

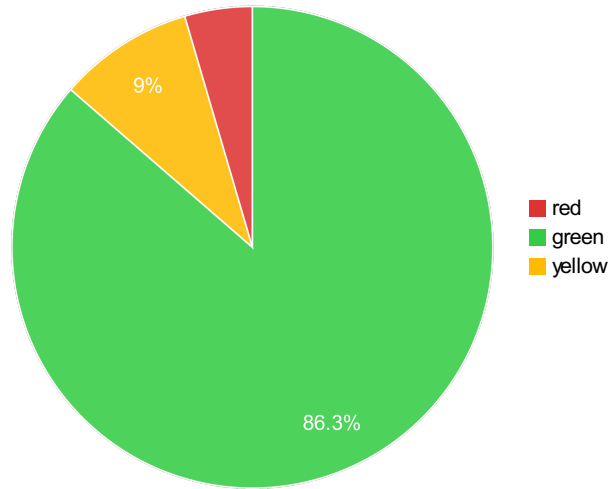
# Higher Education Coordinating Commission

Annual Performance Progress Report

Reporting Year 2016

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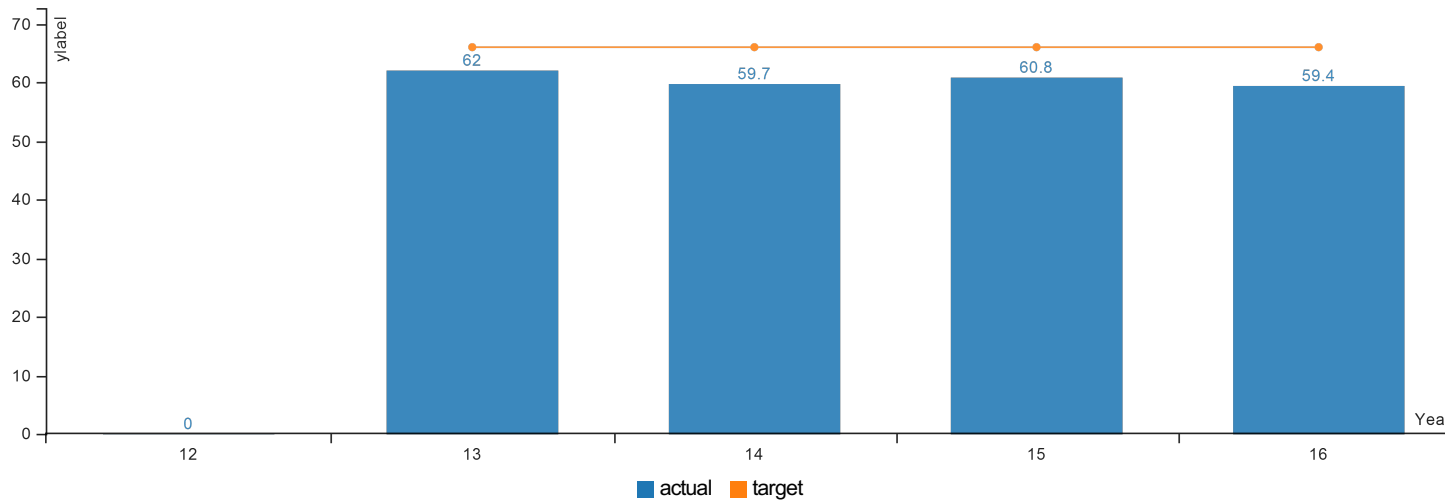
<b>KPM #</b>	<b>Approved Key Performance Measures (KPMs)</b>
1	Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date.
2	College Credits Earned by K-12 Students - Amount of postsecondary credit per graduate awarded to K-12 students.
3	Number of adult high school diplomas/GEDs earned - Number of people earning GEDs and adult high school diplomas in Oregon each year.
4	Developmental education pass rates - Percent of students enrolled in a developmental education math or writing course below the 100 level who successfully complete the course: Writing.
5	Success of developmental education students in college math and English - Percent of students enrolled in at least 6 credits who successfully complete college-level math or writing course within 24 months of enrolling in a corresponding community college math or writing developmental education course compared to the number of students enrolled in developmental education generally.
6	Number of community college students who have earned 15-29 college credits. -
7	Number of community college students who have earned 30-44 college credits. -
8	Number of community college students who earn at least 45 college credits. -
9	Certificate and OTM Earners - Number of certificates awarded and Oregon Transfer Modules (OTM) earned each academic year.
10	Associate's Degrees - Number of associate's degrees completed each academic year.
11	Completion Ratio - Number of degrees, certificates completed, and transfer prior to completion per 100 credit-bearing FTE
12	Community college to university transfers - Number of students who transfer to any four-year institution each academic year.
13	Earnings of community college completers - Median earnings of community college completers four quarters and five years after completion.
14	Earnings of community college leavers - Median earnings of community college completers four quarters and five years after completion
15	First-year retention rate - Percentage of Oregon public university students starting in a fall term and returning to an Oregon public university the following fall.
16	Six-year public university graduation rate - Percentage of full-time first-time students in an entering cohort that had graduate from an Oregon public university six years later.
17	Number of bachelor's degrees awarded each academic year - Number of bachelor's degrees awarded at Oregon public universities each academic year
18	Number of advanced degrees and graduate certificates awarded - Number of advanced degrees and graduate certificates awarded at Oregon public universities each academic year.
19	Bachelor's degrees awarded to community college transfers - Number of bachelor's degrees awarded to transfer students from Oregon community colleges each academic year
20	Graduation rate for non-traditional students - Graduation rate for newly admitted undergraduate students who are not first-time full-time freshman students (within six years of enrollment).
21	Earnings of bachelor's degree completers - Median earnings of graduating students (BA/BS only) four quarters and five years after graduation.
22	Percentage of resident enrolled students who are incurring unaffordable costs. -
23	Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid. -
24	University graduate debt - Average debt amount of Bachelor's graduates accompanied by percent of graduates who are borrowers.
25	Student loan default rates - Three-year official cohort student loan default rates
26	Average cost of attendance - Average cost of attendance for resident undergraduates minus grant aid as a percentage of median income.
27	Tuition and fees - Average statewide tuition and fees minus grant aid and net assessed tuition and fees per resident, undergraduate FTE (colleges and universities).
28	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.
29	BEST PRACTICES - Percent of total best practices met by the Commission.



	<b>Green</b>	<b>Yellow</b>	<b>Red</b>
	= Target to -5%	= Target -6% to -15%	= Target > -15%
<b>Summary Stats:</b>	86.36%	9.09%	4.55%

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



Report Year	2012	2013	2014	2015	2016
<b>Oregon High School Graduates Attending College</b>					
Actual	No Data	62%	59.70%	60.80%	59.40%
Target	TBD	66%	66%	66%	66%

### How Are We Doing

The percentage of Oregon high school graduating seniors who enroll in college within 16 months of graduation has remained relatively stable for the past three years. For the graduation class of 2013-14, 59.4 percent of students enrolled in college within 16 months. This is slight decline from the previous two years, when 60.8 percent (for the 2012-13 graduating class) and 59.7 percent (for the 2011-12 graduating class) enrolled in college. These three most recent years of data represent a larger decline from the 2010-11 graduating class, for whom 62.0 percent enrolled in college.

### How do we compare?

Oregon remains below the national rate of high school seniors attending college upon graduation. Nationally, 68.4 percent of seniors who graduated from high school between January and October of 2014 were enrolled in college in October 2014. Similarly, for 2013, 68.3 percent of seniors who graduated from high school between January and October of 2014 were enrolled in college that October. The narrower window for college enrollment (between zero and ten months after high school graduation, compared with 16 months for the Oregon measure) likely underestimates the difference between the national and Oregon rates. 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 lower.

### 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.

**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 16 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 are:**

- The measure uses a 16-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.

**Given these limitations, results suggest:**

The college enrollment rates of high school graduates in Oregon declined after 2010-11 and has been relatively stable since 2011-12. However, because the most recent rate (for the 2013-14 graduating class) is slightly lower than the year before, stability in enrollment rates is not assured. Higher college enrollment rates will be necessary to maintain progress toward 40-40-20.

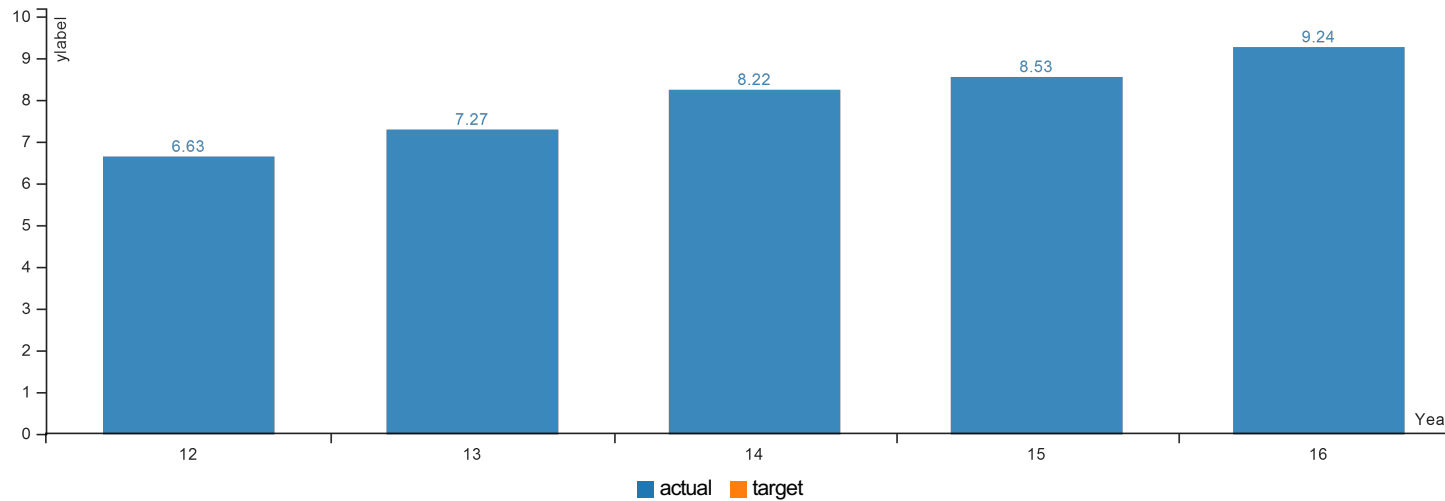
A narrower definition of "high school graduate" that uses only those who received regular diplomas yields Oregon results that are closer to the national average, though still declining:

<b>College credits earned per high school graduate</b>				
<b>High School Graduating Class</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Oregon 16-month college enrollment rate	66.3	63.9	64.2	62.7
Federal zero-to-ten month college enrollment rate	68.3	66.2	68.3	68.4

**Improvements to this measure would come from:**

We have no recommendations for improvements to this measure. Additional, parallel measures that mirror the federal window for college enrollment after graduation would be useful for comparison purposes.

KPM #2	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



Report Year	2012	2013	2014	2015	2016
<b>College Credits Earned by K-12 Students</b>					
Actual	6.63%	7.27%	8.22%	8.53%	9.24%
Target	TBD	TBD	TBD	TBD	TBD

#### How Are We Doing

In 2014-15 K-12 students earned 9.24 college credits per high school graduate. This number represents a 0.71 credit per graduate increase in comparison with 2013-14. In 2014-15 Oregon K-12 students earned between 0 and 70 credits in a single academic year. Among the students who earned college credits, the median number of credits earned was 7.

#### 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.

#### Other Comments:

This measure presents 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 that were not designated Dual Credit or Expanded Options courses.
- Only credits from courses that were completed successfully were included in the calculation. Successful completion is defined as 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. It should be noted that in 2013-14 the methodology used by the Oregon Department of Education for calculating the number of high school graduates changed. 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 received them in order to enroll in high school for the 5th year and earn college credits at no charge.

**Limitations of this definition 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 possible 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 the Dual Credit or Expanded Options program, due to difficulties 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 in order to earn college credits at no charge) are not included in the calculation of the numerator. This is due to the fact that 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, has been increasing in the last five years from 6.63 credits in 2010-11 to 9.24 credits in 2014-15. The majority of these credits were earned at Oregon community colleges. College credits earned by secondary students may help these students to move forward to postsecondary education.

<b>College credits earned per high school graduate</b>					
<b>Data Year</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Credits per graduate from community colleges	5.85	6.38	7.23	7.48	8.17
Credits per graduate from universities	0.78	0.89	0.99	1.05	1.06
Total credits per HS graduate	6.63	7.27	8.22	8.53	9.24

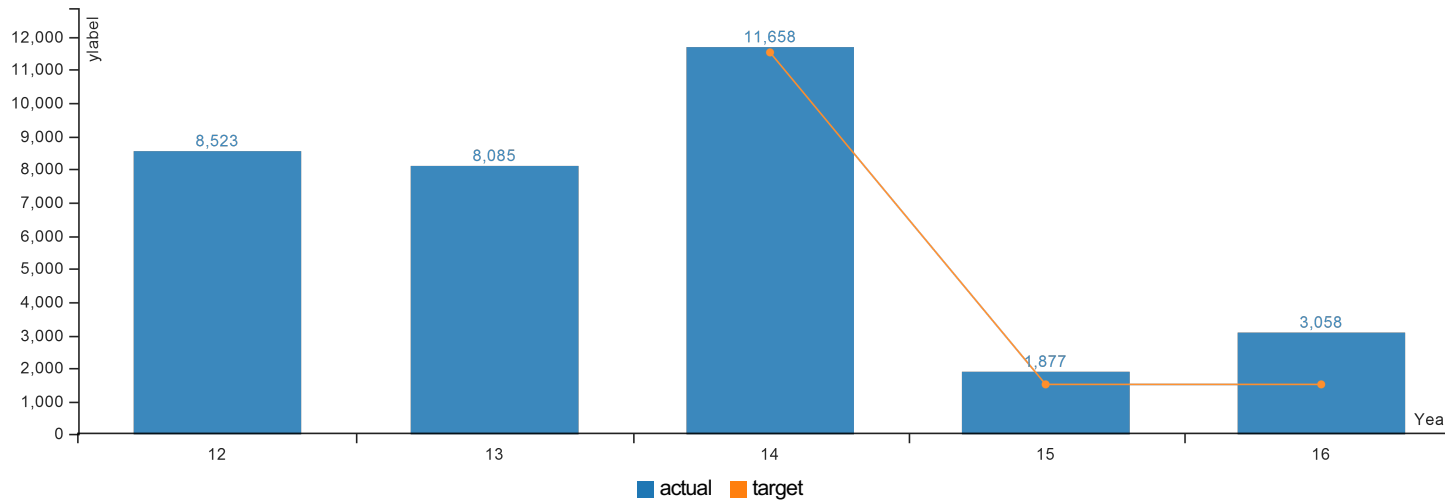
HS 4-year graduating class size	32,587	31,962	31,440	32,877	33,347
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**Improvements to this measure would come from:**

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 #3	Number of adult high school diplomas/GEDs earned - Number of people earning GEDs and adult high school diplomas in Oregon each year.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Adults high school diplomas/GED earners</b>					
Actual	8,523	8,085	11,658	1,877	3,058
Target	TBD	TBD	11,500	1,500	1,500

### How Are We Doing

In 2015, there were 2,996 individuals, 79% of the total number of test takers, who completed and passed the required tests and were issued a GED certificate. During the same year, 62 Adult High School Diplomas were awarded in Oregon. While the number of GED certificates has increased in comparison with 2014 when a new version of the test was first introduced, the number of Adult High School Diplomas awarded continues to decline.

Calendar year	2011	2012	2013	2014	2015
GED	8,332	7,892	11,542	1,770	2,996
AHSD	191	193	116	107	62
<b>Total</b>	<b>8,523</b>	<b>8,085</b>	<b>11,658</b>	<b>1,877</b>	<b>3,058</b>

### Factors Affecting Results

- Changes in GED test content/administration
- Local testing/preparation resources constraints

### Other Comments:

We understand this measure to be the sum of the total number of adult high school diplomas (AHSD) awarded in Oregon and the total number of individuals who successfully passed the GED exams in a calendar year.

**We define this concept in the following terms:**

- GED (General Education Development) test – a group of several subject tests which, when passed, provide certification that the test taker has high-school level academic skills. The GED tests give those who do not complete high school, or who do not meet requirements for a high school diploma, the opportunity for earn their high school equivalency credential.
- AHSD (Adult High School Diploma) program allows individuals ages 16 and over to earn an Oregon high school diploma equivalent. The program is administered primarily through community colleges. As state diploma requirements change, so do AHSD requirements.
- GED Testing Service annual reports are the source of the data for GED completions. The number of Adult High School Diplomas is calculated based on the data submitted by Oregon Community Colleges to D4A.

