



HECC KEY PERFORMANCE MEASURES

MEETING OF THE HIGHER EDUCATION COORDINATING COMMISSION

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Our Key Performance Measures (KPMs) track progress toward the factors that contribute to educational attainment for all Oregonians

HIGH SCHOOL

- 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

- Affordability rate

Percentage of students, overall and by race/ethnicity, whose expected costs are greater than their expected resources

COMPLETION

- Comm. college completion rate
- Public university completion rate
- Workforce training empt. rate

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

Percentage of workforce training participants with employment

MOBILITY

- 5th year earnings

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

We also include measures of the agency's customer service and the Commission's use of best practices

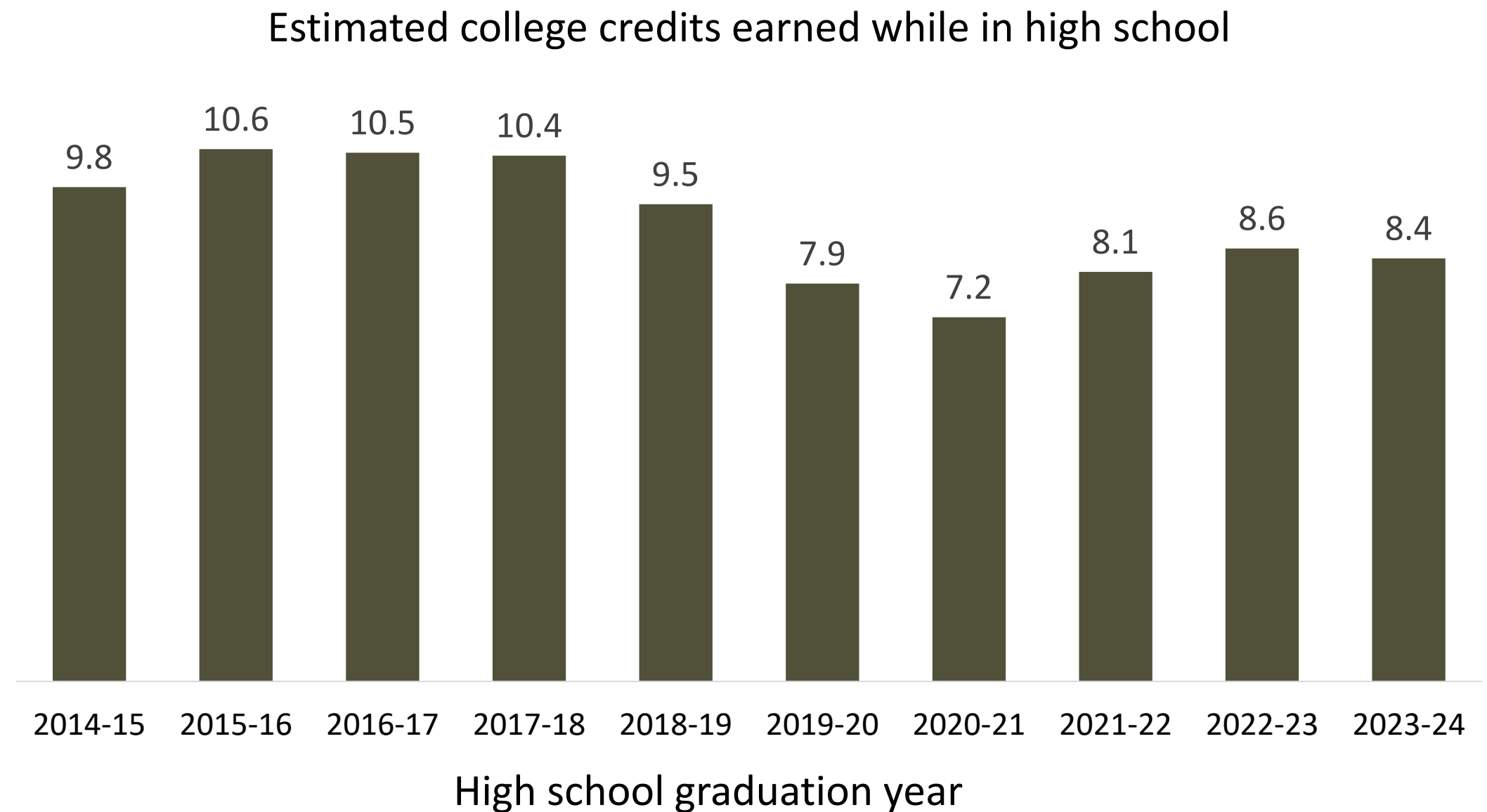
High school students earned an estimated 8 credits from community colleges and public universities by the time they graduated, similar to the last two years

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

Accelerated college credit was similar in the most recent year.

