

**Docket Item:**

Statewide Key Performance Measures Annual Report

**Summary:**

All executive branch agencies report key measures of performance (KPMs) to the Legislature and Department of Administrative Services annually. These KPMs are approved by the Legislature and include measures specific to the mission of the agency, as well as measures required of all agencies. The HECC's Office of Research and Data calculates these measures, and today we present a summary of the 2020 report. Approved in 2017, the HECC KPMs indicate progress toward 40-40-20, toward the underlying factors that contribute to educational attainment, and toward equity.

**Material:**

Slide presentation attached.

**Staff Recommendation:**

Informational purposes only.



# Annual Report of Key Performance Measures

## Meeting of the Higher Education Coordinating Commission

Amy G. Cox, Director  
Office of Research and Data

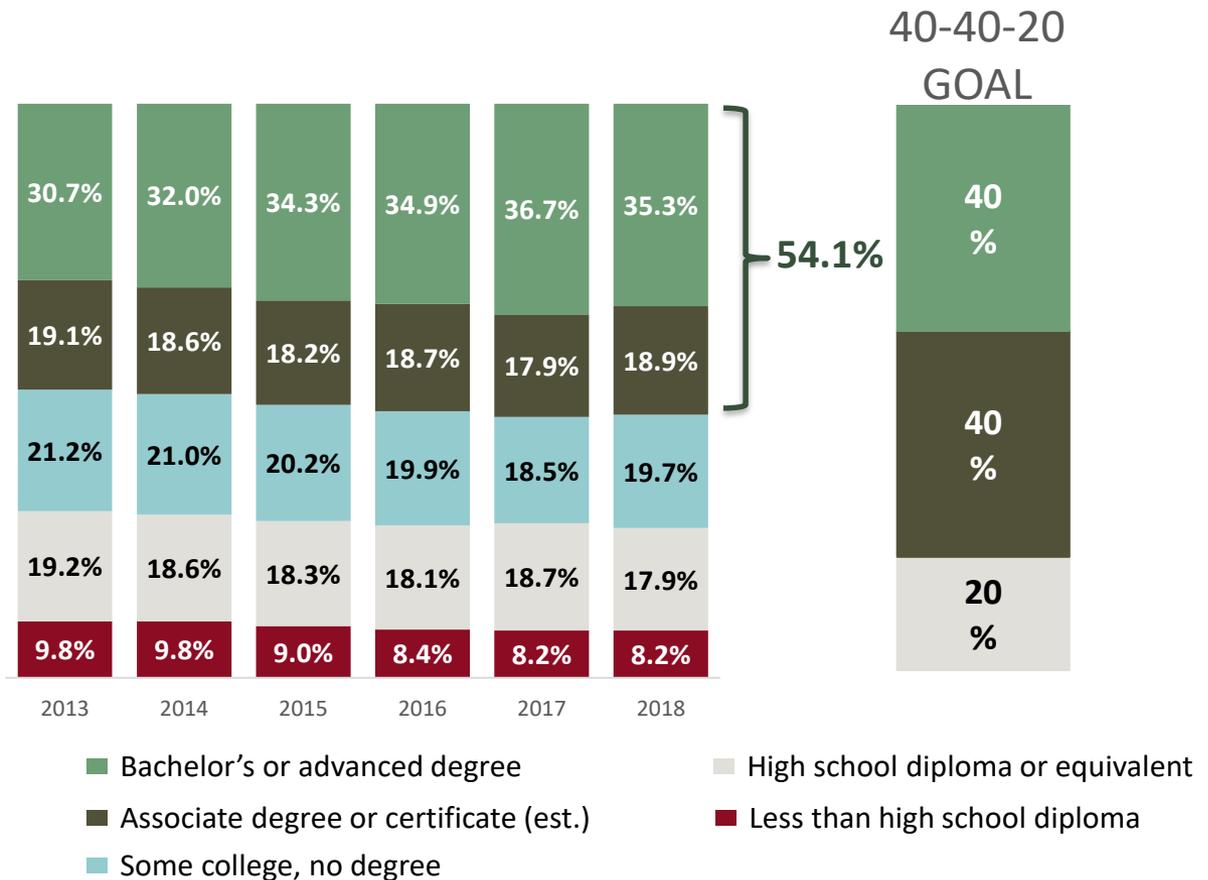
October 8, 2020

# 40-40-20 remains Oregon's educational north star

**KPM #4:** Percent of all young adults with increasing levels of education and training

The share of young Oregonians with a post-secondary credential stabilized in the most recent year.

