



ANNUAL REPORT OF KEY PERFORMANCE MEASURES

MEETING OF THE HIGHER EDUCATION
COORDINATING COMMISSION

Amy G. Cox

Director, Office of Research and Data

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Our Key Performance Measures (KPMs) track progress toward the factors that contribute to attainment and equity

ENTRY

- Accelerated 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 are greater than their expected resources

COMPLETION

- Completion rates

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

MOBILITY

- 5th year earnings

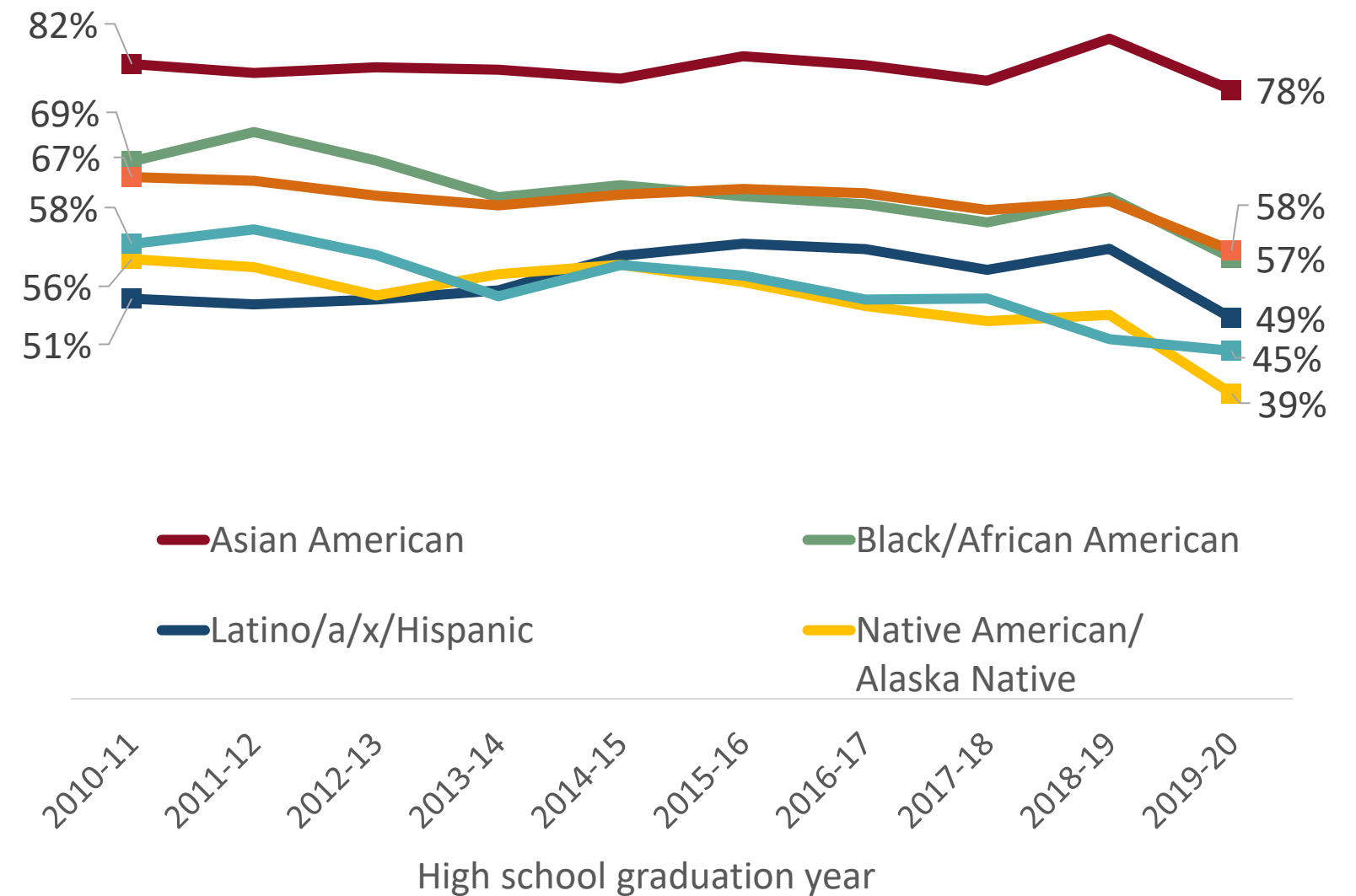
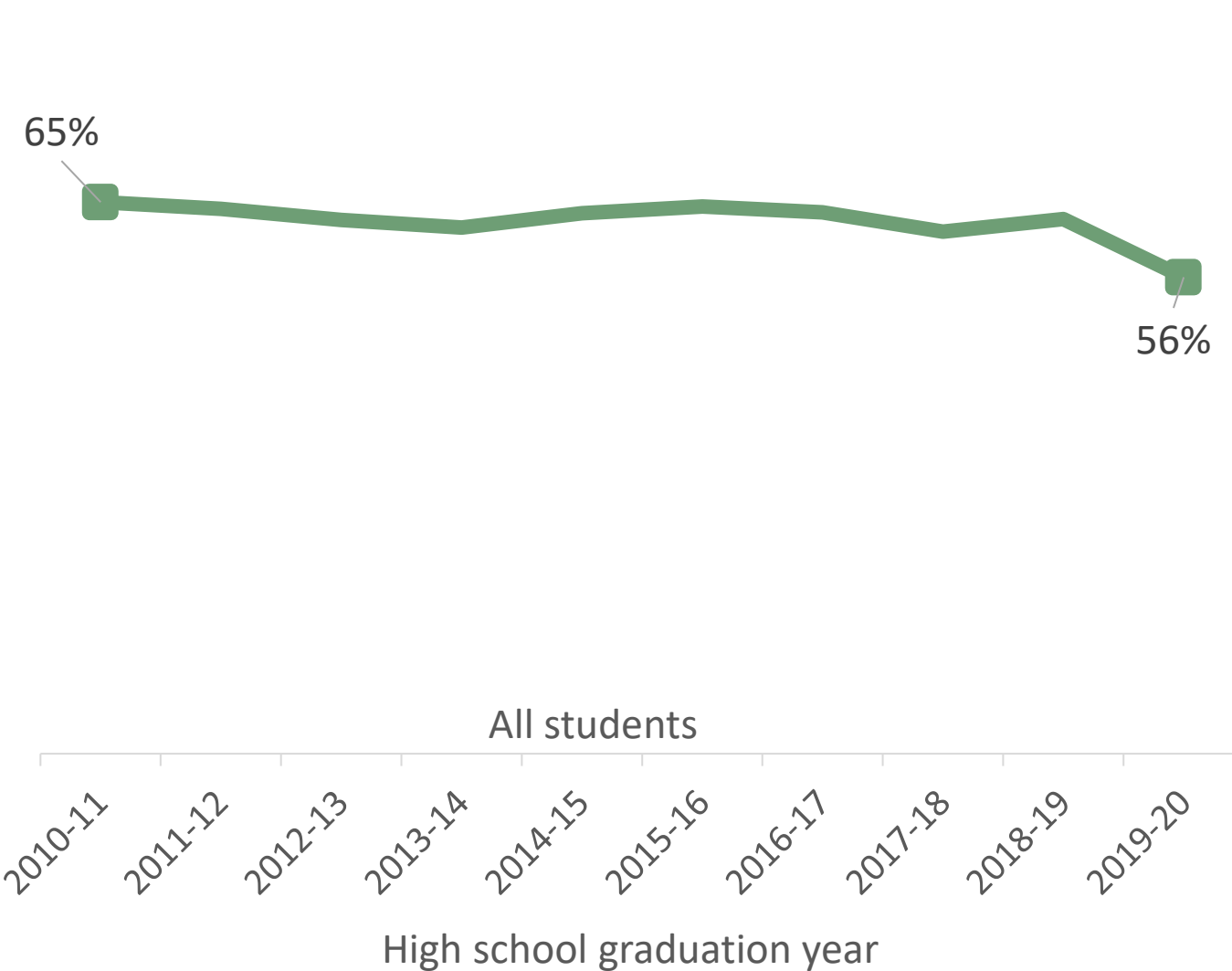
Earnings of completers five years after award, overall and by race/ethnicity

