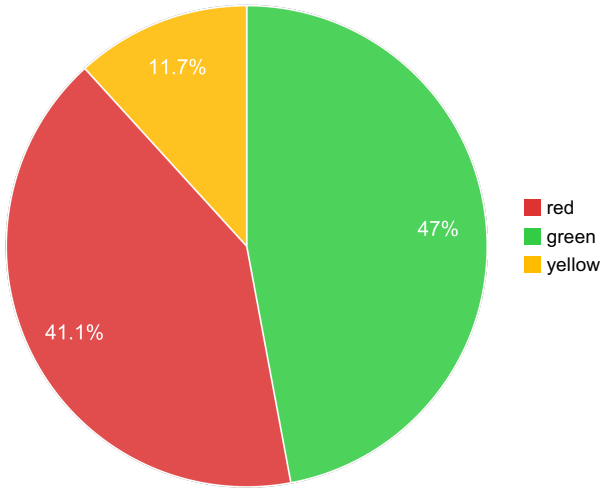
Higher Education Coordinating Commission

Annual Performance Progress Report

Reporting Year 2026

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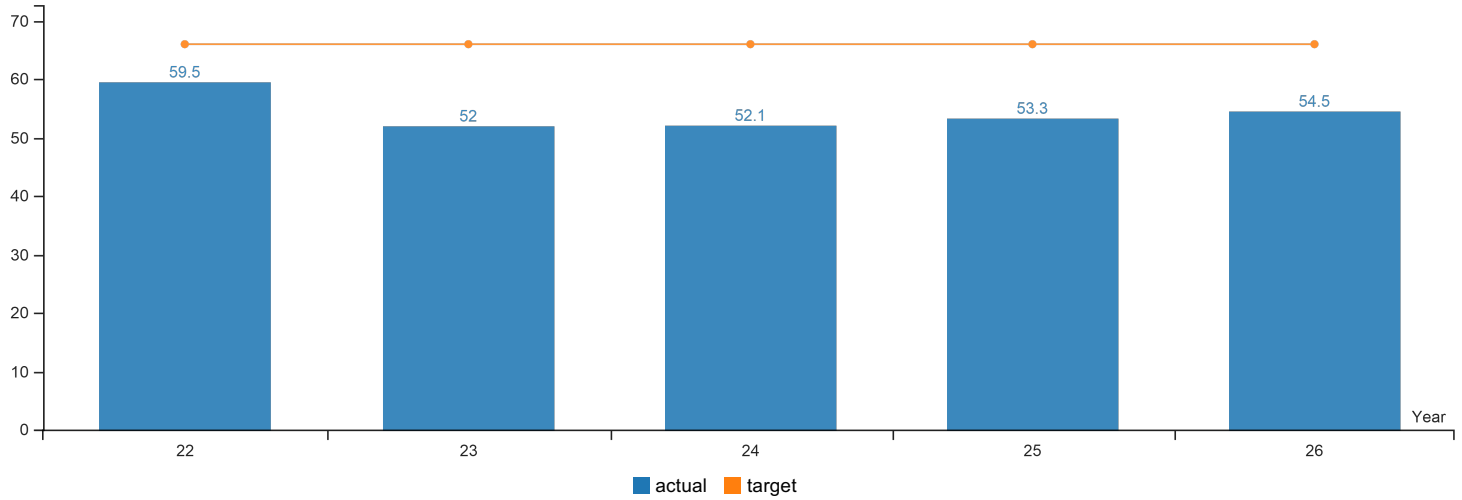
KPM #	Approved Key Performance Measures (KPMs)
1	Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date.
2	Racial/Ethnic Differences Among Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date, disaggregated by race/ethnicity
3	College Credits Earned by K-12 Students - Amount of postsecondary credit per graduate awarded to K-12 students.
4	Oregon Educational Attainment - Percent of young Oregon adults with post secondary degree or certificate
5	Community College Completion and Transfer Rate - Percentage of community college students who complete an associate degree or certificate or who transfer to the university system within three years.
6	Racial/Ethnic Differences for Community College Completion and Transfer Rate - Percentage of community college students who complete an associate degree or certificate or who transfer to university system within three years by race/ethnicity.
7	Public University Graduation Rate - Percentage of public university college students who complete a bachelor's degree within 6 years.
8	Racial/Ethnic Differences for Public University Graduation Rate - Percentage of public university students who complete a bachelor's degree within 6 years, by race/ethnicity.
9	Percentage of resident enrolled students who are incurring unaffordable costs - Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.
10	Racial/Ethnic Differences in Percentage of Resident Students incurring Unaffordable Costs - Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid, by race/ethnicity.
11	Earnings of Community College Completers - Median earnings of community college completers five years after completion.
12	Racial/Ethnic Differences in Earnings of Community College Completers - Median earnings of community college completers, five years after completion, by race/ethnicity.
13	Earnings of bachelor's degree completers - Median earnings of graduates with bachelor's degrees five years after completion
14	Racial/Ethnic Differences in Earnings of Bachelor's Degree Completers - Median earnings of graduates with bachelor's degrees, five years after completion, by race/ethnicity.
15	Customer Service - Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall, timeliness, accuracy, helpfulness, expertise, availability of information.
16	Commission Best Practices - Percent of total best practices met by the Commission.
17	Employment Rate - Employment rate of participants completing workforce training programs, overall and by race/ethnicity



Performance Summary	Green	Yellow	Red
	= Target to -5%	= Target -5% to -15%	= Target > -15%
Summary Stats:	47.06%	11.76%	41.18%

KPM #1	Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date.
	Data Collection Period: Jan 01 - Oct 31

** Upward Trend = positive result*



Report Year	2022	2023	2024	2025	2026
Oregon High School Graduates Attending College					
Actual	59.50%	52%	52.10%	53.30%	54.50%
Target	66%	66%	66%	66%	66%

How Are We Doing

The percentage of Oregon high school graduating seniors who enroll in college within 12 months of graduation continued to rise since the pandemic decline. For the high school graduating class of 2022-23, 54.5 percent of students enrolled in college within 12 months, an increase over the class of 2021-22, but still lower than the college-going rate before the pandemic, which was about 60 percent.

We acknowledge the work and generosity of staff at the Oregon Department of Education, who calculate this measure and share it with the HECC.

Factors Affecting Results

College costs, the availability of need-based financial aid, geographic proximity of postsecondary institutions, state and regional economic outlooks and job markets, and the aspirations of high school graduates and Oregon's young adults affect college enrollment rates. In particular, the sustained strong economy prior to the pandemic likely drew more graduating seniors into the workforce with relatively easy-to-find jobs, and the economic and educational downturns during the pandemic likely kept students postponing college.

Oregon remains below the national rate of high school seniors attending college after graduation. Nationally, 62.8 percent of seniors who graduated from high school between January and October of 2024 were enrolled in college by October 2024. Though the national rate also fell during the pandemic, it has remained near pandemic levels whereas Oregon has made some modest gains.

It should be noted that the gap between the national and Oregon rates is likely slightly wider than represented here because of differences between the measures. The national rate uses a narrower window for college enrollment (within ten months after high school graduation) than the Oregon measure (within 12 months). If Oregon’s measure used the same zero to ten-month window to measure

college enrollment after high school, Oregon's rate would likely be slightly lower.

Note: To ensure timely reporting of this metric, the high school graduating class reported in this metric will be moved back one year to ensure that the data is ready on time. Because of this, the 2026 metric will be re-reporting attendance rates for the 2022-23 high school graduating class. Attendance rates for the 2023-24 class will be reported in 2027.

Other Comments:

This measure presents an estimate of how many high school graduates continue their education in a postsecondary institution immediately or soon after high school.

We define this concept in the following terms:

(Number of high school graduates enrolled in college within 12 months of graduation)

divided by

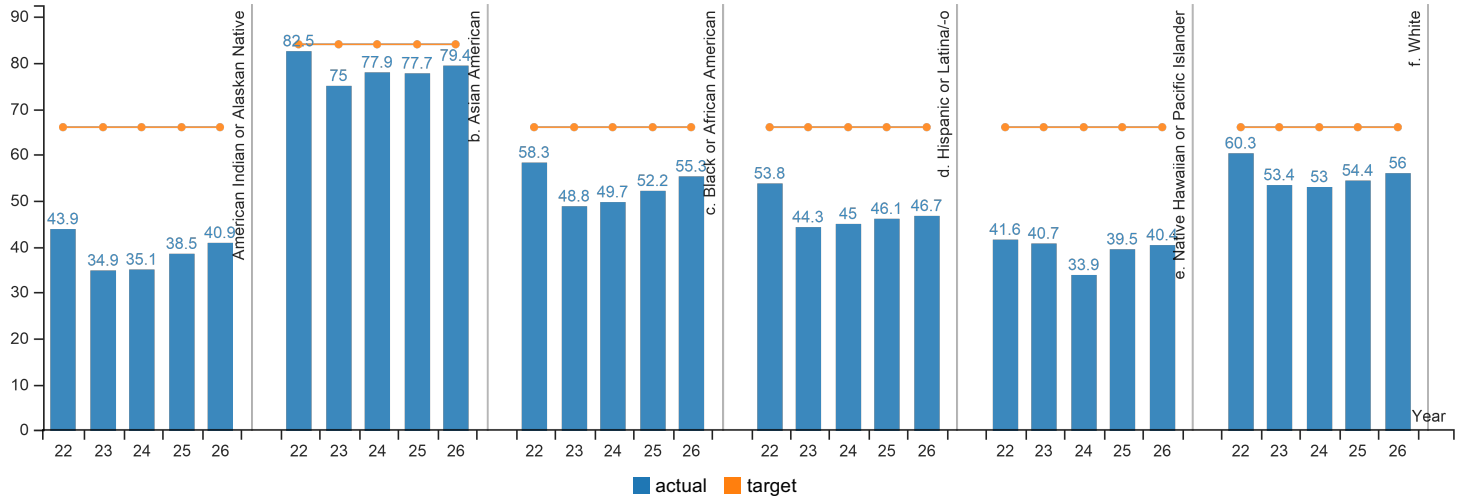
(Number of students in high school 4-year graduating class)

NOTE: "High school graduates" includes all students who received a regular four-year diploma, a modified four-year diploma, or a GED within four years of high school.

Limitations of this definition/data limitations are:

The measure uses a 12-month window after high school graduation during which graduating seniors can enroll in college to be included in the measure. This contrasts with the federal definition, which uses a zero- to ten-month window (enrollment in October for those graduating from high school between January and October of the same year). This makes national comparisons less precise than if the measures were the same. The measure uses a slightly different definition of high school graduates than the federal definition. The federal definition is a self-reported measure based on self-reported answers to a question asking whether respondents graduated from high school. It is not clear how respondents who received a modified four-year diploma or a GED within that zero-to-ten-month window answered this question.

