Data	\$31,231.00
Target	TBD	TBD	TBD	TBD	TBD
<b>Asian American</b>					
Actual	No Data	No Data	No Data	No Data	\$39,172.00
Target	TBD	TBD	TBD	TBD	TBD
<b>Black or African American</b>					
Actual	No Data	No Data	No Data	No Data	\$32,488.00
Target	TBD	TBD	TBD	TBD	TBD
<b>Hispanic or Latina/o</b>					
Actual	No Data	No Data	No Data	No Data	\$34,911.00
Target	TBD	TBD	TBD	TBD	TBD
<b>Native Hawaiian or Pacific Islander</b>					
Actual	No Data	No Data	No Data	No Data	\$32,630.00
Target	TBD	TBD	TBD	TBD	TBD
<b>White</b>					
Actual	No Data	No Data	No Data	No Data	\$35,256.00
Target	TBD	TBD	TBD	TBD	TBD

**How Are We Doing**

There are significant differences between the median earnings of the six racial/ethnic groups of community college award recipients. Asian American graduates have the highest median earnings 5 years after the award at \$39,172 while American Indian and Alaska Native graduates have the lowest median earnings at \$31,231. Only Asian American and White students' earnings meet or exceed the target earnings for this measure. The median earnings of American Indian/Alaska Native, Black or African American, Hispanic, and Native Hawaiian and Pacific Islander graduates' are below the target for this measure.

**Factors Affecting Results**

Academic preparation; availability of culturally sensitive career advising and education guidance; occupation or industry; other societal and socio-economic factors.

**Other Comments:**

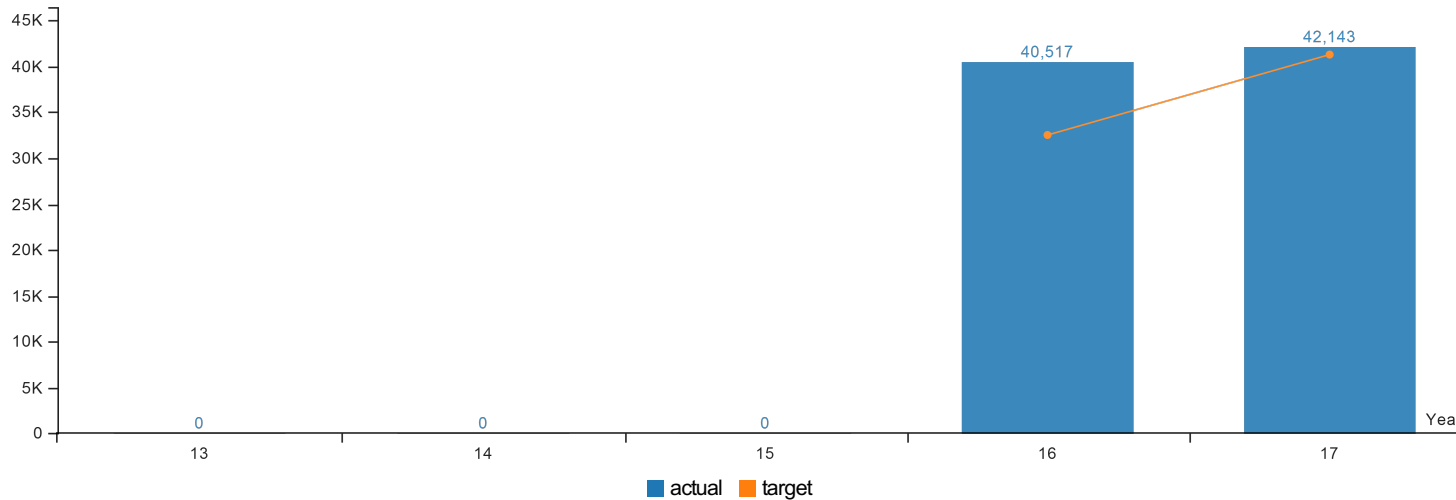
This measure expands the KPM 11 by calculating it for separate racial/ethnic groups. It thus provides information about both the value of a community college degree or certificate and about how that value might vary for different racial/ethnic groups. It is an indicator of both return on investment and equity.

A comparison with the earnings of bachelor's degree recipients at Oregon public universities (KPM 14) demonstrates that education is key to upward mobility and higher earnings for all racial/ethnic groups. However, the data show that there are significant differences in between the median earnings among the six racial/ethnic group examined in this measure.

