

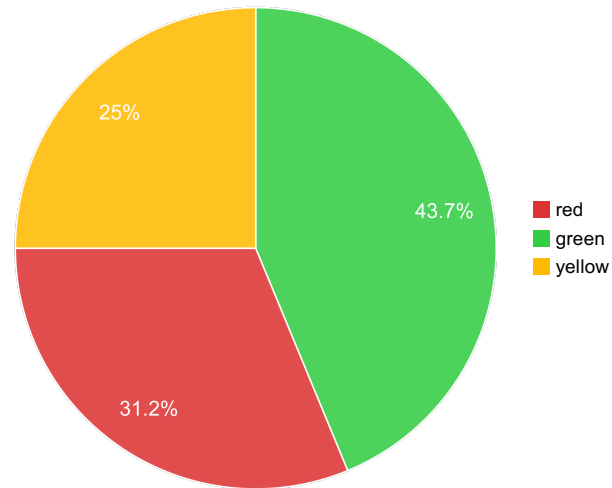
Higher Education Coordinating Commission

Annual Performance Progress Report

Reporting Year 2024

Published: 12/19/2024 4:51:04 PM

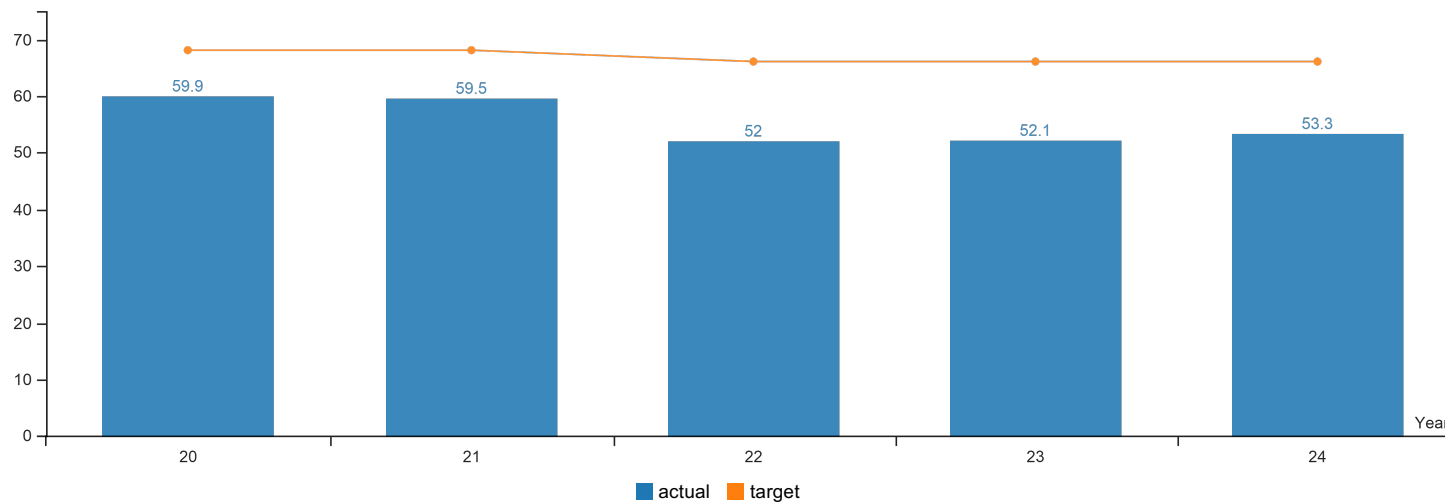
KPM #	Approved Key Performance Measures (KPMs)
1	Oregon High School Graduates Attending College - Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date.
2	Racial/Ethnic Differences Among Oregon High School Graduates Attending College - Percentage 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.
17	Employment Rate - Employment rate of participants completing workforce training programs, overall and by race/ethnicity



Performance Summary	Green	Yellow	Red
	= Target to -5%	= Target -5% to -15%	= Target > -15%
Summary Stats:	43.75%	25%	31.25%

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	2020	2021	2022	2023	2024
Oregon High School Graduates Attending College					
Actual	59.90%	59.50%	52%	52.10%	53.30%
Target	68%	68%	66%	66%	66%

How Are We Doing

The percentage of Oregon high school graduating seniors who enroll in college within 12 months of graduation showed a moderate increase for the first time since the pandemic. For the high school graduating class of 2021-22, 53.3 percent of students enrolled in college within 12 months, an increase over the class of 2020-21, but still lower than the college-going rate before the pandemic, which was about 60 percent.

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

Note: The definition of this metric has changed to look at college-going within 12 months after graduation (the previous methodology used 16 months). Historical numbers shown will not match previous APPR reports.

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 prior to the pandemic likely drew more graduating seniors into the workforce with relatively easy-to-find jobs, and the economic and educational downturns during the pandemic likely kept students postponing college.

Oregon remains below the national rate of high school seniors attending college after graduation. Nationally, 62.0 percent of seniors who graduated from high school between January and October of 2022 were enrolled in college by October 2022. Though the national rate also fell during the pandemic, it remains higher than the rate in Oregon. Further, the gap between the national and Oregon

rates is likely slightly wider than represented here because of differences between the measures. The national rate uses a narrower window for college enrollment (within ten months after high school graduation) than the Oregon measure (within 12 months). 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 12 months of graduation)

divided by

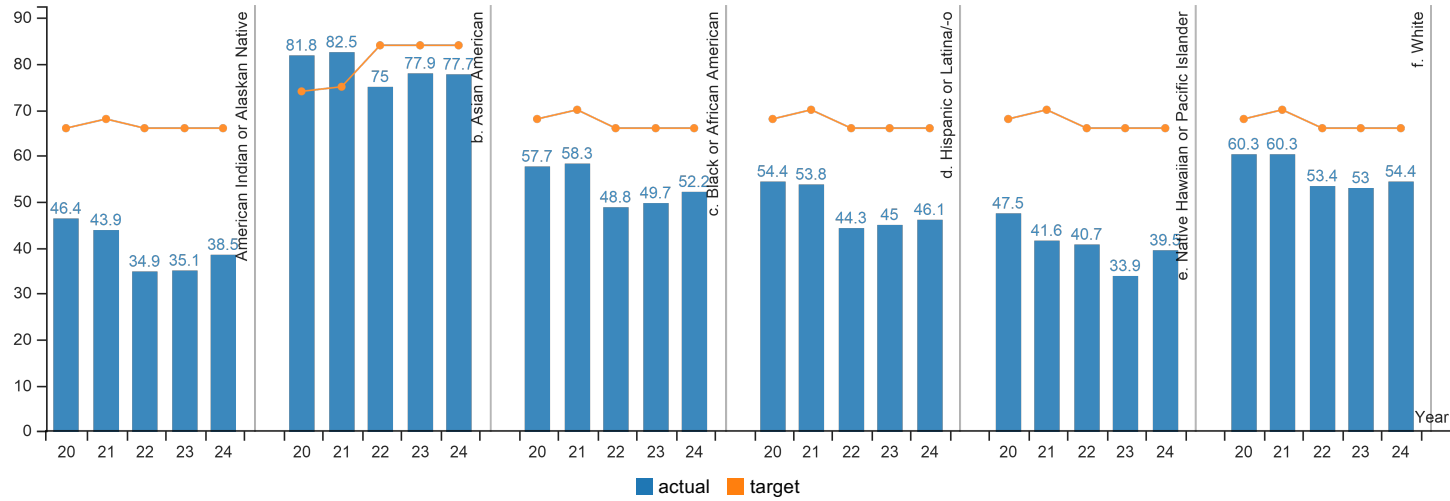
(Number of students in high school 4-year graduating class)

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 12-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	2020	2021	2022	2023	2024
American Indian or Alaskan Native					
Actual	46.40%	43.90%	34.90%	35.10%	38.50%
Target	66%	68%	66%	66%	66%
b. Asian American					
Actual	81.80%	82.50%	75%	77.90%	77.70%
Target	74%	75%	84%	84%	84%
c. Black or African American					
Actual	57.70%	58.30%	48.80%	49.70%	52.20%
Target	68%	70%	66%	66%	66%
d. Hispanic or Latina/-o					
Actual	54.40%	53.80%	44.30%	45%	46.10%
Target	68%	70%	66%	66%	66%
e. Native Hawaiian or Pacific Islander					
Actual	47.50%	41.60%	40.70%	33.90%	39.50%
Target	68%	70%	66%	66%	66%
f. White					
Actual	60.30%	60.30%	53.40%	53%	54.40%
Target	68%	70%	66%	66%	66%

How Are We Doing

The percentage of Oregon high school graduating seniors who enroll in college within 12 months of graduation varies substantially by race/ethnicity and equity gaps have widened in recent years. For the graduation class of 2021-22, the college-going rate ranges from a high of 77.7 percent for Asian American students to a low of 38.5 percent for Native American/Alaska Native and 39.5 percent for Native Hawaiian/Pacific Islander students. White students have the second highest college-going rate (54.4 percent), followed by Black/African American students (52.2 percent), and Hispanic or Latina/o students (46.1 percent).

As shown below, Oregon is above the national average in college-going rates of Asian American students, but below the national average for African American, Latino/a/x/Hispanic, and White students in this most recent year. This is a shift from prior to the pandemic, close to the national average for African American/Black students.