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

The college-going rate of Oregon high school graduates fell markedly during the pandemic

KPM 1-2. Percentage of Oregon high school graduates who enrolled in any college nationwide within 16 months of their school cohort graduation date. For 2020 graduates, shows the percentage enrolling by fall 2021.

Goal: Rising college-going and disparities across racial/ethnic groups disappear.



All groups experienced the sharp decline in college-going among the 2020 high school graduates. Many students deferred college plans during the pandemic, and next year's rate should suggest whether this decline is an anomaly.

Source: Oregon Department of Education analysis of high school graduate and National Student Clearinghouse data. High school graduate data reflect the four-year graduation cohort and 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 students earn an estimated 7 credits from community colleges and public universities by the time they graduate, a decline in recent years

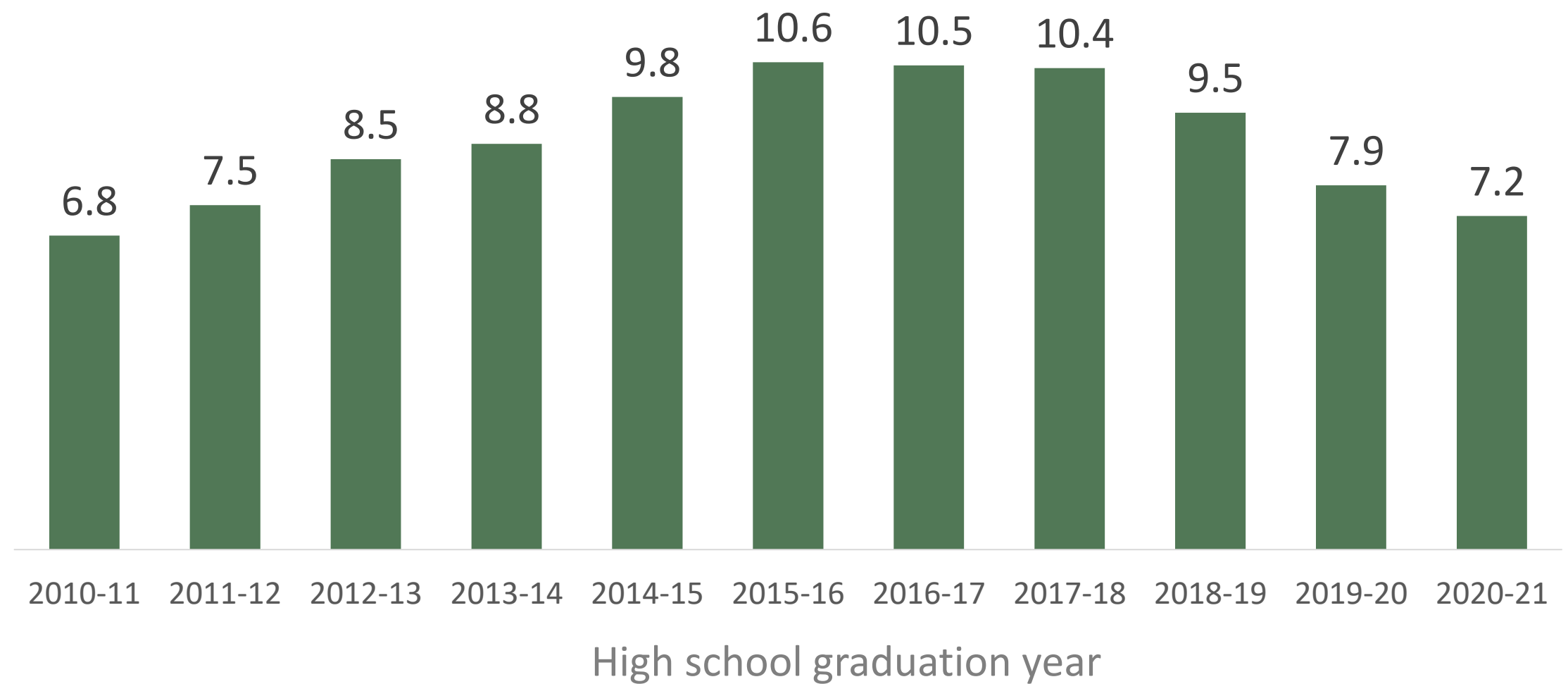
KPM 3. Amount of community college and public university credit earned by high school students before graduation. Goal: Rising accelerated learning.

Accelerated learning fell during the pandemic.

When school shifted to remote learning in spring 2020, enrollment in accelerated learning fell sharply, and it remained low through the following academic year.

Students earn this credit through high school-based partnerships with colleges and universities. 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. Results show an estimated average number of credits per graduate based on a synthetic cohort. Results reflect the total number of credits earned by any student in pre-high school through senior year of high school in a single academic year, divided by the number of high school students that academic year who graduated within four years. Excludes other accelerated learning programs, such as Advanced Placement and International Baccalaureate.

