



# Annual Report of Key Performance Measures

## Meeting of the Higher Education Coordinating Commission

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Office of Research and Data

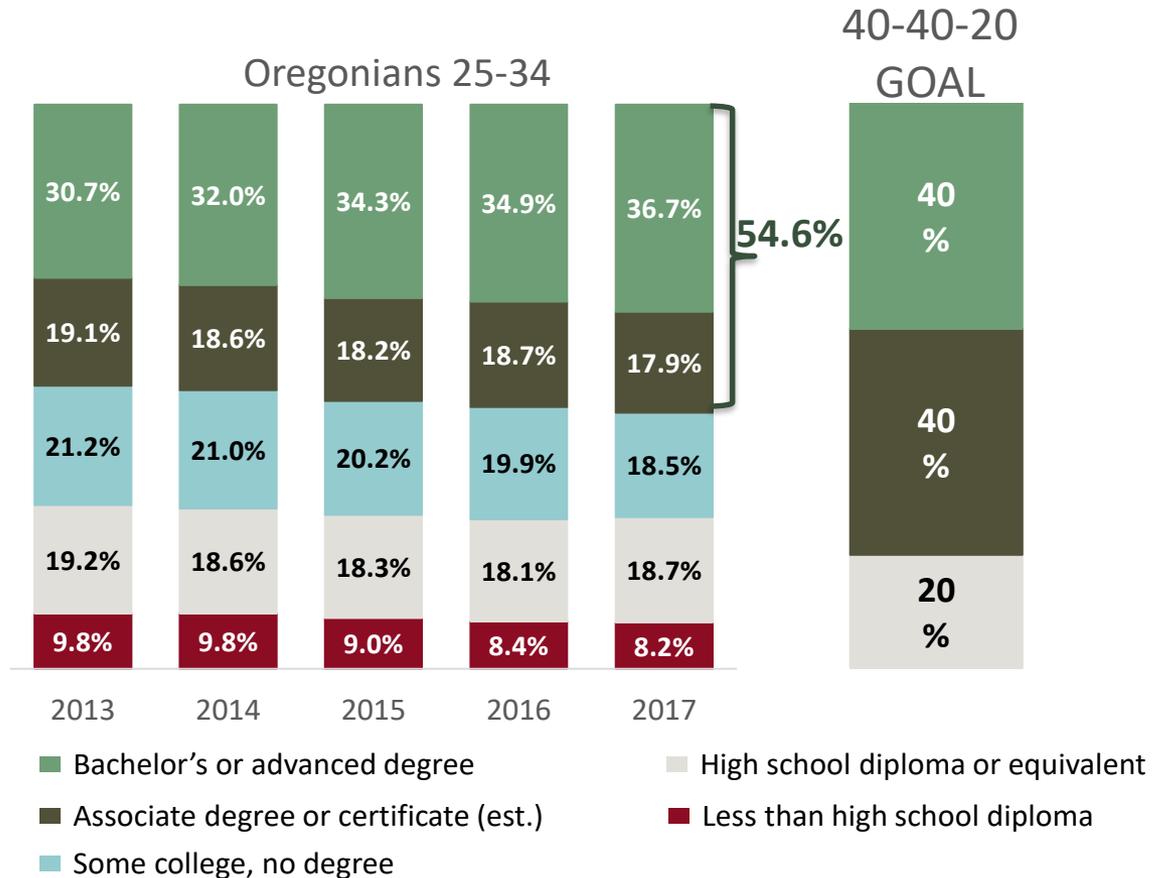
December 12, 2019

# 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 postsecondary credential continues to grow, but it remains well behind the 80% goal.

The new adult attainment goal complements 40-40-20 to increase attainment among other adults as well.



## 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 40-40-20 and the mechanisms to achieve greater attainment and 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

## AFFORDABILITY

- Unaffordable net cost rate

Percentage of students with expected costs greater than: Public grant aid + expected family contribution + student earnings

## COMPLETION

- Completion rates

Percentage of students completing degrees, certificates, or transfers

## MOBILITY

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

Earnings of completers five years after award

We also include two statewide KPMs: customer service and commission best practices

# High school graduates earn an estimated 10.4 credits from community colleges and public universities

**KPM #3:** Amount of postsecondary credit per high school graduate earned by K-12 students from community colleges and public universities

Credit earned through these high school-based partnerships has remained stable for the last three years. Some students earn additional credit through other kinds of accelerated learning programs.



