

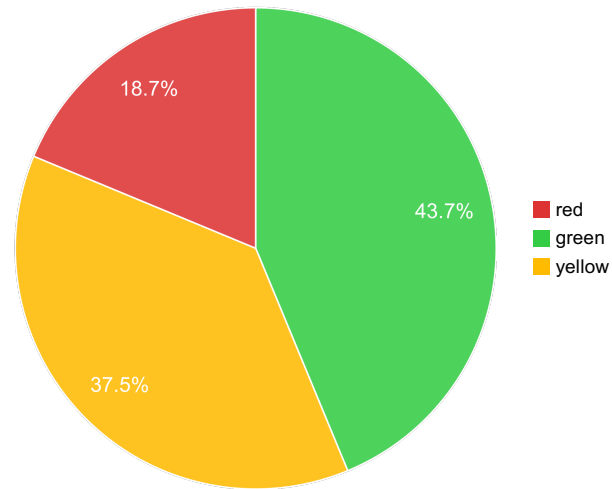
# Higher Education Coordinating Commission

Annual Performance Progress Report

Reporting Year 2021

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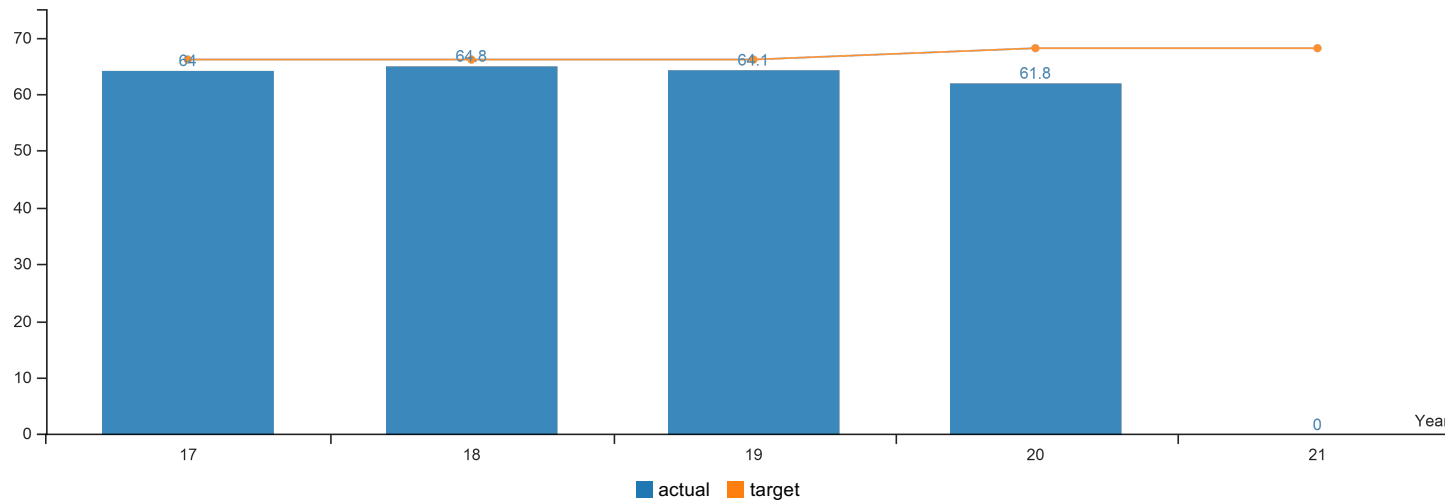
KPM #	Approved Key Performance Measures (KPMs)
1	Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date.
2	Racial/Ethnic Differences Among Oregon High School Graduates Attending College - Percentage 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:	43.75%	37.50%	18.75%

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



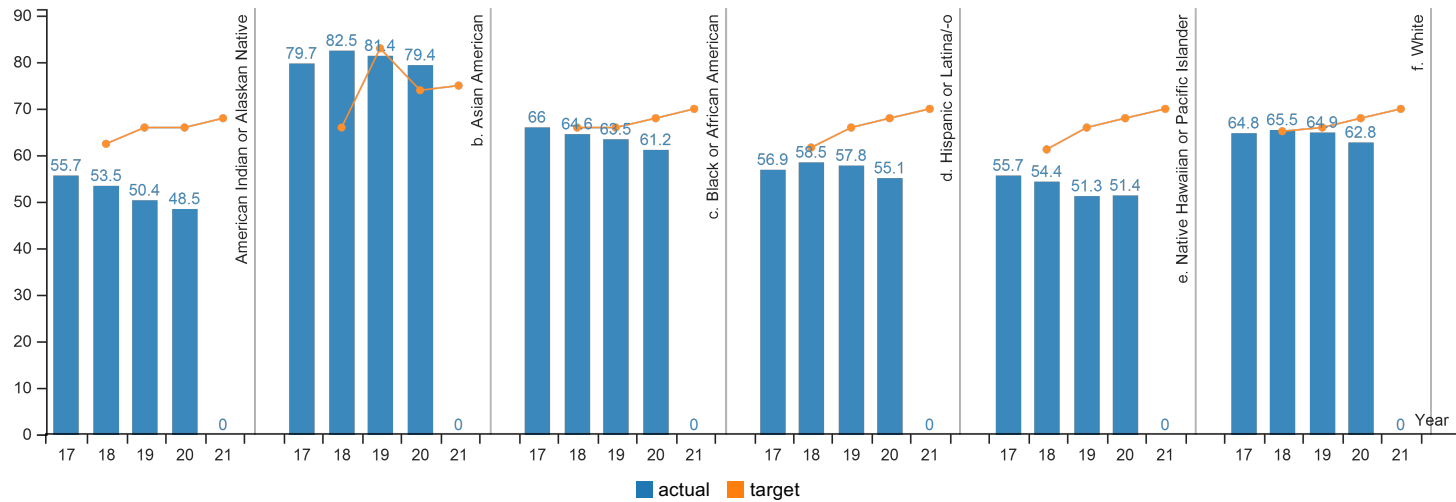
Report Year	2017	2018	2019	2020	2021
<b>Oregon High School Graduates Attending College</b>					
Actual	64%	64.80%	64.10%	61.80%	
Target	66%	66%	66%	68%	68%

**How Are We Doing**

This measure is provided to the HECC by the Oregon Department of Education, which has had a delay in its calculation. We will amend our report with updated data when those results become available.

**Factors Affecting Results**

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	2017	2018	2019	2020	2021
<b>American Indian or Alaskan Native</b>					
Actual	55.70%	53.50%	50.40%	48.50%	
Target		62.50%	66%	66%	68%
<b>b. Asian American</b>					
Actual	79.70%	82.50%	81.40%	79.40%	
Target		66%	83%	74%	75%
<b>c. Black or African American</b>					
Actual	66%	64.60%	63.50%	61.20%	
Target		66%	66%	68%	70%
<b>d. Hispanic or Latina/-o</b>					
Actual	56.90%	58.50%	57.80%	55.10%	
Target		61.70%	66%	68%	70%
<b>e. Native Hawaiian or Pacific Islander</b>					
Actual	55.70%	54.40%	51.30%	51.40%	
Target		61.30%	66%	68%	70%
<b>f. White</b>					
Actual	64.80%	65.50%	64.90%	62.80%	
Target		65.20%	66%	68%	70%

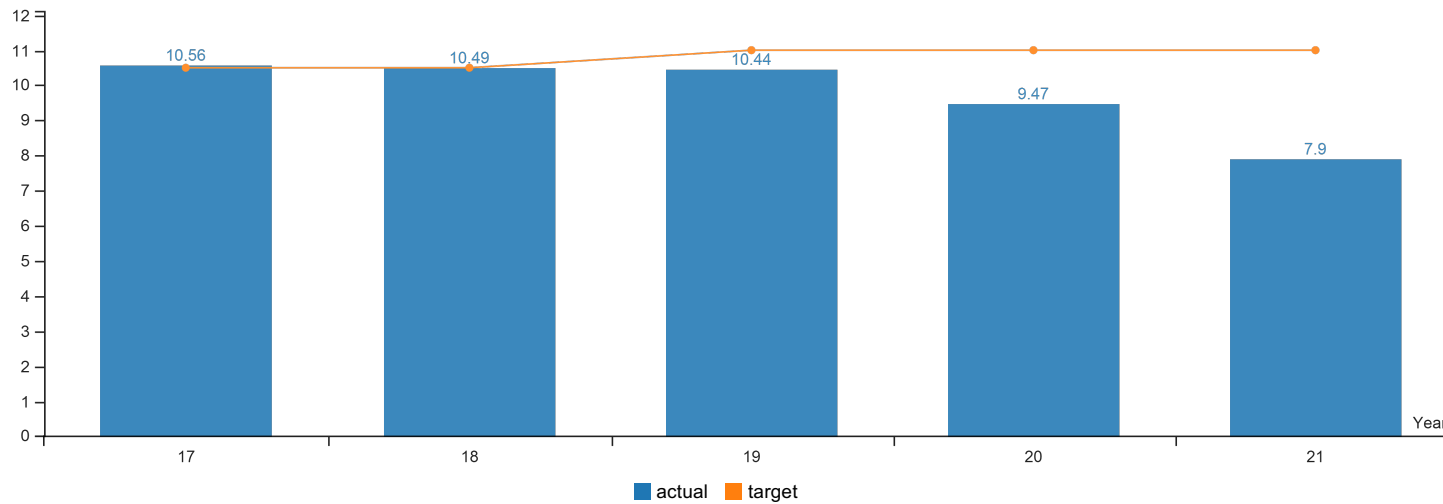
How Are We Doing

This measure is provided to the HECC by the Oregon Department of Education, which has had a delay in its calculation. We will amend our report with updated data when those results become available.

