



# KEY PERFORMANCE MEASURES

OFFICE OF RESEARCH AND DATA

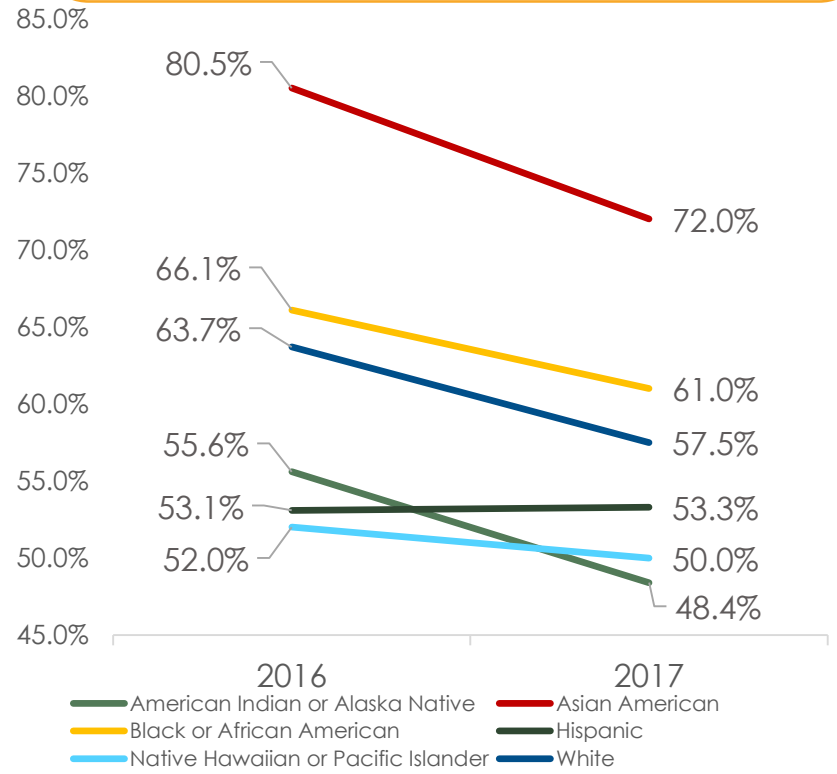
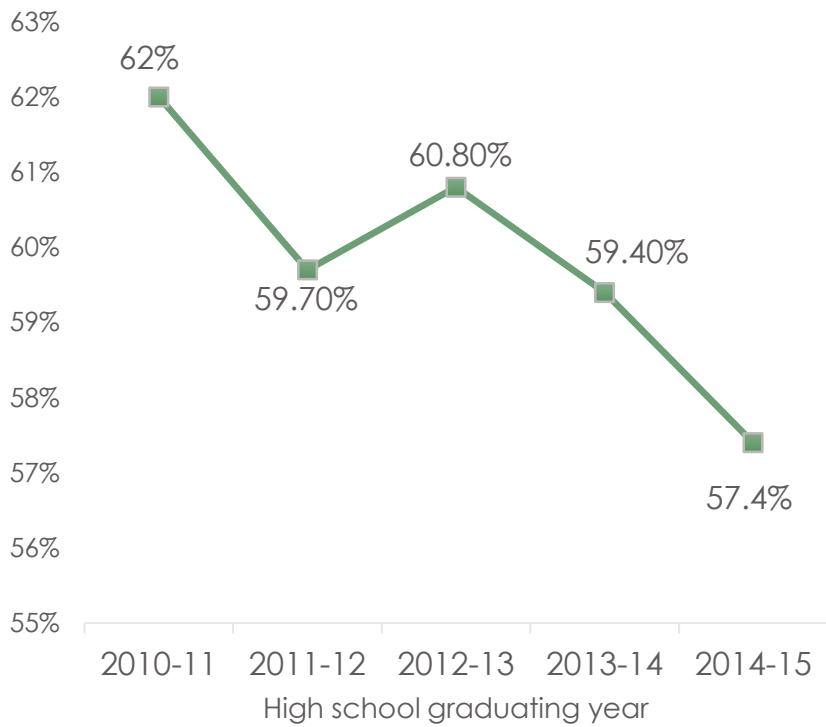
OCTOBER 2017

# KPM #1-2

## HIGH SCHOOL GRADUATES ATTENDING COLLEGE – OVER TIME AND BY RACE/ETHNICITY

**Description:** Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date

As the state's high school graduation rate has risen, the college-going rate has fallen. With the exception of Hispanic students, all racial/ethnic groups have experienced a decline in the number of high school graduates attending college