**Limitations of this definition are:**

The majority of KPM data is based on academic/fiscal years. Calculations in this measure are based on a calendar year, which makes a comparison between measures problematic. The numbers are based on a calendar year due to the fact that the trend in these numbers largely depends on the changes in the test administration and content, which get updated based on a calendar year.

**Given these limitations, results suggest:**

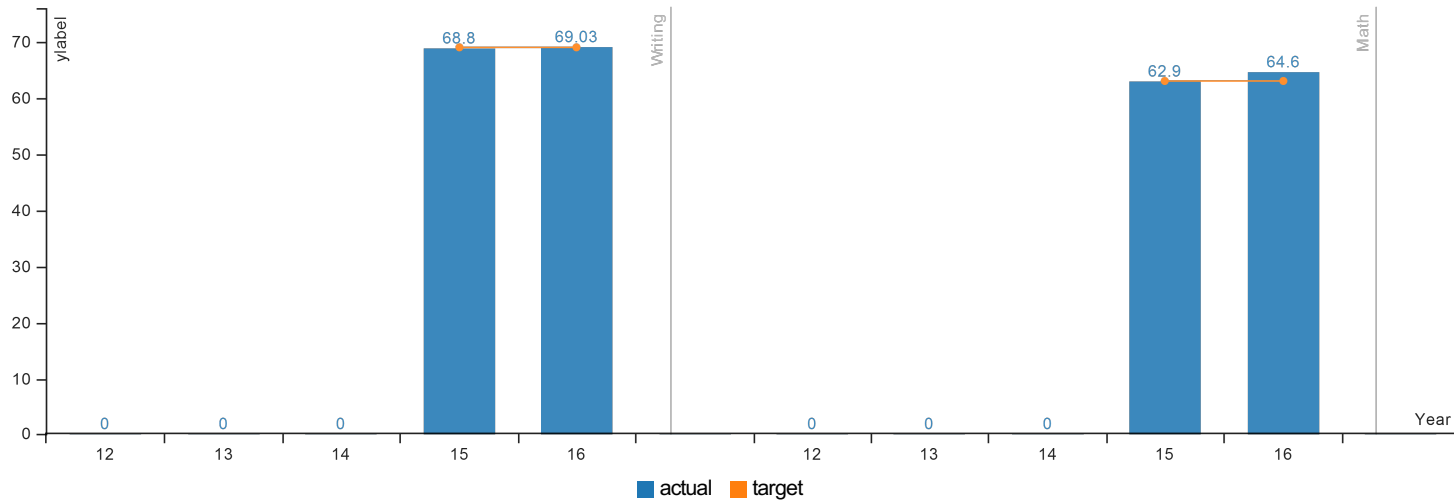
The significant increase in the number of those who passed the GED test in 2013, followed by a significant drop in 2014, is due to the roll-out of a new - more difficult - version of the test in 2014. In 2013, many participants took the test before it changed. The new standards in 2014, as well as issues with rolling out the new test, contributed to the low numbers in 2014. The number of those who passed the GED test picked up in 2015, although it is still significantly lower than historical numbers.

There has been a steady decline in the numbers of Adult High School Diplomas awarded over the last 5 years. More research is needed to identify the reasons for the decline. AHSD is one of several options for obtaining high-school credentials available. It requires in-person class attendance in a community college, which may be a less convenient option for working adults.

**Improvements to this measure would come from...**

We have no recommendations for improvements to this measure.

KPM #4	Developmental education pass rates - Percent of students enrolled in a developmental education math or writing course below the 100 level who successfully complete the course: Writing.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Writing</b>					
Actual	No Data	No Data	No Data	68.80%	69.03%
Target	TBD	TBD	TBD	69%	69%
<b>Math</b>					
Actual	No Data	No Data	No Data	62.90%	64.60%
Target	TBD	TBD	TBD	63%	63%

#### How Are We Doing

The data suggest a modest increase in the percentage of students who successfully passed a remedial reading/writing course in 2014-15 (64.6% vs 62.9% in 2013-14) and a small increase in the percentage of students who successfully passed a remedial math course in 2014-15 (69% vs 68.8% in 2013-14)

#### Factors Affecting Results

Academic preparation, the length of time adults have been out of school, the number of levels of developmental education courses offered, student services available, academic advising available, accuracy of placement assessment all affects developmental education pass rates.

#### Other Comments:

This measure presents a percent of students enrolled in a developmental math or writing course (courses below the 100 level) who complete the course with a grade "C- "or better (or Pass in a Pass/Fail course).

#### We define this concept in the following terms:

#### **4a.Math**

(Number of students who passed a remedial Math course with a grade C- or better (or Pass in a Pass-Fail course) in 2014-15) divided by (Number of students enrolled in a graded remedial math course in 2014-15).

#### **4b.English**

(Number of students who passed a remedial Reading/Writing course with a grade C- or better (or Pass in a Pass-Fail course) in 2014-15) divided by (Number of students enrolled in a graded remedial Reading/Writing course in 2014-15).

- Developmental (or remedial) math or writing courses prepare students for college-level courses. Developmental courses are assigned course numbers below 100 and usually don't count toward a degree requirements.

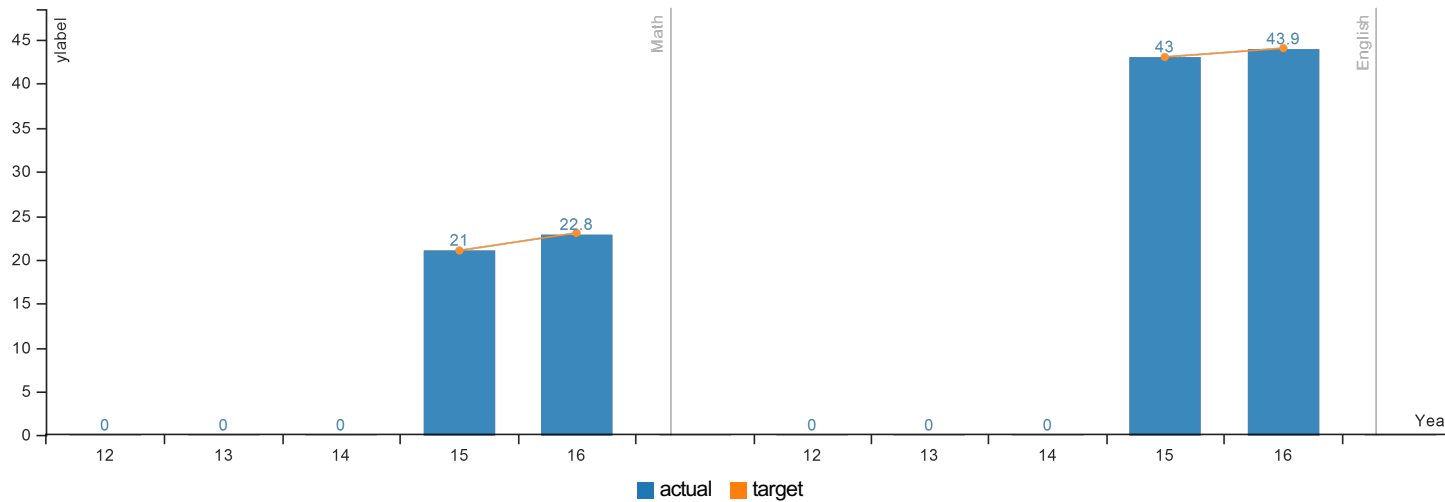
#### **Given this definition, results suggest:**

The increase in the developmental courses success rate in 2014-15 is encouraging. In November 2013-June 2014 administrators and staff from 17 Oregon community colleges met to discuss challenges facing developmental education in Oregon: too many students who entered community colleges unprepared for college-level academics did not pass remedial courses and never enrolled in college-level classes. Recommendations and best practices that were defined by the workgroup are in the early stages of implementation. They include, among other measures, simplifying and accelerating developmental education sequences to reduce the number of exit points for students, strengthening student services and academic advising, and using effective placement processes and strategies.

#### **Improvements to this measure would come from.**

We have no recommendations for improvements to this measure.

KPM #5	Success of developmental education students in college math and English - Percent of students enrolled in at least 6 credits who successfully complete college-level math or writing course within 24 months of enrolling in a corresponding community college math or writing developmental education course compared to the number of students enrolled in developmental education generally.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Math</b>					
Actual	No Data	No Data	No Data	21%	22.80%
Target	TBD	TBD	TBD	21%	23%
<b>English</b>					
Actual	No Data	No Data	No Data	43%	43.90%
Target	TBD	TBD	TBD	43%	44%

#### How Are We Doing

There has been an increase in the percentage of students who successfully passed a college level math or English (reading or writing) course within 24 months of enrolling in a remedial math or reading/writing course (22.8% vs 21% for math and 43.9% vs 43% for English). The reality remains that many students who take a remedial course never enroll in a college-level math or English course. However, it is encouraging that this metric's percentage increase is due to the fact that more students are attempting a college-level course after enrolling in a remedial course.

#### Factors Affecting Results

Academic preparation, accuracy of placement assessments, number and length of developmental courses needed, tuition and fees, availability of financial aid, availability of and efficacy of support services, alignment of courses with chosen career field all affect the success of developmental education students in college and math.

#### Other Comments:

This measure presents a percent of students who successfully completed a college-level math or English course within 24 months of enrolling in a remedial course in a corresponding subject.

#### 5a.Math

(Number of students who passed a college level math course within 24 months of enrolling in remedial Math course) divided by (Number of students enrolled in at least 6 credits and in a graded remedial math course in 2012-13).

#### **5b. English**

(Number of students who passed a college level English course within 24 months of enrolling in a remedial Reading/Writing course) divided by (Number of students enrolled in at least 6 credits and in a graded remedial Reading/Writing course in 2012-13).

#### **We define this concept in the following terms...**

The denominator includes students who meet the following criteria:

- Enrolled in a postsecondary remedial math or reading/writing course in 2012-13; and
- Attempted at least 6 credits in 2012-13; and
- The remedial course the student enrolled in was a graded course (versus a tutoring or study skills course).

The numerator is a subset of the group defined in the denominator. Students counted in the numerator meet the following criteria (in addition to the criteria above):

- Successfully completed at least one college-level (course number 100 or above) course in math or English; and
- The college-level course was completed within 24 months of enrolling in a remedial course in a corresponding subject; and
- Earned a grade "C-" or better in the college-level course (or Pass in a Pass/Fail course).

#### **Limitations of this definition are:**

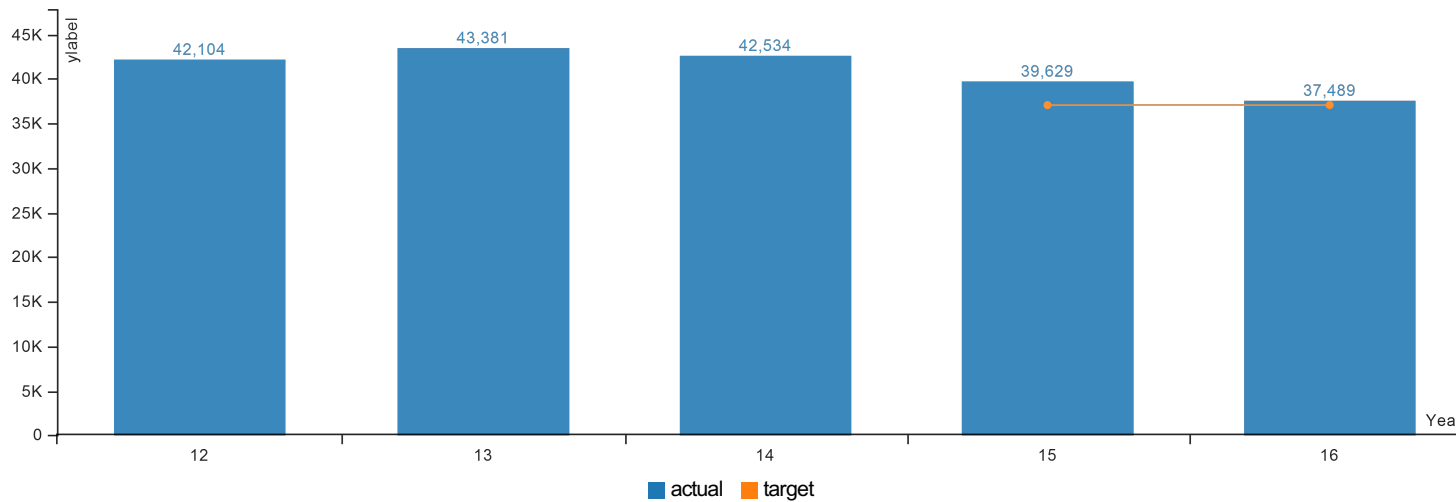
Only lower division collegiate courses (and not career-technical courses) are included in the calculation of college-level courses due to data availability.

**Given these limitations, results suggest** that more students who attempt a remedial course in math or reading/writing successfully complete a college-level course in a corresponding subject with 24 months. It is of note that the increase is mainly due to the fact that more students attempted a college-level course after taking a remedial course. Out of those individuals who enrolled in a remedial math course in 2012-13, 28.5% attempted a college-level math course within 24 months (a 2% increase from the prior year), and almost 80% were successful. A higher percentage of students attempted an English college-level course after a remedial reading/writing course (54.2%), and 81.2% were successful.

#### **Improvements to this measure would come from**

We have no recommendations for improvements to this measure.

KPM #6	Number of community college students who have earned 15-29 college credits. -
	Data Collection Period: Sep 01 - Aug 31



Report Year	2012	2013	2014	2015	2016
<b>Number of community college students who have earned 15-29 college credits</b>					
Actual	42,104	43,381	42,534	39,629	37,489
Target	TBD	TBD	TBD	37,000	37,000

#### How Are We Doing

While the count of students who earned 15-29 college credits has declined (37,489 in 2014-15 vs 39,629 in 2013-14), it has remained fairly stable as a percentage of overall enrollment on Oregon community colleges (12.4% in 2013-14 vs 12.2% in 2014-15).

#### Factors Affecting Results

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

#### Other Comments:

We understand this measure to be the total number of students successfully completing college courses and earning 15-29 credits in community colleges during one academic year.

#### We define this concept in the following terms:

Only credits awarded following a successful completion of a course are counted for this measure. Successful completion of a course was determined by grades of "C-" or better. Successful completion also includes completion with a Pass grade in Pass/No Pass courses. This definition was chosen because it is better aligned with measuring students' progress towards a degree or certificate. As the rule, courses that are applied toward a degree or certificate must be passed with a grade of "C-" or better. Additionally, only courses that are passed with a grade of "C-" or better are usually transferable to a 4-year postsecondary institution.

**Limitations of this definition are:**

Community colleges may award credits for courses that were passed with a grade lower than "C-". These credits are not included in the calculation for this measure.

**Given these limitations, results suggest:**

The data show that over the last five years the number of students earning credits has been declining. This is largely due to the decline in the overall enrollment/headcount of students in Oregon community colleges (see table below). The number of students earning credits within the range as percentage of total enrollment is overall stable, with a slight decline over 2011-2015. The table below shows the number of students earning credits within the range as a percent of the total state-level enrollment.

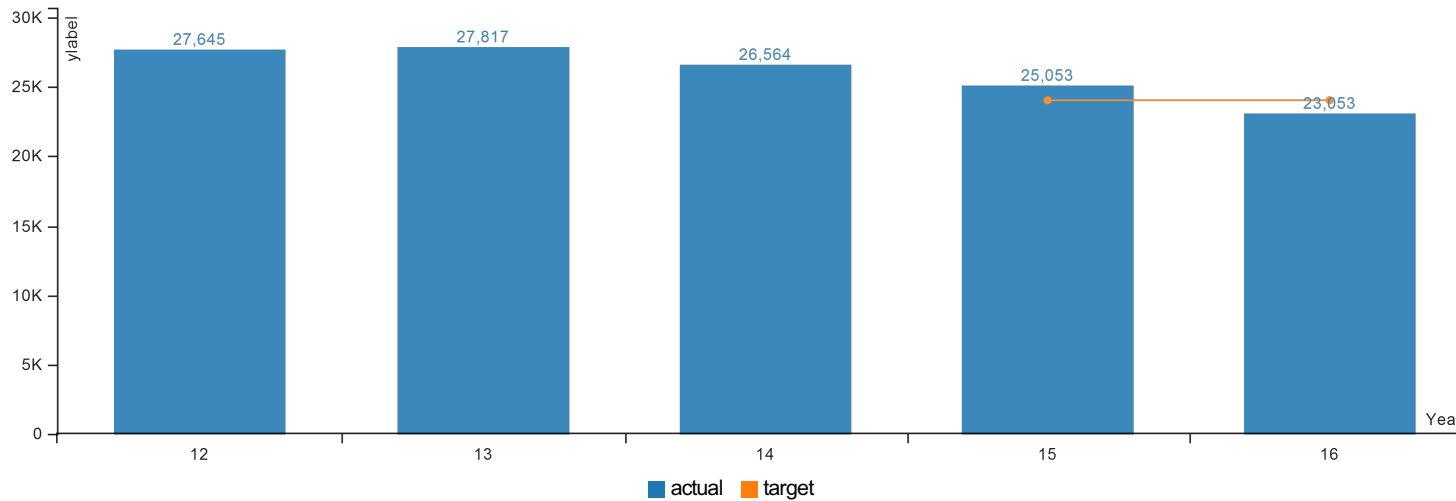
<b>Student who earn 15-29 credits as percent of total enrollment</b>					
<b>Data Year</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Students earning 15-29 credits	11.6%	12.2%	12.6%	12.4%	12.2%
Total Enrollment	364,231	354,629	336,331	320,849	307,503

**Improvements to this measure would come from...**

Reconsidering the targets. If enrollment continues to decline and the percentage of students earning 15-29 credits doesn't increase significantly, next year's target will most likely not be met.



