

Docket Item:

Key Performance Measures Annual Report

Summary:

All executive branch agencies have key performance measures (KPMs) that are approved by the Legislature and tracked annually. The HECC has 16 KPMs on which it provides annual updates to the Commission, the Legislative Fiscal Office, and the Department of Administrative Services.

Fourteen of the HECC KPMs provide a dashboard to track progress toward the state's educational attainment goal (40-40-20) and toward closing the gaps in achieving that goal equitably. The remaining two measures are required of all agencies to measure agency customer service and the Commission's use of best practices. Today we present a summary of the 2021 report.

Material:

Slide presentation.

Staff Recommendation:

For discussion and informational purposes only.



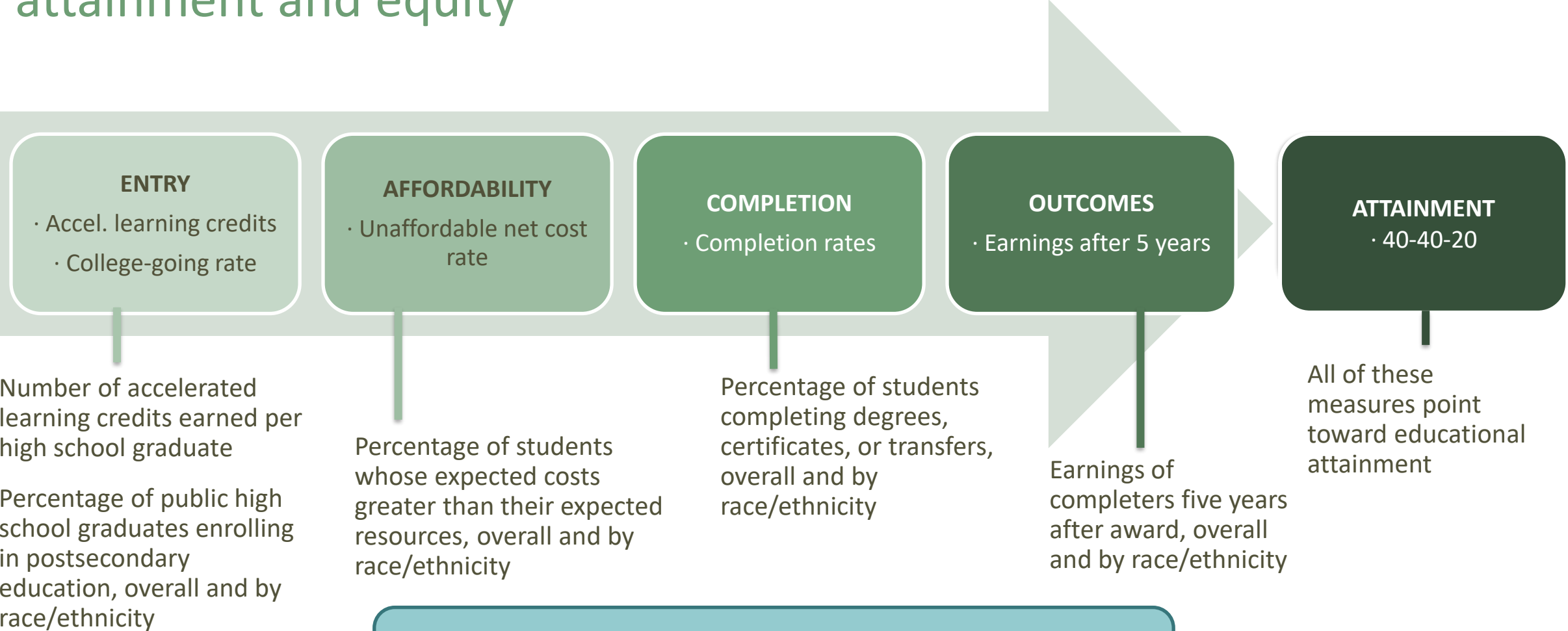
ANNUAL REPORT OF KEY PERFORMANCE MEASURES