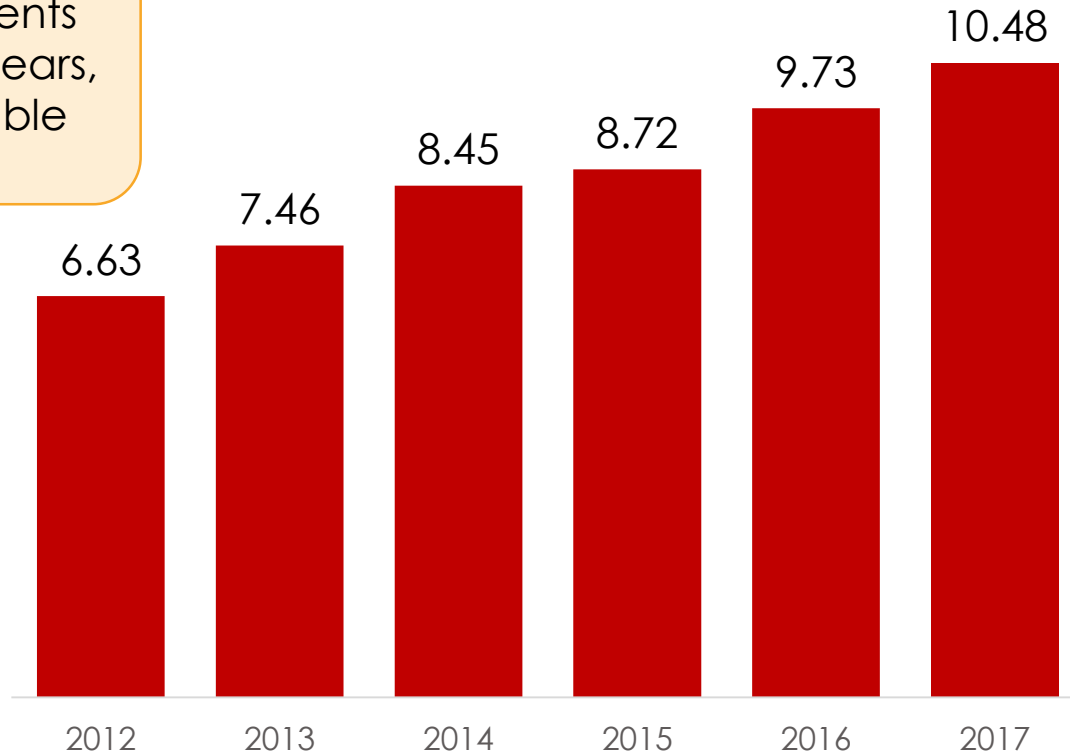
**Source:** HECC analysis of university and community college data. High school graduates include all students who received a regular four-year diploma, a modified four-year diploma, or a GED within four years of high school.

# KPM #3

## COLLEGE CREDITS EARNED BY K-12 STUDENTS

**Description:** Amount of postsecondary credit per graduate awarded to K-12 students

College credit earned by high school students has risen in recent years, both in types available and in amount.



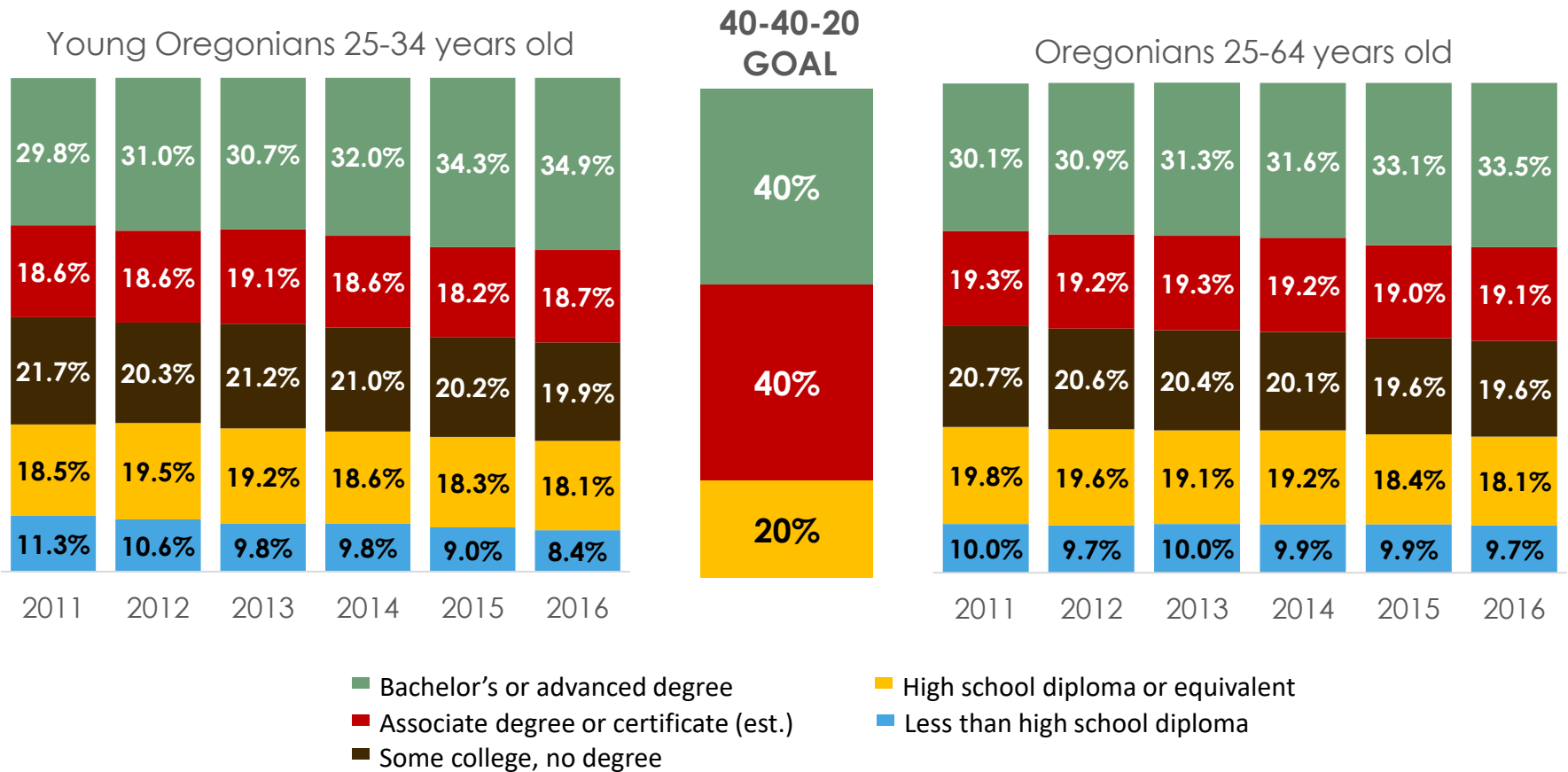
**Source:** HECC analysis of university and community college data. Includes only high school students who graduated within 4 years and were enrolled in dual credit or expanded options programs.