KPM #2	Racial/Ethnic Differences Among Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date, disaggregated by race/ethnicity
	Data Collection Period: Jan 01 - Jan 01



Report Year	2022	2023	2024	2025	2026
American Indian or Alaskan Native					
Actual	43.90%	34.90%	35.10%	38.50%	40.90%
Target	66%	66%	66%	66%	66%
b. Asian American					
Actual	82.50%	75%	77.90%	77.70%	79.40%
Target	84%	84%	84%	84%	84%
c. Black or African American					
Actual	58.30%	48.80%	49.70%	52.20%	55.30%
Target	66%	66%	66%	66%	66%
d. Hispanic or Latina/-o					
Actual	53.80%	44.30%	45%	46.10%	46.70%
Target	66%	66%	66%	66%	66%
e. Native Hawaiian or Pacific Islander					
Actual	41.60%	40.70%	33.90%	39.50%	40.40%
Target	66%	66%	66%	66%	66%
f. White					
Actual	60.30%	53.40%	53%	54.40%	56%
Target	66%	66%	66%	66%	66%

How Are We Doing

The percentage of Oregon high school graduating seniors who enroll in college within 12 months of graduation varies substantially by race/ethnicity and equity gaps have widened in recent years. In the most recent year, college-going rates rose for all groups. For the graduation class of 2023-24, the college-going rate ranges from a high of 79.4 percent for Asian American students to lows of 40.4 percent for Native Hawaiian/Pacific Islander students and 40.9 percent for Native American/Alaska Native students. White students have the second highest college-going rate (56.0 percent), followed by Black/African American students (55.3 percent), and Hispanic or Latina/o students (46.7 percent).

As shown below, similar to the case for the overall rate, Oregon lags behind the national average in college-going rates for Asian American, Black, Hispanic, and White students, but is closest to the national average among the African American/Black student population.

	Asian American	Black/African American	Hispanic	Anglo White
Oregon, 12 months	79.4	55.3	46.7	56.0
National, 10 months	96.6	58.8	55.5	64.9
Source for national data: National Center for Education Statistics, https://nces.ed.gov/programs/digest/d25/tables/dt25_302.20.asp				

Factors Affecting Results

College costs, the availability of need-based financial aid, geographic proximity of postsecondary institutions, state and regional economic outlooks and job markets, the aspirations of high school graduates and Oregon's young adults, and racial/ethnic disparities in any of these categories affect college enrollment rates.

Note: To ensure timely reporting of this metric, the high school graduating class reported in this metric will be moved back one year to ensure that the data is ready on time. Because of this, the 2026 metric will be re-reporting attendance rates for the 2022-23 high school graduating class. Attendance rates for the 2023-24 class will be reported in 2027.

Other Comments:

This measure presents an estimate of how many high school graduates continue their education in a postsecondary institution immediately or soon after high school.

We define this concept in the following terms:

(Number of high school graduates enrolled in college within 12 months of graduation)

divided by

(Number of students in high school 4-year graduating class)

NOTE: “High school graduates” includes all students who received a regular four-year diploma, a modified four-year diploma, or a GED within four years of high school.

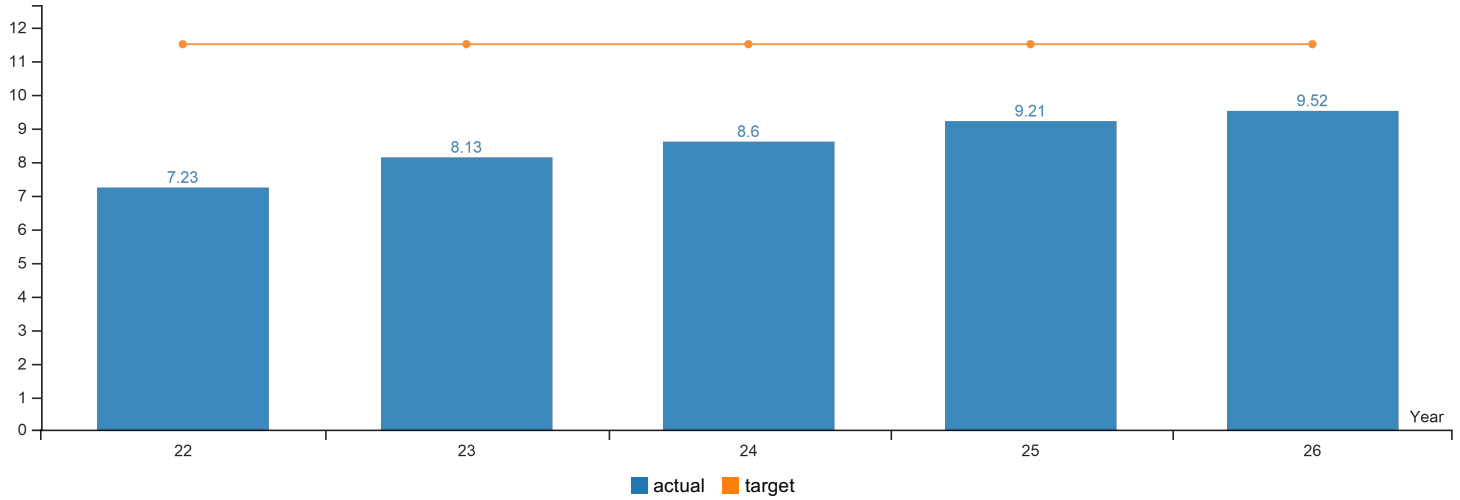
Limitations of this definition/data limitations are:

The measure uses a 12-month window after high school graduation during which graduating seniors can enroll in college to be included in the measure. This contrasts with the federal definition, which uses a zero- to ten-month window (enrollment in October for those graduating from high school between January and October of the same year). This makes national comparisons less precise than if the measures were the same. The measure uses a slightly different definition of high school graduates than the federal definition. The federal definition is a self-reported measure based on self-

reported answers to a question asking whether respondents graduated from high school. It is not clear how respondents who received a modified four-year diploma or a GED within that zero-to-ten-month window answered this question.

KPM #3	College Credits Earned by K-12 Students - Amount of postsecondary credit per graduate awarded to K-12 students.
	Data Collection Period: Sep 01 - Aug 31

** Upward Trend = positive result*



Report Year	2022	2023	2024	2025	2026
College Credits Earned by K-12 Students					
Actual	7.23	8.13	8.60	9.21	9.52
Target	11.50	11.50	11.50	11.50	11.50

How Are We Doing

In 2024-25, K-12 students earned an estimated average of 9.52 college credits per high school graduate. At this point, average college credits have fully rebounded to what they were in 2018-19, the year before the pandemic, when they sat at 9.47.

It should be noted that the number reported in last year's report were for 2023-24 (8.40) was incorrect and has been corrected in this year's report.

Factors Affecting Results

Data availability, availability of, access to, and financing of programs allowing high school students to earn college credits at a minimal or no cost, academic preparation, Internet access during the pandemic, availability of support for remote learning.

Other Comments:

This measure identifies the college credit earned by students in kindergarten through twelfth grade. It is an indicator of the "leg up" that students have entering postsecondary education. Students who have completed six to nine credits have an advantage in completing postsecondary education and training. This measure is a calculation that represents the number of college credits awarded to K-12 students, per high school graduate, in one academic year.

We define this concept in the following terms:

(Sum of credits earned by K-12 students in community colleges and universities)

divided by

(Number of students in high school 4-year graduating class)

- Credits included in the calculation of the numerator include credits earned by:
- Students reported by community colleges as participating in the Dual Credit Program
- Students reported by community colleges as participating in the Expanded Options Program
- Students reported by universities as enrolled in Dual Credit courses.

- "Dual Credit" is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy. Dual Credit courses include both lower division collegiate courses and career/technical preparation courses. Dual Credit courses are designed to help high school students' progress through postsecondary education by eliminating duplication of course work.

- "Expanded Options Program" allows high school students to take courses at Oregon community colleges and universities to earn concurrent high school and college credits. If accepted into the program, the student's sponsoring high school covers the cost of tuition and fees.

- Postsecondary credits earned by students described above were totaled for the academic year. In community colleges, all credits earned by these students were included in the calculation, including credits in courses open to general student population and not exclusively to students participating in Accelerated Learning programs.

- Only credits from courses that were completed successfully were included in the calculation. Successful completion is defined as a course completion with a grade 'C- 'or better, or with a grade 'Pass' in Pass/No Pass courses.

- The denominator is the number of students in high school 4-year graduating class as reported by the Oregon Department of Education. In addition to students receiving a regular high school diploma, the graduating class includes those who received a modified diploma and those who earned their diplomas but had not yet received them.

Limitations of this definition/data limitations are:

- The numerator and denominator in this calculation do not represent the same student cohort. The numerator includes credits earned by high school seniors, juniors, sophomores, freshmen, and possibly younger students in a single academic year. The denominator includes the count of graduating high school seniors.

- The calculation does not include high school students who took college classes and earned college credits independently, without being formally enrolled in Accelerated Learning programs due to difficulties in identifying such students in the available data sets.

- Credits earned by 'fifth year seniors' (high school students enrolled in high school for the fifth year after completing HS graduation requirements to earn college credits at no charge) are not included in the calculation of the numerator. This is because the denominator includes students graduating after 4 years.

- The calculation does not include potential credits that can be awarded by postsecondary institutions to students for successful completion of AP and IB courses.

Given these limitations, results suggest:

The number of college credits earned by K-12 students, per high school graduate, increased during 2010-11 through 2015-16 academic years from 6.80 credits in 2010-11 to 10.56 credits in 2015-16. The number of average college credits declined slightly in 2016-17 through 2018-19. The decline in the average number of college credits is accompanied and possibly explained by the decline in the number of high school student enrolled in college credit in community colleges. These students comprise the majority of high school students enrolled in college courses. As the same time, the number of high school students enrolling in college credits in universities was on the rise.

In 2019-20 and 2020-21, the average number of credits, as well as the number of students taking college classes declined sharply both in universities and community colleges due to the COVID-19 pandemic. During the pandemic students, instructors, and postsecondary and K-12 leaders faced new challenges. They included navigating remote learning modalities of instruction, securing technology resources, following school closure and re-opening policies, facing physical and mental health challenges, and other factors.

In 2021-22, public universities and community colleges started to recover after deep enrollment declines. More K-12 students enrolled in college classes than the previous year. They also earned more colleges credits on average. This comeback from the disruption of the pandemic has continued all the way up through 2024-25, with all-time high K-12 enrollment at the public universities and a K-12 enrollment at the community colleges increasing for the 4th year in a row.