MEETING OF THE HIGHER EDUCATION
COORDINATING COMMISSION

Amy G. Cox, Director
Office of Research and Data

October 6, 2021

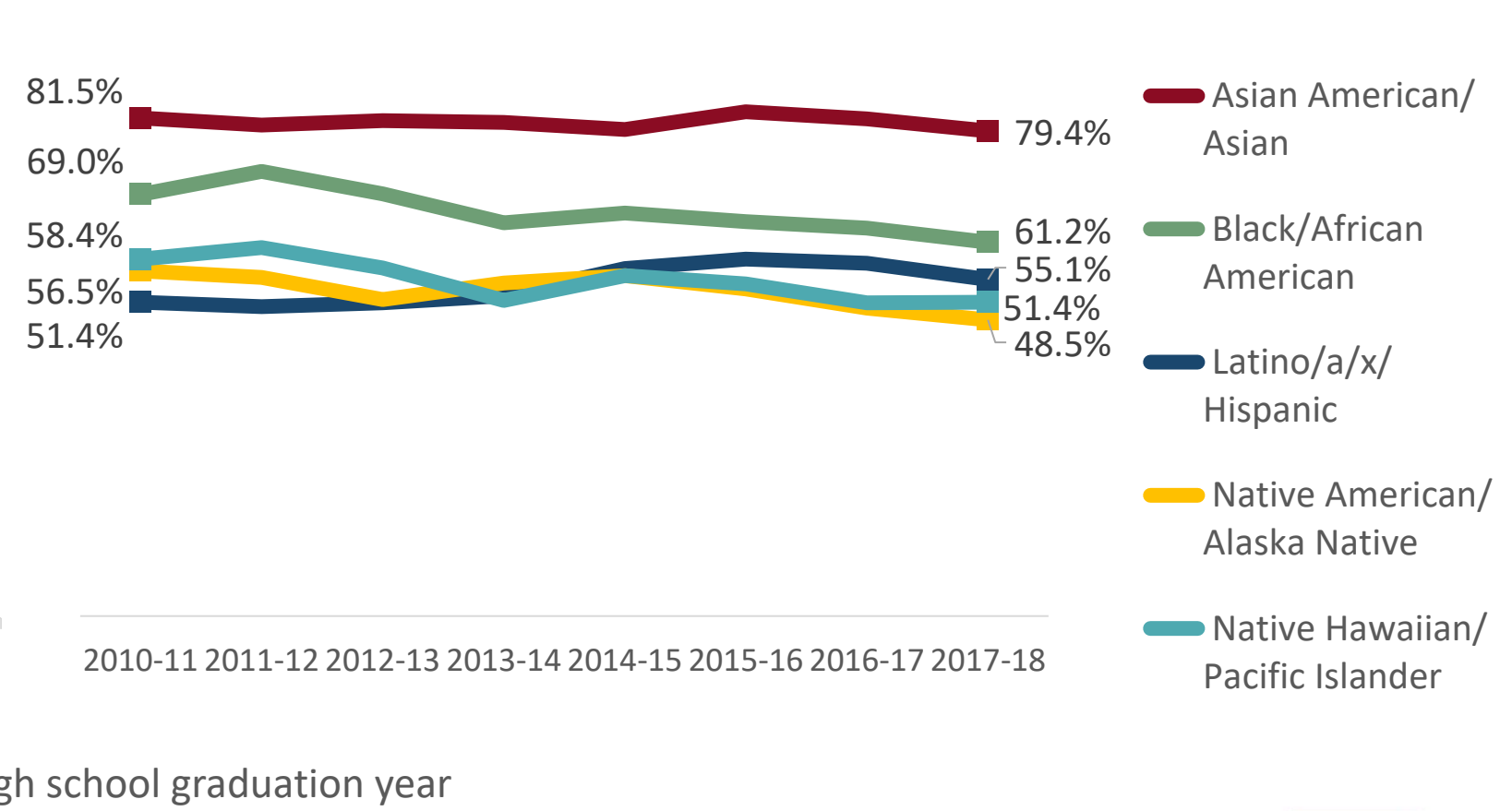
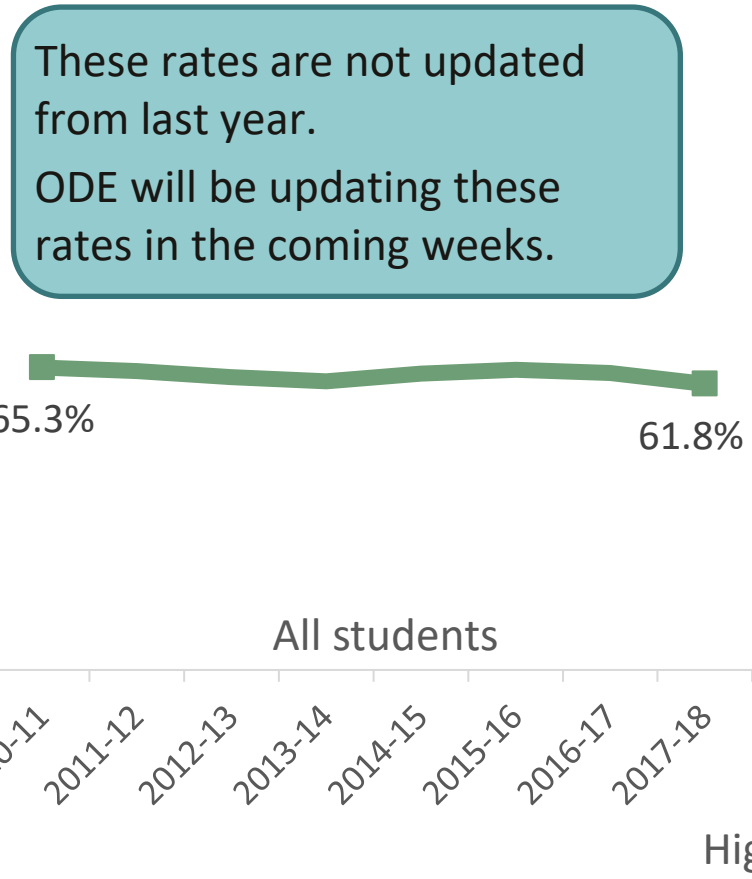
Our KPMs track progress toward the factors that contribute to attainment and equity