**Notes:** This measure represents an average number of credits per graduate based on the total number of credits earned among all students who have not graduate from high school in a single academic year. It does not measure the breadth of dual credit among high school students.

# KPM #4

## OREGON EDUCATIONAL ATTAINMENT

**Description:** Percent of young Oregon adults with postsecondary degree or certificate by degree type



**Source:** American Community Survey data, 1-year estimates.

**Note:** House Bill 2311 (2017) refocuses 40-40-20 as a pipeline goal for the expected high school class of 2025 (and beyond), rather than to all adult Oregonians. At the same time, it clarifies the state's commitment to ambitious educational outcomes for working-age Oregonians by requiring that HECC work with the Oregon Workforce Investment Boards and institutional partners to create a new set of goals for the adult population that are more aligned with career trajectories, educational interests, and projected job opportunities.

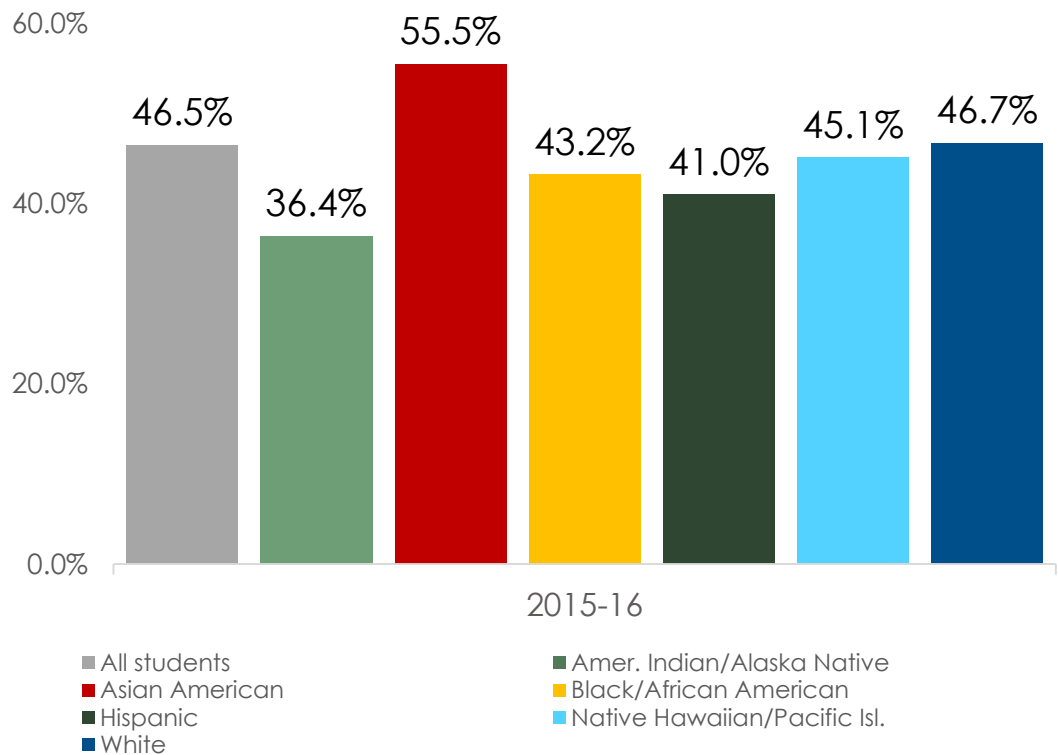


# KPM #5-6

## COMMUNITY COLLEGE COMPLETION AND TRANSFER RATE, TOTAL AND BY RACE/ETHNICITY

**Description:** Percentage of Oregon community college students who complete an associate degree or who transfer to a university within three years

