



ANNUAL REPORT OF KEY PERFORMANCE MEASURES

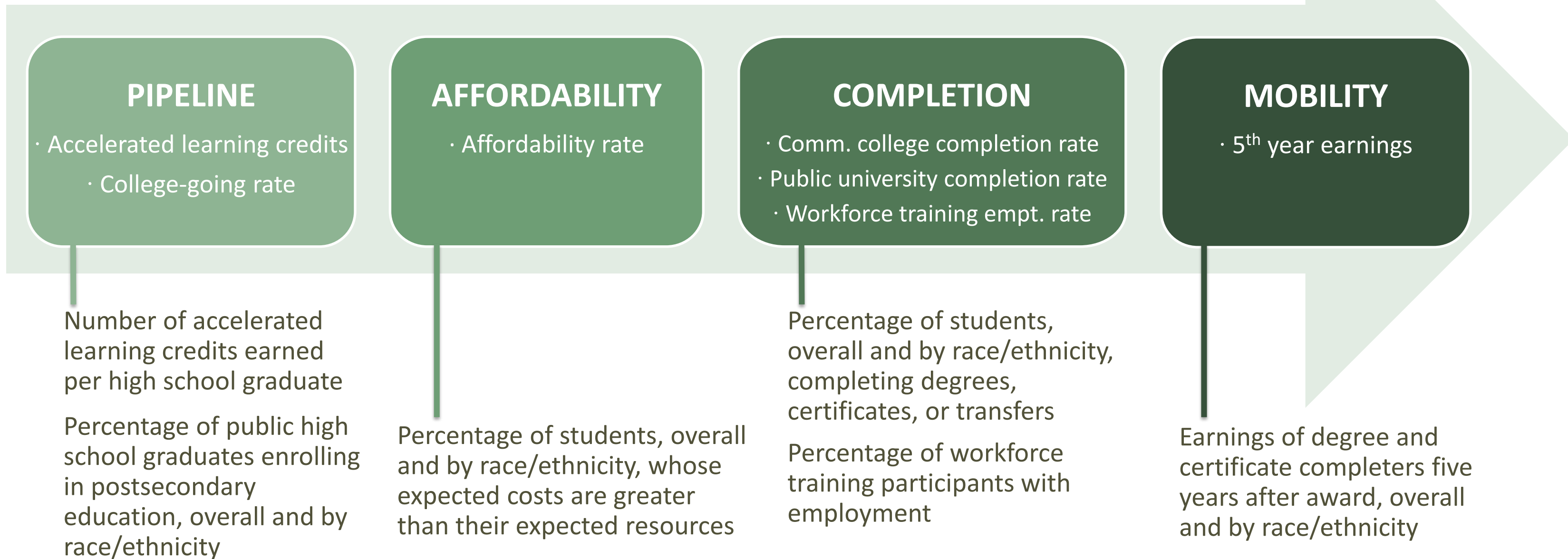
MEETING OF THE HIGHER EDUCATION
COORDINATING COMMISSION

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



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

High school students earned an estimated 9 credits from community colleges and public universities by the time they graduated, a continued increase from the early pandemic years

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

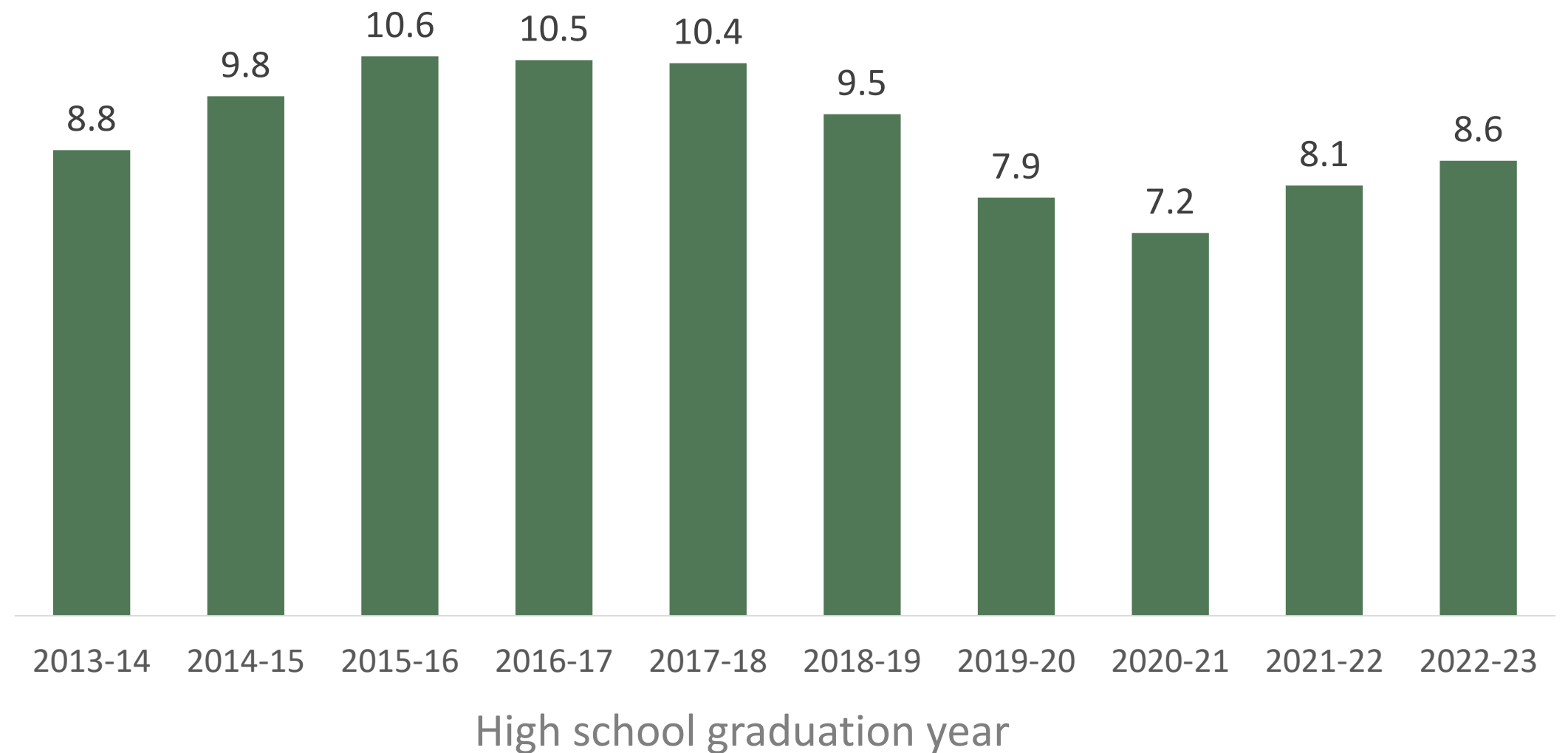
Accelerated college credit rose in the most recent year.