Award Year	2009-10	2009-10
KPM	11	13
	All community college awards (associate degrees and certificates)	Bachelor's degree
American Indian or Alaska Native	\$31,231	\$40,173
Asian American	\$39,172	\$45,671
Black or African American	\$32,488	\$39,304
Hispanic or Latina/o	\$34,911	\$40,971
Native Hawaiian or Pacific Islander	\$32,630	\$37,178
White	\$35,256	\$42,472

KPM #13	Earnings of bachelor's degree completers - Median earnings of graduates with bachelor's degrees five years after completion
	Data Collection Period: Jan 01 - Jan 01

\* Upward Trend = positive result



Report Year	2013	2014	2015	2016	2017
<b>Earnings of bachelor degree completers</b>					
Actual	No Data	No Data	No Data	\$40,517.00	\$42,143.00
Target	TBD	TBD	TBD	\$32,550.00	\$41,327.00

#### How Are We Doing

The data show that the median wage of the 2009-2010 bachelor's degree recipients was \$42,143 five years after the year of the award. The median wage has increased by \$1,626. It exceeds this year's target for this measure.

#### Factors Affecting Results

Labor market, inflation, career advising, wage data availability all affect the earnings of completers.

#### Other Comments:

This measure is a calculation of the median annual wage of bachelor's degree recipients at Oregon public universities 5 years after the award.

#### We define this concept in the following terms:

- "Bachelor's degree completers" are defined as individuals who were awarded a baccalaureate degree by an Oregon public university during the 2009-10 academic year.
- The information on community college completers was matched with Unemployment Insurance wage data provided by the Oregon Employment Department. The metric includes annualized wages from July 2015-June 2016.

**Limitations of this definition/data limitations are:**

- A wage match was possible if:
  - a. A valid social security number was available for the bachelor's degree recipient, AND
  - b. A wage record for the social security number was found in the Unemployment Insurance database of the Oregon Employment Department for quarter 3 of 2015, quarter 4 of 2015, quarter 1 of 2016, or quarter 2 of 2016. Wage data are not available for graduates who are working in other states or countries, who are self-employed, employed by the federal government or unemployed. A wage match was found for 51% of bachelor's degree completers with a valid social security number.
- The measure does not claim that the 2009-10 bachelor's degrees represent the highest education attainment of these individuals. It is possible that some of the bachelor's degree completers received other educational awards prior to 2009-2010, and some continued their education in the years following the 2009-2010 award and received additional awards prior to the wage match year.

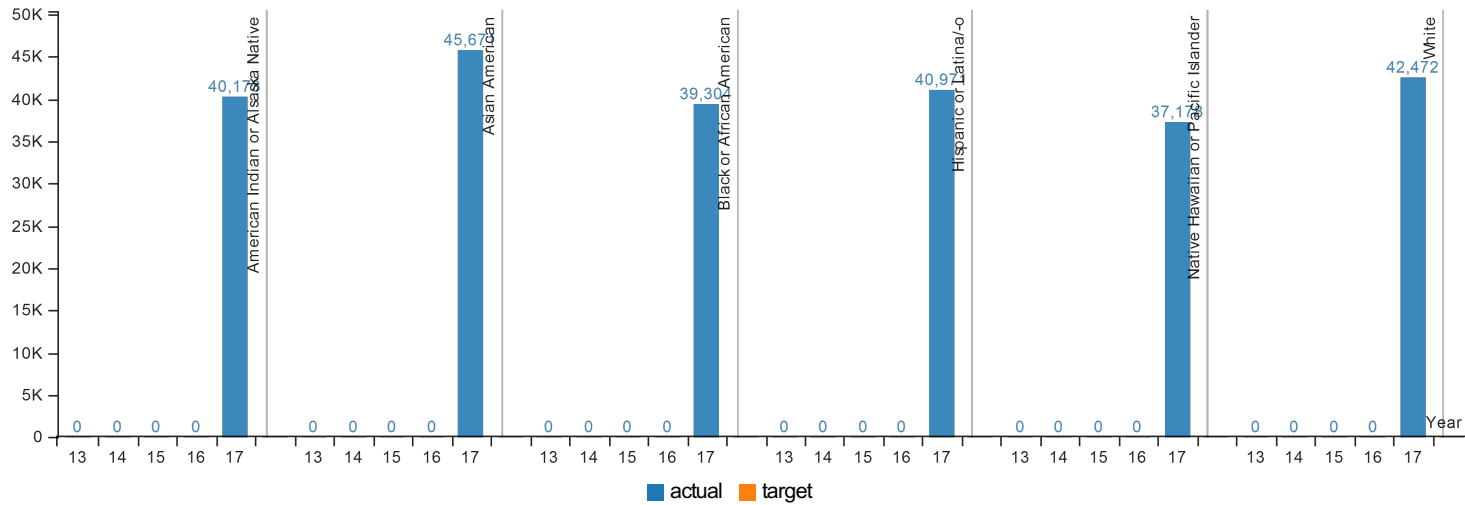
**Given these limitations, results suggest:**