Rates come from survey data, which can have slight fluctuations from year to year. However, even with potential survey variance, attainment remains well behind the 80% goal.



## Adult attainment goal

300,000 adults with new credentials by 2030

Gaps by race/ethnicity, income, and rural/urban cut in half

**Source:** US Census Bureau American Community Survey (ACS), Table #B15001, 1-year estimates. Includes current Oregon residents who completed their education and training in other states, before becoming an Oregon resident.

Estimates of certificate attainment derived with estimates from Ewert and Kominski (2014), <https://www.census.gov/prod/2014pubs/p70-138.pdf>



# Our KPMs track progress toward the factors that contribute to attainment and toward equity

## ENTRY

- Accel. learning credits
- College-going rate

Number of accelerated learning credits earned per high school graduate

Percentage of public high school graduates enrolling in postsecondary education, overall and by race/ethnicity

## AFFORDABILITY

- Unaffordable net cost rate

Percentage of students, overall and by race/ethnicity, whose expected costs greater than expected resources:  
public grant aid + expected family contribution + student earnings

## COMPLETION

- Completion rates

Percentage of students, overall and by race/ethnicity, completing degrees, certificates, or transfers

## MOBILITY

- 5<sup>th</sup> year earnings

Earnings of completers five years after award, overall and by race/ethnicity

We also include a KPM to measure the Commission's use of best practices

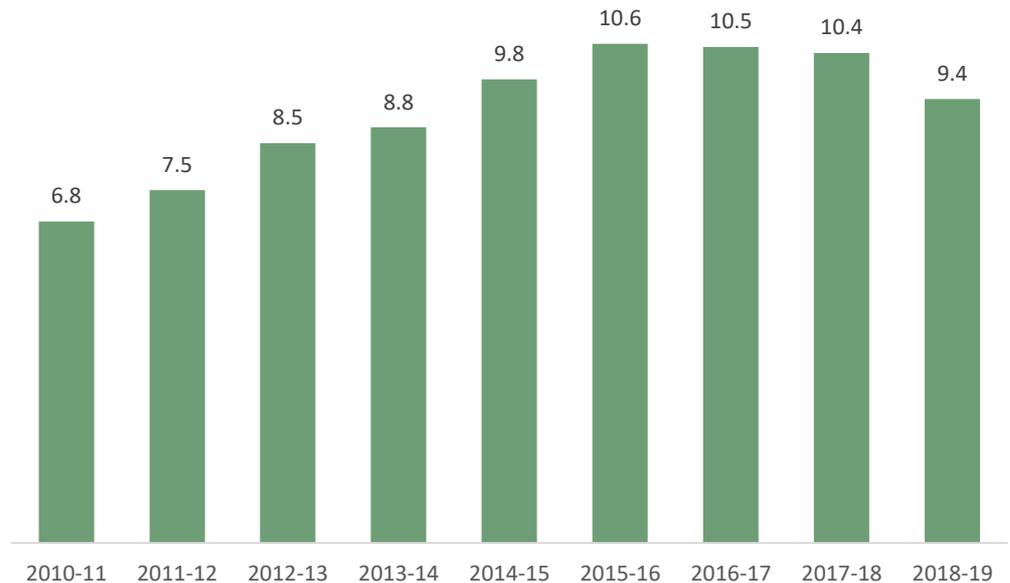
# High school graduates earn an estimated 9.4 credits from community colleges and public universities

**KPM #3:** Estimated amount of community college and public university credit earned by K-12 students before high school graduation

Credit earned through these high school-based partnerships declined slightly in the recent year.

Many students earn additional credit through other accelerated learning programs.

