



ANNUAL REPORT OF KEY PERFORMANCE MEASURES

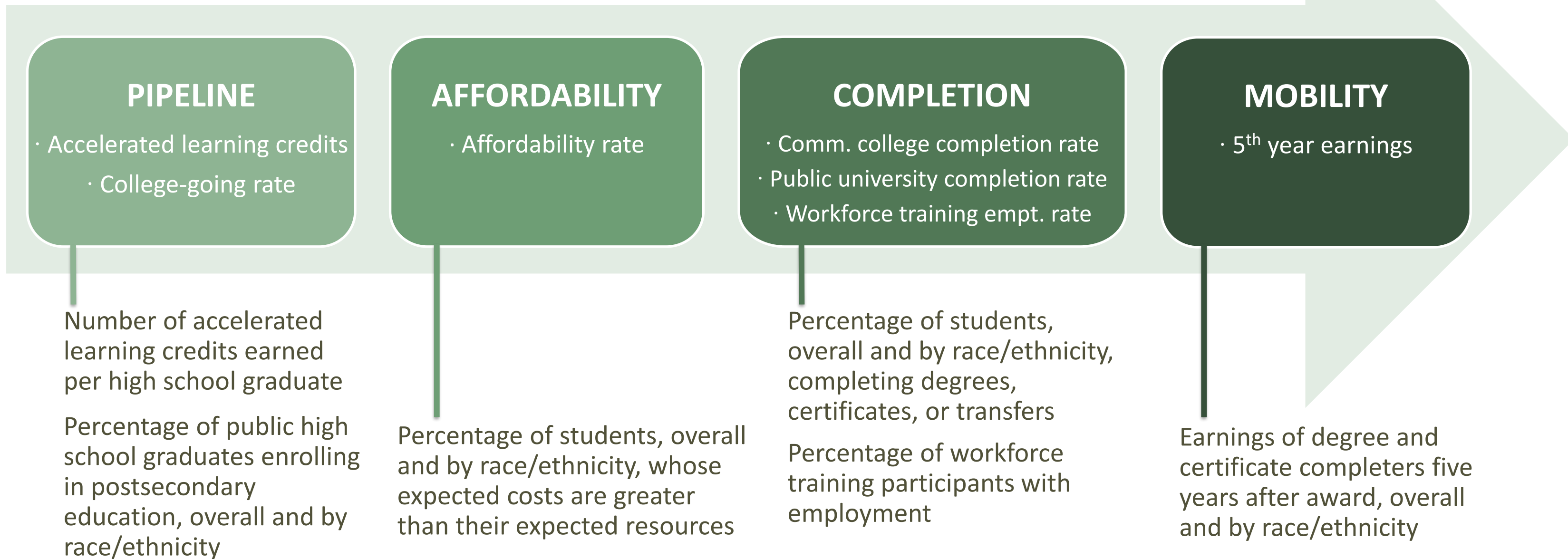
MEETING OF THE HIGHER EDUCATION
COORDINATING COMMISSION

Amy G. Cox

Director, Office of Research and Data

November 9, 2023

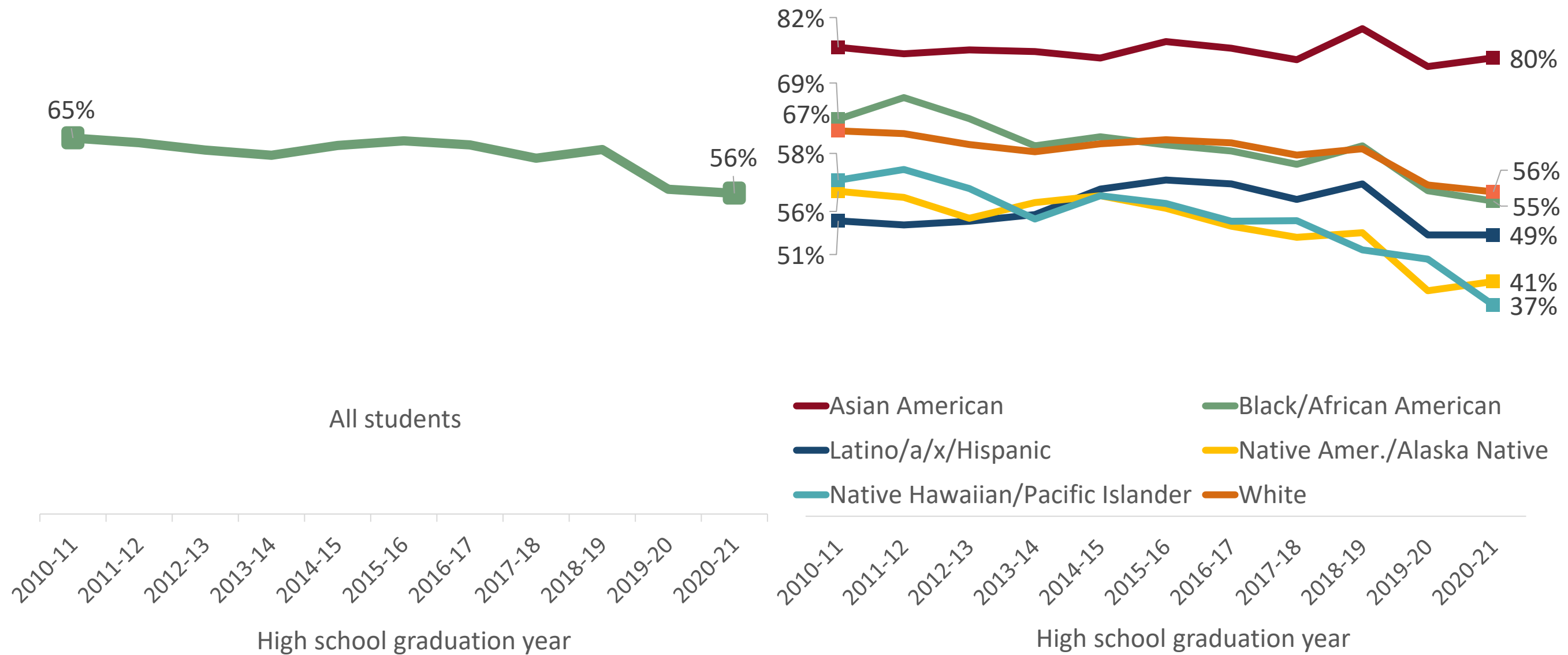
Our Key Performance Measures (KPMs) track progress toward the factors that contribute to attainment and equity



We also include KPMs to measure the Commission's use of best practices and agency customer service

The college-going rate of Oregon high school graduates fell markedly during the pandemic, and equity gaps widened

KPM 1-2. Percentage of Oregon high school graduates who enrolled in any college nationwide within 16 months of their school cohort graduation date. For 2020-21 graduates, shows the percentage enrolling by fall 2022. Goal: Rising college-going and disparities across racial/ethnic groups disappear.



College-going remained low for the second class of students graduating high school during the pandemic. It fell sharply for the 2020 class, stayed low for the 2021 class overall, and fell further for some groups.

