

## **Higher Education Coordinating Commission**

### **Annual Performance Progress Report (APPR) for Fiscal Year (2014-2015)**

Original Submission Date: 2015

Finalize Date: 10/9/2015

2014-2015 KPM #	2014-2015 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	College Credits Earned by K-12 Students - Amount of postsecondary credit per graduate awarded to K-12 students.
3	Number of adult high school diplomas/GEDs earned - Number of people earning GEDs and adult high school diplomas in Oregon each year.
4 a	Developmental education pass rates - Percent of students enrolled in a developmental education math or writing course below the 100 level who successfully complete the course: Writing.
4 b	Developmental education pass rates - Percent of students enrolled in a developmental education math or writing course below the 100 level who successfully complete the course: Math
5 a	Success of developmental education students in college math and English - Percent of students enrolled in at least 6 credits who successfully complete college-level math or writing course within 24 months of enrolling in a corresponding community college math or writing developmental education course compared to the number of students enrolled in developmental education generally: Math.
5 b	Success of developmental education students in college math and English - Percent of students enrolled in at least 6 credits who successfully complete college-level math or writing course within 24 months of enrolling in a corresponding community college math or writing developmental education course compared to the number of students enrolled in developmental education generally: Writing.
6	Number of community college students who have earned 15-29 college credits.
7	Number of community college students who have earned 30-44 college credits.
8	Number of community college students who earn at least 45 college credits.
9	Certificate and OTM Earners - Number of certificates awarded and Oregon Transfer Modules (OTM) earned each academic year.
10	Associate's Degrees - Number of associate's degrees completed each academic year.
11	Completion Ratio - Number of degrees, certificates completed, and transfer prior to completion per 100 credit-bearing FTE

2014-2015 KPM #	2014-2015 Approved Key Performance Measures (KPMs)
12	Community college to university transfers - Number of students who transfer to any four-year institution each academic year.
13 a	Earnings of community college completers - Median earnings of community college completers four quarters and five years after completion: 4 quarters.
13 b	Earnings of community college completers - Median earnings of community college completers four quarters and five years after completion: 5 Years.
14 a	Earnings of community college leavers - Median earnings of community college students who left but earned at least 12 credits: 4 Quarters.
14 b	Earnings of community college leavers - Median earnings of community college students who left but earned at least 12 credits: 5 Years
15	First-year retention rate - Percentage of Oregon public university students starting in a fall term and returning to an Oregon public university the following fall.
16	Six-year public university graduation rate - Percentage of full-time first-time students in an entering cohort that had graduate from an Oregon public university six years later.
17	Number of bachelor's degrees awarded each academic year - Number of bachelor's degrees awarded at Oregon public universities each academic year
18	Number of advanced degrees and graduate certificates awarded - Number of advanced degrees and graduate certificates awarded at Oregon public universities each academic year.
19	Bachelor's degrees awarded to community college transfers - Number of bachelor's degrees awarded to transfer students from Oregon community colleges each academic year
20	Graduation rate for non-traditional students - Graduation rate for newly admitted undergraduate students who are not first-time full-time freshman students (within six years of enrollment).
21 a	Earnings of bachelor's degree completers - Median earnings of graduating students (BA/BS only) four quarters and five years after graduation: 4 Quarters.
21 b	Earnings of bachelor's degree completers - Median earnings of graduating students (BA/BS only) four quarters and five years after graduation: 5 Years.
22	Percentage of resident enrolled students who are incurring unaffordable costs.

2014-2015 KPM #	2014-2015 Approved Key Performance Measures (KPMs)
23	Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.
24 a	University graduate debt - Average debt amount of Bachelor's graduates accompanied by percent of graduates who are borrowers: Debt Amount.
24 b	University graduate debt - Average debt amount of Bachelor's graduates accompanied by percent of graduates who are borrowers: Percentage of Students with Debt.
25 a	Student loan default rates - Three-year official cohort student loan default rates: Public Universities
25 b	Student loan default rates - Three-year official cohort student loan default rates: Public Community Colleges.
25 c	Student loan default rates - Three-year official cohort student loan default rates: Higher Education Institutions
26	Average cost of attendance - Average cost of attendance for resident undergraduates minus grant aid as a percentage of median income.
27	Tuition and fees - Average statewide tuition and fees minus grant aid and net assess tuition and fees per resident, undergraduate FTE (colleges and universities).
28	CUSTOMER SERVICE - Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall, timeliness, accuracy, helpfulness, expertise, availability of information.
29	BEST PRACTICES - Percent of total best practices met by the Commission.