College Credits Earned by K-12 Students



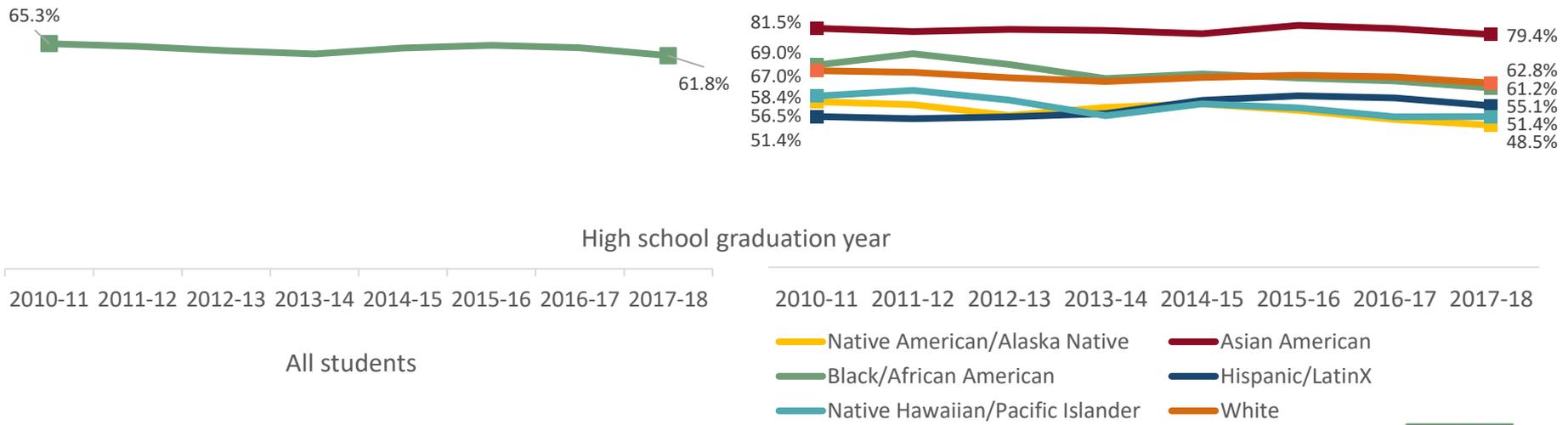
**Source:** HECC analysis of university and community college data on dual credit and Expanded Options programs.

**Notes:** Results show an average number of credits per graduate based on the total number of credits earned by any student in pre-kindergarten through senior year in a single academic year. Denominator includes high school students who graduated within 4 years and. Excludes other accelerated learning programs, including Advanced Placement and International Baccalaureate.

# The college-going rate among Oregon high school graduates has remained relatively stable

**KPM #1-2:** Percentage of Oregon high school graduates enrolled in any college nationwide within 16 months of their 4-year high school cohort graduation date

College-going rates have remained flat, reflecting Oregon’s many years of economic expansion. Strong economies and low unemployment tend to draw youth into the workforce. Equity gaps remain nearly the same, as the college-going rates for most racial/ethnic groups have remained relatively stable as well.