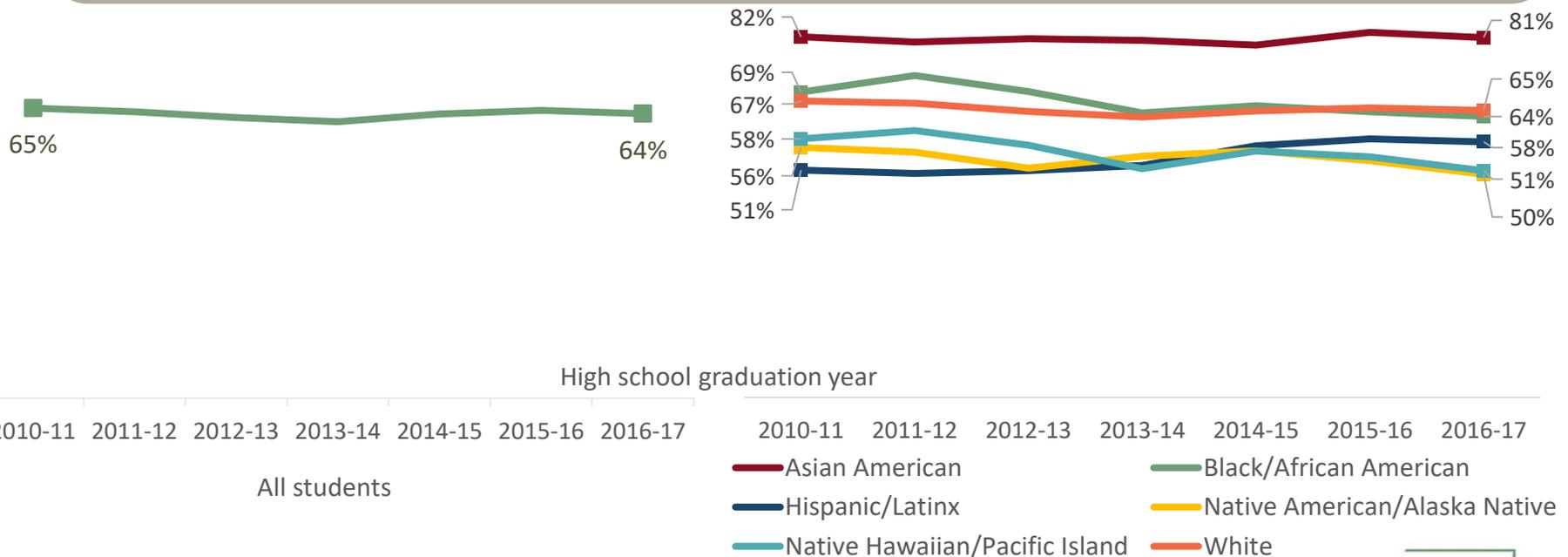
**Source:** HECC analysis of university and community college data on dual credit and Expanded Options programs.

**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.

# Oregon high school graduates' college-going rate 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

After a slight decline early in the economic recovery, rates have risen very slightly in the last two years. Strong economies and low unemployment tend to draw youth into employment. By race/ethnicity, many rates have been stable, while the college-going rate of Hispanic/Latinx students has risen.

