



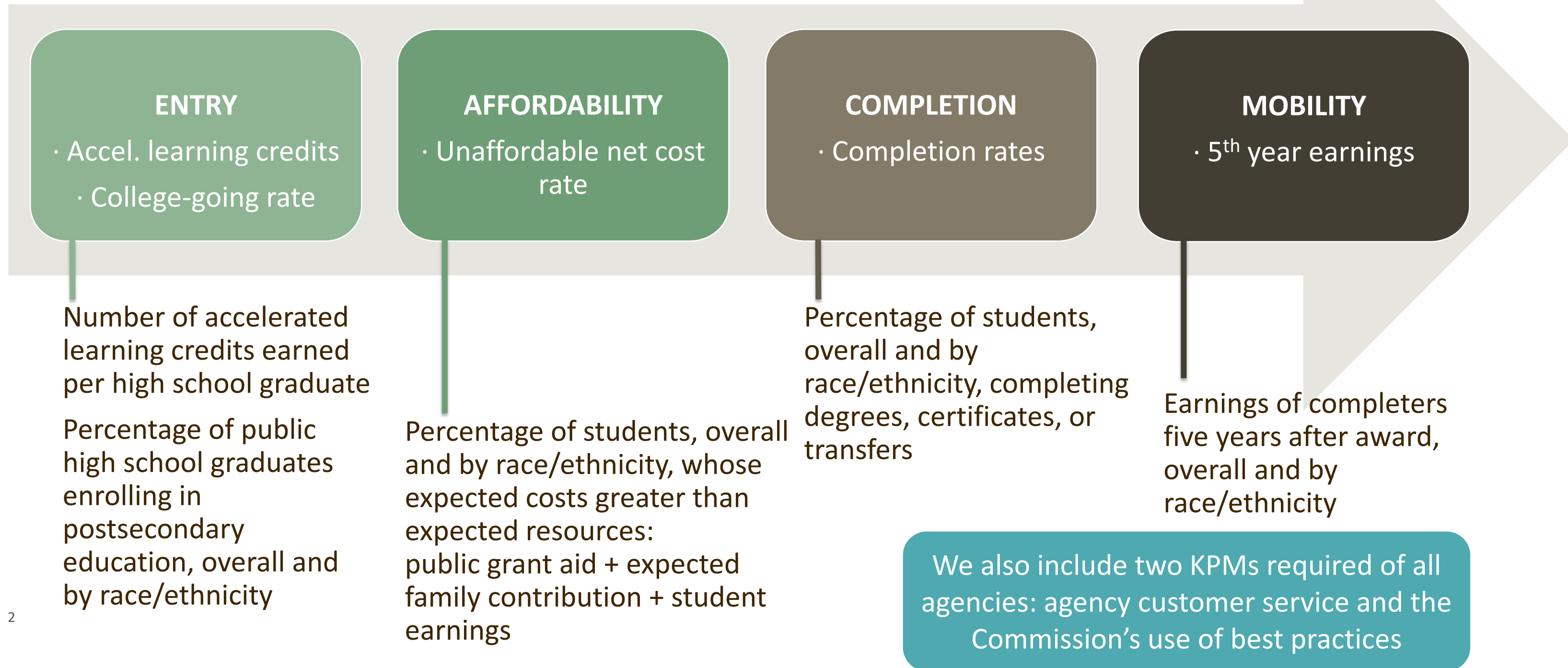
# ANNUAL REPORT OF KEY PERFORMANCE MEASURES