Enrollment in accelerated college credit programs rose for the second year in a row after falling sharply during the pandemic.

Students earn this credit through high school-based partnerships with colleges and universities. Students may earn additional credit through other accelerated credit programs.

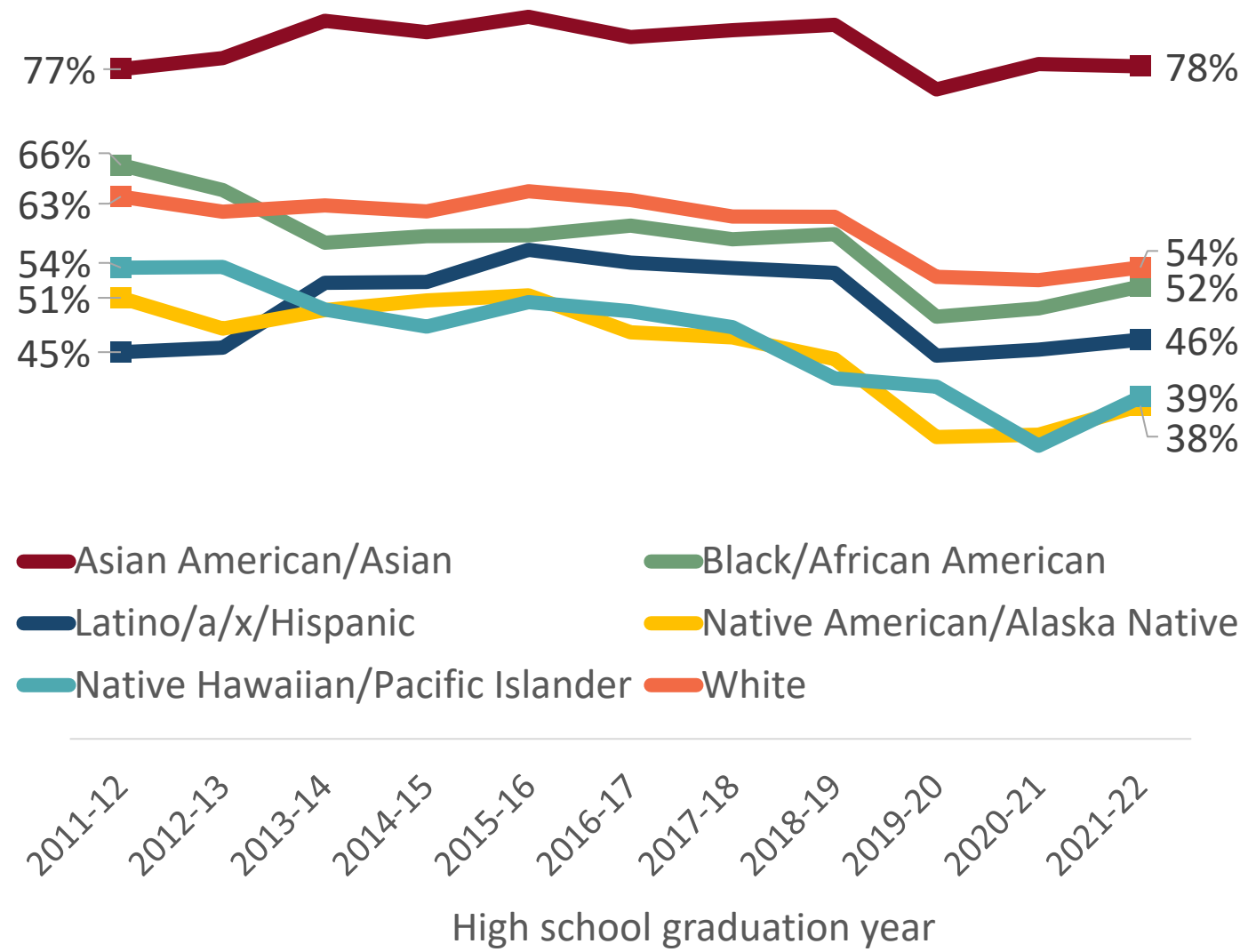
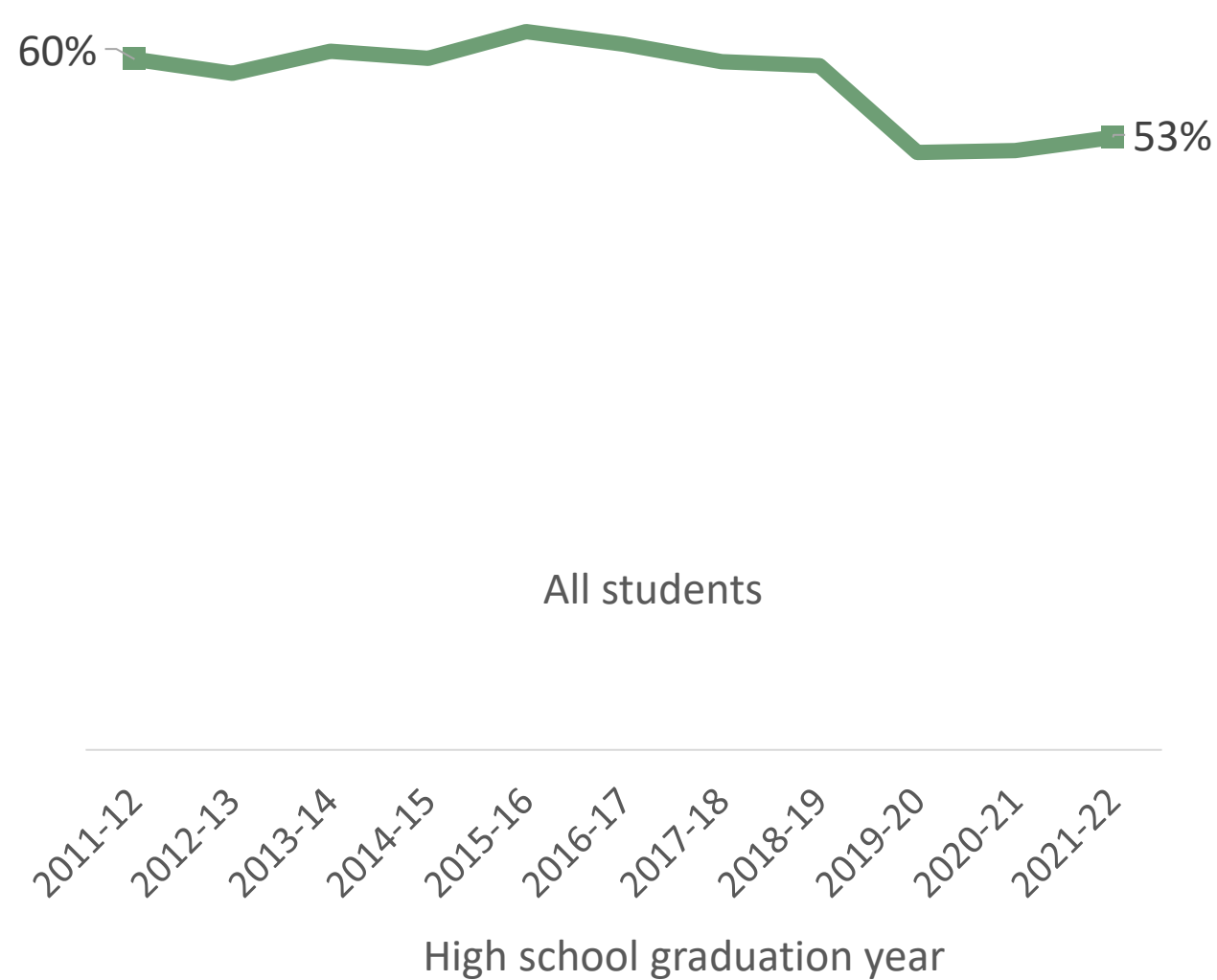
This measure estimates the amount of credit high school students earn by counting credits earned by all students in the most recent year.