KPM #7	Number of community college students who have earned 30-44 college credits. -
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Number of community college students who have earned 30-44 college credits</b>					
Actual	27,645	27,817	26,564	25,053	23,053
Target	TBD	TBD	TBD	24,000	24,000

#### How Are We Doing

While the count of students who earned 30-44 college credits has declined (23,053 in 2014-15 vs 25,053 in 2013-14), it has remained fairly stable as a percentage of overall enrollment on Oregon community colleges (7.5% in 2013-14 vs 7.8% in 2014-15).

#### Factors Affecting Results

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

#### Other Comments:

This measure presents the total number of students successfully completing college courses and earning 30-44 credits in community colleges during one academic year.

#### We define this concept in the following terms:

Only credits awarded following a successful completion of a course are counted for this measure. Successful completion of a course was determined by grades of "C-" or better. Successful completion also includes completion with a Pass grade in Pass/No Pass courses. This definition was chosen because it is better aligned with measuring students' progress towards a degree or certificate. As the rule, courses that are applied toward a degree or certificate must be passed with a grade of "C-" or better. Additionally, only courses that are passed with a grade of "C-" or better are usually transferable to a 4-year postsecondary institution.

**Limitations of this definition are:**

Community colleges may award credits for courses that were passed with a grade lower than “C-“. These credits are not included in the calculation for this measure.

**Given these limitations, results suggest:**

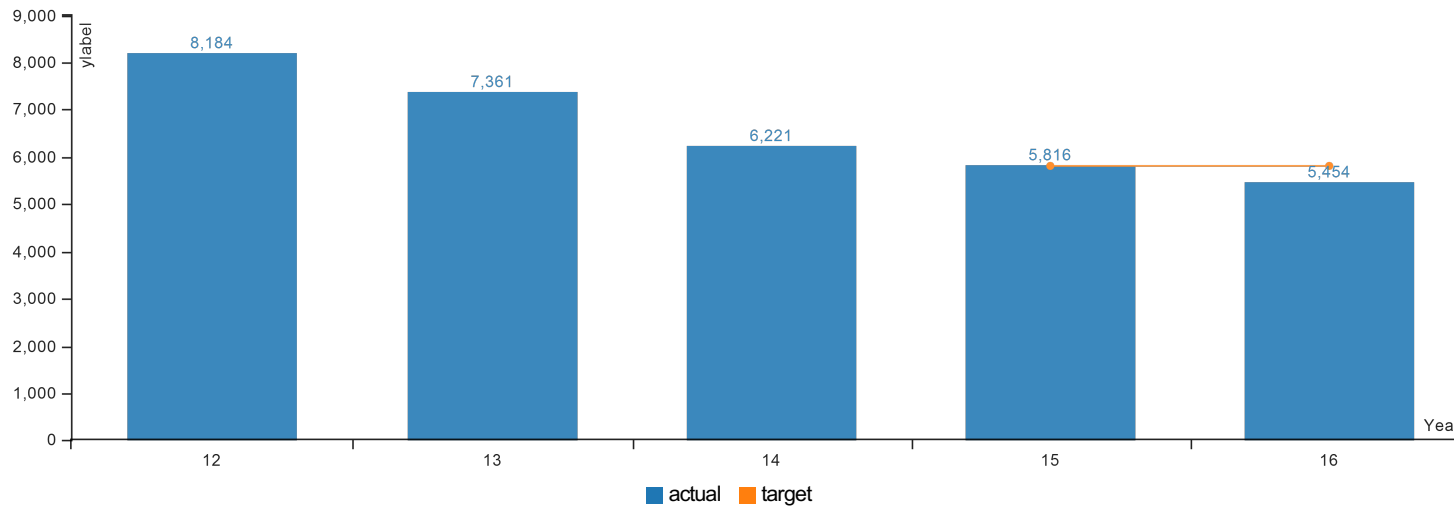
The data show that over the last five years the number of students earning credits has been declining. This is largely due to the decline in the overall enrollment/headcount of students in Oregon community colleges (see table below). The number of students earning credits within the range as percentage of total enrollment is overall stable, with a slight decline over the last three years. The table below shows the number of students earning credits within the range as a percent of the total state-level enrollment.

<b>Student who earn 30-44 credits as percent of total enrollment</b>					
<b>Data Year</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Actual	7.6%	7.8%	7.9%	7.8%	7.5%
Total Enrollment	364,231	354,629	336,331	320,849	307,503

**Improvements to this measure would come from...**

Reconsidering the targets. The target number for the **count** of students gradually increases, while the enrollment has been declining over the last several years. This year’s target has not been met, and if enrollment continues to decline and the percentage of students earning 30-44 credits doesn’t increase dramatically, next year’s target will most likely not be met either.

KPM #8	Number of community college students who earn at least 45 college credits. -
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Number of community college students who have earned at least 45 college credits</b>					
Actual	8,184	7,361	6,221	5,816	5,454
Target	TBD	TBD	TBD	5,800	5,800

#### How Are We Doing

While the count of students who earned at least 45 college credits has declined (5,454 in 2014-15 vs 5,816 in 2013-14), it has remained stable as a percentage of overall enrollment on Oregon community colleges (1.8%).

#### Factors Affecting Results

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

#### Other Comments:

This measure presents the total number of students successfully completing college courses and earning at least 45 credits in community colleges during one academic year.

#### We define this concept in the following terms:

Only credits awarded following a successful completion of a course are counted for this measure. Successful completion of a course was determined by grades of "C-" or better. Successful completion also includes completion with a Pass grade in Pass/No Pass courses. This definition was chosen because it is better aligned with measuring students' progress towards a degree or certificate. As the rule, courses that are applied toward a degree or certificate must be passed with a grade of "C-" or better. Additionally, only courses that are passed with a grade of "C-" or better are usually transferable to a 4-year postsecondary institution.

**Limitations of this definition are:**

Community colleges may award credits for courses that were passed with a grade lower than “C-“. These credits are not included in the calculation for this measure.

**Give these limitations, results suggest:**

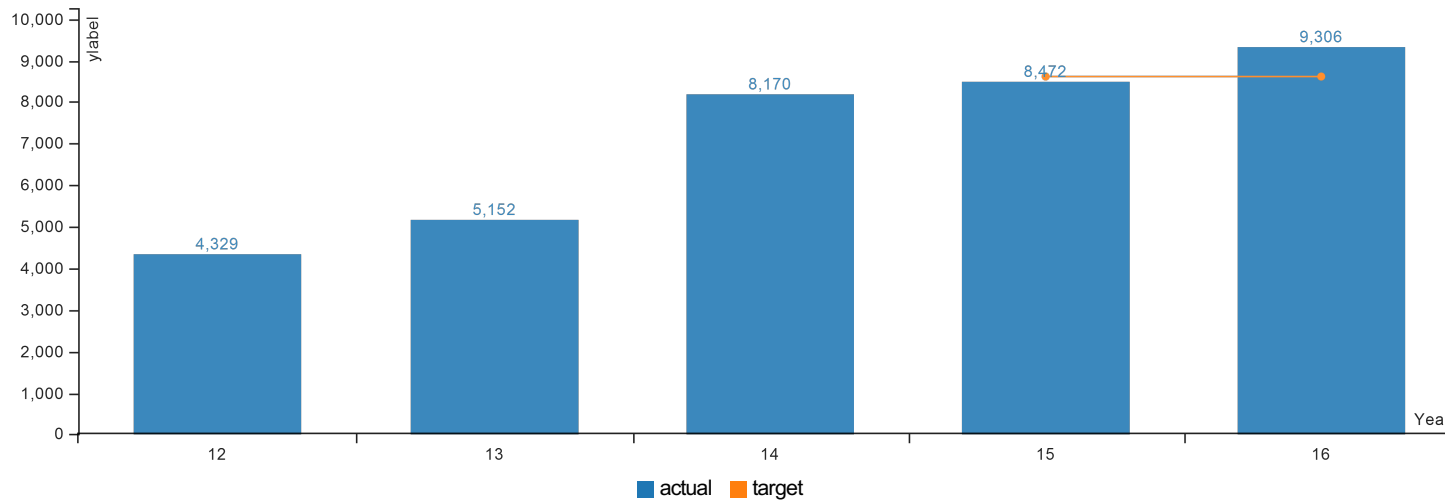
The data show that over the last five years the number of students earning credits has been declining. This is largely due to the decline in the overall enrollment/headcount of students in Oregon community colleges (see table below). The number of students earning credits within the range as percentage of total enrollment has remained the same over the last three years. The table below shows the number of students earning credits within the range as a percent of the total state-level enrollment.

<b>Student who earn at least 45 credits as percent of total enrollment</b>					
<b>Data Year</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Actual	2.2%	2.1%	1.8%	1.8%	1.8%
Total Enrollment	364,231	354,629	336,331	320,849	307,503

**Improvements to this measure would come from...**

Reconsidering the targets. The target number for the **count** of students gradually increases, while the enrollment has been declining over the last several years. This year’s target has not been met, and If enrollment continues to decline and the percentage of students earning at least 45 credits doesn’t increase dramatically, next year’s target will most likely not be met either.

KPM #9	Certificate and OTM Earners - Number of certificates awarded and Oregon Transfer Modules (OTM) earned each academic year.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Number of Certificate and OTM earners</b>					
Actual	4,329	5,152	8,170	8,472	9,306
Target	TBD	TBD	TBD	8,600	8,600

#### How Are We Doing

In 2014-15, the number of certificates and OTMs awarded increased by 834 in comparison with 2013-14.

#### Factors Affecting Results

Colleges' policies on awarding certificates, tuition and fees, availability of financial aid, academic preparation, non-academic circumstances (work, family, health), student service, academic guidance and understanding of pathways to completion, personal goals, methodology of calculations.

#### Other Comments:

This measure presents the total count of certificates awarded to community college students each academic year.

#### We define this concept in the following terms:

- "Certificate of Completion" is a form of recognition for meeting minimum occupational, curriculum or proficiency requirements. All certificates must be state-approved, have a defined job entry point, represent collegiate-level work, be credit-bearing, and meet Higher Education Coordinating Commission's standards ([OAR 589-006-0050 \(12\)](#))
- The Oregon Transfer Module (OTM) is an approved 45-credit subset of general education courses that are common among Oregon's colleges and universities. It is designed to improve student access to a college degree by enhancing opportunities for the transfer of credits earned at one institution to another. Any student holding an OTM that conforms to the approved guidelines will have met the requirements for the Transfer Module at any Oregon community college or public university. Upon transfer, the receiving institution may specify additional course work that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution's total General Education requirements.

- The following awards are included in the count of completions of this measure:
  - Oregon Transfer Module (OTM)
  - Career/Technical Certificate: less than 1 year
  - Career/Technical Certificate: 1 year-less than 2 years
  - Career/Technical Certificate: 2 years or greater
  - Apprentice: Certificate of Completion
  - Career Pathway Certificate of Completion
- While the KPM title refers to the count of people ("earners"), the KPM description clarifies that the measure counts the number of awards (certificates and OTMs.) Each student may receive either one or more than one certificate and/or OTM. This methodology is consistent the methodology of the related with the related KPM 10 (number of associate degrees).
- Additionally, some of the students who received a certificate or OTM were also awarded an associate degree during the same year.

**Limitations of this definition are:**

- There is value in counting the number of certificates and OTMs as they represent significant milestones in students' educational paths and open doors to employment and/or further education, and students earning more than one credential will probably see a benefit from each of them. The number of awards also provides a good accounting of the actual number of certificates and OTMs conferred.
- However, it can be difficult to interpret these data to understand the state's progress toward increasing the number of individuals with an approved and recognized credential. The total count of certificates and OTMs awarded, while valuable, over represents the number of individuals who have a credential.
- Additionally, Oregon community colleges offer stackable credentials (such as OTM) that help move students along a career pathway or up a career ladder. If a student earns a higher credential (such as an associate degree) without pursuing a lower level credential, the lower level credential is auto-awarded. Thus, students earning associate degrees at Oregon Community Colleges automatically receive an OTM credential. This means that some certificates and OTMs counted for this measure were not the highest credential attained by the student during the same academic year.
- It is of note that not all awards for each academic year were included in colleges' annual data submissions to HECC in a timely manner. Some awards may have been delayed as a result to college business processing. It is typical to see slight changes to the number of awards each year in comparison to previously reported for the same academic year.

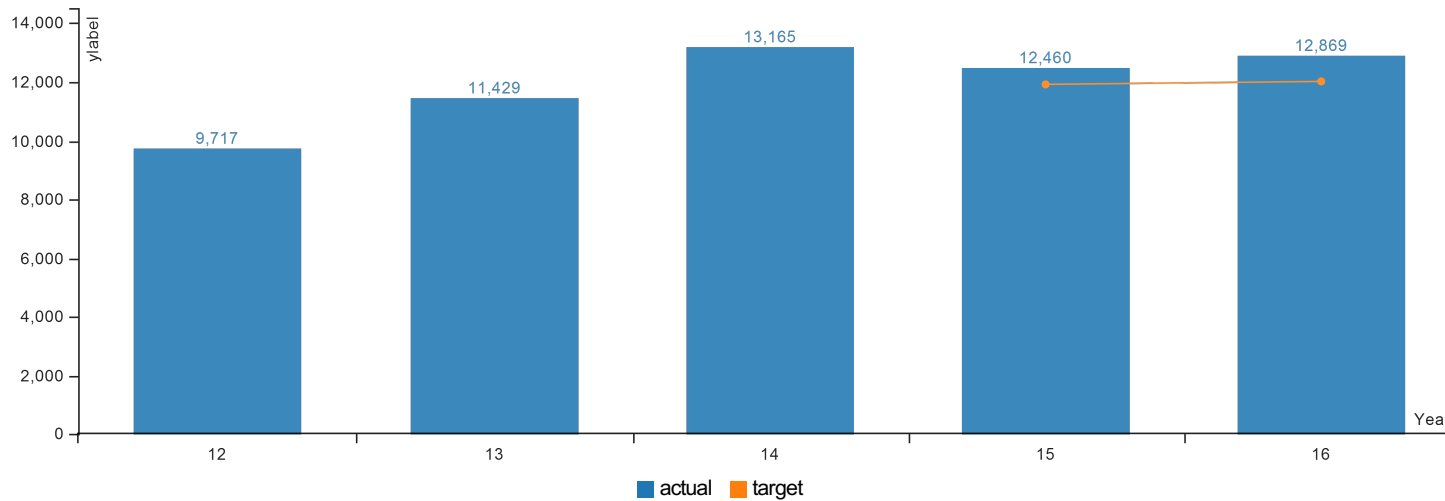
**Given these limitations, results suggest:**

The number of certificate and OTMs awarded has increased every year in the last five years. In 2014-15, the number of certificates and OTMs awarded increased by 834 in comparison with 2013-14.

**Improvements to this measure would come from...**

Developing a metric that allows a clearer understanding of the state's progress toward increasing the number of individuals with recognized credentials.

KPM #10	Associate's Degrees - Number of associate's degrees completed each academic year.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Number of associate's degrees completed</b>					
Actual	9,717	11,429	13,165	12,460	12,869
Target	TBD	TBD	TBD	11,900	12,000

#### How Are We Doing

In 2014-15, the number of certificates and OTMs awarded increased by 409 in comparison with 2013-14.

#### Factors Affecting Results

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

#### Other Comments:

This measure presents the total count of associate degrees awarded to community college students each academic year.