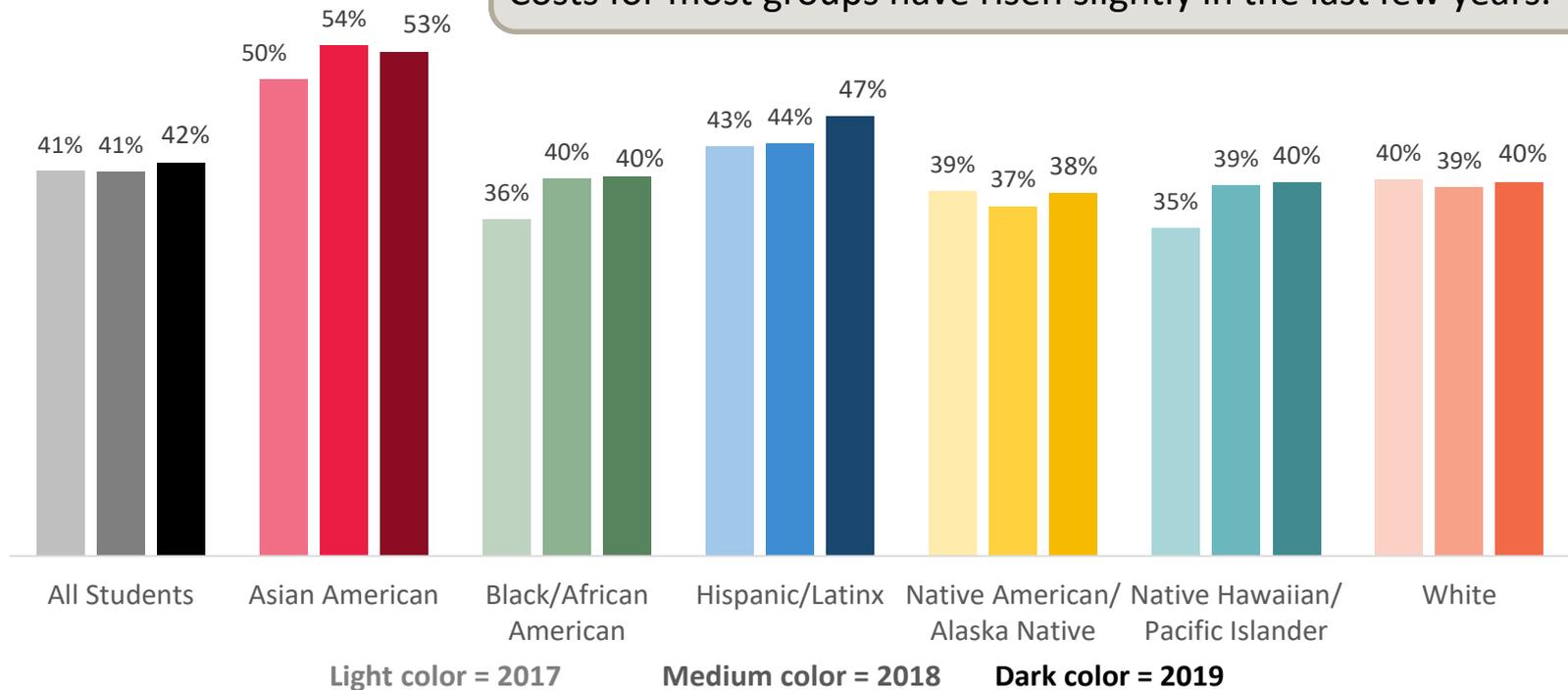


Source: Oregon Department of Education analysis of high school graduate and National Student Clearinghouse data. High school graduates include all students who received a regular four-year diploma, a modified four-year diploma, or a GED within the four years of high school.

# 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

Asian American students are most likely to face unaffordable costs. Costs for most groups have risen slightly in the last few years.