**Factors Affecting Results**

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	2017	2018	2019	2020	2021
<b>College Credits Earned by K-12 Students</b>					
Actual	10.56	10.49	10.44	9.47	7.90
Target	10.50	10.50	11	11	11

#### How Are We Doing

In 2019-20, K-12 students earned an estimated average of 7.90 college credits per high school graduate. The number represents the lowest estimate average in eight years. In 2019-20 fewer K-12 students earned college credits, and those who earned credit completed fewer credits on average due to the COVID-19 pandemic.

#### 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, Internet access during the pandemic, availability of support for remote learning.

#### 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:**

***(Sum of credits earned by K-12 students in community colleges and universities)***

divided by

***(Number of students in high school 4-year graduating class)***

- 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 open to general student population and not exclusively to students participating in Accelerated Learning programs.
  
- Only credits from courses that were completed successfully were included in the calculation. Successful completion is defined as a 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. 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 Accelerated Learning programs due to difficulties in 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 during 2010-11 through 2015-16 academic years from 6.80 credits in 2010-11 to 10.56 credits in 2015-16. The number of average college credits has been declining slightly in 2016-17 through 2018-19. The decline in the average number of college credits is accompanied and possibly explained by the decline in the number of high school student enrolled in college credit in community colleges. These students comprise the majority of high school students enrolled in college courses. At the same time, the number of high school students enrolling in college credits in universities was on the rise.

In 2019-20, the average number of credits, as well as the number of students taking college classes declined sharply both in universities and community colleges due to the COVID-19 pandemic. In 2019-20 students, instructors, and postsecondary and K-12 leaders faced new challenges. They included navigating remote learning modalities of instruction, securing technology resources, following school closure and re-opening policies, facing physical and mental health challenges, and other factors.

Report Year	2017	2018	2019	2020	2021
Data Year	2015-16	2016-17	2017-18	2018-19	2019-20
Count of K-12 students who earned credit (with a C- or better) at community colleges	34,719	34,256	33,824	31,363	27,375
Count of K-12 students who earned credit (with a C- or better) at universities	7,617	7,805	9,518	9,558	8,068

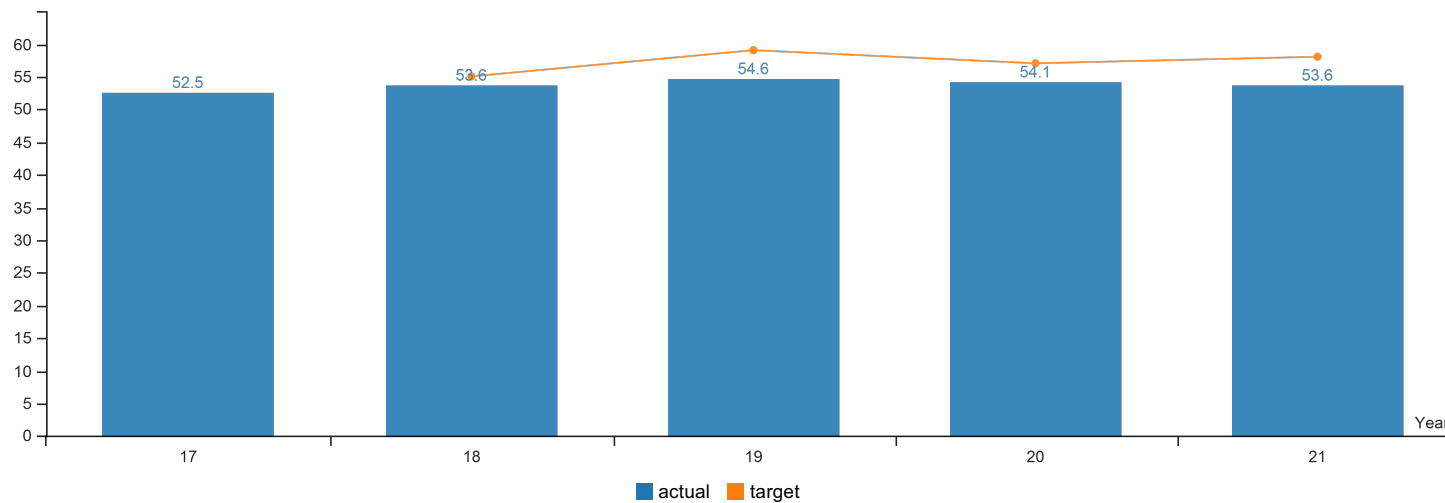
**Improvements to this measure would come from:**

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	2017	2018	2019	2020	2021
<b>Oregon Educational Attainment</b>					
Actual	52.50%	53.60%	54.60%	54.10%	53.60%
Target		55%	59%	57%	58%

### How Are We Doing

We estimate that the percentage of Oregon adults age 25 to 34 in 2019 who have a postsecondary degree or certificate is 53.6 percent. As last year, the attainment rate fell very slightly in the most recent year, by one-half of a percentage point.

Attainment by level of education is shown below for the most recent year and for previous years. The percentage of young adults with a degree or certificate beyond high school was 49.6 percent in 2012 and had risen to 54.6 percent in 2017 before falling to 53.6 percent by 2019. In particular, the percentage of the population with a bachelor's degree fell very slightly from 35.3 percent to 35.1 percent in the most recent year, while the percentage estimated to have an associate degree or career certificate fell from 18.9 percent to 18.5 percent. We note that the percentage of the young adult population with some college and no credential also fell, from 19.7 percent to 18.8 percent. In contrast, the percentage with a high school diploma or equivalent rose markedly, from 17.9 percent to 20.4 percent. This increase, combined with the slight decline in the percentage of the population with less than a high school diploma, likely reflects the State's steadily rising high school graduation rate. The increase in the share of the population with only a high school education (an increase of 2.5 percentage points) is roughly equivalent to the combined declines in the share with less than a high school education (1.0 percentage points), the share with some college and no credential (0.9 percentage points), and the share with a postsecondary credential (0.5 percentage points). These relative shifts in the education level of the young adult population suggests that the rising number of high school graduates in the State may have stopped at that level of education and not become postsecondary credential holders. Continued progress—and progress at a faster rate—will be necessary to meet the state's goal of 80 percent of the young adult population with a postsecondary degree or certificate.

	2015	2016	2017	2018	2019
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Bachelor's degree or more	34.3%	34.9%	36.7%	35.3%	35.1%
Associate degree or certificate	18.2%	18.7%	17.9%	18.9%	18.5%
Some college	20.2%	19.9%	18.5%	19.7%	18.8%
High school diploma or equivalent	18.3%	18.1%	18.7%	17.9%	20.4%
Less than high school	9.0%	8.4%	8.2%	8.2%	7.2%