We also include two KPMs required of all agencies: agency customer service and the Commission's use of best practices

The college-going rate among Oregon high school graduates is 61.8% overall, and equity gaps persist

KPM 1-2. Percentage of Oregon high school graduates from 2017-18 who enrolled in any college nationwide within 16 months of their 4-year high school cohort graduation date



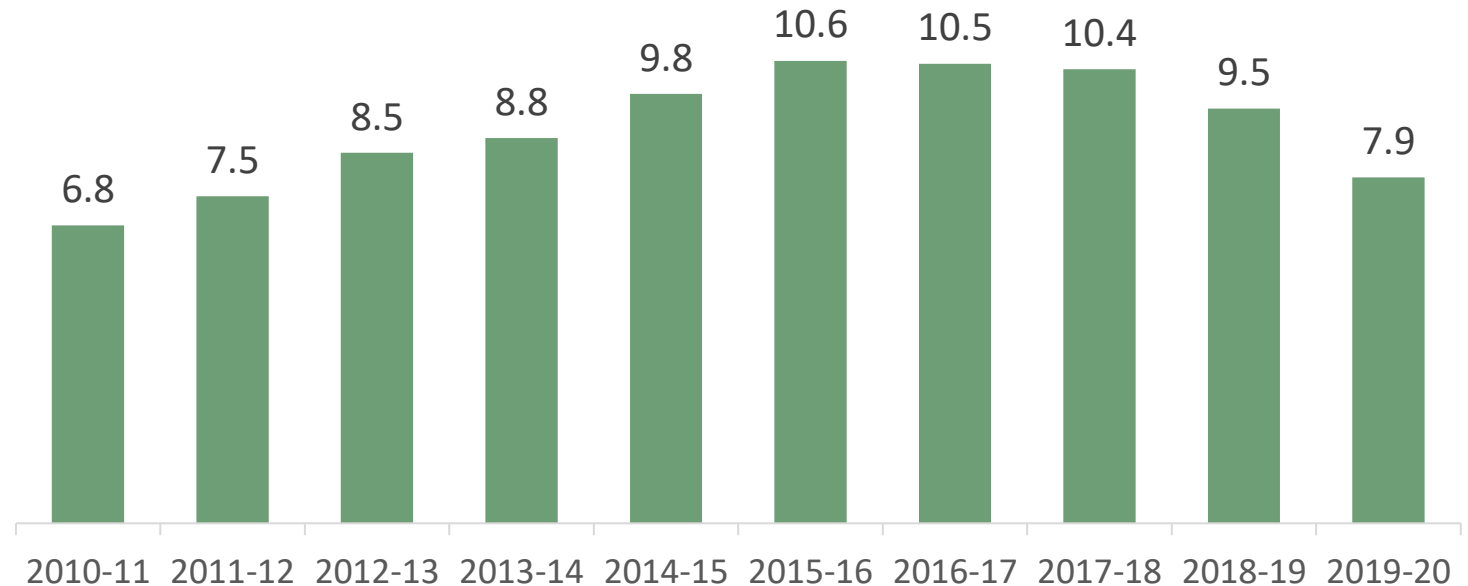
Source: Oregon Department of Education analysis of high school graduate and National Student Clearinghouse data. High school graduates include all students who received a regular four-year diploma, a modified four-year diploma, or a GED within the four years of high school.

High school graduates earn an estimated 7.9 credits from community colleges and public universities

KPM 3. Estimated amount of community college and public university credit earned by high school students before high school graduation

Credit earned through these high school-based partnerships declined in the recent year. Much of this decline occurred in spring 2020 when the pandemic moved students to remote learning. Some students earn additional credit through other accelerated learning programs.