High school students earned an estimated 8 credits from community colleges and public universities by the time they graduate, an increase over the first two years of the pandemic

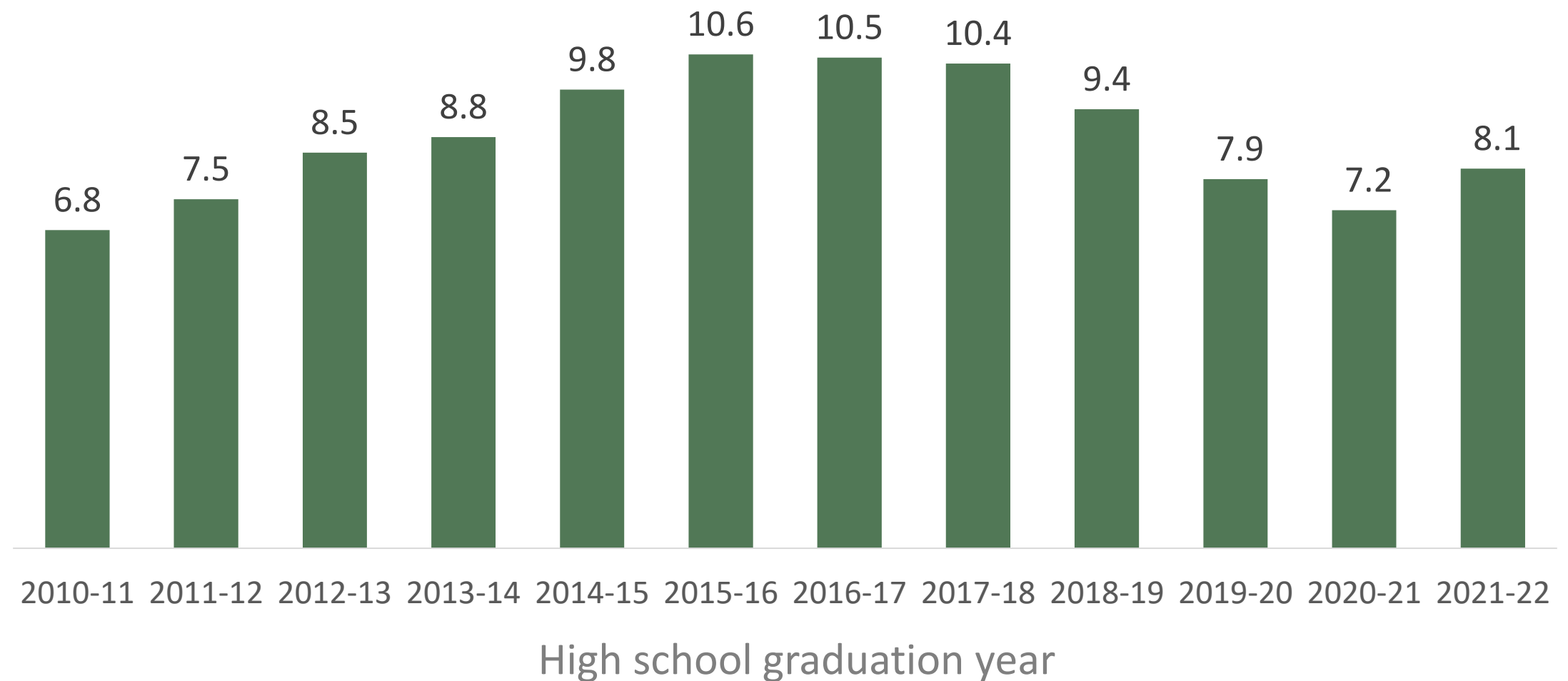
KPM 3. Amount of community college and public university credit earned by high school students before graduation. Goal: Rising accelerated learning.

Accelerated college credit rose in the most recent year.

When school shifted to remote learning in spring 2020, enrollment in accelerated college credit programs fell sharply and then declined further. However, it rose during the most recent year.

Students earn this credit through high school-based partnerships with colleges and universities. Students may earn additional credit through other accelerated credit programs.

Estimated college credits earned by high school students



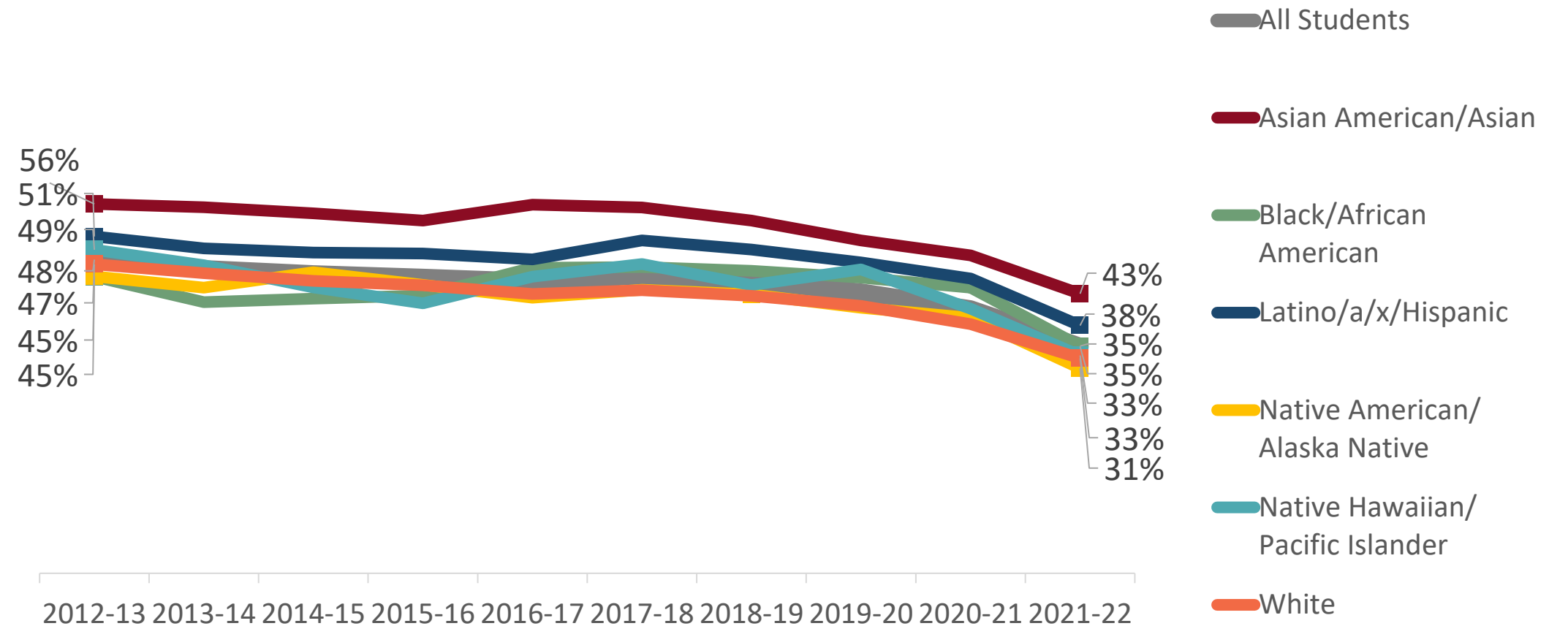
Affordability has improved for all groups

KPM 9-10. Percentage of resident students who cannot meet expected costs of college or university with public grant aid, most institutional aid, expected family contributions, and estimated student earnings; overall and by race/ethnicity.

