

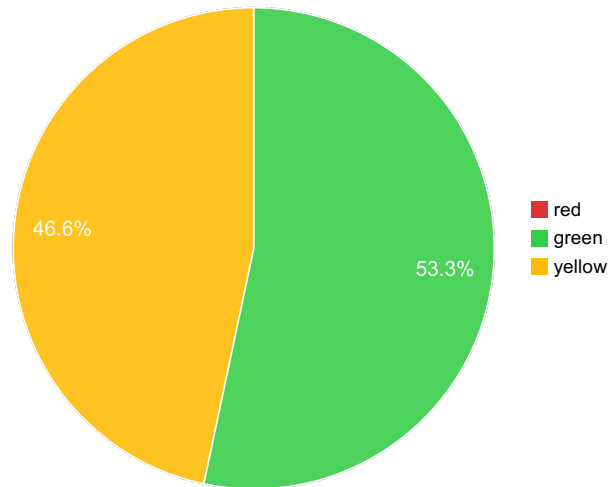
Higher Education Coordinating Commission

Annual Performance Progress Report

Reporting Year 2020

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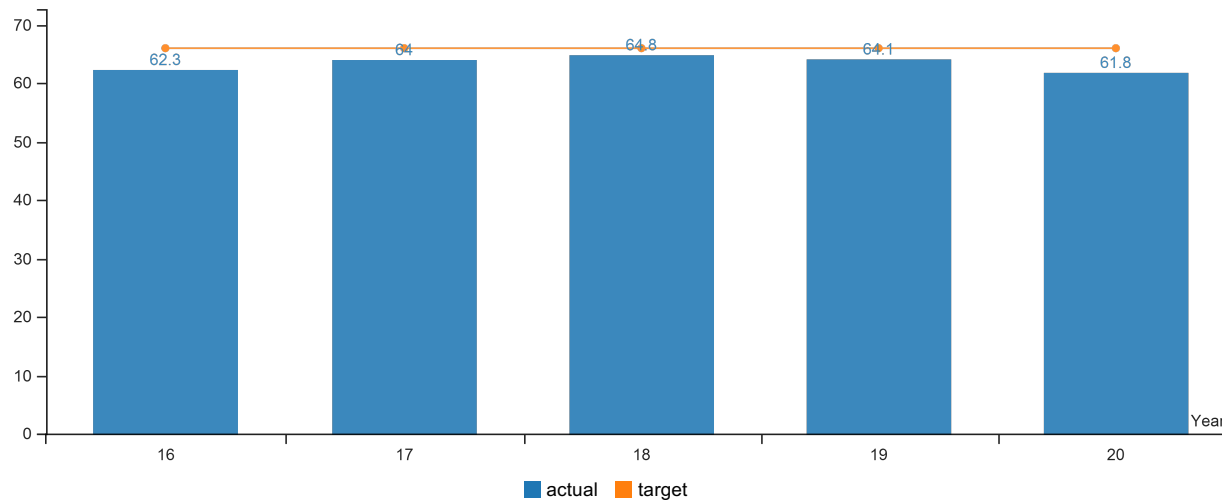
KPM #	Approved Key Performance Measures (KPMs)
1	Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date.
2	Racial/Ethnic Differences Among Oregon High School Graduates Attending College - Percentage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



Performance Summary	Green	Yellow	Red
	= Target to -5%	= Target -5% to -15%	= Target > -15%
Summary Stats:	53.33%	46.67%	0%

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

* Upward Trend = positive result



Report Year	2016	2017	2018	2019	2020
Oregon High School Graduates Attending College					
Actual	62.30%	64%	64.80%	64.10%	61.80%
Target	66%	66%	66%	66%	66%

How Are We Doing

This measure is a foundational indicator of the primary pipeline for Oregon postsecondary education and training.

Following three years of relative stability, the percentage of Oregon high school graduating seniors who enroll in college within 16 months of graduation declined slightly in the most recent year. For the graduation class of 2017-18, 61.8 percent of students enrolled in college within 16 months, a decrease of 2.3 percentage points over the class of 2016-17.

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

Factors Affecting Results

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

Oregon remains below the national rate of high school seniors attending college after graduation. Nationally, 69 percent of seniors who graduated from high school between January and October of 2018 were enrolled in college by October 2018. For 2017, 67 percent of seniors who graduated from high school between January and October of 2017 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 gap 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 slightly lower.

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

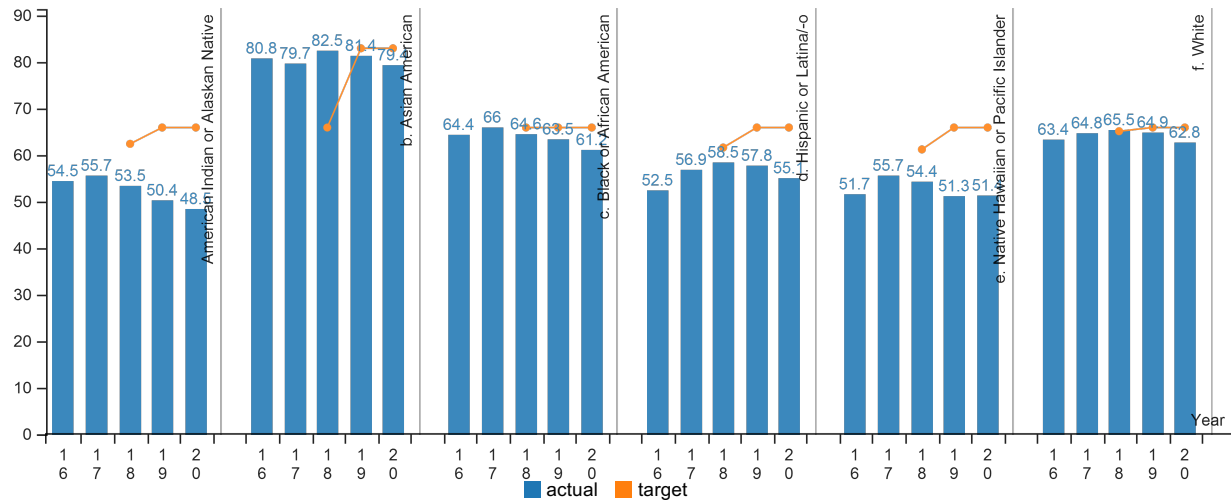
(Number of students in high school 4-year graduating class)

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/data limitations 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.

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



Report Year	2016	2017	2018	2019	2020
American Indian or Alaskan Native					
Actual	54.50%	55.70%	53.50%	50.40%	48.50%
Target	TBD	TBD	62.50%	66%	66%
b. Asian American					
Actual	80.80%	79.70%	82.50%	81.40%	79.40%
Target	TBD	TBD	66%	83%	83%
c. Black or African American					
Actual	64.40%	66%	64.60%	63.50%	61.20%
Target	TBD	TBD	66%	66%	66%
d. Hispanic or Latina/-o					
Actual	52.50%	56.90%	58.50%	57.80%	55.10%
Target	TBD	TBD	61.70%	66%	66%
e. Native Hawaiian or Pacific Islander					
Actual	51.70%	55.70%	54.40%	51.30%	51.40%
Target	TBD	TBD	61.30%	66%	66%
f. White					
Actual	63.40%	64.80%	65.50%	64.90%	62.80%
Target	TBD	TBD	65.20%	66%	66%

How Are We Doing

This KPM measures progress toward equity in the primary pipeline for postsecondary education and training. Note that this and other KPMs that are focused on equity prioritize race/ethnicity as one of many facets of equity because progress in racial/ethnic equity leads progress in other facets. See the agency's Equity Lens at https://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/Presidents_Letter_Equity_Lens.pdf.

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

The percentage of Oregon high school graduating seniors who enroll in college within 16 months of graduation varies substantially by race/ethnicity. For the graduation class of 2017-18, the college-going rate ranges from a high of 79.4 percent for Asian American students to a low of 48.5 percent for Native American/Alaska Native and 51.4 percent for Native Hawaiian/Pacific Islander students. White students have the second highest college-going rate (62.8 percent), followed by Black/African American students (61.2 percent) and Hispanic or Latina/o students (55.1 percent). Rates fell for all groups in the most recent year, and the difference among groups—the equity gap—widened by 0.9 percentage points.

As shown below, Oregon is above the national averages for Asian American students, close to the national average for African American students, and behind the national average for Hispanic/Latinx students and white students. Note that national data are not available for all groups.