**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.

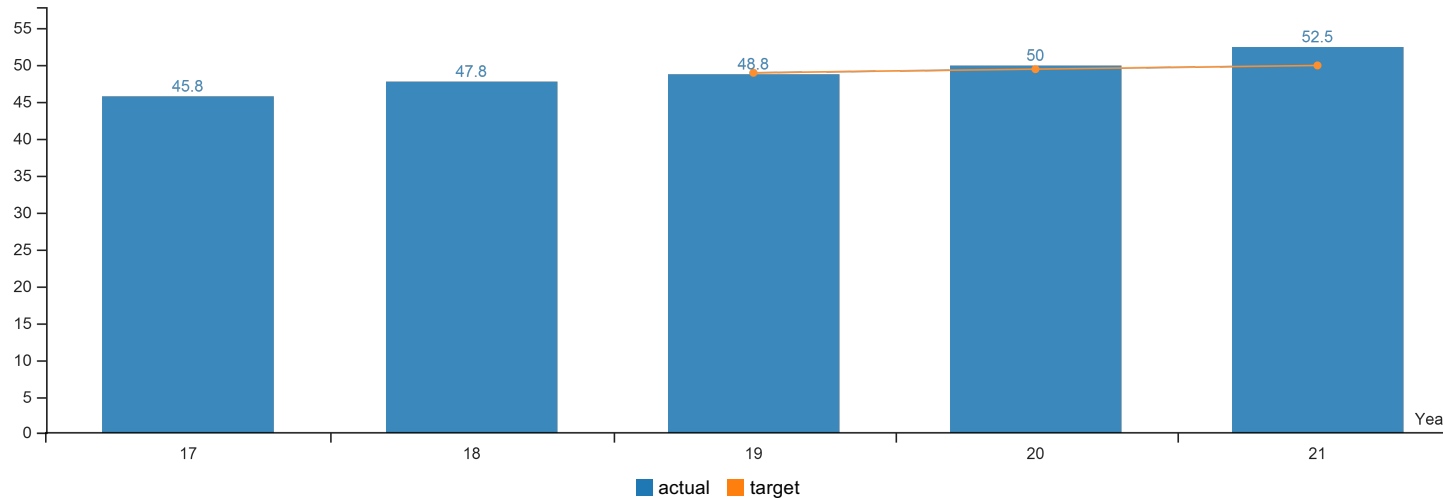
**Other Comments:**

This estimate comes from U.S. Census Bureau data drawn from the annual American Community Survey, 1-year estimates. Year-to-year variation in the survey sample can affect the results.

The data presented here are further calculated to incorporate 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	2017	2018	2019	2020	2021
<b>Community College Completion and Transfer Rate</b>					
Actual	45.80%	47.80%	48.80%	50%	52.50%
Target			49%	49.50%	50%

#### How Are We Doing

Out of all credential-seeking students who were new to Oregon community colleges in the fall of 2016, 52.5% either earned an associate degree or certificate, or enrolled at a 4-year institution (nationwide) within four years. This rate exceeds the target rate of 50% set for this cohort.

#### 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 enables the HECC and its partner community colleges to assess whether the likelihood of completing community college is improving over time. The measure is similar to outcome measures in the national community college Voluntary Framework of Accountability (VFA) that Oregon community colleges have begun to adopt. Unlike the measure in VFA, this metric only includes transfer to a 4-year institution when examining transfer rates.

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

*(Number of community college students identified as completers within four years)*

divided by

*(Number of students in the entering credential-seeking cohort of fall 2016)*

- For the purposes of the KPM, completers include students who earned an associate degree or certificate and students who did not earned an award, but enrolled in a 4-year institution within four years.
- 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 2016 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 2016; AND earned a minimum of 18 quarter credits in the first two years or earned an award requiring less 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 2016, 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 fall of 2016 and summer of 2020; 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 four-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, thus potentially inflating the completion rate.
- Records of enrollment at 4-year institutions obtained through the National Student Clearinghouse (NSC) may include non-credit enrollment.

**Given these limitations, results suggest:**

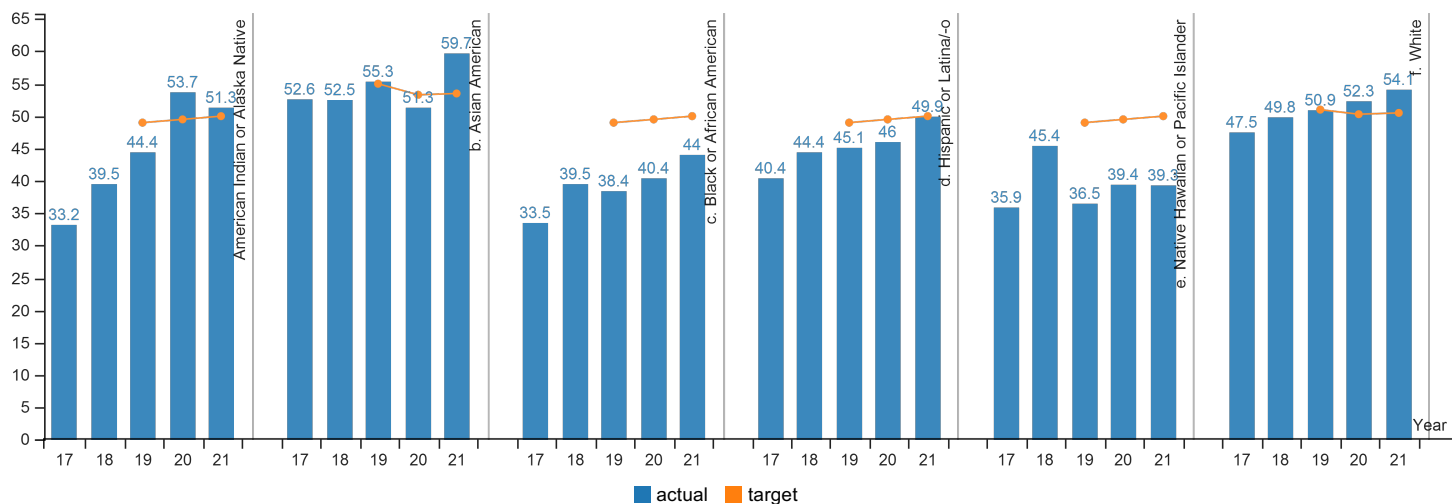
Out of all students in the fall of 2016 credential-seeking cohort, 36% earned an associate degree or certificate within four years. For another 16.5% of the students in the cohort there is evidence of enrollment at a 4-year institution. In total, 52.5% of the cohort either earned an award or enrolled at a 4-year institution. The overall completion rate have been increasing for the last 5 years. The remaining 47.5% of students in the 2016 cohort were either still enrolled at the community college at the end of the four-year tracking period or left the community college with or without college credits.

Report Year	2017	2018	2019	2020	2021
Cohort Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Cohort size	100.0%	100.0%	100.0%	100.0%	
Associate degree	25.5%	26.6%	27.3%	28.6%	29.8%
Certificate	5.7%	6.3%	6.2%	6.1%	6.2%

Total awards	31.2%	32.9%	33.5%	34.7%	36.0%
No award, transfer	14.6%	14.9%	15.2%	15.3%	16.5%
Total award or transfer*	45.8%	47.8%	48.8%	50.0%	52.5%

\*Note: Totals may not sum due to rounding

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	2017	2018	2019	2020	2021
<b>American Indian or Alaska Native</b>					
Actual	33.20%	39.50%	44.40%	53.70%	51.30%
Target			49%	49.50%	50%
<b>b. Asian American</b>					
Actual	52.60%	52.50%	55.30%	51.30%	59.70%
Target			55%	53.30%	53.50%
<b>c. Black or African American</b>					
Actual	33.50%	39.50%	38.40%	40.40%	44%
Target			49%	49.50%	50%
<b>d. Hispanic or Latina/-o</b>					
Actual	40.40%	44.40%	45.10%	46%	49.90%
Target			49%	49.50%	50%
<b>e. Native Hawaiian or Pacific Islander</b>					
Actual	35.90%	45.40%	36.50%	39.40%	39.30%
Target			49%	49.50%	50%
<b>f. White</b>					
Actual	47.50%	49.80%	50.90%	52.30%	54.10%
Target			51%	50.30%	50.50%

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 39.3% for Native Hawaiian/Pacific Islander students to 59.7% for Asian students in the fall 2016 credential-seeking cohort. The overall completion and transfer rate for the fall 2016 credential-seeking cohort is 52.5% within four 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 measure enables the HECC and its 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:**

*(Number of community college students identified as completers within four years)*

divided by

*(Number of students in the entering credential-seeking cohort of fall 2016)*

- For the purposes of the KPM, completers include students who earned an associate degree or certificate and students who did not earned an award, but enrolled in a 4-year institution within four years.
- 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 2016 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 2016; AND earned a minimum of 18 quarter credits in the first two years or earned an award requiring less 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 2016, 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 fall of 2016 and summer of 2020; 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 four-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, thus potentially inflating the completion rate.
- 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 2016 cohort. The completion and transfer rates of Native American or Alaska Native, Black/African American students, Native Hawaiian/Pacific Islander students, as well as Hispanic students are below the state average. All racial/ethnic groups except for the Native American or Alaska Native and Native Hawaiian/Pacific Islander groups have made gains in the completion and transfer rates in comparison with the prior year cohort.

An examination of community college award rates (without transfer rates) produces somewhat different results. Native Hawaiian/Pacific Islander and Black/African American students' award rates are below the state average, while all other racial/ethnic groups' award rates exceed the state average (36%). Native Hawaiian/Pacific Islander students had the lowest attainment rates of associate degrees and certificates among the six racial/ethnic groups.