Almost half of credential-seeking students at community colleges complete a certificate/degree or move to a four-year university. This new measure will include trends over time in coming years.



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

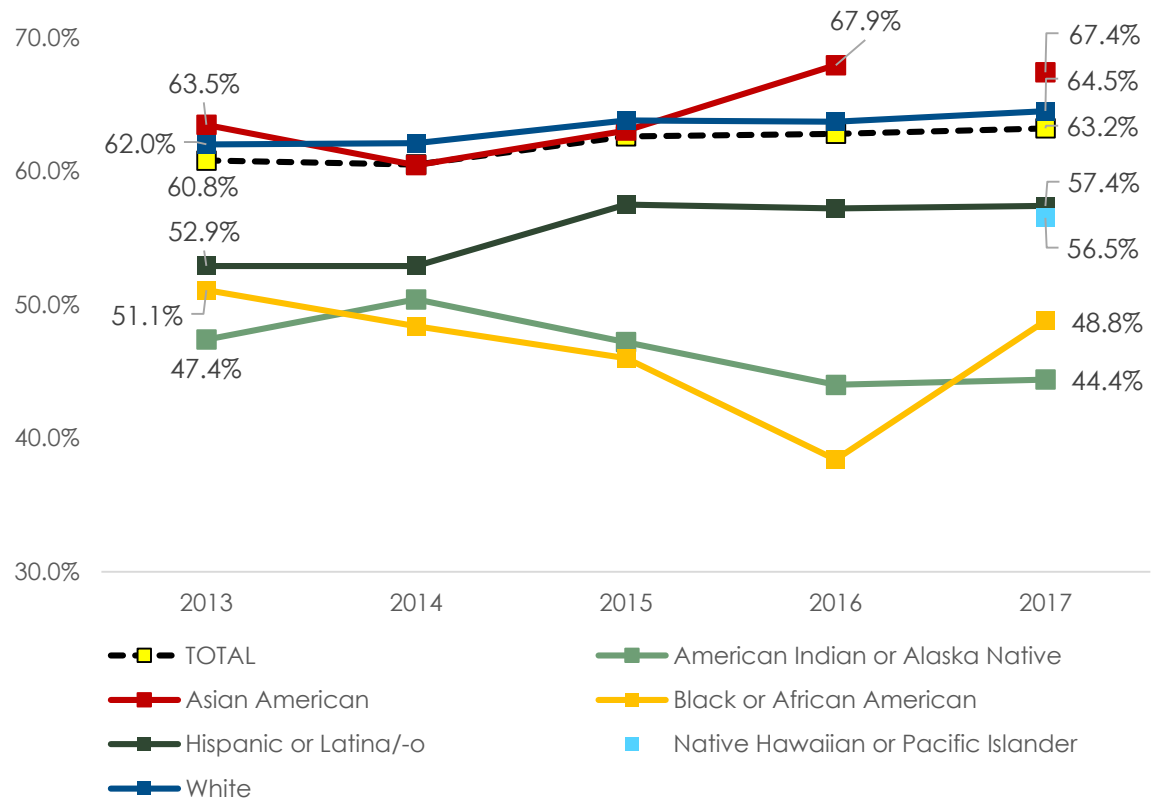
**Notes:** This KPM uses student behavior to define "credential-seeking" as accumulating 18 or more quarter credits within the period. A student is considered to have transferred if there is any evidence of enrollment at a 4-year university after the last enrollment in the community college and before the end of the three-year tracking period.

# KPM #7-8

## PUBLIC UNIVERSITY GRADUATION RATE – TOTAL AND BY RACE/ETHNICITY

**Description:** Percentage of Oregon university students who complete a bachelor’s degree within 6 years – Total and disaggregated by race/ethnicity

Public university graduation rates have risen for Asian American, Hispanic, and White students but not for African American or Native American students