	Asian American	Black/African American	Hispanic	Anglo White
Oregon, 16 months	79.4	61.2	55.1	62.8
National, 10 months	73.6	64.5	65.4	70.9

Source for national data: National Center for Education Statistics, https://nces.ed.gov/programs/digest/d19/tables/dt19_302.20.asp

Factors Affecting Results

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

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)

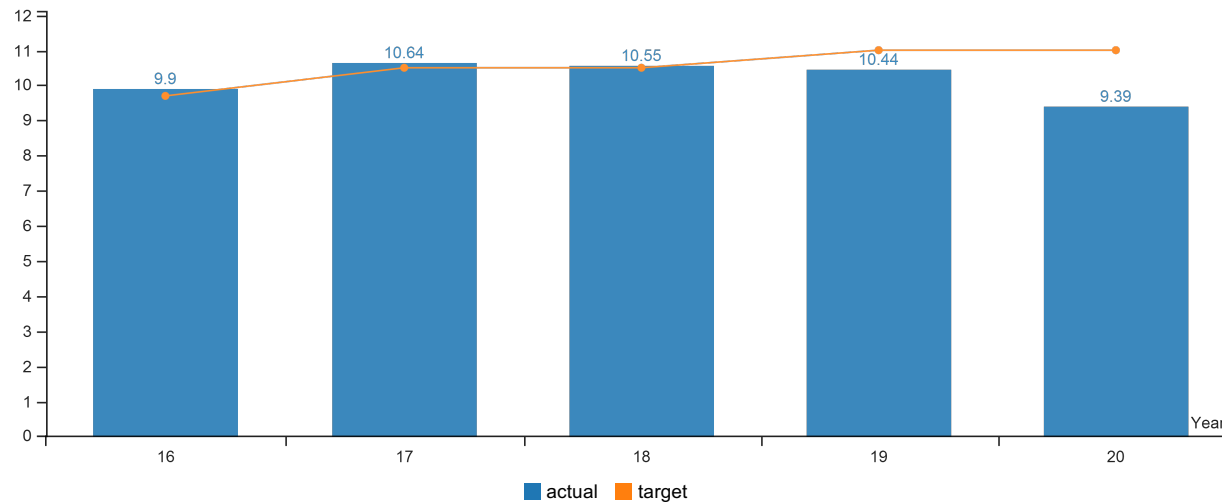
NOTE: "High school graduates" includes all students who received a regular four-year diploma, a modified four-year diploma, or a GED within four years of high school.

Limitations of this definition/data limitations 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.

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

* Upward Trend = positive result



Report Year	2016	2017	2018	2019	2020
College Credits Earned by K-12 Students					
Actual	9.90	10.64	10.55	10.44	9.39
Target	9.70	10.50	10.50	11	11

How Are We Doing

This measure identifies the college credit earned by students in kindergarten through twelfth grade. It is an indicator of the “leg up” that students have entering postsecondary education. Students who have completed six to nine credits have an advantage in completing postsecondary education and training.

In 2018-19, K-12 students earned an estimated average of 9.39 college credits per high school graduate. This is the third consecutive year with a declining average number of credits in comparison with the preceding year. In 2018-19, Oregon K-12 students earned between 0 and 74 credits in a single academic year.

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

We define this concept in the following terms:

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

divided by

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

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

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

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

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

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

- The denominator is the number of students in high school 4-year graduating class as reported by the Oregon Department of Education. 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 yet received them.

Limitations of this definition/data limitations are:

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

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

- Credits earned by 'fifth year seniors' (high school students enrolled in high school for the fifth year after completing HS graduation requirements in order to earn college credits at no charge) are not included in the calculation of the numerator. This is because the denominator includes students graduating after 4 years.
- The calculation does not include potential credits that can be awarded by postsecondary institutions to students for successful completion of AP and IB courses.

Given these limitations, results suggest:

The number of college credits earned by K-12 students, per high school graduate, has been increasing during 2010-11 through 2015-16 academic years from 6.80 credits in 2010-11 to 10.56 credits in 2015-16. The number of average college credits has been declining slightly in the following years. The decline in the average number of college credits is accompanied and possibly explained by the decline in the number of high school student enrolled in college credit in community colleges. These students comprise the majority of high school students enrolled in college courses. As the same time, the number of high school students enrolling in college credits in universities is on the rise. College credits earned by secondary students may help these students to move forward to postsecondary education.

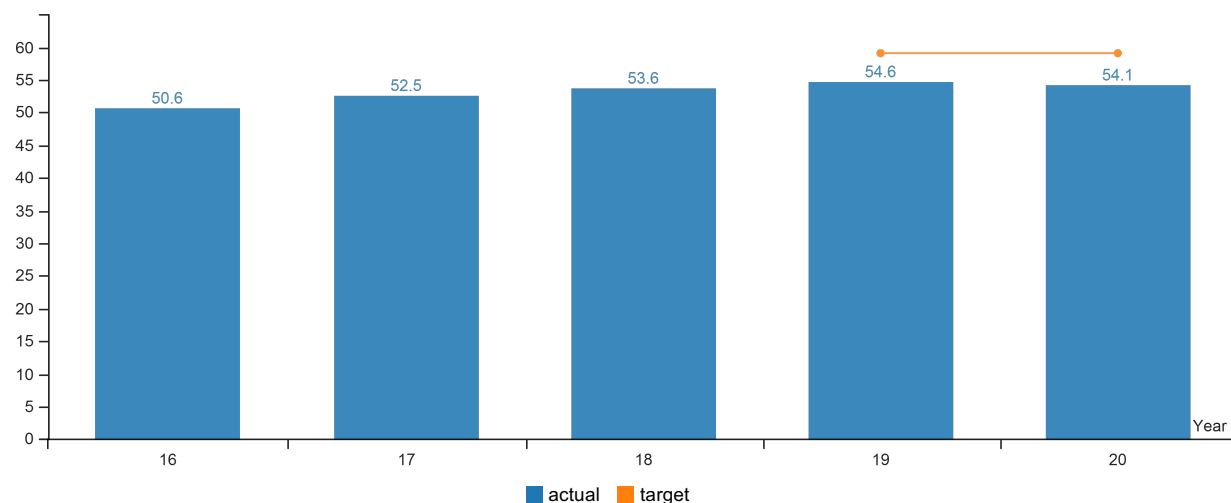
Report Year	2016	2017	2018	2019	2020
Data Year	2014-15	2015-16	2016-17	2017-18	2018-19
Count of K-12 students who earned credit (with a C- or better) at community colleges	31,927	34,719	34,257	33,828	31,369
Count of K-12 students who earned credit (with a C- or better) at universities	5,551	7,617	7,805	9,517	9,198

Improvements to this measure would come from:

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

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

* Upward Trend = positive result



Report Year	2016	2017	2018	2019	2020
Oregon Educational Attainment					
Actual	50.60%	52.50%	53.60%	54.60%	54.10%
Target	TBD	TBD	TBD	59%	59%

How Are We Doing

This measure indicates progress toward the state's 40-40-20 goal. Its focus on young Oregonians reflects HB 2231, which revises the 40-40-20 goal toward recent high school graduates or high school equivalency completers (ORS 350.014, 2011; HB 2331, 2017).

We estimate that the percentage of Oregon adults age 25 to 34 in 2018 who have a postsecondary degree or certificate is 54.1 percent. After five years of steady increases, the attainment rate fell very slightly in the most recent year, by one-half of a percentage point.

Attainment by level of education is shown below for the most recent year and for in previous years. The percentage of young adults with a degree or certificate beyond high school was 49.6 percent in 2012 and had risen to 54.6 percent in 2017 before remaining about there to 54.1 percent in 2018. In particular, the percentage of the population with a bachelor's degree fell in the most recent year, from 36.7 percent to 35.3 percent, while the percentage estimated to have an associate degree or career certificate rose, from 17.9 percent to 18.9 percent. Continued progress—and progress at a faster rate—will be necessary to meet the state's goal of 80 percent of the young adult population with a postsecondary degree or certificate.

	2013	2014	2015	2016	2017	2018
Bachelor's degree or more	30.7%	32.0%	34.3%	34.9%	36.7%	35.3%
Associate degree or certificate	19.1%	18.6%	18.2%	18.7%	17.9%	18.9%

Some college	21.2%	21.0%	20.2%	19.9%	18.5%	19.7%
High school diploma or equivalent	19.2%	18.6%	18.3%	18.1%	18.7%	17.9%
Less than high school	9.8%	9.8%	9.0%	8.4%	8.2%	8.2%

Factors Affecting Results

The amount of educational attainment among Oregon young adults reflects both the attainment of Oregon youth moving into adulthood and the migration of young adults into the state. These data do not allow for disaggregating how much of the increase in attainment is the result of in-migration.

Other Comments:

This estimate comes from U.S. Census Bureau data drawn from the annual American Community Survey, 1-year estimates. Year-to-year variation in the survey sample can affect the results.

The data presented here are further calculated to incorporate an estimate of certificate attainment, based on estimates of certificate rates put forth by the Census Bureau using Survey of Income and Program Participation data (<https://www.census.gov/prod/2014pubs/p70-138.pdf>) and a Lumina Foundation survey from the University of Chicago's NORC survey group (<http://strongernation.luminafoundation.org/report/2017/#page/narrative>).