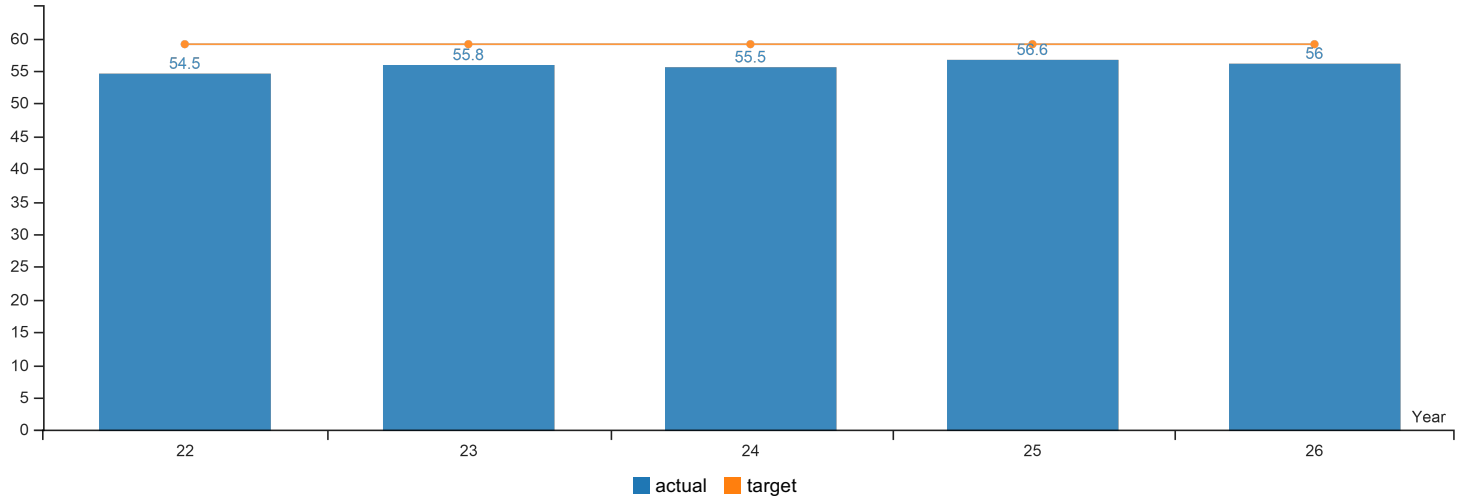
Report Year	**2022**	**2023**	**2024**	**2025**	**2026**
HS Graduating Class	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Count of K-12 students who earned credit (with a C- or better) at community colleges	20,721	24,940	25,164	27,653	29,819
Count of K-12 students who earned credit (with a C- or better) at universities	7,801	8,751	10,916	12,738	13,114

Improvements to this measure would come from:

The current calculation provides an approximation of the number of credits earned by each high school graduating cohort over their K-12 career. A better measure would result from calculating the number of credits earned by students in a high school graduating cohort. Such measure would require collaboration and data sharing between the Higher Education Coordinating Commission and the Oregon Department of Education.

KPM #4	Oregon Educational Attainment - Percent of young Oregon adults with post secondary degree or certificate
	Data Collection Period: Jan 01 - Jan 01

** Upward Trend = positive result*



Report Year	2022	2023	2024	2025	2026
Oregon Educational Attainment					
Actual	54.50%	55.80%	55.50%	56.60%	56%
Target	59%	59%	59%	59%	59%

How Are We Doing

We estimate that the percentage of Oregon adults age 25 to 34 in 2023 who have a postsecondary degree or certificate is 56.0 percent. The attainment rate dipped a bt in the most recent year, by about a percentage point but has continued to remain relatively flat. generally flat, at around 55 -56 percent for the last five years.

Attainment by level of education is shown below for the most recent year and for previous years. The percentage of young adults with a degree or certificate beyond high school was 50 percent in 2012 and rose for the next few years before remaining at about 54 percent from 2016 forward and then bumping up to 55 – 56 percent in the last 4 years. The data for this measure come from the American Community Survey, fielded every year in all states by the U.S. Census Bureau. Though a reliable survey, some fluctuation from year to year may be attributable to sampling.

Regardless, continued progress—and progress at a faster rate—will be necessary to meet the state's goal of 80 percent of the young adult population with a postsecondary degree or certificate. And, the likely upcoming drop in the share of the young adult population with a postsecondary credential (due to pandemic-related declines in college-going and college and university graduation rates) will be a further challenge in achieving the State's goal.

	2020	2021	2022	2023	2024
Bachelor's degree or more	36.0%	38.0%	37.2%	38.2%	38.5%

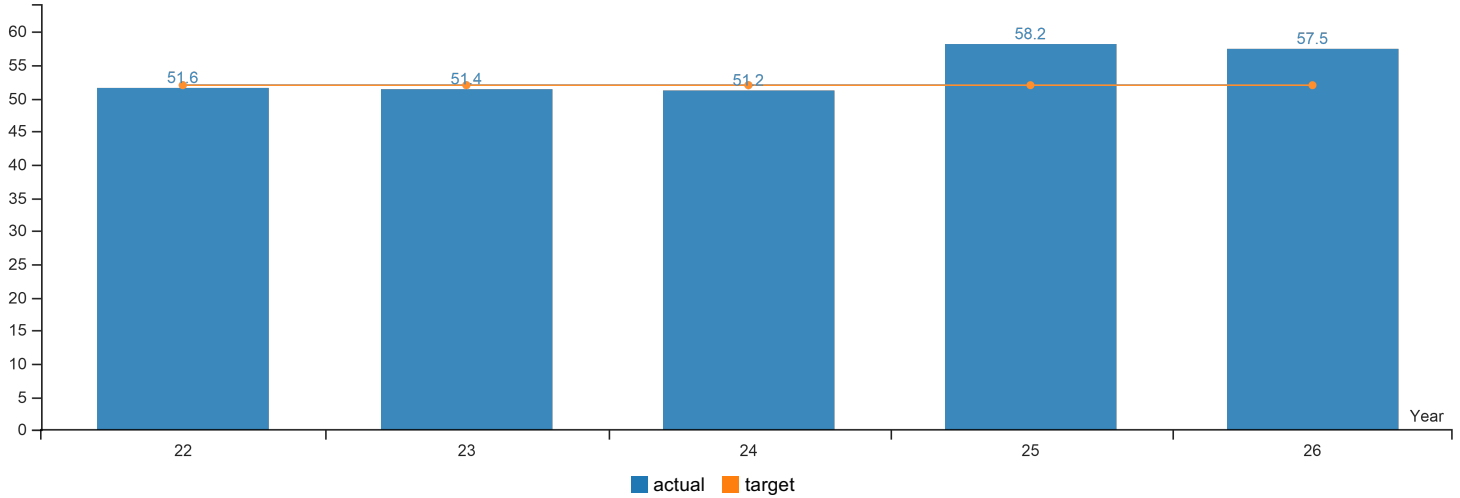
Associate degree or certificate	18.5%	17.8%	18.3%	18.4%	17.5%
Some college	18.8%	18.4%	17.4%	16.5%	17.5%
High school diploma or equivalent	19.1%	19.0%	20.0%	19.6%	20.0%
Less than high school	7.7%	6.8%	7.1%	7.3%	6.5%

Factors Affecting Results

POTENTIALLY MORE ANALYSIS TO COME…

KPM #5	Community College Completion and Transfer Rate - Percentage of community college students who complete an associate degree or certificate or who transfer to the university system within three years.
	Data Collection Period: Jan 01 - Jan 01

** Upward Trend = positive result*



Report Year	2022	2023	2024	2025	2026
Community College Completion and Transfer Rate					
Actual	51.60%	51.40%	51.20%	58.20%	57.50%
Target	52%	52%	52%	52%	52%

How Are We Doing

Out of all credential-seeking students who were new to Oregon community colleges in the fall of 2021, 57.5 percent either earned an associate degree or certificate, or enrolled at a 4-year institution (nationwide) within four years. After sitting at around 51% - 52% for 4 years, the rate has sharply increased in the most recent 2 years. More analysis is necessary to fully understand the reasons for this increase.

Factors Affecting Results

Tuition and fees, availability of financial aid, academic preparation, non-academic circumstances (work, family, health), student services, academic guidance and understanding of pathways to completion, personal goals, data availability and calculation methodology.

Other Comments:

This measure enables the HECC and its partner community colleges to assess whether the likelihood of completing community college is improving over time. The measure is similar to outcome measures in the national community college Voluntary Framework of Accountability (VFA) that Oregon community colleges have begun to adopt. Unlike the measure in VFA, this metric only includes transfer to a 4-year institution when examining transfer rates.

We define this concept in the following terms:

(Number of community college students identified as completers within four years)

divided by

(Number of students in the entering credential-seeking cohort of fall 2021)

- For the purposes of the KPM, completers include students who earned an associate degree or certificate and students who did not earned an award, but enrolled in a 4-year institution within four years.
- For the purposes of the KPM, the Credential-Seeking cohort is defined similarly to the Credential-Seeking Cohort of the Volunteer Framework of Accountability (VFA).

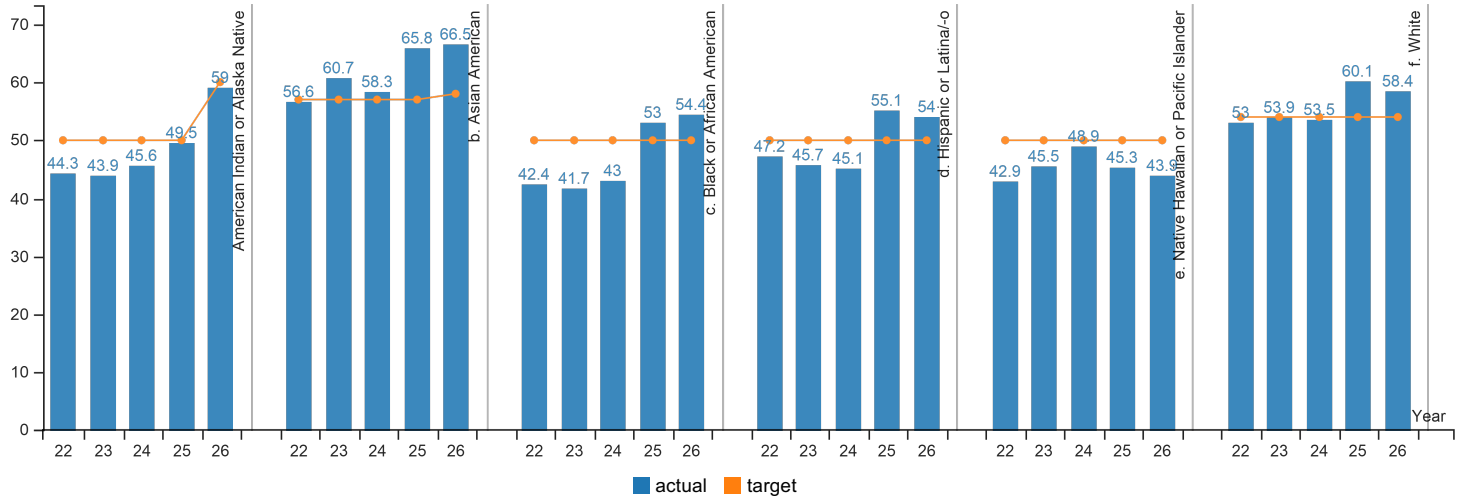
It includes students who were new to the institution (community college) in the fall of 2021 or preceding summer term; AND were not enrolled in dual credit courses or reported as an accelerated learning student; AND attempted a credit course in the fall of 2021; AND earned a minimum of 18 quarter credits in the first two years or earned an award requiring less than 18 quarter credits.

- Students may be enrolled full-time or part-time.
- Students in the cohort are new to the institution in the fall of 2021, but not necessarily new to postsecondary education.
- The completed 18 quarter credits are inclusive of all college-level coursework AND developmental coursework.
- The completed 18 quarter credits must be earned at a community college between the fall of 2021 and summer of 2025; they do not include credits for prior learning or college credits earned before graduating from high school.
- A student is considered to have transferred if there is any evidence of enrollment at a 4-year institution after the last enrollment of the community college and before the end of the four-year tracking period. For this KPM, enrollment records were obtained through a data match with the National Student Clearinghouse (public and private 4-year institutions) and the Oregon Public University database.

