

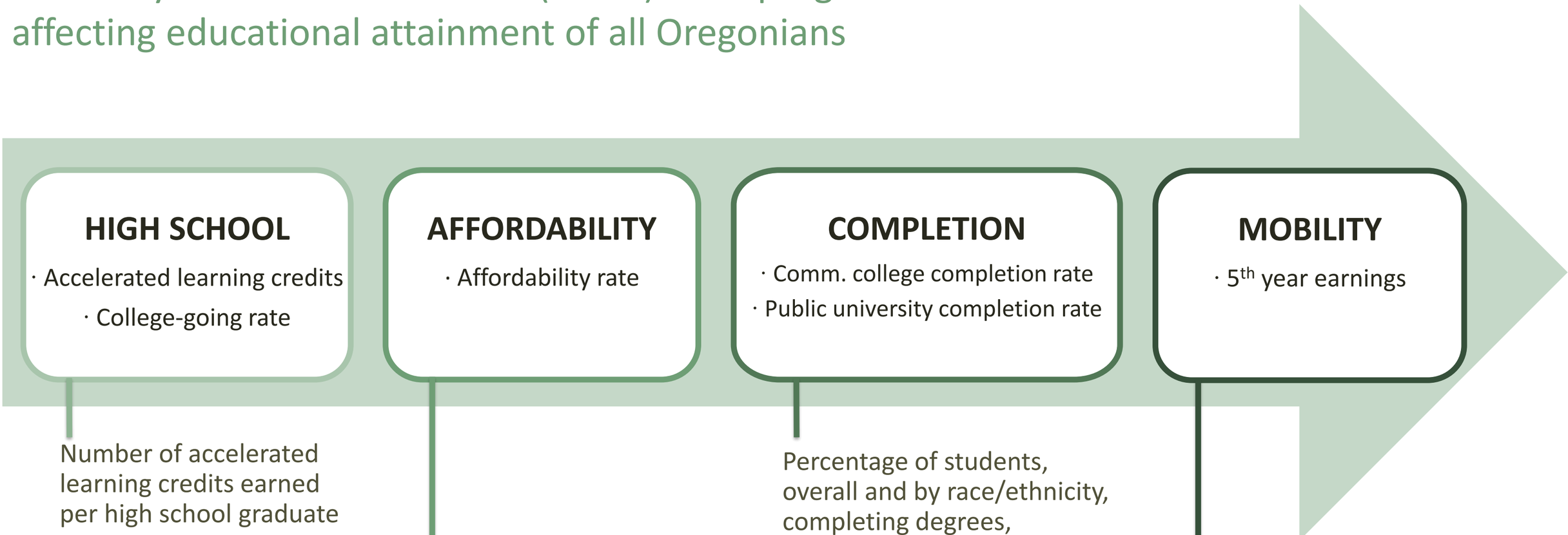
# HECC KEY PERFORMANCE MEASURES

## MEETING OF THE HIGHER EDUCATION COORDINATING COMMISSION

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Director, Office of Analytics and Strategy

October 7, 2026

# HECC Key Performance Metrics (KPMs) track progress toward factors affecting educational attainment of all Oregonians




Number of accelerated learning credits earned per high school graduate

Percentage of public high school graduates enrolling in postsecondary education, overall and by race/ethnicity

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

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

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

We also include measures of the Commission's use of best practices



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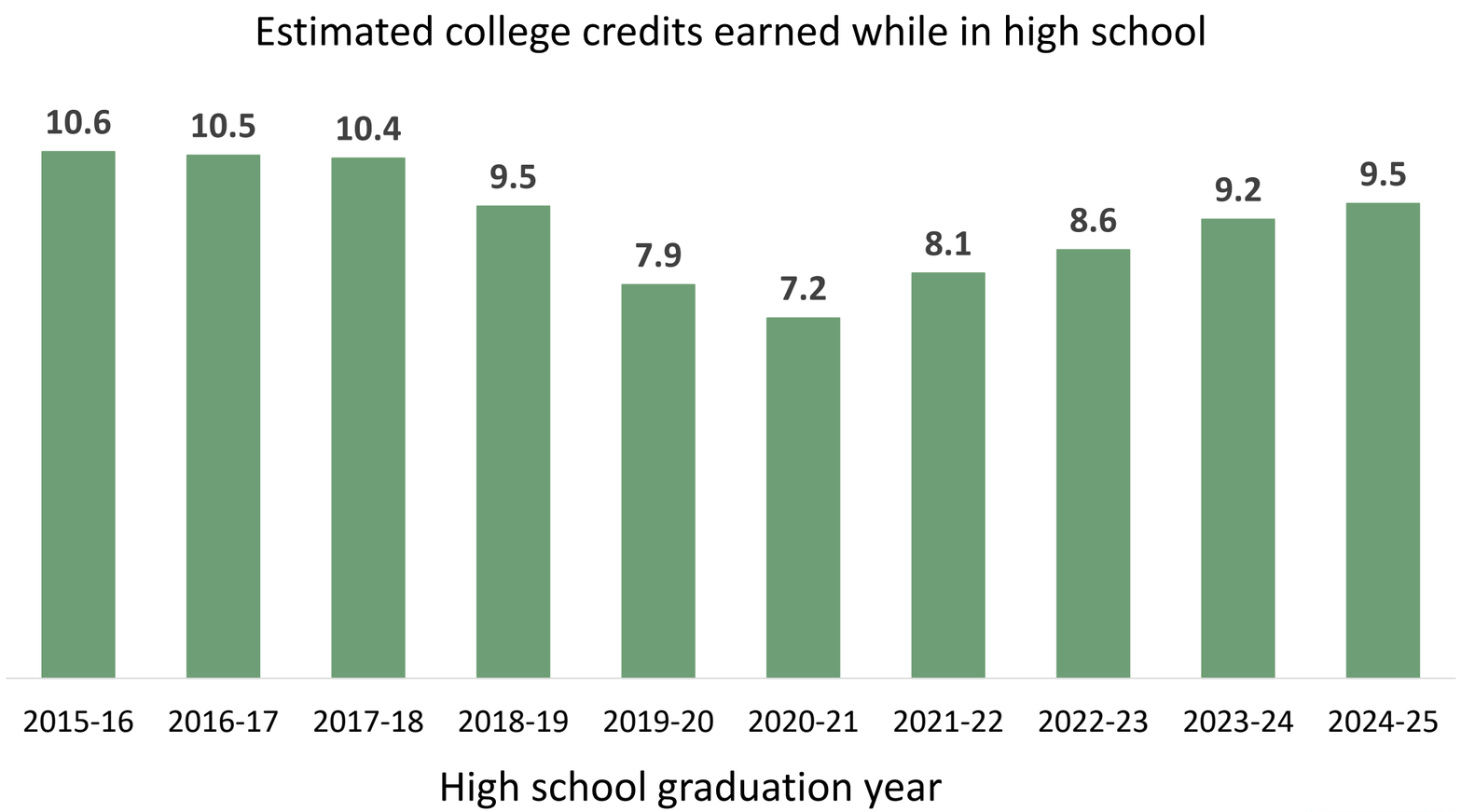
# High school students earned an estimated 9.5 credits from community colleges and public universities by the time they graduated. This number continues to rise since the pandemic.