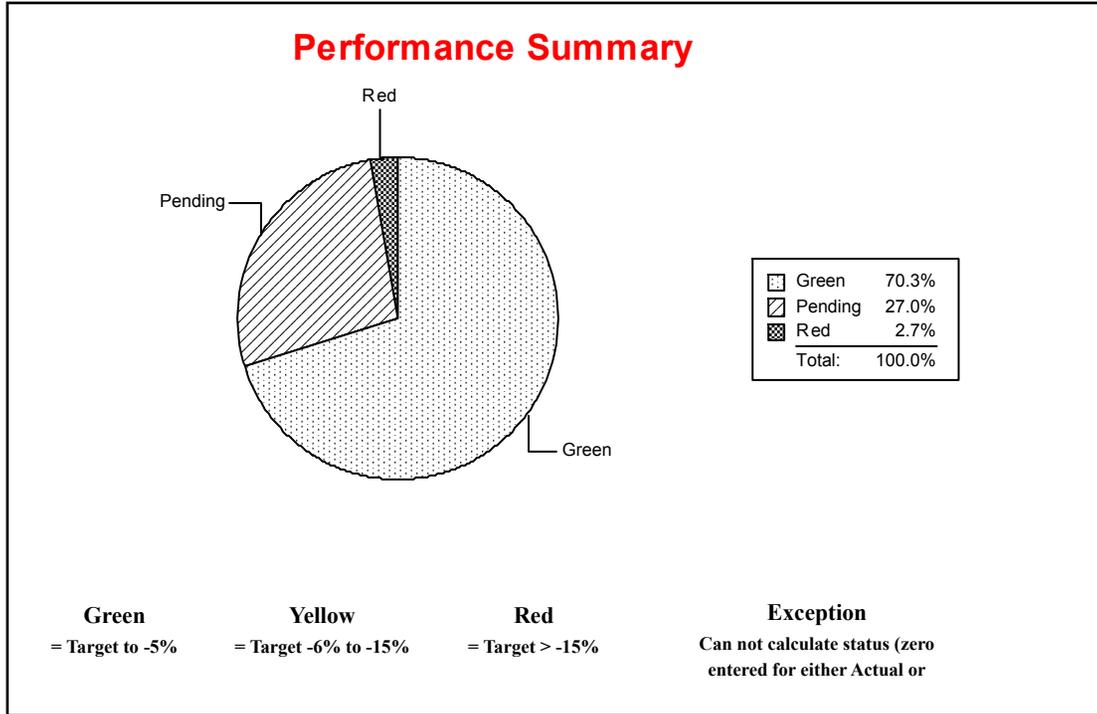
<b>New Delete</b>	<b>Proposed Key Performance Measures (KPM's) for Biennium 2015-2017</b>
	<b>Title:</b>  <b>Rationale:</b>

<b>Higher Education Coordinating Commission</b>	<b>I. EXECUTIVE SUMMARY</b>
---	-----------------------------

**Agency Mission:** The Higher Education Coordinating Commission seeks to: Broaden pathways to the goal of educational success beyond high school by achieving at least 40% of adult Oregonians earning a bachelor’s degree or higher and at least 40% of adult Oregonians earning an associate’s degree or post-secondary credential as their highest level of educational attainment by 2025 (see ORS 351.009 Mission of Education Beyond High School) Make the pathways accessible, affordable and supportive for students Steer the higher education enterprise Cheer the promotion of college completion and career readiness

<b>Contact:</b> Patrick Crane	<b>Contact Phone:</b> 503-947-2454
-------------------------------	------------------------------------

<b>Alternate:</b> Dana Richardson	<b>Alternate Phone:</b> 503-947-5986
-----------------------------------	--------------------------------------



**1. SCOPE OF REPORT**

The Higher Education Coordinating Commission seeks to: Broaden pathways to the goal of educational success beyond high school by achieving at least 40% of adult Oregonians earning a bachelor’s degree or higher and at least 40% of adult Oregonians earning an associate’s degree or post-secondary credential as their

highest level of educational attainment by 2025 (see ORS 351.009 Mission of Education Beyond High School). HECC works to accomplish this by: 1) Broadening the pathways to our 40-40 goals, 2) Making the pathways accessible, affordable and supportive for students, 3) Steering the higher education enterprise, and 4) Cheering the promotion of college completion and career readiness. The KPMs in this report track student progress towards their educational goals, certificate and degree completion, and the affordability of higher education for Oregon's citizens.