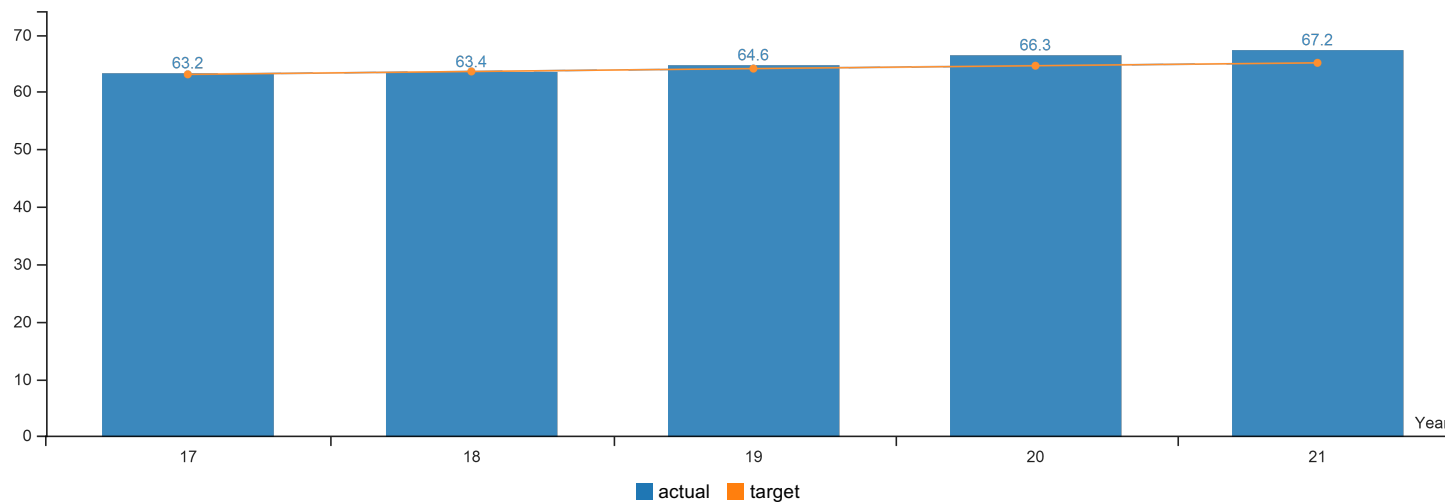
An examination of transfer rates (without an award at a community college) shows that Asian American students have the highest transfer rate to 4-year institutions at 20.9% within 4 years. Black/African American students have the second highest transfer rate at 19.1% within 4 years. For this KPM a student 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.

	Fall 2016 Cohort				
	Associate degree	Certificate only	Total awards	No award, transfer	Total awards and transfer
Native American or Alaska Native	33.7%	7.0%	40.6%	10.7%	51.3%
Asian American	32.4%	6.4%	38.8%	20.9%	59.7%
Black or African American	19.6%	5.2%	24.9%	19.1%	44.0%
Hispanic or Latina/o	29.7%	7.0%	36.6%	13.3%	49.9%
Native Hawaiian or Pacific Islander	21.5%	2.8%	24.3%	15.0%	39.3%
White	31.5%	5.7%	37.2%	16.9%	54.1%



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	2017	2018	2019	2020	2021
<b>Public University Graduation Rate</b>					
Actual	63.20%	63.40%	64.60%	66.30%	67.20%
Target	63%	63.50%	64%	64.50%	65%

#### How Are We Doing

University graduation rates have increased every year for the last five years and have consistently met or exceeded our targets. The overall public university graduation rate finally topped 65% for the first time with the 2013 cohort of entering students and has increased yet again with the 2014 cohort.

Note: The methodology for producing the Public University Graduation Rate KPM has been changed and is now restricted to Oregon residents. Due to this change the numbers will no longer match previously published reports.

Historically, Oregon resident students tended to have slightly higher 6-year graduation rates than their nonresident counterparts by about 3-4 percentage points. Although that gap has narrowed somewhat in recent years, resident students still tend to graduate at a slightly higher rate as shown in the table below.

Cohort Year	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Actual	63.0%	66.4%	64.5%	64.7%	65.4%

#### 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 resident 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)*

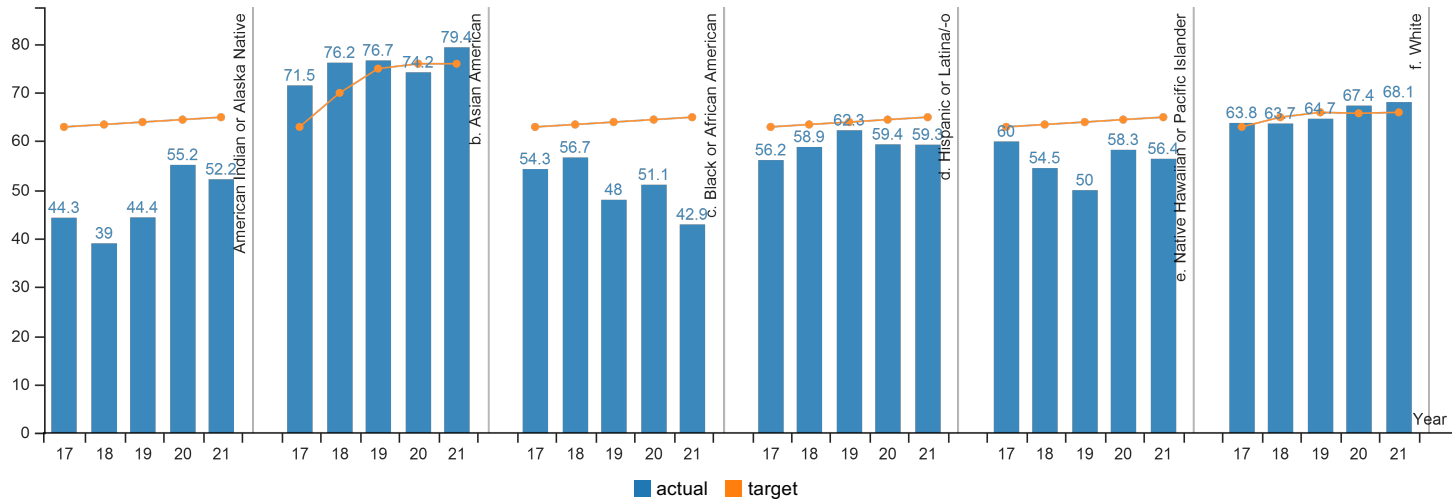
divided by

*(Total number of students enrolled in the Fall entering freshman cohort)*

- This metric is based on 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 normal 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	2017	2018	2019	2020	2021
<b>American Indian or Alaska Native</b>					
Actual	44.30%	39%	44.40%	55.20%	52.20%
Target	63%	63.50%	64%	64.50%	65%
<b>b. Asian American</b>					
Actual	71.50%	76.20%	76.70%	74.20%	79.40%
Target	63%	70%	75%	76%	76%
<b>c. Black or African American</b>					
Actual	54.30%	56.70%	48%	51.10%	42.90%
Target	63%	63.50%	64%	64.50%	65%
<b>d. Hispanic or Latina/-o</b>					
Actual	56.20%	58.90%	62.30%	59.40%	59.30%
Target	63%	63.50%	64%	64.50%	65%
<b>e. Native Hawaiian or Pacific Islander</b>					
Actual	60%	54.50%	50%	58.30%	56.40%
Target	63%	63.50%	64%	64.50%	65%
<b>f. White</b>					
Actual	63.80%	63.70%	64.70%	67.40%	68.10%
Target	63%	65%	66%	65.80%	66%

How Are We Doing

There are significant differences in graduation rates between the various racial/ethnic subcategories ranging from a high of 79.4% to a low of 42.9%. Asian American and White students consistently graduate at the highest rates, with Asian Americans being the only group to top 70%. These two groups were also the only groups to experience increases over last year. All of the other groups experienced declining graduation rates from last year, though some of this can probably be attributed to the larger variance that is exhibited by groups with smaller populations.

Note: The methodology for producing the Public University Graduation Rate KPM has been changed and is now restricted to Oregon residents. Due to this change the numbers will no longer match previously published reports.

As with the overall graduation rate, even when broken down by racial/ethnic categories, Oregon resident students have tended to have slightly higher 6-year graduation rates than their nonresident counterparts. There is much more variance among these numbers, but in general, this seems to hold true. The one exception seems to be with the Hispanic or Latina/o group. More often than not, nonresident Hispanic students have tended to graduate at a slightly higher rate than resident Hispanic students. See the table below for detail.