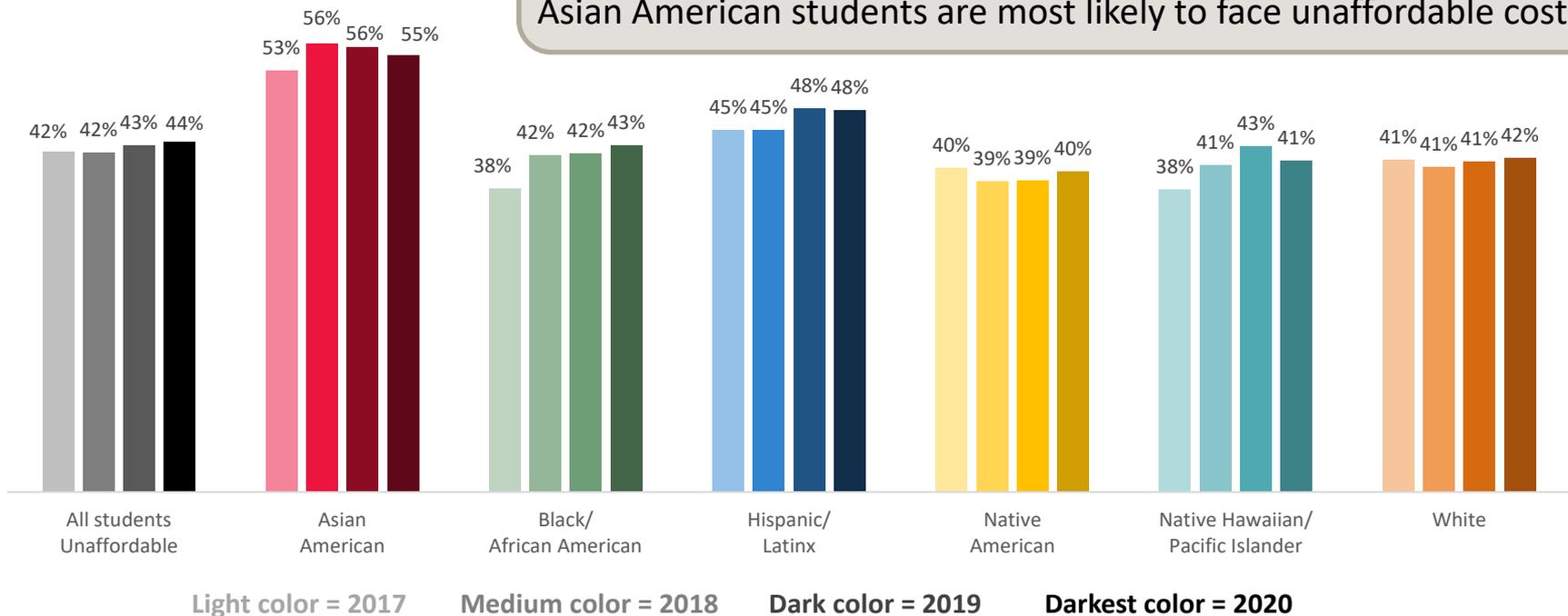
Source: Oregon Department of Education analysis of high school graduate and National Student Clearinghouse data. High school graduates include all students who received a regular four-year diploma, a modified four-year diploma, or a GED within the four years of high school.



# Close to half of students enrolling in public colleges and universities cannot afford the cost

**KPM #9-10:** Percentage of resident students who cannot meet expected costs after public grant aid, expected family contributions, and estimated student earnings, overall and by race/ethnicity

Costs for most racial/ethnic groups have risen slightly in the last few years, and the racial/ethnic gap has remained flat. Asian American students are most likely to face unaffordable costs.



**Source:** HECC analysis of Oregon public university and community college student records.

**Notes:** Restricted to resident, undergraduate university students and community college students who attempted at least one credit. Limited only to those students who filed a Federal Application for Student Aid (FAFSA) or Oregon Student Aid Application (ORSAA).