We define this concept in the following terms:

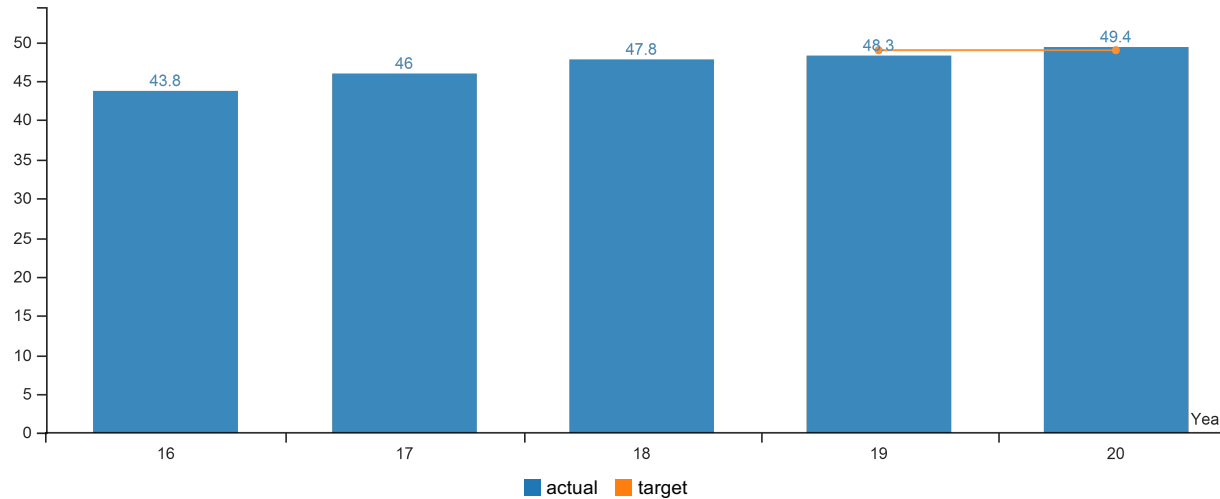
Limitations of this definition/data limitations are:

Given these limitations, results suggest:

Improvements to this measure would come from:

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

* Upward Trend = positive result



Report Year	2016	2017	2018	2019	2020
Community College Completion and Transfer Rate					
Actual	43.80%	46%	47.80%	48.30%	49.40%
Target	TBD	TBD	TBD	49%	49%

How Are We Doing

This measure enables the HECC and its partner community colleges to assess whether the likelihood of completing community college is improving over time. The measure is similar to outcome measures in the national community college Voluntary Framework of Accountability that Oregon community colleges have begun to adopt.

We note that this measure looks at four-year outcomes, rather than three-year outcomes as shown in reports prepared prior to 2019.

Out of all credential-seeking students who were new to Oregon community colleges in the fall of 2015, 49.4% either earned an associate degree or certificate, or enrolled at a 4-year institution (nationwide) within four years.

Factors Affecting Results

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

Other Comments:

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

transfer to a 4-year institution when examining transfer rates.

We define this concept in the following terms:

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

divided by

(Number of students in the entering credential-seeking cohort of fall 2015)

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

It includes students who were new to the institution (community college) in the fall of 2015 or preceding summer term; AND were not enrolled in dual credit courses or reported as an accelerated learning student; AND attempted a credit course in the fall of 2015; AND earned a minimum of 18 quarter credits in the first two years or earned an award requiring less than 18 quarter credits.

- Students may be enrolled full-time or part-time.
- Students in the cohort are new to the institution in the fall of 2015, but not necessarily new to postsecondary education.
- The completed 18 quarter credits are inclusive of all college-level coursework AND developmental coursework.
- The completed 18 quarter credits must be earned at a community college between the fall of 2015 and summer of 2019; they do not include credits for prior learning or college credits earned before graduating from high school.
- A student is considered to have transferred if there is any evidence of enrollment at a 4-year institution after the last enrollment of the community college and before the end of the four-year tracking period. For this KPM, enrollment records were obtained through a data match with the National Student Clearinghouse (public and private 4-year institutions) and the Oregon Public University database.

Limitations of this definition are:

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

Given these limitations, results suggest:

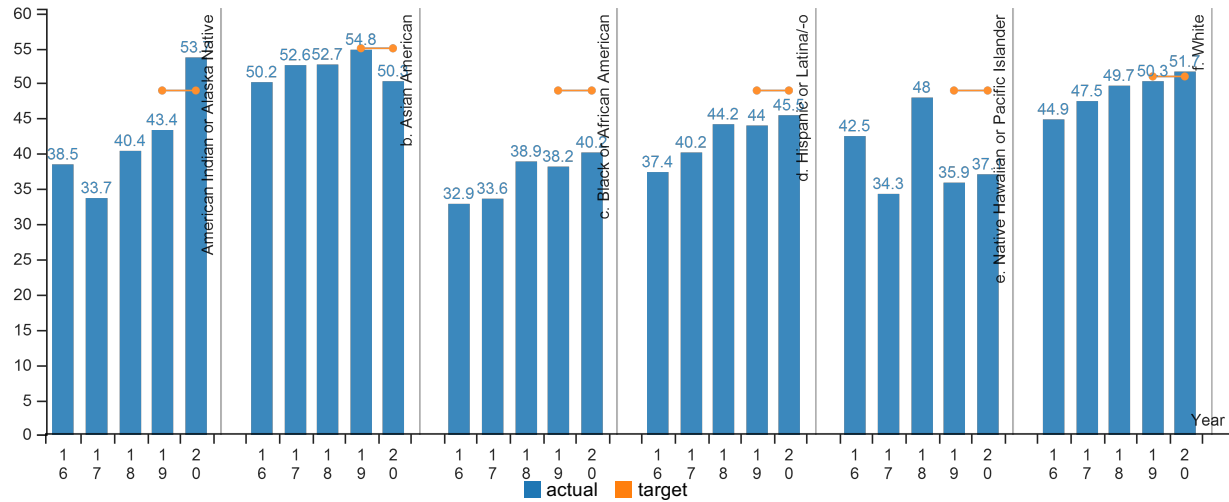
Out of all students in the fall of 2015 cohort, 34% earned an associate degree or certificate within four years. For another 15.4% of the students in the cohort there is evidence of enrollment at a 4-year institution. In total, 49.4% of the cohort either earned an award or enrolled at a 4-year institution. The overall completion rate have been increasing for the last 6 years. The remaining 50.4% of students in the 2015 cohort were either still enrolled at the community college at the end of the four-year tracking period or left the community college with or without college credits.

Report Year	2016	2017	2018	2019	2020
Cohort Year	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Cohort size	100.0%	100.0%	100.0%	100.0%	100.0%
Associate degree	23.4%	25.5%	26.6%	27.3%	27.9%
Certificate	5.7%	5.7%	6.3%	6.2%	6.1%
Total awards	29.1%	31.2%	32.9%	33.5%	34.0%
No award, transfer	14.6%	14.5%	14.9%	15.3%	15.4%

Total award or transfer*	43.7%	45.8%	47.8%	48.7%	49.4%
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*Note: Totals may not sum due to rounding

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



Report Year	2016	2017	2018	2019	2020
American Indian or Alaska Native					
Actual	38.50%	33.70%	40.40%	43.40%	53.70%
Target	TBD	TBD	TBD	49%	49%
b. Asian American					
Actual	50.20%	52.60%	52.70%	54.80%	50.30%
Target	TBD	TBD	TBD	55%	55%
c. Black or African American					
Actual	32.90%	33.60%	38.90%	38.20%	40.20%
Target	TBD	TBD	TBD	49%	49%
d. Hispanic or Latina/-o					
Actual	37.40%	40.20%	44.20%	44%	45.50%
Target	TBD	TBD	TBD	49%	49%
e. Native Hawaiian or Pacific Islander					
Actual	42.50%	34.30%	48%	35.90%	37.10%
Target	TBD	TBD	TBD	49%	49%
f. White					
Actual	44.90%	47.50%	49.70%	50.30%	51.70%
Target	TBD	TBD	TBD	51%	51%

How Are We Doing

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

We note that this measure looks at four-year outcomes, rather than three-year outcomes as shown in reports prior to 2019.

There are significant differences in the completion and transfer rates of the six racial/ethnic groups examined in this measure. Total award and transfer rates range from 37.1% for Native Hawaiian/Pacific Islander students to 53.7% for Native American/Alaska Native students. The overall completion and transfer rate for the fall 2015 credential-seeking cohort is 49.4% within four years.

Factors Affecting Results

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

Other Comments:

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

We define this concept in the following terms:

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

divided by

(Number of students in the entering credential-seeking cohort of fall 2015)

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

It includes students who were new to the institution (community college) in the fall of 2015 or preceding summer term; AND were not enrolled in dual credit courses or reported as an accelerated learning student; AND attempted a credit course in the fall of 2015; AND earned a minimum of 18 quarter credits in the first two years or earned an award requiring less than 18 quarter credits.

- Students may be enrolled full-time or part-time.
- Students in the cohort are new to the institution in the fall of 2015, but not necessarily new to postsecondary education.
- The completed 18 quarter credits are inclusive of all college-level coursework AND developmental coursework.
- The completed 18 quarter credits must be earned at a community college between fall of 2015 and summer of 2019; they do not include credits for prior learning or college credits earned before graduating from high school.
- A student is considered to have transferred if there is any evidence of enrollment at a 4-year institution after the last enrollment of the community college and before the end of the four-year tracking period. For this KPM, enrollment records were obtained through a data match with the National Student Clearinghouse (public and private 4-year institutions) and the Oregon Public University database.