	Asian American	Black/African American	Hispanic	Anglo White
Oregon, 12 months	77.7	52.2	46.1	54.4
National, 10 months	74.5	60.9	58.0	64.0

Source for national data: National Center for Education Statistics, https://nces.ed.gov/programs/digest/d23/tables/dt23_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 12 months of graduation)

divided by

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

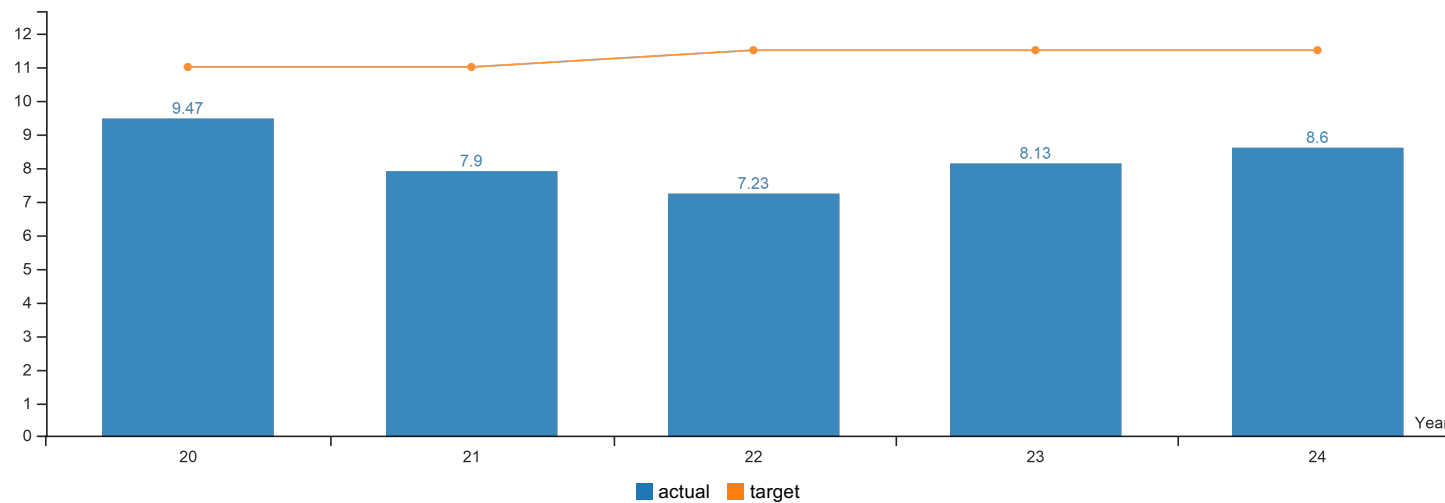
NOTE: "High school graduates" includes all students who received a regular four-year diploma, a modified four-year diploma, or a GED within four years of high school.

Limitations of this definition/data limitations are:

The measure uses a 12-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	2020	2021	2022	2023	2024
College Credits Earned by K-12 Students					
Actual	9.47	7.90	7.23	8.13	8.60
Target	11	11	11.50	11.50	11.50

How Are We Doing

In 2022-23, K-12 students earned an estimated average of 8.60 college credits per high school graduate. After the declines seen in the number of K-12 students enrolling and passing college classes during the COVID-19 pandemic, for the second straight year, average college credits have shown and increase, but still have not returned to 2018-19 levels.

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, Internet access during the pandemic, availability of support for remote learning.

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. 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 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, increased 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 declined slightly in 2016-17 through 2018-19. 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 was on the rise.

In 2019-20 and 2020-21, the average number of credits, as well as the number of students taking college classes declined sharply both in universities and community colleges due to the COVID-19 pandemic. During the pandemic students, instructors, and postsecondary and K-12 leaders faced new challenges. They included navigating remote learning modalities of instruction, securing technology resources, following school closure and re-opening policies, facing physical and mental health challenges, and other factors.

In 2021-22, public universities and community colleges started to recover after deep enrollment declines. More K-12 students enrolled in college classes than the previous year. They also earned more colleges credits on average. This comeback from the disruption of the pandemic continued into 2022-23, led by all-time high K-12 enrollment at the public universities. However, overall, enrollment and average number of college credits still lag behind pre-pandemic levels.

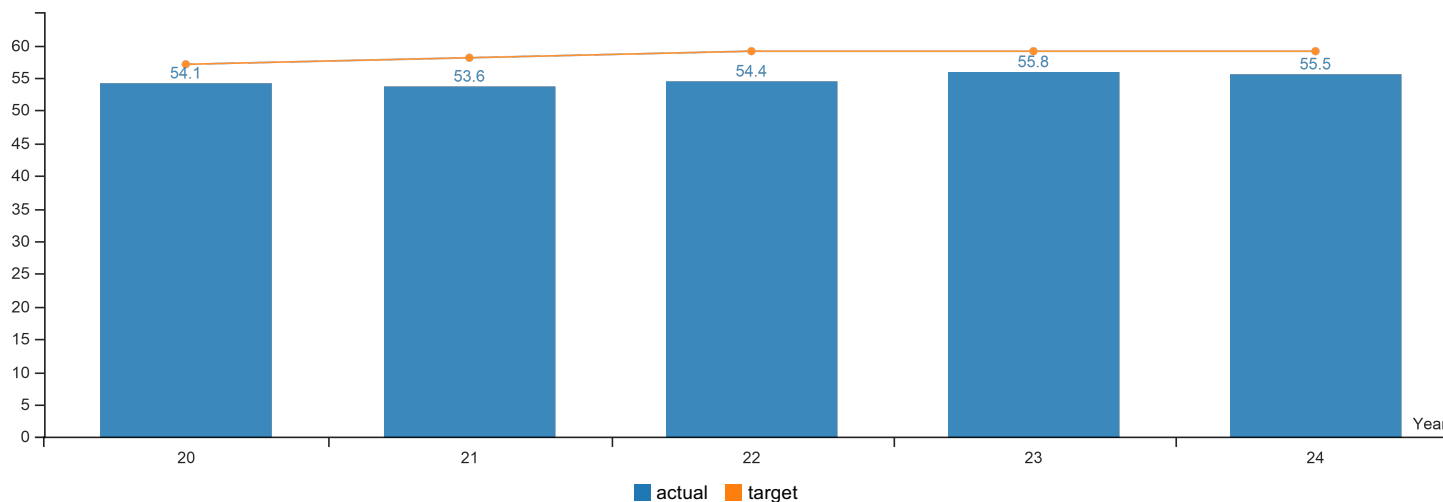
Report Year	2020	2021	2022	2023	2024
Data Year	2018-19	2019-20	2020-21	2021-22	2022-23
Count of K-12 students who earned credit (with a C- or better) at community colleges	31,354	27,368	20,722	24,966	25,170
Count of K-12 students who earned credit (with a C- or better) at universities	9,558	8,068	7,801	8,751	10,916

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	2020	2021	2022	2023	2024
Oregon Educational Attainment					
Actual	54.10%	53.60%	54.40%	55.80%	55.50%
Target	57%	58%	59%	59%	59%

How Are We Doing

We estimate that the percentage of Oregon adults age 25 to 34 in 2022 who have a postsecondary degree or certificate is 55.5 percent. The attainment rate declined very slightly in the most recent year, by less than a percentage point but has remained generally flat for the last five years.

Attainment by level of education is shown below for the most recent year and for previous years. The percentage of young adults with a degree or certificate beyond high school was 50 percent in 2012 and rose for the next few years before remaining at about 54 percent from 2016 forward until rising in the most recent two years. In particular, the percentage of the population with a bachelor's degree declined slightly from 38.0 percent in 2021 to 37.2 percent in 2022, while the percentage estimated to have an associate degree or career certificate fell from 17.8 percent in 2021 to 18.3 percent in 2022. We note that the percentage of the young adult population with some college and no credential declined to 17.4 percent in 2022, compared to the prior three years where it had been relatively stable at around 18.5 percent. The percentage with a high school diploma or equivalent showed an increase, at 20.0 percent (19.0 percent in 2021). Notably, the data for this measure come from the American Community Survey, fielded every year in all states by the U.S. Census Bureau. Though a reliable survey, some fluctuation from year to year may be attributable to sampling.

Regardless, 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. And, the likely upcoming drop in the share of the young adult population with a postsecondary credential (due to pandemic-related declines in college-going and college and university graduation rates) will be a further challenge in achieving the State's goal.

	2018	2019	2020	2021	2022
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Bachelor's degree or more	35.3%	35.1%	36.0%	38.0%	37.2%
Associate degree or certificate	18.9%	18.5%	18.4%	17.8%	18.3%
Some college	19.7%	18.8%	18.8%	18.4%	17.4%
High school diploma or equivalent	17.9%	20.4%	19.1%	19.0%	20.0%
Less than high school	8.2%	7.2%	6.8%	6.8%	7.1%

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.