#### We define this concept in the following terms:

- An associate degree is a state-approved lower-division undergraduate award issued by a community college. The state has established basic criteria for associate degrees, however, additional requirements may be applied by the local community college board of directors. An associate degree is awarded based upon successful completion of collegiate level courses, earning at least 90 and no more than 108 credits.
- Each student may earn either one or more associate degrees in a single academic year. As clarified by the KPM's description, the measure is a count of degrees awarded rather than individuals who earned associate degrees.

**Limitations of this definition are:**

- There is value in counting the number of associate degrees as they represent significant milestones in students' educational paths and open doors to employment and/or further education at a 4-year college. Students earning more than one credential will probably see a benefit from each of them. The number of awards also provides a good accounting of the actual number of degrees awarded.
- However, it can be difficult to interpret these data to understand the state's progress toward increasing the number of individuals with an approved and recognized credential. The total count of degrees awarded, while valuable, over represents the number of individuals who have a credential.
- It is of note that not all awards for each academic year were included in colleges' annual data submissions to HECC in a timely manner. Some awards may have been delayed as a result to college business processing. It is typical to see slight changes to the number of awards each year in comparison to previously reported for the same academic year.

**Give these limitations, results suggest:**

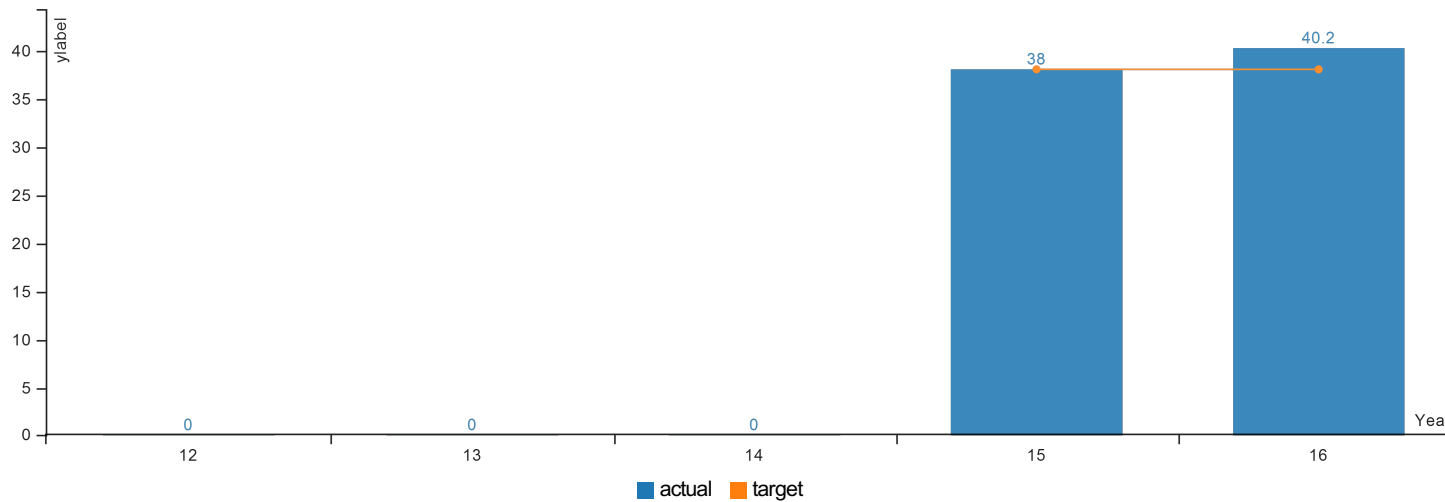
In 2014-15, the number of certificates and OTMs awarded increased by 409 in comparison with 2013-14.

**Improvements to this measure would come from...**

Developing a metric that allows a clearer understanding of the state's progress toward increasing the number of individuals with recognized credentials.



KPM #11	Completion Ratio - Number of degrees, certificates completed, and transfer prior to completion per 100 credit-bearing FTE
	Data Collection Period: Sep 01 - Aug 31



Report Year	2012	2013	2014	2015	2016
<b>Completion Ratio</b>					
Actual	No Data	No Data	No Data	38%	40.20%
Target	TBD	TBD	TBD	38%	38%

#### How Are We Doing

In academic year 2013-14, total completions rose 2.2 percentage points compared to 2012-13.

Over the same period, there was a decrease in total credit-bearing FTE of 6,582 for those institutions in the data set.

#### Factors Affecting Results

Economy: Economic conditions affect enrollments and retention. Credit bearing FTE has been declining for the past 5-years.

Duplicate Counts: If the likelihood of duplicate counts of completions (degrees and certificates) changes, then the overall completion rate changes.

#### Other Comments:

#### We understand this measure to be...

A calculation that represents the completion ratio between the number of degrees, certificates and transfers (prior to completion) per 100 credit-bearing FTE.

#### We define this concept in the following terms...

(Associate Degrees+Certificates Completed+Transfers Prior to Completion) divided by (100 credit-bearing FTE)

## Term Definitions:

**Associate Degrees:** An undergraduate academic degree awarded upon completion of a course of study lasting two years.

**Certificates Completed:** A certificate is an alternative to an academic credential and is normally associated with an academic concentration rather than degree seeking curriculum.

**Transfers Prior to Completion:** A student who transfers with a private or public 4-year or 2-year program college or university PRIOR to completing a certificate or associate degree.

**FTE:** Full Time Equivalent. See Credit Bearing FTE for further definition.

**Credit Bearing FTE:** Includes only courses that are taken for credit.

FTE = (total classroom clock hours of credit bearing courses) divided by 510

**100 Credit-Bearing FTE:** Total credit bearing FTE for year is converted to 100 credit bearing FTE using the following equation:

100 divided by FTE

The final equation is as follows:

$[x(\text{AA}+\text{Cert}+\text{Tran})]$  divided by  $[x(\text{FTE})]$

where  $x = 100/\text{FTE}$

## Limitations of this definition are...

1. Probability of duplicates: Some students will have gained both a certificate as well as associate degree, which results in double-counting of these students.
2. Some students will complete their associate degree after they transfer to a 2-year or 4-year institution, thus they will not be included in the total count of certificates or associate degrees.
3. Does not identify or break out underrepresented students, which are traditionally students with greater challenges to access and completion.

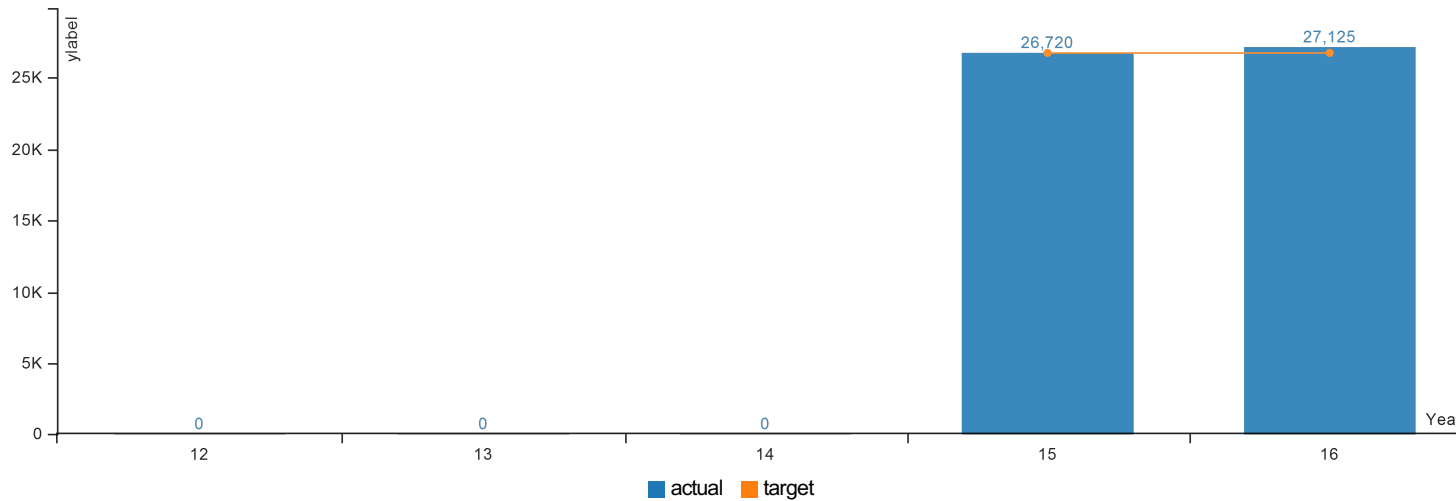
## Give these limitations, results suggest...

1. 2.2 percentage point increase in completion rates over 2012-13 data. However, it is unknown how many duplicates exist as noted above. Assuming duplicates stay relatively constant year to year, results suggest a modest increase in completion rates.
2. 5-year continued decline in cumulative FTE across Oregon public and private 2 and 4-year institutions.
3. Further research needed of characteristics of students with completions.
  - a. Demographics, represented/underrepresented, etc.
4. Further research needed of institution success rates.
  - a. Benchmark same metrics at individual institutions.
  - b. Establish baseline completion rates for all Oregon 2 and 4-year colleges and universities.
  - c. FTE Ratios: FTE to completion rates, For Credit vs Non-Credit FTE ratio, etc..

## Improvements to this measure would come from...

1. Measure distinct completions rather than lumped together in a single calculation.
2. Break out sub-groups of students to better understand success rates of students at risk, marginalized subgroups, etc. (represented and unrepresented)
3. Only credit bearing FTE can be applied toward degree, certificate and transfer credits. However, excluding these credits does not give HECC an understanding of the ratio between credit and non-credit bearing course loads, nor the ratio of non-credit vs credit per total FTE.

KPM #12	Community college to university transfers - Number of students who transfer to any four-year institution each academic year.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Community college to university transfers</b>					
Actual	No Data	No Data	No Data	26,720	27,125
Target	TBD	TBD	TBD	26,720	26,720

#### How Are We Doing

The number of community college students who transferred to a four-year institution increased by 405 students (1.5%) in 2014-15. Over 85% of students transferred to Oregon four-year institutions.

#### Factors Affecting Results

Data accuracy, National Student Clearinghouse match policies, community colleges' enrollment, transfer policies and pathways to completion, academic preparation, cost, job market all affect likelihood of transfer.

#### Other Comments:

This measure presents a count of community college students who enroll in a 4-year postsecondary institution the following academic year.

#### We define this concept in the following terms:

The total number of students transferring to a four-year institution (public, private, in-state, out-of-state) was determined by examining data resulting from matches

- A broad definition of a transfer student was used for this measure. A student was counted as "transferring" to a four-year institution (public, private, in-state, out-of-state) if two conditions were met:

1. The student enrolled in a credit-bearing course at an Oregon community college
  2. The student enrolled at a 4-year institution (public, private, in-state, out-of-state) the following academic year.
- The enrollment at a four-year institution was determined by a match with either Oregon public universities' data (SCARF database) or the National Student Clearinghouse data. The National Student Clearinghouse maintains data on students enrollment nationwide.
  - This definition doesn't look at students' course-taking patterns (other than enrollment in at least 1 credit course) or statements of intent to transfer to a 4-year institution to define the base cohort. The broad definition includes students with diverse course-taking behavior and "swirling" transfer students. Such students are not necessarily enrolled in lower division collegiate programs, but may use their community colleges experience as a steppingstone to further education, and enroll in a 4-year institution as a "transfer" or a freshman.

**Limitations of this definition are...**

- This definition of "transferring" students is different from traditional definitions of "transfer students" used by many 4-year institutions, which usually includes a minimum number of graded, transferable credits from an accredited institution.

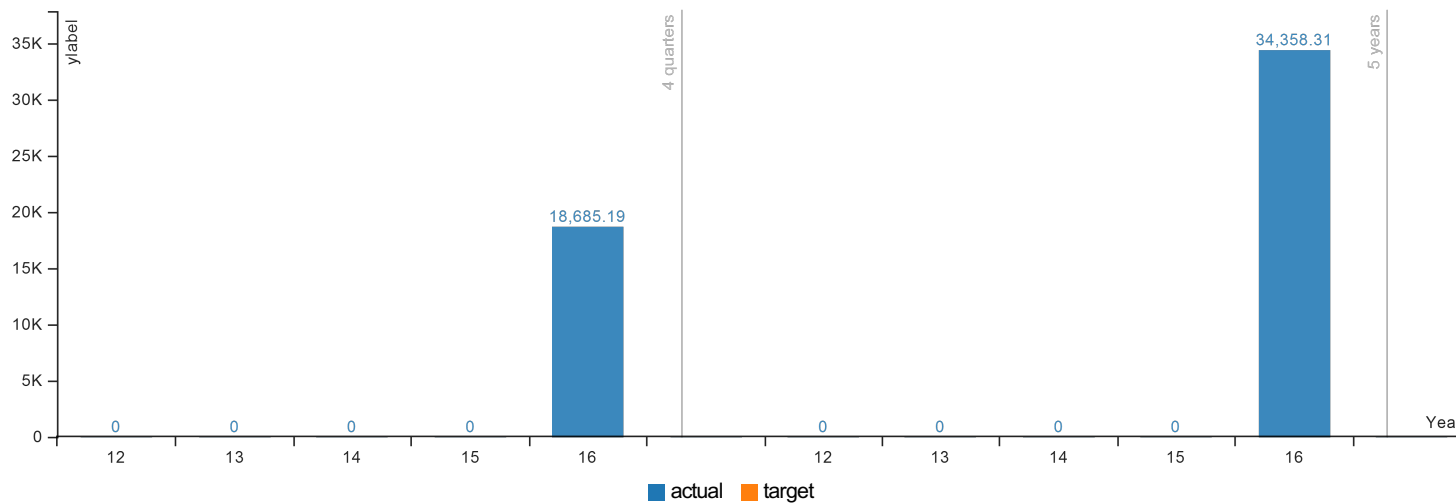
**Given these limitations, results suggest:**

The number of community college students who transferred to a four-year institution increased by 405 students (1.5%) in 2014-15. Out of all students who enrolled in a credit-bearing course in a community college, about 15% were enrolled at a four-year institution the following academic year. Over 85% of students transferred to Oregon four-year institutions.

**Improvements to this measure would come from:**

A clearer articulation of the intent of this measure, which may drive changes in the methodology.

KPM #13	Earnings of community college completers - Median earnings of community college completers four quarters and five years after completion.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>4 quarters</b>					
Actual	No Data	No Data	No Data	No Data	\$18,685.19
Target	TBD	TBD	TBD	TBD	TBD
<b>5 years</b>					
Actual	No Data	No Data	No Data	No Data	\$34,358.31
Target	TBD	TBD	TBD	TBD	TBD

#### How Are We Doing

This is the first year this metric is reported, and comparison metrics are not currently available. The data show that community college graduates' median wage was \$18,685.19 the year following their graduation year, and \$34,358.31 five years after graduation.

#### Factors Affecting Results

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

#### Other Comments:

This measure presents a calculation of the median annual wage of community college completers (certificate or associate degree holders) 4 quarters and 5 years 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) or an associate degree in 2013-14 (for the 4 quarters metric) or in 2008-09 (for the 5 year metric).

- The information on community college completers was matched with Unemployment Insurance wage data by the Oregon Employment Department. Both the 4 quarter and 5-year metric were calculated based on the wages in July 2014-June 2015. The median annual wages were calculated based on wages of graduates who had a match in the Oregon Employment Department's database.

**Limitations of this definition are:**

- Wage data are not available for graduates who are working in other states or countries, who are self-employed or employed by the federal government.

**Given these limitations, results suggest...**

This is the first year this metric is reported, and comparison metrics are not currently available.

Certificate/OTM holders earned slightly higher wages than associate degree holders the year following their graduation (\$19,001 vs \$18,580, median annual). However, the earnings of associate degree holders surpassed the earning of certificate/OTM holders 5 years after graduation (\$34,914 vs \$32,115, median annual). If this pattern continues in the following years, this may indicate that certificate and OTM holders can expect higher initial wages, and associate degree holders can enjoy a higher long-term earning potential.