Racial/Ethnic Group	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Native American or Alaska Native	44.7%	33.3%	40.0%	50.0%	44.0%
Asian American	57.5%	69.3%	65.9%	70.7%	64.5%
Black or African American	42.0%	52.4%	52.1%	50.0%	51.2%
Hispanic or Latina/o	59.6%	60.8%	61.4%	60.7%	63.5%
Native Hawaiian or Pacific Islander	54.5%	47.3%	32.8%	43.2%	40.7%
White	66.2%	69.0%	67.4%	66.3%	66.7%

#### 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 resident 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)*

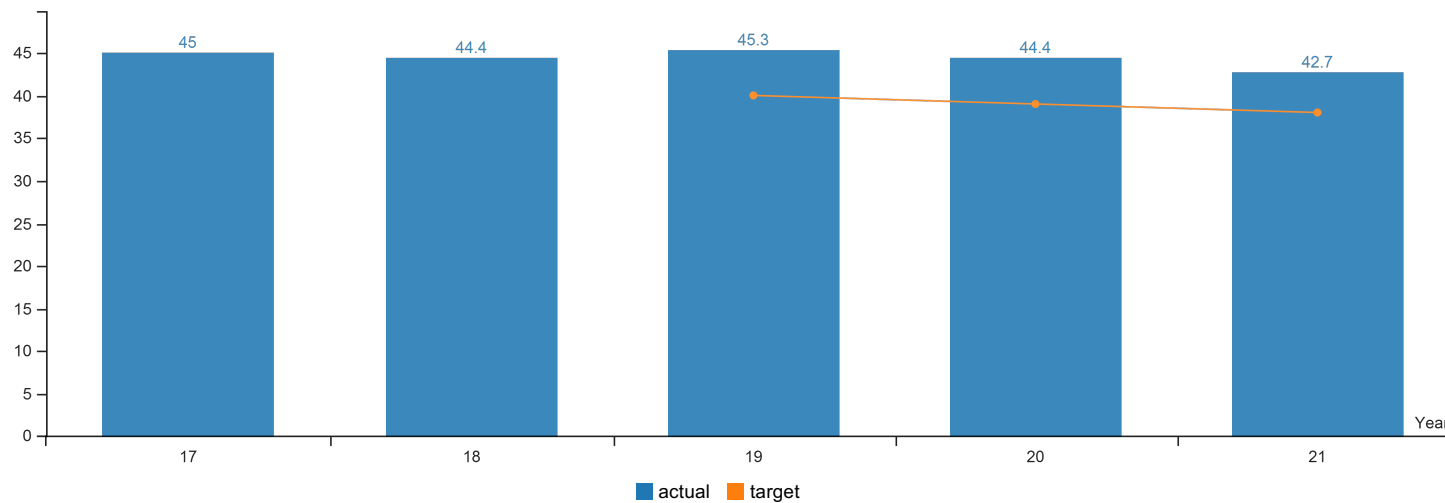
- This metric is based on the IPEDS definition for the Fall entering freshman cohort. This restricts the cohort to first-time, full-time freshmen.
- This is a rate that counts inter-institutional transfers as graduating. In other words, the student does not need to graduate at the same university that 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 normal 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	2017	2018	2019	2020	2021
<b>Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.</b>					
Actual	45%	44.40%	45.30%	44.40%	42.70%
Target			40%	39%	38%

**How Are We Doing**

For the third year in a row, we have refined the calculation of this measure and, due to this, the numbers presented will not match previously published numbers. While the stated methodology of the metric has not changed, it should now more accurately represent that methodology.

After 5 years in the range of 44% - 45%, in 2019-20, the number of students incurring unaffordable costs decreased by 1.7% to 42.7%. This is the largest decrease since we started monitoring affordability and pushes us closer than ever to our target of 40%.

**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 2019-20 this figure was \$7,300.
- “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/data limitations 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.

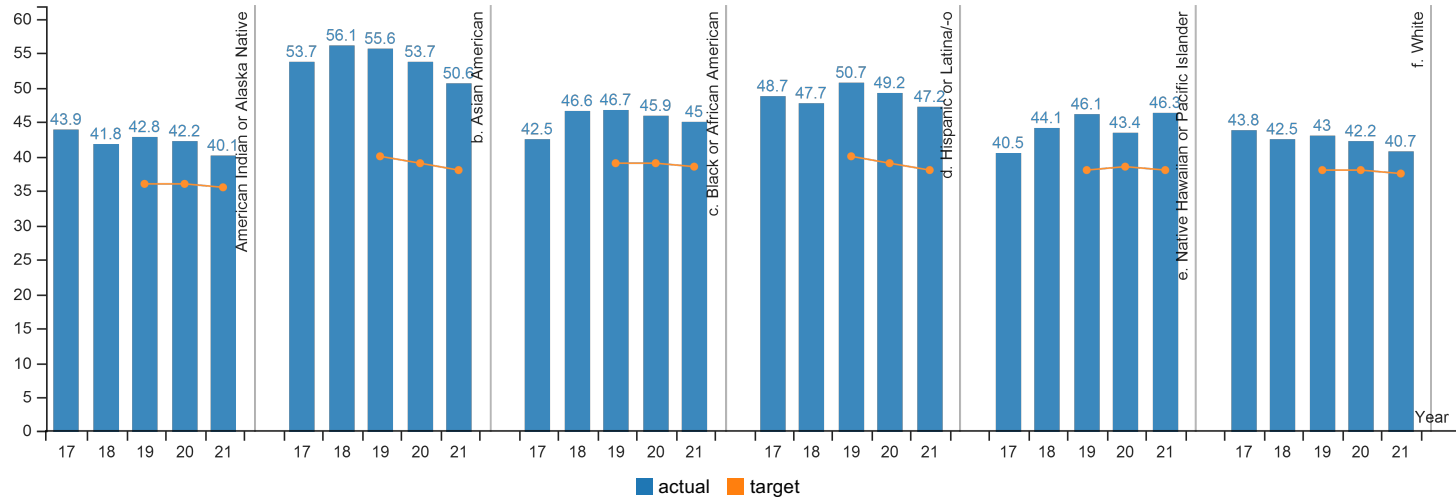
**Given these limitations, results suggest:**

Even given these limitations, the results suggest that a significant percentage of Oregon 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	2017	2018	2019	2020	2021
<b>American Indian or Alaska Native</b>					
Actual	43.90%	41.80%	42.80%	42.20%	40.10%
Target			36%	36%	35.50%
<b>b. Asian American</b>					
Actual	53.70%	56.10%	55.60%	53.70%	50.60%
Target			40%	39%	38%
<b>c. Black or African American</b>					
Actual	42.50%	46.60%	46.70%	45.90%	45%
Target			39%	39%	38.50%
<b>d. Hispanic or Latina/-o</b>					
Actual	48.70%	47.70%	50.70%	49.20%	47.20%
Target			40%	39%	38%
<b>e. Native Hawaiian or Pacific Islander</b>					
Actual	40.50%	44.10%	46.10%	43.40%	46.30%
Target			38%	38.50%	38%
<b>f. White</b>					
Actual	43.80%	42.50%	43%	42.20%	40.70%
Target			38%	38%	37.50%

How Are We Doing



After a few years of generally increasing numbers of students facing unaffordable costs, the tide has turned in 2019-20 and five out of the six racial/ethnic groups saw decreases in the number of students facing unaffordable costs. The Native Hawaiian/Pacific Islander group saw an increase of about 3% in unaffordability, but this is a smaller group which can lead to greater volatility in the metric from year to year.

As mentioned in the notes to KPM #9, the calculation for this metric has been refined and the data points differ from previously reported values.

#### **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 2019-20 this figure was \$7,300.
- “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/data limitations 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:**

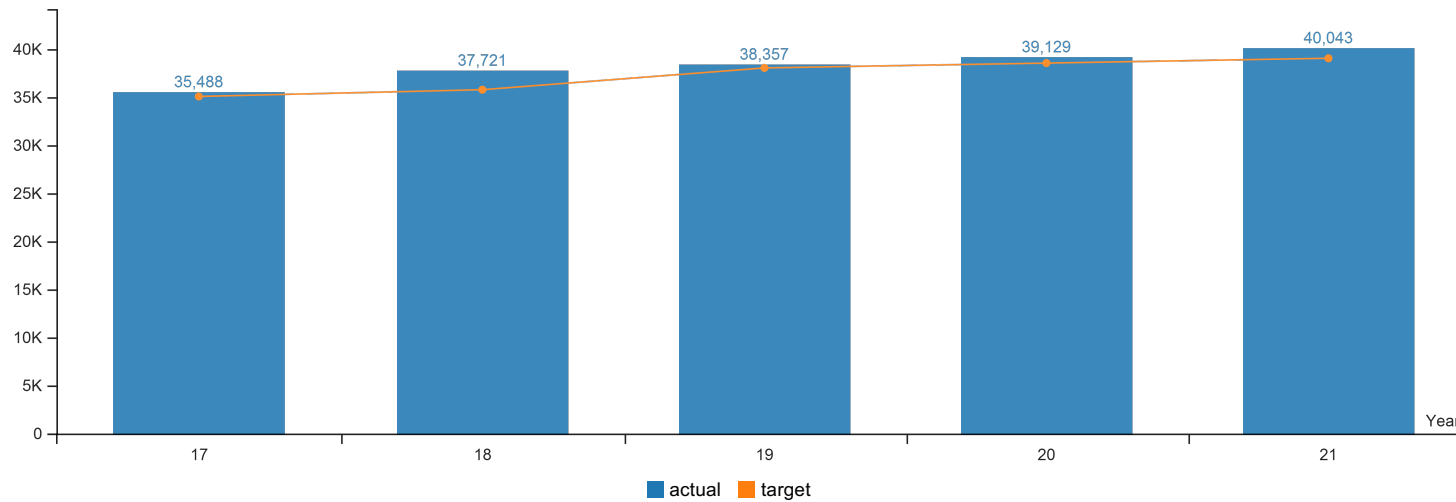
Even given these limitations, the results suggest that a significant percentage of Oregon students will need to take on debt to go to college.