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

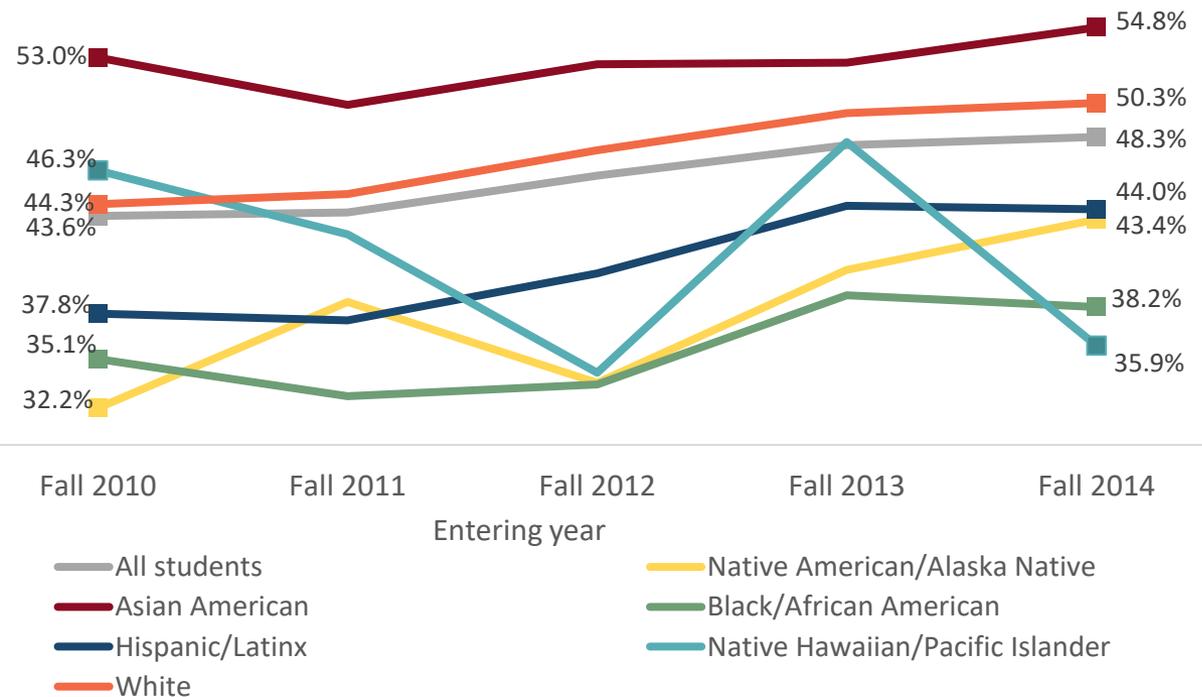
**Notes:** Restricted to resident, undergraduate university students and community college students who attempted at least one credit. Limited only to those students who filed a Federal Application for Student Aid (FAFSA) or Oregon Student Aid Application (ORSAA).



# Credential-seeking community college students are more likely to earn an award or transfer today

**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

Almost half of new, credential-seeking students at community colleges earn an award or transfer to a university within four years. Rates have risen steadily for most groups.



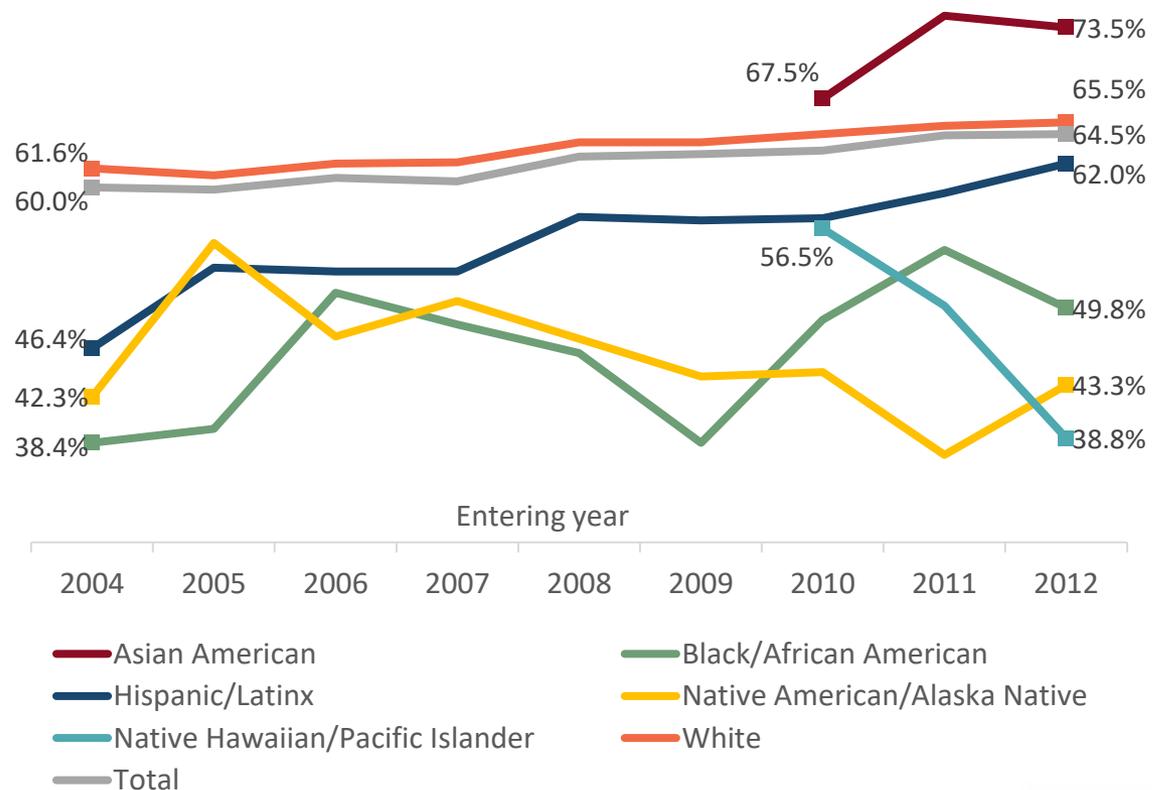
**Source:** HECC analysis of university and community college data.