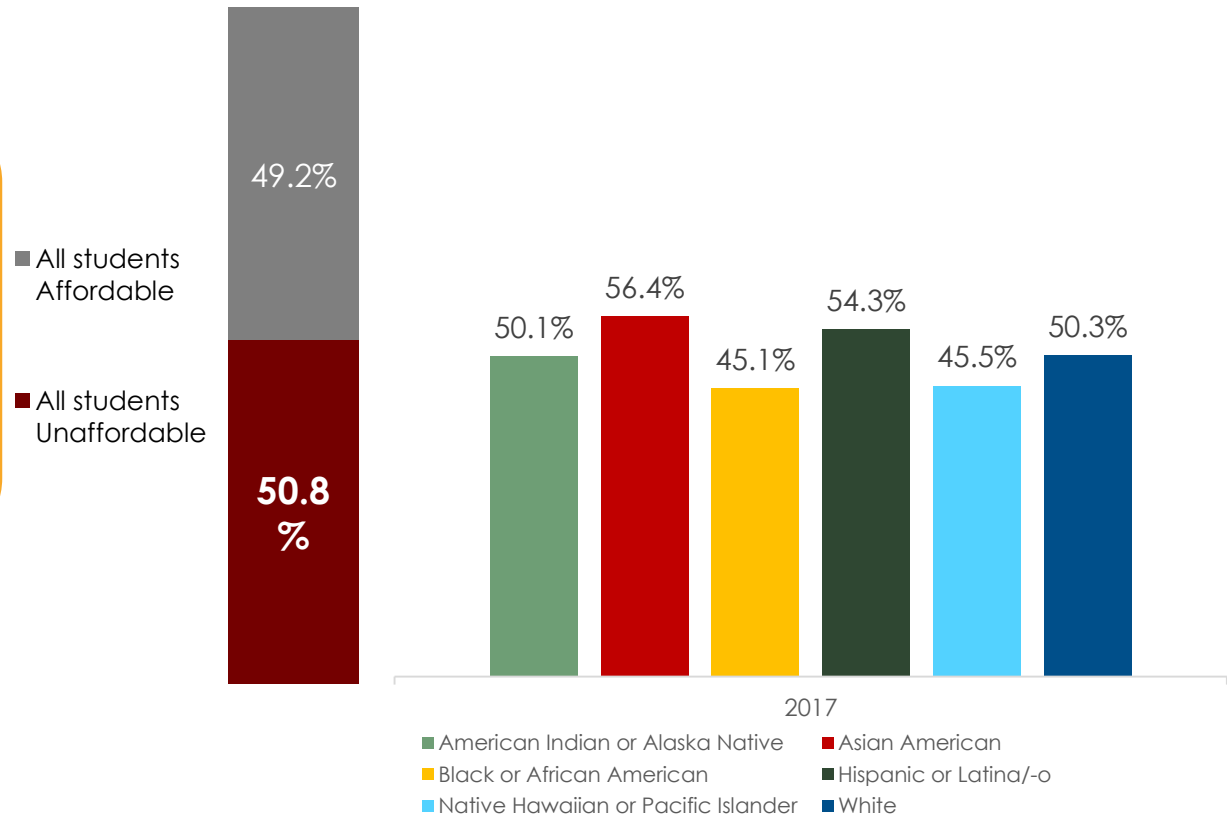
**Source:** HECC analysis of Oregon public university student records. Includes only first-time, full-time freshmen university students.  
**Notes:** Currently there is no historical data for the Native Hawaiian or Pacific Islander category. Prior to the 2010 cohort, the Asian American group included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

# KPM #9-10

## HIGHER EDUCATION UNAFFORDABILITY – ALL STUDENTS AND BY RACE/ETHNICITY

**Description:** Percentage of resident enrolled students who incur unaffordable costs, adjusted with federal and state grant aid, Estimated Family Contribute (EFC), and an estimate of student earnings

More than half of all students in public universities and community colleges who file FAFSA's cannot afford the cost of attendance even with financial aid.