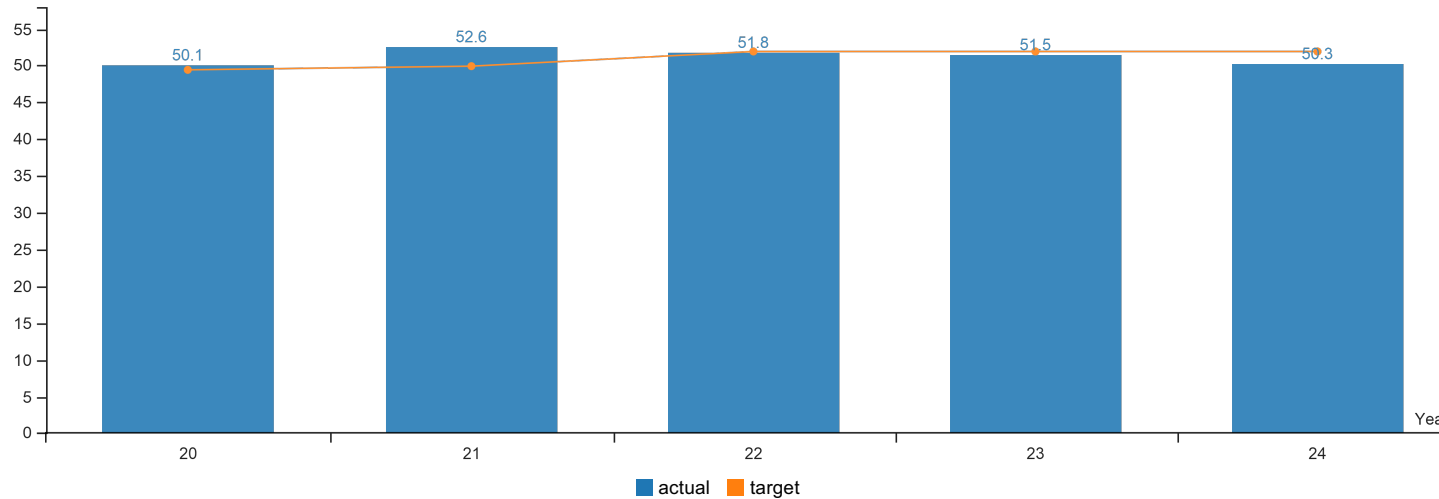
Other Comments:

This estimate comes from U.S. Census Bureau data drawn from the annual American Community Survey (ACS), one-year estimates. Year-to-year variation in the survey sample can affect the results. For the 2022 year, data come from the ACS five-year estimates, as the Census Bureau does not release one-year estimates.

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://www2.census.gov/library/publications/2014/demographics/p70-138.pdf>) and a Lumina Foundation survey from the University of Chicago's NORC survey group (<https://www.luminafoundation.org/stronger-nation/report/-/progress>).

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	2020	2021	2022	2023	2024
Community College Completion and Transfer Rate					
Actual	50.10%	52.60%	51.80%	51.50%	50.30%
Target	49.50%	50%	52%	52%	52%

How Are We Doing

Out of all credential-seeking students who were new to Oregon community colleges in the fall of 2019, 50.3 percent either earned an associate degree or certificate, or enrolled at a 4-year institution (nationwide) within four years. After steadily rising for years prior to the pandemic, the rate has now fallen back to around 50 percent.

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 2019)

- 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 2019 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 2019; 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 2019, 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 2019 and summer of 2023; 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:

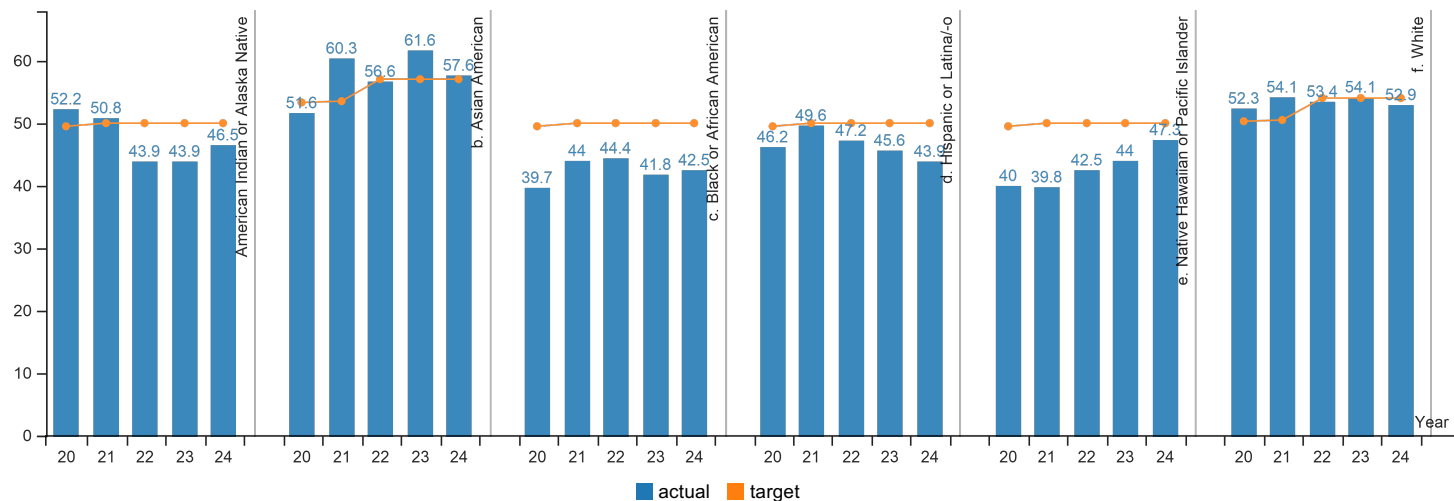
Out of all students in the fall of 2019 credential-seeking cohort, 34.8% earned an associate degree or certificate within four years. For another 15.5% of the students in the cohort there is evidence of enrollment at a 4-year institution. In total, 50.3% of the cohort either earned an award or enrolled at a 4-year institution. The overall completion rate has been declining for the last 3 years. The decline is likely connected to the COVID-19 pandemic. During the pandemic many college campuses shut down, and students adopted to virtual learning with various degrees of success. Availability of guidance, internet connection and technology, financial resources, and physical and mental health were factors affecting students’ persistence during the pandemic. The remaining 49.7% of students in the 2019 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	2020	2021	2022	2023	2024
Cohort Year	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Associate degree	28.6%	29.8%	30.3%	30.1%	29.1%
Certificate	6.2%	6.3%	5.8%	6.0%	5.7%
Total awards	34.8%	36.1%	36.1%	36.1%	34.8%

No award, transfer	15.3%	16.5%	15.7%	15.5%	15.5%
Total award or transfer*	50.1%	52.6%	51.8%	51.5%	50.3%

*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	2020	2021	2022	2023	2024
American Indian or Alaska Native					
Actual	52.20%	50.80%	43.90%	43.90%	46.50%
Target	49.50%	50%	50%	50%	50%
b. Asian American					
Actual	51.60%	60.30%	56.60%	61.60%	57.60%
Target	53.30%	53.50%	57%	57%	57%
c. Black or African American					
Actual	39.70%	44%	44.40%	41.80%	42.50%
Target	49.50%	50%	50%	50%	50%
d. Hispanic or Latina/-o					
Actual	46.20%	49.60%	47.20%	45.60%	43.90%
Target	49.50%	50%	50%	50%	50%
e. Native Hawaiian or Pacific Islander					
Actual	40%	39.80%	42.50%	44%	47.30%
Target	49.50%	50%	50%	50%	50%
f. White					
Actual	52.30%	54.10%	53.40%	54.10%	52.90%
Target	50.30%	50.50%	54%	54%	54%

How Are We Doing

There are significant differences in the completion and transfer rates of the six racial/ethnic groups examined in this measure but equity gaps have narrowed in recent years. Total award and transfer rates range from 42.5% for Black or African American students to 57.6% for Asian students in the fall 2019 credential-seeking cohort. The overall completion and transfer rate for the fall 2019 credential-seeking cohort is 50.3% 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 2019)

- For the purposes of the KPM, completers include students who earned an associate degree or certificate and students who did not earn 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 2019 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 2019; 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 2019, 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 2019 and summer of 2023; 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 and White students exceed the overall statewide completion and transfer rate of the fall 2019 cohort, however both these groups saw declines

from the previous year. The completion and transfer rates of Native American or Alaska Native, Black/African American students, Native Hawaiian/Pacific Islander students, as well as Hispanic students are below the state average of 50.3%. However three out of these four groups saw rising completion and transfer rates in the most recent year with only the Hispanic or Latina/o group seeing a decline.

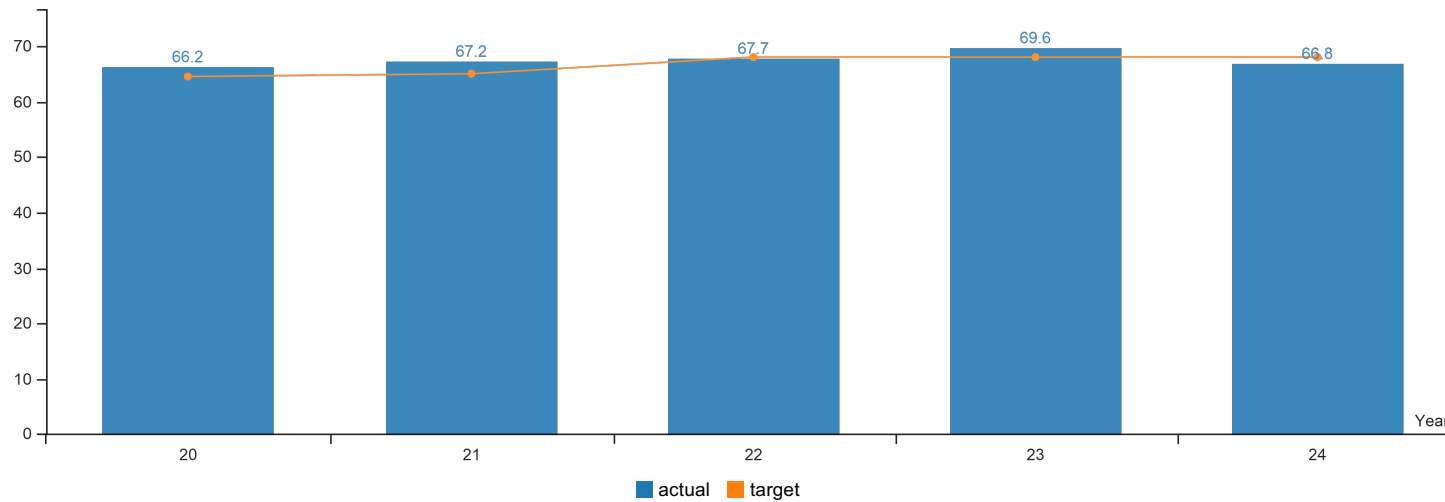
Community college award rates (without transfer rates) show a somewhat different pattern this year. White students are the only group that exceed the state average of 34.8%, and the multi-racial group matches this rate. All other racial/ethnic groups' award rates are below the state average. Black/African American and Native American or Alaska Native students' award rates are the lowest attainment rates of associate degrees and certificates among the six racial/ethnic groups at 25.9% and 29.7% respectively.