Estimated college credits earned by high school students



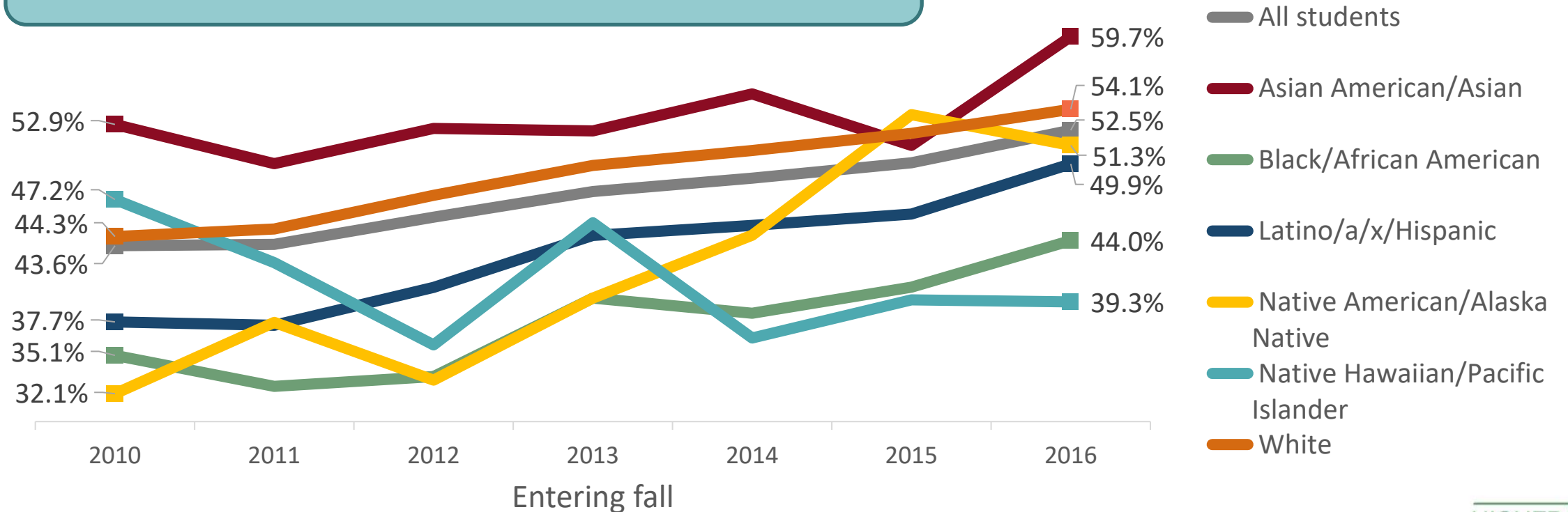
Source: HECC analysis of university and community college data on dual credit and Expanded Options programs.

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.

Completion rates at community colleges continue to rise, and equity gaps appear to be narrowing slowly

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

Rates across racial/ethnic groups have gotten slightly closer, suggesting progress toward equity. However, wide gaps remain.



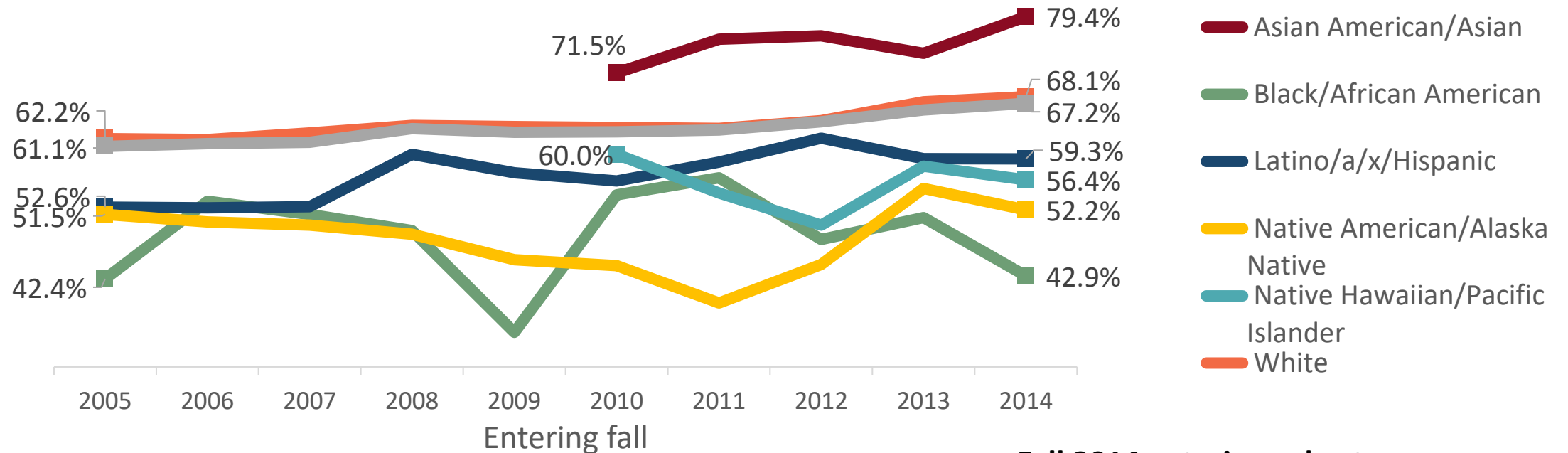
Source: HECC analysis of university and community college data.