The median earnings of bachelor's degree recipients increased in comparison with the last year's data. A comparison of data from KPM 11 (earnings of community college completers) and KPM 13 (earnings of bachelor's degree completers) shows that more advanced credential holders earned higher wages 5 years after the award:

<b>KPM</b>	<b>n/a</b>	<b>11</b>	<b>13</b>
<b>Credential attained</b>	<b>High school diploma or equivalent*</b>	<b>Community college certificates/OTM and associate degrees</b>	<b>Bachelor's degree</b>
<b>Wage Year</b>	<b>2015</b>	<b>July 2015-June 2016</b>	<b>July 2015-June 2016</b>
Median Earnings	\$28,043	\$35,215	\$42,143

\*Data source: 2011-2015 American Community Survey 5-year Estimates, 2015 [https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_15\\_5YR\\_S2001&prodType=table](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_5YR_S2001&prodType=table)

KPM #14	Racial/Ethnic Differences in Earnings of Bachelor's Degree Completers - Median earnings of graduates with bachelor's degrees, five years after completion, by race/ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2013	2014	2015	2016	2017
<b>American Indian or Alaska Native</b>					
Actual	No Data	No Data	No Data	No Data	\$40,173.00
Target	TBD	TBD	TBD	TBD	TBD
<b>Asian American</b>					
Actual	No Data	No Data	No Data	No Data	\$45,671.00
Target	TBD	TBD	TBD	TBD	TBD
<b>Black or African American</b>					
Actual	No Data	No Data	No Data	No Data	\$39,304.00
Target	TBD	TBD	TBD	TBD	TBD
<b>Hispanic or Latina/o</b>					
Actual	No Data	No Data	No Data	No Data	\$40,971.00
Target	TBD	TBD	TBD	TBD	TBD
<b>Native Hawaiian or Pacific Islander</b>					
Actual	No Data	No Data	No Data	No Data	\$37,178.00
Target	TBD	TBD	TBD	TBD	TBD
<b>White</b>					
Actual	No Data	No Data	No Data	No Data	\$42,472.00
Target	TBD	TBD	TBD	TBD	TBD

**How Are We Doing**



There are significant differences between the median earnings of the six racial/ethnic groups of bachelor's degree recipients. Asian American graduates have the highest median earnings 5 years after the award at \$45,671, while Native Hawaiian or Pacific Islander graduates have the lowest median earnings at \$37,178. Only Asian American and White students' earnings meet or exceed the target earnings for this measure. The median earnings of American Indian/Alaska Native, Black or African American, Hispanic, and Native Hawaiian and Pacific Islander graduates' are below the target for this measure.

**Factors Affecting Results**

Academic preparation; availability of culturally sensitive career advising and education guidance; occupation or industry; other societal and socio-economic factors.