#### **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	2017	2018	2019	2020	2021
<b>Five years after completion</b>					
Actual	\$35,488.00	\$37,721.00	\$38,357.00	\$39,129.00	\$40,043.00
Target	\$35,045.00	\$35,745.00	\$38,000.00	\$38,500.00	\$39,000.00

#### How Are We Doing

The data show that the median wage of the 2013-2014 community college award recipients was \$40,043 five years after the year of the award. This continues an upward trend over the last three years and 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 2013-14.

- 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 2019-June 2020.

**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 the 2013-14 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 2019, quarter 4 of 2019, quarter 1 of 2020, or quarter 2 of 2020. 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 70% of community college completers with a valid social security number (67% of all completers).
- The measure does not claim that the 2013-14 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 2013-14, and some continued their education in the years following the 2013-14 award and received additional awards prior to the wage match year.

**Given these limitations, results suggest:**

The limitations described above suggest that the group may include individuals who attained bachelor's and graduate degrees prior to the wage match year. However, 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 how 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 (\$40,558 vs \$39,019, 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:

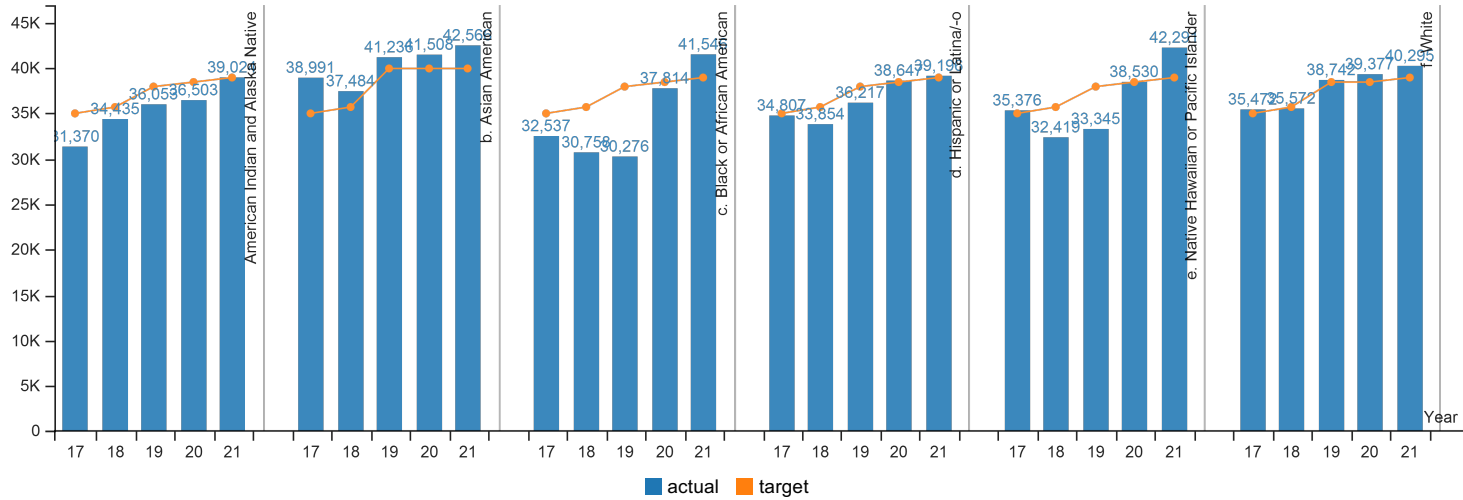
Wage year	2019	July 2019 - June 2020	July 2019 - June 2020
KPM	n/a	KPM 11	KPM 13
Credential attained	High school diploma or equivalent*	Community college certificates/OTM and associate degrees	Bachelor's degree
Median earnings	\$30,815	\$40,043	\$48,413

\*Data source: 2015-2019 American Community Survey 5-year Estimates, 2019

<https://data.census.gov/cedsci/table?q=S2001&g=0400000US41&tid=ACSSST5Y2019.S2001&hidePreview=true>

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	2017	2018	2019	2020	2021
<b>American Indian and Alaska Native</b>					
Actual	\$31,370.00	\$34,435.00	\$36,053.00	\$36,503.00	\$39,024.00
Target	\$35,045.00	\$35,745.00	\$38,000.00	\$38,500.00	\$39,000.00
<b>b. Asian American</b>					
Actual	\$38,991.00	\$37,484.00	\$41,236.00	\$41,508.00	\$42,566.00
Target	\$35,045.00	\$35,745.00	\$40,000.00	\$40,000.00	\$40,000.00
<b>c. Black or African American</b>					
Actual	\$32,537.00	\$30,758.00	\$30,276.00	\$37,814.00	\$41,546.00
Target	\$35,045.00	\$35,745.00	\$38,000.00	\$38,500.00	\$39,000.00
<b>d. Hispanic or Latina/-o</b>					
Actual	\$34,807.00	\$33,854.00	\$36,217.00	\$38,647.00	\$39,196.00
Target	\$35,045.00	\$35,745.00	\$38,000.00	\$38,500.00	\$39,000.00
<b>e. Native Hawaiian or Pacific Islander</b>					
Actual	\$35,376.00	\$32,419.00	\$33,345.00	\$38,530.00	\$42,291.00
Target	\$35,045.00	\$35,745.00	\$38,000.00	\$38,500.00	\$39,000.00
<b>f. White</b>					
Actual	\$35,472.00	\$35,572.00	\$38,742.00	\$39,377.00	\$40,295.00
Target	\$35,045.00	\$35,745.00	\$38,500.00	\$38,500.00	\$39,000.00

How Are We Doing

There are differences between the median earnings of the six racial/ethnic groups of community college award recipients. Asian American and Native Hawaiian/Pacific Islander graduates had the highest median earnings 5 years after the award at \$42,566 and \$42,291 respectively. Native American or Alaska Native graduates had the lowest median earnings at \$39,024.

**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:**

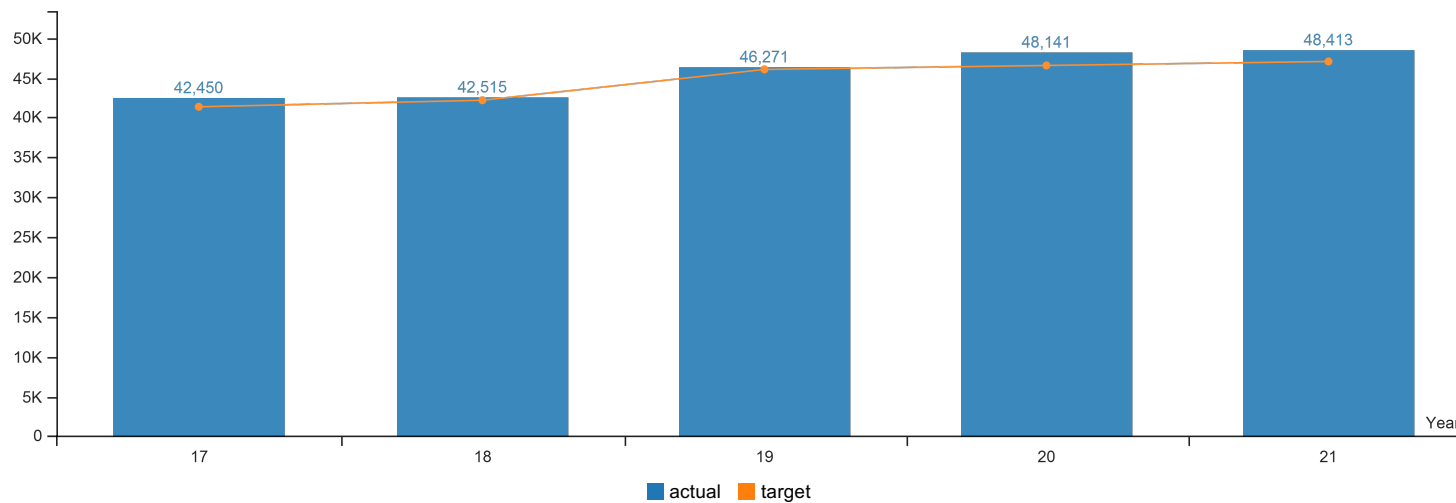
This measure expands the KPM 11 by calculating it for separate racial/ethnic groups. It thus provides information about both the value of a community college degree or certificate and about how that value might vary for different racial/ethnic groups. It is an indicator of both return on investment and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