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 rising overall, and most racial/ethnic gaps have narrowed, but wide gaps remain

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

Public university graduation rates continue to rise among Asian American/Asian and White students but have not risen substantially for Black/African American, Latino/a/x/Hispanic, Native American/Alaska Native or Native Hawaiian/Pacific Islander students in seven years.



Fall 2014 entering cohort

Resident: 67.2%

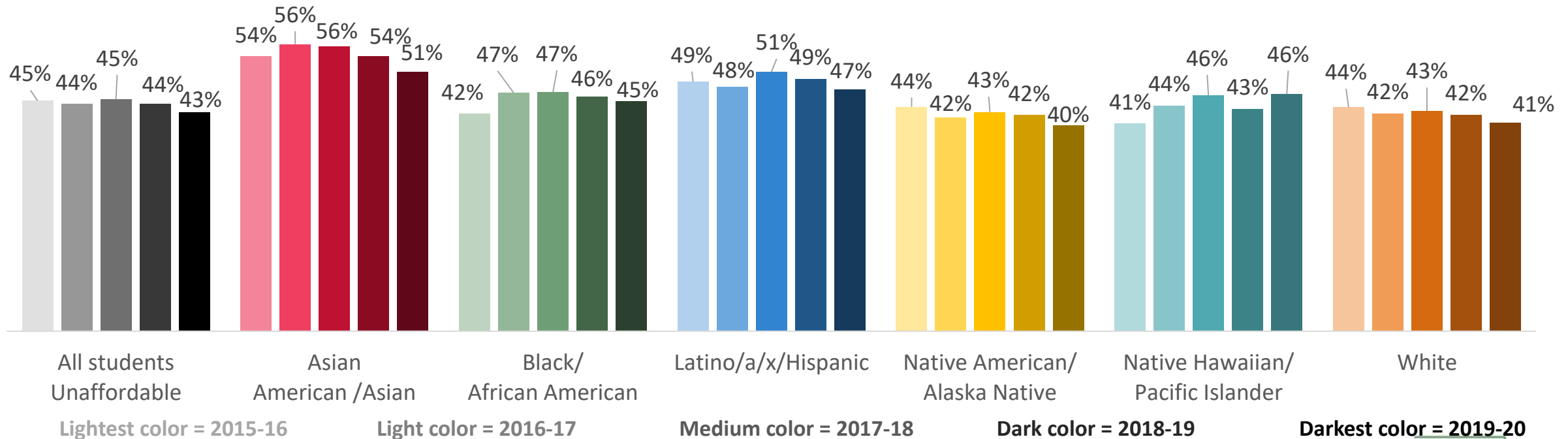
Nonresident: 65.4%

Source: HECC analysis of analysis of student-level records for public university data on resident, first-time, full-time freshmen students.

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, most institutional aid, expected family contributions, and estimated student earnings, overall and by race/ethnicity

The percentage of students facing unaffordable costs has declined slightly for most groups. At least 40% of students in all groups cannot pay the expected cost of college or university with expected resources, but Asian American/Asian students are the 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).

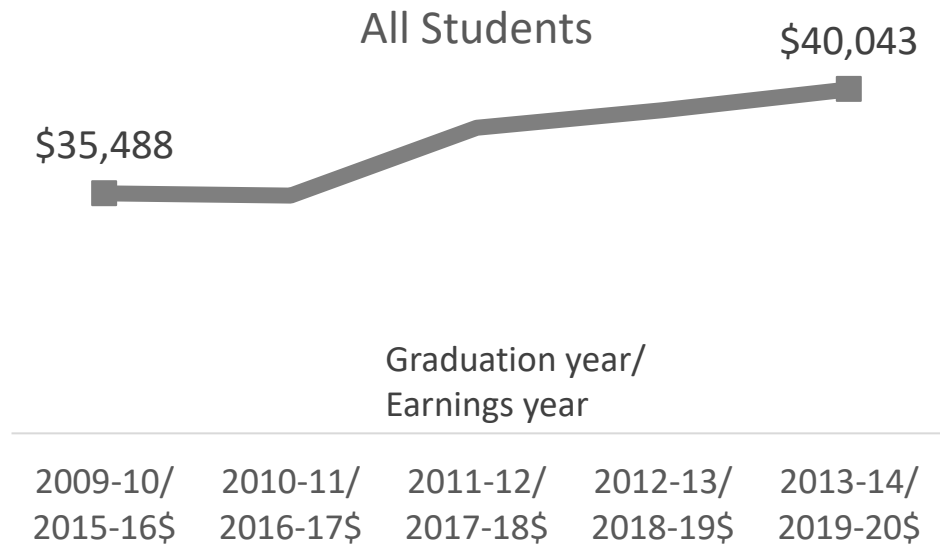


Earnings have risen steadily for most groups, and the racial/ethnic earnings gap narrowed

It is too early to know if this progress will slow or reverse during the pandemic

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

Though the KPM results are expressed in current dollars, earnings still rose after accounting for inflation.