Estimated college credits earned by high school students



The college-going rate of Oregon high school graduates rose for the first time since the pandemic. 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 2021-22 graduates, shows the percentage enrolling by June 2023. Goals: Rising college-going for all groups and disparities across racial/ethnic groups disappear.



College-going rose for the first time since the pandemic for all groups. It had fallen sharply for the 2020 class and remained low. Equity gaps have widened over time. This measure changed in 2024 to show college-going within 12 months (vs. 16). Historic rates shown use this new measure.

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

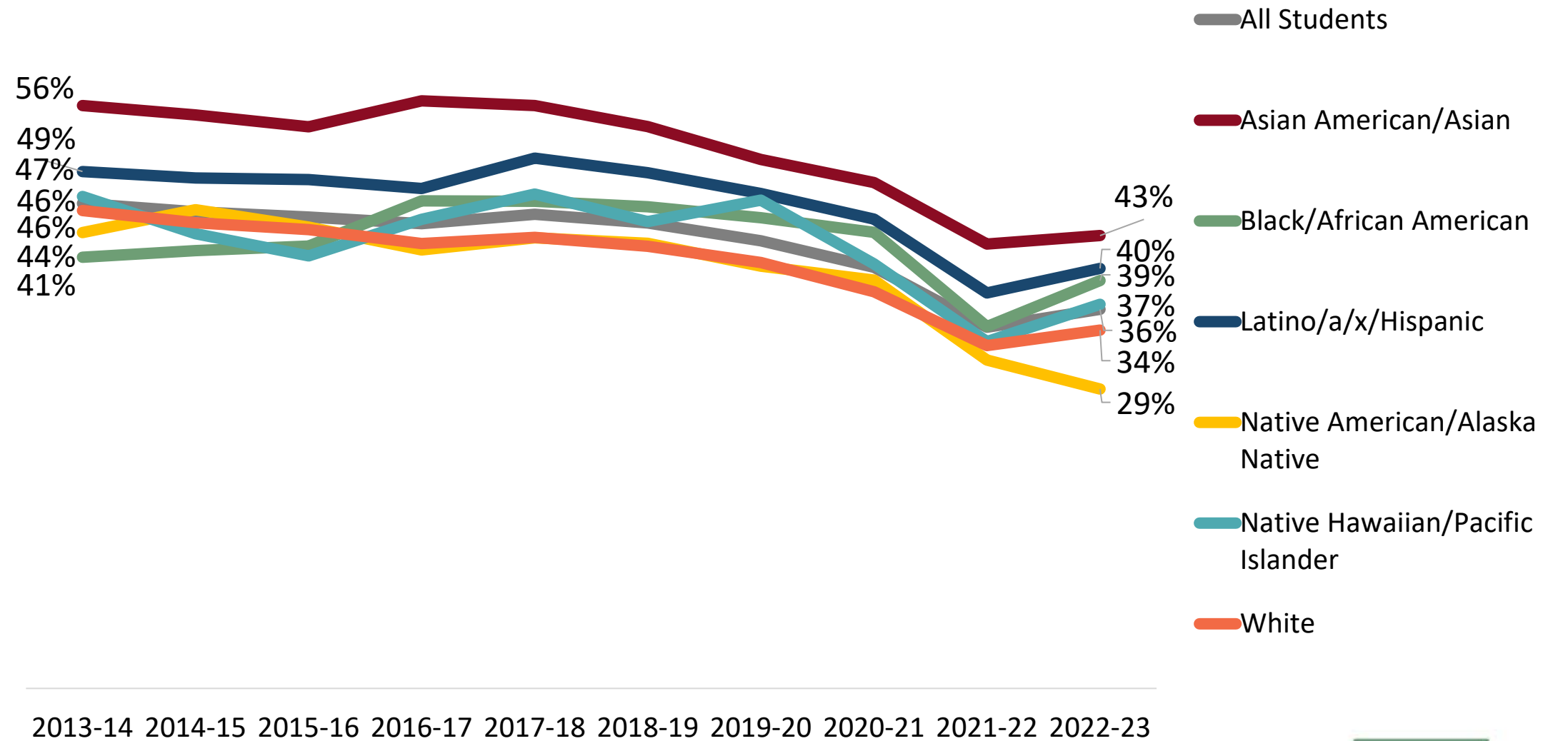
KPM 9-10. Percentage of resident students who cannot meet expected costs of college or university with public grant aid, most institutional aid, expected family contributions, and estimated student earnings; overall and by race/ethnicity.