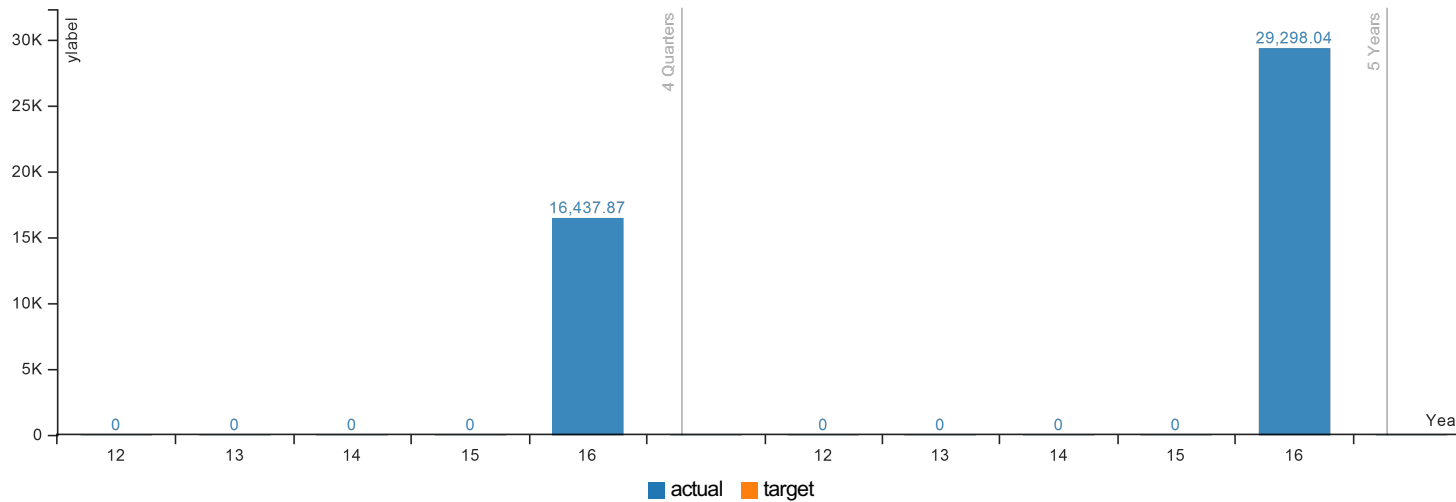
A comparison of data from KPM 13 (earnings of community college completers), KPM 14 (earnings of community college leavers) and KPM 21 (earnings of bachelor's degree completers) shows that more advanced credential holders earned higher wages both the year following their graduation/enrollment and 5 years after graduation/enrollment:

<b>Median annual wage of community colleges leavers, completers and bachelor's degree completers</b>			
<b>KPM</b>	<b>14</b>	<b>13</b>	<b>21</b>
<b>Degree attained</b>	<b>Community college leavers</b>	<b>Community college completers (certificates/OTM and associate degree)</b>	<b>Bachelor's degree completers</b>
<b>Wage Year</b>	<b>July 2014-June 15</b>	<b>July 2014-June 15</b>	<b>July 2014-June 15</b>
4 quarters	\$16,438	\$18,685	\$20,611
5 years	\$29,298	\$34,358	\$40,517

**E: Improvements to this measure would come from:**

Revising targets based on the available data.

KPM #14	Earnings of community college leavers - Median earnings of community college completers four quarters and five years after completion
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>4 Quarters</b>					
Actual	No Data	No Data	No Data	No Data	\$16,437.87
Target	TBD	TBD	TBD	TBD	TBD
<b>5 Years</b>					
Actual	No Data	No Data	No Data	No Data	\$29,298.04
Target	TBD	TBD	TBD	TBD	TBD

#### How Are We Doing

This is the first year this metric is reported, and comparison metrics are not currently available. The data show that community college leavers' median wage was \$16,437.87 the year following their last enrollment at a community college, and \$29,298.04 five years after their enrollment.

#### Factors Affecting Results

Labor market, inflation, career advising, National Student Clearinghouse match policies, wage data availability

#### Other Comments:

This measure presents a calculation of the median annual wage of community college leavers 4 quarters and 5 years after their last enrollment at a community college that did not result in a certificate, OTM or degree award.

#### We define this concept in the following terms:

- "Community college leavers" are defined as individuals who:

1. Earned at least 12 credits in career/technical (CTE), postsecondary remedial (PSR) or lower division collegiate (LDC) courses with a grade "C- "or better in one academic year at an Oregon community college, and
  2. Did not receive a degree or certificate/OTM in the years prior and including the year of the wage review year (2014-15), and
  3. Did not re-enroll at a community college or any other postsecondary institution the following year and all years prior and including the wage review year (2014-15).
- The enrollment/non-enrollment at a postsecondary institution was determined by a match with either Oregon public universities' data (SCARF database) or the National Student Clearinghouse data. The National Student Clearinghouse maintains data on student enrollment nationwide.
  - The information on community college leavers was matched with Unemployment Insurance wage data by the Oregon Employment Department. Both the 4 quarter and 5- year metric were calculated based on the wages in July 2014-June 2015. The median annual wages were calculated based on wages of those leavers who had a match in the Oregon Employment Department's database.

**Limitations of this definition are:**

- Wage data are not available for graduates who are working in other states or countries, who are self-employed or employed by the federal government.

**Given these limitations, results suggest:**

This is the first year this metric is reported, and comparison metrics are not currently available.

A comparison of data from KPM 13 (earnings of community college completers), KPM 14 (earnings of community college leavers) and KPM 21 (earnings of bachelor's degree completers) shows that more advanced credential holders earned higher wages both the year following their graduation/enrollment and 5 years after graduation/enrollment:

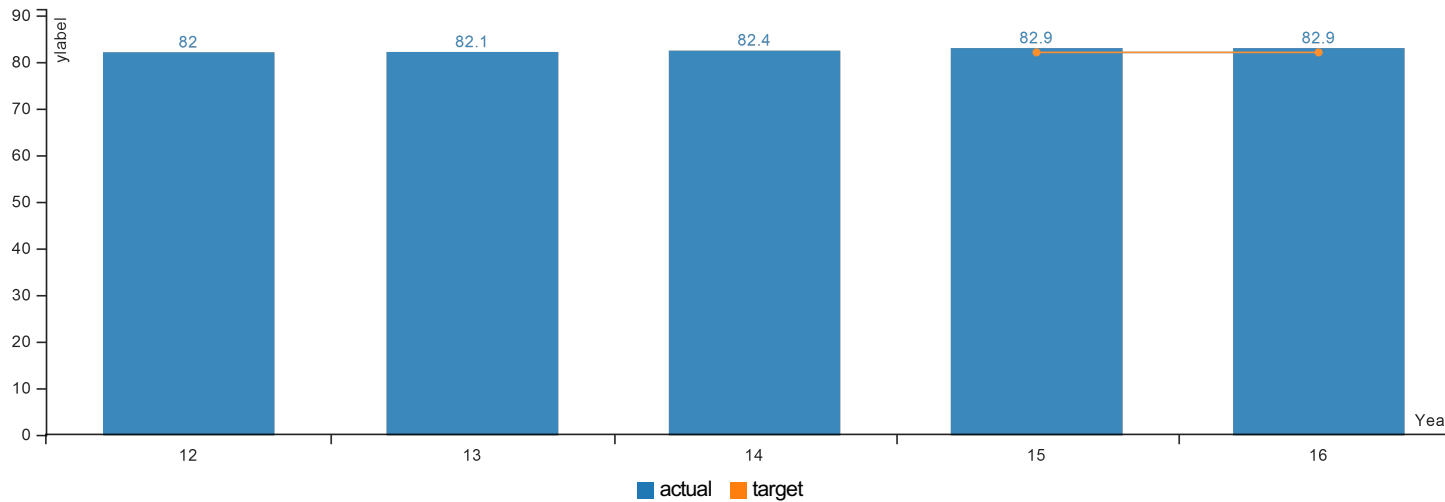
<b>Median annual wage of community colleges leavers, completers and bachelor' degree completers</b>			
<b>KPM</b>	<b>14</b>	<b>13</b>	<b>21</b>
<b>Degree attained</b>	<b>Community college leavers</b>	<b>Community college completers (certificates/OTM and associate degree)</b>	<b>Bachelor's degree completers</b>
<b>Wage Year</b>	<b>July 2014-June 15</b>	<b>July 2014-June 15</b>	<b>July 2014-June 15</b>
4 quarters	\$16,438	\$18,685	\$20,611
5 years	\$29,298	\$34,358	\$40,517

**Improvements to this measure would come from...**

We have no recommendations for improvements to this measure.



KPM #15	First-year retention rate - Percentage of Oregon public university students starting in a fall term and returning to an Oregon public university the following fall.
	Data Collection Period: Sep 01 - Sep 30



Report Year	2012	2013	2014	2015	2016
<b>First-year retention rate</b>					
Actual	82%	82.10%	82.40%	82.90%	82.90%
Target	TBD	TBD	TBD	82%	82%

### How Are We Doing

Historically, public university retention rates remained relatively stable at about 80% for the cohort years from 2002 – 2007. Beginning in 2008 retention rates began to increase and from the Fall 2009 cohort up to the most current year, retention rates have consistently remained at, or above, 82%, nearly reaching 83% for the most recent two cohorts.

### Factors Affecting Results

A continuous and systemic focus on improving student retention appears to be resulting in positive change over time. Adequate academic preparation for college, combined with essential student support services (e.g., freshmen orientation and engagement programs, tutoring, academic advising, early warning programs, faculty and peer mentors) are key components to enhancing persistence and completion rates. Oregon's public universities develop student programs tailored to their unique student populations. In general, increasing access particularly to populations with lower historical rates of college participation and preparation can have a negative impact on persistence and completion. The challenge is to identify and address the needs of these students before and after they enter college.

### Other Comments:

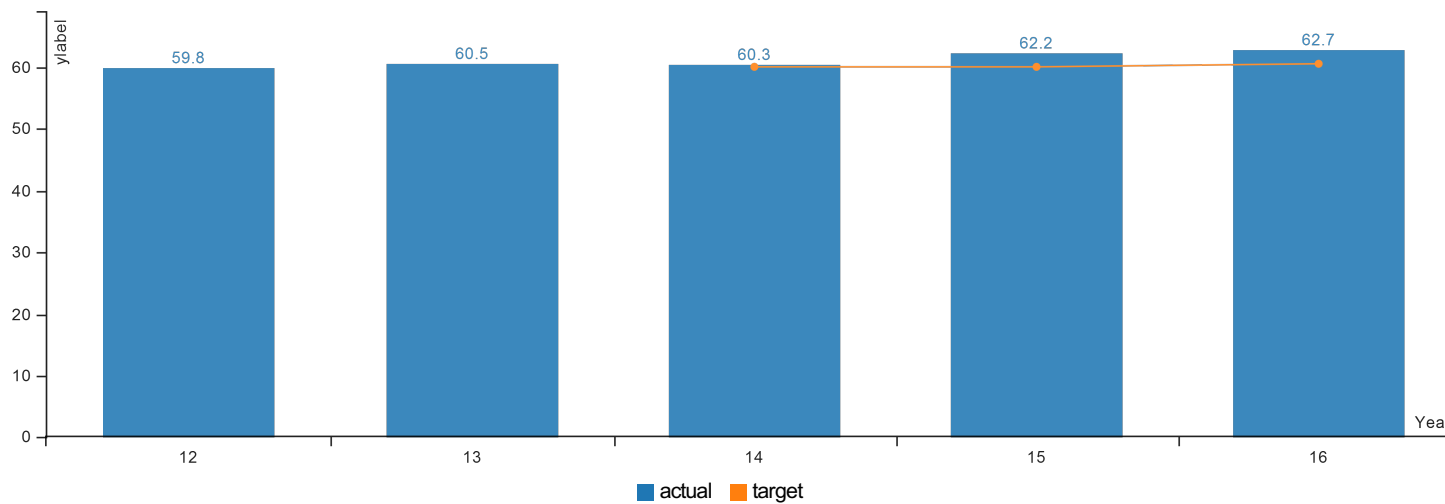
This measure presents the percentage of first-time, full-time freshmen entering an Oregon public university in a given Fall term and continuing in an Oregon public university the following Fall term.

### We define this concept in the following terms...

(Number of students returning to a university the following Fall) divided by (Number of students enrolled in in the Fall entering freshman cohort).

- We use 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 continuing. In other words, the student does not need to continue at the same university that they entered as a freshman. If they transfer to any one of the Oregon public universities and are enrolled in the following Fall they are considered to be retained.

KPM #16	Six-year public university graduation rate - Percentage of full-time first-time students in an entering cohort that had graduate from an Oregon public university six years later.
	Data Collection Period: Sep 01 - Aug 31



Report Year	2012	2013	2014	2015	2016
<b>Six-year public university graduation rate</b>					
Actual	59.80%	60.50%	60.30%	62.20%	62.70%
Target	TBD	TBD	60%	60%	60.50%

**How Are We Doing**

After remaining at approximately 60% for four years running, public university graduation rates have jumped to over 62% for the 2008 and 2009 cohorts, significantly exceeding our target of 60.5%. As mentioned in the comments for KPM #15 above, retention rates began to increase beginning with the Fall 2008 cohort. As would be expected, this seems to have carried over to increases in the 6-year graduation rates for these cohorts as well.

**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 Oregon public university students starting in a given Fall term and graduating from an Oregon public university within six years.

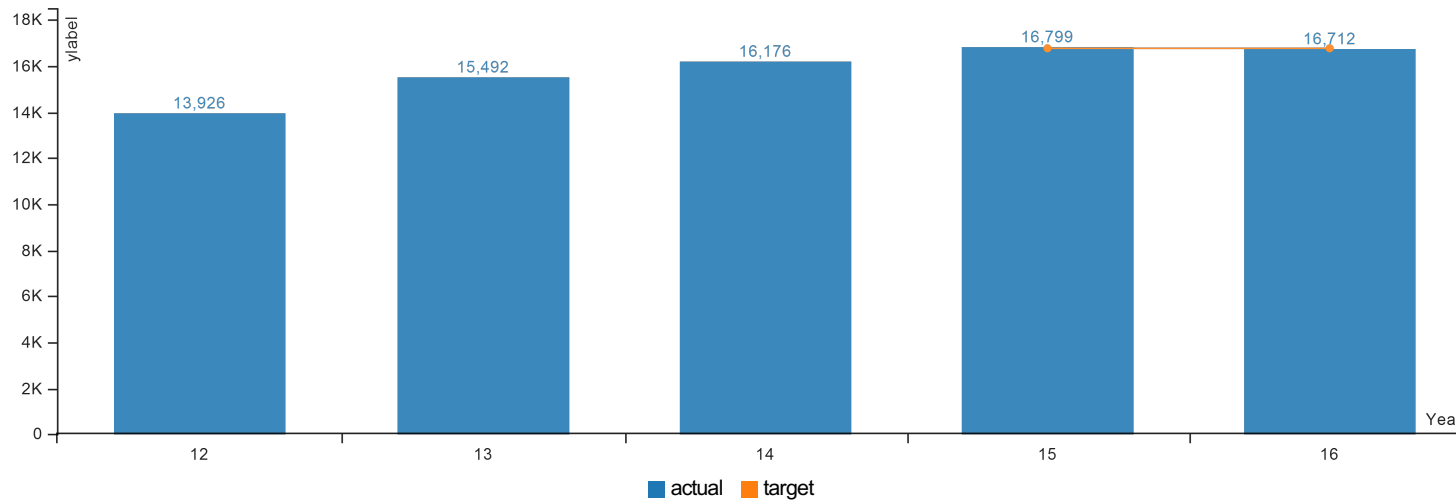
**We define this concept in the following terms...**

(Number of students in the cohort who graduate within six years) divided by (Total number of students enrolled in the Fall entering freshman cohort).

- We use 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 time for an associate degree).

KPM #17	Number of bachelor's degrees awarded each academic year - Number of bachelor's degrees awarded at Oregon public universities each academic year
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Number of bachelor's degrees awarded</b>					
Actual	13,926	15,492	16,176	16,799	16,712
Target	TBD	TBD	TBD	16,750	16,750

### How Are We Doing

Bachelor degree production at the public universities grew significantly from 2009-10 through 2012-13, mirroring the enrollment growth that public universities saw from 2007 – 2011. As we have seen the rapid enrollment growth taper off in recent years, this has also resulted in a flattening out of annual bachelor's degree production as well.

In regard to progress toward the state 40-40-20 goal, the production of bachelor's degrees to Oregon residents began flattening out in 2011-12 as Oregon universities moved to enroll a higher percentage of nonresident students for budgetary reasons. The number of resident bachelor's degrees produced in 2014-15 (12,044) was the lowest since 2010-11.

### Factors Affecting Results

Bachelor's degree production is at the heart of the State's 40-40-20 goal, but there are many factors that present challenges to increasing Oregon's productivity in this area. A fundamental starting point for degree production is enrollment and many factors can affect how many students the universities can enroll, including cost of attendance, university capacity, number of Oregon high school graduates, even unemployment rates. Once the students are enrolled there are still many factors affecting their successful completion, such as college preparedness, student support structures, and availability of financial aid.

### Other Comments:

This measure presents the total count of bachelor's degrees awarded to public university students each academic year (Summer term through Spring term), including cases where multiple degrees are awarded to a single student during the year.