Completion and transfer rates at community colleges continue to rise, though equity gaps remain

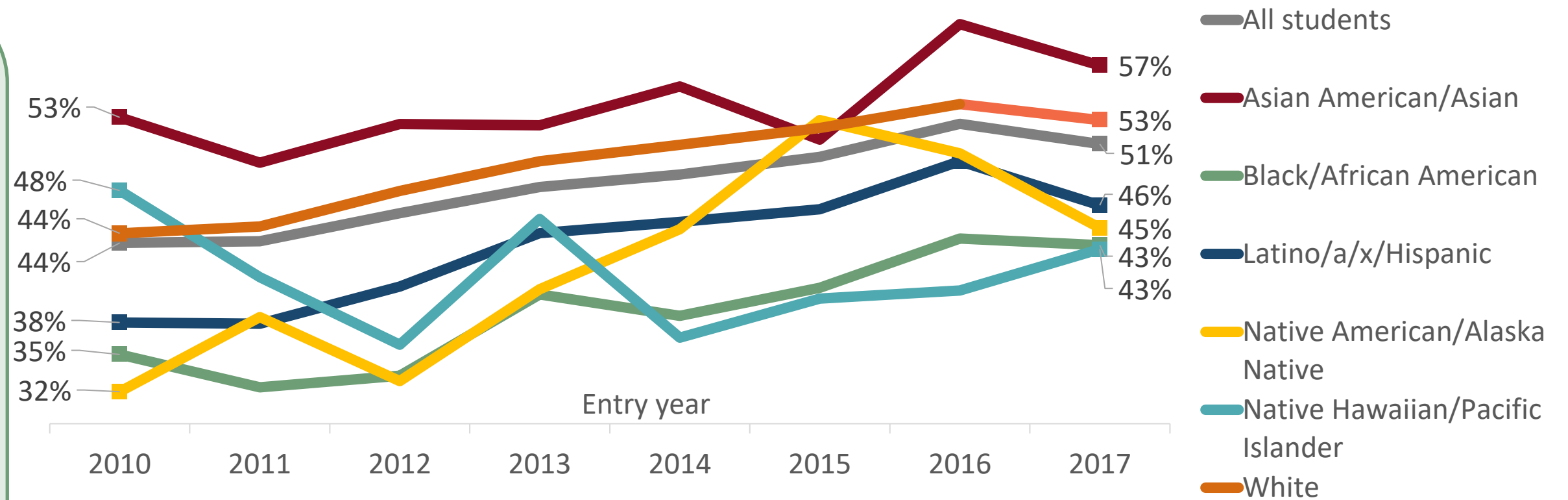
KPM 5-6. Percentage of new, credential-seeking community college students who complete a career certificate or associate degree or who transfer to a four-year institution within four years, overall and by race/ethnicity.

Goal: Rate increases over time and disparities across racial/ethnic groups disappear.

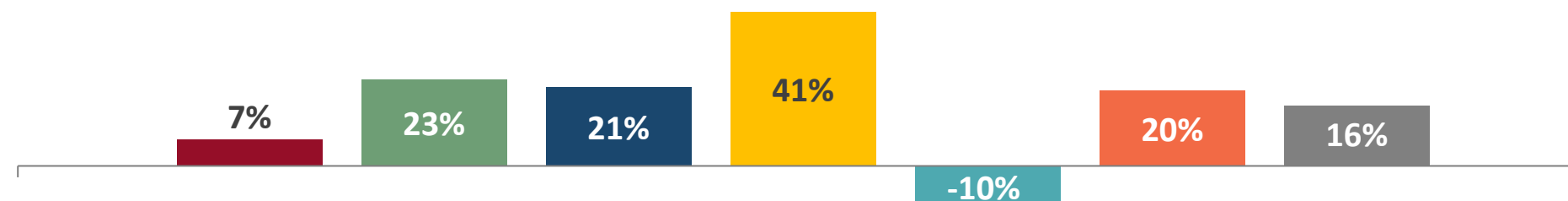
Rates are rising, but they need to rise faster for underserved groups to close equity gaps.

The overall range of rates narrowed, but wide gaps remain, and growth was proportional or lower for most students of color as for Whites.

Bars in lower graph show relative growth or decline in the completion rate for each racial/ethnic group. When underserved groups have greater growth, equity gaps are closing.



How much did completion rise or fall for one group compared to another over the last eight years?



Graduation rates at public universities are rising overall, but wide gaps remain

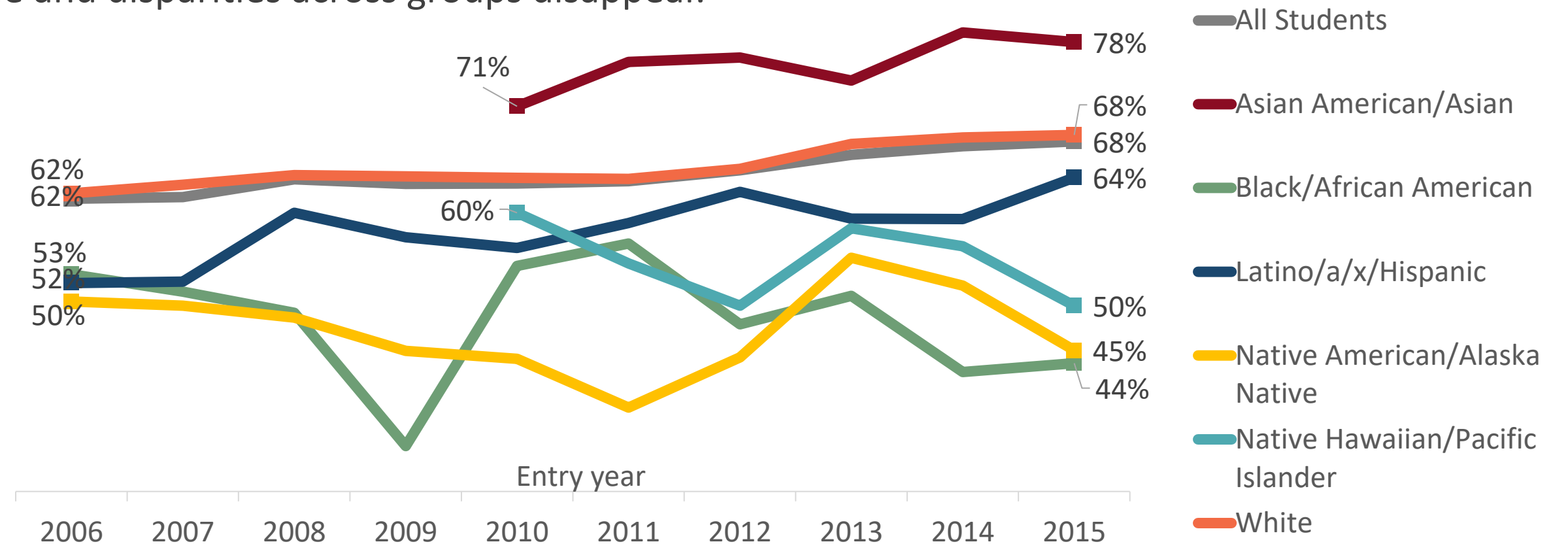
KPM 7-8. Percentage of public resident, university first-time, full-time freshmen who earn a bachelor's degree within six years, overall and by race/ethnicity.