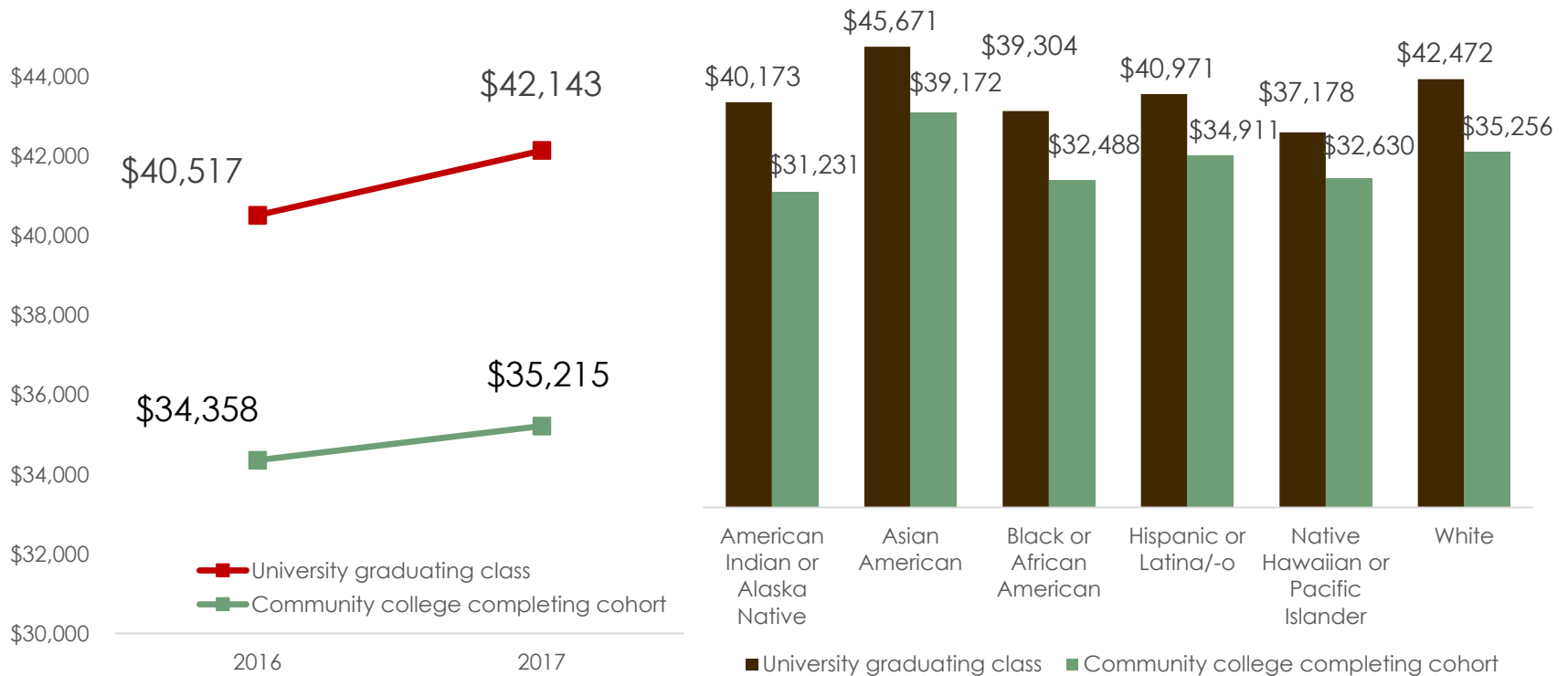
**Source:** HECC analysis of Oregon public university and community college student records.

**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 Free Application for Federal Student Aid (FAFSA).

# KPM #11-12, 13-14

## EARNINGS FOR COMMUNITY COLLEGE COMPLETERS AND UNIVERSITY GRADUATES – OVER TIME AND BY RACE/ETHNICITY

**Description:** Median earnings of community college completers and university graduates with bachelor's degrees, five years after completion, over time and disaggregated by race/ethnicity



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

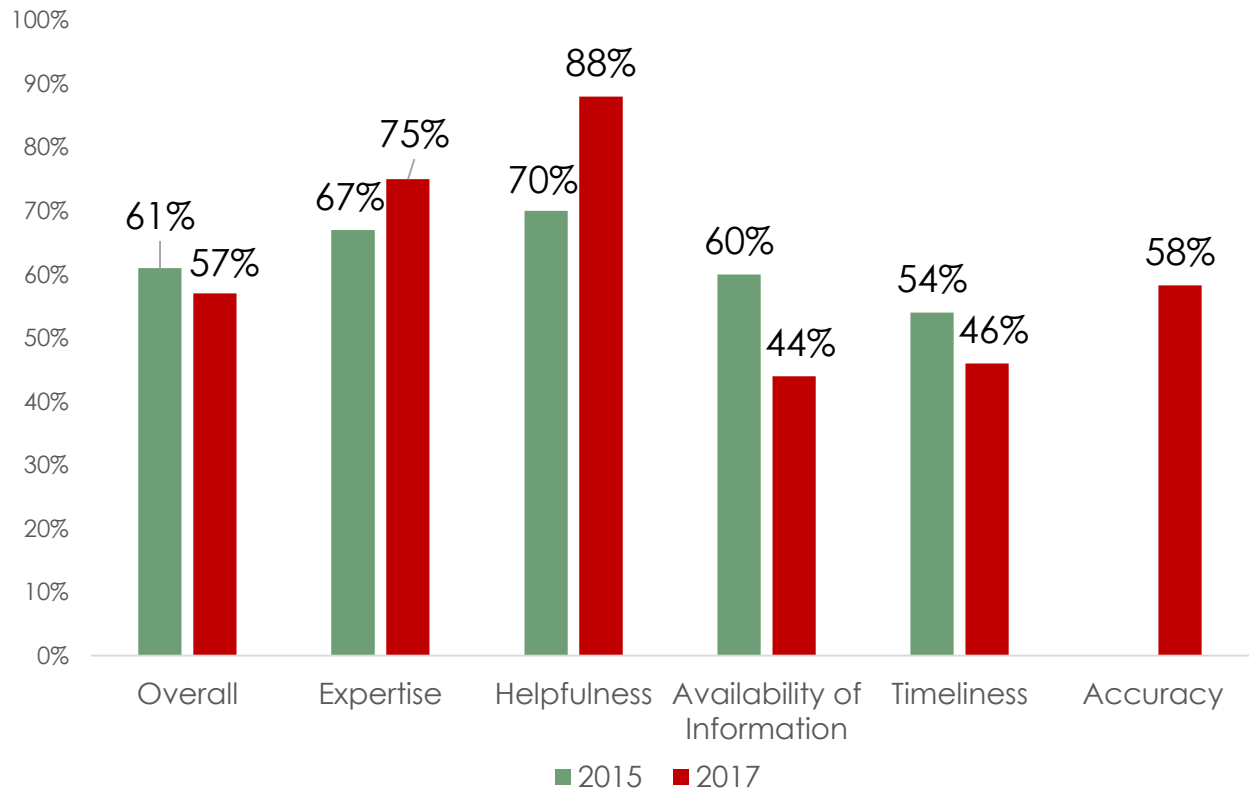
**Notes:** Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree.