Goal: Rate decreases over time and disparities across groups disappear.

Affordability has improved for all groups.

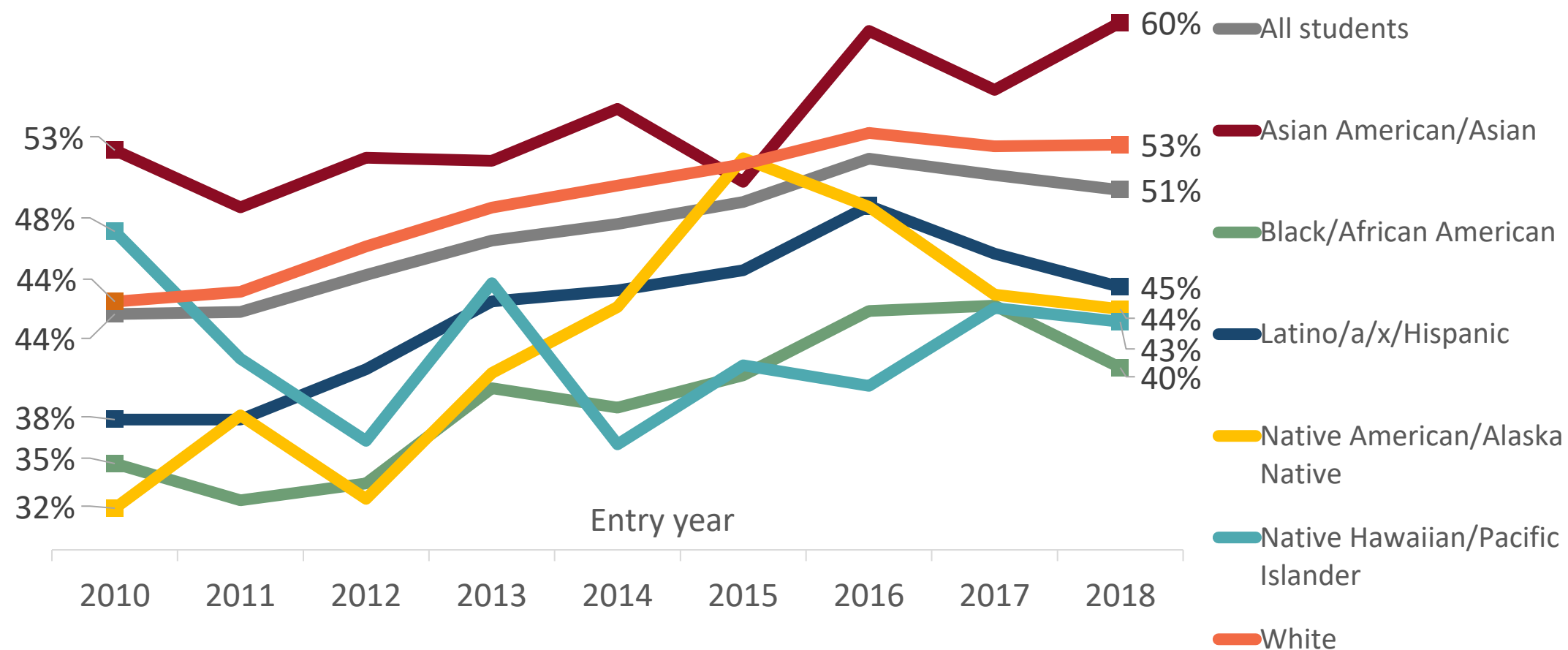
The percentage of students facing unaffordable costs fell during the pandemic for all groups. This reflects a combination of expanded financial aid, reduced enrollment, and stable tuition. Asian American students are most likely to face unaffordable costs.



Completion and transfer rates at community colleges declined slightly, and equity gaps remain

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

Goal: Rate increases over time and disparities across racial/ethnic groups disappear.



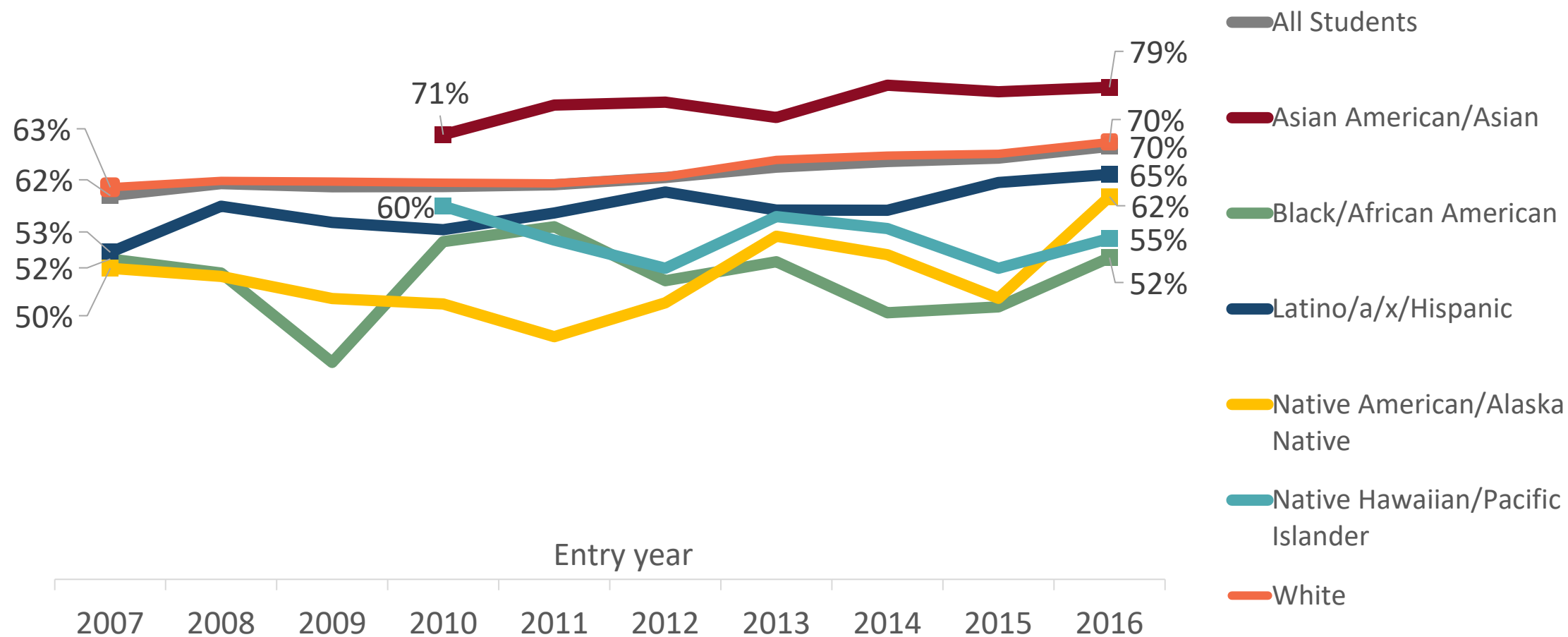
Rates are rising, but they need to rise faster for underserved groups if equity gaps are to close.