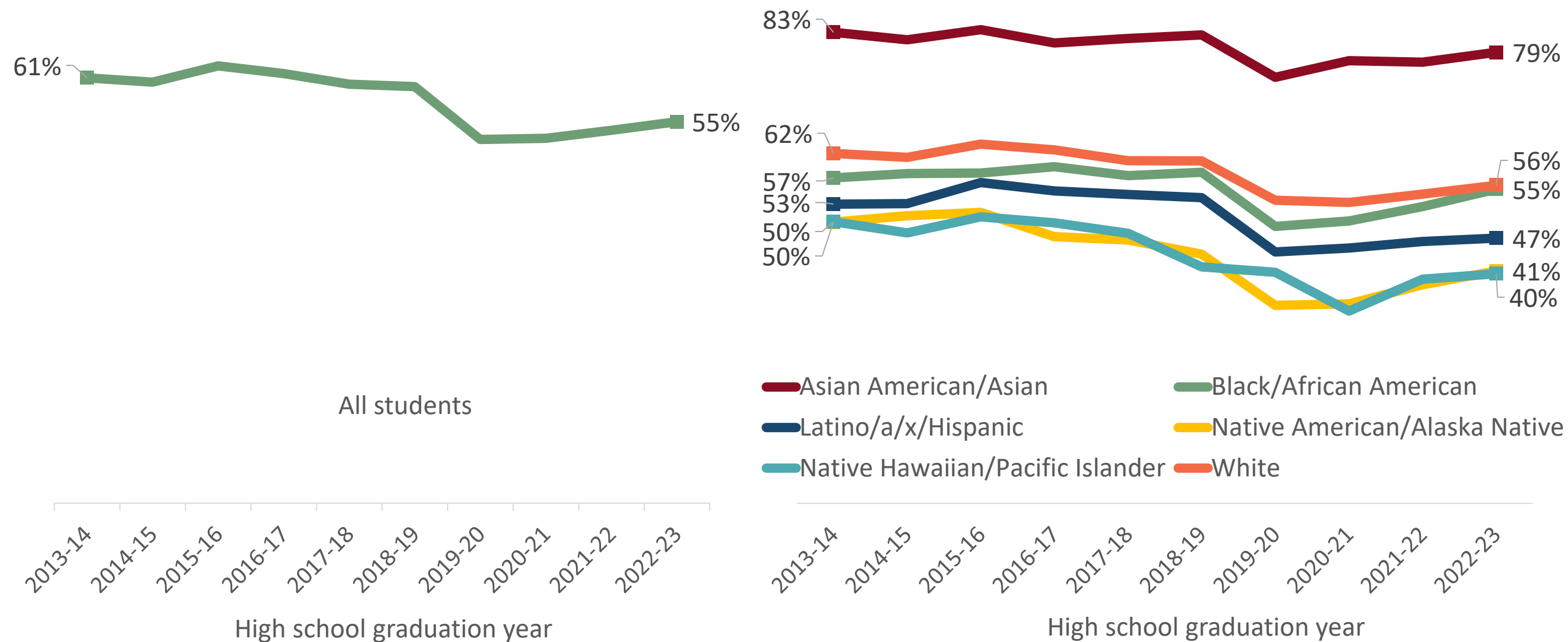
Students earn this credit through high school-based partnerships with colleges & universities. Students may earn additional credit through other accelerated credit programs once they arrive at a college/university (e.g., Advanced Placement).

This measure estimates the amount of credit high school students earn by counting credits earned by all students in the most recent year.



The college-going rate of Oregon high school graduates continued to rise since the pandemic decline. Equity gaps widened during the pandemic and have not closed.

KPM 1-2. Percentage of Oregon high school graduates who enrolled in any college nationwide within 12 months of their school cohort graduation date. For 2022-23 graduates, shows the percentage enrolling by June 2024.
Goals: Rising college-going for all groups and disparities across racial/ethnic groups disappear.



College-going rose for all groups. It had fallen sharply for the 2020 class and remained low for the 2021 class. Equity gaps have widened over time.

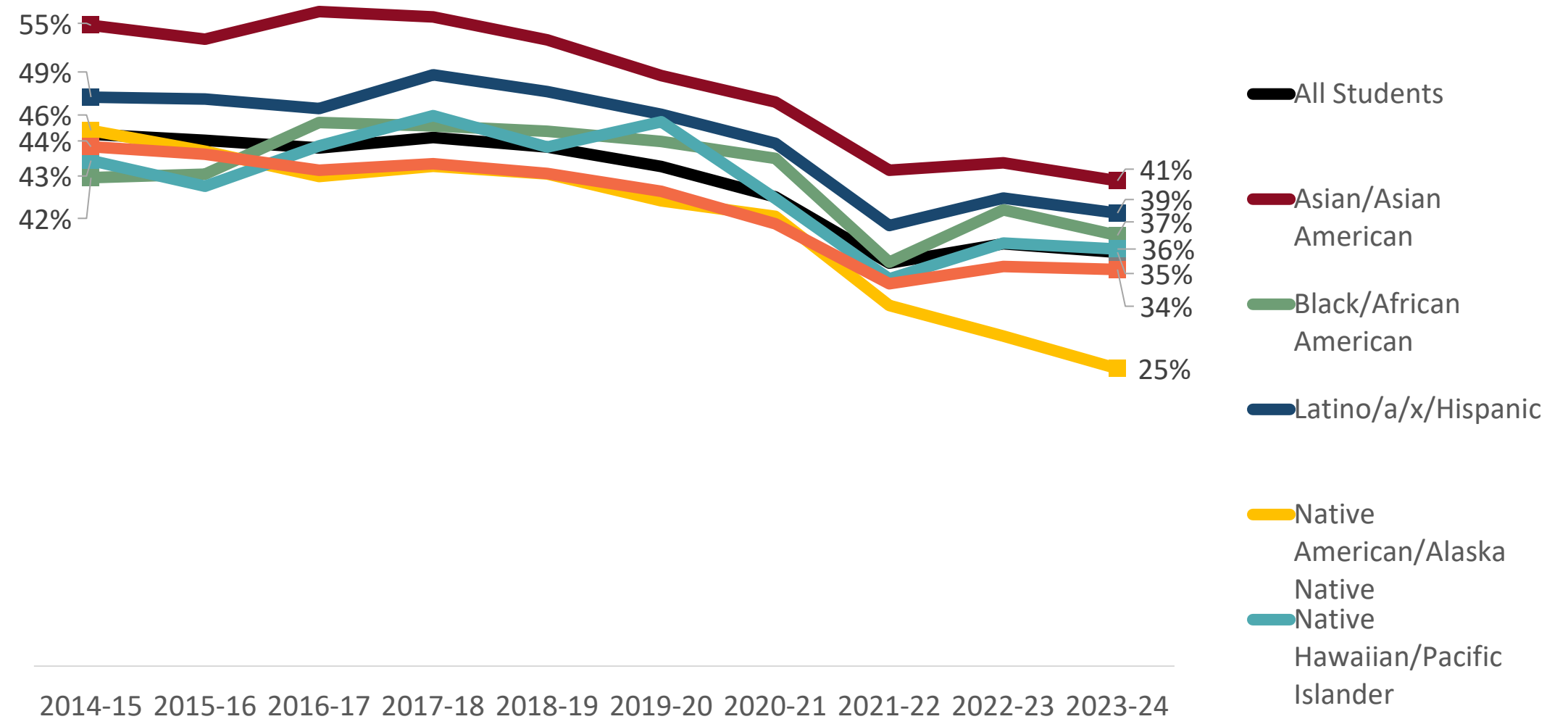
We estimate slightly fewer students are facing unaffordable costs than a year ago