## **2. THE OREGON CONTEXT**

The pathways to educational success today reach far beyond the classrooms of the last century. Seamless pathways from pre-school through college and career training must be created and sustained so that students can advance at their best pace, learn in their best environments and achieve to their full potential. The state's 40-40-20 goals go even further, committing us to a future to be realized less than a generation from now, in which all Oregonians will complete their educations and gain the ability to contribute to our society and economy. As the Higher Education Coordinating Commission, we have the responsibility of overseeing the critical segments of the pathways to educational success from the point at which students are completing their high school diplomas and moving forward to learning, training and mastering skills in college and career training programs. We undertake this responsibility at a time of significant challenge, change and urgency. Our success will require more than good intentions or the construct of aspirational goals; it will require reinvention, recommitment and reinvestment.

We are a coordinating commission for students, mindful of the state's interest in their success as contributing members of society, rather than a governing board for colleges and universities concerned with their viability as institutions. Our goal is to build accessible and affordable pathways to opportunity and success for Oregonians that can be sustained by innovative and high-performing public and private institutions of postsecondary education throughout the state.

## **3. PERFORMANCE SUMMARY**

70 percent of HECC's KPMs are on target and only 2.7 percent are more than 15 percent below their target. 27 percent are pending further data collection and refinement.

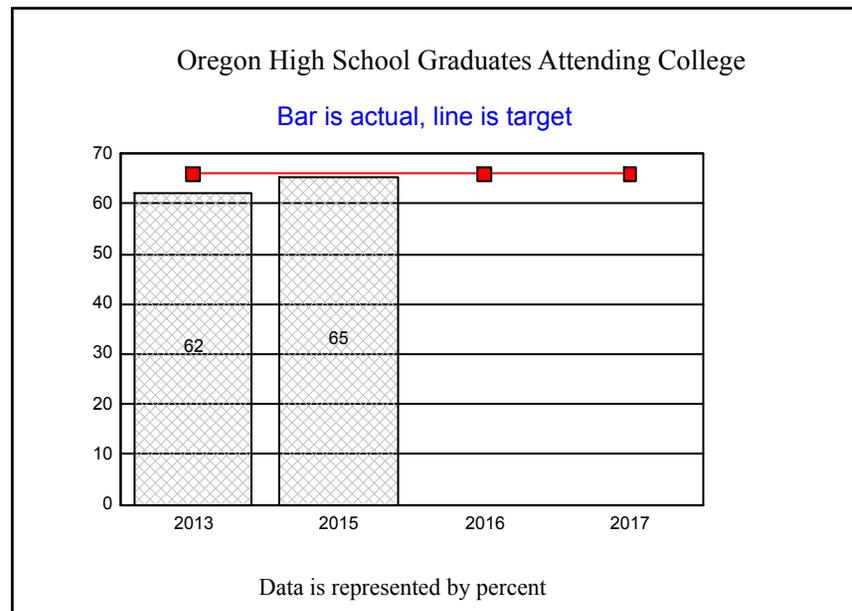
## **4. CHALLENGES**

HECC is a new agency and is in the process of developing its 2015-2020 strategic plan. As the strategic plan is developed, agency staff will work to refine and further develop HECC's performance metrics.

## **5. RESOURCES AND EFFICIENCY**

HECC is committed to efficient and effective use of state resources. It is anticipated that the new funding model for public universities that HECC has adopted, the Student Success and Completion model, will be a powerful tool for improving outcomes for students by redirecting a portion of state funding to student outcomes, not just enrollment.

<b>KPM #1</b>	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.	2015
<b>Goal</b>	Broaden the pathways to 40-40 goals.	
<b>Oregon Context</b>	OBM25 - Postsecondary credentials, OBM11 - Per capita income	
<b>Data Source</b>	Oregon Department of Education and National Student Clearinghouse.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is critical to achieving the

state's 40-40-20 goals.

## 2. ABOUT THE TARGETS

Target reflects realistic expectation based on historical data. Upward is better.