Goal: Rate increases over time and disparities across groups disappear.

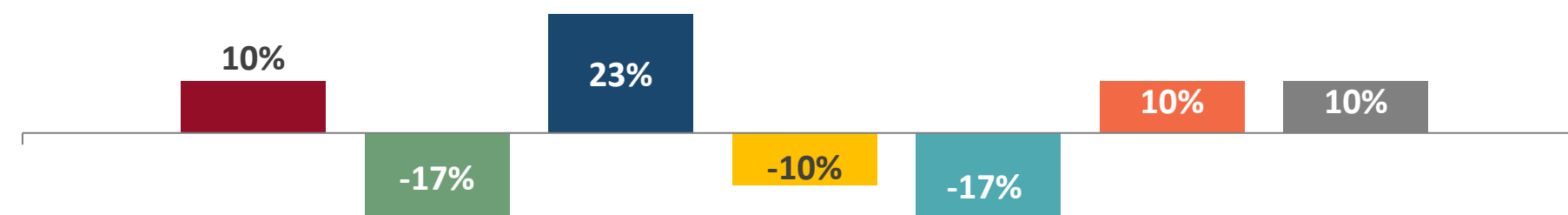
Rates are rising overall but not for all groups.

Graduation rates have been rising for Asian American/Asian, Latino/a/x/Hispanic, and White students but have not risen consistently for Black/African American, Native American/Alaska Native or Native Hawaiian/Pacific Islander students in ten years.

Bars in lower graph show relative growth or decline in the completion rate for each racial/ethnic group. When underserved groups have greater growth, equity gaps are closing.



How much did graduation rates rise or fall for one group compared to another over the last decade?



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

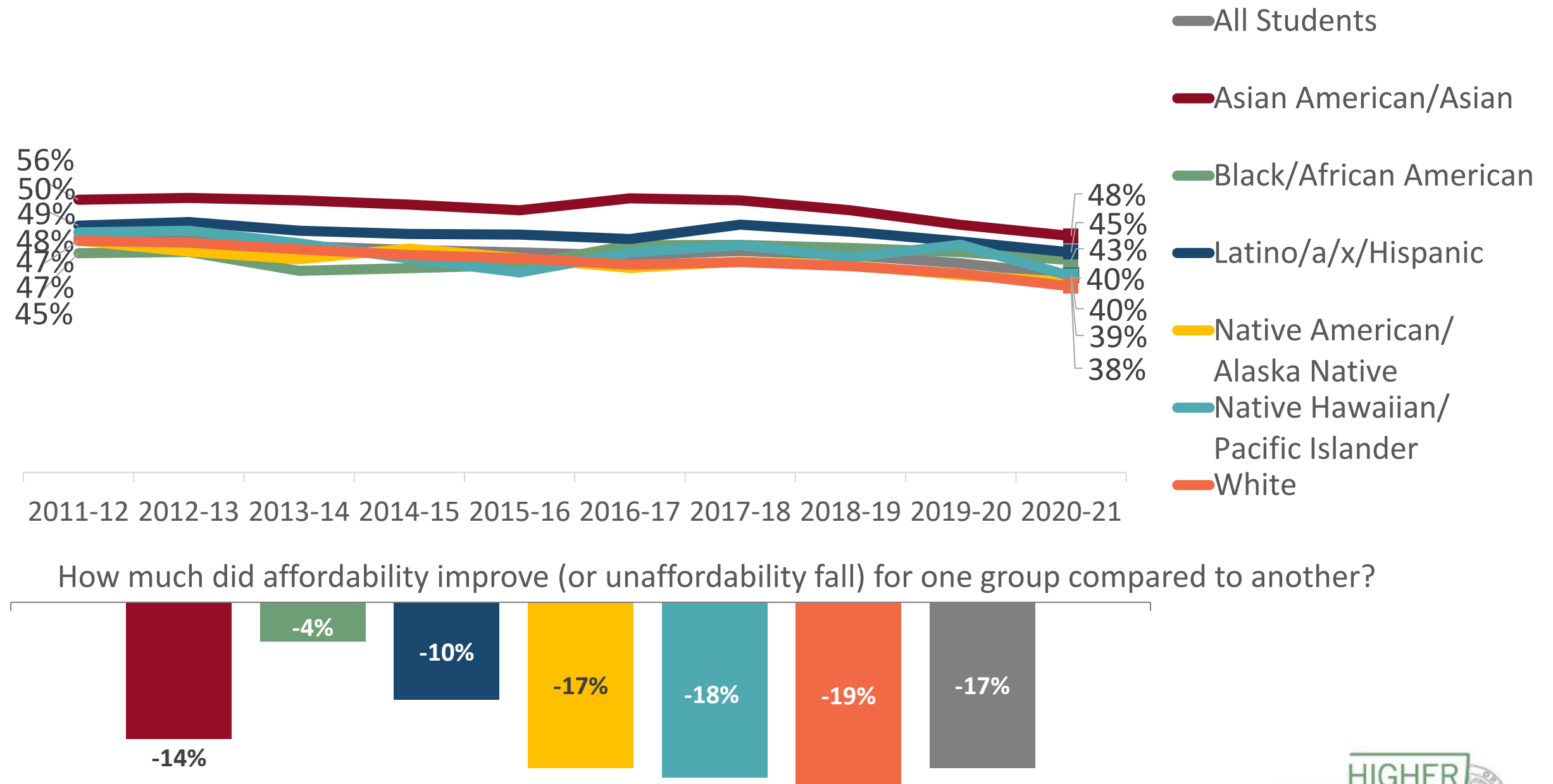
KPM 7-8. Percentage of resident students who cannot meet expected costs of college or university with public grant aid, most institutional aid, expected family contributions, and estimated student earnings; overall and by race/ethnicity.

Goal: Rate decreases over time and disparities across groups disappear.

Recent improvements in affordability reflect both more aid and fewer low-income students.