## MEETING OF THE HIGHER EDUCATION COORDINATING COMMISSION

Amy G. Cox, Director  
Office of Research and Data

October 6, 2021

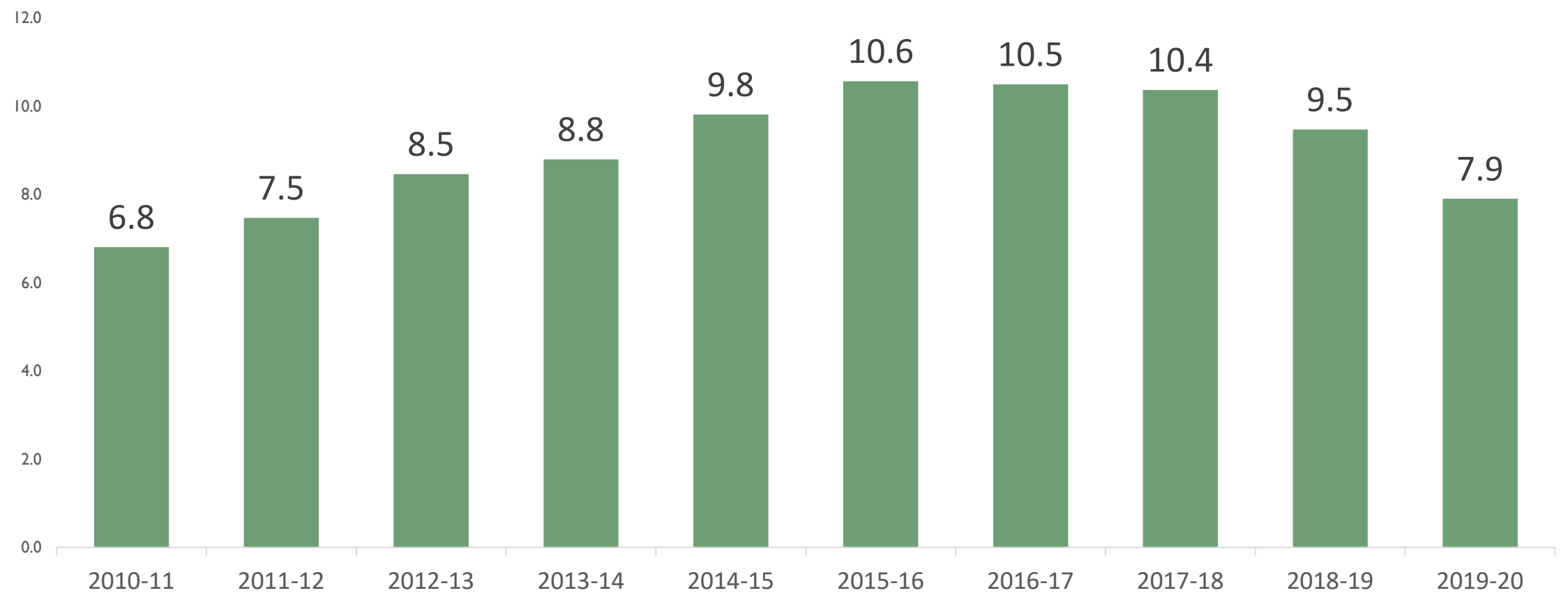
# Our KPMs track progress toward the factors that contribute to attainment and toward equity



# High school graduates earn an estimated 7.9 credits from community colleges and public universities

## KPM #3 - Estimated amount of community college and public university credit earned by K-12 students before high school graduation

College Credits Earned by K-12 Students



Credit earned through these high school-based partnerships declined slightly in the recent year. Many students earn additional credit through other accelerated learning programs.

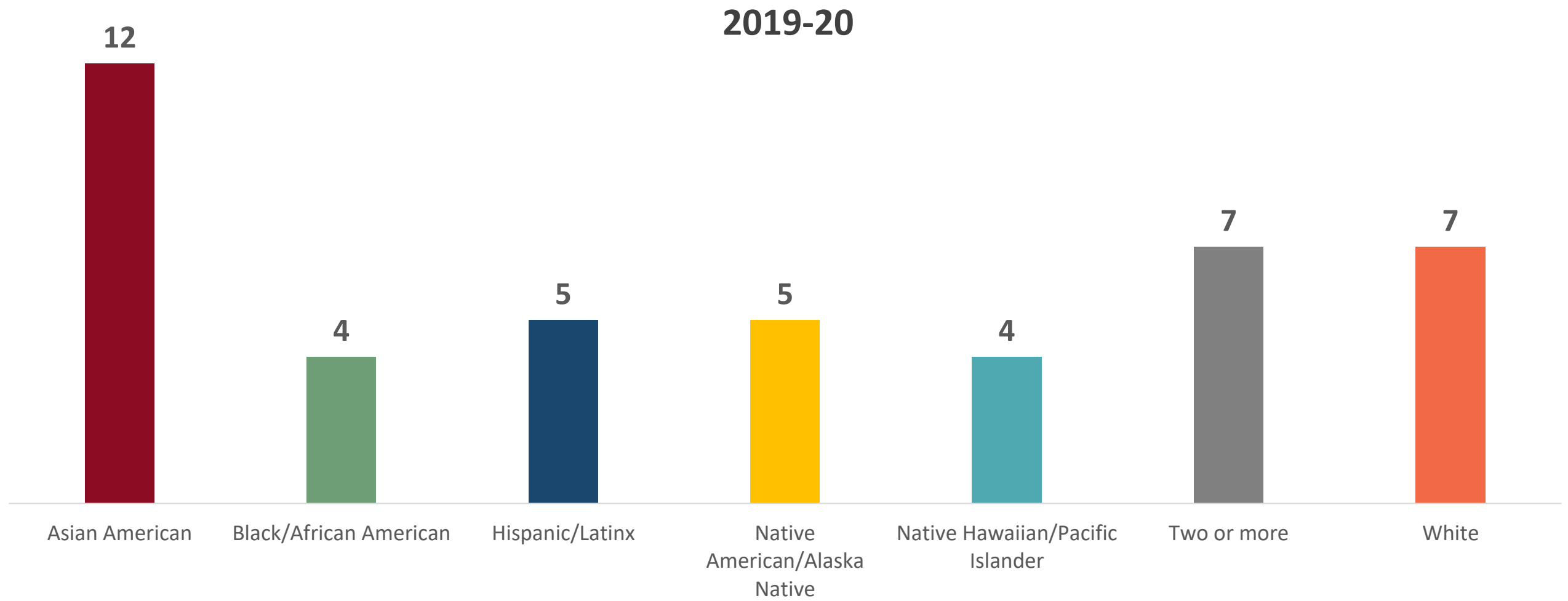
4 **Source:** HECC analysis of university and community college data on dual credit and Expanded Options programs.