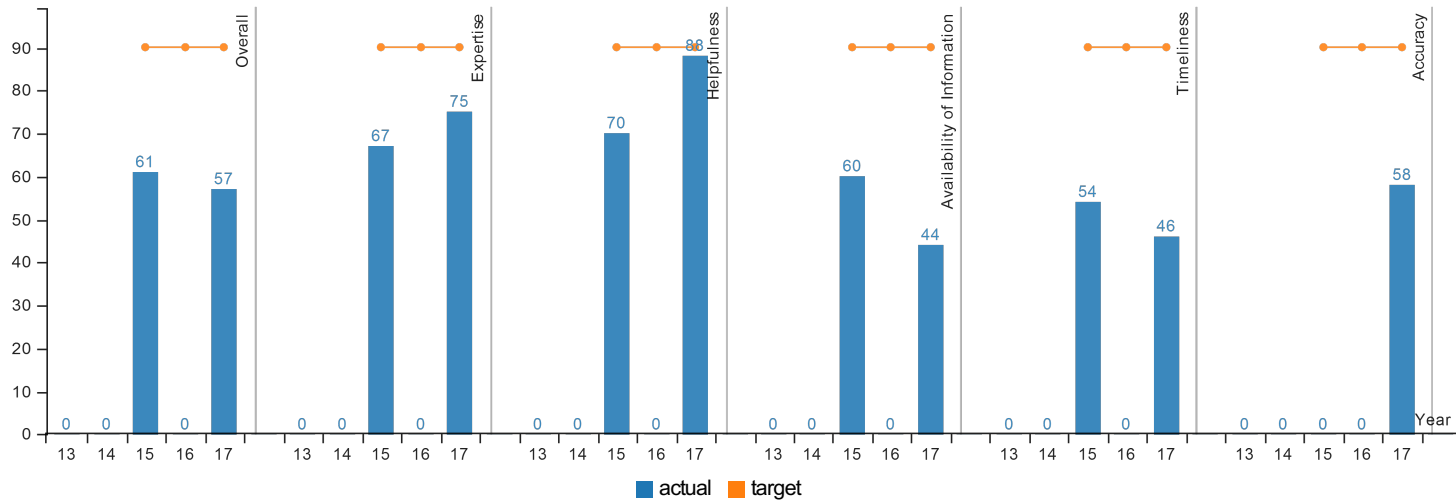
**Other Comments:**

This measure expands the KPM 13 by calculating it for separate racial/ethnic groups. It thus provides information about both the value of a community college degree or certificate and about how that value might vary for different racial/ethnic groups. It is an indicator of both return on investment and equity.

A comparison with the earnings of Oregon community college award recipients (KPM 12) demonstrates that education is key to upward mobility and higher earnings for all racial/ethnic groups. However, the data show that there are significant differences in between the median earnings among the six racial/ethnic group examined in this measure.

Award Year	2009-10	2009-10
KPM	11	13
	All community college awards (associate degrees and certificates)	Bachelor's degree
American Indian or Alaska Native	\$31,231	\$40,173
Asian American	\$39,172	\$45,671
Black or African American	\$32,488	\$39,304
Hispanic or Latina/o	\$34,911	\$40,971
Native Hawaiian or Pacific Islander	\$32,630	\$37,178
White	\$35,256	\$42,472

KPM #15 Customer Service - Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall, timeliness, accuracy, helpfulness, expertise, availability of information.  
 Data Collection Period: Jan 01 - Jan 01



Report Year	2013	2014	2015	2016	2017
<b>Overall</b>					
Actual	No Data	No Data	61%	No Data	57%
Target	TBD	TBD	90%	90%	90%
<b>Expertise</b>					
Actual	No Data	No Data	67%	No Data	75%
Target	TBD	TBD	90%	90%	90%
<b>Helpfulness</b>					
Actual	No Data	No Data	70%	No Data	88%
Target	TBD	TBD	90%	90%	90%
<b>Availability of Information</b>					
Actual	No Data	No Data	60%	No Data	44%
Target	TBD	TBD	90%	90%	90%
<b>Timeliness</b>					
Actual	No Data	No Data	54%	No Data	46%
Target	TBD	TBD	90%	90%	90%
<b>Accuracy</b>					
Actual	No Data	No Data	No Data	No Data	58%
Target	TBD	TBD	90%	90%	90%

**How Are We Doing**

The Oregon Department of Administrative Services defines the measures of customer service with the six questions below. We defined and surveyed a list of stakeholders on these questions. The stakeholder list was defined as those groups or organizations to which the HECC provides some level of technical or customer support. Five to six representatives of each group were selected either in full (if there were no more than six representatives) or at random (if there were more than six representatives). Random selections were reviewed and replaced if necessary to ensure a mix of institutional partners (i.e., to avoid over-representation of particular universities or community colleges). These groups included: Public university and community college financial/budgetary staff, public university and community college faculty and program staff, public university and community college institutional research staff, local workforce investment board partners, private postsecondary schools, staff at related government agencies, and external non-governmental organization staff. In total, 60 persons were surveyed. Twenty-four of those surveyed responded, yielding a response rate of 40 percent.