Limitations of this definition are:

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

Given these limitations, results suggest:

The completion and transfer rates of Asian American, White, and Native American/Alaska Native students exceed the overall statewide completion and transfer rate of the fall 2015 cohort. The completion and transfer rates of Black/African American students, Native Hawaiian/Pacific Islander students, as well as Hispanic students are below the state average. The nearly 10% increase in the completion rate of Native American/Alaska Native students of the fall 2015 cohort in comparison with the prior year is unusual for any group. We will monitor this groups completion rate to determine if this increase is a part of a trend or an exception due to the small number of students in the group.

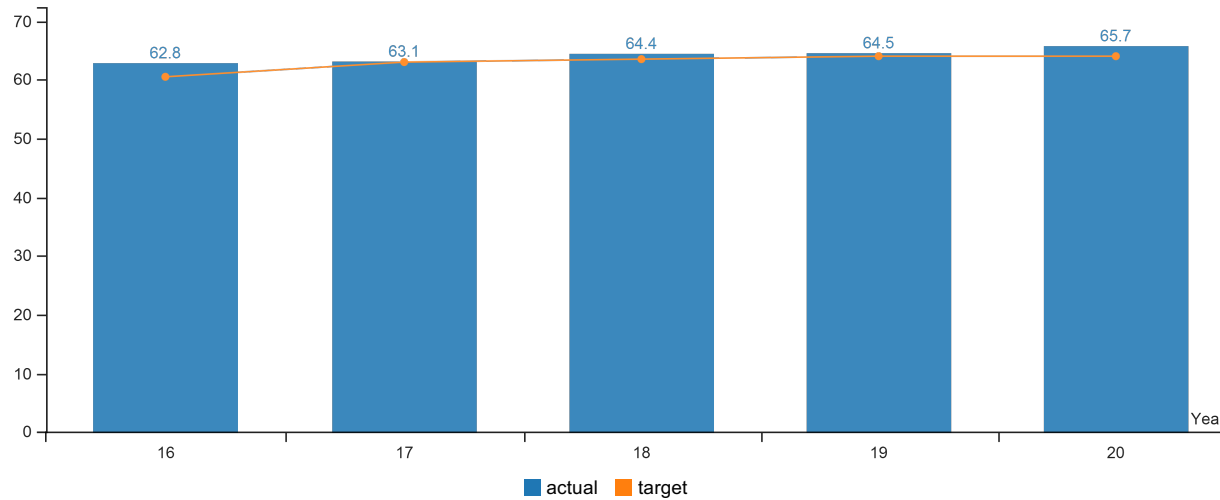
An examination of community college award rates (without transfer rates) produces similar results. White and Native American/Alaska Natives students' completion rates exceed the state average, while all other racial/ethnic groups' completion rates are below the state average. Black and African American students had the lowest attainment rates of associate degrees and certificates among the six racial/ethnic groups.

An examination of transfer rates (without an award at a community college) shows that Asian American students have the highest transfer rate to 4-year institutions at 17.3% within 4 years. White students have the second highest transfer rate at 16.1% within 4 years, followed by Black students at 15.4%. For this KPM a student is considered to have transferred if there is any evidence of enrollment at a 4-year institution without consideration of the type, length or outcome of enrollment at the 4-year institution, or possible "reverse transfer" later. Thus, these rates may also be an indicator of the degree of "swirling", or non-linear student pathway, which may or may not lead to a credential.

	Fall 2015 Cohort				
	Associate degree	Certificate only	Total awards	No award, transfer	Total awards and transfer
Asian American	26.9%	6.1%	33.0%	17.3%	50.3%
Black or African American	21.5%	3.4%	24.9%	15.4%	40.2%
Hispanic or Latina/o	27.3%	5.4%	32.7%	12.8%	45.5%
Native American or Alaska Native	34.5%	7.3%	41.8%	11.9%	53.7%
Native Hawaiian or Pacific Islander	25.8%	1.0%	26.8%	10.3%	37.1%
White	29.5%	6.0%	35.6%	16.1%	51.7%

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

* Upward Trend = positive result



Report Year	2016	2017	2018	2019	2020
Public University Graduation Rate					
Actual	62.80%	63.10%	64.40%	64.50%	65.70%
Target	60.50%	63%	63.50%	64%	64%

How Are We Doing

This measure evaluates bachelor's degree completion at the state's public universities.

University graduation rates have increased every year for the last seven years and have consistently exceeded our targets. The overall public university graduation finally topped 65% for the first time with the 2013 cohort of entering students.

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 normal time for an associate degree).

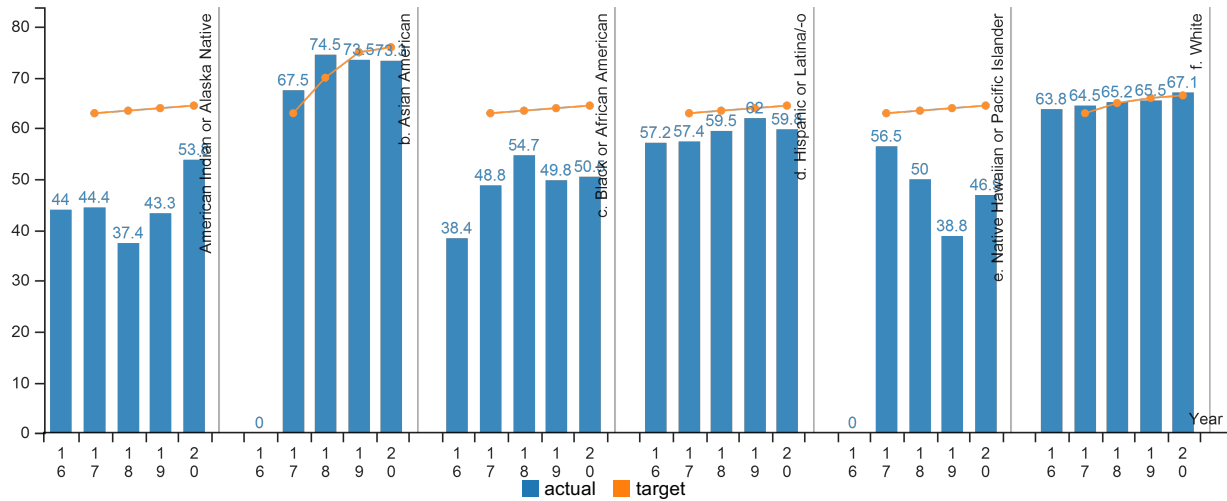
Limitations of this definition/data limitations are:

Given these limitations, results suggest:

Improvements to this measure would come from:

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

Data Collection Period: Jan 01 - Jan 01



Report Year	2016	2017	2018	2019	2020
American Indian or Alaska Native					
Actual	44%	44.40%	37.40%	43.30%	53.80%
Target	TBD	63%	63.50%	64%	64.50%
b. Asian American					
Actual	No Data	67.50%	74.50%	73.50%	73.30%
Target	TBD	63%	70%	75%	76%
c. Black or African American					
Actual	38.40%	48.80%	54.70%	49.80%	50.50%
Target	TBD	63%	63.50%	64%	64.50%
d. Hispanic or Latina/-o					
Actual	57.20%	57.40%	59.50%	62%	59.80%
Target	TBD	63%	63.50%	64%	64.50%
e. Native Hawaiian or Pacific Islander					
Actual	No Data	56.50%	50%	38.80%	46.90%
Target	TBD	63%	63.50%	64%	64.50%
f. White					
Actual	63.80%	64.50%	65.20%	65.50%	67.10%
Target	TBD	63%	65%	66%	66.50%

How Are We Doing

This measure disaggregates proposed KPM 7 by race/ethnicity. It is the university parallel to KPM 6, which assesses community college completion rates by race/ethnicity. By measuring racial/ethnic differences in completion rates, KPM 8 informs how much progress is being made toward the state's 40-40-20 goal and the agency priority on equity.

There are significant differences in graduation rates between the various racial/ethnic subcategories ranging from a high of 73.3% to a low of 46.9%. Asian American and White students graduate at the highest rates, with Asian Americans being the only group to top 70%. After becoming the third racial/ethnic group to top 60% last year, the Hispanic group dropped a bit in the most recent year, but still remains in third overall, hovering very close to the 60% mark.

The remaining groups continue to display the larger variance that is exhibited by groups with smaller populations, but all three groups, (American Indian or Alaska Native, African American, and Pacific Islander) showed increases from last year. After a lower-than-normal rate in the previous year, the Pacific Islander group rebounded this year by eight percentage points but this still left this group as the only one with graduation rates below the 50% mark.

Currently, we still have a limited amount of historical data for the Asian American and Pacific Islander categories. Prior to the 2010 cohort, racial/ethnic categories combined these two subgroups into a single category (Asian or Pacific Islander).

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 normal time for an associate degree).