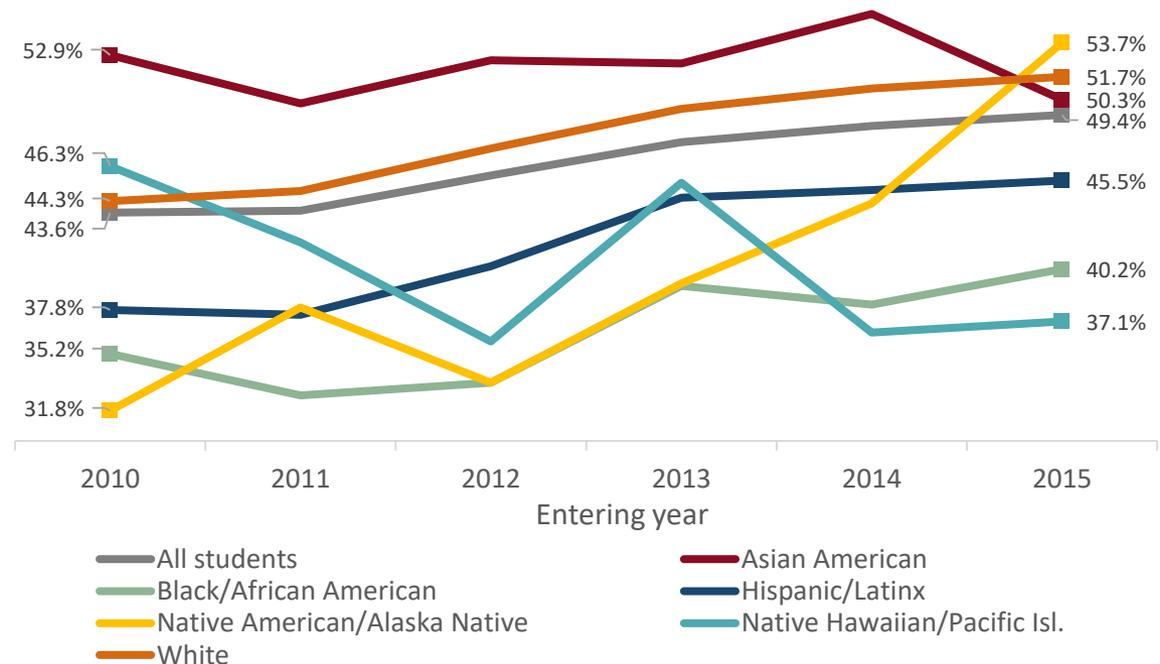


# Completion rates at community colleges continue to rise, and racial/ethnic gaps are narrower

**KPM #5-6:** Percentage of new, credential-seeking community college students who complete a career certificate or associate degree or who transfer to a university within four years, overall and by race/ethnicity

Half of new, credential-seeking students at community colleges earn a degree, certificate, or enroll at a university within four years.

Rates across racial/ethnic groups have gotten closer, suggesting progress toward equity.



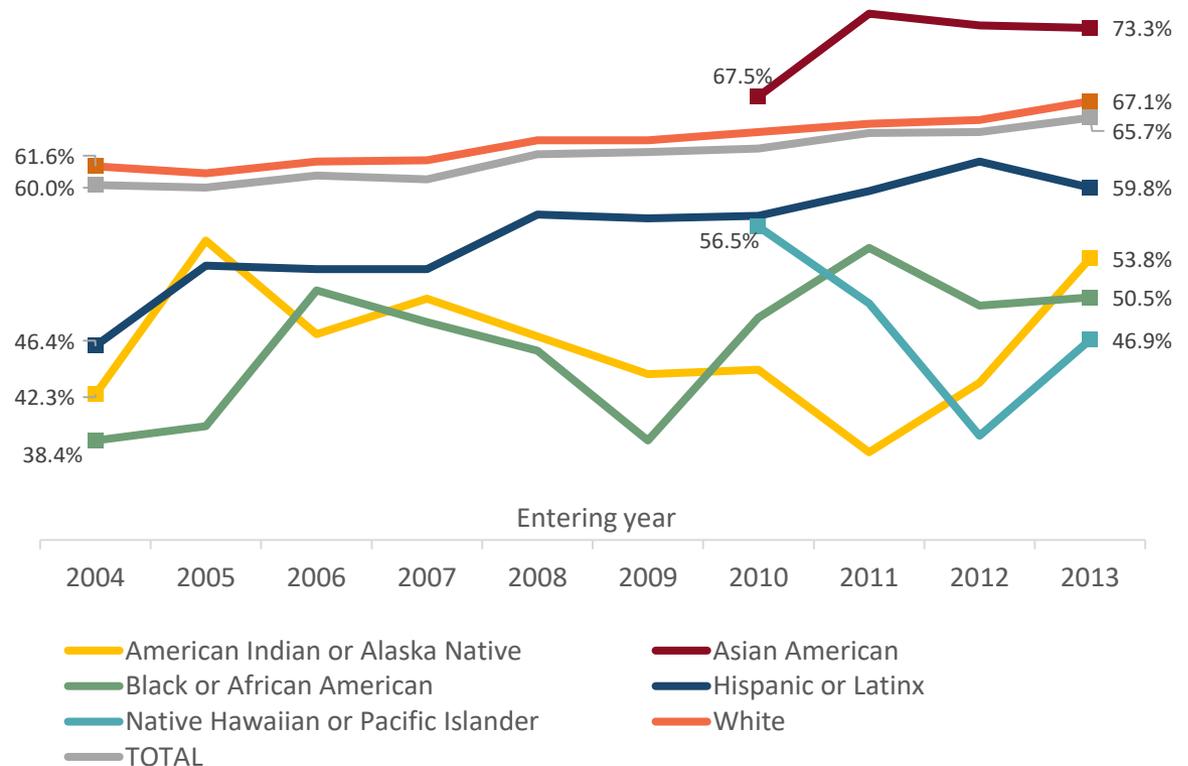
**Source:** HECC analysis of university and community college data.