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

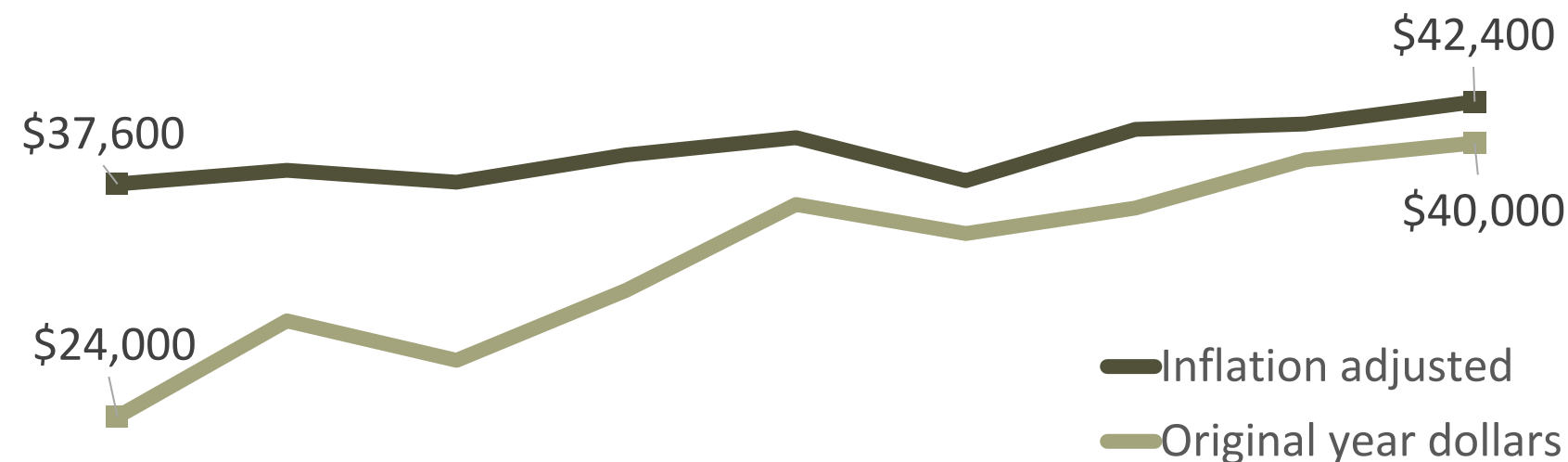
Bars in lower graph show relative amount of how much affordability improved for each racial/ethnic group. This is shown as a drop in unaffordability. When underserved groups have bigger drops, equity gaps are closing.



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

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

Goal: Earnings rise and disparities across groups disappear.



Earnings of recent community college completers rose, even after accounting for inflation.

New groups of community college completers who are employed in Oregon earned more than previous groups, even a year into the pandemic.

Even after adjusting for inflation, those who graduated in 2014-15 earned 13 percent more than those who graduated in 2006-07 five years after earning their credential.

All community college completers

Graduation year / Earnings year	2006-07 / 2012-13	2007-08 / 2013-14	2008-09 / 2014-15	2009-10 / 2015-16	2010-11 / 2016-17	2011-12 / 2017-18	2012-13 / 2018-19	2013-14 / 2019-20	2014-15 / 2020-21
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Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers.

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

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

Goal: Earnings rise and disparities across groups disappear.

While the overall range in earnings became narrower, most groups saw similar rates of growth. Earnings must rise faster for underserved groups to close equity gaps.

Earnings growth was higher than average for students who identified as Black/African American and Native American/Alaska Native, but earnings growth was proportional for most groups, which does not close equity gaps for them.

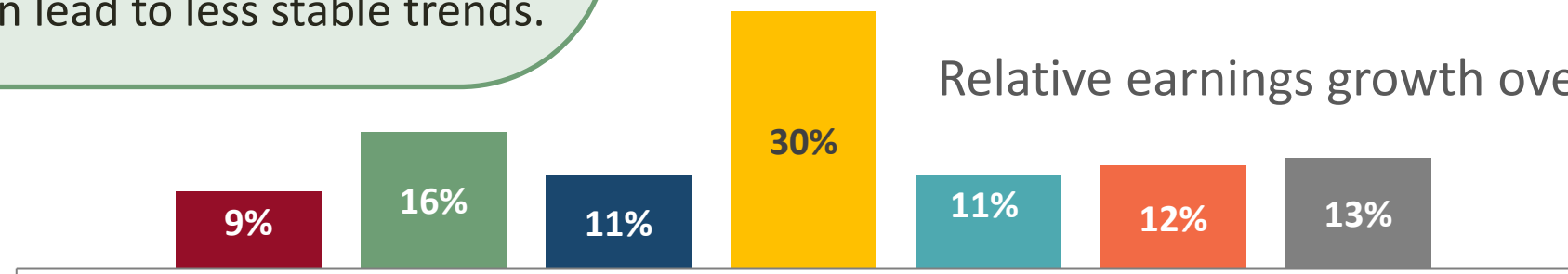
Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends.

Range across groups narrowed (inflation-adjusted dollars)

Race/Ethnicity	Graduation cohort	
	2006-07	2014-15
Asian American/Asian	\$41,700	\$45,400
Black/African American	\$34,700	\$40,400
Latino/a/x/Hispanic	\$37,900	\$41,900
Native Amer./Alaska Native*	\$30,700	\$40,000
Native Hawaiian/Pac. Islander	\$36,400	\$40,300
White	\$37,900	\$42,500

Annotations: A bracket indicates a narrowing of \$11,000 for the top three groups (Asian, Black, Latino) and a narrowing of \$5,400 for the bottom three groups (Native Amer., Native Hawaiian, White).