## 3. HOW WE ARE DOING

Oregon's current rates for these measures, although improving, are not high enough or improving fast enough to get Oregon to its year 2025 goal of 40% of high school students earning a bachelor's degree or higher, 40% earning an associate's degree or other postsecondary credential, and 20% earning a high school diploma (the "40-40-20 goal"). Oregon's college participation rate, in particular, must increase dramatically if the state is to reach the 40-40-20 goal.

## 4. HOW WE COMPARE

Oregon's participation rate has historically been below the national average and has remained around 55% for the past 5 years compared to the prior year. This suggests that better high school preparation and efforts to improve the affordability of college in Oregon deserve policy focus. There are not comparable national data for the Extended Participation Rate .

## 5. FACTORS AFFECTING RESULTS

Myriad factors influence college enrollment including 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.

## 6. WHAT NEEDS TO BE DONE

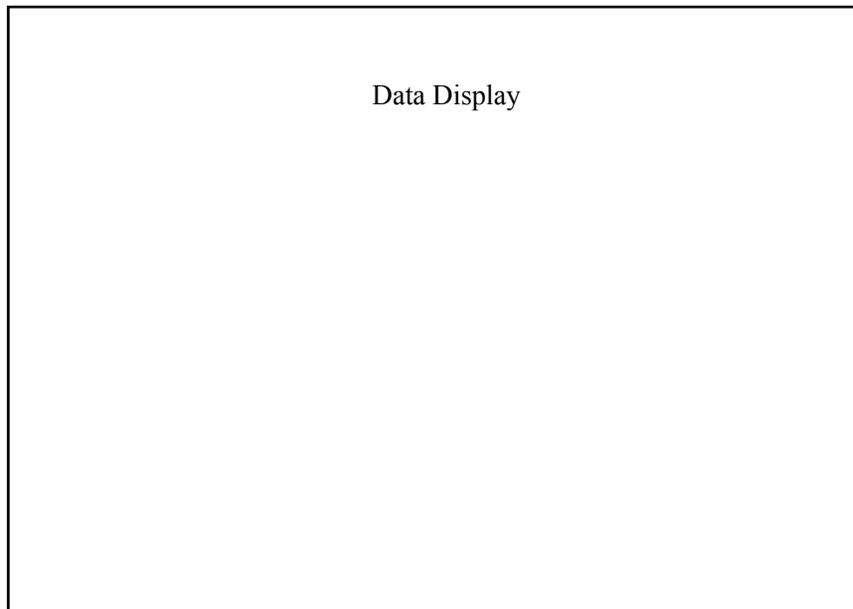
Lower college costs, improved student preparation the K-12 level, improved access to higher education for underserved populations, expanded options for students to earn college credits in high school, and better collaboration between high schools, community colleges and universities would all improve performance on this measure.

## 7. ABOUT THE DATA

Data are collected in the fourth week of fall term and represent one academic year. Each university and college provides data databases; following the implementation of validation programs, enrollment reports are generated for consistent reporting across the system.

<b>Higher Education Coordinating Commission</b>	<b>II. KEY MEASURE ANALYSIS</b>
---	---------------------------------

<b>KPM #2</b>	College Credits Earned by K-12 Students - Amount of postsecondary credit per graduate awarded to K-12 students.	2015
<b>Goal</b>	Broaden the pathways to 40-40 goals	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research & Data, Oregon Department of Education.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the state’s 40-40-20

**2. ABOUT THE TARGETS**

This is a new KPM and baseline data and target for this KPM is not currently available.

**3. HOW WE ARE DOING**

This is a new KPM and baseline data and targets for this KPM is not currently available.

**4. HOW WE COMPARE**

This is a new KPM and comparison metrics are not currently available.