# KPM #15

## CUSTOMER SERVICE

**Description:** Percent 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 greater satisfaction with staff expertise and helpfulness than in 2015, while availability of information and timeliness show a need for improvement

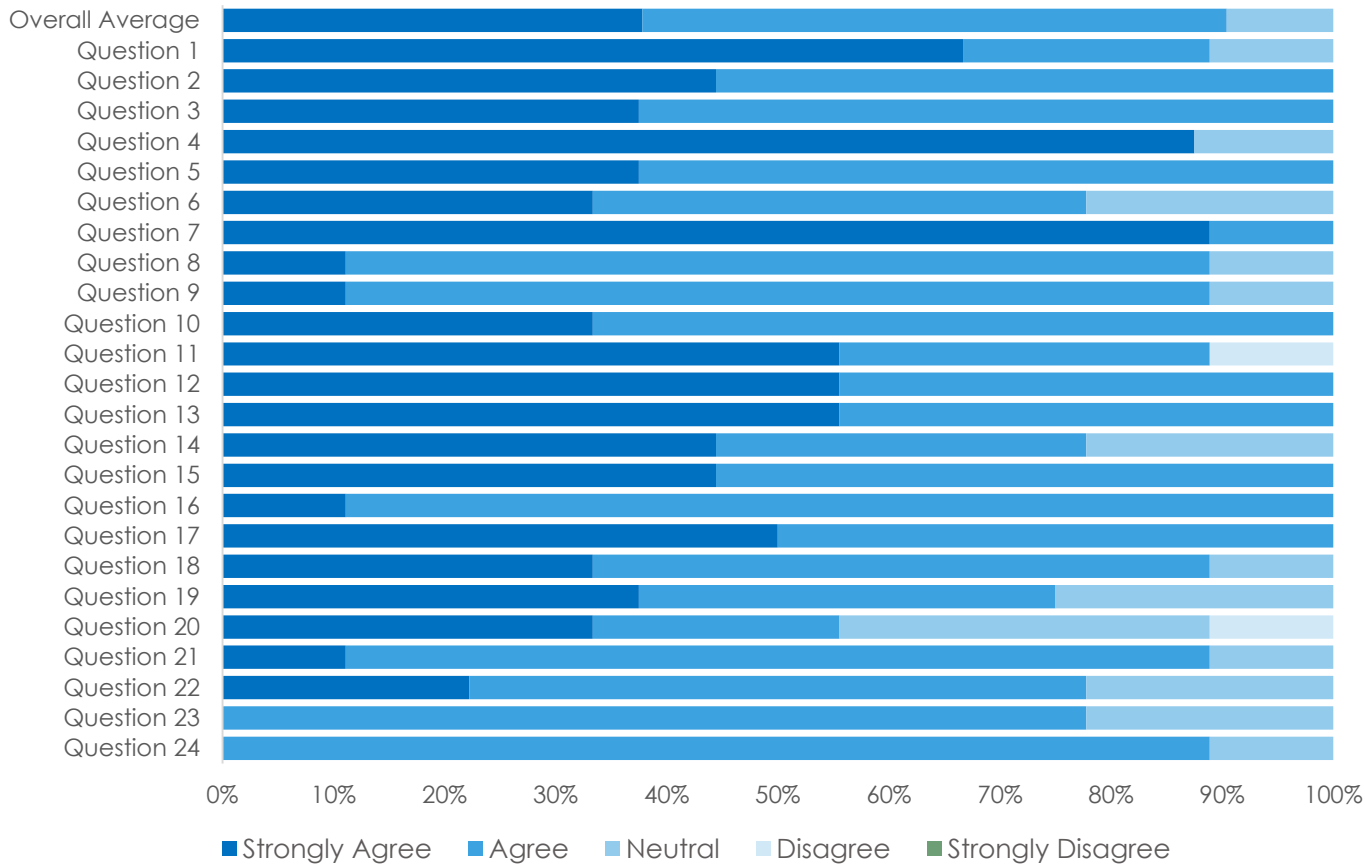
**Source:** HECC analysis of survey of stakeholders with a response rate of 40 percent.