The gap in completion rates remains about the same across racial/ethnic groups, as growth was proportional or lower for most students of color as for Whites.

Graduation rates at public universities are rising overall, but equity gaps have widened

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

Goal: Rate increases over time and disparities across groups disappear.



Rates are rising overall but not for all groups.

Graduation rates have been rising have risen for most groups, but the overall gap among racial/ethnic groups has widened over the last ten years.

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

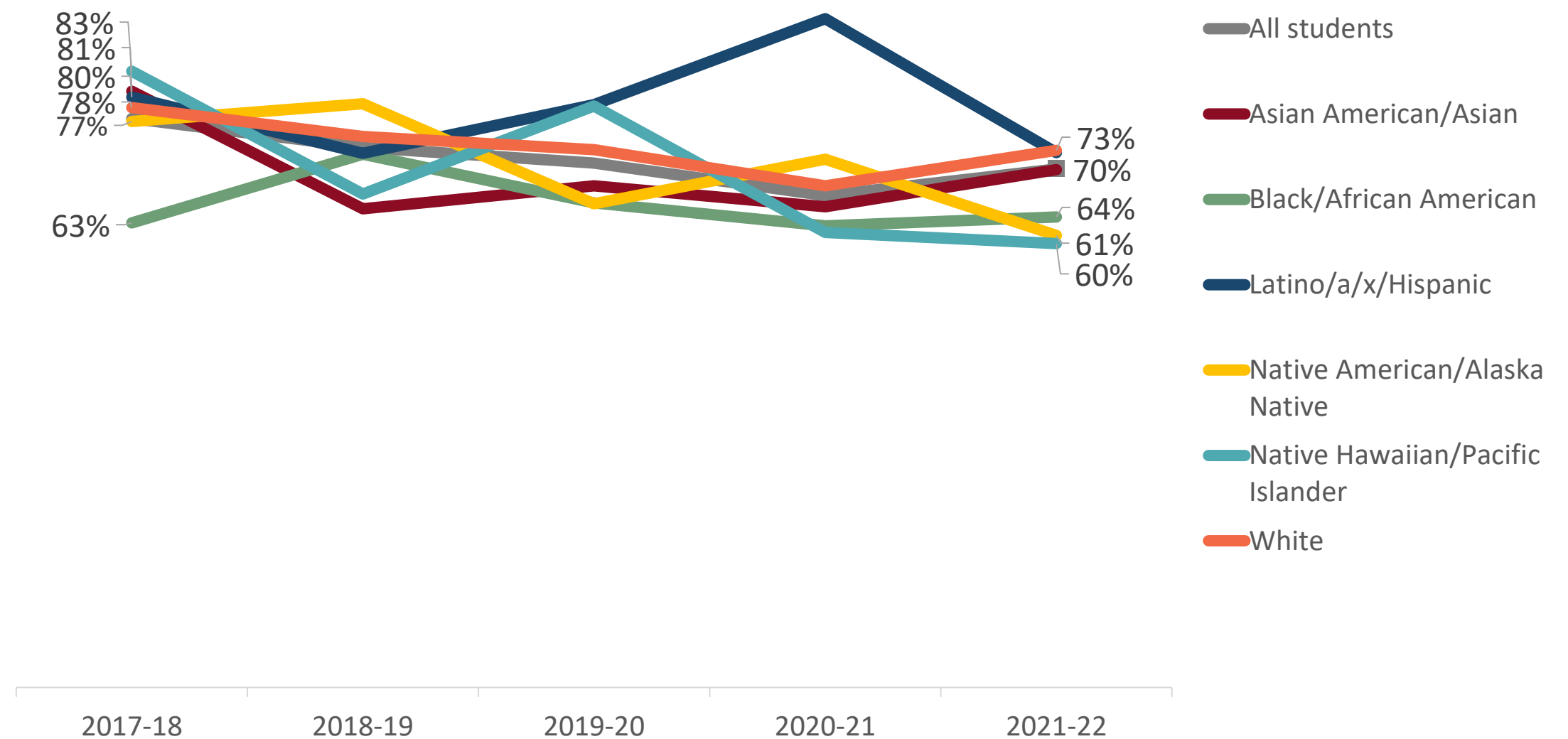


Employment rates among participants who have completed workforce training programs

KPM 17. Percentage of workforce training participants who were employed one year after program completion. Includes adults who completed programs funded by the Workforce Innovation Opportunity Act. Goal: Rate increases over time and disparities across groups disappear.

About two-thirds of workforce participants are employed a year after completing the program

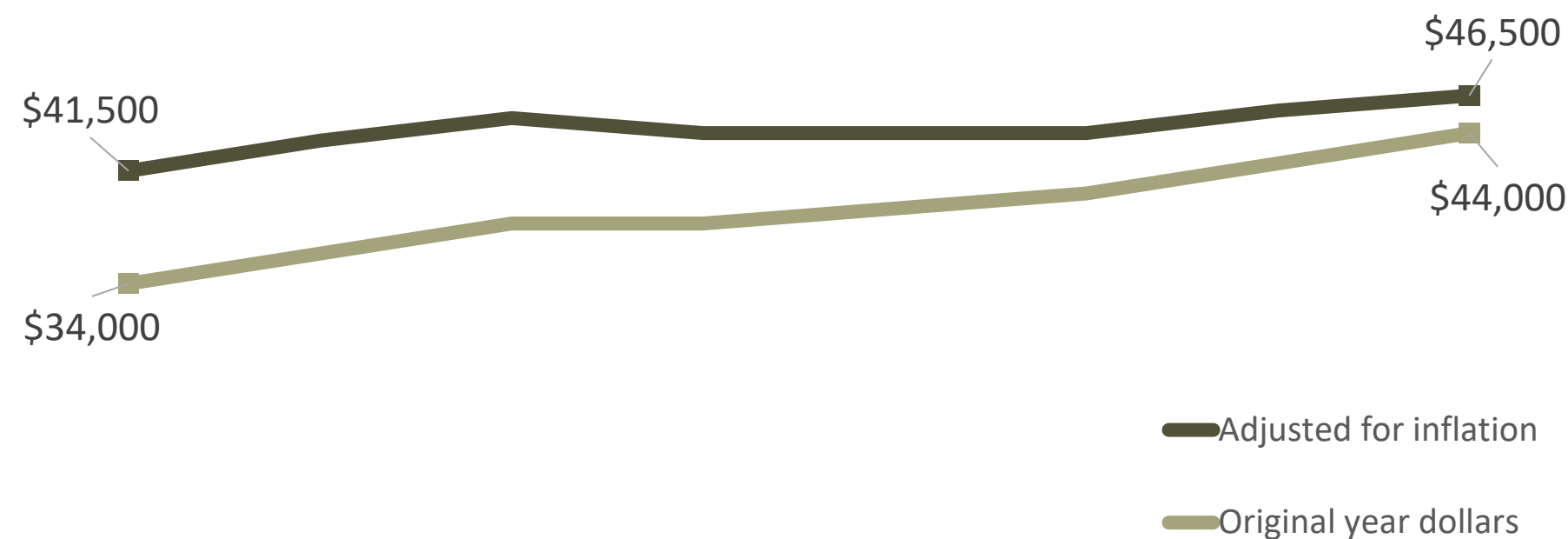
Employment rates fell during recent years but rose in the most recent year. The gap across most racial/ethnic groups widened over the last five years.