**Notes:** This KPM uses student behavior to define “credential-seeking” as accumulating 18 or more quarter credits within the period. A student is considered to have transferred if there is any evidence of enrollment at a 4-year university after the last enrollment in the community college and before the end of the three-year tracking period. Students are also new to that institution (not necessarily new to postsecondary education) in the fall term.

# Graduation rates at public universities are also rising, and racial/ethnic gaps also narrowing

**KPM #7-8:** Percentage of public university first-time, full-time freshmen who earn a bachelor's degree within 6 years, overall and by race/ethnicity

Public university graduation rates have risen for Hispanic/Latinx and white students but not as noticeably for African American or Native American students.



Fall 2013 entering cohort

Resident: 66.3%

Nonresident: 64.7%

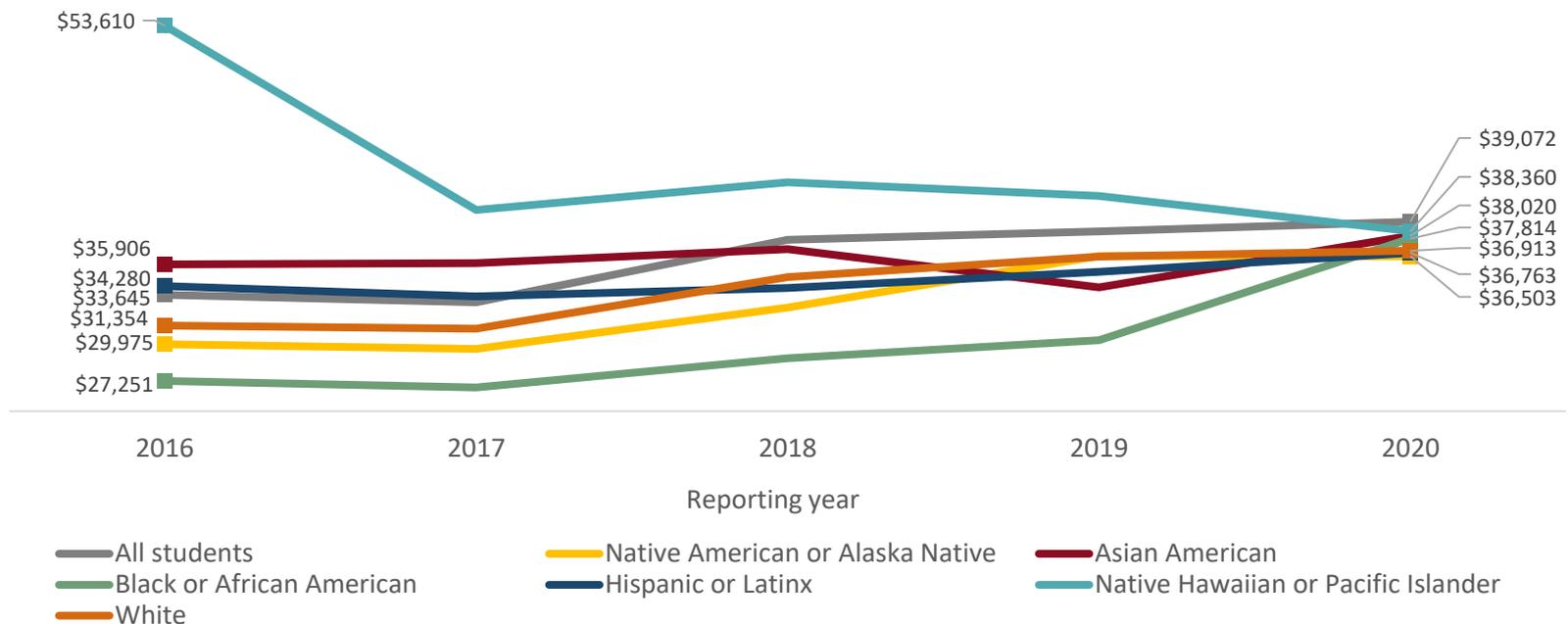
**Source:** HECC analysis of Oregon public university data on first-time, full-time freshmen students. Includes both Oregon residents and non-residents.  
**Notes:** Currently there is no historical data for the Native Hawaiian or Pacific Islander category. Prior to the 2010 cohort, the Asian American group included Native Hawaiian and Pacific Islander categories.