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

**Accelerated college credit was similar in the most recent year.**

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

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



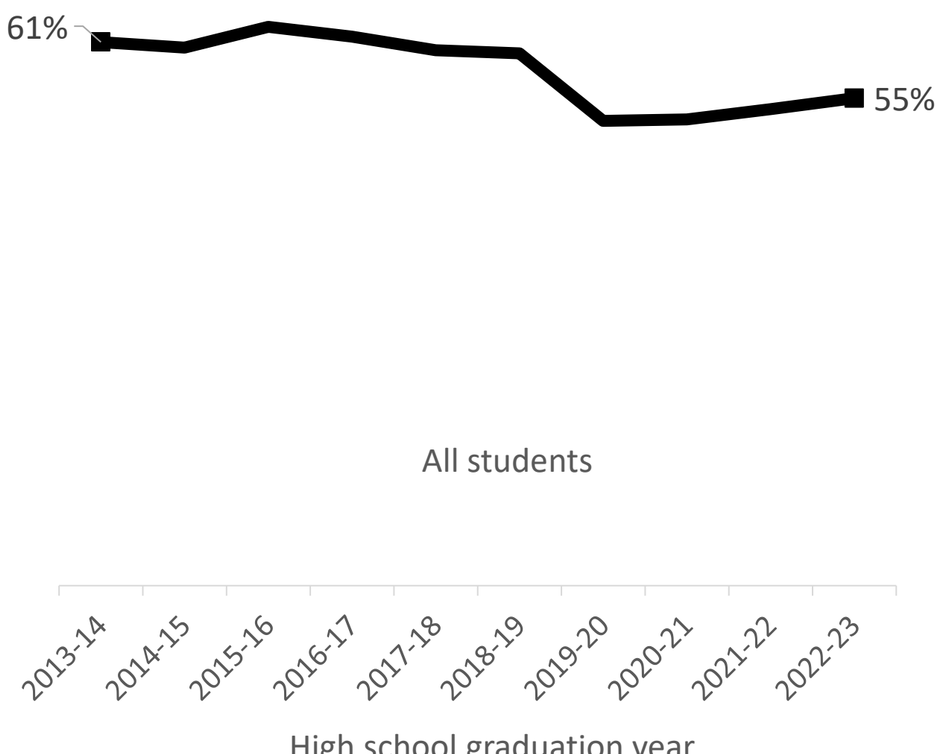


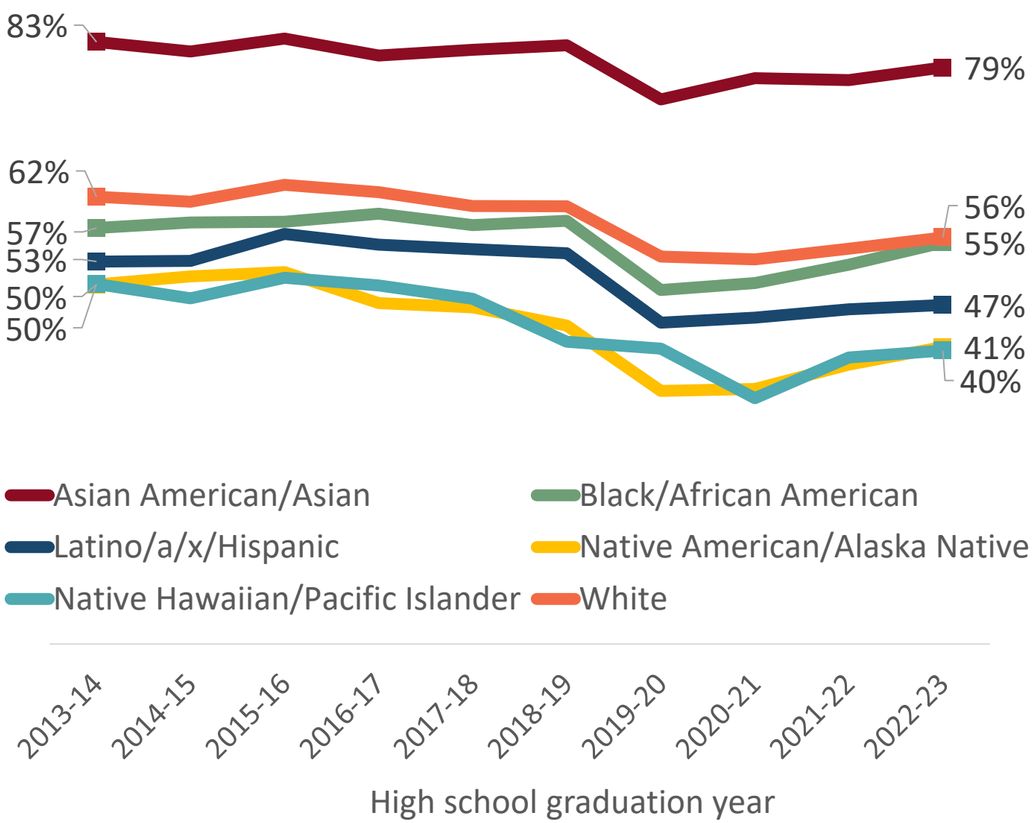

Source: HECC analysis of public university and community college student data on dual credit and Expanded Options programs and show an estimated average number of credits per graduate based on a synthetic cohort. Results reflect the total number of credits earned by any student in pre-high school through senior year of high school in a single academic year, divided by the number of high school students that academic year who graduated within four years. Excludes other accelerated learning programs, such as Advanced Placement and International Baccalaureate.

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# The college-going rate of Oregon high school graduates continued to rise since falling during 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 2022-23 graduates, shows the percentage enrolling by June 2024.