KPM 9-10. Percentage of resident students who cannot meet costs of college or university with expected resources (public grant aid, most institutional aid, expected family contributions, & estimated student earnings); overall & by race/ethnicity. Goal: Rate decreases over time to **0%** for all groups.

Slightly fewer students faced unaffordable costs in 2023-24.

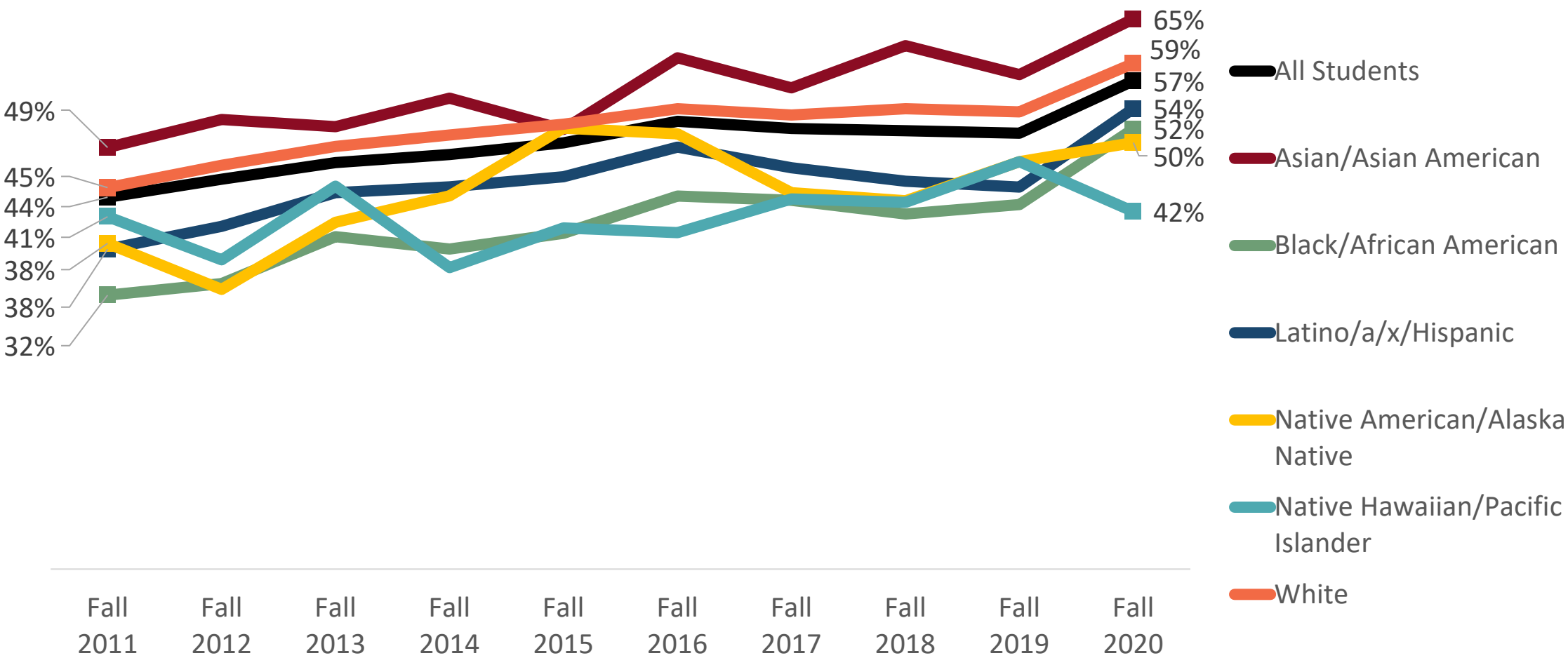
The percentage of students facing unaffordable costs declined from 36% to 35%, between 2022-23 and 2023-24. This follows the ending of some expanded federal supports during the pandemic.

Asian American students are most likely to face unaffordable costs among racial/ethnic groups. Affordability improved for Native American/Alaska Native students, reflecting the first year of the Oregon Tribal Student Grant.



Completion & transfer rates at community colleges rose, but equity gaps have not improved

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.



Community college completion and transfer rates have returned to their long-term rise, after falling during the pandemic.