An examination of transfer rates (without an award at a community college) shows that Asian American students have, by far, the highest transfer rate to 4-year institutions at 24.5% within 4 years. Multi-racial and then Native American or Alaska Native students have the next highest transfer rates at 17.1% and 16.8% respectively. 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 2019 Cohort				
	Associate degree	Certificate only	Total awards	No award, transfer	Total awards and transfer
Native American or Alaska Native	24.5%	5.2%	29.7%	16.8%	46.5%
Asian American	28.5%	4.6%	33.1%	24.5%	57.6%
Black or African American	21.4%	4.5%	25.9%	16.6%	42.5%
Hispanic or Latina/o	25.2%	6.6%	31.8%	12.1%	43.9%
Native Hawaiian or Pacific Islander	25.3%	7.7%	33.0%	14.3%	47.3%
White	31.7%	5.0%	36.7%	16.2%	42.9%
Multi-racial	30.9%	4.0%	34.8%	17.1%	41.9%

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	2020	2021	2022	2023	2024
Public University Graduation Rate					
Actual	66.20%	67.20%	67.70%	69.60%	66.80%
Target	64.50%	65%	68%	68%	68%

How Are We Doing

After 7 years of increases, university graduation rates for the Fall 2017 entering cohort decreased as compared to the Fall 2016 entering cohort. Graduation rates for the Fall 2017 cohort were 66.8%, the lowest since the Fall 2013 cohort. The drop is doubtless related to the COVID-19 pandemic, as the majority of students from this cohort would be expected to graduate in 2020-21. Due to this, we fell far short of our target of 68.0% and it remains to be seen how graduation rates will recover over the coming years.

Historically, Oregon resident students tended to have slightly higher 6-year graduation rates than their nonresident counterparts by about 3-4 percentage points. Last year's residents far out-performed that margin, but for the Fall 2017 cohort, the difference once again returned to about 3%, as nonresident graduation rates were able to remain steady while resident rates fell.

Cohort Year	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Actual	64.7%	65.4%	63.6%	63.7%	63.7%

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 resident 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)

- This metric is based on 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).

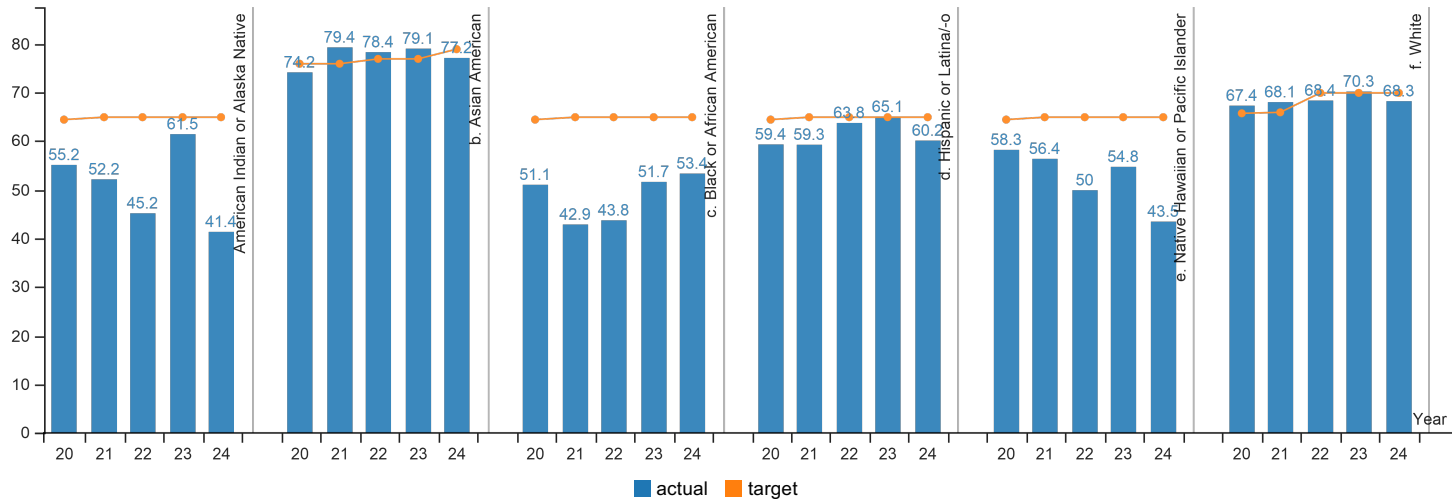
Limitations of this definition/data limitations are:

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	2020	2021	2022	2023	2024
American Indian or Alaska Native					
Actual	55.20%	52.20%	45.20%	61.50%	41.40%
Target	64.50%	65%	65%	65%	65%
b. Asian American					
Actual	74.20%	79.40%	78.40%	79.10%	77.20%
Target	76%	76%	77%	77%	79%
c. Black or African American					
Actual	51.10%	42.90%	43.80%	51.70%	53.40%
Target	64.50%	65%	65%	65%	65%
d. Hispanic or Latina/-o					
Actual	59.40%	59.30%	63.80%	65.10%	60.20%
Target	64.50%	65%	65%	65%	65%
e. Native Hawaiian or Pacific Islander					
Actual	58.30%	56.40%	50%	54.80%	43.50%
Target	64.50%	65%	65%	65%	65%
f. White					
Actual	67.40%	68.10%	68.40%	70.30%	68.30%
Target	65.80%	66%	70%	70%	70%

How Are We Doing

There are significant differences in graduation rates between the various racial/ethnic subcategories ranging from a high of 77.2% to a low of 41.4%. Asian American and White students consistently graduate at the highest rates, with Asian Americans topping 70% for many years now, and the White demographic eclipsing that mark for the first time with the Fall 2016 cohort, only to fall back below it with the Fall 2017 cohort. Mirroring its effect on the overall graduation rate, the COVID-19 pandemic resulted in lower grad rates for nearly every racial/ethnic group as well. The only group to manage an increase was the Black or African American group, who rose from 51.7% to 53.4%. Unfortunately, the rates of two groups that have historically lagged somewhat behind (American Indian and Alaska Natives and Native Hawaiian or Other Pacific Islanders) dropped by over 10 percentage points. However, both of these demographic groups routinely show high grad rate volatility due to lower Ns, so this could also be a factor.

As with the overall graduation rate, even when broken down by racial/ethnic categories, Oregon resident students have tended to have slightly higher 6-year graduation rates than their nonresident counterparts. There is much more variance among these numbers, but in general, this seemed to hold true, even this year, apart from the two aforementioned groups.

Racial/Ethnic Group	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Native American or Alaska Native	50.0%	44.0%	60.0%	40.9%	55.3%
Asian American	70.7%	64.5%	73.0%	68.0%	73.2%
Black or African American	50.0%	51.2%	50.4%	46.5%	44.9%
Hispanic or Latina/o	60.7%	63.5%	62.0%	56.5%	57.3%
Native Hawaiian or Pacific Islander	43.2%	40.7%	56.1%	37.3%	50.0%
White	66.3%	66.7%	65.4%	66.1%	66.0%
Multi-racial	63.8%	63.8%	63.5%	59.9%	61.1%

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 resident 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)

- This metric is based on 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:

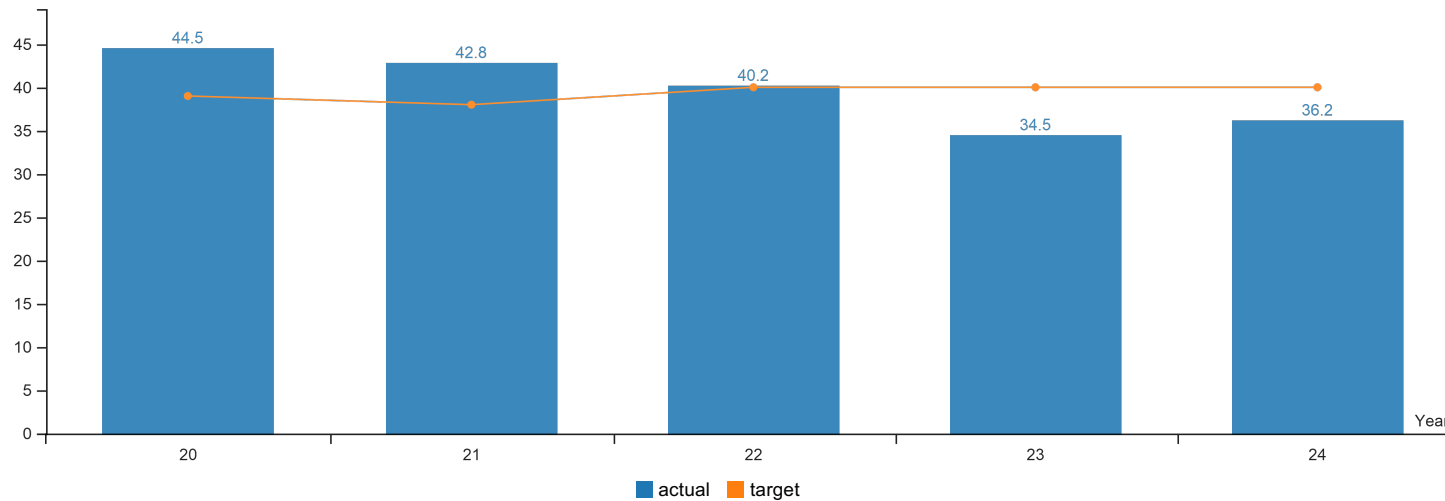
Given these limitations, results suggest:

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	2020	2021	2022	2023	2024
Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.					
Actual	44.50%	42.80%	40.20%	34.50%	36.20%
Target	39%	38%	40%	40%	40%

How Are We Doing

The percentage of students incurring unaffordable costs continues to decrease for the fifth year in a row. After 5 years in the range of 44% - 45%, in 2019-20, the percentage started to drop and has now sat comfortably below our target of 40% for the past two years. In the most recent year, there was a bit of an increase over the low from 2021-22. Analysis shows that this stems largely from federal pandemic support funds ending. Institutions had used these funds for student grants. Increases in state aid offset some of the loss of federal funds.

HECC’s Office of Research and Data produced a research brief analyzing the improvement in affordability over recent years: “Recent Improvements in College and University Affordability”. A summary of the findings follows:

“Through a combination of expanded financial aid, reduced enrollment, and stable tuition, more Oregon students at public colleges and universities had resources to cover the cost of attendance in the last two years than at any time in recent history. Though some of the reasons were related to the pandemic, affordability is likely to keep improving in the coming years because of significant increases in Oregon financial aid programs, including a historic increase in the Oregon Opportunity Grant, the new Oregon Tribal Student Grant, and more.”

For more detail, see the full research brief explaining the decline here:

<https://www.oregon.gov/highered/research/Documents/Reports/Affordability%20Brief%202023.pdf>

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 2022-23 this figure was \$8,700.
- “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.

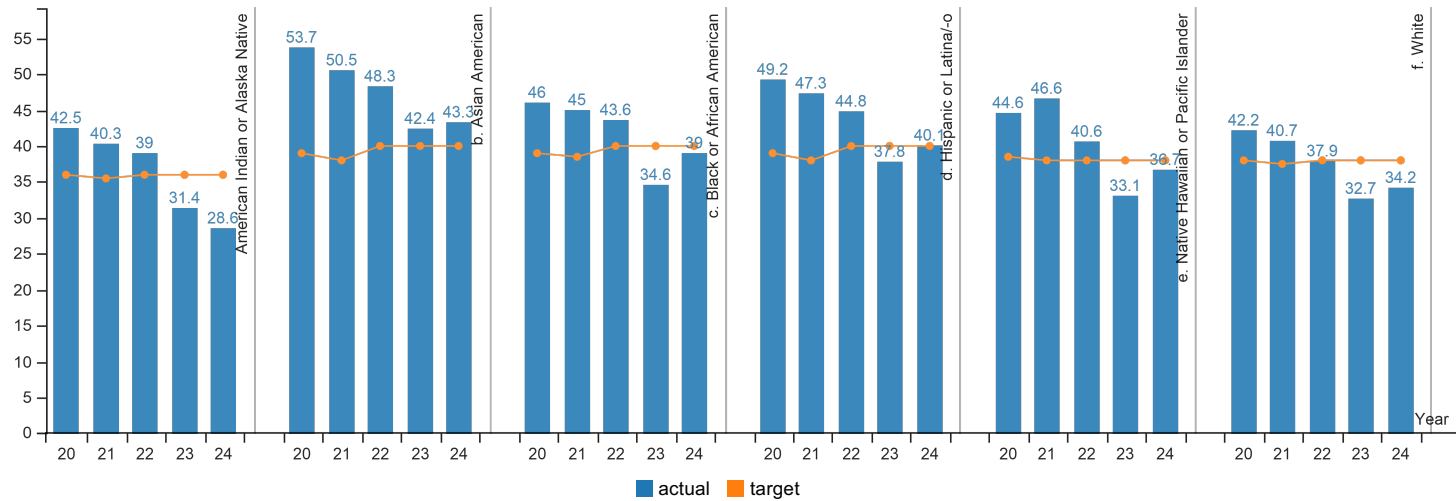
Given these limitations, results suggest:

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	2020	2021	2022	2023	2024
American Indian or Alaska Native					
Actual	42.50%	40.30%	39%	31.40%	28.60%
Target	36%	35.50%	36%	36%	36%
b. Asian American					
Actual	53.70%	50.50%	48.30%	42.40%	43.30%
Target	39%	38%	40%	40%	40%
c. Black or African American					
Actual	46%	45%	43.60%	34.60%	39%
Target	39%	38.50%	40%	40%	40%
d. Hispanic or Latina/-o					
Actual	49.20%	47.30%	44.80%	37.80%	40.10%
Target	39%	38%	40%	40%	40%
e. Native Hawaiian or Pacific Islander					
Actual	44.60%	46.60%	40.60%	33.10%	36.70%
Target	38.50%	38%	38%	38%	38%
f. White					
Actual	42.20%	40.70%	37.90%	32.70%	34.20%
Target	38%	37.50%	38%	38%	38%

How Are We Doing

In 2022-23, all but one of the six racial/ethnic groups saw an increase in the percentage of students facing unaffordable costs. As mentioned in the narrative accompanying KPM #9, analysis shows that this stems largely from federal pandemic support funds ending. Institutions had used these funds for student grants. Increases in state aid offset some of the loss of federal funds.

The one outlier was the Native American or Alaska Native demographic whose percentage dropped from 31.4% to 28.6%, which is the lowest, by a sizeable margin, of all the groups. This extremely favorable outcome is likely due to the impact of the new Oregon Tribal Student Grant.

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 2022-23 this figure was \$8,700.
- “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:

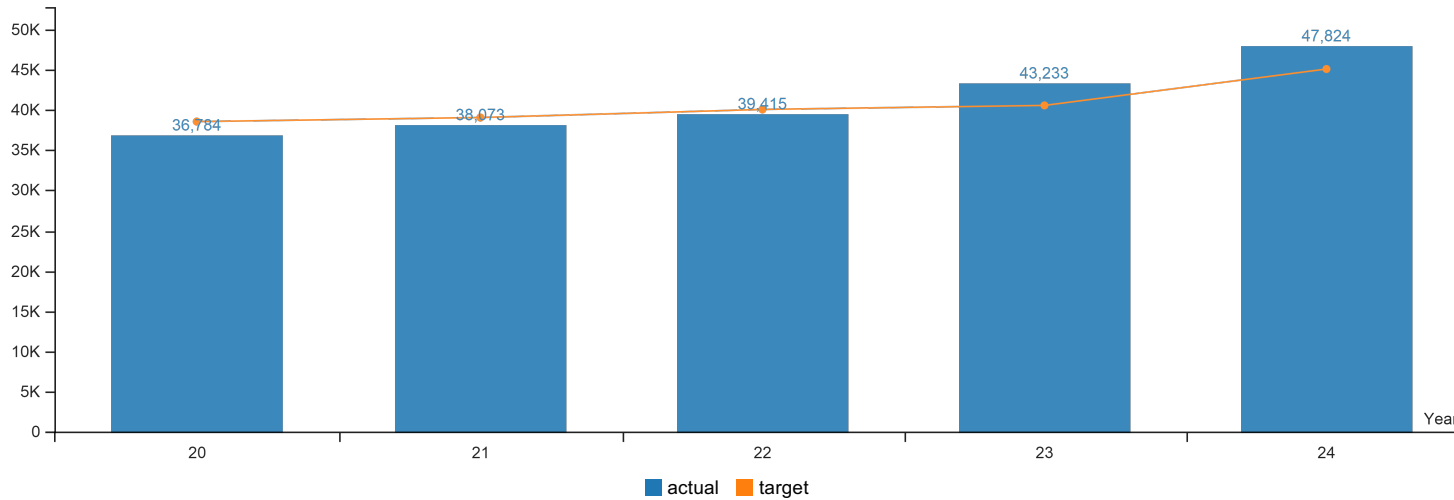
Even given these limitations, the results suggest that a significant percentage of Oregon students will need to take on debt to go to college.

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	2020	2021	2022	2023	2024
Five years after completion					
Actual	\$36,784.00	\$38,073.00	\$39,415.00	\$43,233.00	\$47,824.00
Target	\$38,500.00	\$39,000.00	\$40,000.00	\$40,500.00	\$45,000.00

How Are We Doing

The data show that the median wage of the 2017-18 community college award recipients was \$47,824 in the fifth year after the year of the award. This continues an upward trend over the last several years and exceeds this year's target for this measure.