**Notes:** Results show an average number of credits per graduate based on the total number of credits earned by any student in pre-kindergarten through senior year in a single academic year. Denominator includes high school students who graduated within 4 years and. Excludes other accelerated learning programs, including Advanced Placement and International Baccalaureate.

# High school graduates earn an estimated 7.9 credits from community colleges and public universities, but equity gaps exist among several groups

## KPM #3 Supplement - Estimated amount of community college and public university credit earned by K-12 students before high school graduation, by race/ethnicity for 2019-20, by race/ethnicity

Students of color earn far fewer college credits during high school.....



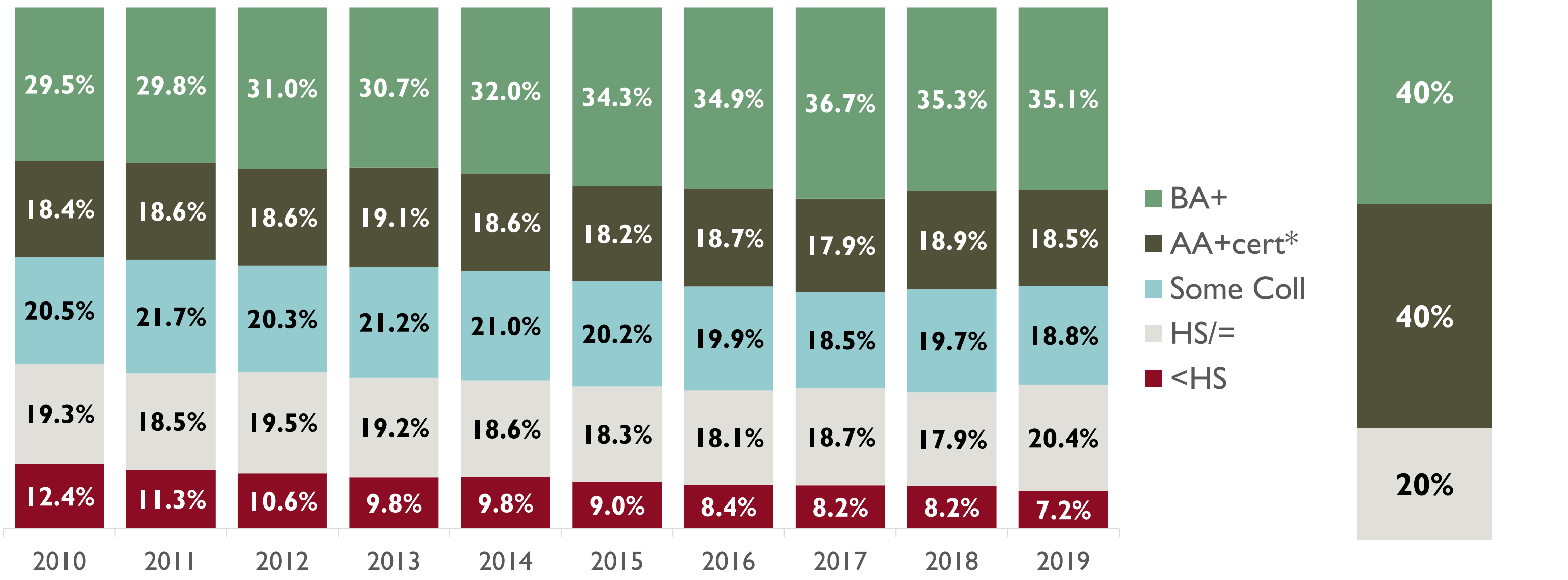
5 Source: HECC analysis of university and community college data on dual credit and Expanded Options programs.

Notes: Results show an average number of credits per graduate based on the total number of credits earned by any student in pre-kindergarten through senior year in a single academic year. Denominator includes high school students who graduated within 4 years and. Excludes other accelerated learning programs, including Advanced Placement and International Baccalaureate.