<b>Award year</b>	<b>2013-14</b>	<b>2013-14</b>
<b>KPM</b>	<b>KPM 12</b>	<b>KPM 14</b>
<b>Credentials attained</b>	<b>All community college awards (associate degrees and certificates)</b>	<b>Bachelor's degree</b>
Native American or Alaska Native	\$39,024	\$46,969
Asian American	\$42,566	\$53,640
Black or African American	\$41,546	\$44,293
Hispanic or Latina/o	\$39,196	\$49,293
Native Hawaiian or Pacific Islander	\$42,291	\$48,910
White	\$40,295	\$48,374

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	2017	2018	2019	2020	2021
<b>Earnings of bachelor degree completers</b>					
Actual	\$42,450.00	\$42,515.00	\$46,271.00	\$48,141.00	\$48,413.00
Target	\$41,327.00	\$42,145.00	\$46,000.00	\$46,500.00	\$47,000.00

#### How Are We Doing

The data show that the median wage of the 2013-14 bachelor's degree recipients was \$48,413 five years after the year of the award. This continues an upward trend over the last five years and exceeds this year's target for this measure.

Note: All data points can change year-to-year due to updated wage data from OED.

#### 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 2013-14 academic year.
- The information on university completers was matched with Unemployment Insurance wage data provided by the Oregon Employment Department. The metric includes annualized wages from

July 2019-June 2020.

**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. Valid social security numbers were available for 96% of 2013-14 Oregon public university graduates; 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 2019, quarter 4 of 2019, quarter 1 of 2020, or quarter 2 of 2020. 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 55% of bachelor's degree completers with a valid social security number (53% of all graduates).
- The measure does not claim that the 2013-14 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 2013-14, and some continued their education in the years following the 2013-14 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:

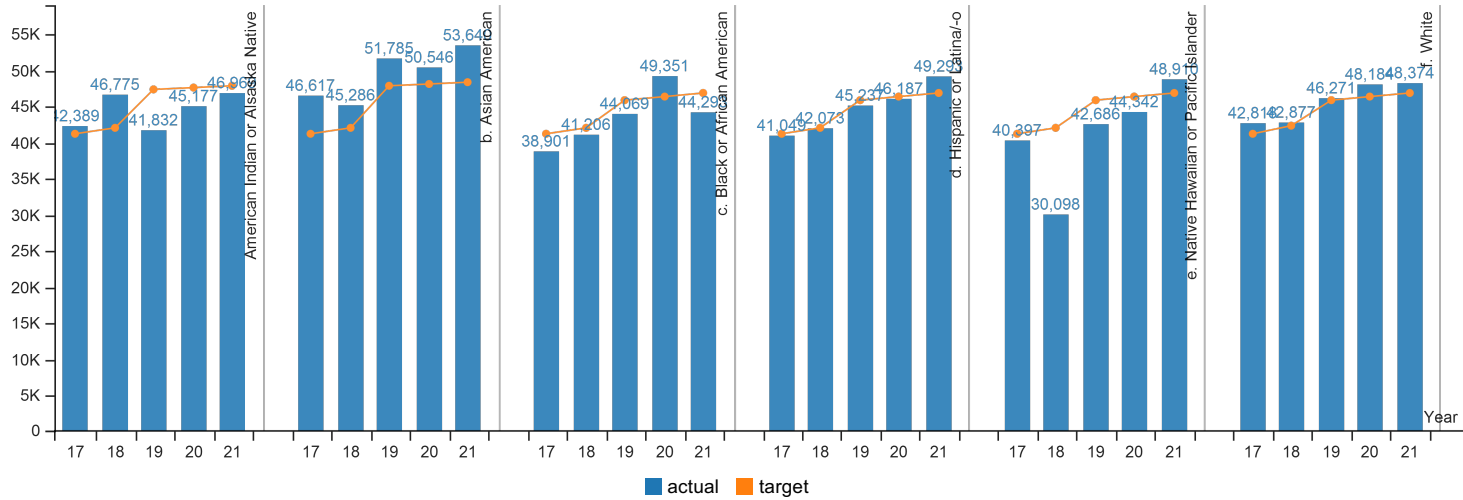
<b>Wage year</b>	<b>2019</b>	<b>July 2019 - June 2020</b>	<b>July 2019 - June 2020</b>
<b>KPM</b>	n/a	<b>KPM 11</b>	<b>KPM 13</b>
<b>Credential attained</b>	<b>High school diploma or equivalent*</b>	<b>Community college certificates/OTM and associate degrees</b>	<b>Bachelor's degree</b>
Median earnings	\$30,815	\$40,043	\$48,413

\*Data source: 2015-2019 American Community Survey 5-year Estimates, 2019

<https://data.census.gov/cedsci/table?q=S2001&g=0400000US41&tid=ACSSST5Y2019.S2001&hidePreview=true>

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	2017	2018	2019	2020	2021
<b>American Indian or Alaska Native</b>					
Actual	\$42,389.00	\$46,775.00	\$41,832.00	\$45,177.00	\$46,969.00
Target	\$41,327.00	\$42,154.00	\$47,500.00	\$47,750.00	\$48,000.00
<b>b. Asian American</b>					
Actual	\$46,617.00	\$45,286.00	\$51,785.00	\$50,546.00	\$53,640.00
Target	\$41,327.00	\$42,154.00	\$48,000.00	\$48,250.00	\$48,500.00
<b>c. Black or African American</b>					
Actual	\$38,901.00	\$41,206.00	\$44,069.00	\$49,351.00	\$44,293.00
Target	\$41,327.00	\$42,154.00	\$46,000.00	\$46,500.00	\$47,000.00
<b>d. Hispanic or Latina/-o</b>					
Actual	\$41,049.00	\$42,073.00	\$45,237.00	\$46,187.00	\$49,293.00
Target	\$41,327.00	\$42,154.00	\$46,000.00	\$46,500.00	\$47,000.00
<b>e. Native Hawaiian or Pacific Islander</b>					
Actual	\$40,397.00	\$30,098.00	\$42,686.00	\$44,342.00	\$48,910.00
Target	\$41,327.00	\$42,154.00	\$46,000.00	\$46,500.00	\$47,000.00
<b>f. White</b>					
Actual	\$42,818.00	\$42,877.00	\$46,271.00	\$48,184.00	\$48,374.00
Target	\$41,327.00	\$42,454.00	\$46,000.00	\$46,500.00	\$47,000.00

How Are We Doing



Although five of the six racial/ethnic groups experienced an increase in median earnings, there are still significant differences between the groups. Asian American graduates have the highest median earnings 5 years after the award at \$53,640, while Black or African American graduates have the lowest median earnings at \$44,293. There has been a bit of a move away from parity in the most recent year's data with the difference between the highest and lowest median earnings being 17% compared to last year's 12%. In particular, the Black or African American group dropped back down fairly significantly after a healthy rise last year.

Note: All data points can change year-to-year due to updated wage data from OED.