Across all six questions, HECC customer service was rated “good” or “excellent” 61 percent of the time. This percentage ranged from a low of 44 percent (Question 5) to a high of 88 percent (Question 3). Areas for greatest improvement for the agency are timeliness of service and availability of information. Areas where the agency’s service is strongest is the helpfulness and the knowledge/expertise of the staff.

The overall average rating across all questions was 2.8 out of 4, or a “good” level of service. Of particular note were questions 3 and 4, which had the highest ratings (3.25 and 3, respectively) and questions 1 and 5, which had the lowest ratings (2.5 and 2.6, respectively).

Compared to the results from 2015 (the last year that this KPM was calculated), questions 1, 5, and 6 scored lower and questions 3 and 4 scored higher. Question 2 was not reported in 2015. We note that the groups of stakeholders surveyed in 2015 and 2017 differed, and reliable comparisons between the two years are difficult to make.

Questions:

TIMELINESS 1. How do you rate the timeliness of the services provided by the HECC?

ACCURACY 2. How do you rate the ability of the HECC to provide services correctly the first time?

HELPFULNESS 3. How do you rate the helpfulness of the HECC employees?

EXPERTISE 4. How do you rate the knowledge and expertise of the HECC employees?

AVAILABILITY OF INFORMATION 5. How do you rate the availability of information at the HECC?

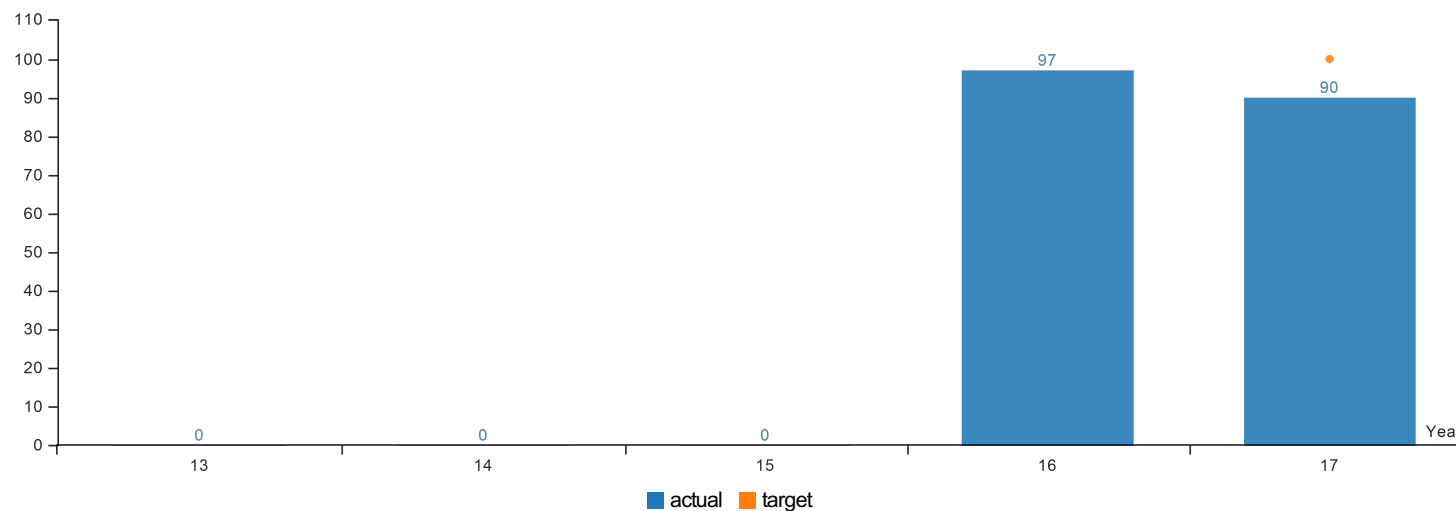
OVERALL SERVICE 6. How do you rate the overall quality of service provided by the HECC?

### **Factors Affecting Results**

In addition to the work of agency staff, the sample of individuals surveyed, the sample of individuals responding, and the timing of the survey all may affect the results.