Note: The methodology for calculating this metric has changed. We now calculate the median wages earned in the fifth year after the award year (instead of "5 years after the award" which looked at wages in the 6th year). Due to this, historical numbers will not match previous APPR reports.

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) in the fifth year 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 2017-18.
- 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 2022 - June 2023.

Limitations of this definition/data limitations are:

- A wage match was possible if:
 1. A valid social security number was available for the community college award recipient. Valid social security numbers were available for 96% of the 2017-18 Oregon community college completers; AND
 2. A wage record for the social security number was found in the Unemployment Insurance database of the Oregon Employment Department for quarter 3 of 2022, quarter 4 of 2022, quarter 1 of 2023, or quarter 2 of 2023. 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 70% of community college completers with a valid social security number (67% of all completers).
- The measure does not claim that the 2017-18 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 2017-18, and some continued their education in the years following the 2017-18 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 (\$49,052 vs \$44,616, 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 in the fifth year after the award:

Wage year	2022	July 2022 - June 2023	July 2022 - June 2023
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	\$36,722	\$47,824	\$56,800

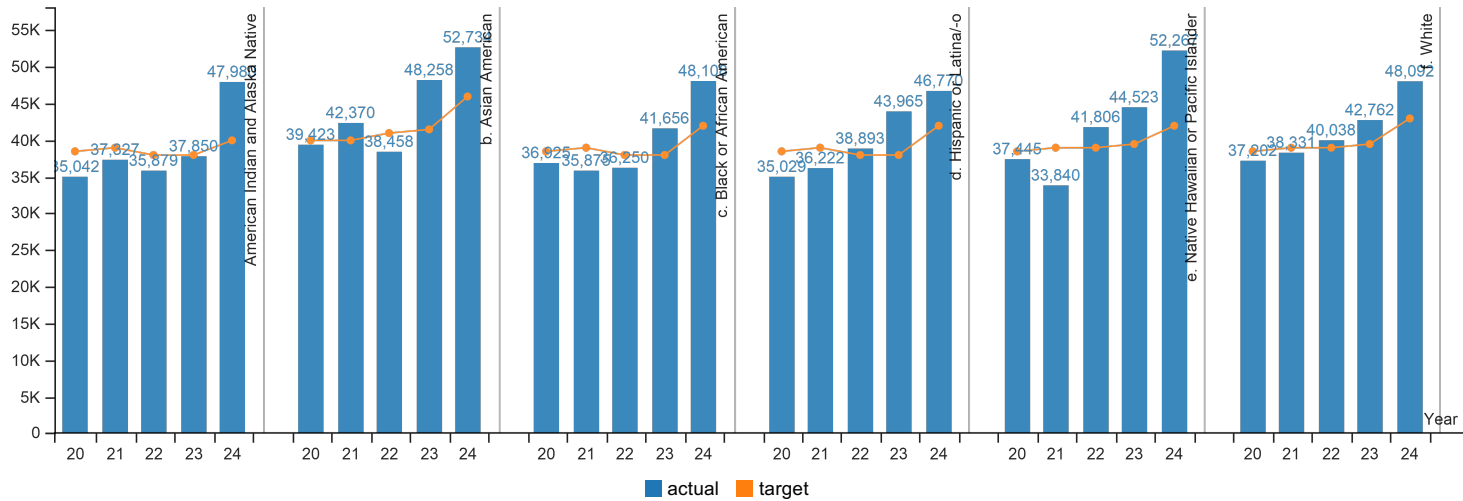
*Data source: 2018-2022 American Community Survey 5-year Estimates, 2022

<https://data.census.gov/table/ACSST5Y2022.S2001?q=S2001&g=040XX00US41&y=2022>

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	2020	2021	2022	2023	2024
American Indian and Alaska Native					
Actual	\$35,042.00	\$37,327.00	\$35,879.00	\$37,850.00	\$47,980.00
Target	\$38,500.00	\$39,000.00	\$38,000.00	\$38,000.00	\$40,000.00
b. Asian American					
Actual	\$39,423.00	\$42,370.00	\$38,458.00	\$48,258.00	\$52,734.00
Target	\$40,000.00	\$40,000.00	\$41,000.00	\$41,500.00	\$46,000.00
c. Black or African American					
Actual	\$36,925.00	\$35,875.00	\$36,250.00	\$41,656.00	\$48,108.00
Target	\$38,500.00	\$39,000.00	\$38,000.00	\$38,000.00	\$42,000.00
d. Hispanic or Latina/-o					
Actual	\$35,029.00	\$36,222.00	\$38,893.00	\$43,965.00	\$46,770.00
Target	\$38,500.00	\$39,000.00	\$38,000.00	\$38,000.00	\$42,000.00
e. Native Hawaiian or Pacific Islander					
Actual	\$37,445.00	\$33,840.00	\$41,806.00	\$44,523.00	\$52,267.00
Target	\$38,500.00	\$39,000.00	\$39,000.00	\$39,500.00	\$42,000.00
f. White					
Actual	\$37,202.00	\$38,331.00	\$40,038.00	\$42,762.00	\$48,092.00
Target	\$38,500.00	\$39,000.00	\$39,000.00	\$39,500.00	\$43,000.00

How Are We Doing

There are differences between the median earnings of the six racial/ethnic groups of community college award recipients, but the ten-year trend shows improvement in equity gaps. Asian American and Native Hawaiian/Pacific Islander graduates had the highest median earnings in the fifth year after the award at \$52,734 and \$52,267 respectively. Multi-racial and Black or African American graduates had the lowest median earnings at \$43,569 and \$48,108 respectively.

Note: The methodology for calculating this metric has changed. We now calculate the median wages earned in the fifth year after the award year (instead of “5 years after the award” which looked at wages in the 6th year). Due to this, historical numbers will not match previous APPR reports.

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:

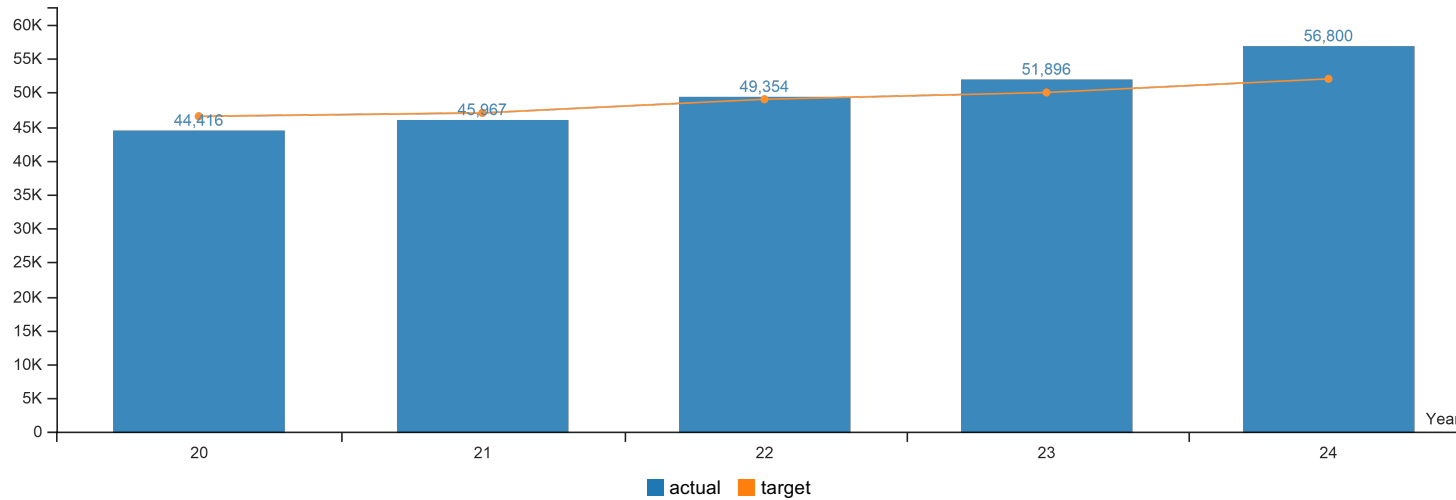
This measure expands the KPM 11 by calculating it for separate racial/ethnic groups. It thus provides information about both the value of a community college degree or certificate and about how that value might vary for different racial/ethnic groups. It is an indicator of both return on investment and 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. Earnings of university graduates are typically higher than earnings of community college graduates in the fifth year after the award. One exception to this rule are the earnings of Native American or Alaska Native students in the 2017-18 graduation cohort. However, the earnings of 2017-18 community college graduates of this racial/ethnic group are significantly higher than those of previous cohorts and may be an outlier caused by the small number of students in this group. The data show that there are significant differences between the median earnings among the six racial/ethnic group examined in this measure.

Award year	2017-18	2017-18
KPM	KPM 12	KPM 14
Credentials attained	All community college awards (associate degrees and certificates)	Bachelor’s degree
Native American or Alaska Native	\$47,980	\$47,913
Asian American	\$52,734	\$60,912
Black or African American	\$48,108	\$54,907
Hispanic or Latina/o	\$46,770	\$57,390
Native Hawaiian or Pacific Islander	\$52,267	\$59,021
White	\$48,092	\$56,754
Multi-racial	\$43,569	\$56,441

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	2020	2021	2022	2023	2024
Earnings of bachelor degree completers					
Actual	\$44,416.00	\$45,967.00	\$49,354.00	\$51,896.00	\$56,800.00
Target	\$46,500.00	\$47,000.00	\$49,000.00	\$50,000.00	\$52,000.00

How Are We Doing

The data show that the median wage of the 2017-18 bachelor's degree recipients was \$56,800 in the fifth year after the year of the award. This is an increase of 9.4%, a significant jump and the largest increase in the last 10 years.