# Oregon 40-40-20 Progress Over Time: The Educational Attainment Rate has Been Relatively Flat for adults 25-34

## KPM #4 – Educational Attainment

These race/ethnicity rates are comparable to national rates

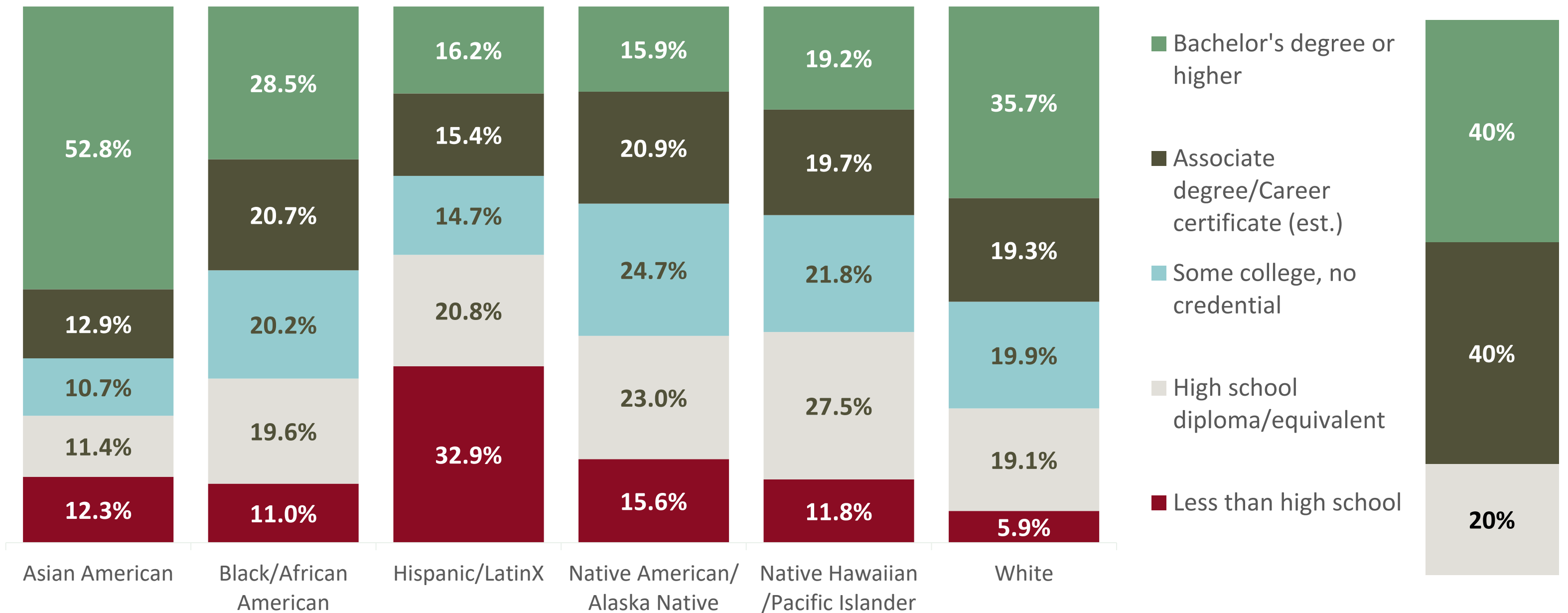


6 Source: U.S. Census, American Community Survey (ACS) 1-year estimates, Table B15001, 2007 - 2019. Note: Attainment rates include an estimate of career certificates.