Limitations of this definition/data limitations are:

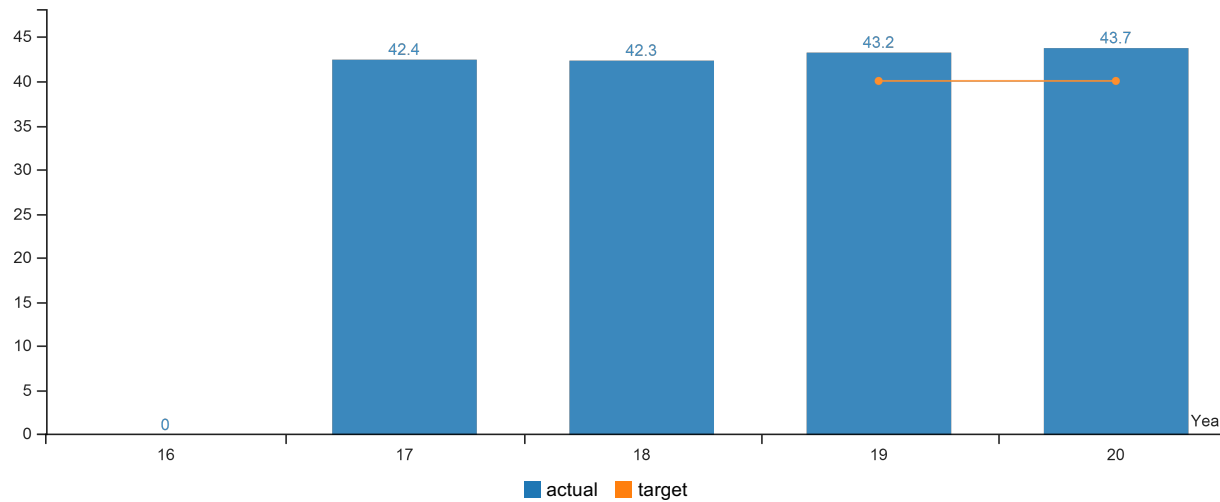
Given these limitations, results suggest:

Improvements to this measure would come from:

KPM #9 Percentage of resident enrolled students who are incurring unaffordable costs - Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.

Data Collection Period: Jan 01 - Jan 01

* Upward Trend = negative result



Report Year	2016	2017	2018	2019	2020
Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.					
Actual	No Data	42.40%	42.30%	43.20%	43.70%
Target	TBD	TBD	TBD	40%	40%

How Are We Doing

This KPM provides a measure of the affordability of higher education.

This is the fourth year we have produced this metric and the percentage of students incurring unaffordable costs has increased by a bit over 1 percentage point in that span.

As happens with newer metrics, the calculation of this measure is constantly being refined and the kinks worked out. A few source-data and methodological problems were cleaned up this year and while the stated methodology of the metric has not changed, it should now more accurately represent that methodology. In previous versions of these numbers, certain students were being excluded from the calculation due to lack of data, but in the updated metric, affordability for these students can now be calculated.

As a result, the number of students incurring unaffordable costs has increased by about two percentage points per year over previously published numbers. Because of the change, all four years of data have been updated.

Factors Affecting Results

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

Other Comments:

This measure presents a calculation of the percentage of resident undergraduates enrolled at public higher education institutions (excluding OHSU) who incurred unaffordable total cost of attendance

during the academic year while accounting for any grant aid that they received.

We define this concept in the following terms:

- “Unaffordable Costs Adjusted with Institutional Aid” – A total cost of attendance that exceeds the student’s expected family contribution (EFC) plus their grant aid plus their earnings from a reasonable amount of work (the student’s share). We used OSAC’s method of estimating a student’s share which is calculated as 90% of the minimum wage times 15 hours per week times 48 weeks. For 2016-17 this figure was \$6,300.
- “Resident Undergraduate” is restricted to resident admitted undergraduates at the universities and is restricted to students who attempted at least one credit at the community colleges. The entire population is restricted to only those students who filled out a Free Application for Federal Student Aid (FAFSA).

Limitations of this definition/data limitations are:

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

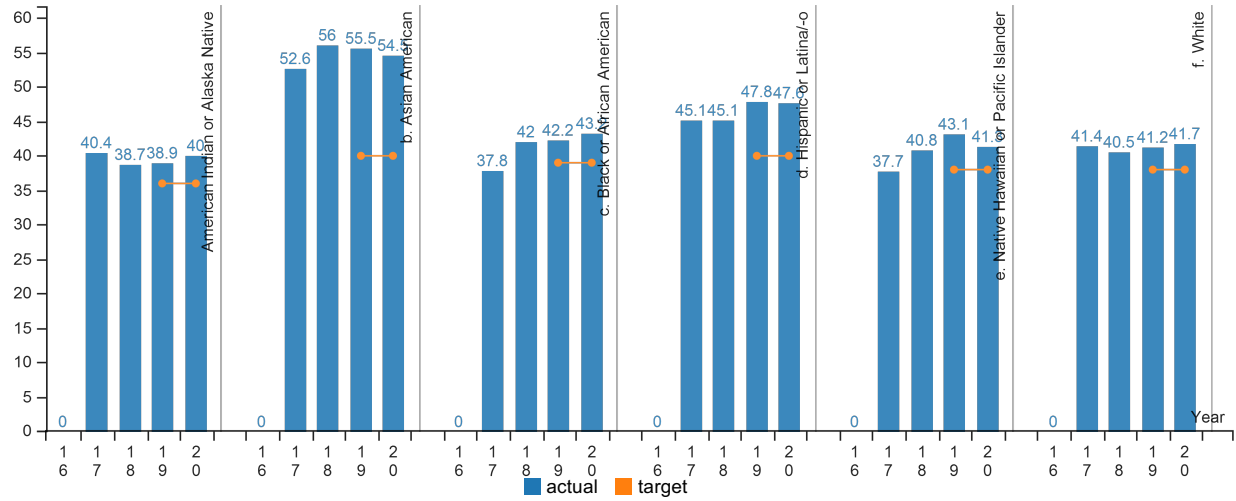
Given these limitations, results suggest:

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

Improvements to this measure would come from:

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

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



Report Year	2016	2017	2018	2019	2020
American Indian or Alaska Native					
Actual	No Data	40.40%	38.70%	38.90%	40%
Target	TBD	TBD	TBD	36%	36%
b. Asian American					
Actual	No Data	52.60%	56%	55.50%	54.50%
Target	TBD	TBD	TBD	40%	40%
c. Black or African American					
Actual	No Data	37.80%	42%	42.20%	43.20%
Target	TBD	TBD	TBD	39%	39%
d. Hispanic or Latina/-o					
Actual	No Data	45.10%	45.10%	47.80%	47.60%
Target	TBD	TBD	TBD	40%	40%
e. Native Hawaiian or Pacific Islander					
Actual	No Data	37.70%	40.80%	43.10%	41.30%
Target	TBD	TBD	TBD	38%	38%
f. White					
Actual	No Data	41.40%	40.50%	41.20%	41.70%
Target	TBD	TBD	TBD	38%	38%

How Are We Doing

This measure expounds on the information provided in proposed KPM 9 by assessing affordability for students in each racial/ethnic group. As such, it provides information into progress being made toward two facets of equity: racial/ethnic and income.

In the fourth year of this metric, the early story is that the 3-year change in the percentage of students incurring unaffordable costs has shown an increase in every racial/ethnic category except for White and American Indian/Alaska Native. However, changes from last year to this year, are not quite as consistent, with most groups seeing small changes in either direction.

Two groups (Asian American and Hispanic or Latina/o students) have a somewhat higher likelihood to incur unaffordable costs with the rest of the groups being in the 41% - 43% range.

As mentioned in the notes to KPM #9, the calculation for this metric has been corrected and the data points are higher than previously reported values.

Factors Affecting Results

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

Other Comments:

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

We define this concept in the following terms:

- “Unaffordable Costs Adjusted with Institutional Aid” – A total cost of attendance that exceeds the student’s expected family contribution (EFC) plus their grant aid plus their earnings from a reasonable amount of work (the student’s share). We used OSAC’s method of estimating a student’s share which is calculated as 90% of the minimum wage times 15 hours per week times 48 weeks. For 2016-17 this figure was \$6,300.
- “Resident Undergraduate” is restricted to resident admitted undergraduates at the universities and is restricted to students who attempted at least one credit at the community colleges. The entire population is restricted to only those students who filled out a Free Application for Federal Student Aid (FAFSA).