**5. FACTORS AFFECTING RESULTS**

A variety of factors impact the number of college credits students earn in high school, including academic preparation, availability of courses, partnerships with local colleges and universities, cost, and family support

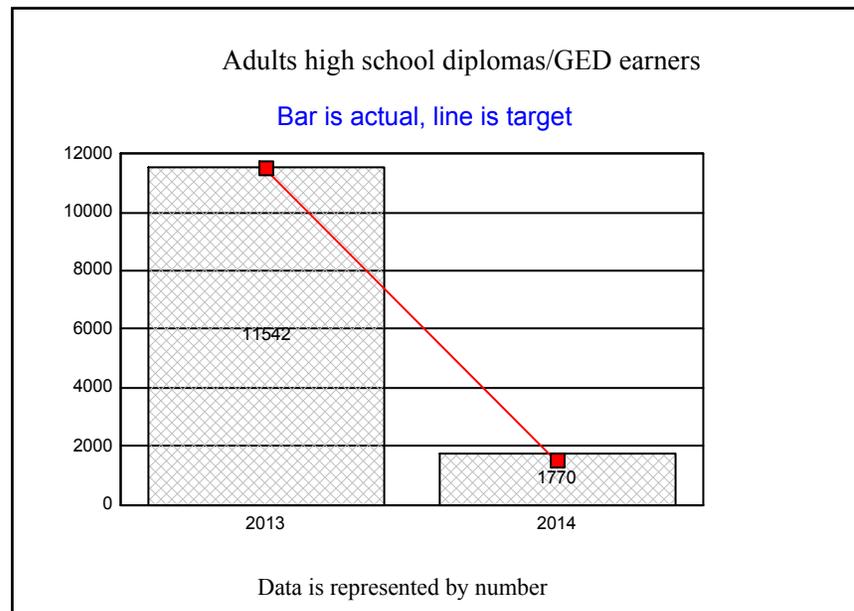
**6. WHAT NEEDS TO BE DONE**

Closer study of the types of college credits that students can earn in high school and expansion of successful models.

**7. ABOUT THE DATA**

This is a new KPM and appropriate metrics are under development.

<b>KPM #3</b>	Number of adult high school diplomas/GEDs earned - Number of people earning GEDs and adult high school diplomas in Oregon each year.	2015
<b>Goal</b>	Broaden the pathways to 40-40 goals.	
<b>Oregon Context</b>	OBM 23: High school completion	
<b>Data Source</b>	GED Testing Services	
<b>Owner</b>	GED Testing Services.	



**1. OUR STRATEGY**

The HECC's Office of Community Colleges and Workforce Development (OCCWD) partners with the GED Testing Service (GEDTS), community college Adult Basic Skills preparation programs, and GED testing centers to increase the awareness and benefits of completing a GED credential. Through marketing

efforts and an informational website, OCCWD ensures that potential GED candidates have access to the information necessary to start on a path to earning a GED credential. OCCWD has successfully encouraged testing centers to provide GED testing in new locations and extend the days and hours that GED testing occurs. CCWD also facilitates discussions between the testing centers and community college preparation programs to improve the connection between GED preparation and GED testing.

## 2. ABOUT THE TARGETS

Changes to the test between 2013 and 2014 led to a drop in GED test taking from 11,542 (2013) to 1,770 (2014). Baseline data is not currently available.

## 3. HOW WE ARE DOING

Due to the changes to the test, historical data is not available.

## 4. HOW WE COMPARE

New analysis based on recalculated baseline data is in progress.

## 5. FACTORS AFFECTING RESULTS

In Oregon, GED testing centers are located in community colleges, Educational Service Districts, the state department of corrections, public universities, and private-non-profit organizations. While the majority of GED testing centers are found at community colleges, they often conduct testing for a variety of community-based programs in their area. The data from these programs (which include workforce, youth, adult and juvenile corrections, tribes, jails, etc.) are folded into the community college numbers. Thus, obtaining clean data for community colleges is very challenging. In 2014, the GED Testing Service transitioned from paper-based GED tests to computer-based GED tests. At that time, the Language Arts Reading and Language Arts Writing test was converted to one GED subtest. The test now consists of four subtests measuring literacy, mathematics, science, and social studies. Further, the new GED test will measure test-taker college and career readiness and be aligned with the Common Core State Standards Initiative (<http://www.gedtestingservice.com/uploads/files/2287ea9548aa8839c330e610556f97b6.pdf>). These changes to the GED will impact interpretation of data in coming years making cross year comparisons in the future potentially problematic.