Goals: Rising college-going for all groups and disparities across racial/ethnic groups disappear.




**College-going** fell sharply for the 2020 class & remained low for 2021. It rose for the 2022 class.

Equity gaps have widened over time.

College-going is also lower among students from rural and lower income backgrounds, compared to those from urban and higher income backgrounds.



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

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# The last several years have shown fewer students facing unaffordable costs, but the most recent year is not comparable because of changes in the federal application for aid

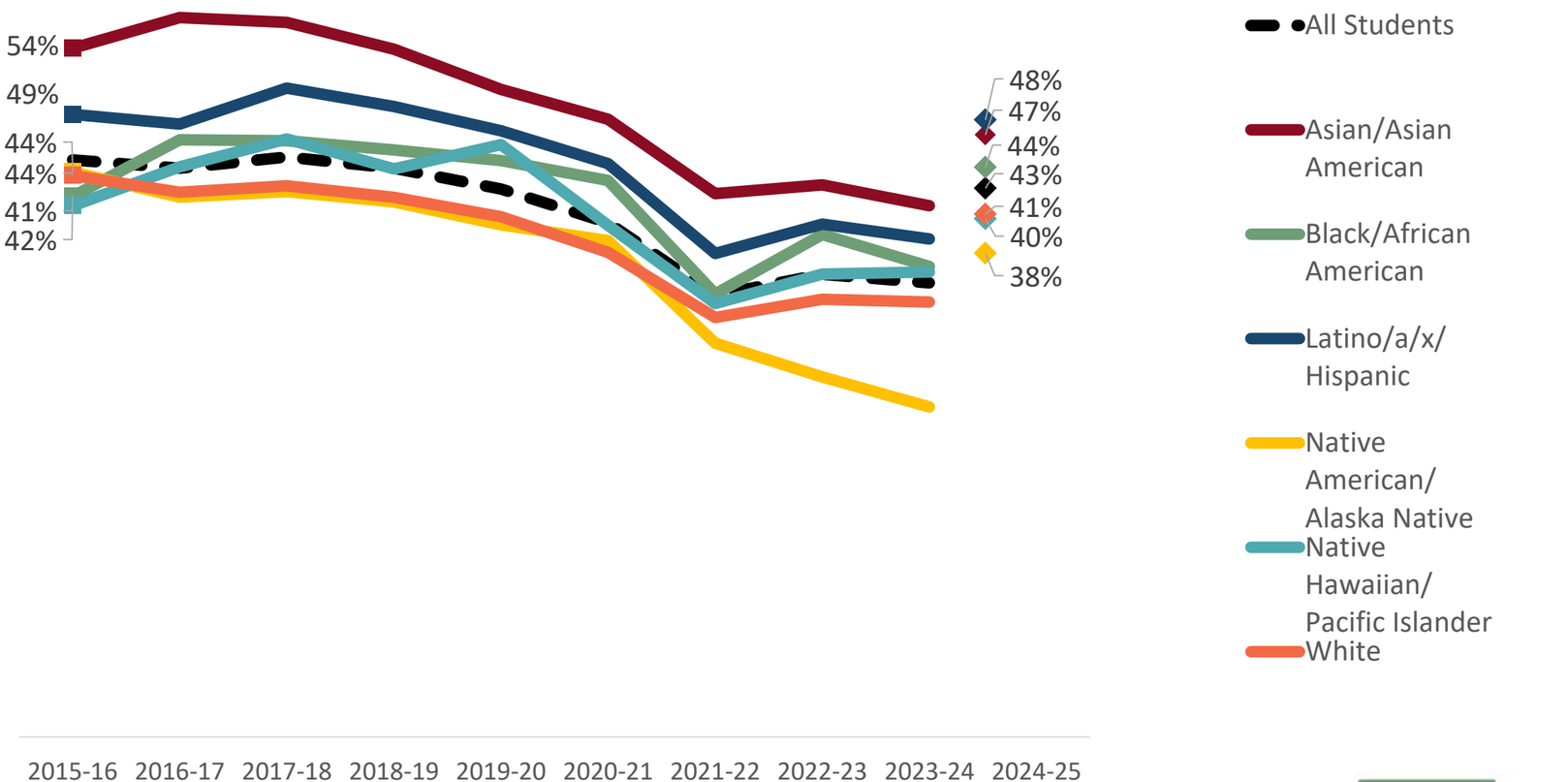
KPM 9-10. Percentage of resident students who cannot meet costs of college or university with expected resources (public grant aid, most institutional aid, expected family contributions, & estimated student earnings); overall & by race/ethnicity. Goal: Rate decreases over time to **0%** for all groups.