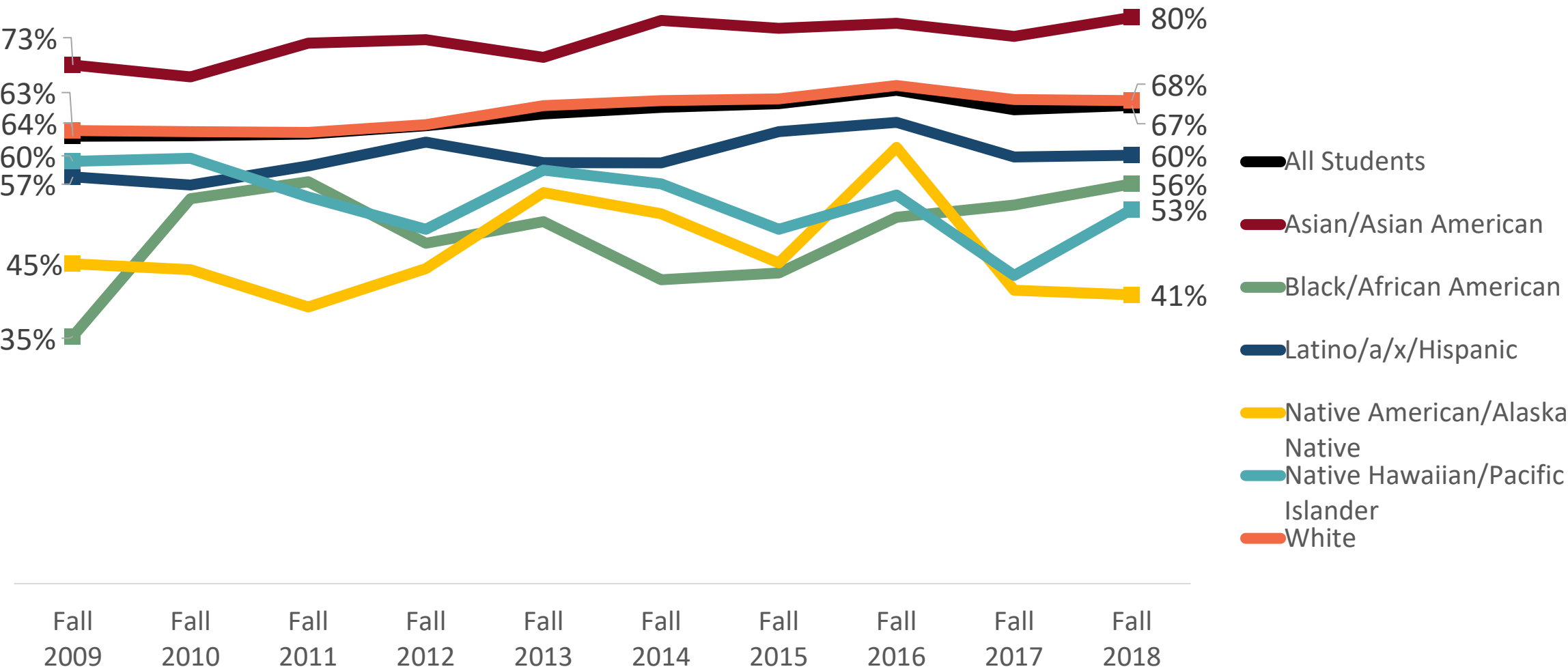
Equity gaps have not narrowed. For equity gaps to close, rates need to rise faster for underserved groups.

Small numbers of graduates in some groups can lead to year-to-year fluctuations, but the ten-year trend does not show improvement in equity gaps.

Graduation rates at public universities rose in the most recent year. Equity gaps remain largely the same.

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.



Graduation rates rose in the most recent year for most groups.

Graduation rates overall rose one percentage point since last year.

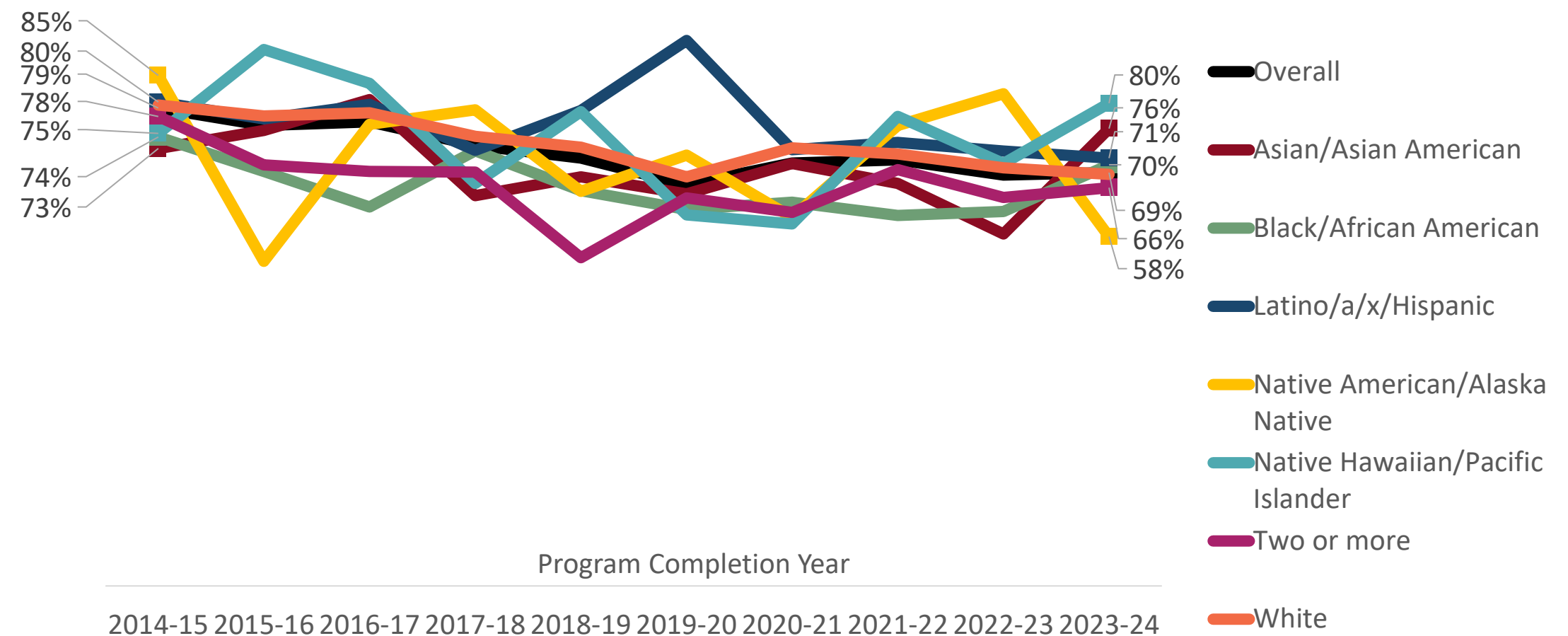
Equity gapes widened slightly about five years ago and have not narrowed since then.