Limitations of this definition are:

- This KPM uses student behavior (credit accrual) to define “credential-seeking” due to inconsistency and unreliability of a student’s self-report of their intentions to complete a credential. While this method captures more students who eventually earned an award, it may also exclude some students who planned to earn a credential but were unsuccessful in earning 18 quarter credits in 2 years, thus potentially inflating the completion rate.
- Records of enrollment at 4-year institutions obtained through the National Student Clearinghouse (NSC) may include non-credit enrollment.

KPM #6	Racial/Ethnic Differences for Community College Completion and Transfer Rate - Percentage of community college students who complete an associate degree or certificate or who transfer to university system within three years by race/ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2022	2023	2024	2025	2026
American Indian or Alaska Native					
Actual	44.30%	43.90%	45.60%	49.50%	59%
Target	50%	50%	50%	50%	60%
b. Asian American					
Actual	56.60%	60.70%	58.30%	65.80%	66.50%
Target	57%	57%	57%	57%	58%
c. Black or African American					
Actual	42.40%	41.70%	43%	53%	54.40%
Target	50%	50%	50%	50%	50%
d. Hispanic or Latina/-o					
Actual	47.20%	45.70%	45.10%	55.10%	54%
Target	50%	50%	50%	50%	50%
e. Native Hawaiian or Pacific Islander					
Actual	42.90%	45.50%	48.90%	45.30%	43.90%
Target	50%	50%	50%	50%	50%
f. White					
Actual	53%	53.90%	53.50%	60.10%	58.40%
Target	54%	54%	54%	54%	54%

How Are We Doing

There are significant differences in the completion and transfer rates of the six racial/ethnic groups examined in this measure. Three groups showed increase over last year (Native American or Alaska Native , Asian American, Black or African American) and three showed decreases (Hispanic or Latina/o, Native Hawaiian or Pacific Islander, White). The rates ranged from a low of 43.9% for Native Hawaiian/Pacific Islander students to a high of 66.5% for Asian students in the fall 2021 credential-seeking cohort. The overall completion and transfer rate for the fall 2021 credential-seeking cohort is 57.5% within four years.

Factors Affecting Results

Cultural sensitivity of programs, availability of student services and guidance, availability of bilingual services, tuition and fees, availability of financial aid, academic preparation, non-academic circumstances (work, family, health), personal goals and cultural influences, data availability and calculation methodology.

Other Comments:

This measure enables the HECC and its partner community colleges to assess whether the likelihood of completing community college is improving over time. KPM 6 tracks these completion rates by race/ethnicity to evaluate progress in equity in postsecondary education.

We define this concept in the following terms:

(Number of community college students identified as completers within four years)

divided by

(Number of students in the entering credential-seeking cohort of fall 2021)

- For the purposes of the KPM, completers include students who earned an associate degree or certificate and students who did not earned an award, but enrolled in a 4-year institution within four years.
- For the purposes of the KPM, the Credential-Seeking cohort is defined similarly to the Credential-Seeking Cohort of the Volunteer Framework of Accountability (VFA).

It includes students who were new to the institution (community college) in the fall of 2021 or preceding summer term; AND were not enrolled in dual credit courses or reported as an accelerated learning student; AND attempted a credit course in the fall of 2021; AND earned a minimum of 18 quarter credits in the first two years or earned an award requiring less than 18 quarter credits.

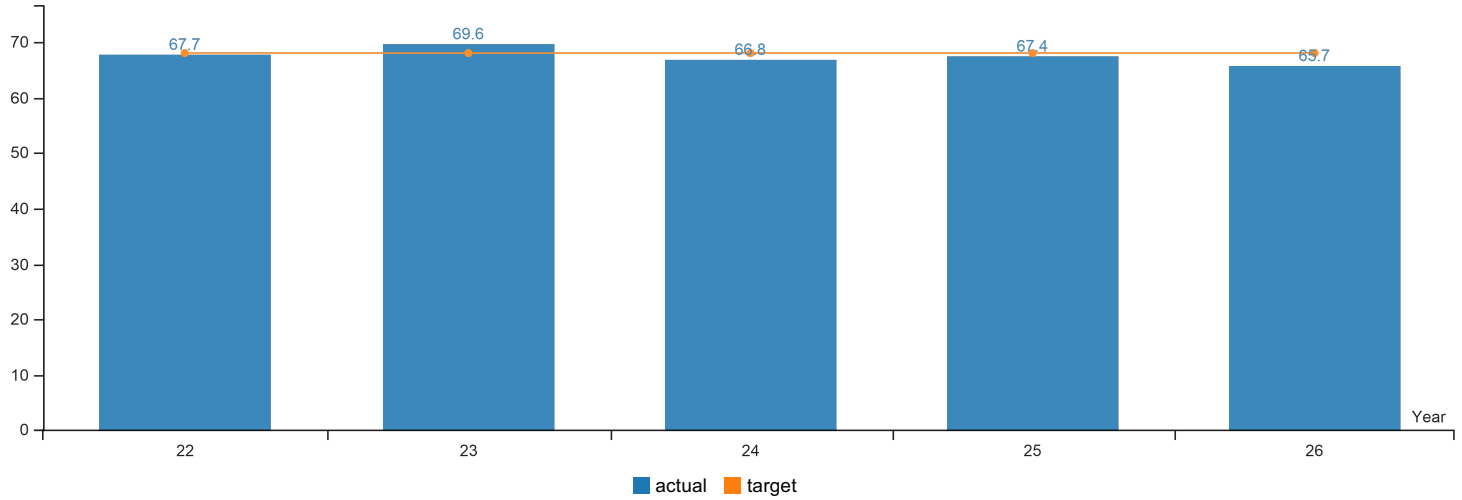
- Students may be enrolled full-time or part-time.
- Students in the cohort are new to the institution in the fall of 2021, but not necessarily new to postsecondary education.
- The completed 18 quarter credits are inclusive of all college-level coursework AND developmental coursework.
- The completed 18 quarter credits must be earned at a community college between fall of 2021 and summer of 2025; they do not include credits for prior learning or college credits earned before graduating from high school.
- A student is considered to have transferred if there is any evidence of enrollment at a 4-year institution after the last enrollment of the community college and before the end of the four-year tracking period. For this KPM, enrollment records were obtained through a data match with the National Student Clearinghouse (public and private 4-year institutions) and the Oregon Public University database.

Limitations of this definition are:

- This KPM uses student behavior (credit accrual) to define “credential-seeking” due to inconsistency and unreliability of a student’s self-report of their intentions to complete a credential. While this method captures more students who eventually earned an award, it may also exclude some students who planned to earn a credential but were unsuccessful in earning 18 quarter credits in 2 years, thus potentially inflating the completion rate.
- Records of enrollment at 4-year institutions obtained through the National Student Clearinghouse (NSC) may include non-credit enrollment.

KPM #7	Public University Graduation Rate - Percentage of public university college students who complete a bachelor’s degree within 6 years.
	Data Collection Period: Sep 01 - Aug 31

** Upward Trend = positive result*



Report Year	2022	2023	2024	2025	2026
Public University Graduation Rate					
Actual	67.70%	69.60%	66.80%	67.40%	65.70%
Target	68%	68%	68%	68%	68%

How Are We Doing

After the significant jump to an all-time high grad rate for the Fall 2016 cohort (likely related to the pandemic), the next two years settled back down to rates similar to what we were seeing for the Fall 2014 and 2015 cohorts. However, for the most recent year (the Fall 2019 cohort) the rate dropped to 65.7%, a bit of a regression which is very likely due to the fact that the Fall 2019 entering cohort would have experienced the COVID pandemic in their first year of college, a pivotal year for any student and it is hard to tell what effect this might have had, but it would not be surprising if this cohort of students has somewhat atypical results.

Factors Affecting Results

A number of factors influence student retention and completion, including adequate academic preparation for college, essential support services (e.g., freshmen orientation and engagement programs, tutoring, academic advising, early warning programs, faculty and peer mentors), financial issues, and personal and family events.

Other Comments:

This measure presents the percentage of first-time, full-time resident Oregon public university students starting in a given Fall term and graduating from an Oregon public university within six years.

We define this concept in the following terms:

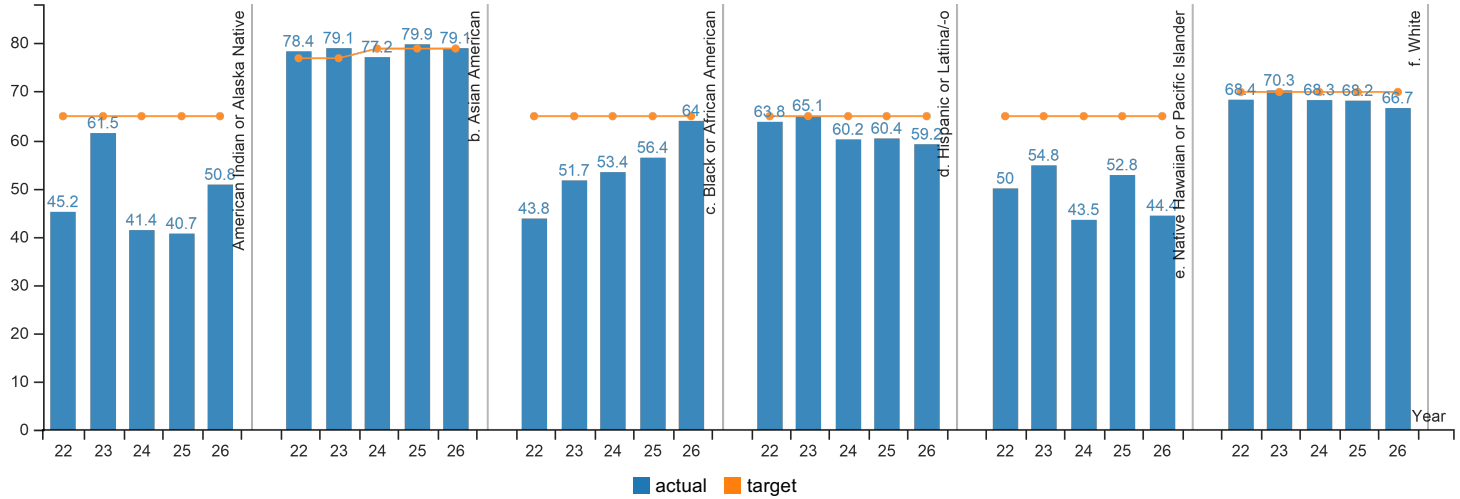
(Number of students in the cohort who graduate within six years)

divided by

(Total number of students enrolled in the Fall entering freshman cohort)

- This metric is based on the IPEDS definition for the Fall entering freshman cohort. This restricts the cohort to first-time, full-time freshmen.
- This is a rate that counts inter-institutional transfers as graduating. In other words, the student does not need to graduate at the same university that they entered as a freshman. If they transfer to and graduate from any one of the Oregon public universities they are included in the count of graduates.
- Although this metric is framed as a six-year graduation rate. It could more accurately be described as the percentage of students graduating within 150% of normal time. For those pursuing a bachelor's degree this is, indeed, six years. However, Oregon public universities do award a small number of associate degrees as well. For students receiving an associate degree, they are included in the numerator only if they graduate within 3 years (150% of normal time for an associate degree).