**In 2024-25, an estimated 43% of students faced unaffordable costs.**

For 2024-25, affordability uses the Student Aid Index, which replaced the Expected Family Contribution when the Free Application for Federal Student Aid (FAFSA) was revised.

Asian/Asian American and Latino/a/x/ Hispanic students are most likely to face unaffordable costs among racial/ethnic groups. Affordability improved for Native American/Alaska Native students with the Oregon Tribal Student Grant.

In addition, more students from lower income backgrounds face unaffordable costs, even after grant aid.



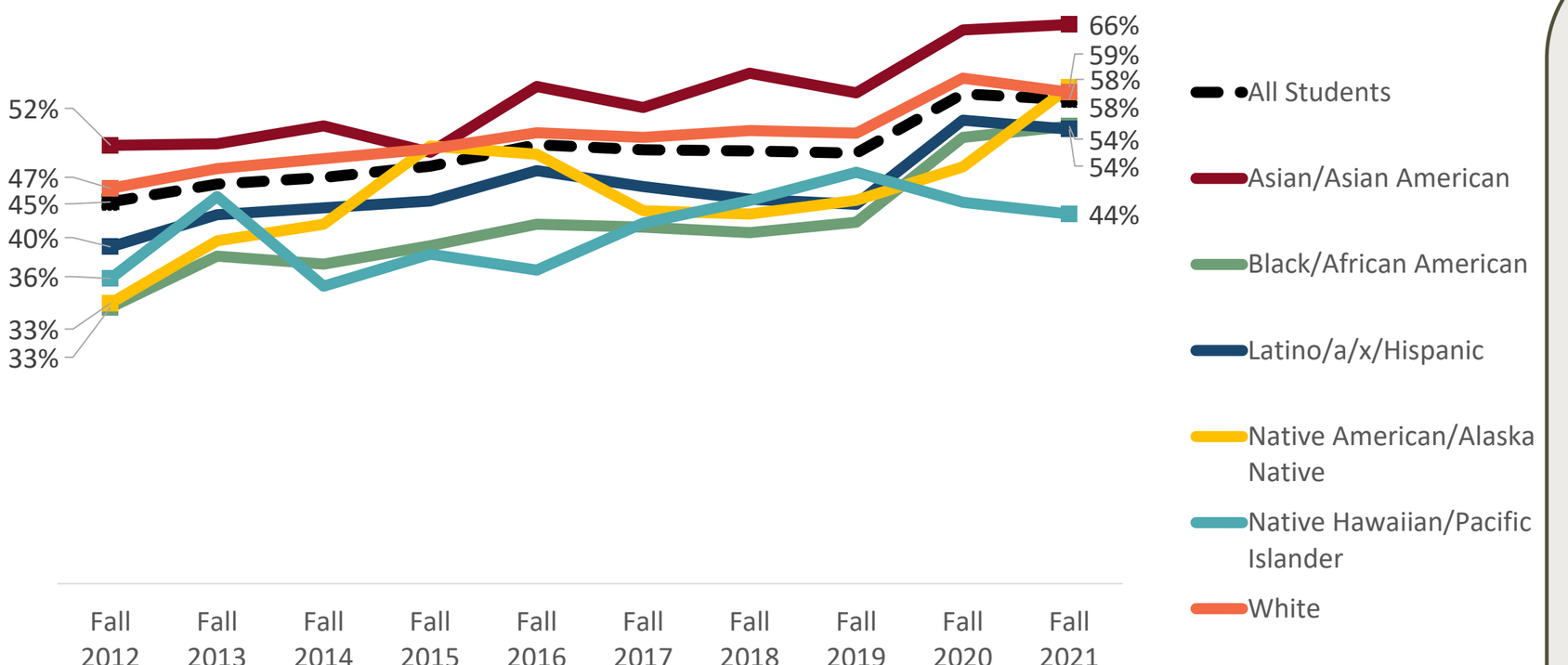



Source: HECC analysis of student-level data. Results include community college students and Oregon resident, admitted undergraduates at public universities who filed a complete Free Application for Federal Student Aid (FAFSA) or Oregon Student Aid Application (ORSAA).