Note: The methodology for calculating this metric has changed. We now calculate the median wages earned in the fifth year after the award year (instead of "5 years after the award" which looked at wages in the 6th year). Due to this, historical numbers will not match previous APPR reports.

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 in the fifth year after their graduation.

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 2017-18 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 2022 - June 2023.

Limitations of this definition/data limitations are:

- A wage match was possible if:
 1. A valid social security number was available for the bachelor's degree recipient. Valid social security numbers were available for 93% of 2017-18 Oregon public university graduates; AND
 2. A wage record for the social security number was found in the Unemployment Insurance database of the Oregon Employment Department for quarter 3 of 2022, quarter 4 of 2022, quarter 1 of 2023, or quarter 2 of 2023. 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 54% of bachelor's degree completers with a valid social security number (50% of all graduates).
- The measure does not claim that the 2017-18 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 2017-18, and some continued their education in the years following the 2017-18 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 in the fifth year after the award:

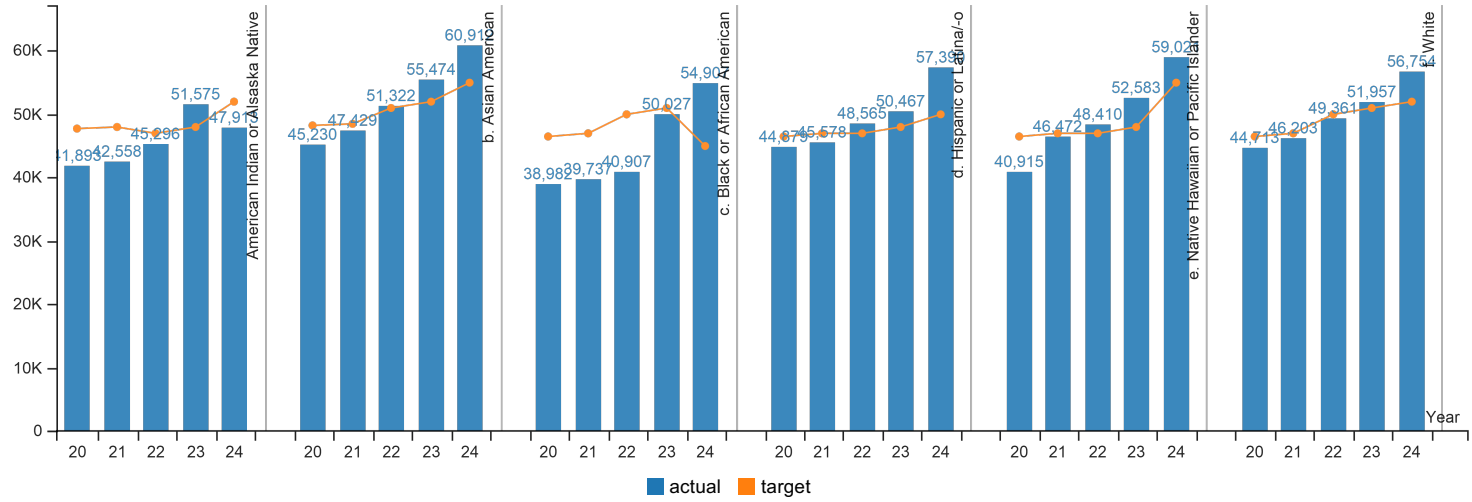
Wage year	2022	July 2022 - June 2023	July 2022 - June 2023
KPM	n/a	KPM 11	KPM 13
Credential attained	High school diploma or equivalent*	Community college certificates/OTM and associate degrees	Bachelor's degree
Median earnings	\$36,722	\$47,824	\$56,800

*Data source: 2018-2022 American Community Survey 5-year Estimates, 2022

<https://data.census.gov/table/ACSST5Y2022.S2001?q=S2001&g=040XX00US41&y=2022>

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	2020	2021	2022	2023	2024
American Indian or Alaska Native					
Actual	\$41,893.00	\$42,558.00	\$45,296.00	\$51,575.00	\$47,913.00
Target	\$47,750.00	\$48,000.00	\$47,000.00	\$48,000.00	\$52,000.00
b. Asian American					
Actual	\$45,230.00	\$47,429.00	\$51,322.00	\$55,474.00	\$60,912.00
Target	\$48,250.00	\$48,500.00	\$51,000.00	\$52,000.00	\$55,000.00
c. Black or African American					
Actual	\$38,982.00	\$39,737.00	\$40,907.00	\$50,027.00	\$54,907.00
Target	\$46,500.00	\$47,000.00	\$50,000.00	\$51,000.00	\$45,000.00
d. Hispanic or Latina/-o					
Actual	\$44,879.00	\$45,578.00	\$48,565.00	\$50,467.00	\$57,390.00
Target	\$46,500.00	\$47,000.00	\$47,000.00	\$48,000.00	\$50,000.00
e. Native Hawaiian or Pacific Islander					
Actual	\$40,915.00	\$46,472.00	\$48,410.00	\$52,583.00	\$59,021.00
Target	\$46,500.00	\$47,000.00	\$47,000.00	\$48,000.00	\$55,000.00
f. White					
Actual	\$44,713.00	\$46,203.00	\$49,361.00	\$51,957.00	\$56,754.00
Target	\$46,500.00	\$47,000.00	\$50,000.00	\$51,000.00	\$52,000.00

How Are We Doing

For 2017-18 bachelor's degree recipients, five of the six racial/ethnic groups experienced an increase in median earnings, with the Native American or Alaska Native group being the only one showing a decline. There are still significant differences between the groups, with a high of \$60,912 for Asian Americans and a low of \$47,913 for the Native American or Alaska Native group.

Note: The methodology for calculating this metric has changed. We now calculate the median wages earned in the fifth year after the award year (instead of "5 years after the award" which looked at wages in the 6th year). Due to this, historical numbers will not match previous APPR reports.

Factors Affecting Results

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

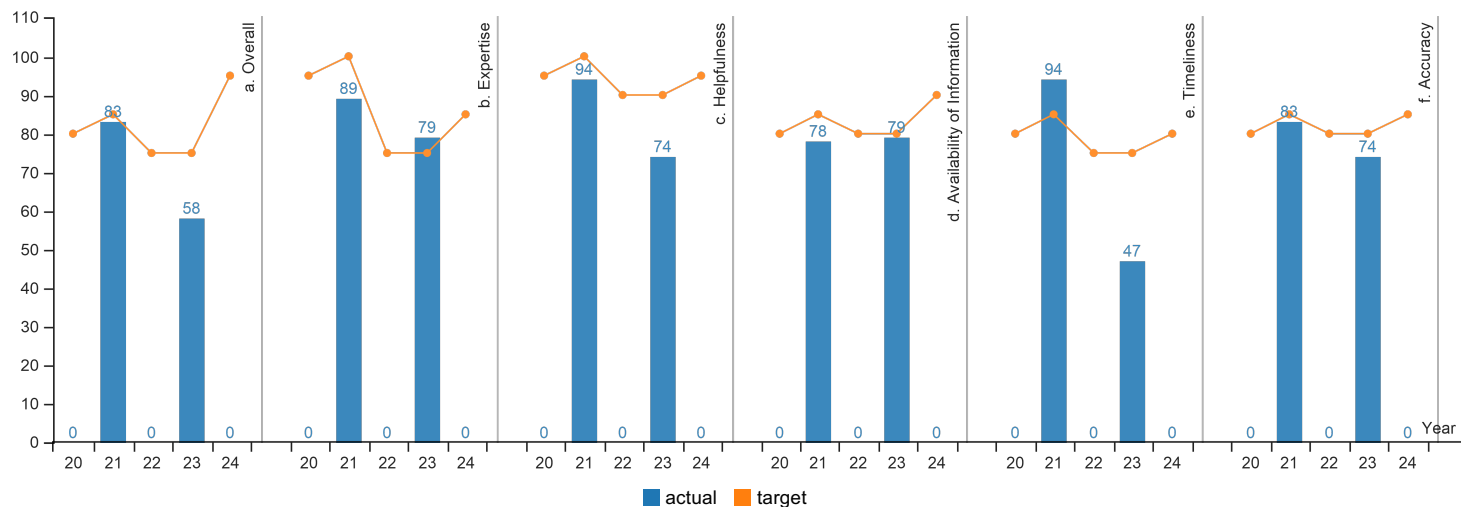
Other Comments:

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	2017-18	2017-18
KPM	KPM 12	KPM 14
Credentials attained	All community college awards (associate degrees and certificates)	Bachelor's degree
Native American or Alaska Native	\$47,980	\$47,913
Asian American	\$52,734	\$60,912
Black or African American	\$48,108	\$54,907
Hispanic or Latina/o	\$46,770	\$57,390
Native Hawaiian or Pacific Islander	\$52,267	\$59,021
White	\$48,092	\$56,754
Multi-racial	\$43,569	\$56,441

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	2020	2021	2022	2023	2024
a. Overall					
Actual		83%		58%	
Target	80%	85%	75%	75%	95%
b. Expertise					
Actual		89%		79%	
Target	95%	100%	75%	75%	85%
c. Helpfulness					
Actual		94%		74%	
Target	95%	100%	90%	90%	95%
d. Availability of Information					
Actual		78%		79%	
Target	80%	85%	80%	80%	90%
e. Timeliness					
Actual		94%		47%	
Target	80%	85%	75%	75%	80%
f. Accuracy					
Actual		83%		74%	
Target	80%	85%	80%	80%	85%