Earnings for community college completers have risen since the pandemic, even after accounting for inflation

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

Goal: Earnings rise and disparities across groups disappear.



Earnings of recent community college completers rose, even after accounting for inflation.

New groups of community college completers who are employed in Oregon earned more than previous groups during the last few years.

Even after adjusting for inflation, those who graduated in 2015-16 earned 12 percent more than those who graduated in 2008-09.

All community college completers

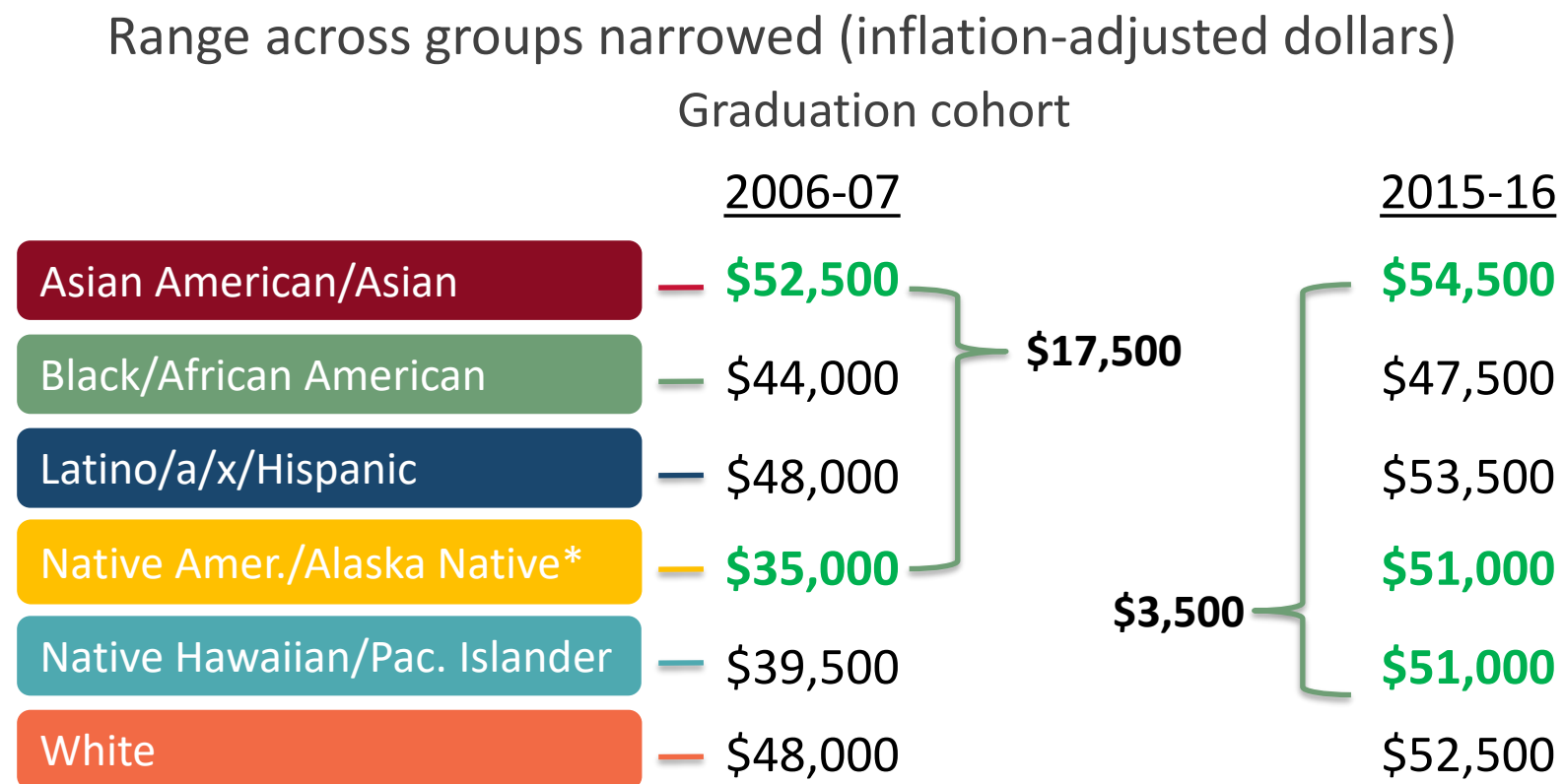
Graduation year / Earnings year	2008-09 / 2014-15	2009-10 / 2015-16	2010-11 / 2016-17	2011-12 / 2017-18	2012-13 / 2018-19	2013-14 / 2019-20	2014-15 / 2020-21	2015-16 / 2021-22
---------------------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers.

Earnings for community college completers have risen steadily for most groups, and the overall racial/ethnic earnings gap narrowed

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

Goal: Earnings rise and disparities across groups disappear.



Relative earnings growth over 10 years

While the overall range in earnings became narrower, most groups saw similar rates of growth. Earnings must rise faster for underserved groups to close equity gaps.

Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends.

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2006-07 and graduates from 2007-08 because of small numbers.