Employment rates among participants who have completed workforce training programs

KPM 17. Percentage of workforce training participants who were employed one year after program completion. Includes adults who completed programs funded by the federal Workforce Innovation Opportunity Act (2014). Goal: Rate increases over time and disparities across groups disappear.

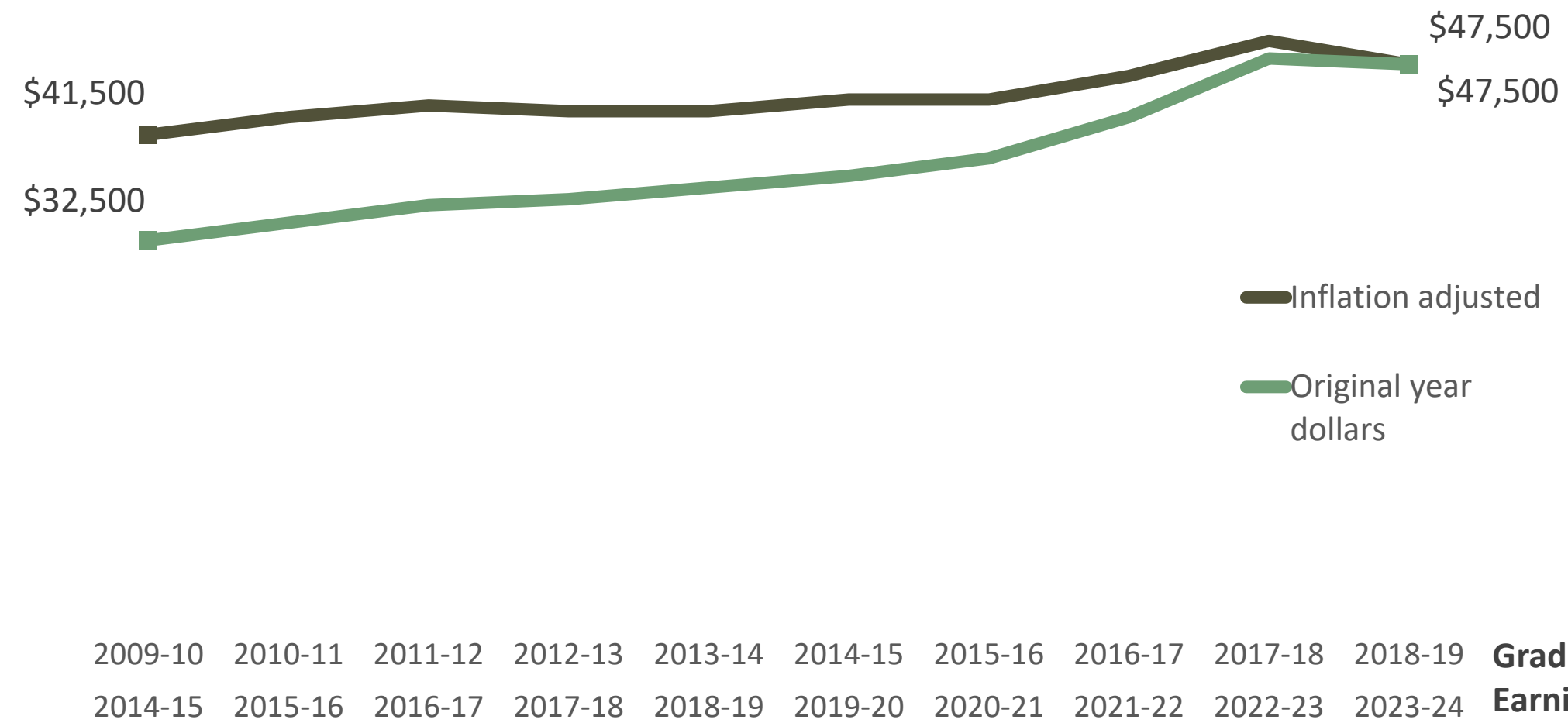
About two-thirds of participants were employed one year after they completed their workforce training program.

Employment rates continued to fall during the most recent year for most, but not all groups. The gap across most racial/ethnic groups widened over the last five years.



Earnings for community college completers risen over time but remained the same in the last two years

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 graduates were the same as last year.

New community college completers employed in Oregon earned the same as the previous year’s completers.

After adjusting for inflation, those who graduated or transferred in 2018-19 earned slightly less than those who graduated or transferred in 2017-18, but they earn 14 percent more than those who graduated or transferred in 2009-10.

Over the last decade, 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.