**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 have also been rising, though not for all groups

**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 Asian American, Hispanic/Latinx, and White students but not for African American or Native American students



Fall 2012 entering cohort

Resident: 64.6%

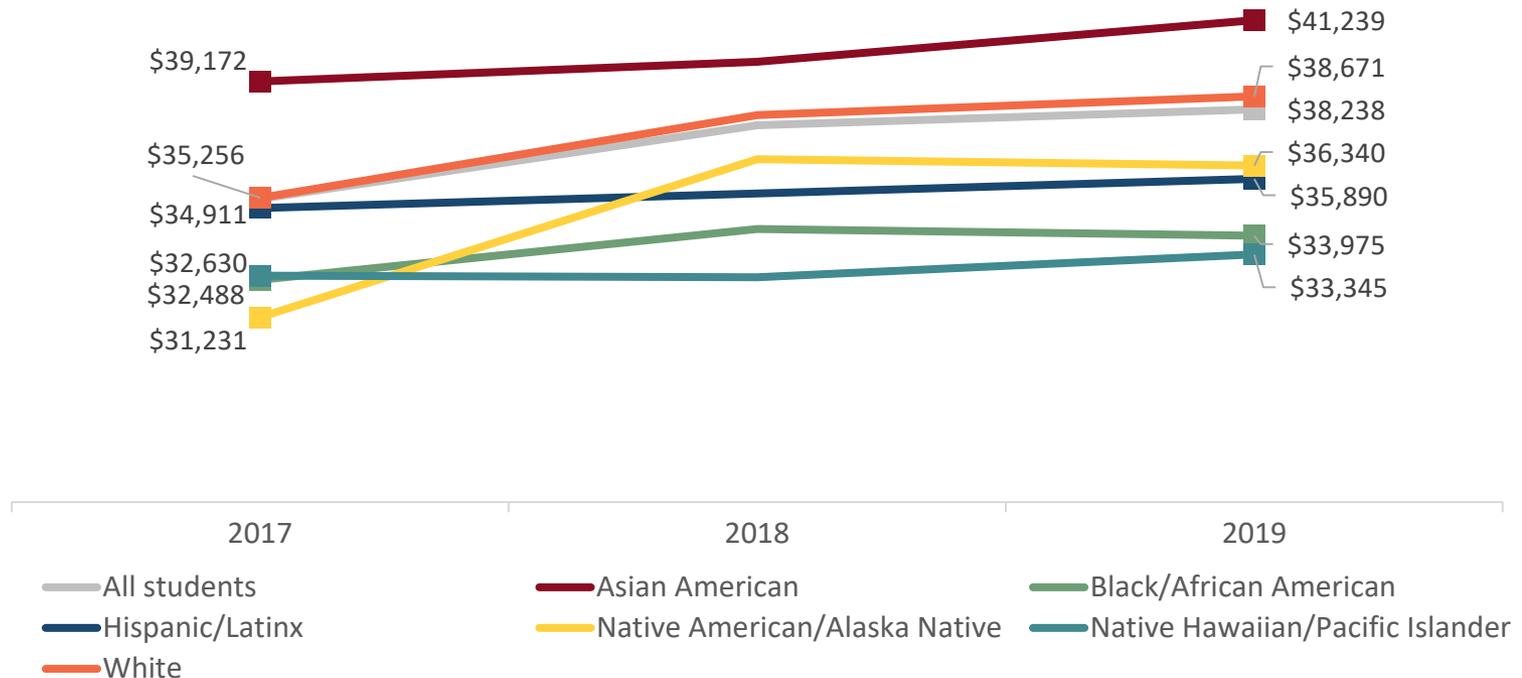
Nonresident: 64.5%

**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 continue 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



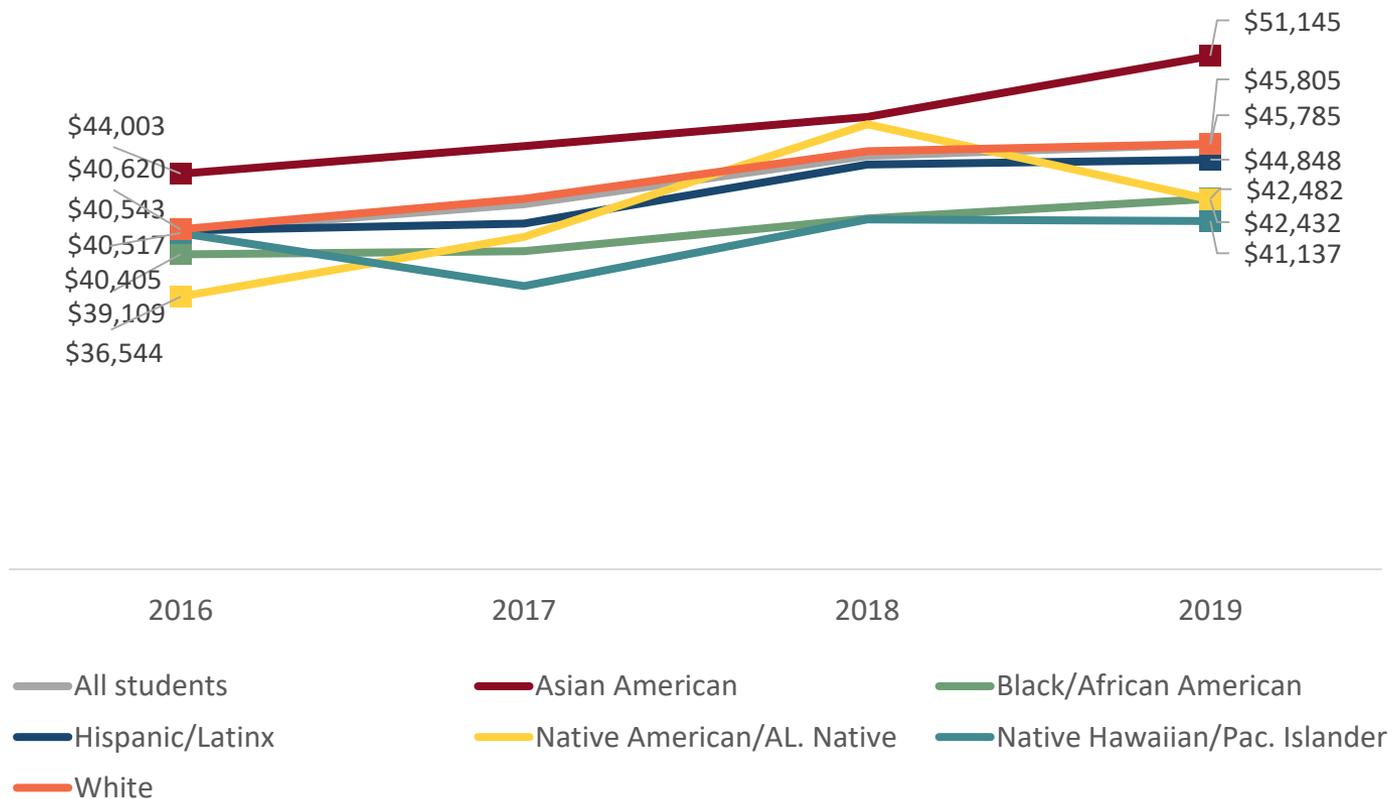
**Source:** HECC analysis of Oregon community college student records and earnings data from Oregon Employment Department.