Relative earnings growth over 9 years

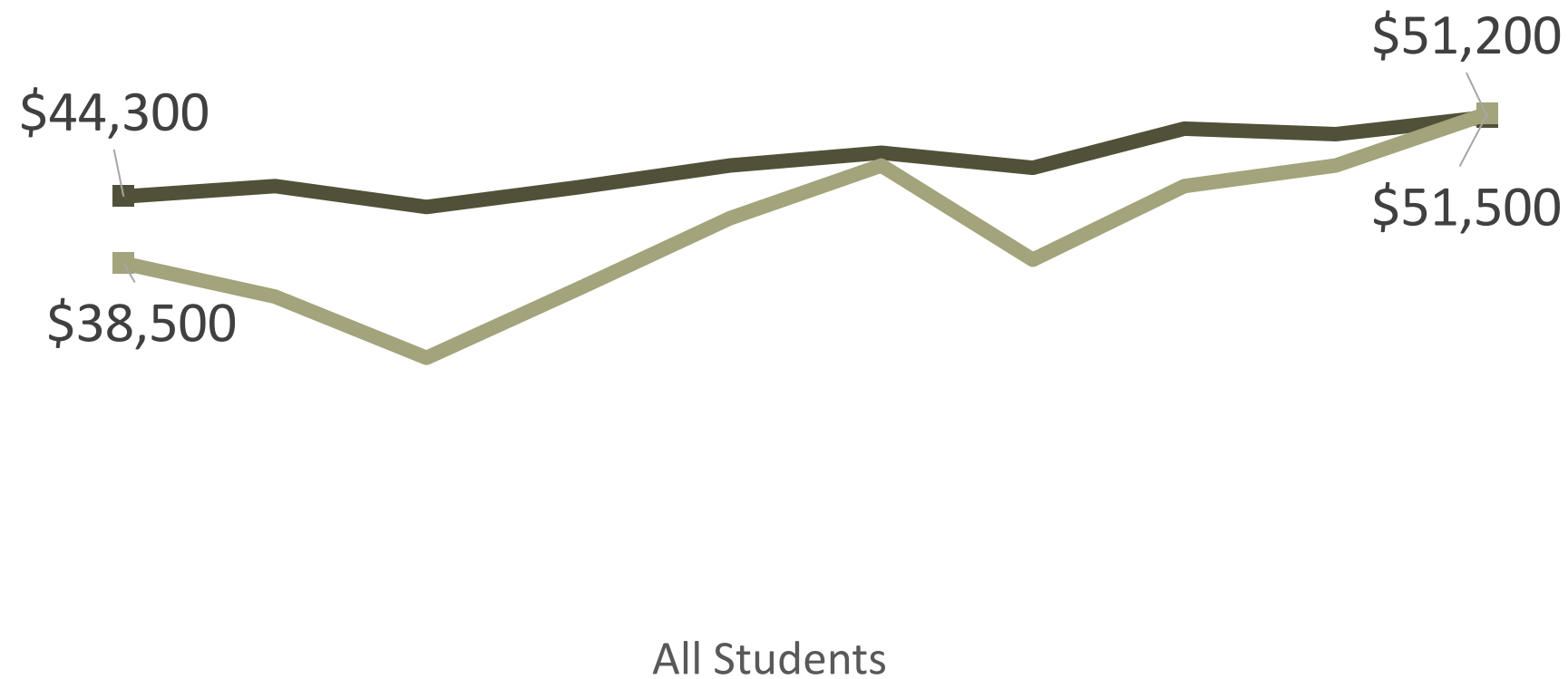


Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers.

Earnings of bachelor's degree graduates have risen, even into the recession

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

Goal: Earnings rise and disparities across groups disappear.



Earnings of recent university graduates rose, even after accounting for inflation.

New groups of bachelor's degree graduates who are employed in Oregon earned more than previous graduates, even a year into the pandemic.

Even after adjusting for inflation, those who graduated in 2014-15 earned five percent more than those who graduated in 2005-06 five years after earning their degree.

Graduation year/ Earnings year	2005-06/ 2011-12	2006-07/ 2012-13	2007-08/ 2013-14	2008-09/ 2014-15	2009-10/ 2015-16	2010-11/ 2016-17	2011-12/ 2017-18	2012-13/ 2018/19	2013-14/ 2019-20	2014-15/ 2020-21
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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, but racial/ethnic disparities have not narrowed

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

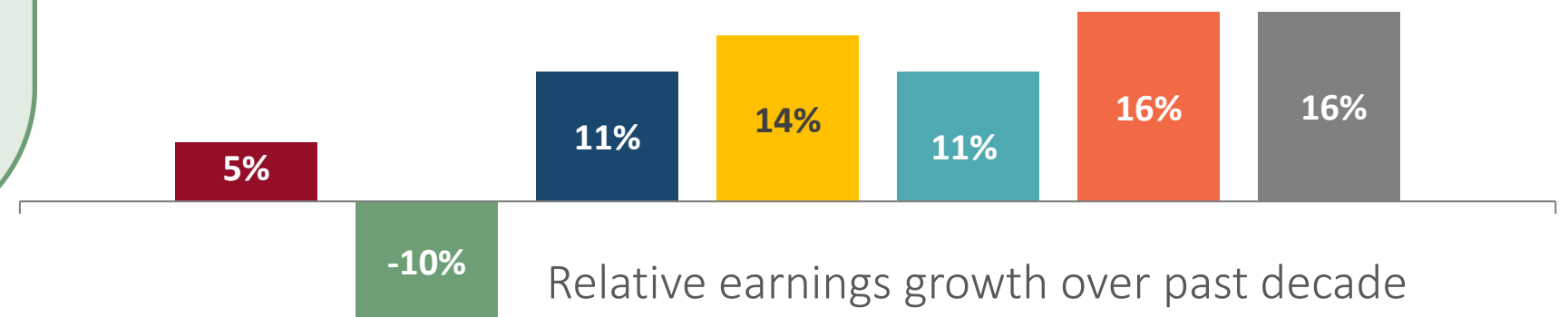
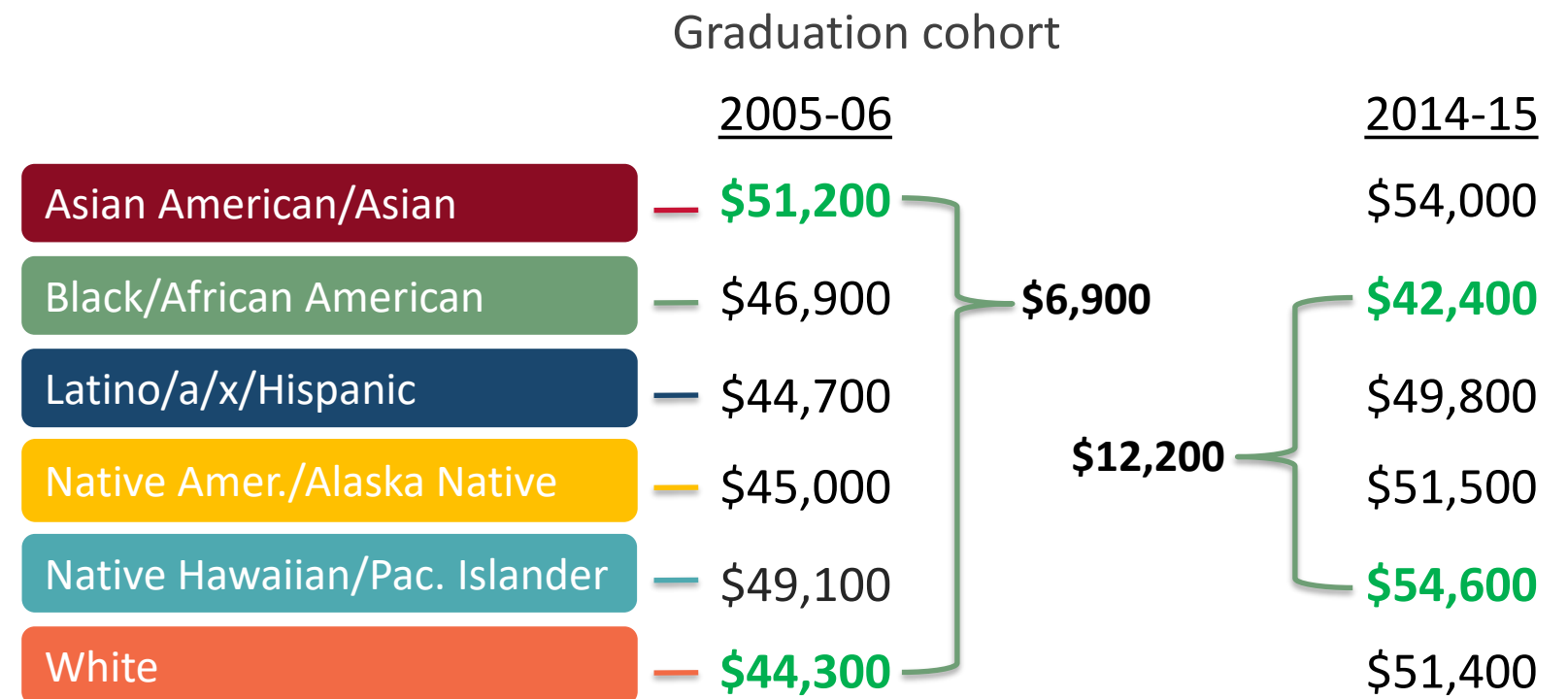
Goal: Earnings rise and disparities across groups disappear.