Inflation-adjusted to 2024 dollars)			
Graduation cohort			
	2009-10	2018-19	% change
Asian American/Asian	\$45,000*	\$48,500	+8%
Black/African American	\$40,000	\$50,500*	+26%
Latino/a/x/Hispanic	\$42,500	\$47,500	+12%
Native Amer./Alaska Native*	\$35,000*	\$48,000	+37%
Native Hawaiian/Pac. Islander	\$39,000	\$45,000*	+15%
White	\$42,000	\$48,500	+15%
Gap between *top and *bottom earners narrowed	\$10,000	\$5,500	-45%

Relative earnings growth over 10 years

The overall range in earnings narrowed, and all groups saw rates of growth. Earnings must rise faster for underserved groups to close equity gaps.

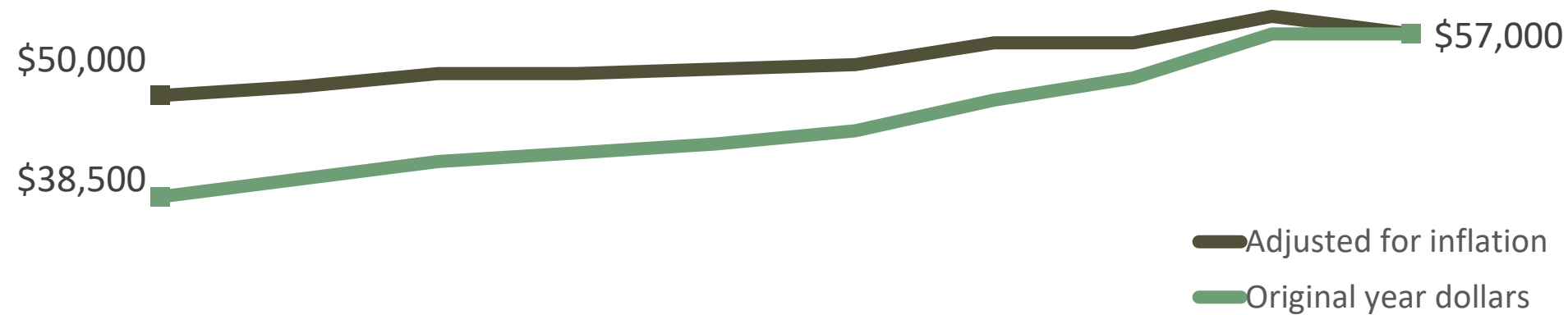
Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to greater changes between individual years, but the ten-year trend shows improvement in equity gaps.

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 2009-10 for students identifying as Native American/Alaska Native and Native Hawaiian/Pacific Islander are an average of the earnings of graduates from 2007-08, 2008-09, and 2009-10 due to small numbers.

Earnings of bachelor's degree graduates have risen over time but remained the same in the last two years

KPM 13. 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 were the same as last year.

New groups of bachelor's degree graduates who are employed in Oregon earned the same as the previous year's graduates.

After adjusting for inflation, those who graduated in 2018-19 earned slightly less than those who graduated in 2017-18, but they earn 14 percent more than those who graduated in 2009-10.

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24

Grad. year/
Earnings year

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 five years later. Adjustment shown in 2024 dollars.

Earnings have risen for all groups, and racial/ethnic disparities narrowed slightly

KPM 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.

Inflation-adjusted to 2024 dollars

Graduation cohort

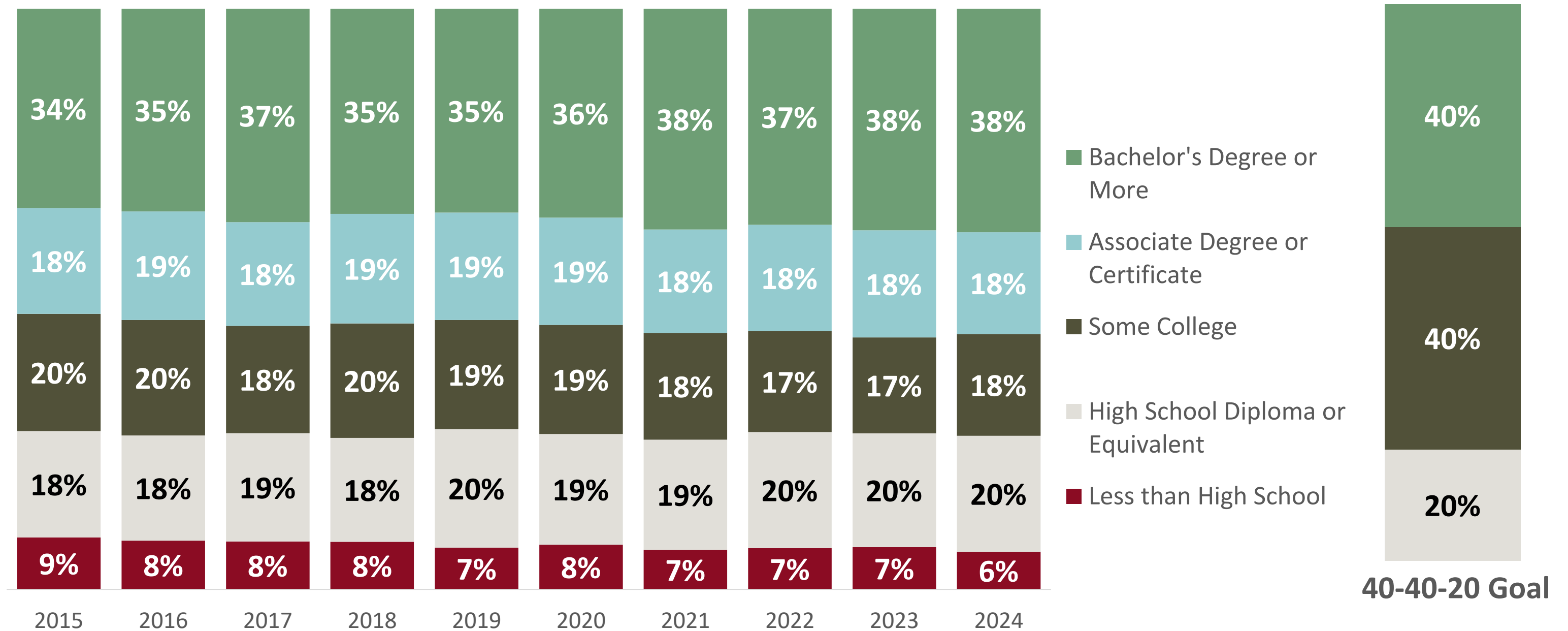
	<u>2009-10</u>	<u>2018-19</u>	<u>% Change</u>
Asian American/Asian	\$53,000*	\$58,000*	+9%
Black/African American	\$49,500	\$50,000*	+1%
Latino/a/x/Hispanic	\$49,500	\$55,500	+12%
Native Amer./Alaska Native	\$43,500*	\$54,500	+25%
Native Hawaiian/Pac. Islander	\$51,500	\$56,500	+10%
White	\$50,000	\$57,000	+14%
Gap between *top & *bottom earners narrowed slightly	\$9,500	\$8,500	-11%