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# Completion & transfer rates at community colleges rose, but equity gaps remain

KPM 5-6. Percentage of new, credential-seeking community college students who complete a career certificate or associate degree or who transfer to a four-year institution within four years, overall and by race/ethnicity.
Goal: Rate increases over time and disparities across racial/ethnic groups disappear.




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

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

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



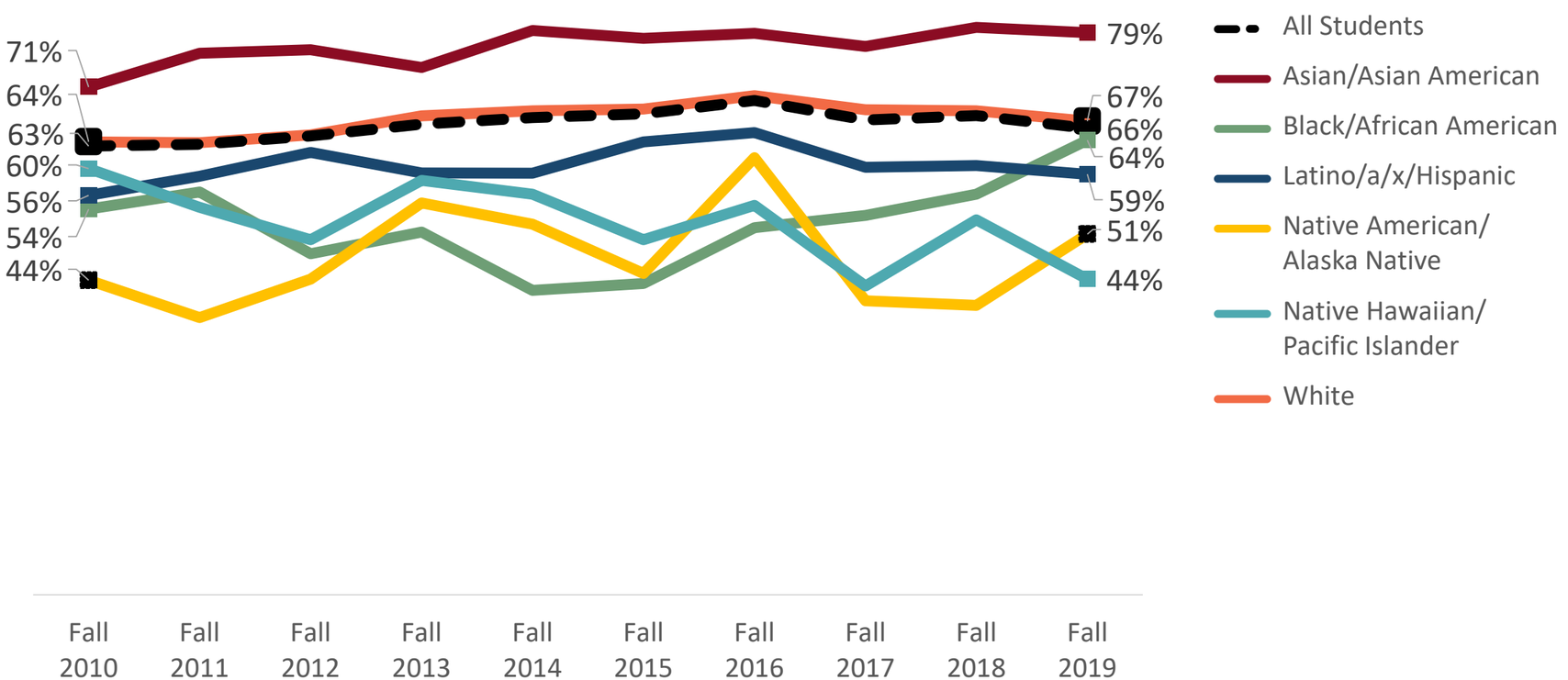
Source: HECC analysis of community college data. Credential-seeking students are those who are new to the institution in the fall terms and earn 18 or more credits or a credential of fewer than 18 credits within their first two years period. A student is considered to have transferred if there is any evidence of enrollment at a four-year university after the last enrollment in the community college and before the end of the three-year tracking period.

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# 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.




**Public university graduation rates overall fell 1.7 percentage points in the most recent year.**

Graduation rates rose for some groups but fell for most.