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

Slightly more students faced unaffordable costs in 2022-23.

The percentage of students facing unaffordable costs rose slightly, from 35% to 37%, between 2021-22 and 2022-23. This follows the ending of some expanded federal supports during the pandemic.

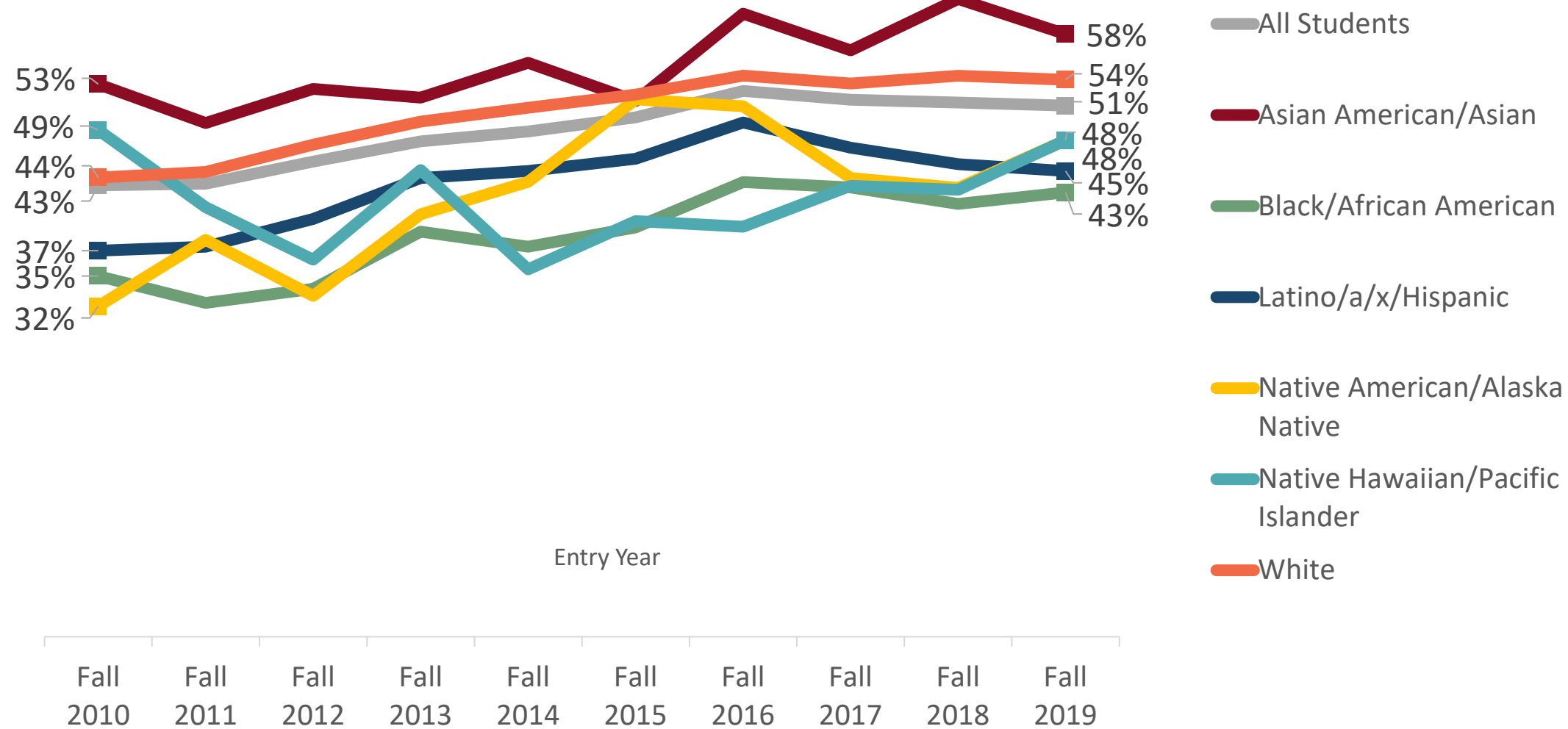
Asian American students are most likely to face unaffordable costs among racial/ethnic groups. Affordability improved for Native American/Alaska Native students, reflecting the first year of the Oregon Tribal Student Grant.



Completion and transfer rates at community colleges declined slightly, but equity gaps have improved

Data shown are updated since last submission to DAS

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.



Completion and transfer indicate a slight increase since the pandemic, from 50.0% to 51.1%.

Equity gaps have widened slightly during this time. Rates across racial/ethnic groups were as much as 13 percentage points different at the start of the pandemic. The gap in the most recent year is about 15 percentage points.