Limitations of this definition/data limitations are:

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

Given these limitations, results suggest:

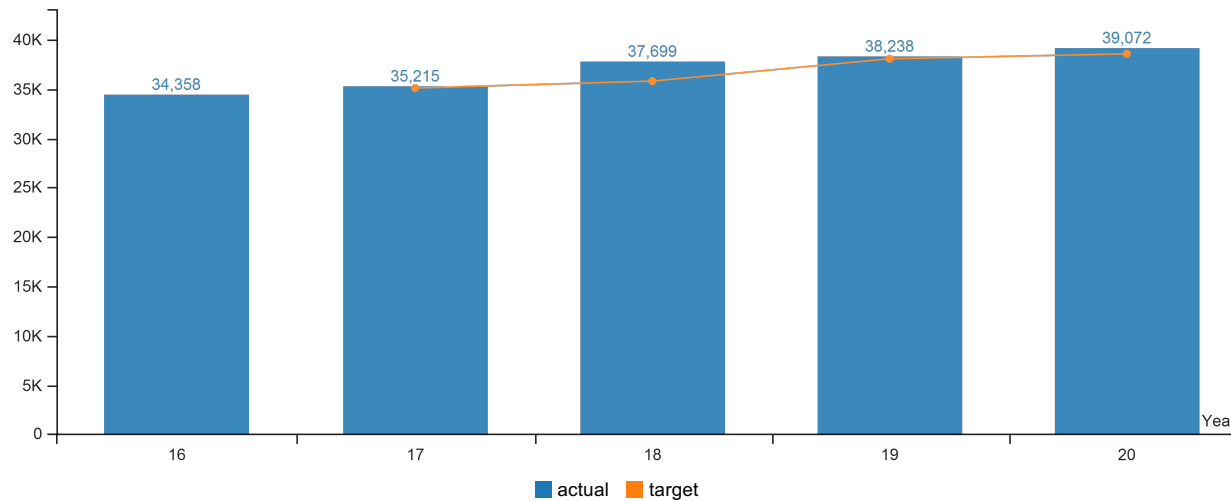
Even given these limitations, the results suggest that a significant percentage of Oregon students will need to take on debt to go to college.

Improvements to this measure would come from:

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

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

* Upward Trend = positive result



Report Year	2016	2017	2018	2019	2020
Five years after completion					
Actual	\$34,358.00	\$35,215.00	\$37,699.00	\$38,238.00	\$39,072.00
Target	TBD	\$35,045.00	\$35,745.00	\$38,000.00	\$38,500.00

How Are We Doing

This measure provides the earnings of those who completed a degree or certificate at community college five years after their completion. The earnings metric five years after completion is the primary indicator of the value of a community college degree or certificate.

The data show that the median wage of the 2012-2013 community college award recipients was \$39,072 five years after the year of the award. This continues an upward trend over the last three years and exceeds this year's target for this measure.

Factors Affecting Results

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

Other Comments:

This measure is a calculation of the median annual wage of community college completers (certificate or associate degree holders) 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) certificate or an associate degree in 2012-13.
- The information on community college completers was matched with Unemployment Insurance wage data provided by the Oregon Employment Department. The metric includes annualized wages from July 2018-June 2019.

Limitations of this definition/data limitations are:

- A wage match was possible if:
 - a. A valid social security number was available for the community college award recipient. Valid social security numbers were available for 97% of the 2012-13 Oregon community college completers; AND
 - b. A wage record for the social security number was found in the Unemployment Insurance database of the Oregon Employment Department for quarter 3 of 2018, quarter 4 of 2018, quarter 1 of 2019, or quarter 2 of 2019. Wage data are not available for graduates who are working in other states or countries, who are self-employed, employed by the federal government or unemployed. A wage match was found for 71% of community college completers with a valid social security number (68% of all completers).
- The measure does not claim that the 2012-13 certificates and associate degrees represent the highest education attainment of these individuals. It is possible that some of the award recipients received other educational awards prior to 2012-13, and some continued their education in the years following the 2012-13 award and received additional awards prior to the wage match year.

Given these limitations, results suggest:

The limitations described above suggest that the group may include individuals who attained bachelor's and graduate degrees prior to the wage match year. However, the overall wage change over time, as well as a comparison with the wage data for Oregon public universities' graduates remain valuable tools in identifying how educational attainment influences individual economic outcomes.

The median earnings of community college award recipients increased in comparison with the last year's data. The earnings of associate degree holders surpassed the earning of certificate/OTM holders 5 years after graduation (\$39,876 vs \$37,072, median annual).

A comparison of data from KPM 11 (earnings of community college completers) and KPM 13 (earnings of bachelor's degree completers) shows that more advanced credential holders earned higher wages 5 years after the award:

Wage year	2018	July 2018 - June 2019	July 2018 - June 2019
KPM	n/a	KPM 11	KPM 13
Credential attained	High school diploma or equivalent*	Community college certificates/OTM and associate degrees	Bachelor's degree
Median earnings	\$29,668	\$39,072	\$47,994

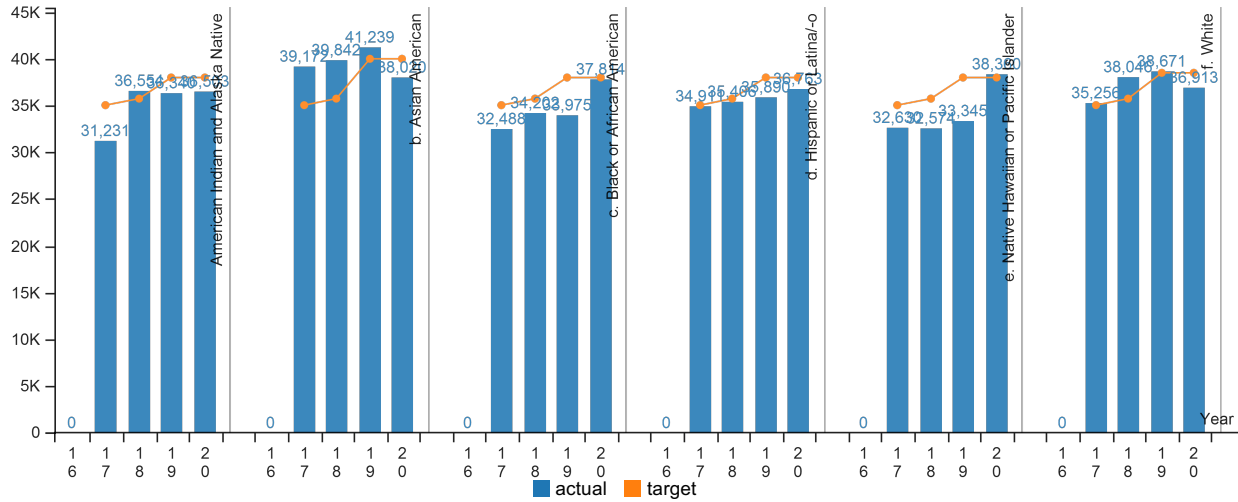
*Data source: 2014-2018 American Community Survey 5-year Estimates, 2018

<https://data.census.gov/cedsci/table?q=S2001&g=0400000US41&tid=ACSSST5Y2018.S2001&hidePreview=true>

Improvements to this measure would come from:

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

Data Collection Period: Jan 01 - Jan 01



Report Year	2016	2017	2018	2019	2020
American Indian and Alaska Native					
Actual	No Data	\$31,231.00	\$36,554.00	\$36,340.00	\$36,503.00
Target	TBD	\$35,045.00	\$35,745.00	\$38,000.00	\$38,000.00
b. Asian American					
Actual	No Data	\$39,172.00	\$39,842.00	\$41,239.00	\$38,020.00
Target	TBD	\$35,045.00	\$35,745.00	\$40,000.00	\$40,000.00
c. Black or African American					
Actual	No Data	\$32,488.00	\$34,202.00	\$33,975.00	\$37,814.00
Target	TBD	\$35,045.00	\$35,745.00	\$38,000.00	\$38,000.00
d. Hispanic or Latina/-o					
Actual	No Data	\$34,911.00	\$35,406.00	\$35,890.00	\$36,763.00
Target	TBD	\$35,045.00	\$35,745.00	\$38,000.00	\$38,000.00
e. Native Hawaiian or Pacific Islander					
Actual	No Data	\$32,630.00	\$32,574.00	\$33,345.00	\$38,360.00
Target	TBD	\$35,045.00	\$35,745.00	\$38,000.00	\$38,000.00
f. White					
Actual	No Data	\$35,256.00	\$38,046.00	\$38,671.00	\$36,913.00
Target	TBD	\$35,045.00	\$35,745.00	\$38,500.00	\$38,500.00

How Are We Doing

This measure expands KPM 11 by calculating it for separate racial/ethnic groups. It thus provides information about both the value of a community college degree or certificate and about how that value might vary for different racial/ethnic groups. It is an indicator of both return on investment and equity.

There are differences between the median earnings of the six racial/ethnic groups of community college award recipients, although the range of annual incomes is narrower for 2012-13 graduates than in prior years. Asian American and Native Hawaiian/Pacific Islander graduates had the highest median earnings 5 years after the award at \$38,020 and \$38,360 respectively. Native American or Alaska Native graduates had the lowest median earnings at \$36,503.