	Change over time		
	Graduation cohort		
	2009	2013	Difference
Asian American/Asian	\$38,991	\$42,566	\$3,575
Black/African American	\$32,537	\$41,546	\$9,009
Latino/a/x/Hispanic	\$34,807	\$39,196	\$4,389
Native Amer./Alaska Native	\$31,370	\$39,024	\$7,654
Native Hawaiian/Pac. Islander	\$35,376	\$42,291	\$6,915
White	\$35,472	\$40,295	\$4,823
All students	\$35,488	\$40,043	\$4,555

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department.

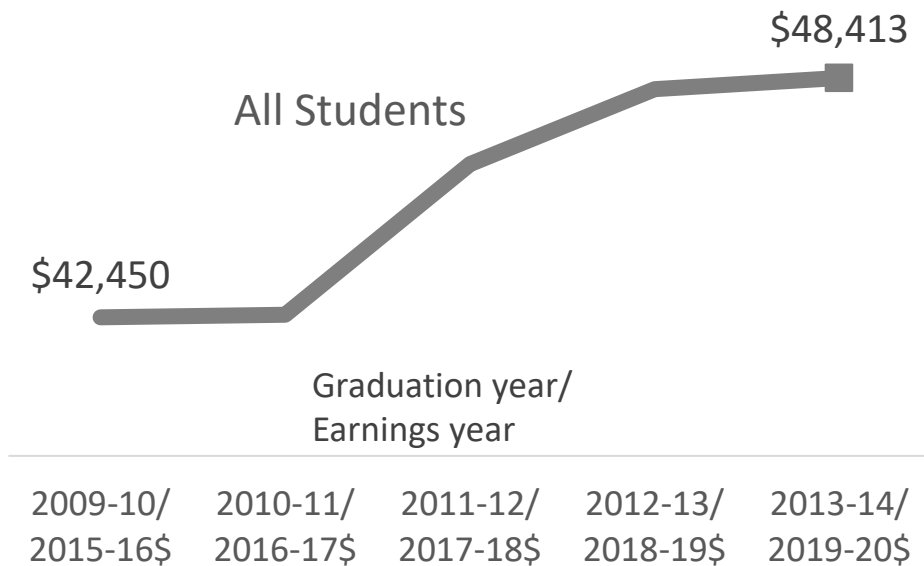
Notes: Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon five years later.

Earnings have risen for most groups, and some racial/ethnic gaps narrowed

It is too early to know if this progress will slow or reverse during the pandemic

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

Though the KPM results are expressed in current dollars, earnings still rose after accounting for inflation.



	Change over time		
	Graduation cohort		
	2009	2013	Difference
Asian American/Asian	\$46,617	\$53,640	\$7,023
Black/African American	\$38,901	\$44,293	\$5,392
Latino/a/x/Hispanic	\$41,049	\$49,293	\$8,244
Native Amer./Alaska Native	\$42,389	\$46,969	\$4,580
Native Hawaiian/Pac. Islander	\$40,397	\$48,910	\$8,513
White	\$42,818	\$48,374	\$5,556
All students	\$42,450	\$48,413	\$5,963

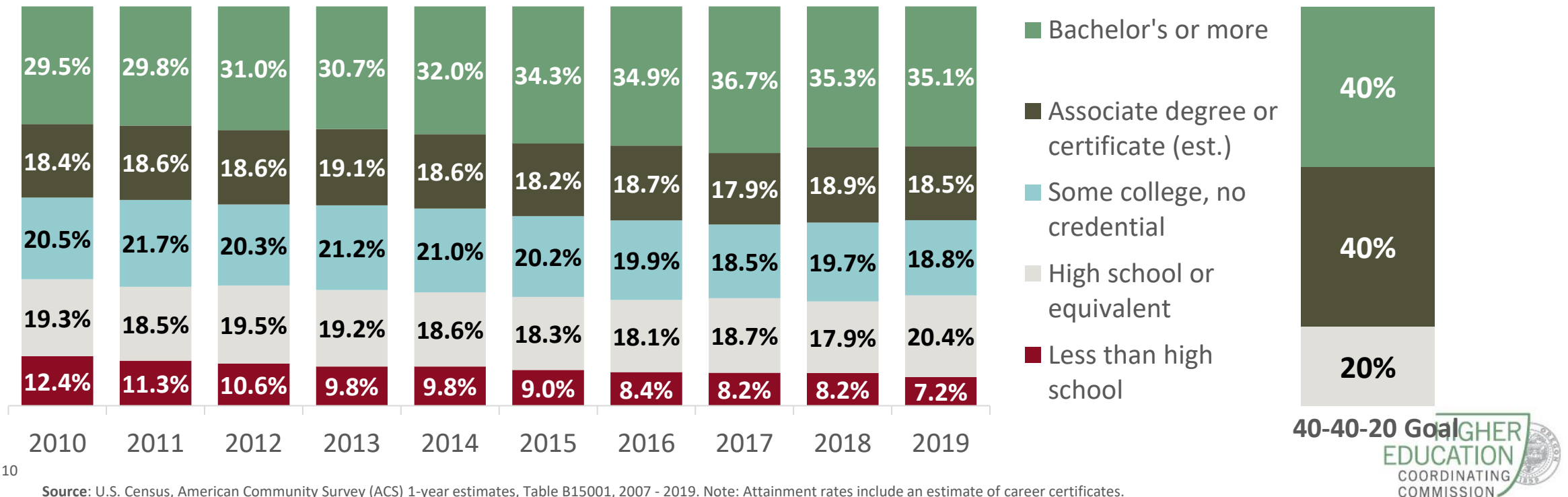
Source: HECC analysis of student-level records for public universities.