The overall difference in earnings across groups narrowed slightly. To close equity gaps, earnings of underserved groups must rise faster than average.

Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to greater fluctuations between individual years, but the ten-year trend shows improvement in equity gaps.

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 2009-10 for students identifying as Native American/Alaska Native and Native Hawaiian/Pacific Islander are an average of the earnings of graduates from 2007-08, 2008-09, and 2009-10 due to small numbers.

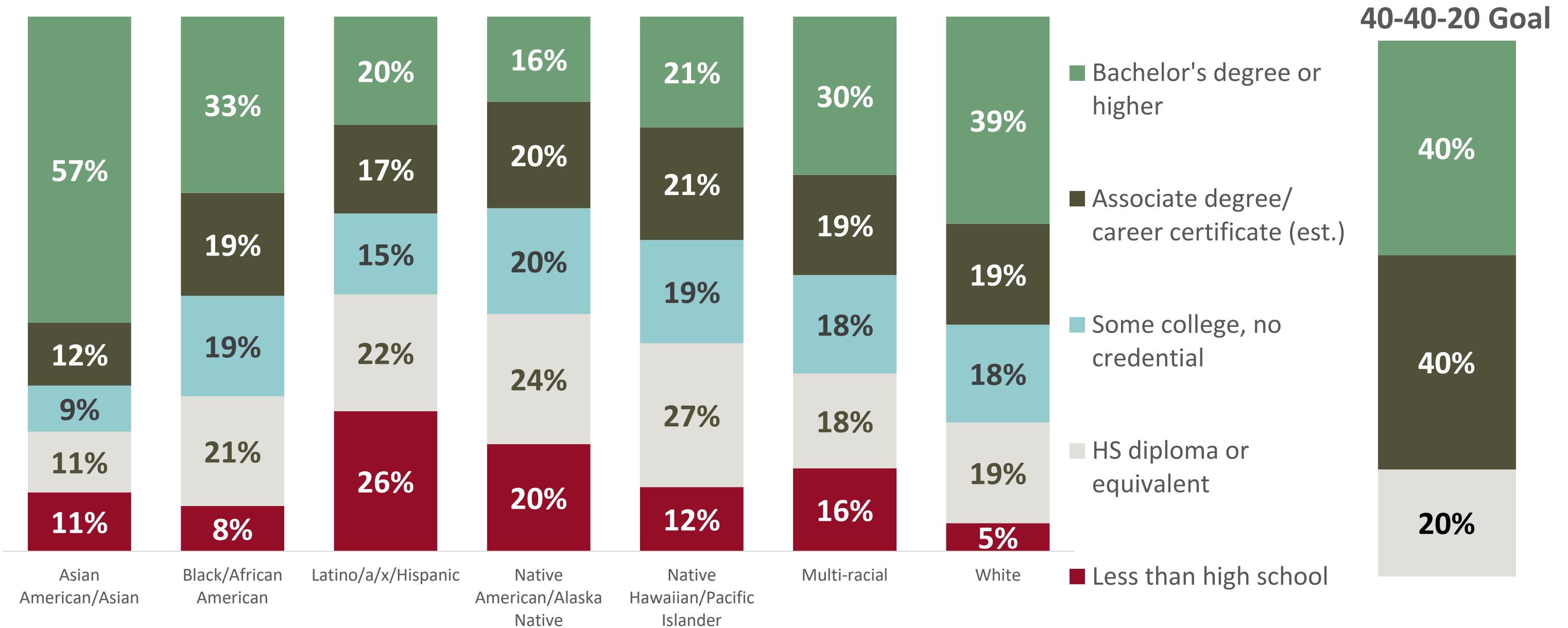
40-40-20 Progress: Postsecondary attainment among Oregonians age 25-34 has remained stable



Pandemic-era declines in college-going and college and university graduation rates suggest 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

Educational attainment among *all* Oregon adults *age 25 and older*, by race/ethnicity, 2024