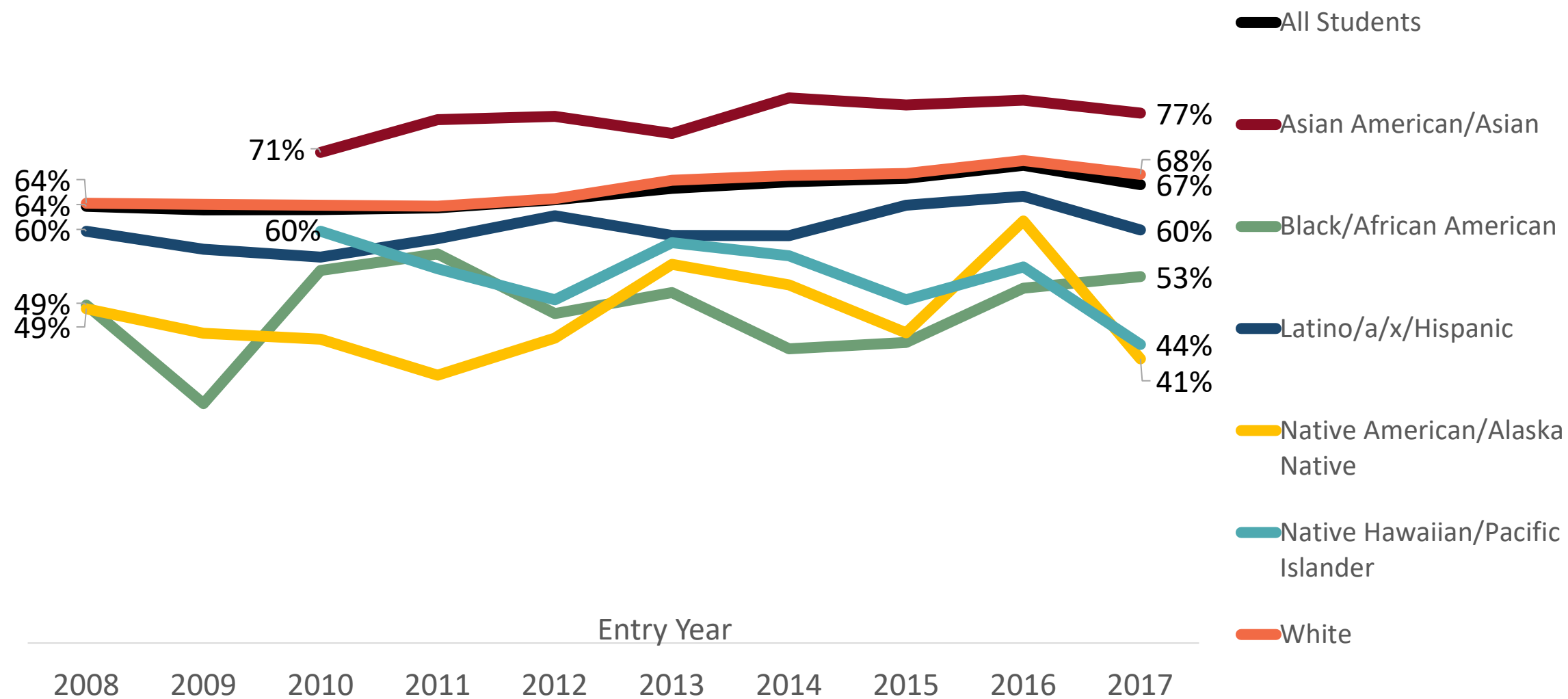
For equity gaps to close, completion and transfer needs to rise faster for underserved groups.

Data shown are updated since last submission to DAS

Graduation rates at public universities fell 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 fell in the most recent year for most groups.

Graduation rates declined almost three percentage points since last year. The most recent year reflects the cohort who came to graduation at the height of the pandemic.

The only other time university graduation rates have fallen in the last 15 years was for the 2009 cohort, which came to graduation during the Great Recession.