# Oregon Educational Attainment Varies Widely by Race/Ethnicity

## KPM #4 Supplement – Educational Attainment by Race/Ethnicity

All Oregonians 25 and Older in 2019



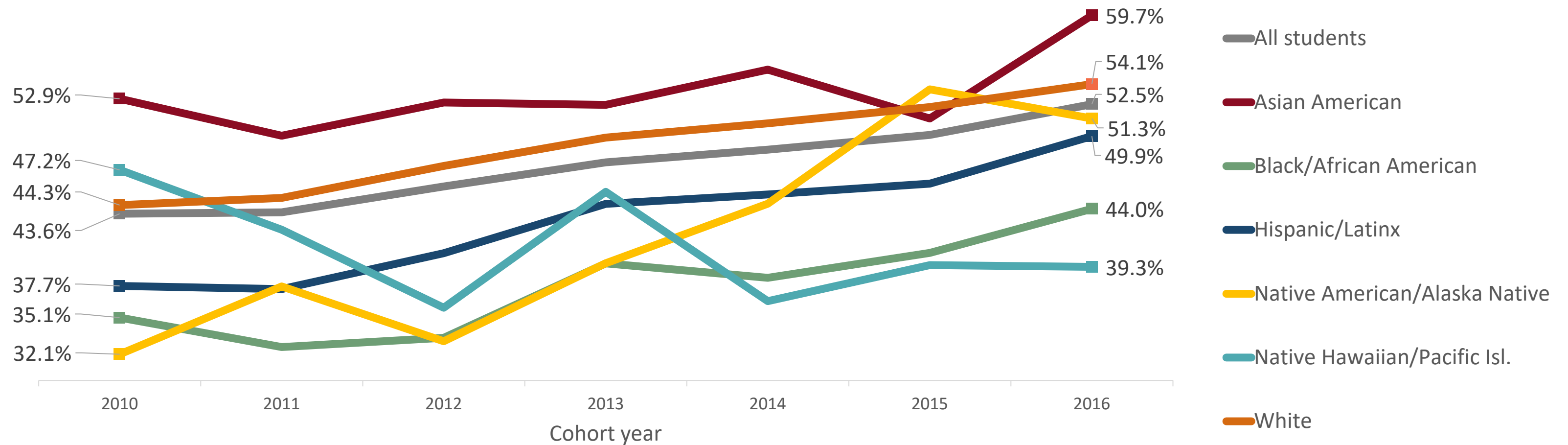
These rates include adults 65+ in 2019

7 Source: American Community Survey data, three-year rolling average of 5-year estimates.

# Completion Rates at Community Colleges are Rising, and Racial/ethnic Gaps have Narrowed, but Wide Gaps Remain (2021)

**KPM #5-6 - Percentage of new, credential-seeking community college students who complete a career certificate or associate degree or who transfer to a university within four years, overall and by race/ethnicity**

Rates across racial/ethnic groups have gotten closer, suggesting progress toward equity.

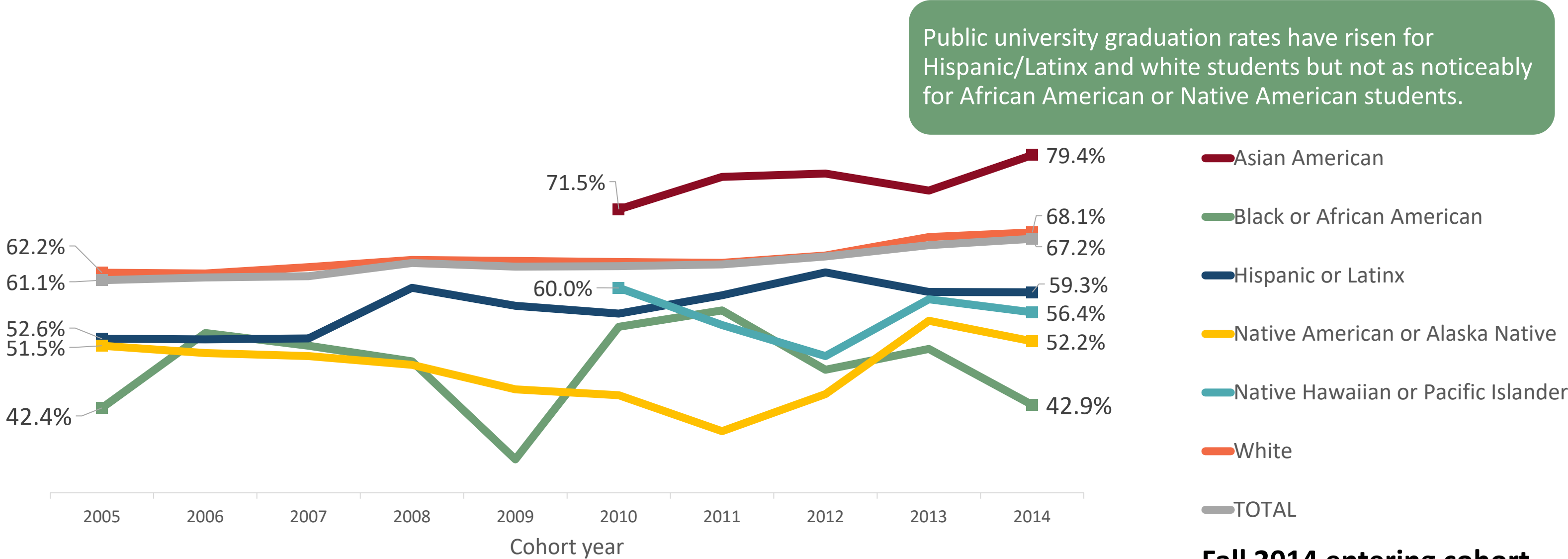


8 **Source:** HECC analysis of university and community college data.  
**Notes:** This KPM uses student behavior to define “credential-seeking” as accumulating 18 or more quarter credits within the period. A student is considered to have transferred if there is any evidence of enrollment at a 4-year university after the last enrollment in the community college and before the end of the three-year tracking period. Students are also new to that institution (not necessarily new to postsecondary education) in the fall term.

# Graduation rates at public universities are rising overall, and most racial/ethnic gaps have narrowed, but wide gaps remain (2021)

**KPM #7-8 - Percentage of public resident, university first-time, full-time freshmen who earn a bachelor's degree within 6 years, overall and by race/ethnicity**

Public university graduation rates have risen for Hispanic/Latinx and white students but not as noticeably for African American or Native American students.



9 Source: HECC analysis of analysis of student-level records for public university data on resident, first-time, full-time freshmen students.