**Limitations of this definition are:**

- It is a count of degrees, not people, and since some students do earn more than one degree, it may not be the most accurate metric to gauge progress toward the State's 40-40-20 goal.
- It is also a count of total bachelor's degree production, rather than focusing on bachelor's degrees awarded to Oregon residents. While it is true that some nonresident students earning a degree at an Oregon public university will remain in Oregon, the focus of 40-40-20 is to increase the educational attainment of the Oregon population and a metric focusing on degrees awarded to Oregon residents could be more pertinent.

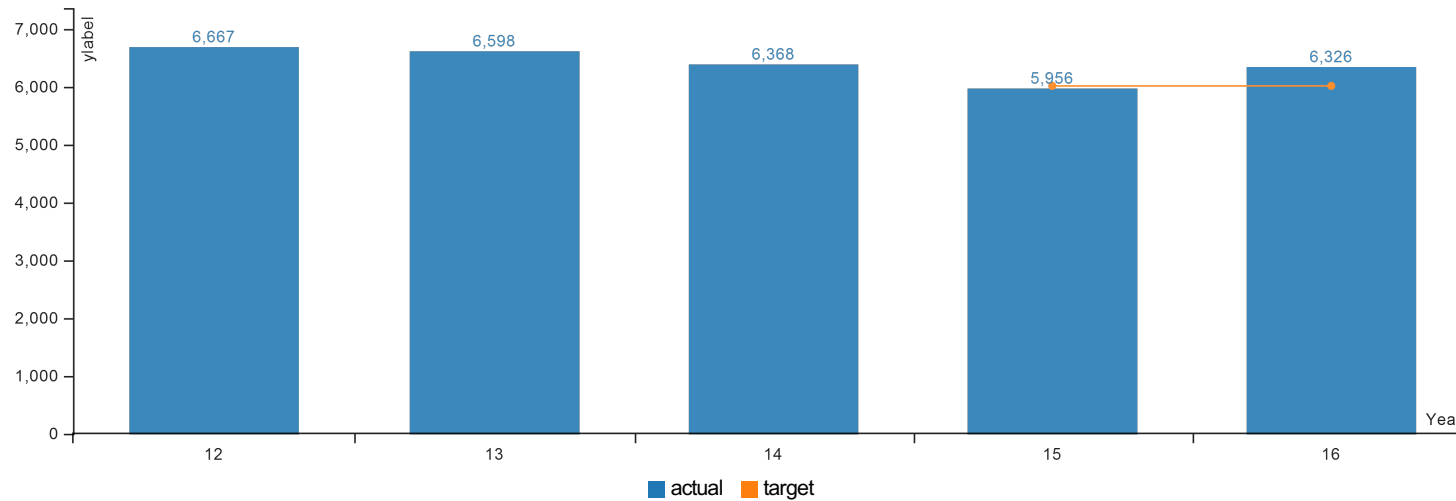
**Given these limitations, results suggest:**

The difference between the number of degrees awarded and the actual distinct count of bachelor's degree recipients during the year is small (between 1% and 2%). This metric is still a reliable indicator of a significant increase in bachelor's degree recipients over the last decade. It is more unclear, just from these numbers, how much resident degree production has increased, although it undoubtedly has to some extent.

**Improvements to this measure would come from:**

Adding submetrics to this measure that break out the degree counts into resident and nonresident populations could greatly improve its value in assessing progress toward 40-40-20.

KPM #18	Number of advanced degrees and graduate certificates awarded - Number of advanced degrees and graduate certificates awarded at Oregon public universities each academic year.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Number of advanced degrees and graduate certificates awarded</b>					
Actual	6,667	6,598	6,368	5,956	6,326
Target	TBD	TBD	TBD	6,000	6,000

#### How Are We Doing

Graduate degree and certificate production had experienced a three year period of decline from 2010-11 through 2013-14. However, this decline was halted in 2014-15 as counts increased significantly to bring the total back well above 6,000, though not quite to the levels of 2009-10 through 2011-12.

#### Factors Affecting Results

As with bachelor's degree production there are many factors that could affect the production of advanced degrees and certificates, including, cost of attendance, return on investment decisions, program relevance, and the job market, among many.

#### Other Comments:

This measure presents the total count of master's degrees, doctoral degrees, professional degrees, post baccalaureate certificates, and teacher licensure certificates awarded to public university students each academic year (Summer term through Spring term), including cases where multiple degrees are awarded to a single student during the year.

#### Limitations of this definition are:

- It is a count of degrees, not people, and since some students do earn both an advanced degree and certificate in the same year, it may not be the most accurate metric to gauge progress toward the State's 40-40-20 goal.
- It is a count of total degree and certificate production, rather than focusing on awards earned by Oregon residents. The focus of 40-40-20 is to increase the educational attainment of the Oregon population and a metric focusing on awards earned by Oregon residents could be more pertinent.

**Given these limitations, results suggest:**

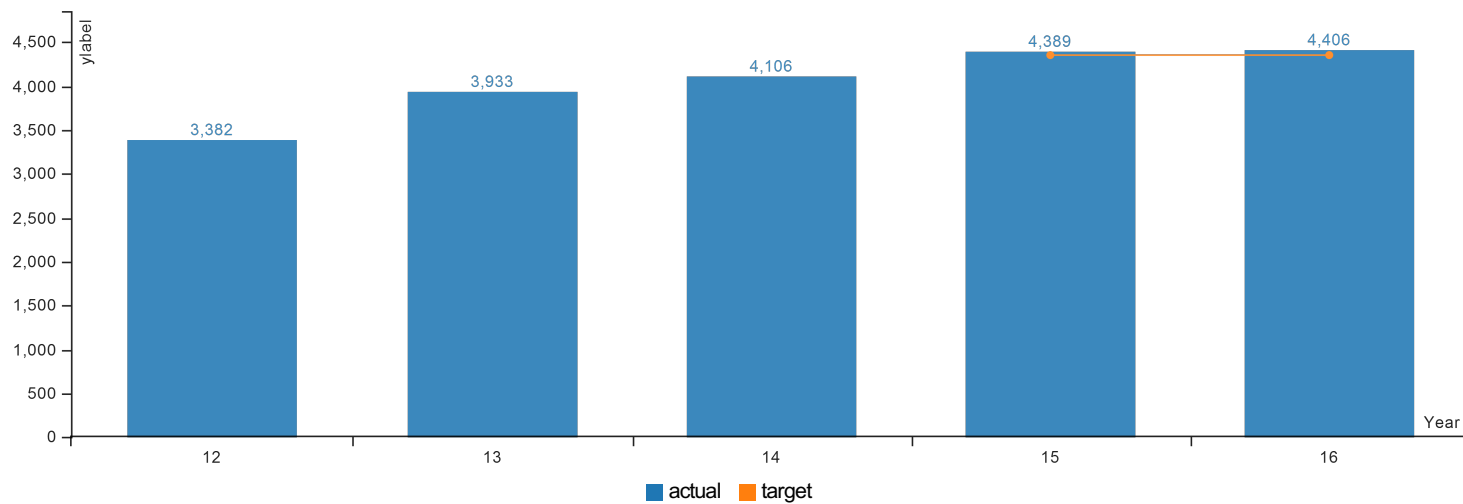
This metric still indicates that there has not been any overall growth in this area over the last 6 years.

**Improvements to this measure would come from...**

Adding submetrics to this measure that break out the degree counts into resident and nonresident populations could greatly improve its value in assessing progress toward 40-40-20.



KPM #19	Bachelor's degrees awarded to community college transfers - Number of bachelor's degrees awarded to transfer students from Oregon community colleges each academic year
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Bachelor's degrees awarded to community college transfers</b>					
Actual	3,382	3,933	4,106	4,389	4,406
Target	TBD	TBD	TBD	4,350	4,350

#### How Are We Doing

Bachelor's degrees awarded to community college transfers have increased every year since 2010-11, and exceed the target for the most recent year, although growth seems to have slowed in the most recent year.

#### Factors Affecting Results

Factors that this metric include overall community college enrollment, cost of attendance, availability of continued financial aid for transfers, and transfer pathways between the sectors.

#### Other Comments:

This measure presents the number of bachelor's degrees awarded to students who entered an Oregon public university as a transfer from an Oregon community college each academic year.

#### Limitations of this definition are:

The definition of which students are community college transfers is based on data that is provided to us from the universities alone as part of the SCARF data system.

#### Given these limitations, results suggest:

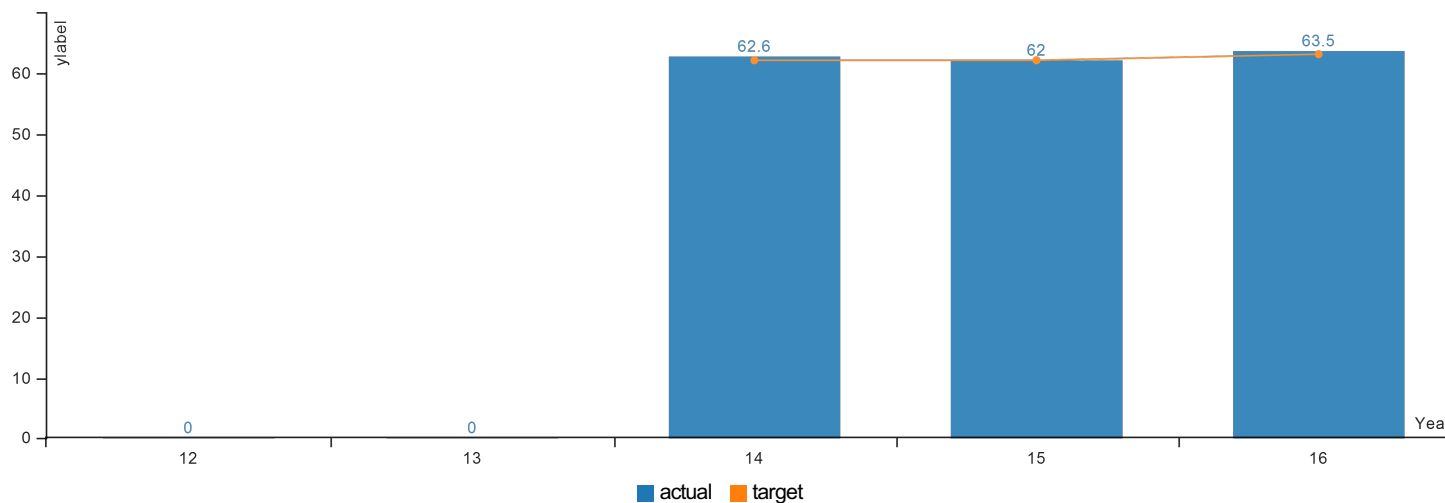
Regardless of the fact that this is strictly a university view of who is a community college transfer, it is likely that the identification is pretty accurate and trend of increasing degree production to

community college transfers over the last five years is undoubtedly accurate.

**Improvements to this measure would come from:**

Integration with the HECC's community college data system (D4A), could potentially improve the ability to identify students who are community college transfers.

KPM #20	Graduation rate for non-traditional students - Graduation rate for newly admitted undergraduate students who are not first-time full-time freshman students (within six years of enrollment).
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Graduation rate for non-traditional students</b>					
Actual	No Data	No Data	62.60%	62%	63.50%
Target	TBD	TBD	62%	62%	63%

#### How Are We Doing

Currently we have only produced this metric for the last 3 cohorts, so trend data is minimal, however the graduation rate for the most recent cohort is up and exceeds the target.

#### Factors Affecting Results

As with traditional first-time freshman graduation rates, 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. For students transferring in with a significant amount of credit from another higher ed institution, another factor influencing how quickly they can graduate is how many of their transfer credits are accepted.

#### Other Comments:

This measure presents the percentage of entering Oregon public university students who are not first-time, full-time freshmen that start in a given Fall term and graduate from an Oregon public university within six years.

#### We define this concept in the following terms...

(Number of non-traditional students in the cohort who graduate within six years) divided by (Total number of non-traditional students entering in the Fall).

**Limitations of this definition are:**

This is a very heterogeneous group of students that includes all kinds of transfer students from different types of colleges and universities coming in with different amounts of credit and also first-time freshmen who are not full-time in their first term.

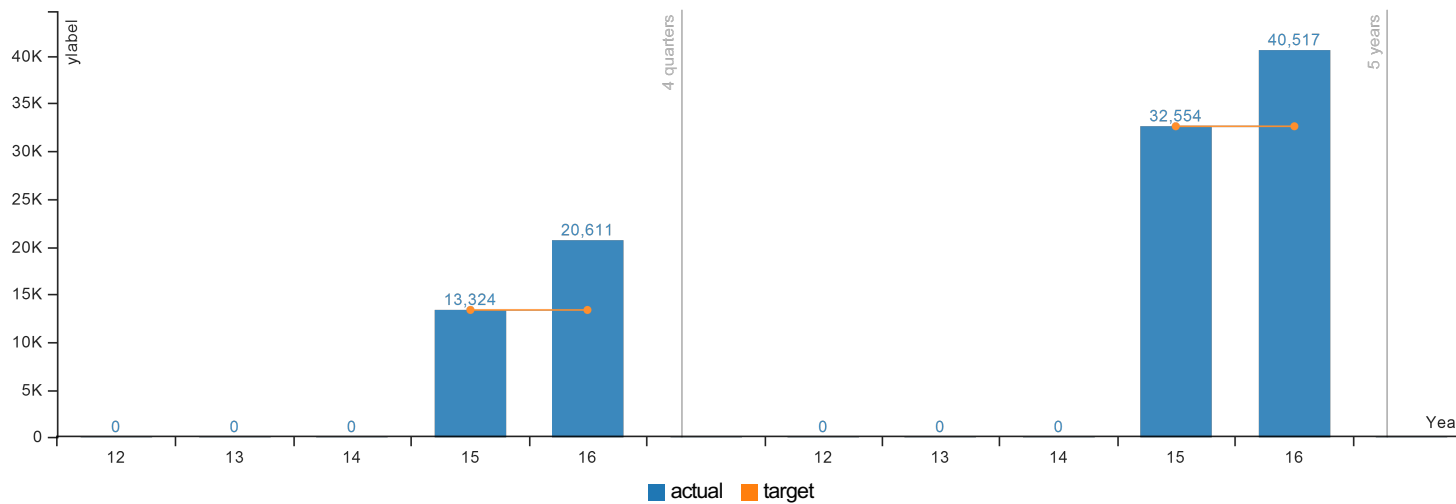
**Given these limitations, results suggest:**

From the small sample size currently available, it seems that overall, this group performs similarly to the traditional freshman cohort. Whether this will be borne out over time as the diverse nature and mix of this non-traditional group may change remains to be seen.

**Improvements to this measure would come from:**

Potentially adding a few submetrics to break out a few of the main types of non-traditional students could give us a better grasp of trends among groups that could have little to do with each other.

KPM #21	Earnings of bachelor's degree completers - Median earnings of graduating students (BA/BS only) four quarters and five years after graduation.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>4 quarters</b>					
Actual	No Data	No Data	No Data	13,324	20,611
Target	TBD	TBD	TBD	13,320	13,320
<b>5 years</b>					
Actual	No Data	No Data	No Data	32,554	40,517
Target	TBD	TBD	TBD	32,550	32,550

#### How Are We Doing

We have very little trend data to go on and there is some question about the accuracy of the 2015 numbers due to the fact that they are so different from what was produced in 2016.

#### Factors Affecting Results

Potential factors affecting the median earnings of university graduates include the overall state of the economy, inflation, and graduates being able to find jobs in their field.

#### Other Comments:

This measure presents a calculation of the median annual wage of public university bachelor's degree recipients 4 quarters and 5 years after completion.

#### We define this concept in the following terms:

- "Bachelor's degree completers" are defined as individuals who were awarded a bachelor's degree from an Oregon public university in 2013-14 (for the 4 quarters metric) or in 2008-09 (for the 5 year metric).
- The information on bachelor's degree completers was matched with Unemployment Insurance wage data by the Oregon Employment Department. Both the 4 quarter and 5-year metric were

calculated based on the wages in July 2014-June 2015. The median annual wages were calculated based on wages of graduates who had a match in the Oregon Employment Department's database.