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

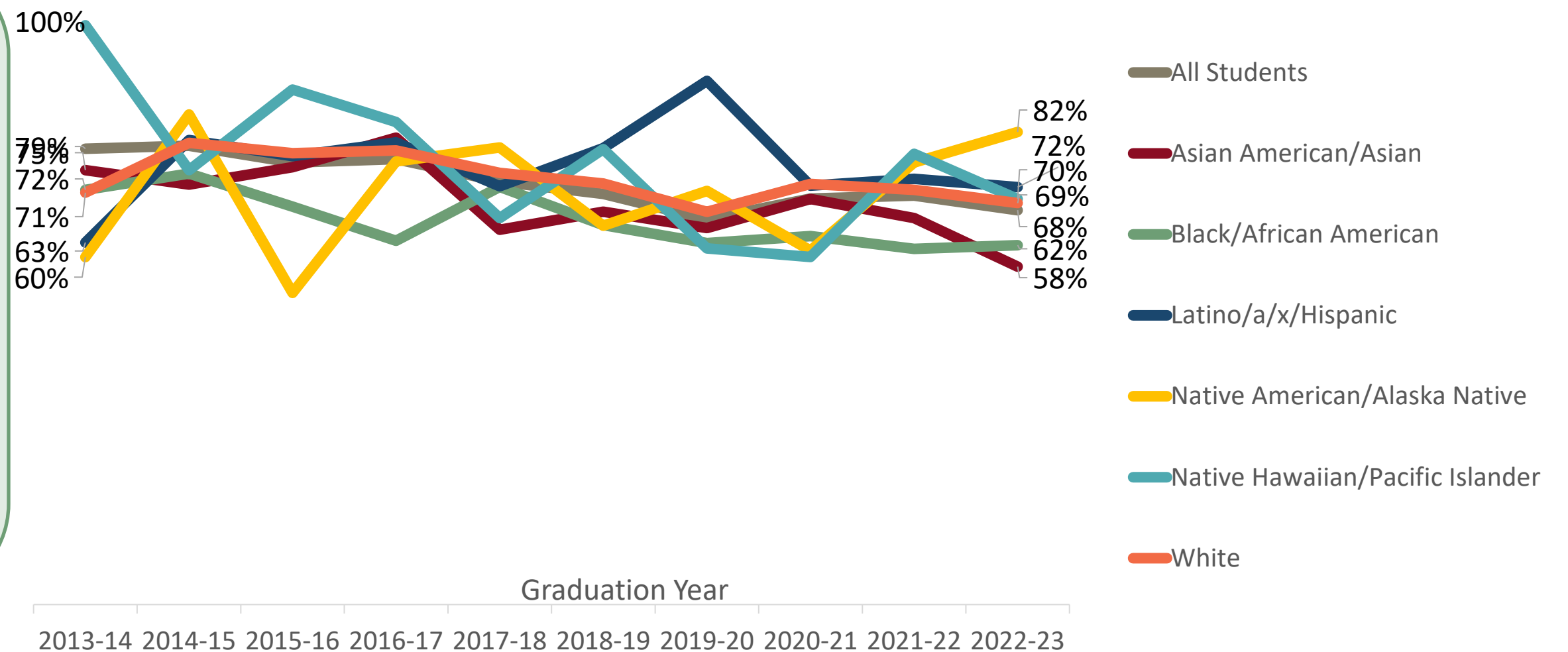


Employment rates among participants who have completed workforce training programs

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 a 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.

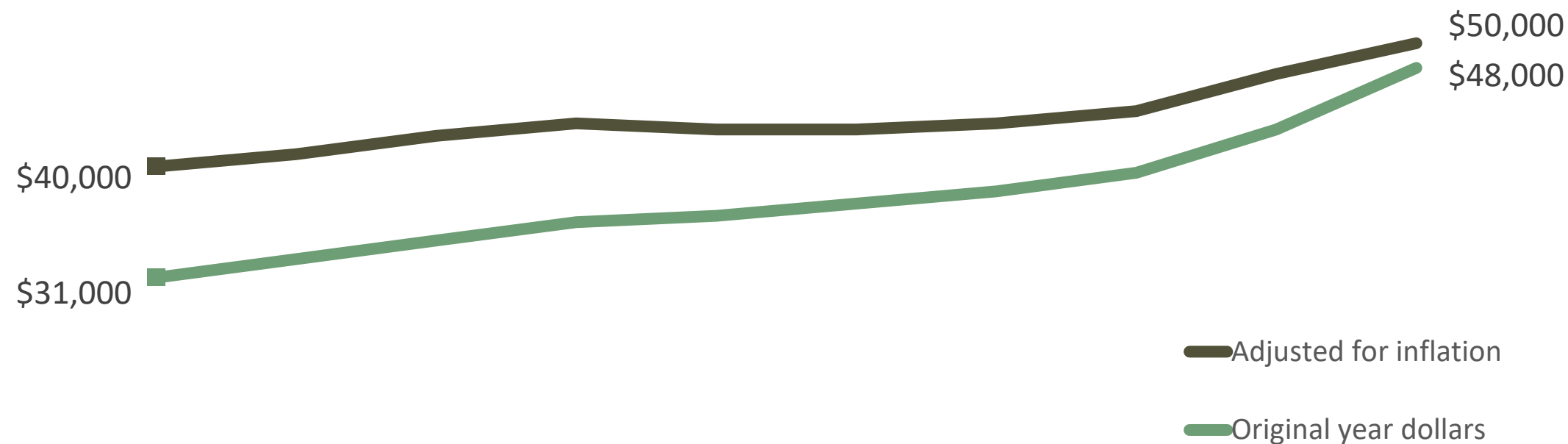


Earnings for community college completers rose in the most recent year, even after accounting for inflation

Data shown are updated since last KPM submission to DAS

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 rose in the most recent year.

Across the last decade and even after adjusting for inflation, those who graduated in 2017-18 earned 25 percent more than those who graduated in 2008-09. This shows a rising value of a community college credential.

All community college completers

Graduation year/ Earnings year	2008-09/ 2013-14	2009-10/ 2014-15	2010-11/ 2015-16	2011-12/ 2016-17	2012-13/ 2017-18	2013-14/ 2018-19	2014-15/ 2019-20	2015-16/ 2020-21	2016-17/ 2021-22	2017-18/ 2022-23
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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. Adjustment shown in 2022 dollars.



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.

Data shown are updated since last KPM submission to DAS

Range across groups narrowed (inflation-adjusted to 2023 dollars)

	Graduation cohort		
	2008-09	2017-18	% change
Asian American/Asian	\$41,000*	\$55,000*	+34%
Black/African American	\$34,000*	\$50,000	+47%
Latino/a/x/Hispanic	\$39,500	\$48,500*	+24%
Native Amer./Alaska Native*	\$34,500	\$50,000	+47%
Native Hawaiian/Pac. Islander	\$39,500	\$54,500	+38%
White	\$41,000	\$50,000	+22%

Difference between *Top and *Bottom earners has decreased	\$7,000	\$6,000	-14%
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Relative earnings growth over 10 years

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.

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 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2007-08 and graduates from 2008-09 because of small numbers.

Earnings of bachelor's degree graduates have risen, even with inflation.