Factors Affecting Results

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

Other Comments:

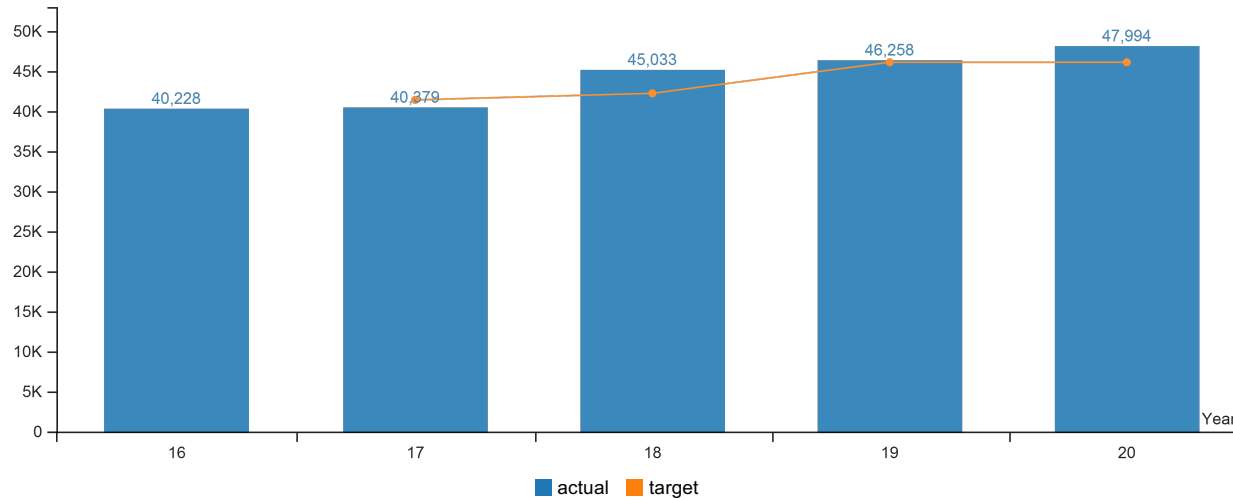
This measure expands the KPM 11 by calculating it for separate racial/ethnic groups. It thus provides information about both the value of a community college degree or certificate and about how that value might vary for different racial/ethnic groups. It is an indicator of both return on investment and equity.

A comparison with the earnings of bachelor’s degree recipients at Oregon public universities (KPM 14) demonstrates that education is key to upward mobility and higher earnings for all racial/ethnic groups. However, the data show that there are significant differences in between the median earnings among the six racial/ethnic group examined in this measure.

Award year	2012-13	2012-13
KPM	KPM 12	KPM 14
Credentials attained	All community college awards (associate degrees and certificates)	Bachelor’s degree
Asian American	\$38,020	\$50,460
Black or African American	\$37,814	\$49,294
Hispanic or Latina/o	\$36,763	\$45,546
Native American or Alaska Native	\$36,503	\$45,177
Native Hawaiian or Pacific Islander	\$38,360	\$44,342
White	\$36,913	\$48,073

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

* Upward Trend = positive result



Report Year	2016	2017	2018	2019	2020
Earnings of bachelor degree completers					
Actual	\$40,228.00	\$40,379.00	\$45,033.00	\$46,258.00	\$47,994.00
Target	TBD	\$41,327.00	\$42,145.00	\$46,000.00	\$46,000.00

How Are We Doing

This measure provides the earnings of those who completed a bachelor's degree at a public university five years after their graduation. The earnings metric five years after graduation is the primary indicator of the value of a university degree.

The data show that the median wage of the 2012-13 bachelor's degree recipients was \$47,994 five years after the year of the award. This continues an upward trend over the last five years and exceeds this year's target for this measure.

Note: All data points can change year-to-year due to updated wage data from OED.

Factors Affecting Results

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

Other Comments:

This measure is a calculation of the median annual wage of bachelor's degree recipients at Oregon public universities 5 years after the award.

We define this concept in the following terms:

- "Bachelor's degree completers" are defined as individuals who were awarded a baccalaureate degree by an Oregon public university during the 2012-13 academic year.

- The information on university completers was matched with Unemployment Insurance wage data provided by the Oregon Employment Department. The metric includes annualized wages from July 2018-June 2019.

Limitations of this definition/data limitations are:

- A wage match was possible if:
 - a. A valid social security number was available for the bachelor's degree recipient. Valid social security numbers were available for 97% of 2012-13 Oregon public university graduates; AND
 - b. A wage record for the social security number was found in the Unemployment Insurance database of the Oregon Employment Department for quarter 3 of 2018, quarter 4 of 2018, quarter 1 of 2019, or quarter 2 of 2019. Wage data are not available for graduates who are working in other states or countries, who are self-employed, employed by the federal government or unemployed. A wage match was found for 55% of bachelor's degree completers with a valid social security number (54% of all graduates).
- The measure does not claim that the 2012-13 bachelor's degrees represent the highest education attainment of these individuals. It is possible that some of the bachelor's degree completers received other educational awards prior to 2012-13, and some continued their education in the years following the 2012-13 award and received additional awards prior to the wage match year.

Given these limitations, results suggest:

The median earnings of bachelor's degree recipients increased in comparison with the last year's data. A comparison of data from KPM 11 (earnings of community college completers) and KPM 13 (earnings of bachelor's degree completers) shows that more advanced credential holders earned higher wages 5 years after the award:

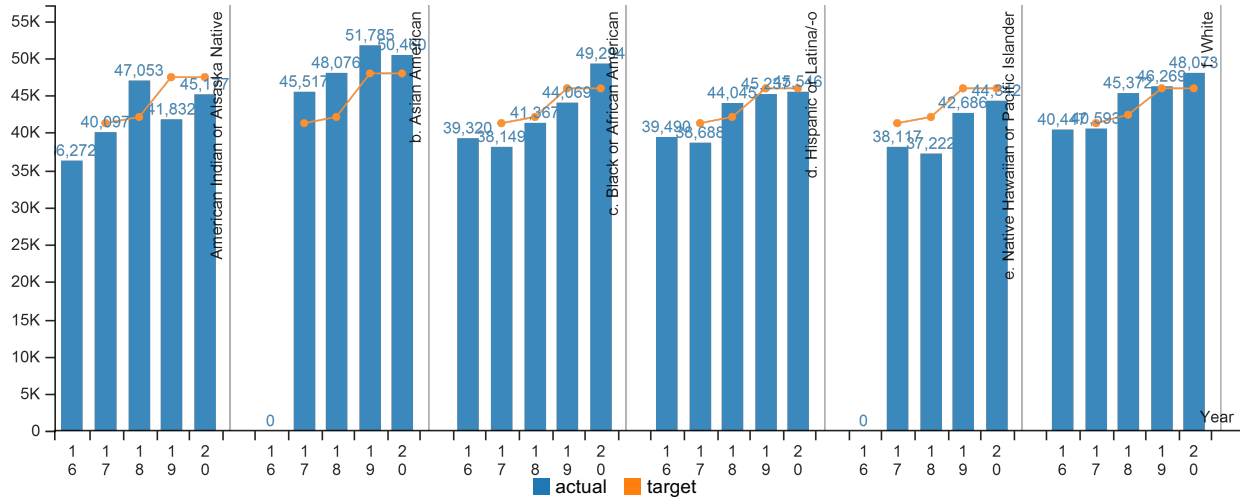
Wage year	2018	July 2018 - June 2019	July 2018 - June 2019
KPM	n/a	KPM 11	KPM 13
Credential attained	High school diploma or equivalent*	Community college certificates/OTM and associate degrees	Bachelor's degree
Median earnings	\$29,668	\$39,072	\$47,994

*Data source: 2014-2018 American Community Survey 5-year Estimates, 2018

<https://data.census.gov/cedsci/table?q=S2001&g=0400000US41&tid=ACSSST5Y2018.S2001&hidePreview=true>

Improvements to this measure would come from:

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



Report Year	2016	2017	2018	2019	2020
American Indian or Alaska Native					
Actual	\$36,272.00	\$40,097.00	\$47,053.00	\$41,832.00	\$45,177.00
Target	TBD	\$41,327.00	\$42,154.00	\$47,500.00	\$47,500.00
b. Asian American					
Actual	No Data	\$45,517.00	\$48,076.00	\$51,785.00	\$50,460.00
Target	TBD	\$41,327.00	\$42,154.00	\$48,000.00	\$48,000.00
c. Black or African American					
Actual	\$39,320.00	\$38,149.00	\$41,367.00	\$44,069.00	\$49,294.00
Target	TBD	\$41,327.00	\$42,154.00	\$46,000.00	\$46,000.00
d. Hispanic or Latina/-o					
Actual	\$39,490.00	\$38,688.00	\$44,045.00	\$45,237.00	\$45,546.00
Target	TBD	\$41,327.00	\$42,154.00	\$46,000.00	\$46,000.00
e. Native Hawaiian or Pacific Islander					
Actual	No Data	\$38,117.00	\$37,222.00	\$42,686.00	\$44,342.00
Target	TBD	\$41,327.00	\$42,154.00	\$46,000.00	\$46,000.00
f. White					
Actual	\$40,447.00	\$40,593.00	\$45,372.00	\$46,269.00	\$48,073.00
Target	TBD	\$41,327.00	\$42,454.00	\$46,000.00	\$46,000.00

How Are We Doing

This measure fills out KPM 13 by calculating it for separate racial/ethnic bachelor's degree graduates. It provides an indication of the value of a university degree and about how that value might vary for different racial/ethnic groups. In this way it assesses both the return on the investment in a four-year degree and on equity.

There are significant differences between the median earnings of the six racial/ethnic groups of bachelor's degree recipients, although the differences have narrowed compared to the previous year. Asian American graduates have the highest median earnings 5 years after the award at \$50,460, while Native Hawaiian or Pacific Islander graduates have the lowest median earnings at \$44,342. There has been a bit of a move toward parity in the most recent year's data with the difference between the highest and lowest median earnings being 12% compared to last year's 19%. In particular, the Black or African American group had the second highest median earnings, jumping up from the fourth spot last year.