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

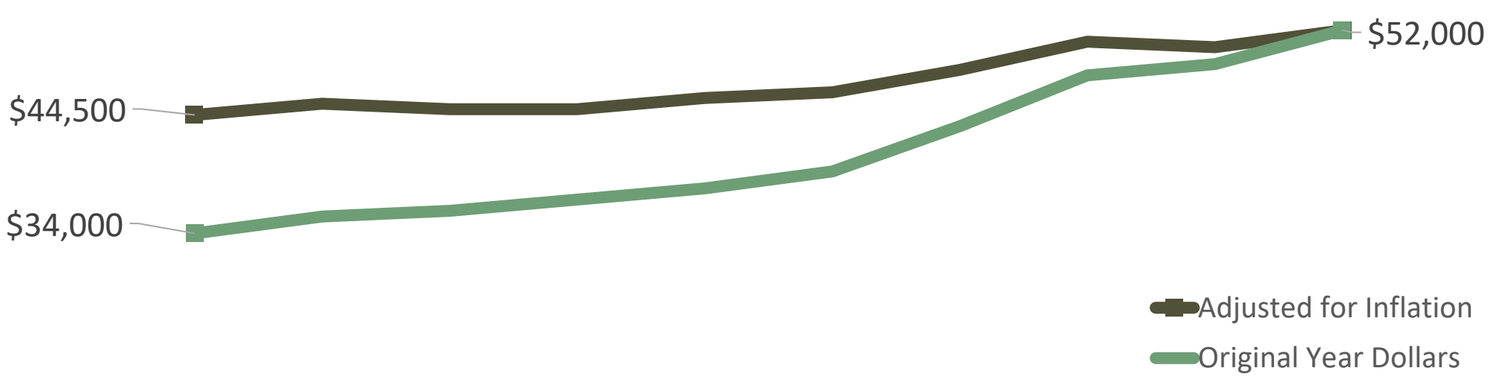


Source: HECC analysis of analysis of student-level data. Rate shows the percentage of Oregon resident, first-time, full-time freshmen who earn a bachelor's degree at any of the public universities within six years of initial admitted enrollment at any of the universities.

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# Earnings of community college students earning a certificate or degree remained about the same over the last two years but are higher than a decade ago

KPM 11. Median earnings of community college completers five years after earning a degree or certificate, overall.
Goal: Earnings rise and disparities across groups disappear.




| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | **Graduation year/** |
|---|---|---|---|---|---|---|---|---|---|---|
| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | **Earnings year** |

**Earnings of recent community college graduates rose very slightly in the last year, after a slight decline the year before.**

After adjusting for inflation, those who graduated in the most recent year (2019-20) earned slightly more than those who graduated the year before. However, they earn 17 percent more than those who graduated a decade before.

Earnings show Oregon employment.

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. Adjustment shown in 2024 dollars.



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# The overall racial/ethnic gap in earnings of community college students earning a certificate or degree has narrowed over the last decade

KPM 12. Median earnings of community college completers five years after earning a degree or certificate, by race/ethnicity.

Goal: Earnings rise and disparities across groups disappear.

(Inflation-adjusted to 2025 dollars)

| | Graduation cohort 2010-11 | 2019-20 | % change |
|---|---|---|---|
| Asian American/Asian | **$45,000*** | **$55,000*** | +22% |
| Black/African American | $41,500 | $52,000 | +25% |
| Latino/a/x/Hispanic | $43,500 | $51,000 | +17% |
| Native Amer./Alaska Native* | **$36,000*** | **$47,000*** | +31% |
| Native Hawaiian/Pac. Islander | $43,000 | $49,500 | +15% |
| White | $45,000 | $52,500 | +17% |
| **Gap between *top and *bottom earners increased** | **$9,000** | **$8,000** | **-11%** |

Relative earnings growth over 10 years

**All groups saw rates of growth, and the gap across racial/ethnic groups narrowed.** 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.

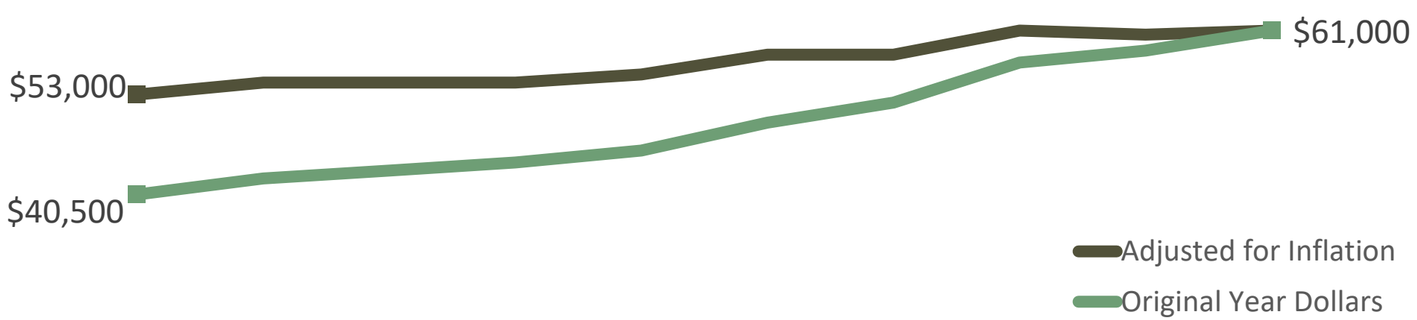
Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2010-11 and 2019-20 for students identifying as Native American/Alaska Native and Native Hawaiian/Pacific Islander are a three-year average of the earnings due to small numbers.



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

KPM 13. Median earnings of university graduates with bachelor's degrees, five years after completion, overall.
Goal: Earnings rise and disparities across groups disappear.




| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |

**Graduation year/ Earnings year**

**Earnings of recent university graduates were the about same as last year.**

After adjusting for inflation, those who graduated in the most recent year (2019-20) earned about the same as those who graduated the year before. However, they earn 15 percent more than those who graduated a decade before.

Earnings show Oregon employment.

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon five years later. Adjustment shown in 2024 dollars.



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# Earnings have risen for all groups over the last decade, & racial/ethnic disparities narrowed slightly

KPM 14. Median earnings of university graduates with bachelor's degrees, five years after completion, by race/ethnicity.
Goal: Earnings rise and disparities across groups disappear.