KPM #8	Racial/Ethnic Differences for Public University Graduation Rate - Percentage of public university students who complete a bachelor's degree within 6 years, by race/ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2022	2023	2024	2025	2026
American Indian or Alaska Native					
Actual	45.20%	61.50%	41.40%	40.70%	50.80%
Target	65%	65%	65%	65%	65%
b. Asian American					
Actual	78.40%	79.10%	77.20%	79.90%	79.10%
Target	77%	77%	79%	79%	79%
c. Black or African American					
Actual	43.80%	51.70%	53.40%	56.40%	64%
Target	65%	65%	65%	65%	65%
d. Hispanic or Latina/-o					
Actual	63.80%	65.10%	60.20%	60.40%	59.20%
Target	65%	65%	65%	65%	65%
e. Native Hawaiian or Pacific Islander					
Actual	50%	54.80%	43.50%	52.80%	44.40%
Target	65%	65%	65%	65%	65%
f. White					
Actual	68.40%	70.30%	68.30%	68.20%	66.70%
Target	70%	70%	70%	70%	70%

How Are We Doing

There are significant differences in graduation rates between the various racial/ethnic subcategories and, in addition, because of smaller N's, ther is more variability from year to year. For the Fall 2019 entering cohort, the graduation rates ranged from a high of 79.1% (for the Asian American group) to a low of 44.4% (for the Native Hawaiian or Pacific Islander group). Asian American and White students historically graduate at the highest rates, with Asian Americans near 80% for a number of years now and White students around 67% - 68%. The group showing the most consistent gains over the last 5 years has been the Black or African American group who have shown an increase in every year across that span and for the Fall 2019 cohort achieved what appears to be the highest ever grad rate for that group at 64%.

Factors Affecting Results

A number of factors influence student retention and completion, including adequate academic preparation for college, essential support services (e.g., freshmen orientation and engagement programs, tutoring, academic advising, early warning programs, faculty and peer mentors), financial issues, and personal and family events.

Other Comments:

This measure presents the percentage of first-time, full-time resident Oregon public university students starting in a given Fall term and graduating from an Oregon public university within six years.

We define this concept in the following terms:

(Number of students in the cohort who graduate within six years)

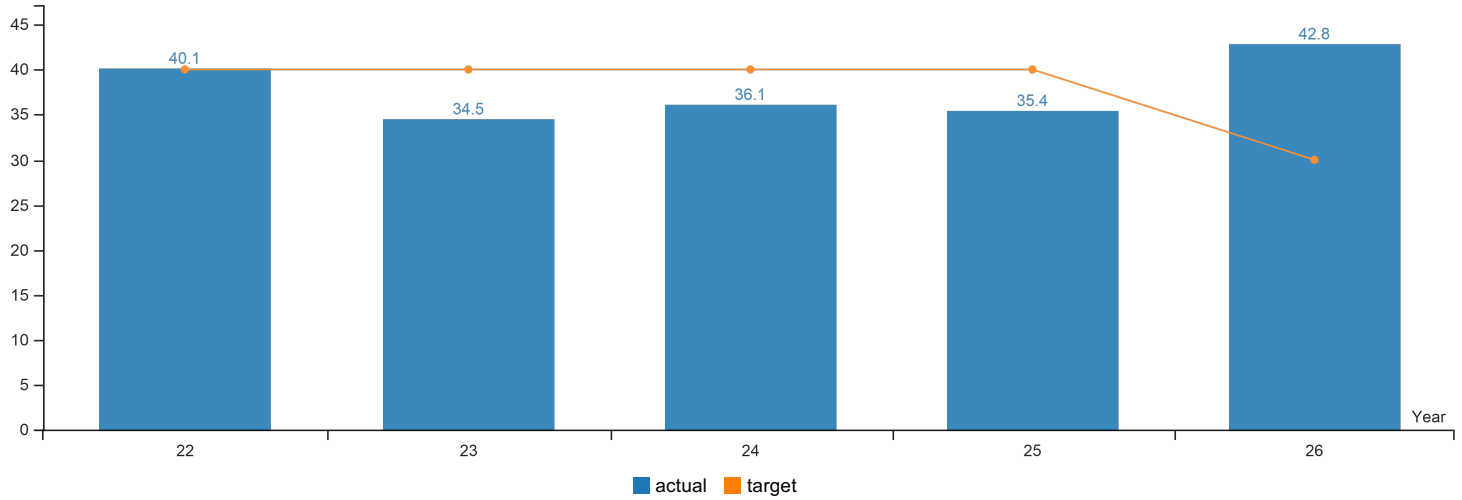
divided by

(Total number of students enrolled in the Fall entering freshman cohort)

- This metric is based on the IPEDS definition for the Fall entering freshman cohort. This restricts the cohort to first-time, full-time freshmen.
- This is a rate that counts inter-institutional transfers as graduating. In other words, the student does not need to graduate at the same university that they entered as a freshman. If they transfer to and graduate from any one of the Oregon public universities they are included in the count of graduates.
- Although this metric is framed as a six-year graduation rate. It could more accurately be described as the percentage of students graduating within 150% of normal time. For those pursuing a bachelor's degree this is, indeed, six years. However, Oregon public universities do award a small number of associate degrees as well. For students receiving an associate degree, they are included in the numerator only if they graduate within 3 years (150% of normal time for an associate degree).

KPM #9	Percentage of resident enrolled students who are incurring unaffordable costs - Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.
	Data Collection Period: Jan 01 - Jan 01

** Upward Trend = negative result*



Report Year	2022	2023	2024	2025	2026
Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.					
Actual	40.10%	34.50%	36.10%	35.40%	42.80%
Target	40%	40%	40%	40%	30%

How Are We Doing

After a 6-year run where the percentage of students incurring unaffordable costs dropped by nearly 10 percentage points (from 45.3% in 2017-18 to 35.4% in 2023-24), we were faced with a change to one of the fundamental pieces of source data on student resources that we use in computing affordability. Beginning in 2024-25, the Expected Family Contribution (EFC) provided by the U.S. Department of Education was replaced by the Student Aid Index (SAI) as part of the FAFSA Simplification Act. The SAI is significantly different from the older EFC and has seemingly lowered estimated student resources, in general.

Because of this, the percentage of resident students incurring unaffordable costs for 2024-25 sits at 42.8%, but is not a comparable number to any of the affordability rates from prior years and cannot be used to illustrate a trend. Previous years of data indicate that we have made significant progress in college affordability in Oregon and it will take a number of years before we have enough trend data to analyze whether or not we are continuing to make progress.

Factors Affecting Results

General factors affecting this metric include state support and expanded costs of providing education.

Other Comments:

This measure presents a calculation of the percentage of resident undergraduates enrolled at public higher education institutions (excluding OHSU) who incurred unaffordable total cost of attendance during the academic year while accounting for any grant aid that they received.

We define this concept in the following terms:

- “Unaffordable Costs Adjusted with Institutional Aid” – A total cost of attendance that exceeds the student’s student aid index (SAI) plus their grant aid plus their earnings from a reasonable amount of work (the student’s share). We used OSAC’s method of estimating a student’s share which is calculated as 90% of the minimum wage times 15 hours per week times 48 weeks. For 2024-25 this figure was $9,500.
- “Resident Undergraduate” is restricted to resident admitted undergraduates at the universities and is restricted to students who attempted at least one credit at the community colleges. The entire population is restricted to only those students who filled out a Free Application for Federal Student Aid (FAFSA).

Limitations of this definition/data limitations are:

Due to data limitations, this definition ignores scholarship awards and excludes all students who did not fill out a FAFSA. In addition, calculating total cost of attendance for each student requires some broad assumptions to be made, given the data sources that are available.

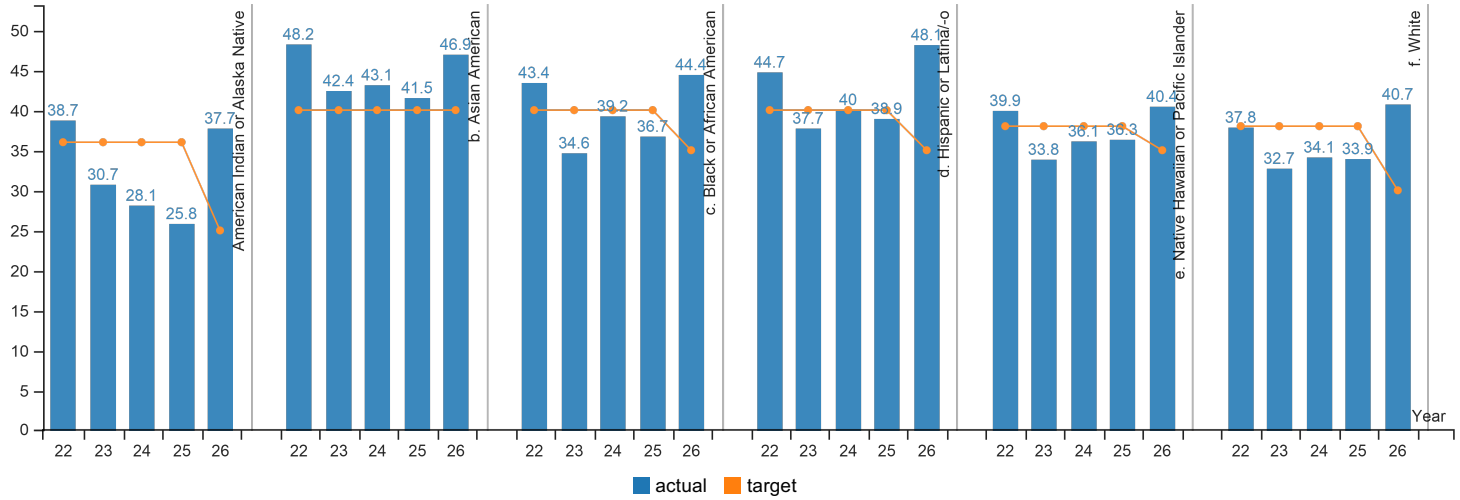
Given these limitations, results suggest:

Even given these limitations, the results suggest that a significant percentage of Oregon students will need to take on debt to go to college.

Improvements to this measure would come from:

There could be some benefit in breaking this measure out by university and community college students.

KPM #10	Racial/Ethnic Differences in Percentage of Resident Students incurring Unaffordable Costs - Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid, by race/ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2022	2023	2024	2025	2026
American Indian or Alaska Native					
Actual	38.70%	30.70%	28.10%	25.80%	37.70%
Target	36%	36%	36%	36%	25%
b. Asian American					
Actual	48.20%	42.40%	43.10%	41.50%	46.90%
Target	40%	40%	40%	40%	40%
c. Black or African American					
Actual	43.40%	34.60%	39.20%	36.70%	44.40%
Target	40%	40%	40%	40%	35%
d. Hispanic or Latina/-o					
Actual	44.70%	37.70%	40%	38.90%	48.10%
Target	40%	40%	40%	40%	35%
e. Native Hawaiian or Pacific Islander					
Actual	39.90%	33.80%	36.10%	36.30%	40.40%
Target	38%	38%	38%	38%	35%
f. White					
Actual	37.80%	32.70%	34.10%	33.90%	40.70%
Target	38%	38%	38%	38%	30%

How Are We Doing

In 2024-25, as in previous years, there was significant difference between the affordability rates across all six racial/ethnic groups. As has been the case for a number of years now, the group with the lowest percentage incurring unaffordable costs was the Native American or Alaska Native group, likely influenced significantly by the success of the Oregon Tribal Student Grant. At the other end of the spectrum were the Hispanic or Latina/o group (at 48.1%) and the Asian American group (at 46.9%), both groups tending to be among those with the highest percentages in the past. However, at this time, it is not possible to compare this to previous years as will be explained below.