Note: All data points can change year-to-year due to updated wage data from OED.

Factors Affecting Results

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

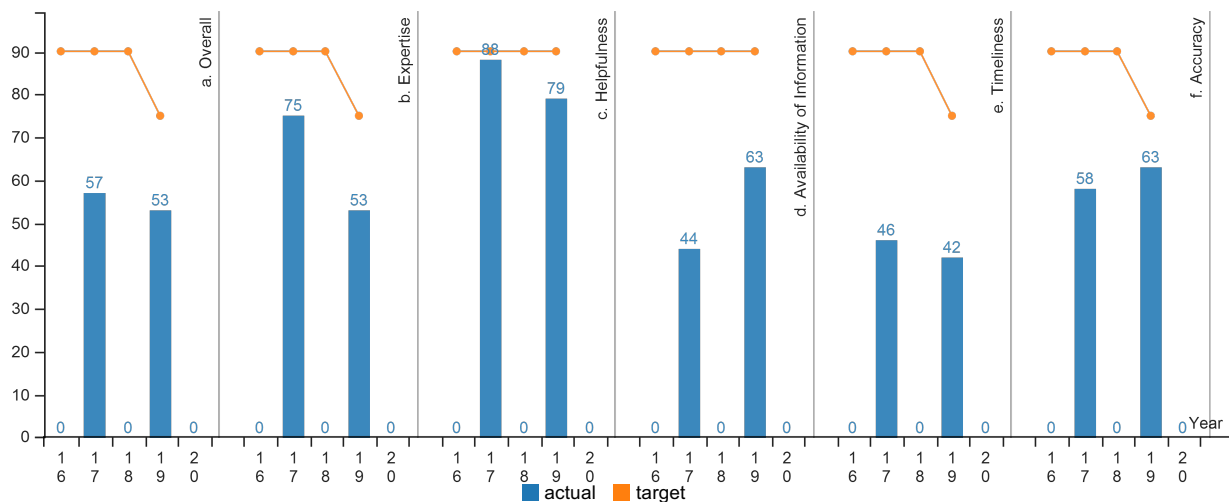
Other Comments:

This measure expands the KPM 13 by calculating it for separate racial/ethnic groups. It thus provides information about both the value of a community college degree or certificate and about how that value might vary for different racial/ethnic groups. It is an indicator of both return on investment and equity.

A comparison with the earnings of Oregon community college award recipients (KPM 12) demonstrates that education is key to upward mobility and higher earnings for all racial/ethnic groups. However, the data show that there are significant differences in between the median earnings among the six racial/ethnic group examined in this measure.

Award year	2012-13	2012-13
KPM	KPM 12	KPM 14
Credentials attained	All community college awards (associate degrees and certificates)	Bachelor's degree
American Indian or Alaska Native	\$37,230	\$45,177
Asian American	\$41,589	\$50,460
Black or African American	\$36,534	\$49,294
Hispanic or Latina/o	\$38,707	\$45,546
Native Hawaiian or Pacific Islander	\$38,530	\$44,342
White	\$39,320	\$48,073

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



Report Year	2016	2017	2018	2019	2020
a. Overall					
Actual	No Data	57%	No Data	53%	No Data
Target	90%	90%	90%	75%	TBD
b. Expertise					
Actual	No Data	75%	No Data	53%	No Data
Target	90%	90%	90%	75%	TBD
c. Helpfulness					
Actual	No Data	88%	No Data	79%	No Data
Target	90%	90%	90%	90%	TBD
d. Availability of Information					
Actual	No Data	44%	No Data	63%	No Data
Target	90%	90%	90%	90%	TBD
e. Timeliness					
Actual	No Data	46%	No Data	42%	No Data
Target	90%	90%	90%	75%	TBD
f. Accuracy					
Actual	No Data	58%	No Data	63%	No Data
Target	90%	90%	90%	75%	TBD

How Are We Doing

This measure is a biennially required KPM of all agencies.

The agency obtained stakeholder input for this KPM

The Oregon Department of Administrative Services defines the measures of customer service with the six questions below. We defined and surveyed a list of stakeholders on these questions. The stakeholder list was defined as those groups or organizations to which the HECC provides some level of technical or customer support. Three to five representatives of each group were selected. Selections were reviewed and replaced if necessary to ensure a mix of institutional partners (i.e., to avoid over-representation of particular universities or community colleges). These groups included: public university and community college financial/budgetary staff, public university and community college faculty and program staff, public university and community college institutional research staff, local workforce investment board partners, private postsecondary schools, staff at related government agencies, and external non-governmental organization staff. In total, 39 persons were surveyed, and 19 responded, yielding a response rate of 49 percent.

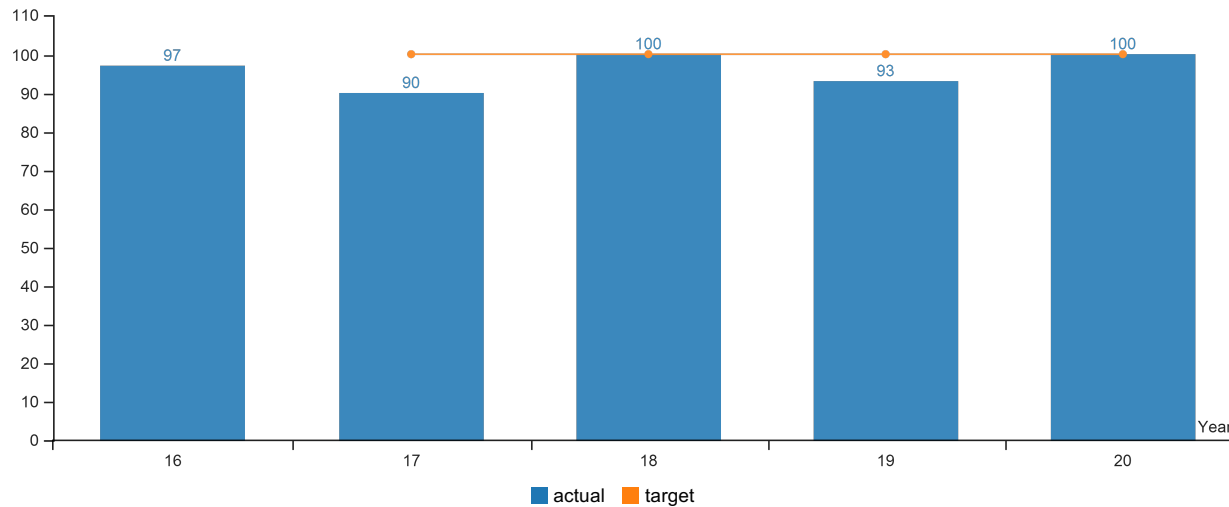
Across all six questions, HECC customer service was rated “good” or “excellent” 59 percent of the time. Results are comparable to the last time the survey was conducted, in 2017, when HECC customer service was rated “good” or “excellent” 61 percent of the time. For the current year, the percentage rated “good” or “excellent” ranged from a low of 42 percent (Question 5) to a high of 79 percent (Question 3). Areas for greatest improvement for the agency are timeliness of service, accuracy of information, and availability of information. Areas where the agency’s service is strongest are helpfulness of staff, knowledge/expertise of staff, and overall service. The overall average rating across all questions was 2.8 out 4, or a “good” level of service. Results for most questions are comparable to the results from 2017. We note that the relatively small number of respondents makes reliable comparisons between the two years difficult to make.

Factors Affecting Results

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

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

* Upward Trend = positive result



Report Year	2016	2017	2018	2019	2020
BEST PRACTICES					
Actual	97%	90%	100%	93%	100%
Target	TBD	100%	100%	100%	100%

How Are We Doing

This measure is an annually required KPM of agencies with boards or commissions.

This KPM examines the percentage of commission best practices met by the HECC Commission. DAS defines this as the percentage of Board members or Commissioners who agreed or strongly agreed that they and the Commission followed best practices. We defined these best practices with 24 rated questions and 3 open-ended questions, shown below.

Across all questions, 100% of responding Commissioners agreed or strongly agreed that they followed the 24 best practices identified here. This is consistent with earlier results from the last three years.

The rated questions had possible answers of:

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

The mean response across all questions was 4.8 out of 5.

The questions are:

As an Individual Commissioner:

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

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 4.6

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

100% agreed or strongly agreed; mean response 4.8

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

100% agreed or strongly agreed; mean response 4.8

Q5: I can speak candidly at Commission meetings.

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 5

Q7: Serving on this Commission is satisfying.

100% agreed or strongly agreed; mean response 5

As a Commission:

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

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 5

Q10: Commissioners actively participate in discussions

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 5

Q13: The leadership of the Commission is effective.

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 5

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% agreed or strongly agreed; mean response 4.6

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

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 4.8

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

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 5

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

100% agreed or strongly agreed; mean response 4.6

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

100% agreed or strongly agreed; mean response 4.8

Factors Affecting Results