**The difference in earnings across racial/ethnic groups narrowed.** To close equity gaps, earnings of underserved groups must rise faster than for students overall.

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

(Inflation-adjusted to 2025 dollars)

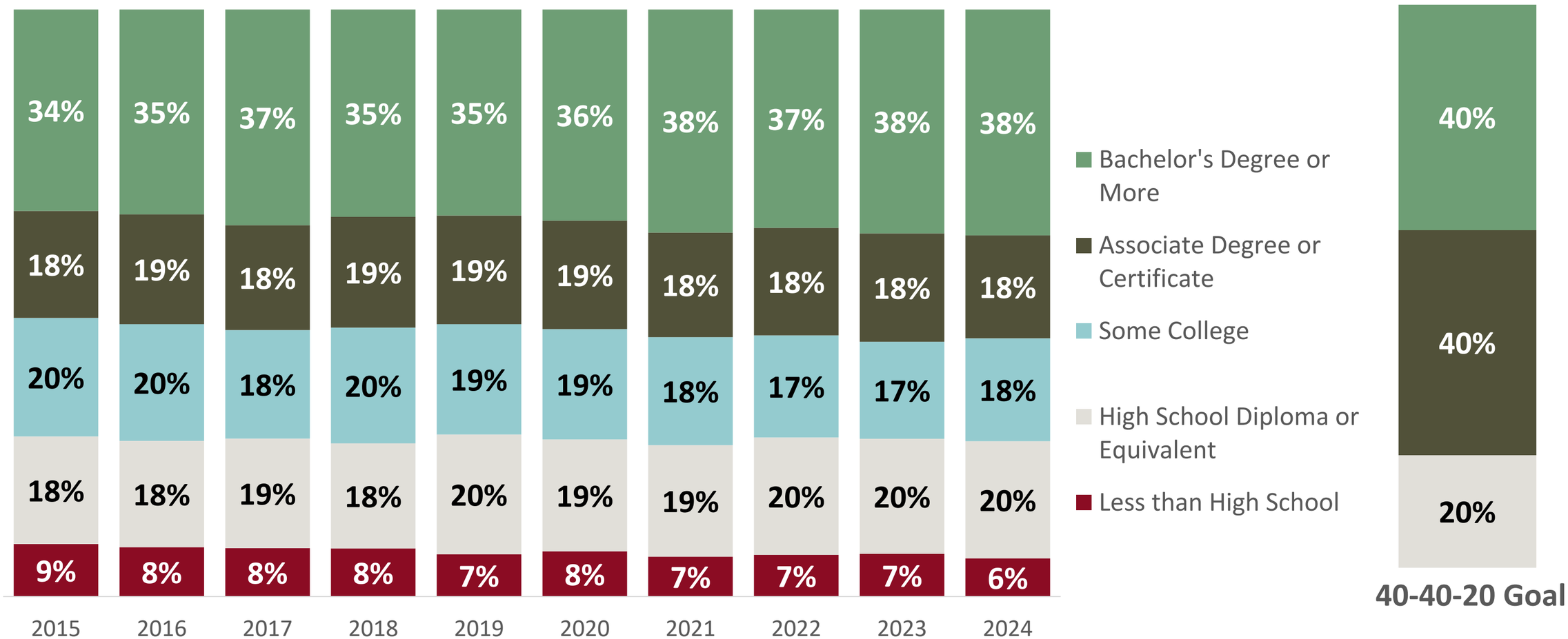
| | Graduation cohort 2010-11 | 2019-20 | % Change |
|---|---|---|---|
| Asian American/Asian | **$58,500*** | **$64,000** | +9% |
| Black/African American | $55,000 | $61,500 | +12% |
| Latino/a/x/Hispanic | $51,000 | $60,000 | +18% |
| Native Amer./Alaska Native | **$47,000*** | **$55,000*** | +17% |
| Native Hawaiian/Pac. Islander | $52,000 | $61,000 | +17% |
| White | $53,500 | $60,500 | +13% |
| **Gap between *top & *bottom earners narrowed** | **$11,500** | **$9,000** | **-22%** |

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 2010-11 and 2019-20 for students identifying as Native American/Alaska Native and Native Hawaiian/Pacific Islander are a three-year average of the earnings due to small numbers.