KPM #16	Commission Best Practices - Percent of total best practices met by the Commission.
	Data Collection Period: Sep 01 - Sep 30

\* Upward Trend = positive result



Report Year	2013	2014	2015	2016	2017
<b>BEST PRACTICES</b>					
Actual	No Data	No Data	No Data	97%	90%
Target	TBD	TBD	TBD	TBD	100%

### How Are We Doing

This KPM examines the percentage of commission best practices met by the HECC Commission. DAS defines this as the percentage of Board members or Commissioners who agreed or strongly agreed that they and the Commission followed best practices. We defined these best practices with 24 rated questions and 3 open-ended questions, shown below. We surveyed all 13 Commissioners on these questions; nine responded, yielding a response rate of 69 percent.

Across all questions, Commissioners agreed or strongly agreed that they followed 90 percent of the 24 best practices identified here. Although this is a slight decline from the 2016 results, the questions asked were different than those asked in 2017, precluding meaningful comparison across the years.

More specific results include: for 10 of the 24 rated questions, 100 percent of Commissioners agreed or strongly agreed that the Commission followed the best practice. For eight of the 24 rated questions, more than 85 percent agreed or strongly agreed that the Commission followed the best practice. For the remaining six of the measures, less than 85 percent of Commissioners agreed or strongly agreed that the Commission followed the best practice.

The rated questions had possible answers of:

strongly agree (5 points)

agree (4 points)

neutral (3 points)

disagree (2 points)

strongly disagree (1 point)

The questions are:

As an Individual Commissioner:

Q1: I am able to devote the time and energy necessary to actively participate in Commission meetings.

89% agreed or strongly agreed

Q2: The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.

100% agreed or strongly agreed

Q3: The amount of time expected of commissioners outside of Commission meetings is reasonable.

100% agreed or strongly agreed

Q4: The Commission is effectively utilizing my skills and expertise.

88% agreed or strongly agreed

Q5: I can speak candidly at Commission meetings.

100% agreed or strongly agreed

Q6: I can participate in subcommittee meetings in which I am not a subcommittee member.

78% agreed or strongly agreed

Q7: Serving on this Commission is satisfying.

100% agreed or strongly agreed

As a Commission:

Q8: The Commission as a whole has a clear understanding of its role and responsibilities.

89% agreed or strongly agreed

Q9: The Commission understands and respects the distinction between its responsibilities and those of management.

89% agreed or strongly agreed

Q10: Commissioners actively participate in discussions

100% agreed or strongly agreed

Q11: The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).

89% agreed or strongly agreed

Q12: Commissioners listen to and value each other's comments.

100% agreed or strongly agreed

Q13: The leadership of the Commission is effective.

100% agreed or strongly agreed

Q14: Public comment during the public comment section of the meeting and during action items is a valuable opportunity to gather input.

78% agreed or strongly agreed

Q15: The Commission ... Provides insight and guidance to the HECC's strategic direction.

100% agreed or strongly agreed

Q16: The Commission ... Ensures the agency's fiscal integrity by monitoring the agency's financial policies and operating performance and by submitting the agency's biennial budgets.

100% agreed or strongly agreed

Q17: The Commission ... Assesses the performance of the Executive Director on an annual basis

100% agreed or strongly agreed

Q18: The Commission ... Follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making

89% agreed or strongly agreed

Q19: The Commission ... Operates in a transparent and open fashion.

75% agreed or strongly agreed

Q20: Commission meetings... Have agendas and materials that are distributed far enough in advance to give them adequate consideration.

56% agreed or strongly agreed

Q21: Commission meetings... Rely on written and presentation materials that provide the right type and amount of information and are clearly written.

89% agreed or strongly agreed

Q22: Commission meetings... Cover the right combination of information-sharing, discussion, decision-making, and board education.

78% agreed or strongly agreed

Q23: Commission meetings... Allow enough time for the exchange of ideas and thoughtful deliberation.

78% agreed or strongly agreed

Q24: Commission meetings... Strike the right balance between long-range, strategic matters and routine matters of oversight.

89% agreed or strongly agreed

Open-ended

Q25: What do you find most satisfying in your role as a Commissioner?

Q26: What do you find least satisfying in your role as a Commissioner?

Q27: What can HECC staff do to enable you to serve more effectively or with greater satisfaction?

**Factors Affecting Results**

In addition to the work of the Commissioners and agency staff, factors affecting these results include the number of respondents and the timing of the survey.