The overall difference in earnings across groups became wider. Earnings grew more slowly for graduates of color than for White students and students overall. To close equity gaps, earnings of underserved groups must rise faster than average.

Earnings fell for subsequent groups of Black/African American graduates, showed slow growth for Asian American/Asian graduates, and showed modest but lower-than-average growth for other groups of color.

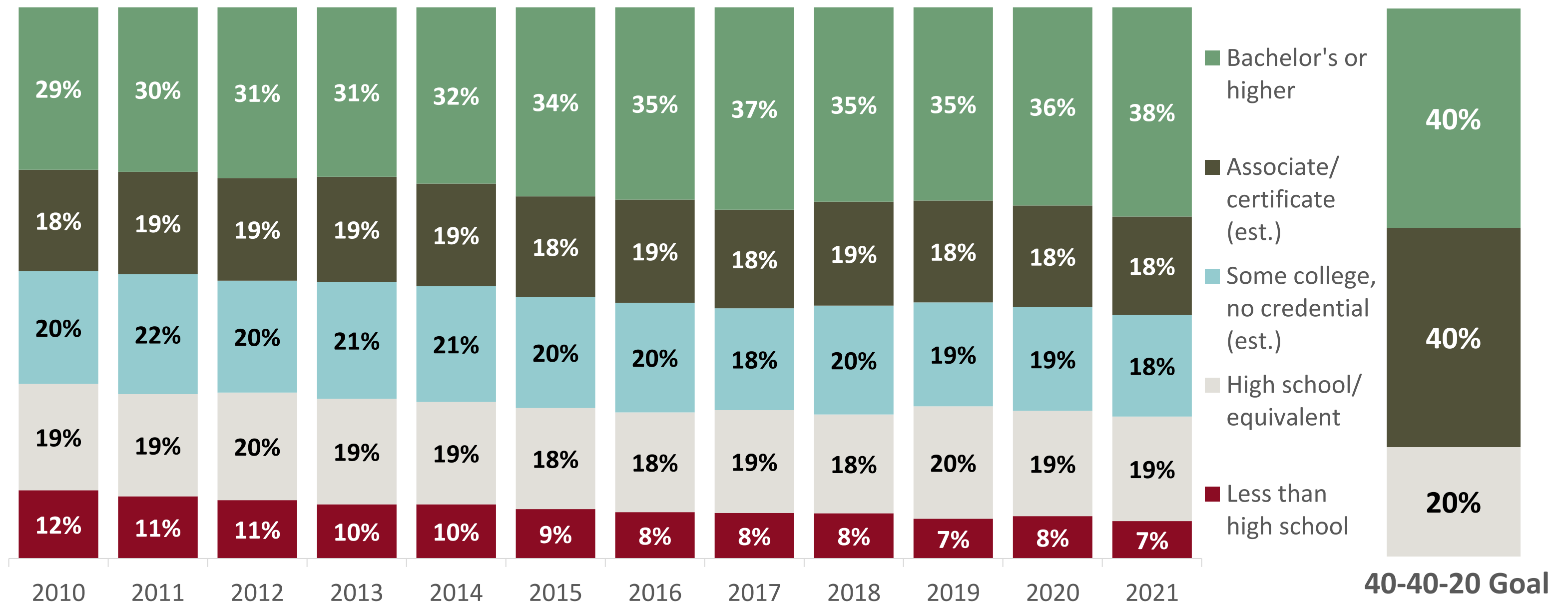
Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends.

Range across groups narrowed (inflation adjusted dollars)



Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes bachelor's degree graduates who are employed after five complete years following their graduation, including both Oregon resident and nonresident students. The earnings shown for 2006-07 for students identifying as Native Hawaiian/Pacific Islander are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers.