Earnings of bachelor's degree graduates have risen, even into the recession

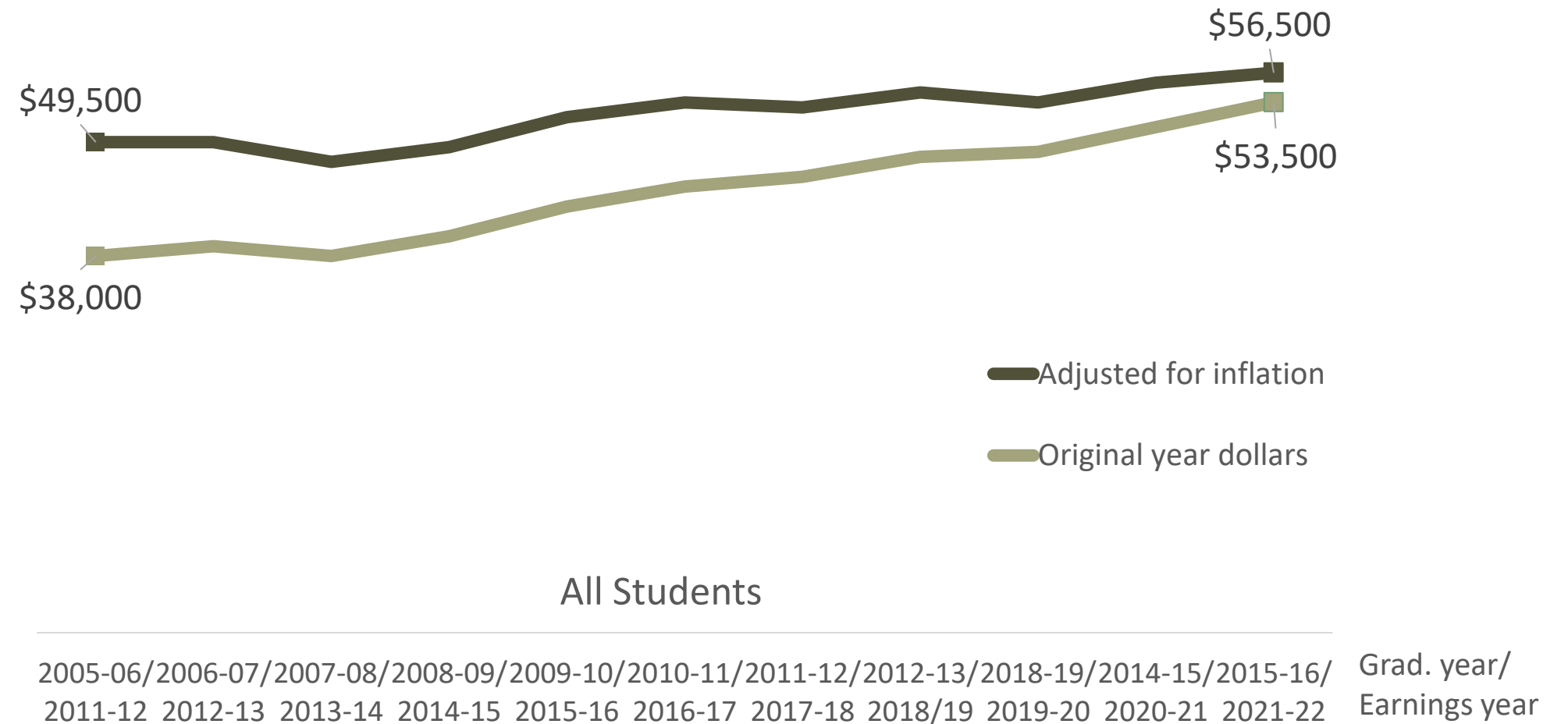
KPM 13. Median earnings of university graduates with bachelor's degrees, five years after completion, overall and by race/ethnicity.

Goal: Earnings rise and disparities across groups disappear.

Earnings of recent university graduates rose, even after accounting for inflation.

New groups of bachelor's degree graduates who are employed in Oregon earned more than previous graduates, during the last several years.

Even after adjusting for inflation, those who graduated in 2015-16 earned 14 percent more than those who graduated in 2005-06.



Earnings have risen for all groups, and racial/ethnic disparities narrowed

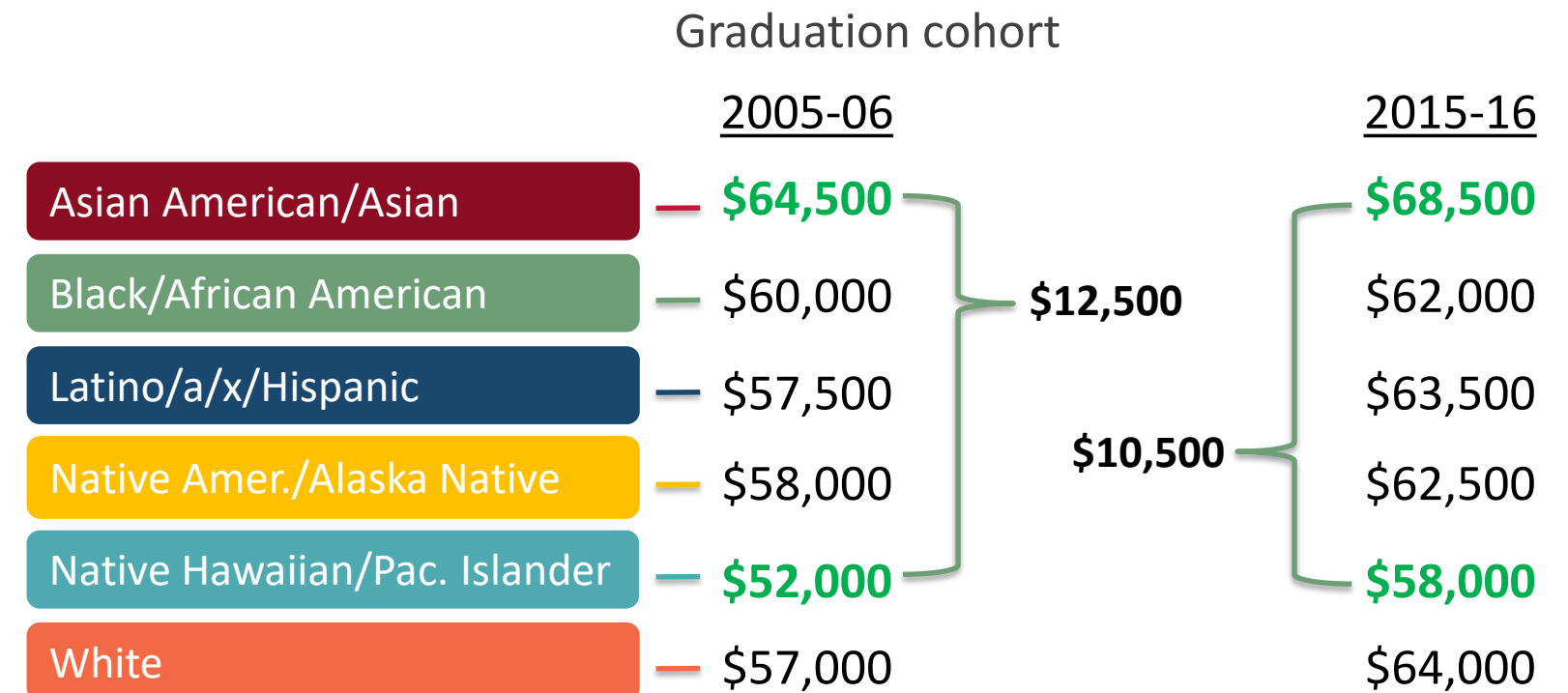
KPM 14. Median earnings of university graduates with bachelor's degrees, five years after completion, overall and by race/ethnicity.

Goal: Earnings rise and disparities across groups disappear.

The overall difference in earnings across groups narrowed somewhat. To close equity gaps, earnings of underserved groups must rise faster than average.