**Notes:** The group of stakeholders for this 2017 survey was different from the 2015 group, making comparisons between the years difficult. The Accuracy category was new to this survey so there is no historical data to provide.

# KPM #16

## AGENCY BEST PRACTICES

**Description:** Annual survey of Commissioners' opinion about how well the best practices were met by the Commission



Averaging all questions,



of Commissioners **agreed or strongly agreed** the Commission follows these best practices

**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.

# KPM #16

## AGENCY BEST PRACTICES – LIST OF RATED QUESTIONS

As an individual Commissioner:

1. I am able to devote the time and energy necessary to actively participate in Commission meetings.
2. The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.
3. The amount of time expected of commissioners outside of Commission meetings is reasonable.
4. The Commission is effectively utilizing my skills and expertise.
5. I can speak candidly at Commission meetings.
6. I can participate in subcommittee meetings in which I am not a subcommittee member.
7. Serving on this Commission is satisfying.

As a Commission:

8. The Commission as a whole has a clear understanding of its role and responsibilities.
9. The Commission understands and respects the distinction between its responsibilities and those of management.
10. Commissioners actively participate in discussions.
11. The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).
12. Commissioners listen to and value each other's comments.
13. The leadership of the Commission is effective.

14. Public comment during the public comment section of the meeting and during action items is a valuable opportunity to gather input.
15. The Commission provides insight and guidance to the HECC's strategic direction.
16. 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.
17. The Commission assesses the performance of the Executive Director on an annual basis
18. The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.
19. The Commission operates in a transparent and open fashion.
20. Commission meetings have agendas and materials that are distributed far enough in advance to give them adequate consideration.
21. Commission meetings rely on written and presentation materials that provide the right type and amount of information and are clearly written.
22. Commission meetings cover the right combination of information-sharing, discussion, decision-making, and board education.
23. Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation.
24. Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight.

# KPM #16

## AGENCY BEST PRACTICES – LIST OF OPEN-ENDED QUESTIONS AND RESPONSES

### 1. What do you find most satisfying in your role as Commissioner?

- a. Being part of a commission that is implementing policy in a way that aims to be student centered, and uses data and gathers input from different stakeholders
- b. Being strategic and requiring outcomes.
- c. Interactions between Commissioners and Higher Ed officials
- d. Making a difference to all students and provide a vision for Oregon students and educators.
- e. Working into the strategic plan and connecting our mission and vision. The Commission examines the difficult aspects of higher education as well as what's working.
- f. Thinking, discussing, deliberating. Helping spark change that support students.
- g. The ability to drill deep on the issues facing students and universities to able to offer solutions
- h. The ability to think and work with others to respond to the evolving needs of colleges and universities and participate in complex problem solving. Being part of a committed team.
- i. Professional development, i.e., learning and serving.

### 2. What do you find least satisfying in your role as Commissioner?

- a. Cannot possibly be involved in every issue myself
- b. The travel and time
- c. Apparently low involvement of some Commissioners
- d. That we don't have enough time to discuss all the educational issues.
- e. Nothing--I truly enjoy every aspect of this position.
- f. Nothing really -- sometimes routine items get a bit boring, but I love the work
- g. None
- h. Not being able to address some of the longstanding systemic issues facing higher education- funding, infrastructure, student aid, collaboration...
- i. Even though my time outside of the commission meetings is respected by staff et al, I wouldn't mind more information distributed and staff's plans & analysis in the days and weeks between commission meetings.

# KPM #16

## AGENCY BEST PRACTICES – LIST OF OPEN-ENDED QUESTIONS AND RESPONSES

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### 3. What can HECC staff do to enable you to serve more effectively or with greater satisfaction?

- a. Good question! The few times I have contacted staff they have been very helpful. I think we may be limited by a dearth of data and insufficient number of staff that could serve to inform us better.
- b. Not much. Receiving materials earlier would help. Being more candid about potential issues or problems.
- c. Prompt (earlier) notification of meeting place, time, agenda and support material
- d. Provide more updates of the projects we approve or the recommendations we make.
- e. Sometimes the reimbursement gets months behind, and that can be a little daunting keeping track of what has been paid and what is outstanding.
- f. Great staff -- I like the policy framing and development most. Need to keep us focused on the big questions regarding our goals and what it will take to achieve them.
- g. The HECC staff is great. Anytime I needed information they provided to me.
- h. This year has been a personally challenging year for me, which has affected my participation. I am very committed to the work of HECC and feel that the staff is extremely supportive and effective.
- i. Continue regular communication and involvement with individual commissioners (of course without violating public meeting laws, i.e., not conducting business by phone, email, or in person).