Beginning in 2024-25, the Expected Family Contribution (EFC) provided by the U.S. Department of Education was replaced by the Student Aid Index (SAI) as part of the FAFSA Simplification Act. The SAI is significantly different from the older EFC and has seemingly lowered estimated student resources, in general.

Because of this, the percentage of resident students incurring unaffordable costs for 2024-25 is not a comparable number to any of the affordability rates from prior years and cannot be used to illustrate a trend. Previous years of data indicate that we have made significant progress in college affordability in Oregon and it will take a number of years before we have enough trend data to analyze whether or not we are continuing to make progress.

Factors Affecting Results

General factors affecting this metric include state support and expanded costs of providing education.

Other Comments:

This measure presents a calculation of the percentage of resident undergraduates enrolled at public higher education institutions (excluding OHSU) who incurred unaffordable total cost of attendance during the academic year while accounting for any grant aid that they received.

We define this concept in the following terms:

- “Unaffordable Costs Adjusted with Institutional Aid” – A total cost of attendance that exceeds the student’s student aid index (SAI) plus their grant aid plus their earnings from a reasonable amount of work (the student’s share). We used OSAC’s method of estimating a student’s share which is calculated as 90% of the minimum wage times 15 hours per week times 48 weeks. For 2024-25 this figure was $9,500.
- “Resident Undergraduate” is restricted to resident admitted undergraduates at the universities and is restricted to students who attempted at least one credit at the community colleges. The entire population is restricted to only those students who filled out a Free Application for Federal Student Aid (FAFSA).

Limitations of this definition/data limitations are:

Due to data limitations, this definition ignores scholarship awards and excludes all students who did not fill out a FAFSA. In addition, calculating total cost of attendance for each student requires some broad assumptions to be made, given the data sources that are available.

Given these limitations, results suggest:

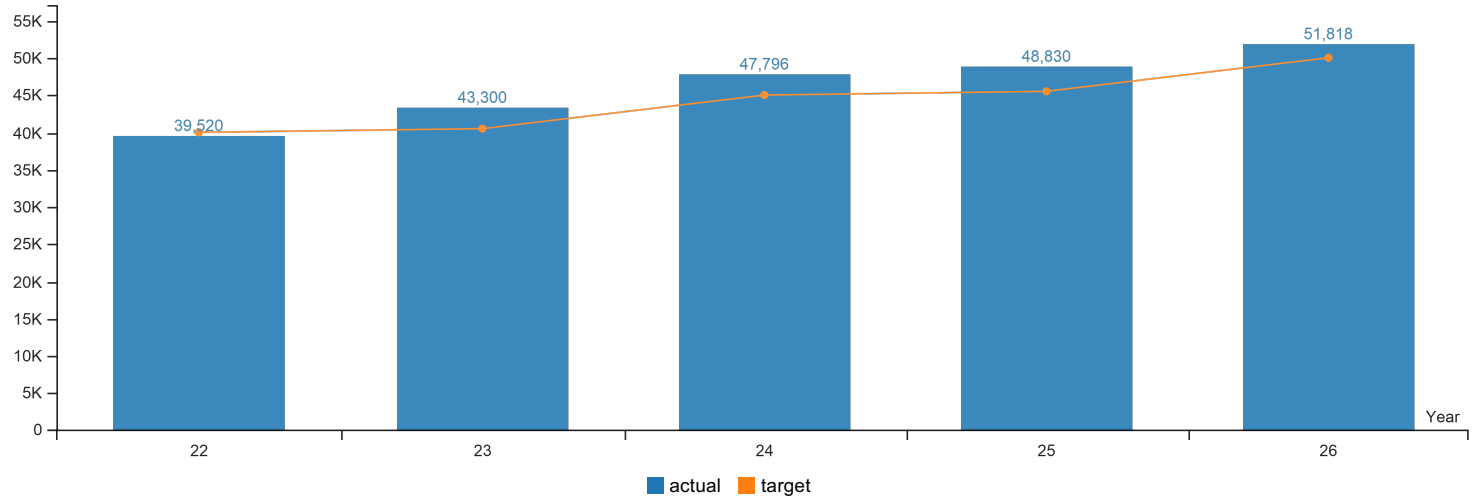
Even given these limitations, the results suggest that a significant percentage of Oregon students will need to take on debt to go to college.

Improvements to this measure would come from:

There could be some benefit in breaking this measure out by university and community college students.

KPM #11	Earnings of Community College Completers - Median earnings of community college completers five years after completion.
	Data Collection Period: Jan 01 - Jan 01

** Upward Trend = positive result*



Report Year	2022	2023	2024	2025	2026
Five years after completion					
Actual	$39,520.00	$43,300.00	$47,796.00	$48,830.00	$51,818.00
Target	$40,000.00	$40,500.00	$45,000.00	$45,500.00	$50,000.00

How Are We Doing

The data show that the median wage of the 2019-20 community college award recipients was $51,818 in the fifth year after the year of the award. This is a 6% increase over the previous year and is a positive sign after last year's nearly flat trend.

Factors Affecting Results

Labor market, inflation, career advising, wage data availability all affect the earnings of completers.

Other Comments:

This measure is a calculation of the median annual wage of community college completers (certificate or associate degree holders) in the fifth year after completion.

We define this concept in the following terms:

- "Community college completers" are defined as individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate or an associate degree in 2019-20.

- The information on community college completers was matched with Unemployment Insurance wage data provided by the Oregon Employment Department. The metric includes annualized wages from July 2024 - June 2025.

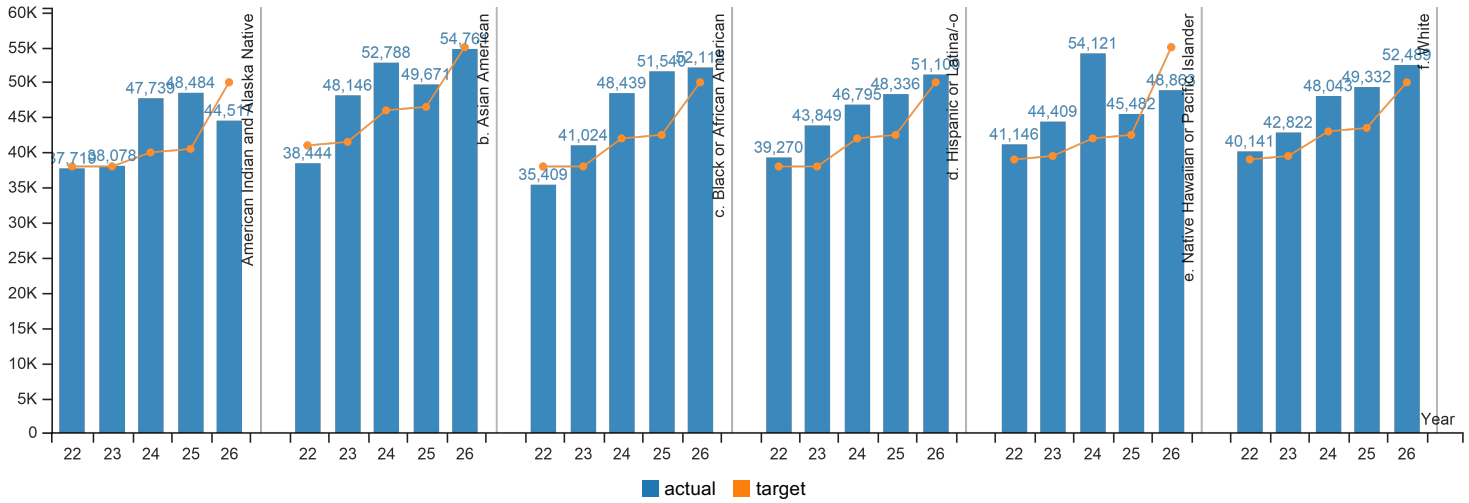
Limitations of this definition/data limitations are:

- A wage match was possible if:

1. A valid social security number was available for the community college award recipient. Valid social security numbers were available for 96% of the 2019-20 Oregon community college completers; AND
2. A wage record for the social security number was found in the Unemployment Insurance database of the Oregon Employment Department for quarter 3 of 2024, quarter 4 of 2024, quarter 1 of 2025, or quarter 2 of 2025. Wage data are not available for graduates who are working in other states or countries, who are self-employed, employed by the federal government or unemployed. A wage match was found for 65% of community college completers with a valid social security number.

- The measure does not claim that the 2019-20 certificates and associate degrees represent the highest education attainment of these individuals. It is possible that some of the award recipients received other educational awards prior to 2019-20, and some continued their education in the years following the 2019-20 award and received additional awards prior to the wage match year.

KPM #12	Racial/Ethnic Differences in Earnings of Community College Completers - Median earnings of community college completers, five years after completion, by race/ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2022	2023	2024	2025	2026
American Indian and Alaska Native					
Actual	$37,719.00	$38,078.00	$47,739.00	$48,484.00	$44,517.00
Target	$38,000.00	$38,000.00	$40,000.00	$40,500.00	$50,000.00
b. Asian American					
Actual	$38,444.00	$48,146.00	$52,788.00	$49,671.00	$54,761.00
Target	$41,000.00	$41,500.00	$46,000.00	$46,500.00	$55,000.00
c. Black or African American					
Actual	$35,409.00	$41,024.00	$48,439.00	$51,540.00	$52,115.00
Target	$38,000.00	$38,000.00	$42,000.00	$42,500.00	$50,000.00
d. Hispanic or Latina/-o					
Actual	$39,270.00	$43,849.00	$46,795.00	$48,336.00	$51,100.00
Target	$38,000.00	$38,000.00	$42,000.00	$42,500.00	$50,000.00
e. Native Hawaiian or Pacific Islander					
Actual	$41,146.00	$44,409.00	$54,121.00	$45,482.00	$48,863.00
Target	$39,000.00	$39,500.00	$42,000.00	$42,500.00	$55,000.00
f. White					
Actual	$40,141.00	$42,822.00	$48,043.00	$49,332.00	$52,489.00
Target	$39,000.00	$39,500.00	$43,000.00	$43,500.00	$50,000.00