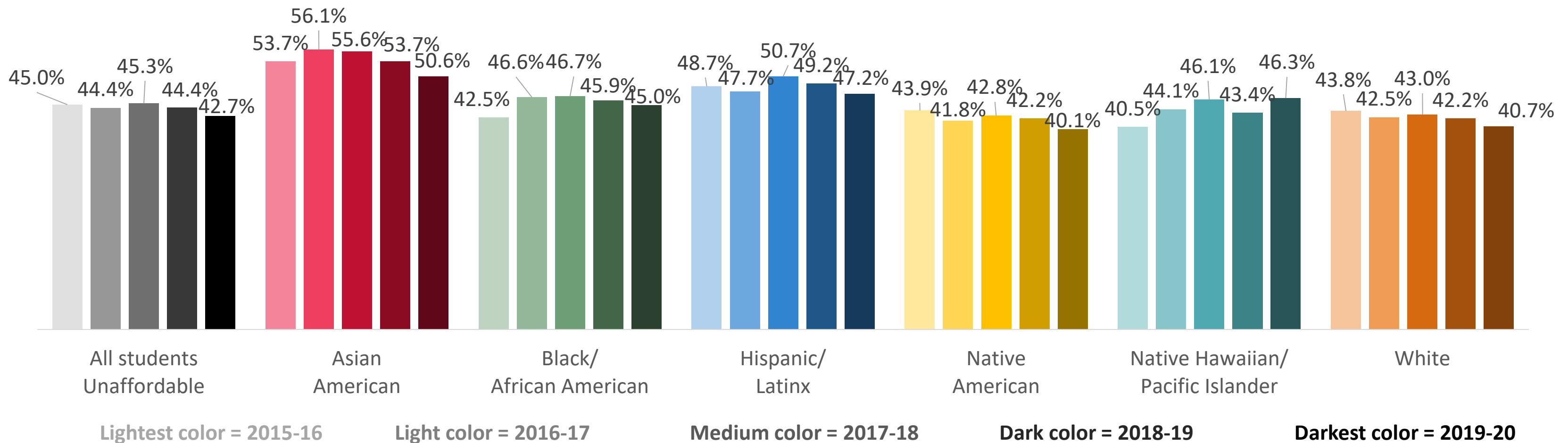
**Fall 2014 entering cohort**  
 Resident: 67.2%  
 Nonresident: 65.4%



# Close to half of students enrolling in public colleges and universities cannot afford the cost

## KPM #9-10 - Percentage of resident students who cannot meet expected costs after public grant aid, expected family contributions, and estimated student earnings, overall and by race/ethnicity

Costs for most racial/ethnic groups have risen slightly in the last few years, and the racial/ethnic gap has remained flat. Asian American students are most likely to face unaffordable costs.



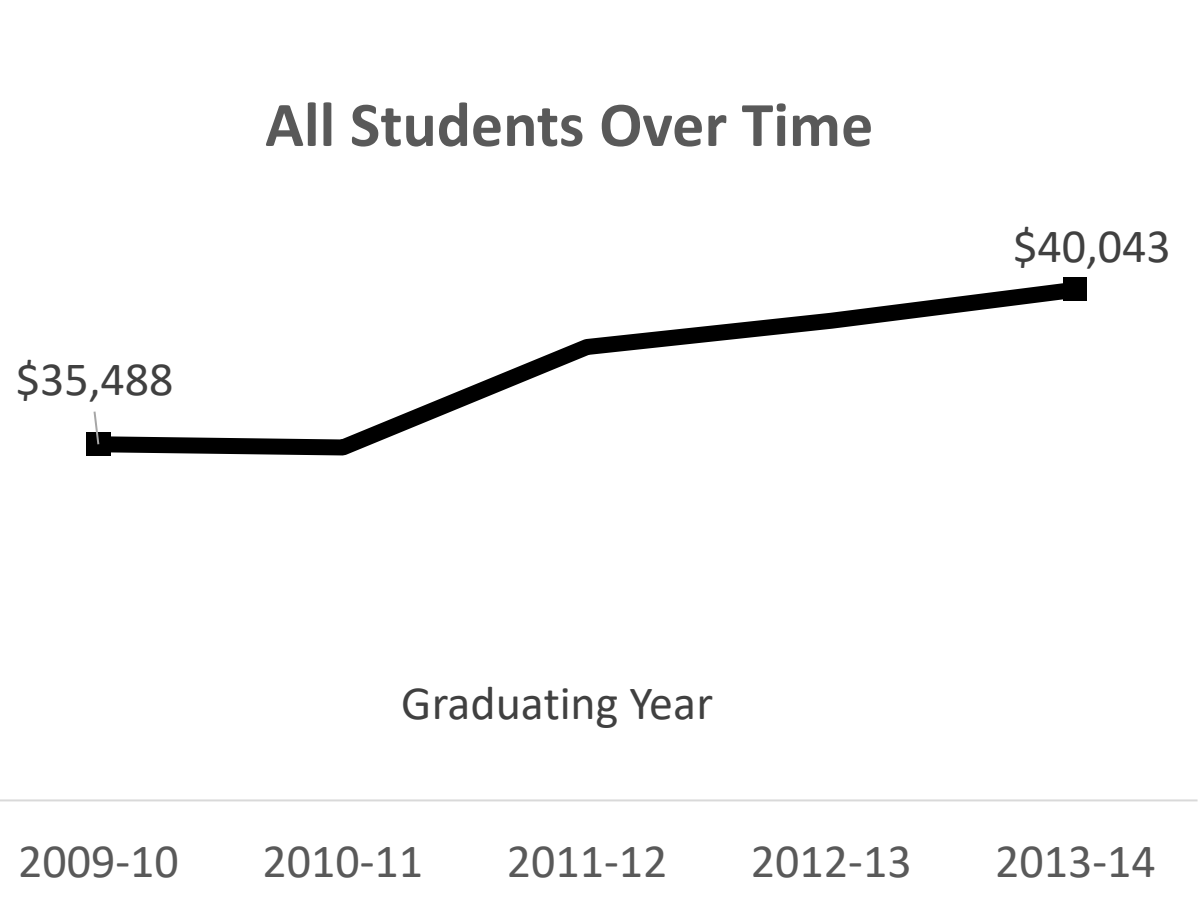
<sup>10</sup> Source: HECC analysis of Oregon public university and community college student records.