Data shown are updated since last KPM submission to DAS

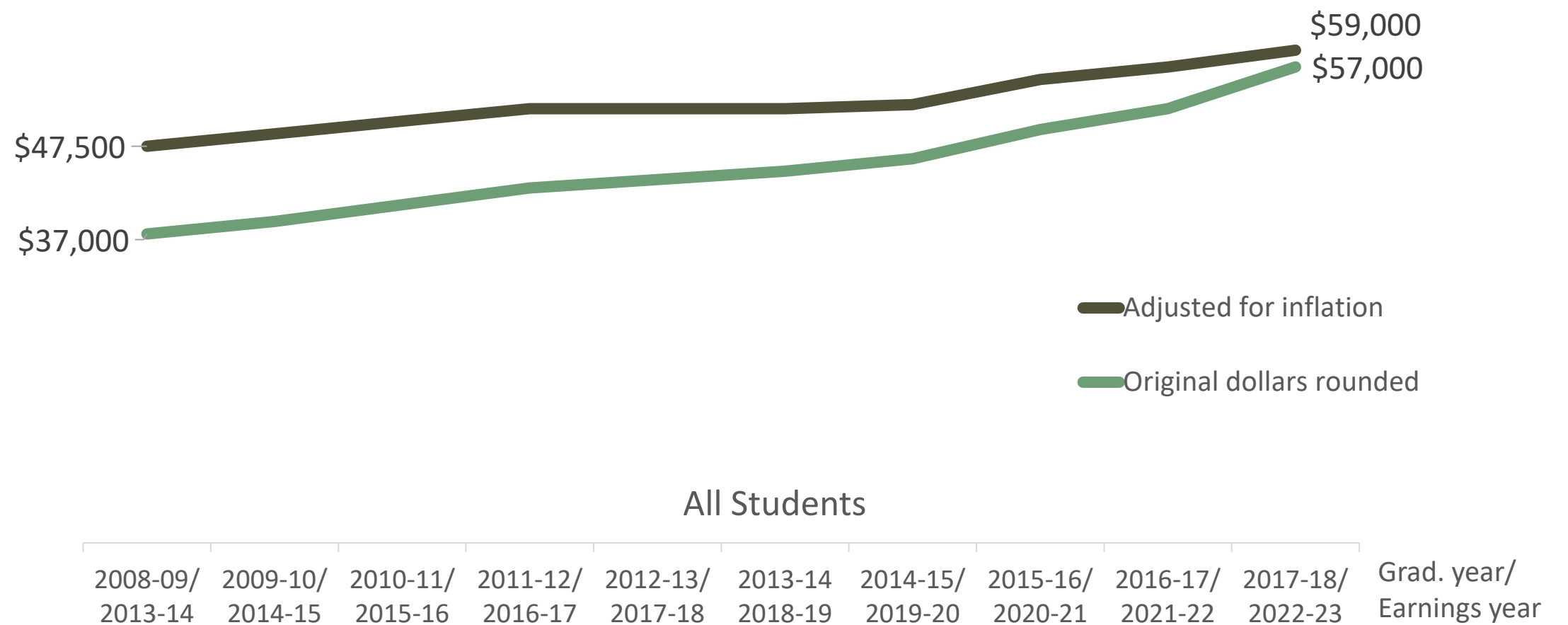
KPM 13. Median earnings of university graduates with bachelor's degrees, five years after completion, overall and by race/ethnicity.

Goal: Earnings rise and disparities across groups disappear.

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

New groups of bachelor's degree graduates who are employed in Oregon continue to earn more than previous graduates, as in the last several years. This shows a rising value of a university degree.

Even after adjusting for inflation, those who graduated in 2017-18 earned almost 24 percent more than those who graduated in 2008-09.



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

Data shown are updated since last submission to DAS

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.

Range across groups narrowed (inflation-adjusted to 2023 dollars)

The overall difference in earnings across groups narrowed somewhat. 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 changes between individual years, but the ten-year trend shows improvement in equity gaps.

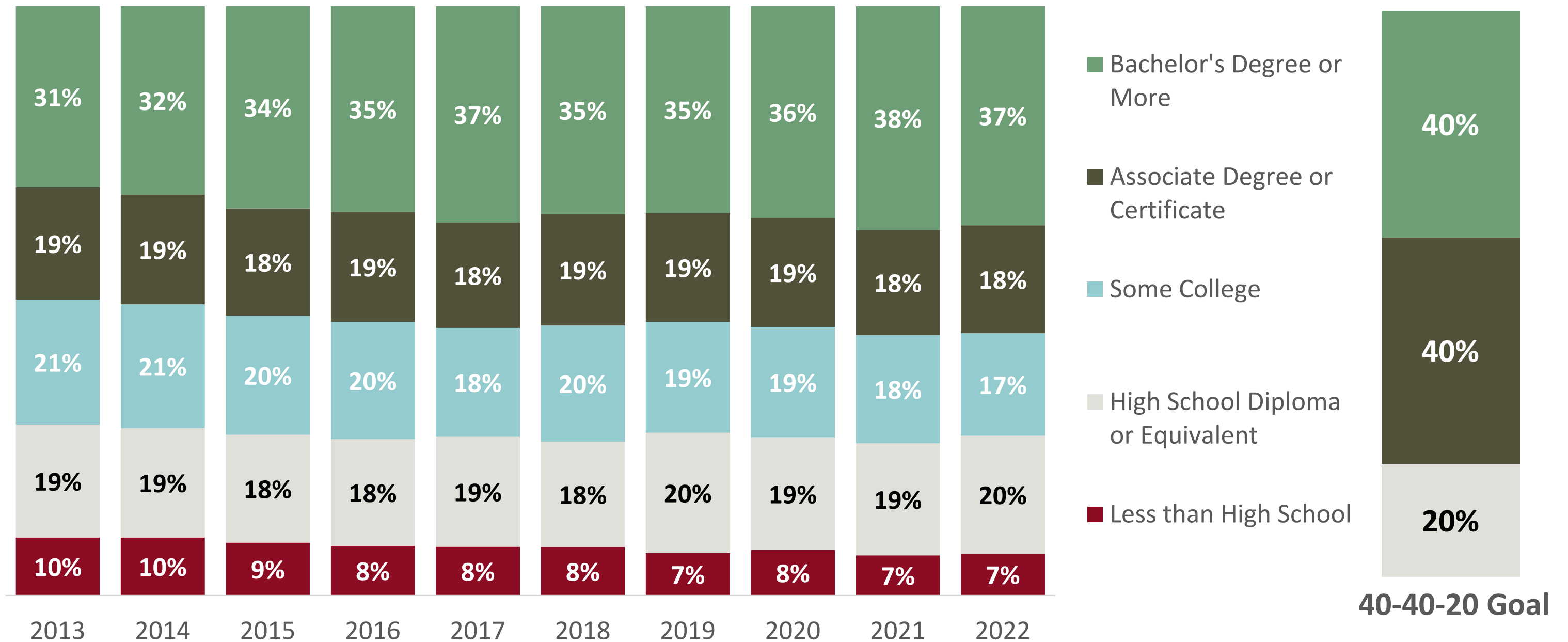
	Graduation cohort		
	2008-09	2017-18	% Change
Asian American/Asian	\$55,000*	\$63,500*	+15%
Black/African American	\$45,500	\$57,000	+25%
Latino/a/x/Hispanic	\$48,000	\$60,000	+25%
Native Amer./Alaska Native	\$40,500*	\$50,000*	+23%
Native Hawaiian/Pac. Islander	\$46,500	\$61,500	+32%
White	\$48,000	\$59,000	+23%