How Are We Doing

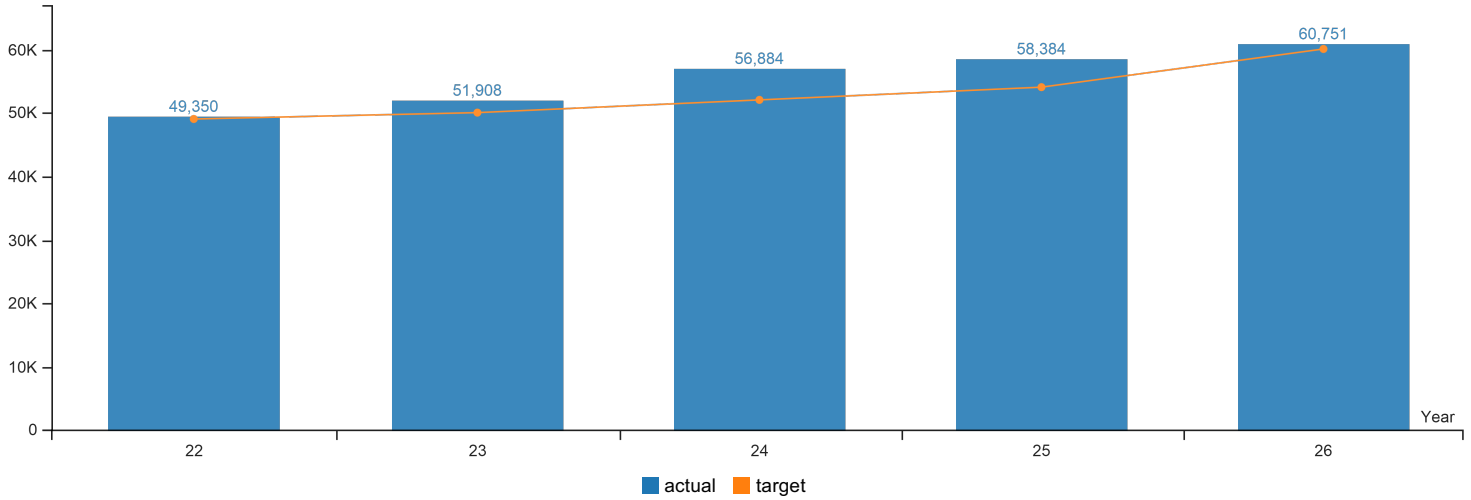
There are significant differences between the median earnings of the six racial/ethnic groups of community college award recipients, but the ten-year trend shows improvement in equity gaps. Asian American and White graduates had the highest median earnings in the fifth year after the award at $54,761 and $52,489 respectively. Native American/Alaska Native and Native Hawaiian/Pacific Islander graduates had the lowest median earnings at $44,517 and $48,863 respectively.

Factors Affecting Results

Academic preparation; availability of culturally sensitive career advising and education guidance; occupation or industry; other societal and socio-economic factors.

KPM #13	Earnings of bachelor's degree completers - Median earnings of graduates with bachelor's degrees five years after completion
	Data Collection Period: Jan 01 - Jan 01

** Upward Trend = positive result*



Report Year	2022	2023	2024	2025	2026
Earnings of bachelor degree completers					
Actual	$49,350.00	$51,908.00	$56,884.00	$58,384.00	$60,751.00
Target	$49,000.00	$50,000.00	$52,000.00	$54,000.00	$60,000.00

How Are We Doing

The data show that the median wage of the 2019-20 bachelor's degree recipients was $60,751 in the fifth year after the year of the award. This continues consistent growth and once again managed to exceed the target.

Factors Affecting Results

Labor market, inflation, career advising, wage data availability all affect the earnings of completers.

Other Comments:

This measure is a calculation of the median annual wage of bachelor's degree recipients at Oregon public universities in the fifth year after their graduation.

We define this concept in the following terms:

- "Bachelor's degree completers" are defined as individuals who were awarded a baccalaureate degree by an Oregon public university during the 2019-20 academic year.
- The information on university completers was matched with Unemployment Insurance wage data provided by the Oregon Employment Department. The metric includes annualized wages from July 2024 - June 2025.

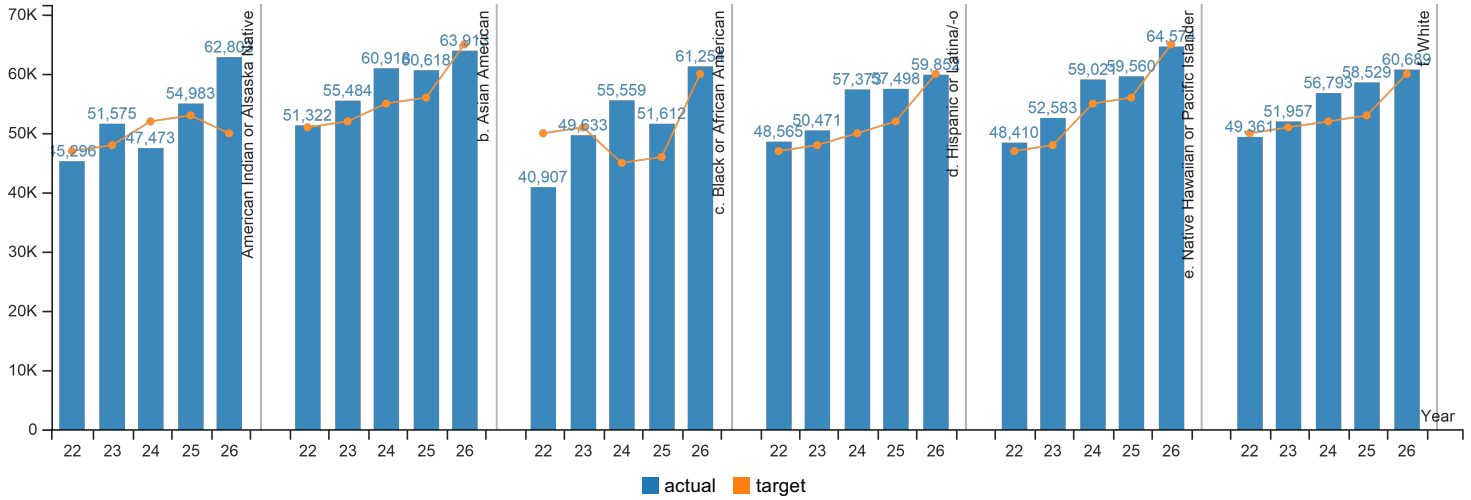
Limitations of this definition/data limitations are:

- A wage match was possible if:

1. A valid social security number was available for the bachelor's degree recipient. Valid social security numbers were available for 93% of 2019-20 Oregon public university graduates; AND
2. A wage record for the social security number was found in the Unemployment Insurance database of the Oregon Employment Department for quarter 3 of 2024, quarter 4 of 2024, quarter 1 of 2025, or quarter 2 of 2025. Wage data are not available for graduates who are working in other states or countries, who are self-employed, employed by the federal government or unemployed. A wage match was found for 52% of bachelor's degree completers with a valid social security number (48% of all graduates).

- The measure does not claim that the 2019-20 bachelor's degrees represent the highest education attainment of these individuals. It is possible that some of the bachelor's degree completers received other educational awards prior to 2019-20, and some continued their education in the years following the 2019-20 award and received additional awards prior to the wage match year.

KPM #14	Racial/Ethnic Differences in Earnings of Bachelor's Degree Completers - Median earnings of graduates with bachelor's degrees, five years after completion, by race/ethnicity.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2022	2023	2024	2025	2026
American Indian or Alsaska Native					
Actual	$45,296.00	$51,575.00	$47,473.00	$54,983.00	$62,803.00
Target	$47,000.00	$48,000.00	$52,000.00	$53,000.00	$50,000.00
b. Asian American					
Actual	$51,322.00	$55,484.00	$60,918.00	$60,618.00	$63,913.00
Target	$51,000.00	$52,000.00	$55,000.00	$56,000.00	$65,000.00
c. Black or African American					
Actual	$40,907.00	$49,633.00	$55,559.00	$51,612.00	$61,254.00
Target	$50,000.00	$51,000.00	$45,000.00	$46,000.00	$60,000.00
d. Hispanic or Latina/-o					
Actual	$48,565.00	$50,471.00	$57,373.00	$57,498.00	$59,852.00
Target	$47,000.00	$48,000.00	$50,000.00	$52,000.00	$60,000.00
e. Native Hawaiian or Pacific Islander					
Actual	$48,410.00	$52,583.00	$59,021.00	$59,560.00	$64,574.00
Target	$47,000.00	$48,000.00	$55,000.00	$56,000.00	$65,000.00
f. White					
Actual	$49,361.00	$51,957.00	$56,793.00	$58,529.00	$60,689.00
Target	$50,000.00	$51,000.00	$52,000.00	$53,000.00	$60,000.00

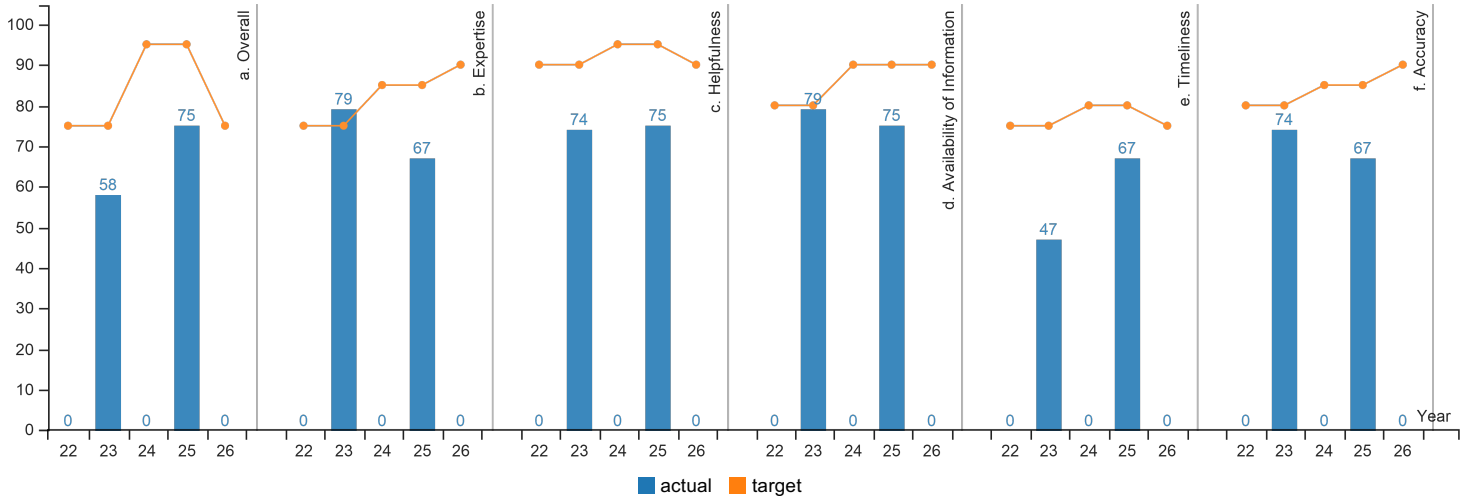
How Are We Doing

For the 2019-20 bachelor’s degree recipients, all six racial/ethnic groups experienced an increase in median earnings. There are still significant differences between the groups, but the gaps appear to have shrunk quite a bit in this most recent year, with a high of $64,574 for Native Hawaiian/Pacific Islanders and a low of $59,852 for the Hispanic or Latina/o group.