Notes: Restricted to resident, undergraduate university students and community college students who attempted at least one credit. Limited only to those students who filed a Federal Application for Student Aid (FAFSA) or Oregon Student Aid Application (ORSAA).

# Earnings Have Risen Steadily for Most Groups, and the Racial/Ethnic Earnings Gap has Narrowed (2021).

*It is too early to know if this progress will slow or reverse during the pandemic.*

## KPM #11-12 - Median earnings of community college completers five years after earning a degree or certificate, overall and by race/ethnicity



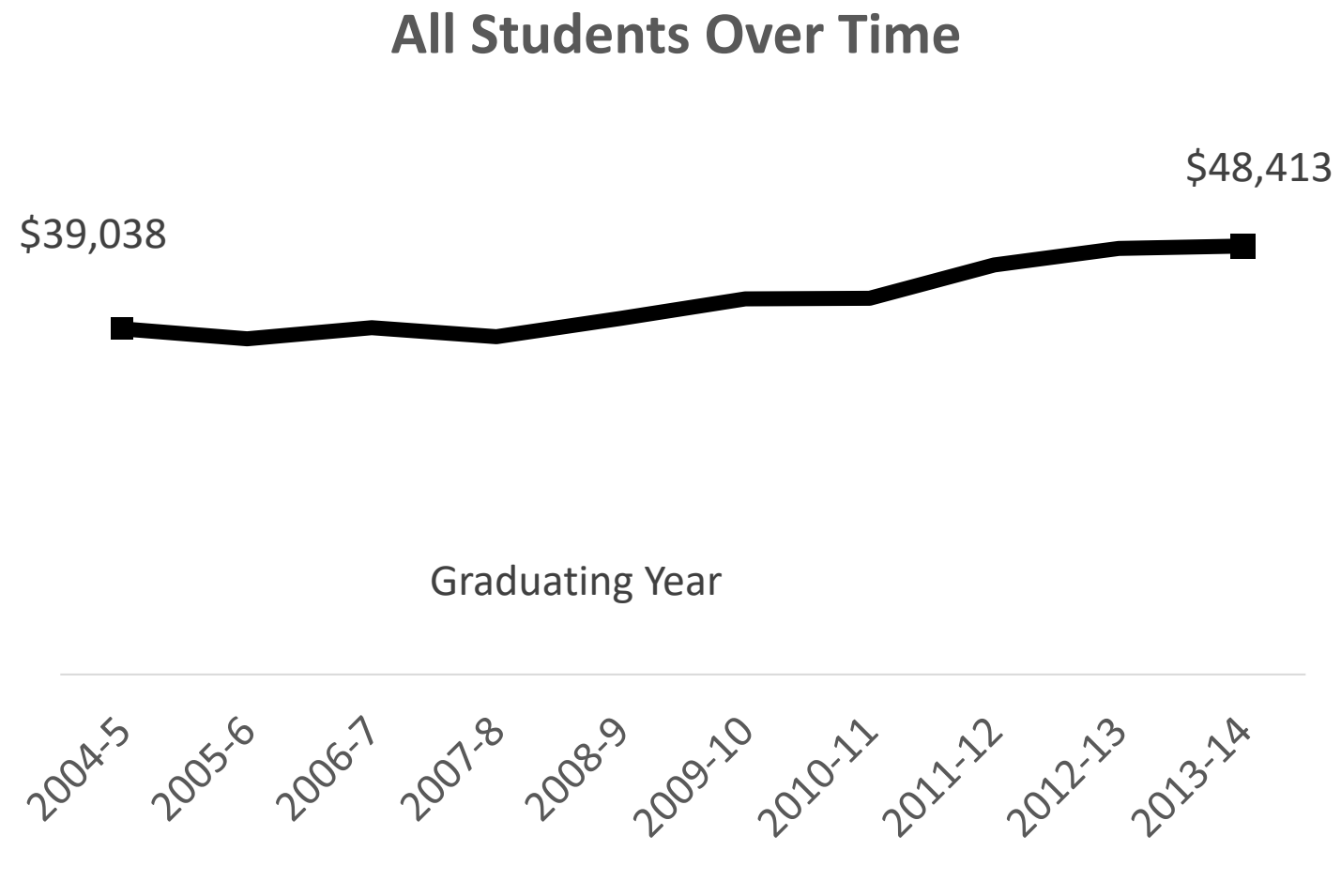
|                             | Cohort Year |             |              |
|-----------------------------|-------------|-------------|--------------|
|                             | <u>2009</u> | <u>2013</u> | <u>Diff.</u> |
| Asian American              | \$38,991    | \$42,566    | \$3,575      |
| Black/African American      | \$32,537    | \$41,546    | \$9,009      |
| Hispanic/Latinx             | \$34,807    | \$39,196    | \$4,389      |
| Nat. American/AL Native     | \$31,370    | \$39,024    | \$7,654      |
| Nat. Hawaiian/Pac. Islander | \$35,376    | \$42,291    | \$6,915      |
| White                       | \$35,472    | \$40,295    | \$4,823      |
| All students                | \$35,488    | \$40,043    | \$4,555      |