Difference between *Top and *Bottom earners has decreased slightly	\$14,500	\$13,500	-7%
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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 2008-09 for students identifying as Native Hawaiian/Pacific Islander and Asian American are an average of the earnings of graduates from 2007-08 and graduates from 2008-09 because of small numbers.



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

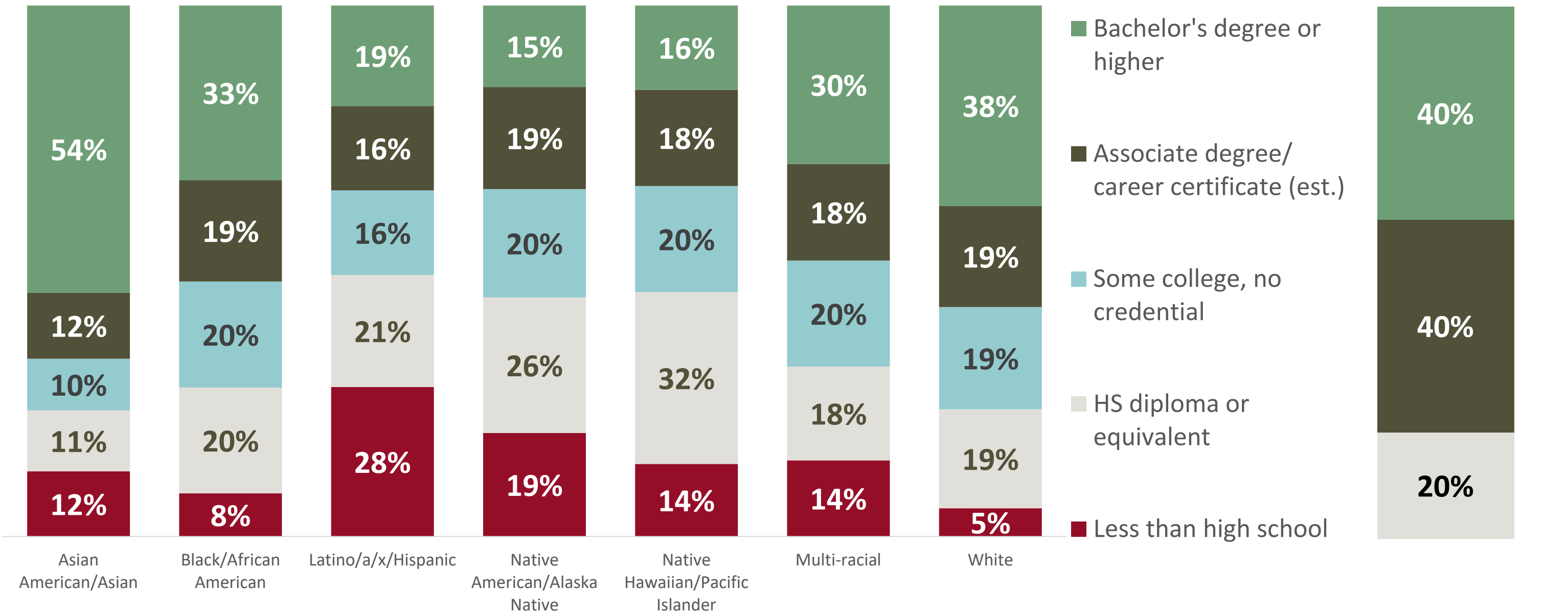


The pandemic-related declines in college-going and college and university graduation rates suggest the share of the young adult population with a postsecondary credential is likely to fall in the coming years.



Educational attainment varies widely by race/ethnicity

Educational attainment among all Oregon adults *age 25 and older*, by race/ethnicity, 2022



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



The Commission continues to model best practices

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

Many respondents are new to the Commission and reported answering “neutral” to many questions until they know more about the Commission’s needs and norms.

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.	78%	100%
2 The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.	44%	100%
3 The amount of time expected of commissioners outside of Commission meetings is reasonable.	78%	100%
4 The Commission is effectively utilizing my skills and expertise.	67%	100%
5 I can speak candidly at Commission meetings.	100%	100%
6 I can participate in subcommittee meetings in which I am not a subcommittee member.	22%	100%
7 Serving on this Commission is satisfying.	89%	100%
8 The Commission as a whole has a clear understanding of its role and responsibilities	78%	100%
9 The Commission understands and respects the distinction between its responsibilities and those of management.	89%	100%
10 Commissioners actively participate in discussions.	89%	100%
11 The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).	89%	100%
12 Commissioners listen to and value each other's comments.	100%	100%



The Commission continues to model best practices

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

Many respondents are new to the Commission and reported answering “neutral” to many questions until they know more about the Commission’s needs and norms.

Question	Percent (strongly) agree	Percent (strongly) agree or neutral
13 The leadership of the Commission is effective.	100%	100%
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.	78%	100%
16 Comm. ensures the agency’s fiscal integrity by monitoring the agency’s financial policies/operating performance and submitting biennial budgets.	78%	100%
17 The Commission assesses the performance of the Executive Director on an annual basis.	63%	100%
18 The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.	78%	100%
19 The Commission operates in a transparent and open fashion.	89%	100%
20 Commission meetings have agendas & materials that are distributed far enough in advance to give them adequate consideration.	78%	89%
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.	78%	100%
23 Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation.	67%	89%
24 Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight.	78%	100%