Oregon 40-40-20: Postsecondary attainment has not risen in four years

KPM 4. Educational attainment among young adults

Over the last four years, the number of high school graduates has risen faster than Oregonians with a postsecondary certificate or degree. The increase in young adults with a high school education (only) equals the combined decreases in the portion with less than high school and the portion with any postsecondary education and training.

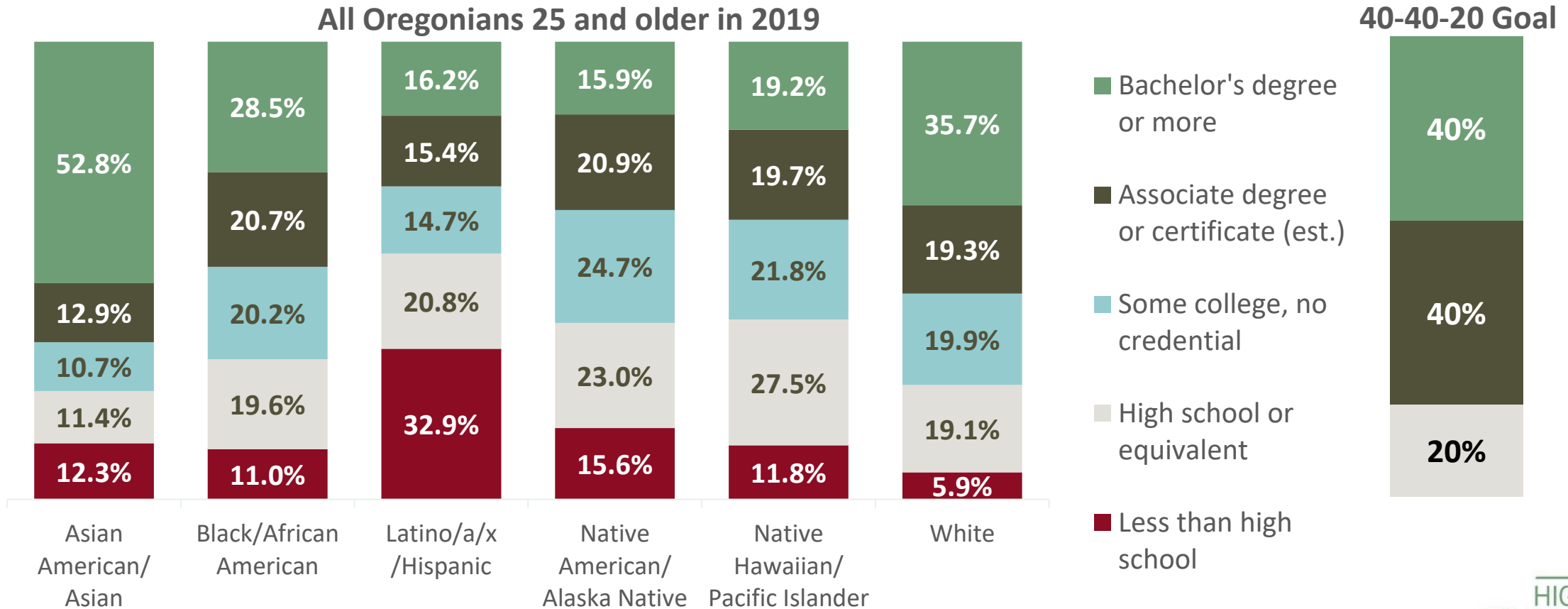
These relative shifts in the education level of the young adult population suggest the rising number of Oregon high school graduates do not appear to be continuing their education and training beyond high school.