40-40-20 progress: Oregon postsecondary attainment has recently been flat, but it rose in 2021

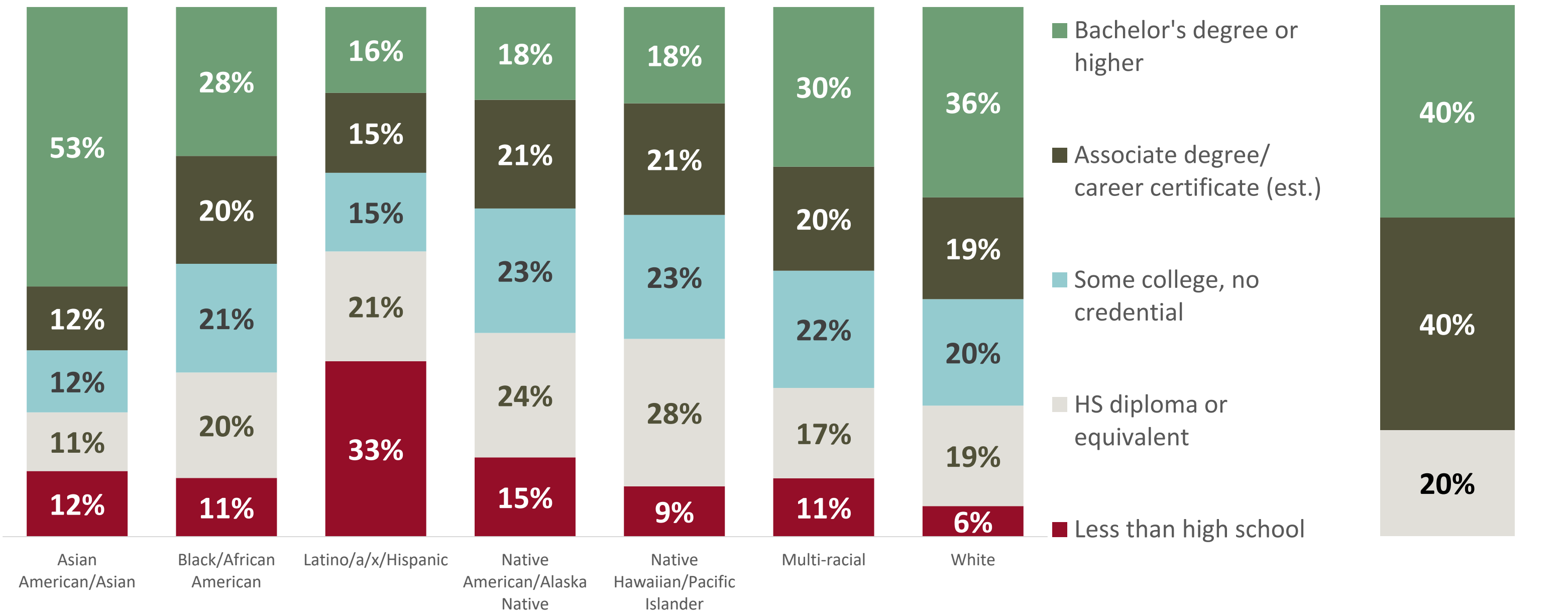


Though college and university graduation rates continue to rise, the share of high school graduates continuing their education has not. If the recent decline in college-going rate is a pandemic anomaly, then continued slow growth or stability in educational attainment is likely. However, if the decline in college-going remains, the share of the young adult population with a postsecondary credential is likely to fall in the coming years.



Educational attainment varies widely by race/ethnicity, 2020

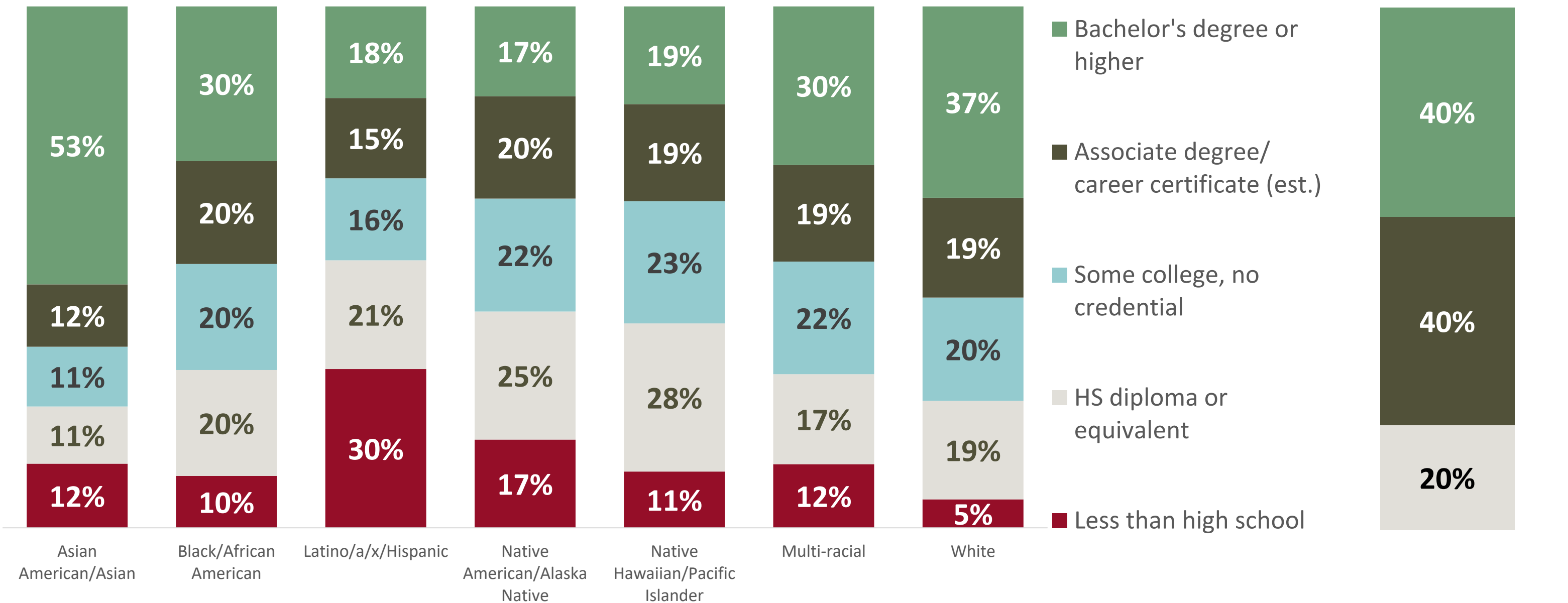
Educational attainment among all Oregon adults *age 25 and older*, by race/ethnicity, 2020



Equity gaps occur at all levels of educational attainment. These rates include all adults over age 25, though disparities in enrollment and completion among young adults echo these gaps.

Educational attainment varies widely by race/ethnicity, 2021

Educational attainment among all Oregon adults *age 25 and older*, by race/ethnicity, 2021



Equity gaps occur at all levels of educational attainment. These rates include all adults over age 25, though disparities in enrollment and completion among young adults echo these gaps.

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.	75%
Q2: The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.	75%
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.	75%
Q7: Serving on this Commission is satisfying.	100%
Q8. The Commission as a whole has a clear understanding of its role and responsibilities	75%
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 agency's fiscal integrity by monitoring agency's financial policies & operating performance & by submitting agency's biennial budgets.	75%
Q17: The Commission assesses the performance of the Executive Director on an annual basis.	75%
Q18: The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.	75%
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.	75%
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%