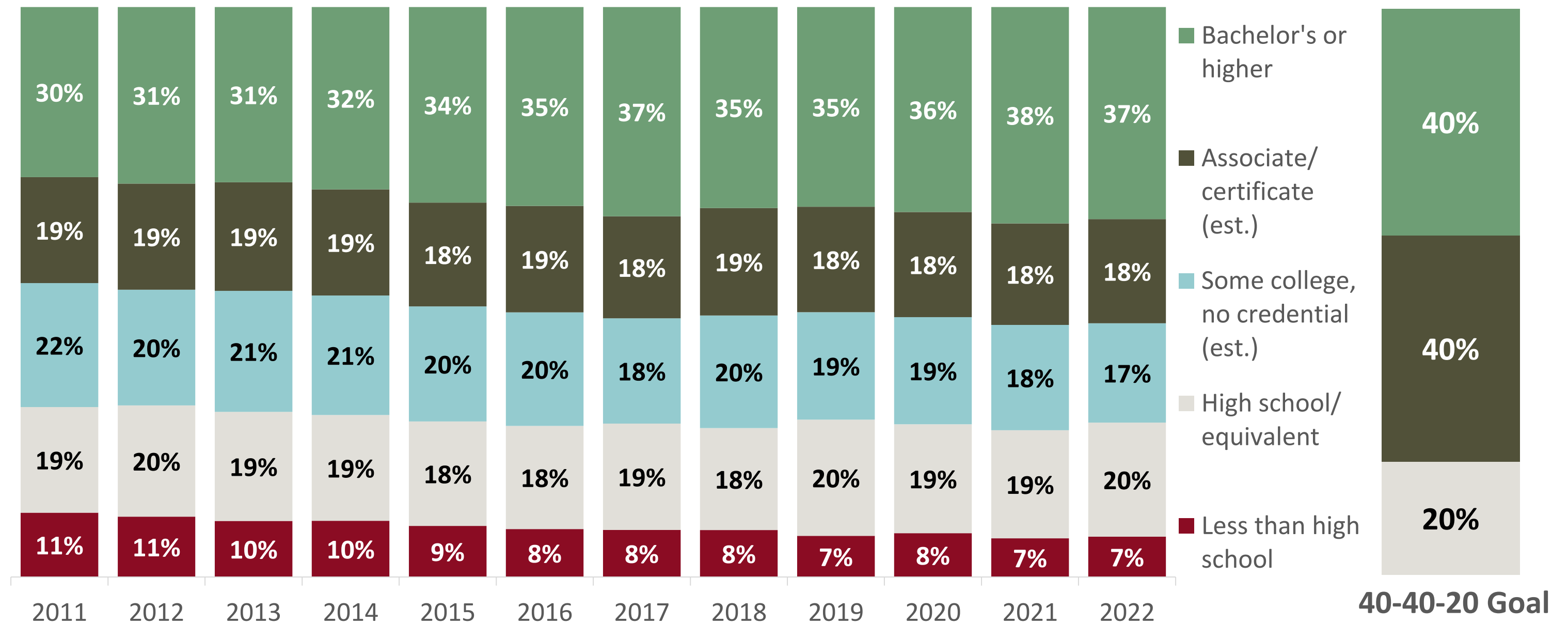
Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less consistent trends.

Range across groups narrowed (inflation adjusted dollars)



Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes bachelor's degree graduates who are employed after five complete years following their graduation, including both Oregon resident and nonresident students. The earnings shown for 2005-06 for students identifying as Native Hawaiian/Pacific Islander are an average of the earnings of graduates from 2004-05 and graduates from 2005-06 because of small numbers.

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

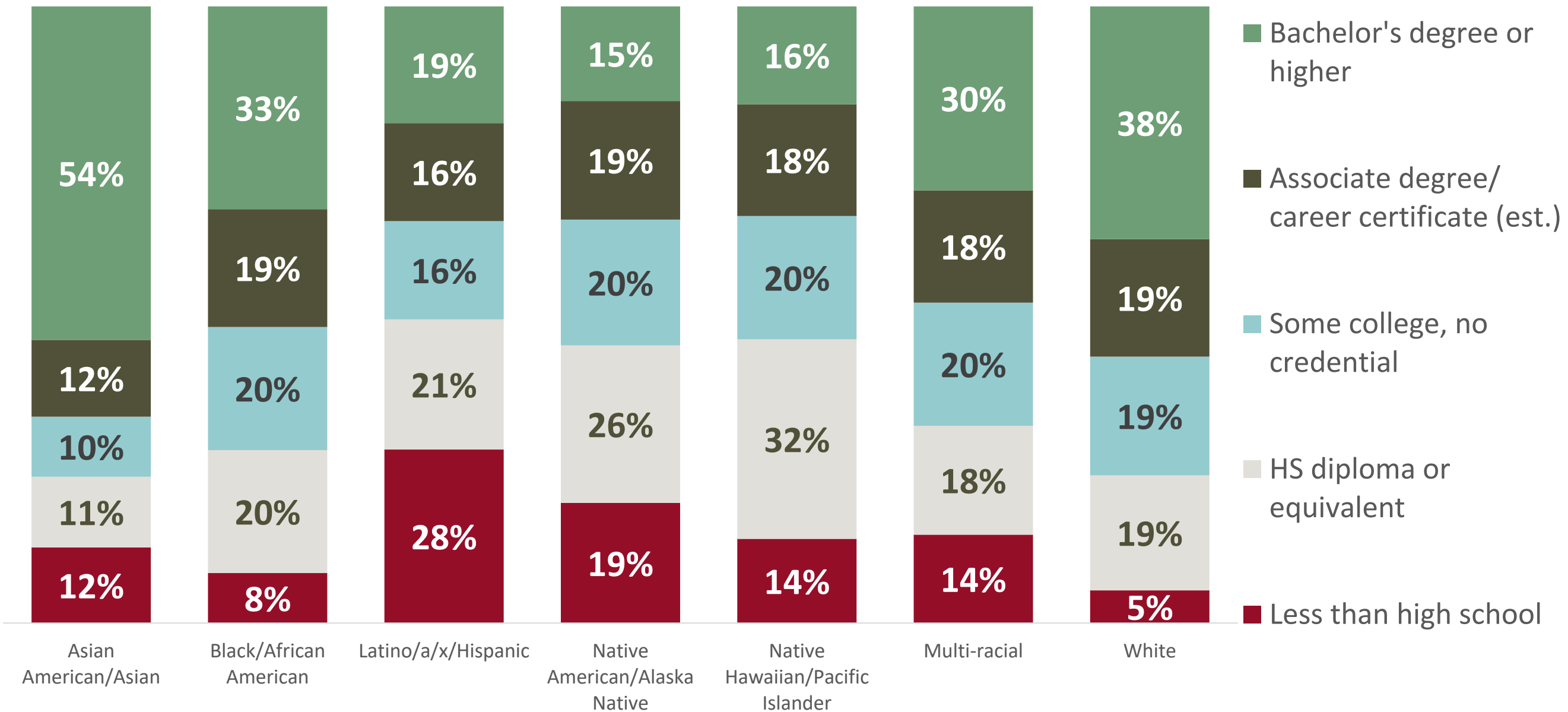


Though college and university graduation rates continue to rise, the share of high school graduates continuing their education has not. The recent decline in college-going suggests the share of the young adult population with a postsecondary credential is likely to fall in the coming years.