Oregon attainment varies widely by race/ethnicity

Supplement to KPM 4. Educational attainment by race/ethnicity

Equity gaps occur at all levels of educational attainment. These rates include all adults over age 25; more precise rates will come with the 2020 Census.



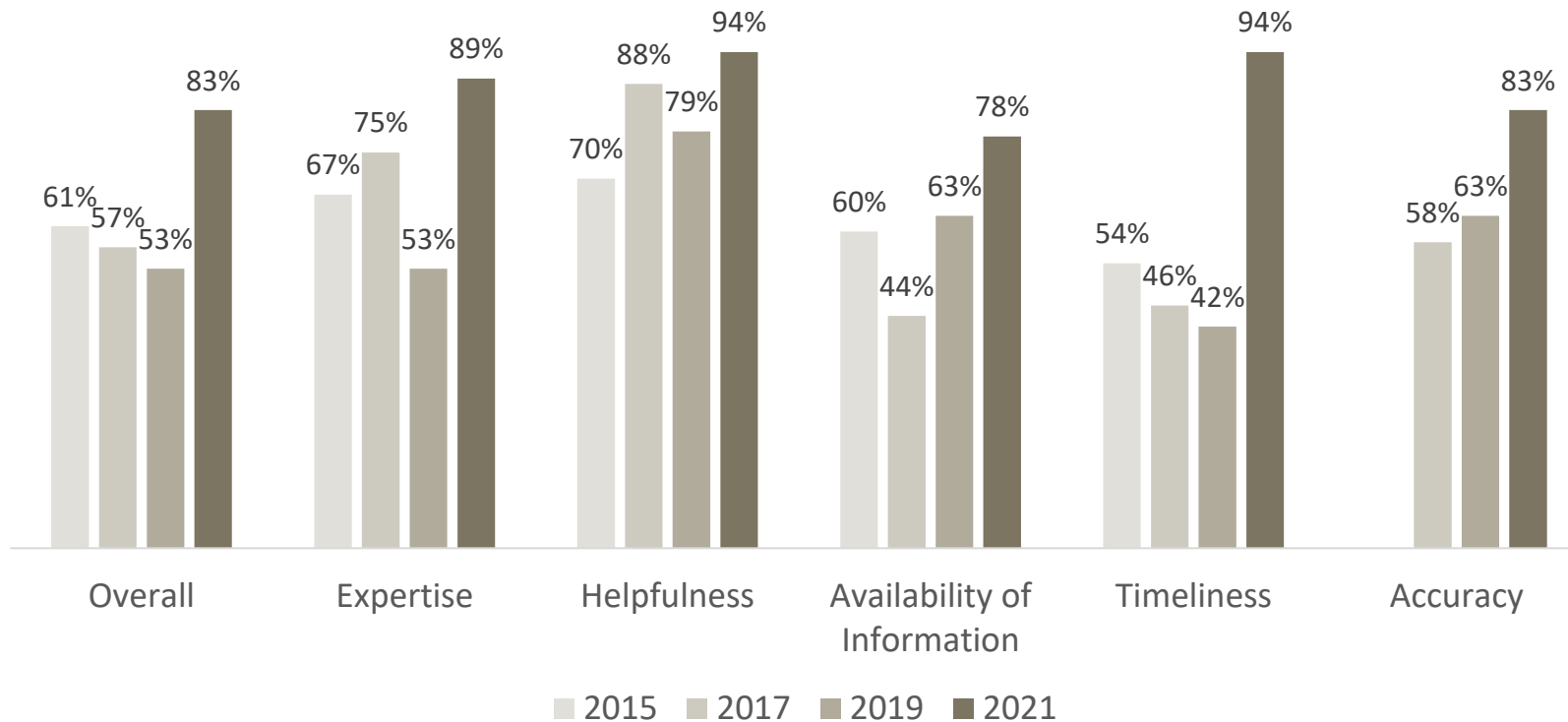
11 Source: American Community Survey data, three-year rolling average of 5-year estimates.



Agency customer service has improved over time

KPM 15. Percentage of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall, timeliness, accuracy, helpfulness, expertise, availability of information

Percent of survey respondents reporting "good" or "excellent" customer service



HECC constituents expressed greater satisfaction with agency service in all areas this year.

Source: HECC analysis of survey of external stakeholders, including postsecondary institutions, other government agencies, and non-governmental organizations.
Notes: The stakeholders surveyed differ each year, making comparisons between these years difficult.

The Commission continues to model best practices

KPM 16. Percent of Commissioners reporting “agree” or “strongly agree” in Commission use of 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.	80%
Q3: The amount of time expected of commissioners outside of Commission meetings is reasonable.	80%
Q4: The Commission is effectively utilizing my skills and expertise.	80%
Q 5: I can speak candidly at Commission meetings.	80%
Q6: I can participate in subcommittee meetings in which I am not a subcommittee member.	60%
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.	80%
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%