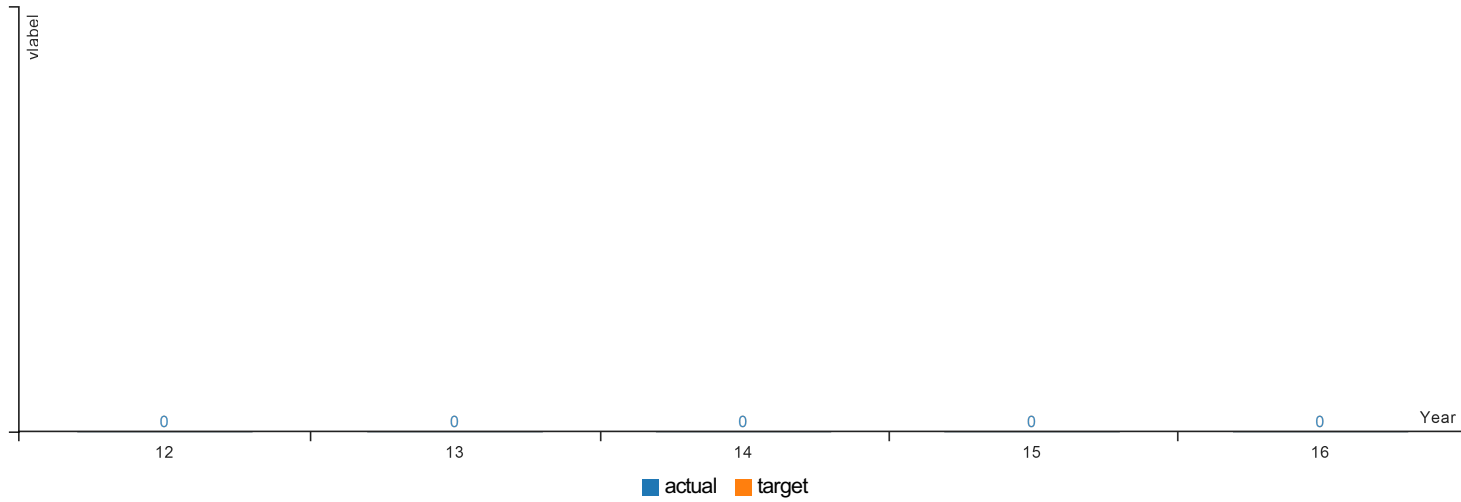
**Limitations of this definition are:**

- Wage data are not available for graduates who are working in other states or countries, who are self-employed or employed by the federal government.

**Given these limitations, results suggest:**

Compared to KPM #13 (earnings of community college completers), the most recent year of data for this metric shows that more advanced credential holders earned higher wages both the year following their graduation/enrollment and 5 years after graduation/enrollment. The previously reported data for this metric does not tell the same story and may be in error.

KPM #22	Percentage of resident enrolled students who are incurring unaffordable costs. -
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Percentage of resident enrolled students who are incurring unaffordable costs.</b>					
Actual	No Data	No Data	No Data	No Data	No Data
Target	TBD	TBD	TBD	TBD	TBD

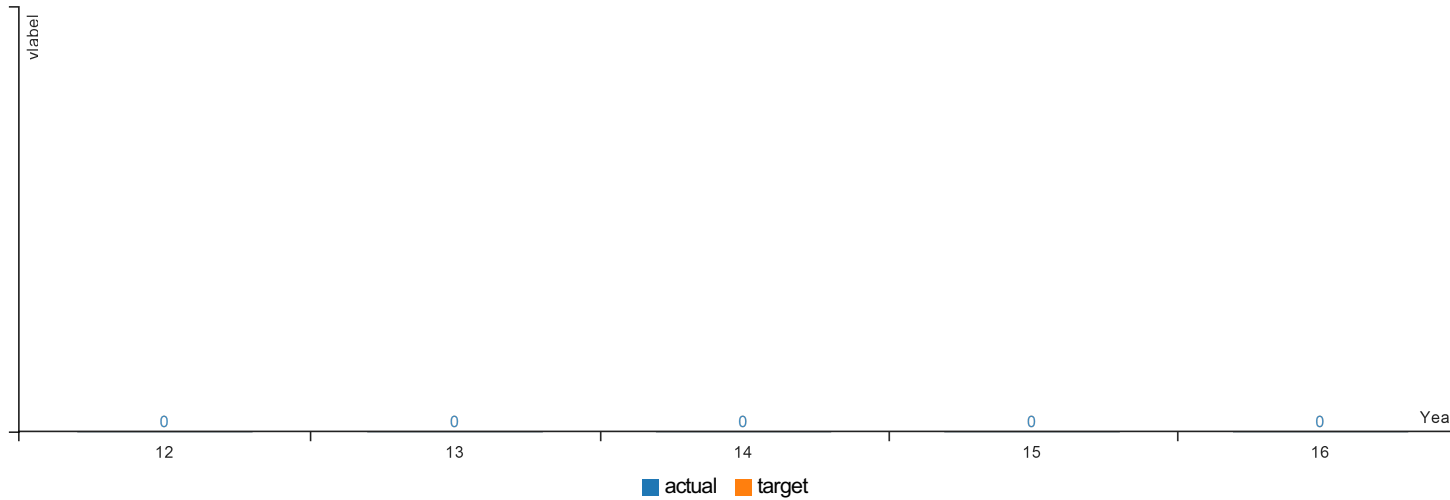
**How Are We Doing**

We are in the process of developing this metric.

**Factors Affecting Results**

Although the subject of college affordability is widely discussed, there are few well-defined examples of affordability metrics.

KPM #23	Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid. -
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.</b>					
Actual	No Data	No Data	No Data	No Data	No Data
Target	TBD	TBD	TBD	TBD	TBD

**How Are We Doing**

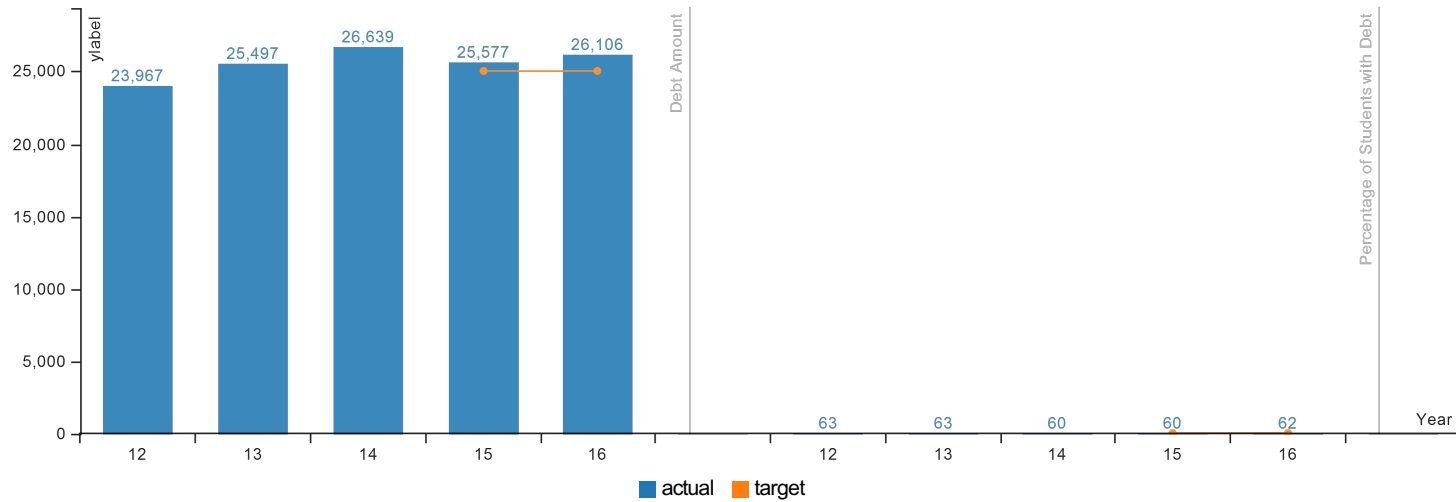
We are in the process of developing this metric.

**Factors Affecting Results**

Although the subject of college affordability is widely discussed, there are few well-defined examples of affordability metrics.



KPM #24	University graduate debt - Average debt amount of Bachelor's graduates accompanied by percent of graduates who are borrowers.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Debt Amount</b>					
Actual	\$23,967.00	\$25,497.00	\$26,639.00	\$25,577.00	\$26,106.00
Target	TBD	TBD	TBD	\$25,000.00	\$25,000.00
<b>Percentage of Students with Debt</b>					
Actual	\$63.00	\$63.00	\$60.00	\$60.00	\$62.00
Target	TBD	TBD	TBD	\$60.00	\$60.00

**How Are We Doing**

Average debt amount shows an overall upward trend, although there has been some oscillating around the \$26,000 figure over the last 4 years. It is somewhat difficult to judge progress without using inflation-adjusted numbers.

The percentage of students with debt has remained in the low 60s over the last 6 years.

**Factors Affecting Results**

The cost of college attendance, state support for higher education, student borrowing patterns, and the Oregon economy all impact results.

**Other Comments:**

This measure presents: a) the average debt amount of bachelor's degree graduates who started at the university as a first-time freshman and b) the percent of the above graduates who were borrowers.

**We define this concept in the following terms:**

- “Bachelor’s degree graduates” – Our source, The Institute for College Access and Success (TICAS) only looks at bachelor’s degree graduates who entered the university as first-time freshmen.
- “The university” – TICAS provides student debt data for both public and private nonprofit four-year institutions in Oregon, so we are looking at all the university data that they have, not just the public universities.

**Limitations of this definition are:**

- One factor that has to affect our apparent results is that we are not using inflation-adjusted values. This would make it difficult to spot subtle decreases in effective debt amounts were they to occur.
- Also, we have chosen to use the Institute for College Access and Success (TICAS) Annual Student Debt Reports for this measure. This allows this metric to represent both public and private nonprofit four-year institutions. However, I have noticed that not every institution reports their data every year. The percent of graduates represented in the usable data varied between a low of 64% for the class of 2013 and a high of 89% for the class of 2014, with most years falling in the mid-70s. This raises a question of how reliable any “trends” we see from this data source can really be.

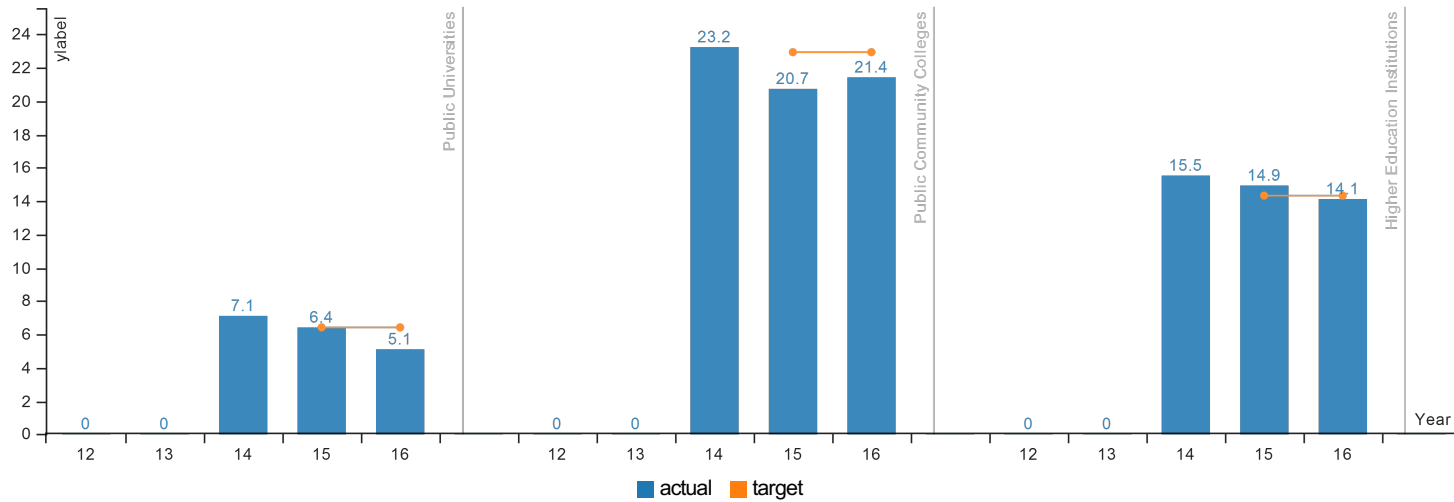
**Given these limitations, results suggest:**

Even given the issues with the data collected by TICAS, it seems obvious that there is a general upward trend in student debt. However, at this point, we may not be able to say much more than that.

**Improvements to this measure would come from**

TICAS collects data from each universities common data set. In the past, we have been able to get common data set data from public universities that had missed the deadline for TICAS. We could potentially do this to supplement some of the missing data.

KPM #25	Student loan default rates - Three-year official cohort student loan default rates
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Public Universities</b>					
Actual	No Data	No Data	7.10%	6.40%	5.10%
Target	TBD	TBD	TBD	6.40%	6.40%
<b>Public Community Colleges</b>					
Actual	No Data	No Data	23.20%	20.70%	21.40%
Target	TBD	TBD	TBD	22.90%	22.90%
<b>Higher Education Institutions</b>					
Actual	No Data	No Data	15.50%	14.90%	14.10%
Target	TBD	TBD	TBD	14.30%	14.30%

### How Are We Doing

Currently, we only have three years' worth of data, but there seems to be a slight downward trend overall. The default rates for Oregon higher education institutions as a whole and the default rates for just the public universities have declined each of the last two years. Default rates at the community colleges did increase slightly in the most recent year of data (FY 2012), but are still down from 2010.

KPM data has been updated with the most recent rates available for the last 3 years. However targets were set based on data gathered last year and may need to be updated somewhat, although the average default rates did not change much and the targets still seem to be in a reasonable range.

### Factors Affecting Results

Changes to the Oregon economy, the availability of financial aid, and changes to state funding for higher education all impact this metric.

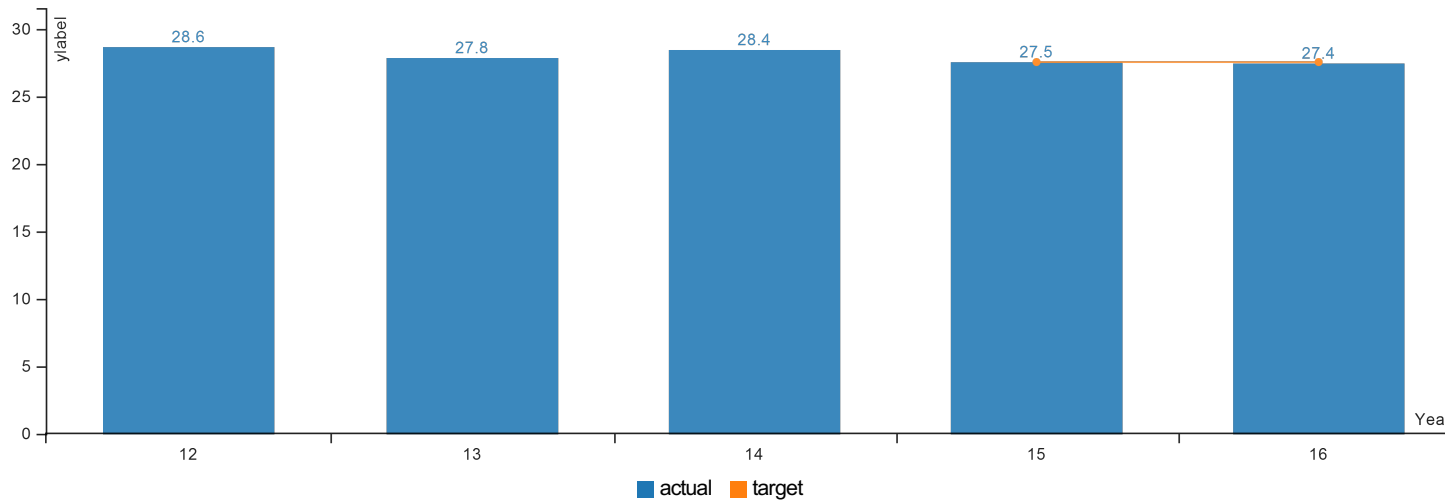
**Other Comments:**

This measure presents a calculation of the average official cohort default rates for a) Oregon public universities, b) Oregon community colleges, and c) all Oregon higher education institutions.

**We define this concept in the following terms:**

- “Official cohort default rates” – The percentage of a school's borrowers who enter repayment on certain loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. These figures are provided for each institution by the Office of Federal Student Aid.

KPM #26	Average cost of attendance - Average cost of attendance for resident undergraduates minus grant aid as a percentage of median income.
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Average cost of attendance</b>					
Actual	28.60%	27.80%	28.40%	27.50%	27.40%
Target	TBD	TBD	TBD	27.50%	27.50%

### How Are We Doing

Average cost of attendance at public universities as a percentage of median family income has again dropped below 28% over the last two years.

### Factors Affecting Results

Tuition and resource fees, non-tuition costs (room and board, supplies, etc.), family income, and financial aid all play critical roles in affordability. While non-tuition costs and income are primarily driven by the economy, employment trends, and financial markets, state investment and tuition play the greatest role in the "sticker price" of higher education.

### Other Comments:

This measure presents the average total cost of attendance at Oregon public universities minus any grant aid received as a percentage of the Oregon median family income.