How Are We Doing

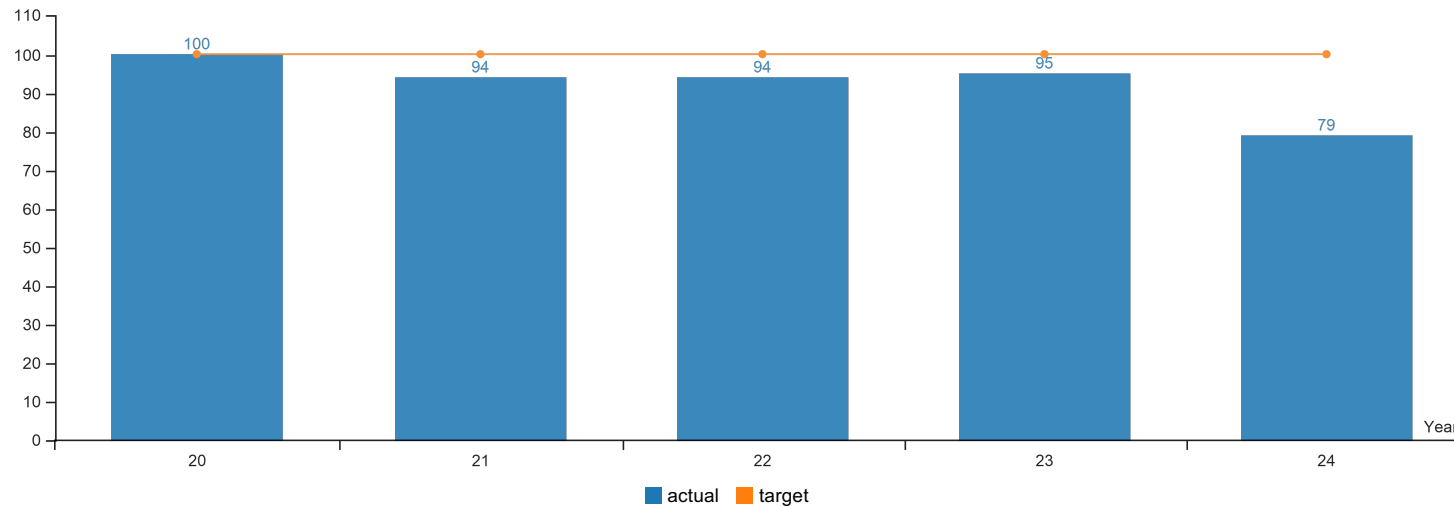
The Oregon Department of Administrative Services defines the measures of customer service with the six questions below. We defined and surveyed a list of stakeholders on these questions from a wide range of external stakeholders, including postsecondary institutions, other government agencies, and non-governmental organizations. The stakeholder list was defined as those groups or organizations to which the HECC provides some level of technical or customer support. At least three representatives of each group were sent the survey. 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). In particular, the list 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, private degree-granting institutions, staff at related government agencies, and external non-governmental organization staff. In 2023 survey, the percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent" declined in most categories. This result will require further investigation to determine causes and appropriate action.

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	2020	2021	2022	2023	2024
BEST PRACTICES					
Actual	100%	94%	94%	95%	79%
Target	100%	100%	100%	100%	100%

How Are We Doing

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. As in prior years, we defined these best practices with 24 rated questions and an open-ended question for additional comments.

Across all questions, 79% of responding Commissioners agreed or strongly agreed that they followed the 24 best practices identified here. This is a decline from previous years, however, many respondents are new to the Commission and reported answering “neutral” to many questions until they know more about the Commission’s needs and norms.

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 questions are:

As an Individual Commissioner:

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

78% agreed or strongly agreed

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

44% agreed or strongly agreed

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

78% agreed or strongly agreed

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

67% agreed or strongly agreed

Q5: I can speak candidly at Commission meetings.

100% agreed or strongly agreed

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

22% agreed or strongly agreed

Q7: Serving on this Commission is satisfying.

89% agreed or strongly agreed

As a Commission:

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

78% agreed or strongly agreed

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

89% agreed or strongly agreed

Q10: Commissioners actively participate in discussions

89% agreed or strongly agreed

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

89% agreed or strongly agreed

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

100% agreed or strongly agreed

Q13: The leadership of the Commission is effective.

100% agreed or strongly agreed

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

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

78% agreed or strongly agreed

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.

78% agreed or strongly agreed

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

63% agreed or strongly agreed

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

78% agreed or strongly agreed

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

89% agreed or strongly agreed

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

78% agreed or strongly agreed

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

89% agreed or strongly agreed

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

78% agreed or strongly agreed

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

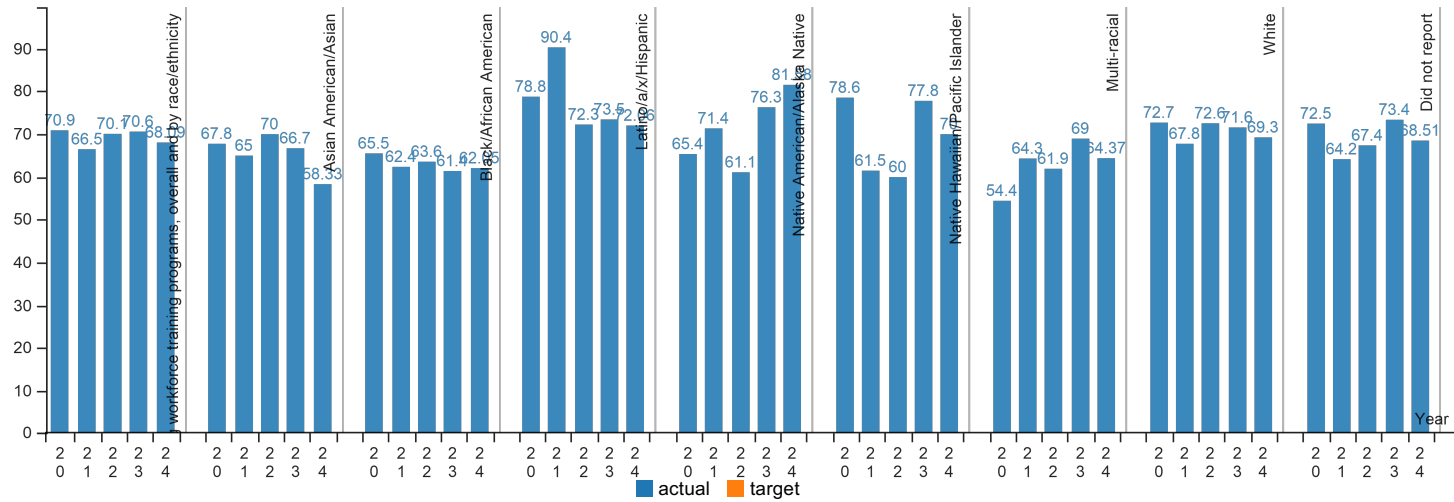
67% agreed or strongly agreed

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

78% agreed or strongly agreed

Factors Affecting Results

KPM #17	Employment Rate - Employment rate of participants completing workforce training programs, overall and by race/ethnicity
	Data Collection Period: Jul 01 - Jun 30



Report Year	2020	2021	2022	2023	2024
EMPLOYMENT RATE – Employment rate of participants completing workforce training programs, overall and by race/ethnicity					
Actual	70.900%	66.500%	70.100%	70.600%	68.090%
Target					
Asian American/Asian					
Actual	67.800%	65%	70%	66.700%	58.330%
Target					
Black/African American					
Actual	65.500%	62.400%	63.600%	61.400%	62.050%
Target					
Latino/a/x/Hispanic					
Actual	78.800%	90.400%	72.300%	73.500%	72.060%
Target					
Native American/Alaska Native					
Actual	65.400%	71.400%	61.100%	76.300%	81.580%
Target					
Native Hawaiian/Pacific Islander					
Actual	78.600%	61.500%	60%	77.800%	70%
Target					
Multi-racial					
Actual	54.400%	64.300%	61.900%	69%	64.370%
Target					

Report Year	2020	2021	2022	2023	2024
Target					
White					
Actual	72.700%	67.800%	72.600%	71.600%	69.300%
Target					
Did not report					
Actual	72.500%	64.200%	67.400%	73.400%	68.510%
Target					

How Are We Doing

Employment rates continued to fall during the most recent year for most, but not all, groups. The gap across most racial/ethnic groups has widened over the last five years. The Native American/Alaska Native participants had the highest employment rate at 81.6% and were one of only two groups whose rate rose from the prior year (the other being Black/African American participants). The Asian American/Asian group had the lowest employment rates at 58.3%. Overall, about two-thirds (68.1%) of participants were employed a year after they completed their workforce training program.

Factors Affecting Results

Other Comments:

Limitations of this definition/data limitations are:

- A wage match was possible if:
 1. A valid social security number was available for the workforce training recipient;
 - AND
 2. A wage record for the social security number was found in the Unemployment Insurance database of the Oregon Employment Department for quarter 3 of 2022, quarter 4 of 2022, quarter 1 of 2023, or quarter 2 of 2023.

Given these limitations, results suggest:

Improvements to this measure would come from:

Additional efforts to gather SSNs from alternative databases.