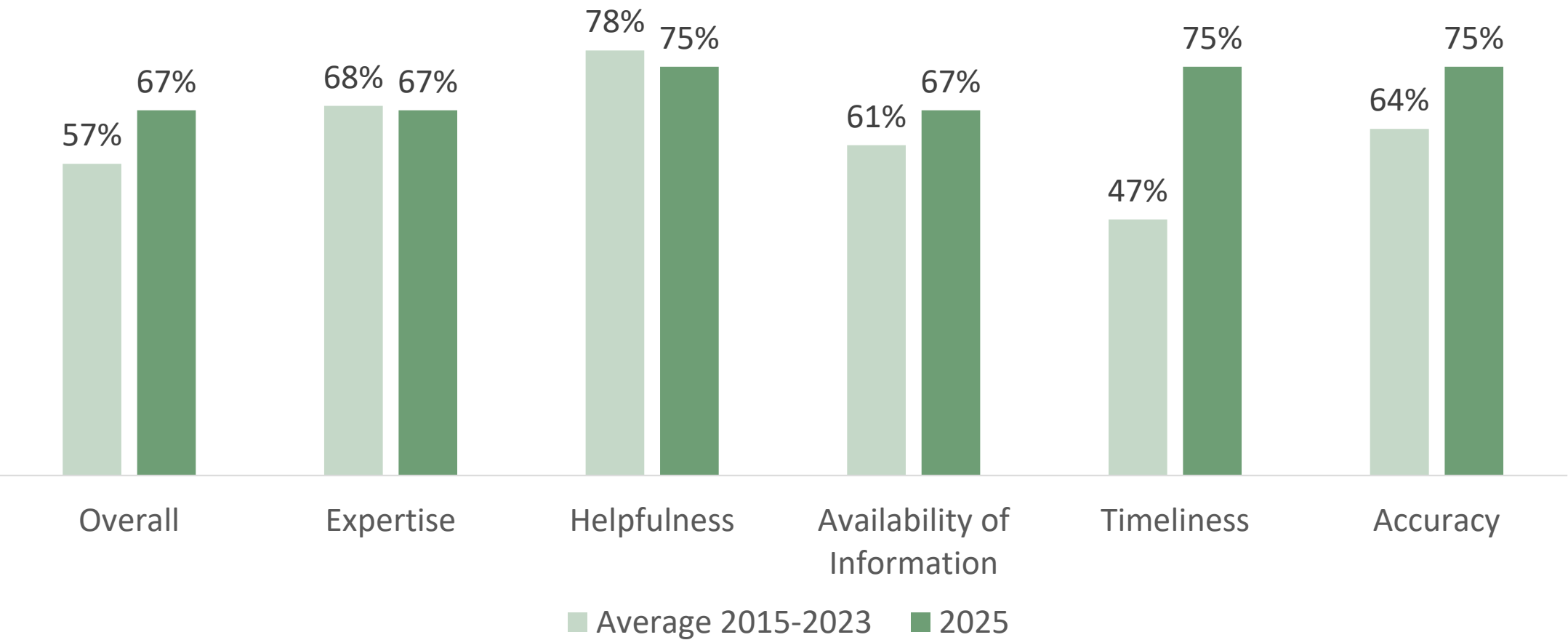
These rates include all adults age 25+. Gaps among young adults are likely smaller, but disparities remain. Equity gaps occur at each level of educational attainment.

Reports of agency customer service are on par with the average of earlier years

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.

Goal: Higher percentages of respondents reporting “good” or “excellent” on each value.

Percent of survey respondents reporting “good” or “excellent” customer service



Reports of customer service are similar to earlier years.

The survey is sent out biennially to a wide range of external partners, and questions are the same for all agencies.

The Commission continues to model best practices

KPM 16. Percent of Commissioners reporting “agree” or “strongly agree” in Commission use of best practices

Many Commissioners are relatively new and reported still learning about HECC needs and norms.

For this reason, we also show the percent reporting “neutral,” “agree,” or “strongly agree.”

Question	Percent (strongly) agree	Percent (strongly) agree or neutral
1 I am able to devote the time and energy necessary to actively participate in Commission meetings.	90%	100%
2 The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.	50%	80%
3 The amount of time expected of commissioners outside of Commission meetings is reasonable.	90%	100%
4 The Commission is effectively utilizing my skills and expertise.	70%	80%
5 I can speak candidly at Commission meetings.	90%	90%
6 I can participate in subcommittee meetings in which I am not a subcommittee member.	80%	100%
7 Serving on this Commission is satisfying.	90%	100%
8 The Commission as a whole has a clear understanding of its role and responsibilities	40%	90%
9 The Commission understands and respects the distinction between its responsibilities and those of management.	60%	90%
10 Commissioners actively participate in discussions.	70%	100%
11 The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).	100%	100%
12 Commissioners listen to and value each other's comments.	100%	100%

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Question	Percent (strongly) agree or neutral	
	Percent (strongly) agree	Percent (strongly) agree or neutral
13 The leadership of the Commission is effective.	70%	80%
14 Public comment during the meeting’s public comment section and during action items is a valuable opportunity to gather input.	100%	100%
15 The Commission provides insight and guidance to the HECC’s strategic direction.	90%	100%
16 Comm. ensures the agency’s fiscal integrity by monitoring the agency’s financial policies/operating performance and submitting biennial budgets.	80%	90%
17 The Commission assesses the performance of the Executive Director on an annual basis.	89%	100%
18 The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.	100%	100%
19 The Commission operates in a transparent and open fashion.	78%	78%
20 Commission meetings have agendas & materials that are distributed far enough in advance to give them adequate consideration.	44%	67%
21 Commission meetings rely on written and presentation materials that provide the right type and amount of information and are clearly written.	89%	100%
22 Commission meetings cover the right combination of information-sharing, discussion, decision-making, and board education.	33%	78%
23 Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation.	33%	89%
24 Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight.	67%	89%