### We define this concept in the following terms:

- "Cost of attendance" – The total cost to attend the institution including tuition, mandatory fees, room and board, books and supplies, and other costs like personal expenses and transportation.
- "Resident undergraduates" – Resident undergraduates attending an Oregon public university who have a valid FAFSA
- "Grant aid" – Includes federal and state grants, fee remissions, and institution support, excluding loan aid and federal work study.
- "Median family income" – The Oregon median family income as calculated by the American Community Survey.

**Limitations of this definition are:**

- The current methodology for calculating this measure only includes students with a valid FAFSA.
- Currently this metric only looks at the average cost of attendance at Oregon public universities. This is the way the metric was calculated last year as well, but it is not clear that the intent of the metric was so narrow.

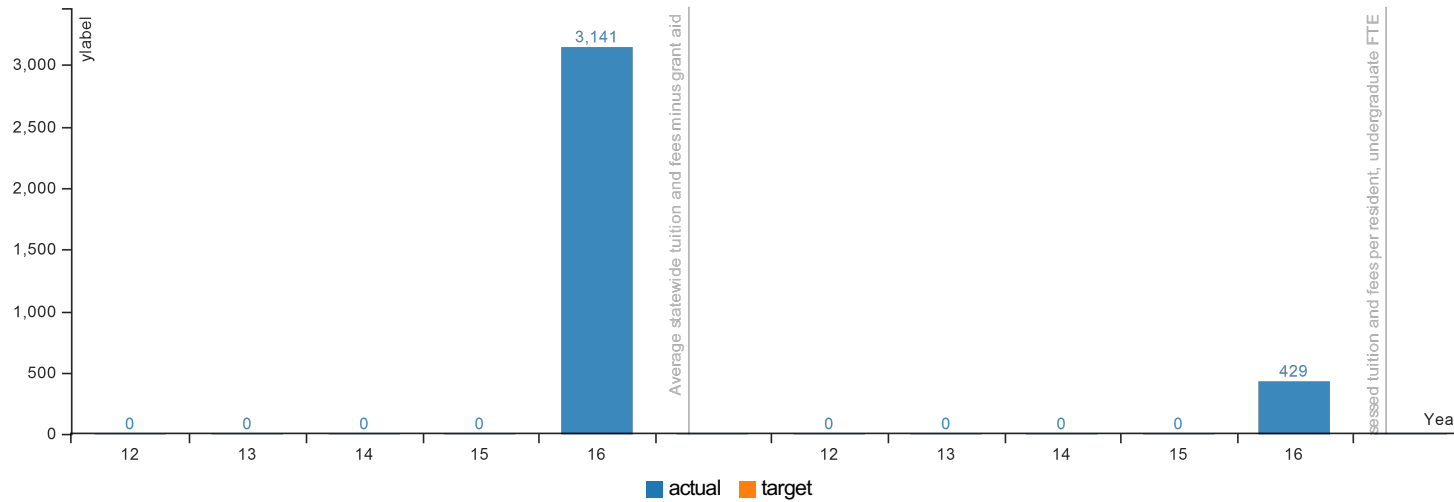
**Given these limitations, results suggest:**

Even given the fact that this metric does not include all students, it may indicate that over the last 5 years, financial aid has managed to somewhat mitigate the rising costs of attending Oregon public universities.

**Improvements to this measure would come from:**

Potentially, this metric could be improved by expanding it to include the cost of attendance at Oregon community colleges and possibly all Oregon higher education institutions. In addition if it is possible to somehow incorporate the students who have not filled out a FAFSA into this metric, that would give a more complete picture.

KPM #27	Tuition and fees - Average statewide tuition and fees minus grant aid and net assessed tuition and fees per resident, undergraduate FTE (colleges and universities).
	Data Collection Period: Jan 01 - Jan 01



Report Year	2012	2013	2014	2015	2016
<b>Average statewide tuition and fees minus grant aid</b>					
Actual	No Data	No Data	No Data	No Data	\$3,141.00
Target	TBD	TBD	TBD	TBD	TBD
<b>Net assessed tuition and fees per resident, undergraduate FTE</b>					
Actual	No Data	No Data	No Data	No Data	\$429.00
Target	TBD	TBD	TBD	TBD	TBD

**How Are We Doing**

This is the first year we have produced these figures and so there is no trend data for either of these metrics.

(NOTE: Part A looks at all students enrolled in public higher ed institutions whether they are resident, nonresident, full-, or part-time, receiving grant aid or not. Part B is restricted to just those resident undergrads that received grant aid.)

**Factors Affecting Results**

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

**Other Comments:**

This measure presents a) the average tuition and fees minus grant aid paid by students, and b) the average net assessed tuition and fees for resident undergraduate students

**We define this concept in the following terms:**

## **A. Average tuition and fees minus grant aid**

(Sum [traditional headcount \* (avg institutional tuition and fees – avg grant aid)]) divided by (Total annual headcount enrollment from all institutions)

- “Students” – Currently we are interpreting this metric to include all students, full-time, part-time, resident, and nonresident attending both the public universities and the community colleges. Enrollment data taken from IPEDS.
- “Average institutional tuition and fees” – Average annual institutional tuition and fees paid weighted by the percent paying both resident and nonresident rates. Uses an FTE to headcount ratio to determine the proportion attending full-time and those attending part-time and adjusting the tuition paid accordingly. Tuition and fee data taken from IPEDS. Resident/nonresident data for universities taken from SCARF data.
- “Average grant aid” – Average annual institutional grant aid disbursed. Uses an FTE to headcount ratio to determine the proportion attending full-time and those attending part-time and adjusting the grant aid disbursed accordingly. Average grant aid data taken from IPEDS.
- “Total annual headcount enrollment” – Annual headcount enrollment data taken from IPEDS.

## **B. Net assessed tuition for resident undergraduates**

The methodology we used to compute this metric was to subtract the IPEDS computed average amount of grant and scholarship aid awarded per student from the lowest published tuition and fees number for the institution and weight this by campus headcount. This is a similar methodology to how IPEDS computes average net price for each institution, only this calculation excludes all the non-tuition items that are included in total price calculations.

### **Limitations of this definition are:**

There are a number of limitations to the way we chose to compute these metrics. Using IPEDS data allows some consistency, but IPEDS data fields do not always perfectly align with the best way to calculate this metric. Because of this there are a number of assumptions that need to be made.

In addition, the fact that this part a of this metric lumps very diverse types of students into a single average tuition figure results in a number that is not really representative of any real-world student. Also, subtracting grant aid (which is awarded based on considering total cost of attendance) from just tuition and fees results in numbers that could be confusingly low if it is not made explicitly clear that these averages are not the actual average costs to students attending colleges and universities in Oregon.

### **Given these limitations, results suggest:**

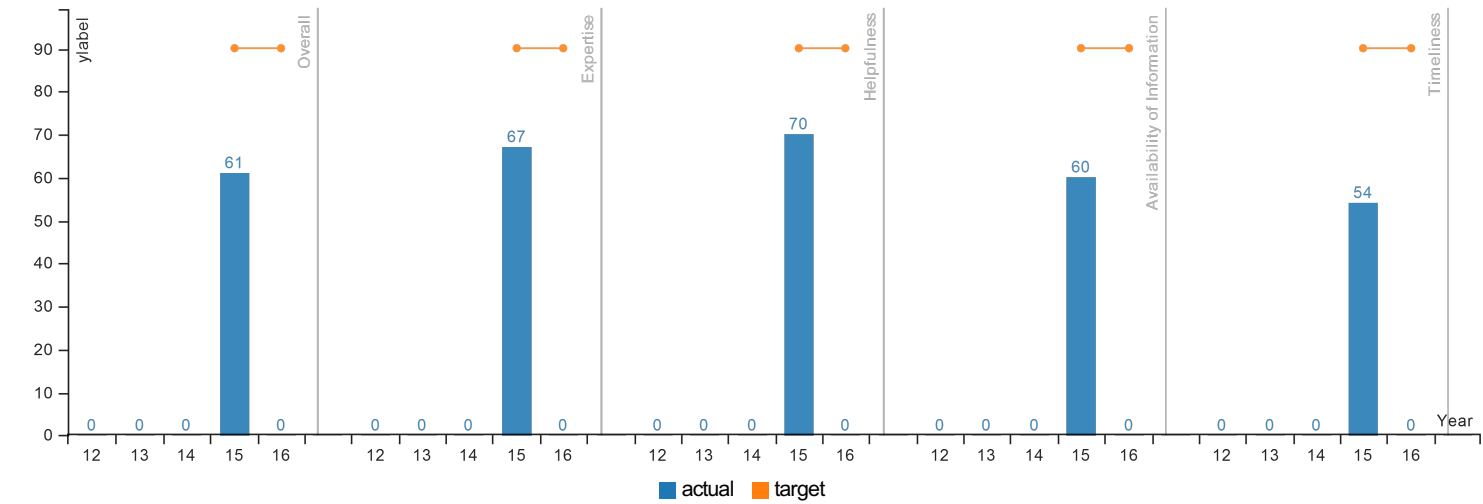
Although metric b is restricted to resident undergraduate students who are receiving grant or scholarship aid, these figures do suggest that for those receiving this aid, it goes a long way toward covering at least the cost of tuition.

### **Improvements to this measure would come from:**

Creating submetrics for part a would allow for a more meaningful look at tuition and fee costs for the different diverse types of students attending colleges and universities in Oregon.



KPM #28 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	2012	2013	2014	2015	2016
<b>Overall</b>					
Actual	No Data	No Data	No Data	61%	No Data
Target	TBD	TBD	TBD	90%	90%
<b>Expertise</b>					
Actual	No Data	No Data	No Data	67%	No Data
Target	TBD	TBD	TBD	90%	90%
<b>Helpfulness</b>					
Actual	No Data	No Data	No Data	70%	No Data
Target	TBD	TBD	TBD	90%	90%
<b>Availability of Information</b>					
Actual	No Data	No Data	No Data	60%	No Data
Target	TBD	TBD	TBD	90%	90%
<b>Timeliness</b>					
Actual	No Data	No Data	No Data	54%	No Data
Target	TBD	TBD	TBD	90%	90%

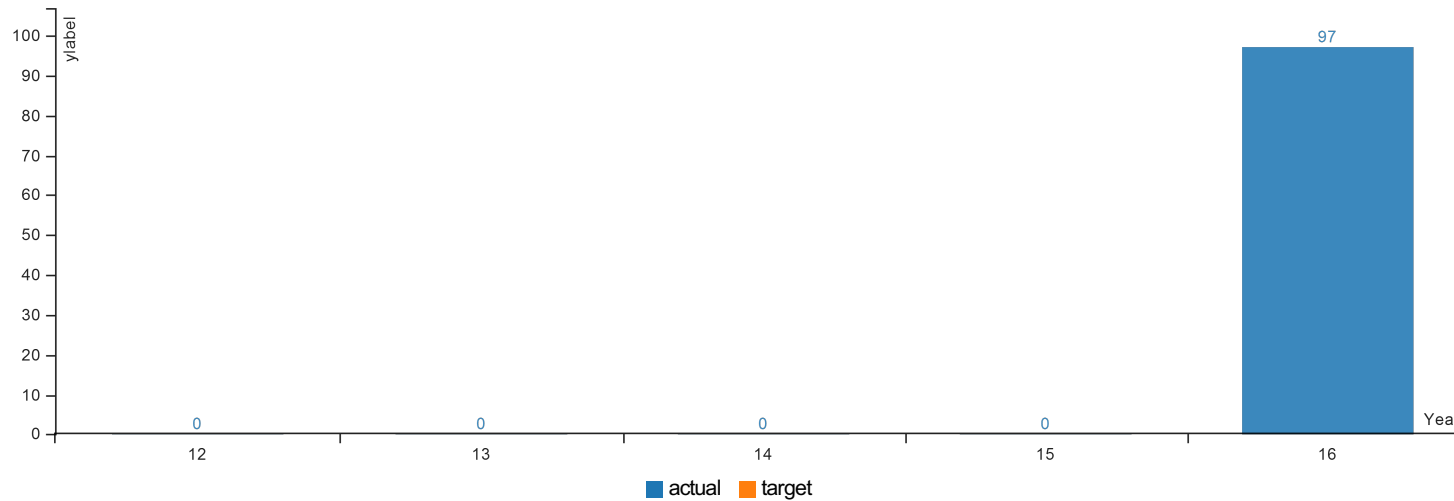
**How Are We Doing**

The customer service survey is required every two years. We did the first survey last year as a new agency and the next will be produced in 2017, so there is currently no basis for trend data.

**Factors Affecting Results**

We believe that the newness of the agency has contributed to the results. We will conduct follow-up surveys and outreach to customers to improve results.

KPM #29	BEST PRACTICES - Percent of total best practices met by the Commission.
	Data Collection Period: Sep 01 - Sep 30



Report Year	2012	2013	2014	2015	2016
<b>BEST PRACTICES</b>					
Actual	No Data	No Data	No Data	No Data	97%
Target	TBD	TBD	TBD	TBD	TBD

### How Are We Doing

The HECC meets 97 percent of commission best practices, as assessed by the Commissioners of the HECC. These best practices are defined by the Oregon Department of Administrative Services (DAS) and the Legislative Fiscal Office (LFO) and described below. Given that the HECC is a relatively new agency and that this was the first year in which commissioners were surveyed on the best practices, a score of 97 percent is high.

The best practice measure is based on 15 criteria:

1. Executive director's performance expectations are current.
2. Executive director receives annual performance feedback.
3. The agency's mission and high-level goals are current and applicable.
4. The commission reviews the Annual Performance Progress Report.
5. The commission is appropriately involved in review of agency's key communications.
6. The commission is appropriately involved in policy-making decisions.
7. The agency's policy option packages are aligned with their mission and goals.
8. The commission reviews all proposed budgets.
9. The commission periodically reviews key financial information and audit findings.
10. The commission is appropriately accounting for resources.
11. The agency adheres to accounting rules and other relevant financial controls.
12. Commission members act in accordance with their roles as public representatives.
13. The commission coordinates with others where responsibilities and interest overlap.
14. The commission members identify and attend appropriate training sessions.
15. The commission reviews its management practices to ensure best practices are utilized.

**How do we compare?** Comparisons with other states are not readily available. Compared to other state agencies, results for the HECC are comparable (see below), which is notable given the agency's short tenure.

<b>Board or Commission Agency</b>	<b>Percentage of best practices fulfilled</b>
Board of Accountancy	100
Blind Commission	100
Construction Contractors Board	100
Government Ethics Commission	95
Licensed Professional Counselors and Therapists Board	89
Medical Board	100
Medical Imaging Board	100
Mortuary and Cemetery Board	0% (2008); corrective action plan since 2008
Naturopathic Medicine Board	99
Nursing Board	93
Oregon Liquor Control Board	100
Pharmacy Board	100
Psychologist Examiners Board	100
Public Defense Services Commission	100
Public Utility Commission	87
Tax Practitioners Board	100

This performance metric was not reported for 17 other agencies with boards or commissions.

Chiropractic Board of Examiners, Columbia River Gorge Commission, Criminal Justice Board, Board of Dentistry, Employment Relations Board, Legislative Commission on Indian Services, Judicial Fitness and Disability Commission, Land Use Board of Appeals, Board of Licensed Social Workers, Marine Board, Occupational Therapy Licensing Board, Parole and Post-Prison Supervision Board, Psychiatric Security Review Board, Teacher Standards and Practices Commission, Veterinary Medical Examining Board, Watershed Enhancement Board.

Advocacy Commissions Office uses a different set of measures.

#### **Factors Affecting Results**

Communication and relationships among Commission members, between the Commission and the Executive Director, between the Executive Director and the agency, and within the agency affect the degree to which the Commission can meet best practices. Other relevant factors include agency maturation, Commission priorities, and the effectiveness of individual Commission members, the Executive Director, and agency staff.

#### **Other Comments:**

We understand this measure to be an estimate of how effectively the Commission and agency perform, relative to the criteria laid out by DAS and the LFO.

**We define this concept in the following terms...**

(Number of Best Practices Reported as Met) divided by (Number of Best Practices with Survey Responses)

To calculate the measure, HECC staff surveyed the Commission or Board members, asking whether each criterion is met or not met. Staff tabulated responses and derived the percentage.

**Limitations of this definition are:**

- The measure uses 15 best practices to estimate agency effectiveness. This multi-dimensional measure captures many facets of Commission and agency work. Because such work is necessarily wide-ranging and because the 15 best practices are necessarily general enough to apply across many state agencies, there are undoubtedly facets of the HECC's work that are not captured in this measure.

**Given these limitations, results suggest:**

The agency is achieving a high rate of effectiveness.

**Improvements to this measure would come from:**

We have no recommendations for improvements to this measure.