Factors Affecting Results

Academic preparation; availability of culturally sensitive career advising and education guidance; occupation or industry; other societal and socio-economic factors.

KPM #15	Customer Service - Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall, timeliness, accuracy, helpfulness, expertise, availability of information.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2022	2023	2024	2025	2026
a. Overall					
Actual		58%		75%	
Target	75%	75%	95%	95%	75%
b. Expertise					
Actual		79%		67%	
Target	75%	75%	85%	85%	90%
c. Helpfulness					
Actual		74%		75%	
Target	90%	90%	95%	95%	90%
d. Availability of Information					
Actual		79%		75%	
Target	80%	80%	90%	90%	90%
e. Timeliness					
Actual		47%		67%	
Target	75%	75%	80%	80%	75%
f. Accuracy					
Actual		74%		67%	
Target	80%	80%	85%	85%	90%

How Are We Doing

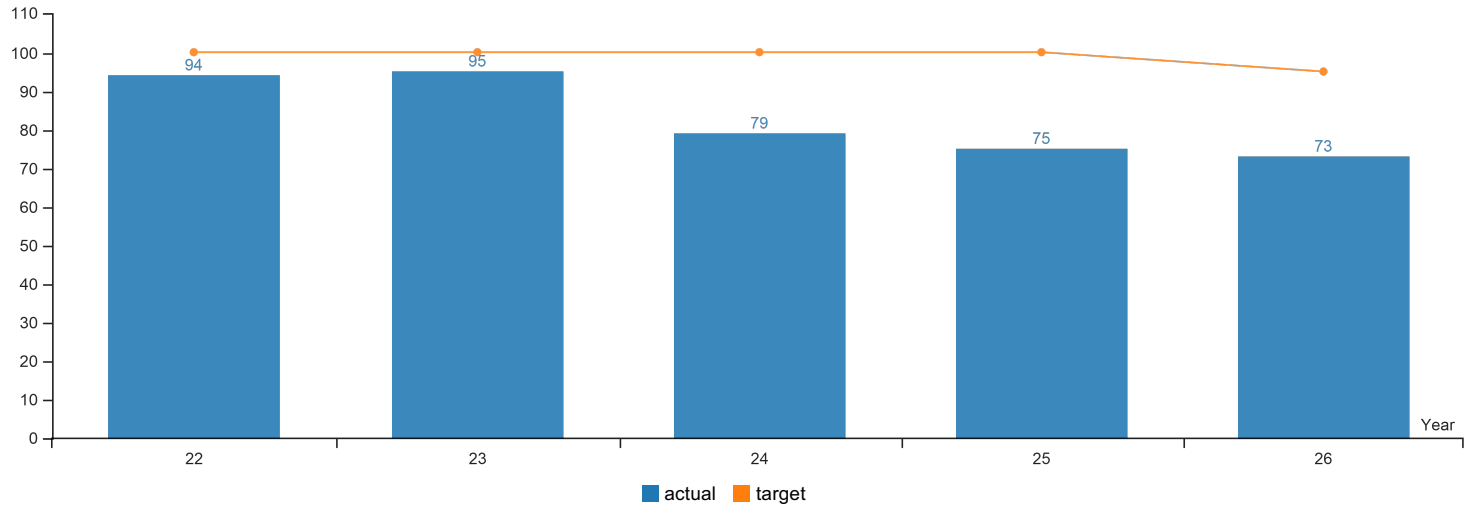
In 2025, reports of agency customer service are on par with the average of earlier years. The Oregon Department of Administrative Services defines the measures of customer service with the six questions below. We defined and surveyed a list of stakeholders on these questions from a wide range of external stakeholders, including postsecondary institutions, other government agencies, and non-governmental organizations. The stakeholder list was defined as those groups or organizations to which the HECC provides some level of technical or customer support. At least three representatives of each group were sent the survey. Selections were reviewed and replaced if necessary to ensure a mix of institutional partners (i.e., to avoid over-representation of particular universities or community colleges). In particular, the list included: public university and community college financial/budgetary staff, public university and community college faculty and program staff, public university and community college institutional research staff, local workforce investment board partners, private postsecondary schools, private degree-granting institutions, staff at related government agencies, and external non-governmental organization staff.

Factors Affecting Results

In addition to the work of agency staff, the sample of individuals surveyed, the sample of individuals responding, and the timing of the survey all may affect the results.

KPM #16	Commission Best Practices - Percent of total best practices met by the Commission.
	Data Collection Period: Sep 01 - Sep 30

** Upward Trend = positive result*



Report Year	2022	2023	2024	2025	2026
BEST PRACTICES					
Actual	94%	95%	79%	75%	73%
Target	100%	100%	100%	100%	95%

How Are We Doing

This KPM examines the percentage of commission best practices met by the HECC Commission. DAS defines this as the percentage of Board members or Commissioners who agreed or strongly agreed that they and the Commission followed best practices. As in prior years, we defined these best practices with 24 rated questions and an open-ended question for additional comments.

Across all questions, 73% of responding Commissioners agreed or strongly agreed that they followed the 24 best practices identified here. This is relatively flat from last year's metric.

The rated questions had possible answers of:

- strongly agree (5 points)
- agree (4 points)
- neutral (3 points)
- disagree (2 points)
- strongly disagree (1 point)

The questions are:

As an Individual Commissioner:

Q1: I am able to devote the time and energy necessary to actively participate in Commission meetings.

100% agreed or strongly agreed

Q2: The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.

38% agreed or strongly agreed

Q3: The amount of time expected of commissioners outside of Commission meetings is reasonable.

63% agreed or strongly agreed

Q4: The Commission is effectively utilizing my skills and expertise.

25% agreed or strongly agreed

Q5: I can speak candidly at Commission meetings.

88% agreed or strongly agreed

Q6: I can participate in subcommittee meetings in which I am not a subcommittee member.

88% agreed or strongly agreed

Q7: Serving on this Commission is satisfying.

75% agreed or strongly agreed

As a Commission:

Q8: The Commission as a whole has a clear understanding of its role and responsibilities.

75% agreed or strongly agreed

Q9: The Commission understands and respects the distinction between its responsibilities and those of management.

63% agreed or strongly agreed

Q10: Commissioners actively participate in discussions

88% agreed or strongly agreed

Q11: The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).

88% agreed or strongly agreed

Q12: Commissioners listen to and value each other's comments.

88% agreed or strongly agreed

Q13: The leadership of the Commission is effective.

75% agreed or strongly agreed

Q14: Public comment during the public comment section of the meeting and during action items is a valuable opportunity to gather input.

100% agreed or strongly agreed

Q15: The Commission ... Provides insight and guidance to the HECC's strategic direction.

88% agreed or strongly agreed

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.

75% agreed or strongly agreed

Q17: The Commission ... Assesses the performance of the Executive Director on an annual basis

75% agreed or strongly agreed

Q18: The Commission ... Follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making

88% agreed or strongly agreed

Q19: The Commission ... Operates in a transparent and open fashion.

75% agreed or strongly agreed

Q20: Commission meetings... Have agendas and materials that are distributed far enough in advance to give them adequate consideration.

63% agreed or strongly agreed

Q21: Commission meetings... Rely on written and presentation materials that provide the right type and amount of information and are clearly written.

75% agreed or strongly agreed

Q22: Commission meetings... Cover the right combination of information-sharing, discussion, decision-making, and board education.

63% agreed or strongly agreed

Q23: Commission meetings... Allow enough time for the exchange of ideas and thoughtful deliberation.

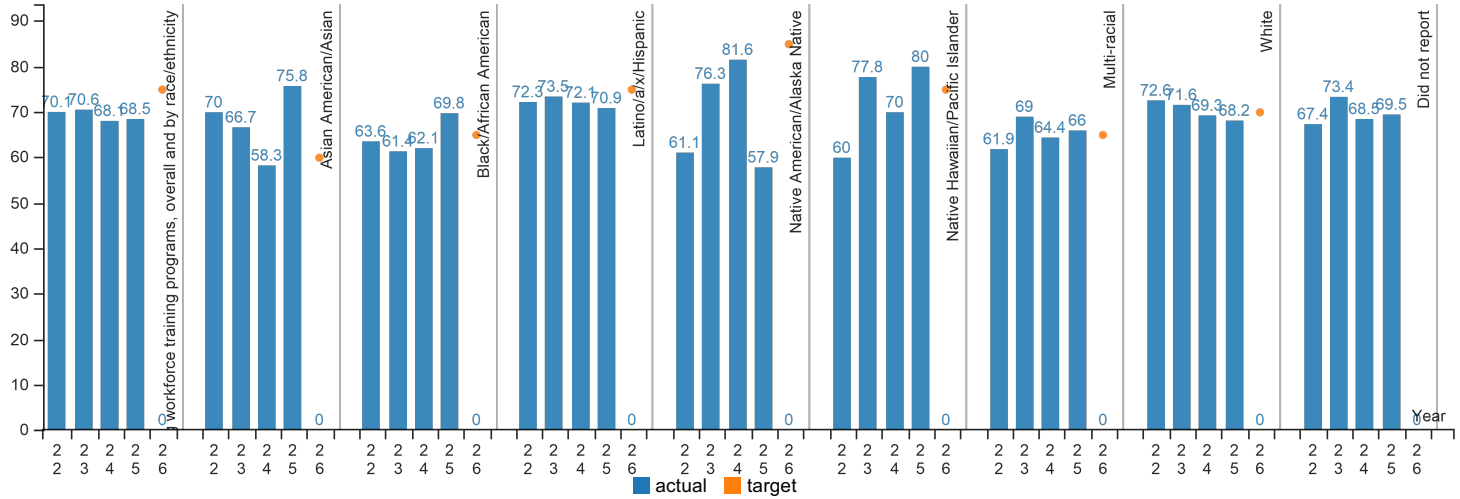
50% agreed or strongly agreed

Q24: Commission meetings... Strike the right balance between long-range, strategic matters and routine matters of oversight.

63% agreed or strongly agreed

Factors Affecting Results

KPM #17	Employment Rate - Employment rate of participants completing workforce training programs, overall and by race/ethnicity
	Data Collection Period: Jul 01 - Jun 30



Report Year	2022	2023	2024	2025	2026
EMPLOYMENT RATE – Employment rate of participants completing workforce training programs, overall and by race/ethnicity					
Actual	70.100%	70.600%	68.100%	68.500%	
Target					75%
Asian American/Asian					
Actual	70%	66.700%	58.300%	75.800%	
Target					60%
Black/African American					
Actual	63.600%	61.400%	62.100%	69.800%	
Target					65%
Latino/a/x/Hispanic					
Actual	72.300%	73.500%	72.100%	70.900%	
Target					75%
Native American/Alaska Native					
Actual	61.100%	76.300%	81.600%	57.900%	
Target					85%
Native Hawaiian/Pacific Islander					
Actual	60%	77.800%	70%	80%	
Target					75%
Multi-racial					
Actual	61.900%	69%	64.400%	66%	

Report Year	2022	2023	2024	2025	2026
Target					65%
White					
Actual	72.600%	71.600%	69.300%	68.200%	
Target					70%
Did not report					
Actual	67.400%	73.400%	68.500%	69.500%	
Target					

How Are We Doing

We are no longer able to produce this KPM.

Factors Affecting Results