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

# Earnings for University Graduates Over Time and by Race/Ethnicity

*It is too early to know if this progress will slow or reverse during the pandemic.*

**KPM #13-14 - Median earnings of university graduates with bachelor's degrees, five years after completion, over time and disaggregated by race/ethnicity.**



|                             | Cohort Year |          |         |
|-----------------------------|-------------|----------|---------|
|                             | 2009        | 2013     | Diff.   |
| Asian American              | \$46,617    | \$53,640 | \$7,023 |
| Black/African American      | \$38,901    | \$44,293 | \$5,392 |
| Hispanic/Latinx             | \$41,049    | \$49,293 | \$8,244 |
| Nat. American/AL Native     | \$42,389    | \$46,969 | \$4,580 |
| Nat. Hawaiian/Pac. Islander | \$40,397    | \$48,910 | \$8,513 |
| White                       | \$42,818    | \$48,374 | \$5,556 |
| All students                | \$42,450    | \$48,413 | \$5,963 |

12 Source: HECC analysis of student-level records for public universities.

# HECC Continues to Provide Excellent Customer Service

## KPM #15 – Customer Service

# The Commission continues to model best practices

## KPM #16 – Commission Best Practices

| Question   | Percent (strongly) agree |
|--|--------------------------|
| Q1: I am able to devote the time and energy necessary to actively participate in Commission meetings.  | 100%                     |
| Q2: The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.  | 100%                     |
| Q3: The amount of time expected of commissioners outside of Commission meetings is reasonable.   | 100%                     |
| Q4: The Commission is effectively utilizing my skills and expertise.   | 100%                     |
| Q 5: I can speak candidly at Commission meetings.  | 100%                     |
| Q6: I can participate in subcommittee meetings in which I am not a subcommittee member.  | 100%                     |
| Q7: Serving on this Commission is satisfying.  | 100%                     |
| Q8. The Commission as a whole has a clear understanding of its role and responsibilities   | 100%                     |
| Q9: The Commission understands and respects the distinction between its responsibilities and those of management.  | 100%                     |
| Q10: Commissioners actively participate in discussions.  | 100%                     |
| Q11: The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).  | 100%                     |
| Q12: Commissioners listen to and value each other's comments.  | 100%                     |
| Q13: The leadership of the Commission is effective.  | 100%                     |
| Q14: Public comment during the public comment section of the meeting and during action items is a valuable opportunity to gather input.  | 100%                     |
| Q15: The Commission provides insight and guidance to the HECC’s strategic direction.   | 100%                     |
| Q16: The Commission ensures the agency’s fiscal integrity by monitoring the agency’s financial policies and operating performance and by submitting the agency’s biennial budgets. | 100%                     |
| Q17: The Commission assesses the performance of the Executive Director on an annual basis.   | 100%                     |
| Q18: The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.  | 100%                     |
| Q19: The Commission operates in a transparent and open fashion.  | 100%                     |
| Q20: Commission meetings have agendas and materials that are distributed far enough in advance to give them adequate consideration.  | 100%                     |
| Q21: Commission meetings rely on written and presentation materials that provide the right type and amount of information and are clearly written.                                 | 100%                     |
| Q22: Commission meetings cover the right combination of information-sharing, discussion, decision-making, and board education.   | 100%                     |
| Q23: Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation.  | 100%                     |
| Q24: Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight.  | 100%                     |

14 Source: HECC analysis of survey of Commissioners with a response rate of 69 percent.

Notes: The survey included 24 rated questions and 3 open-ended questions. This survey contained different questions from the previous survey in 2015 making comparisons between the years not possible