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




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

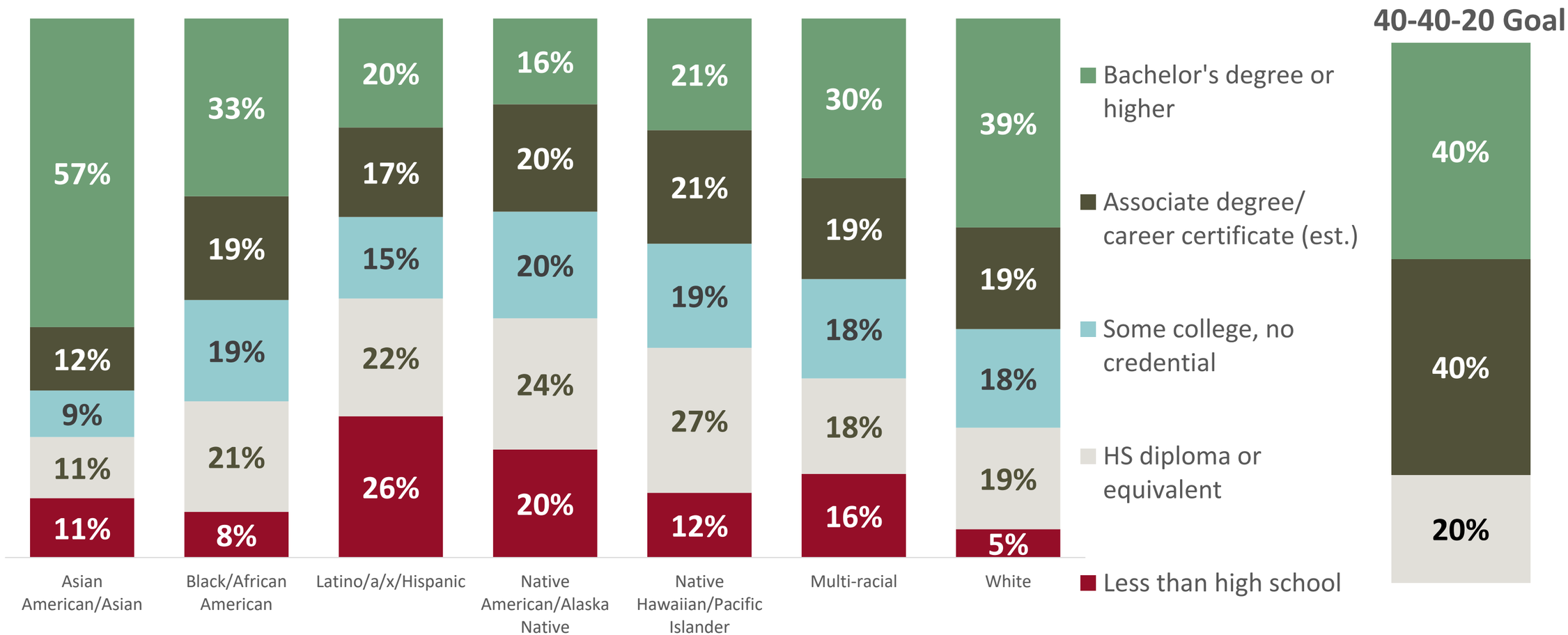


Source: U.S. Census, American Community Survey (ACS) 1-year estimates, Table B15001, 2015 - 2024. Attainment rates include an estimate of career certificates.

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# Educational attainment varies widely by race/ethnicity

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




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



Source: U.S. Census, American Community Survey (ACS) 1-year estimates, Table B15002, 2022 - 2024. Attainment rates reflect a three-year rolling average to smooth volatility resulting from smaller sample sizes. Data include an estimate of career certificates. In addition, data for 2020 include an estimated breakout of the "some college, no credential" group, who were grouped that year with associate degree earners.

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# The Commission continues to model best practices

## KPM 16. Percent of Commissioners reporting “agree” or “strongly agree” in use of best practices of boards and commissions

| Question | | Percent (strongly) agree | Percent (strongly) agree or neutral |
|---|---|---|---|
| | **All Questions** | **73%** | **85%** |
| 1 | I am able to devote the time and energy necessary to actively participate in Commission meetings. | 100% | 100% |
| 2 | The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable. | 38% | 88% |
| 3 | The amount of time expected of commissioners outside of Commission meetings is reasonable. | 63% | 75% |
| 4 | The Commission is effectively utilizing my skills and expertise. | 25% | 75% |
| 5 | I can speak candidly at Commission meetings. | 88% | 88% |
| 6 | I can participate in subcommittee meetings in which I am not a subcommittee member. | 88% | 100% |
| 7 | Serving on this Commission is satisfying. | 75% | 88% |
| 8 | The Commission as a whole has a clear understanding of its role and responsibilities | 75% | 88% |
| 9 | The Commission understands and respects the distinction between its responsibilities and those of management. | 63% | 88% |
| 10 | Commissioners actively participate in discussions. | 88% | 88% |
| 11 | The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.). | 88% | 88% |
| 12 | Commissioners listen to and value each other's comments. | 88% | 88% |



Source: HECC analysis of survey of Commissioners, including 24 rated questions and three open-ended questions.

# The Commission continues to model best practices

## KPM 16. Percent of Commissioners reporting “agree” or “strongly agree” in use of best practices of boards and commissions

| | Question | Percent (strongly) agree | Percent (strongly) agree or neutral |
|---|---|---|---|
| 13 | The leadership of the Commission is effective. | 75% | 88% |
| 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. | 88% | 88% |
| 16 | Comm. ensures the agency’s fiscal integrity by monitoring the agency’s financial policies/operating performance and submitting biennial budgets. | 75% | 88% |
| 17 | The Commission assesses the performance of the Executive Director on an annual basis. | 75% | 88% |
| 18 | The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making. | 88% | 88% |
| 19 | The Commission operates in a transparent and open fashion. | 75% | 88% |
| 20 | Commission meetings have agendas & materials that are distributed far enough in advance to give them adequate consideration. | 63% | 63% |
| 21 | Commission meetings rely on written and presentation materials that provide the right type and amount of information and are clearly written. | 75% | 88% |
| 22 | Commission meetings cover the right combination of information-sharing, discussion, decision-making, and board education. | 63% | 75% |
| 23 | Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation. | 50% | 63% |
| 24 | Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight. | 63% | 88% |



Source: HECC analysis of survey of Commissioners, including 24 rated questions and three open-ended questions.