**Factors Affecting Results**

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

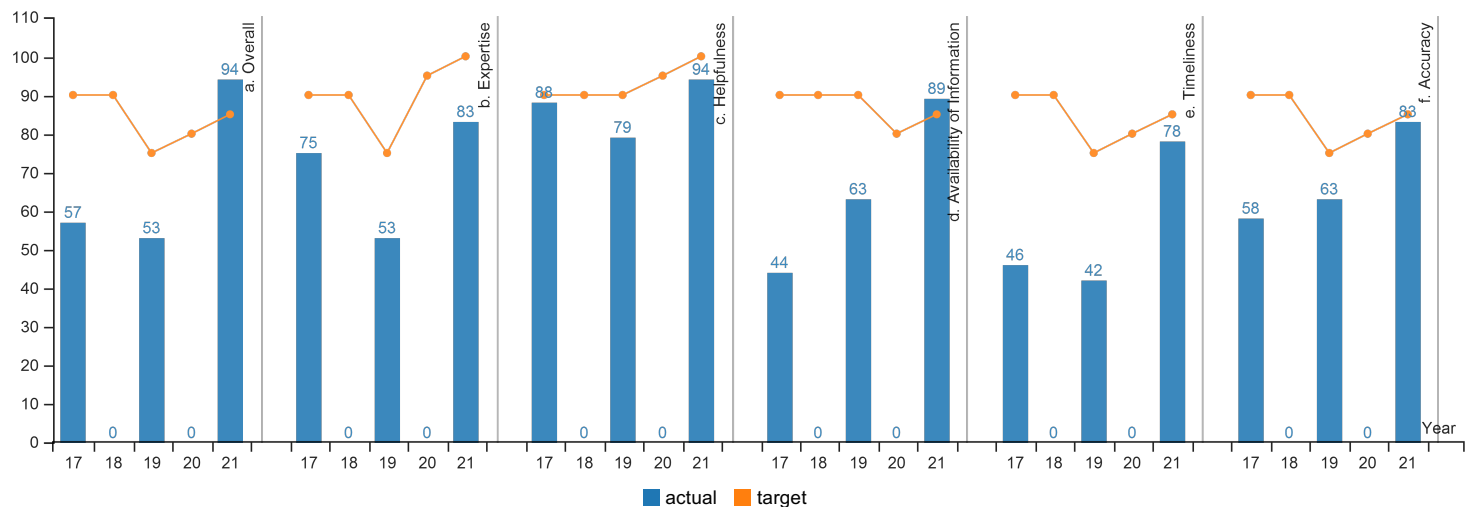
**Other Comments:**

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.

<b>Award year</b>	<b>2013-14</b>	<b>2013-14</b>
<b>KPM</b>	<b>KPM 12</b>	<b>KPM 14</b>
<b>Credentials attained</b>	<b>All community college awards (associate degrees and certificates)</b>	<b>Bachelor's degree</b>
Native American or Alaska Native	\$39,024	\$46,969
Asian American	\$42,566	\$53,640
Black or African American	\$41,546	\$44,293
Hispanic or Latina/o	\$39,196	\$49,293
Native Hawaiian or Pacific Islander	\$42,291	\$48,910
White	\$40,295	\$48,374

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	2017	2018	2019	2020	2021
<b>a. Overall</b>					
Actual	57%		53%		94%
Target	90%	90%	75%	80%	85%
<b>b. Expertise</b>					
Actual	75%		53%		83%
Target	90%	90%	75%	95%	100%
<b>c. Helpfulness</b>					
Actual	88%		79%		94%
Target	90%	90%	90%	95%	100%
<b>d. Availability of Information</b>					
Actual	44%		63%		89%
Target	90%	90%	90%	80%	85%
<b>e. Timeliness</b>					
Actual	46%		42%		78%
Target	90%	90%	75%	80%	85%
<b>f. Accuracy</b>					
Actual	58%		63%		83%
Target	90%	90%	75%	80%	85%

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 from a wide range of external stakeholders, including postsecondary institutions, other government agencies, and non-governmental organizations. The stakeholder list was defined as those groups or organizations to which the HECC provides some level of technical or customer support. At least three representatives of each group were sent the survey. 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). In particular, the list 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, private degree-granting institutions, staff at related government agencies, and external non-governmental organization staff. In total, 52 persons were surveyed, and 19 responded, yielding a response rate of 37 percent.

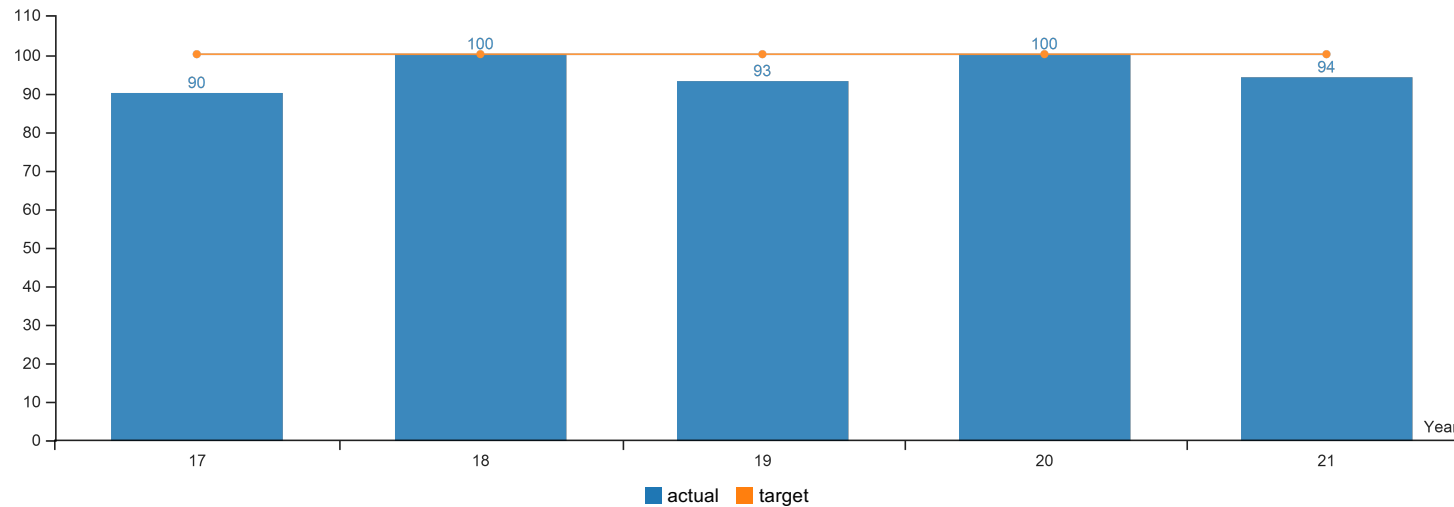
Across all six questions, HECC customer service was rated “good” or “excellent” 83 percent of the time. Results are better than the last two times the survey was conducted, in 2019 and 2017, when HECC customer service was rated “good” or “excellent” 53 percent and 57 percent. For the current year, the percentage rated “good” or “excellent” ranged from a low of 78 percent (Question 5) to a high of 94 percent (Questions 1 and 3). Areas for greatest improvement for the agency are accuracy and availability of information. Areas where the agency’s service is strongest are timeliness of service, helpfulness of staff, knowledge/expertise of staff, and overall service. The overall average rating across all questions was 3.1 out of 4, or a “good” level of service. Results for most questions are improved from the results from 2019. We note that the relatively small number of respondents makes reliable comparisons between the two years difficult to make.

#### **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	2017	2018	2019	2020	2021
<b>BEST PRACTICES</b>					
Actual	90%	100%	93%	100%	94%
Target	100%	100%	100%	100%	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. As in the prior 3 years, we defined these best practices with 24 rated questions and an open-ended question for additional comments.

Across all questions, 94% of responding Commissioners agreed or strongly agreed that they followed the 24 best practices identified here. This is consistent with earlier results from the last three years.

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 mean response across all questions was 4.5 out of 5, or midway between “strongly agree” and “agree.”

The questions are:

As an Individual Commissioner:

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

100% agreed or strongly agreed; mean response 4.6

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

80% agreed or strongly agreed; mean response 4.0

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

80% agreed or strongly agreed; mean response 4.4

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

80% agreed or strongly agreed; mean response 4.0

Q5: I can speak candidly at Commission meetings.

80% agreed or strongly agreed; mean response 4.4

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

60% agreed or strongly agreed; mean response 4.2

Q7: Serving on this Commission is satisfying.

100% agreed or strongly agreed; mean response 4.8

As a Commission:

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

100% agreed or strongly agreed; mean response 4.3

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

100% agreed or strongly agreed; mean response 4.4

Q10: Commissioners actively participate in discussions

100% agreed or strongly agreed; mean response 4.8

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

100% agreed or strongly agreed; mean response 4.6

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

100% agreed or strongly agreed; mean response 4.6

Q13: The leadership of the Commission is effective.

100% agreed or strongly agreed; mean response 4.6

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

100% agreed or strongly agreed; mean response 4.6

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

100% agreed or strongly agreed; mean response 4.8

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; mean response 4.4

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

100% agreed or strongly agreed; mean response 4.6

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

100% agreed or strongly agreed; mean response 4.8

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

100% agreed or strongly agreed; mean response 4.8

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

80% agreed or strongly agreed; mean response 4.4

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

100% agreed or strongly agreed; mean response 4.4

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

100% agreed or strongly agreed; mean response 4.6

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

100% agreed or strongly agreed; mean response 4.6

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

100% agreed or strongly agreed; mean response 4.4

**Factors Affecting Results**