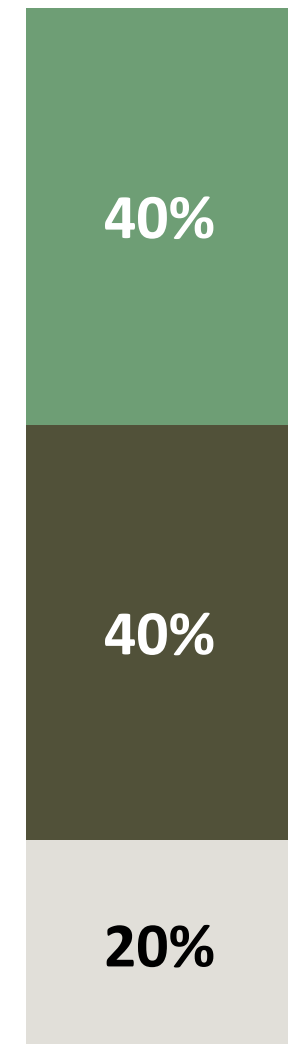


Educational attainment varies widely by race/ethnicity, 2021

Educational attainment among all Oregon adults *age 25 and older*, by race/ethnicity, 2022



40-40-20 Goal

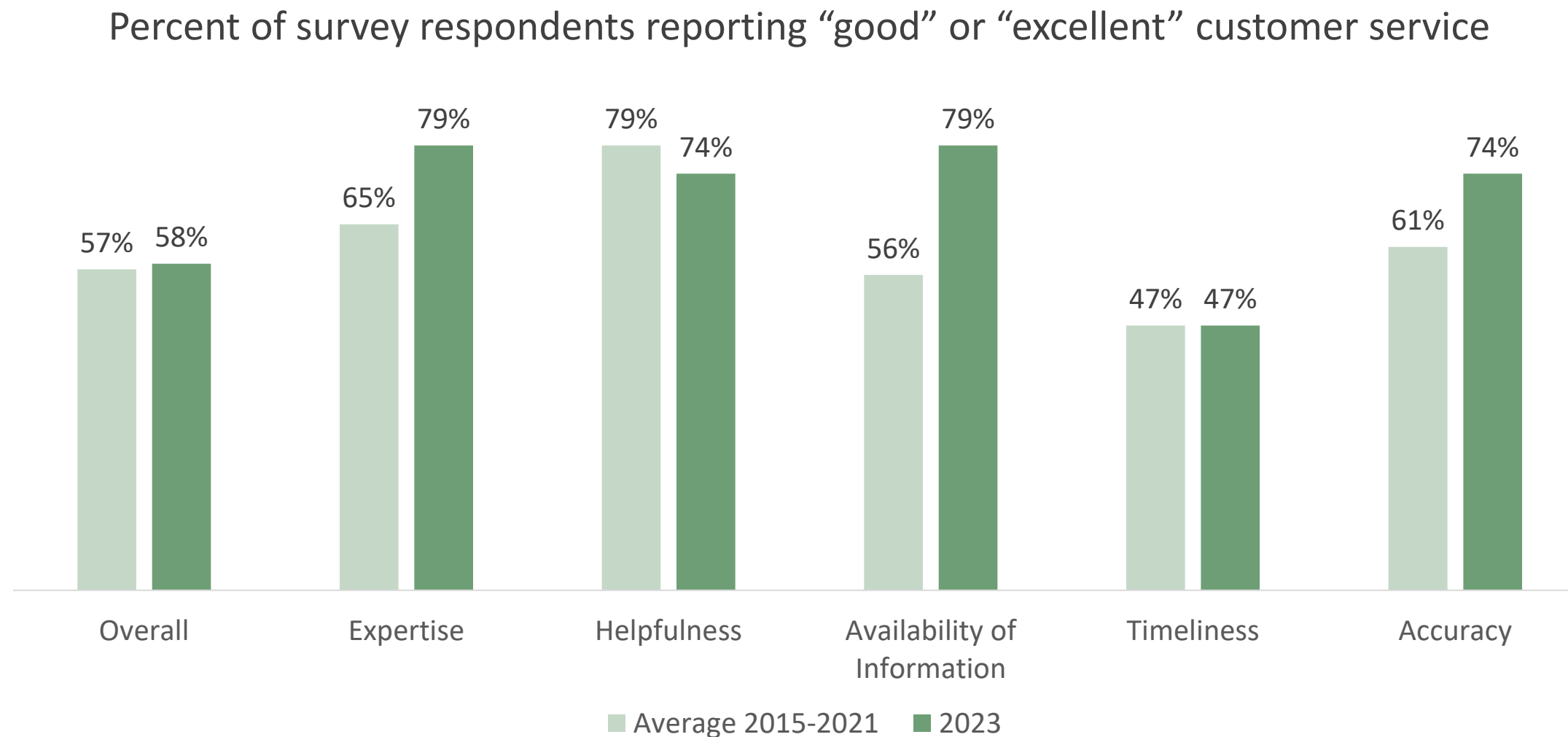


Equity gaps occur at all levels of educational attainment. These rates include all adults over age 25, though disparities in enrollment and completion among young adults echo these gaps.

Reports of agency customer service are on par with most earlier years

KPM 15. Percentage of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall, timeliness, accuracy, helpfulness, expertise, availability of information.

Goal: Higher percentages of respondents reporting "good" or "excellent" on each value.



Reports of customer service are similar to earlier years.

The survey is sent out biennially to a wide range of external partners, and questions are the same for all agencies.

The Commission continues to model best practices

KPM 16. Percent of Commissioners reporting “agree” or “strongly agree” in Commission use of best practices

Question	Percent (strongly) agree
1 I am able to devote the time and energy necessary to actively participate in Commission meetings.	100%
2 The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.	80%
3 The amount of time expected of commissioners outside of Commission meetings is reasonable.	100%
4 The Commission is effectively utilizing my skills and expertise.	80%
5 I can speak candidly at Commission meetings.	100%
6 I can participate in subcommittee meetings in which I am not a subcommittee member.	100%
7 Serving on this Commission is satisfying.	100%
8 The Commission as a whole has a clear understanding of its role and responsibilities	100%
9 The Commission understands and respects the distinction between its responsibilities and those of management.	100%
10 Commissioners actively participate in discussions.	100%
11 The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).	80%
12 Commissioners listen to and value each other's comments.	100%
13 The leadership of the Commission is effective.	100%
14 Public comment during the public comment section of the meeting and during action items is a valuable opportunity to gather input.	100%
15 The Commission provides insight and guidance to the HECC’s strategic direction.	100%
16 The Comm. ensures the agency’s fiscal integrity by monitoring the agency’s financial policies/operating performance and submitting biennial budgets.	100%
17 The Commission assesses the performance of the Executive Director on an annual basis.	100%
18 The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.	100%
19 The Commission operates in a transparent and open fashion.	100%
20 Commission meetings have agendas and materials that are distributed far enough in advance to give them adequate consideration.	80%
21 Commission meetings rely on written and presentation materials that provide the right type and amount of information and are clearly written.	100%
22 Commission meetings cover the right combination of information-sharing, discussion, decision-making, and board education.	100%
23 Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation.	80%
24 Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight.	80%