# Earnings of community college completers continued to rise in a strong economy

**KPM #11-12:** Median earnings of community college completers five years after earning a degree or certificate, overall and by race/ethnicity

Earnings of those who completed a certificate or degree have risen steadily for most groups, and the racial/ethnic earnings gap has narrowed.



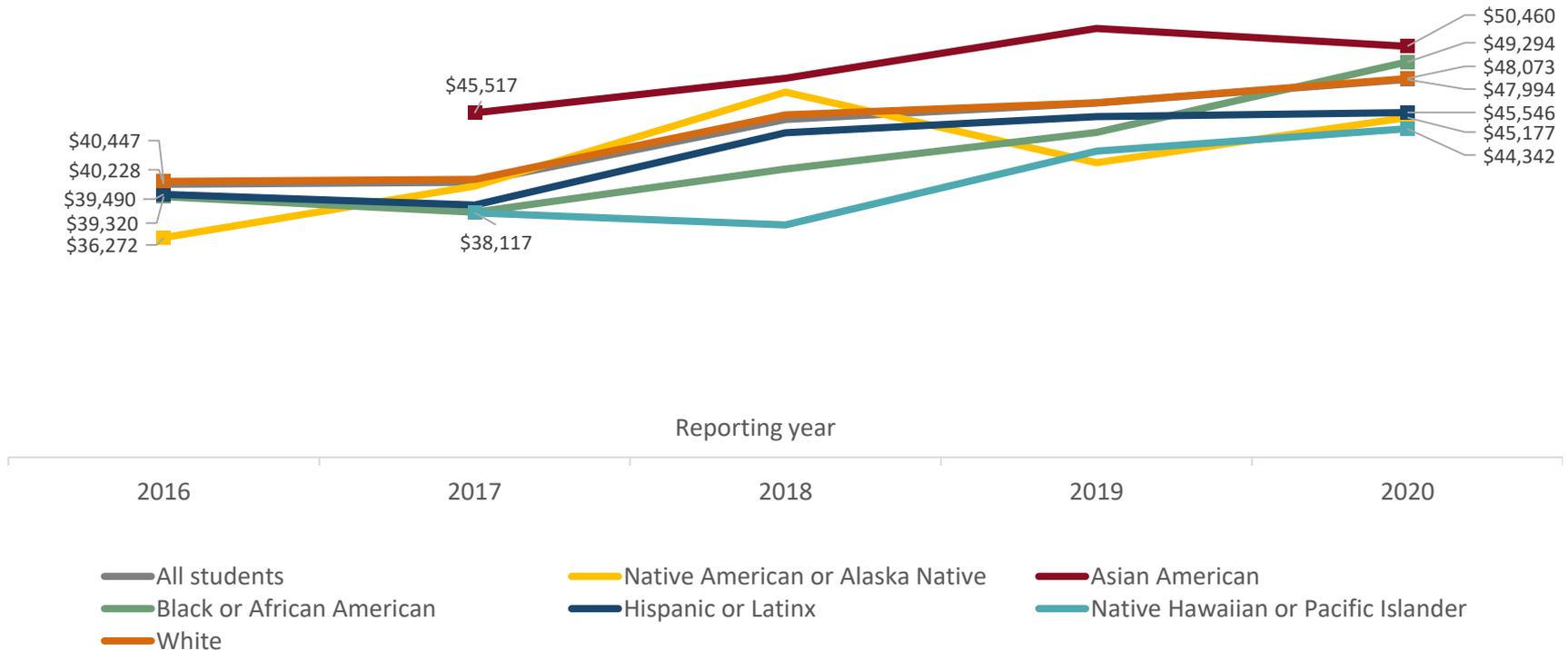
**Source:** HECC analysis of Oregon community college student records and earnings data from Oregon Employment Department.