**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



**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.



# Most measures show progress as well as room for more growth

## ENTRY

High school graduates earn 10.4 credits  
64% enroll in college

## AFFORDABILITY

42% of students face unaffordable costs, even after aid

## COMPLETION

48% of community college  
65% of public university students complete

## MOBILITY

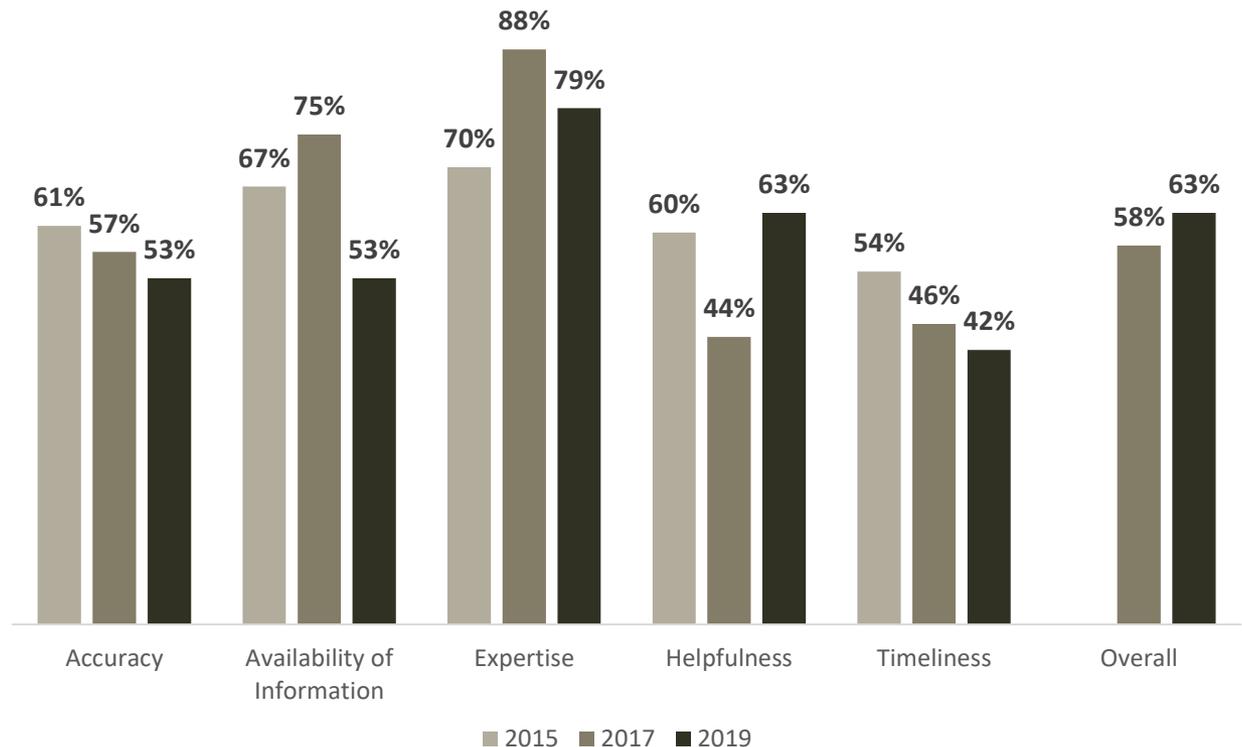
Earnings rise with more education and continue to rise in a strong economy

We will continue to refine how we measure each concept as new sources of data emerge

# Agency customer service is a statewide measure

**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.

HECC constituents expressed less satisfaction with staff expertise than in 2017, but indicated a strong improvement in helpfulness. Availability of information and timeliness continue to show a need for improvement



**Source:** HECC analysis of survey of stakeholders with a response rate of 40 percent.

**Notes:** The stakeholder surveyed in 2017 and 2019 differed from the group surveyed in 2015, making comparisons between these years difficult.

# 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.	83%
Q3: The amount of time expected of commissioners outside of Commission meetings is reasonable.	83%
Q4: The Commission is effectively utilizing my skills and expertise.	100%
Q 5: I can speak candidly at Commission meetings.	83%
Q6: I can participate in subcommittee meetings in which I am not a subcommittee member.	83%
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.	83%
Q10: Commissioners actively participate in discussions.	83%
Q11: The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).	67%
Q12: Commissioners listen to and value each other's comments.	83%
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.	83%
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.	83%
Q17: The Commission assesses the performance of the Executive Director on an annual basis.	83%
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.	83%
Q22: Commission meetings cover the right combination of information-sharing, discussion, decision-making, and board education.	83%
Q23: Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation.	83%
Q24: Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight.	83%

**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
16	Commission/board best practices