**Notes:** Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon five years later.

# ...as do earnings of bachelor's degree graduates

**KPM #13-14:** Median earnings of university graduates with bachelor's degrees, five years after completion, over time and disaggregated by race/ethnicity.

Earnings of those who completed a bachelor's degree have risen steadily for most groups, and the racial/ethnic earnings gap has narrowed somewhat.



**Source:** HECC analysis of Oregon public university student records and earnings data from Oregon Employment Department.

**Notes:** Includes individuals who were awarded a bachelor's degree and were employed in Oregon five years later.



# This year's results show progress and room for more growth

## **ENTRY is flat**

High school graduates earn 9.4 credits  
62% enroll in college, and equity gaps remain unchanged

## **AFFORDABILITY has declined**

44% of students face unaffordable costs, and equity gaps remain unchanged

## **COMPLETION has risen**

49% of community college, 66% of public university students complete, equity gaps have narrowed

## **MOBILITY**

Earnings rise with more education and have continued to rise in a strong economy, equity gaps have narrowed

# The Commission continues to model best practices

## KPM #16: Commissioners' reports of how well the Commission meets best practices

Question	Percent (strongly) agree
Q1: I am able to devote the time and energy necessary to actively participate in Commission meetings.	100%
Q2: The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.	100%
Q3: The amount of time expected of commissioners outside of Commission meetings is reasonable.	100%
Q4: The Commission is effectively utilizing my skills and expertise.	100%
Q 5: I can speak candidly at Commission meetings.	100%
Q6: I can participate in subcommittee meetings in which I am not a subcommittee member.	100%
Q7: Serving on this Commission is satisfying.	100%
Q8. The Commission as a whole has a clear understanding of its role and responsibilities	100%
Q9: The Commission understands and respects the distinction between its responsibilities and those of management.	100%
Q10: Commissioners actively participate in discussions.	100%
Q11: The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).	100%
Q12: Commissioners listen to and value each other's comments.	100%
Q13: The leadership of the Commission is effective.	100%
Q14: Public comment during the public comment section of the meeting and during action items is a valuable opportunity to gather input.	100%
Q15: The Commission provides insight and guidance to the HECC's strategic direction.	100%
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%
Q17: The Commission assesses the performance of the Executive Director on an annual basis.	100%
Q18: The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.	100%
Q19: The Commission operates in a transparent and open fashion.	100%
Q20: Commission meetings have agendas and materials that are distributed far enough in advance to give them adequate consideration.	100%
Q21: Commission meetings rely on written and presentation materials that provide the right type and amount of information and are clearly written.	100%
Q22: Commission meetings cover the right combination of information-sharing, discussion, decision-making, and board education.	100%
Q23: Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation.	100%
Q24: Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight.	100%

**Source:** HECC analysis of survey of Commissioners with a response rate of 69 percent.

**Notes:** The survey included 24 rated questions and 3 open-ended questions. This survey contained different questions from the previous survey in 2015 making comparisons between the years not possible.

# HECC Key Performance Measures

KPM	Description
1	College-going rate among Oregon high school graduates, total
2	College-going rate among Oregon high school graduates by race/ethnicity
3	Accelerated learning credits per Oregon high school graduate
4	State attainment goal: 40-40-20
5	Community college completion and transfer rate, total
6	Community college completion and transfer rate, by race/ethnicity
7	Public university graduation rate, total
8	Public university graduation rate, by race/ethnicity
9	Unaffordability of public postsecondary education, total
10	Unaffordability of public postsecondary education, by race/ethnicity
11	Earnings of community college completers, total
12	Earnings of community college completers, by race/ethnicity
13	Earnings of public university graduates, total
14	Earnings of public university graduates, by race/ethnicity
15	Customer service satisfaction – reported every other year
16	Commission/board best practices