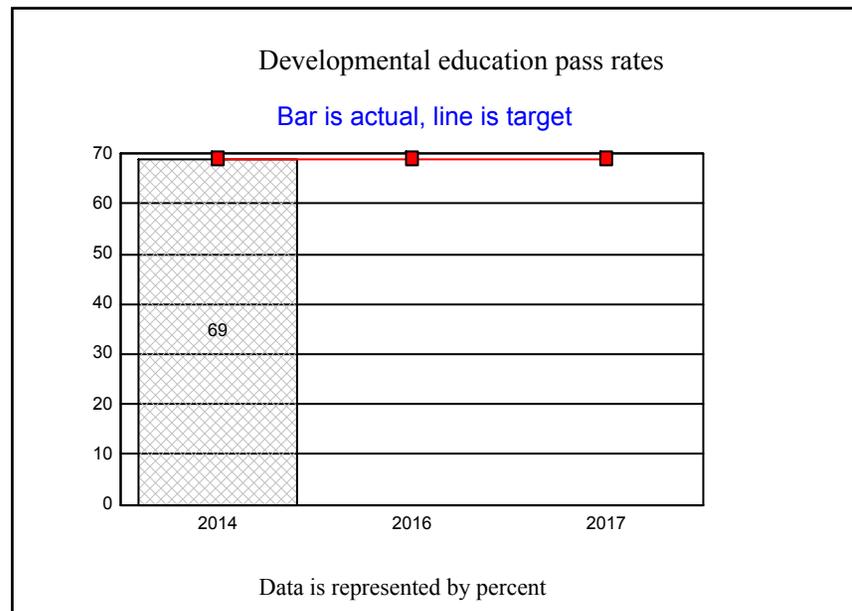
## 6. WHAT NEEDS TO BE DONE

Expanded GED opportunities for adults, particularly Hispanic and Latino adults is critical to achieving the state's 40-40-20 goal

## **7. ABOUT THE DATA**

Reporting cycle: Calendar year. Applicants are defined as all individuals who took the first of five GED tests in a calendar year. Successful applicants are those who complete and pass all five of the GED tests and who are issued a GED certificate within three years of the month of their first test date.

<b>KPM #4a</b>	Developmental education pass rates - Percent of students enrolled in a developmental education math or writing course below the 100 level who successfully complete the course: Writing.	2015
<b>Goal</b>	Broaden the pathways to 40-40 goals.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

Due to institutional variance in how courses are categorized as developmental education, comparable data is not currently available.

**4. HOW WE COMPARE**

Due to institutional variance in how courses are categorized as developmental education, comparable data is not currently available.

**5. FACTORS AFFECTING RESULTS**

Academic preparation for students enrolling in college directly from high school, the length of time adults have been out of school, the availability of short-term preparation courses (bootcamps), the availability of co-requisite remediation options, and the number of levels of developmental education offered all impact this metric.

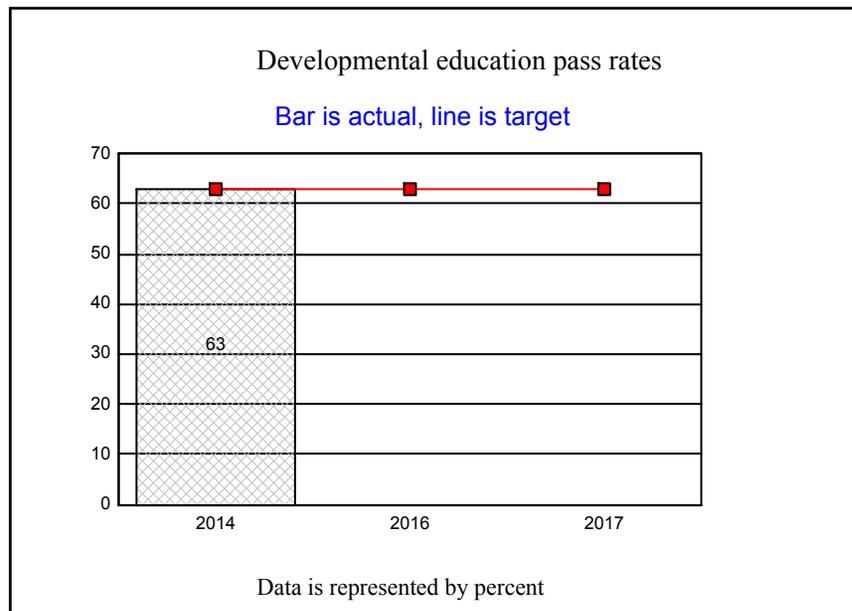
**6. WHAT NEEDS TO BE DONE**

Improved tracking of developmental education courses and expanded use of proven methods.

**7. ABOUT THE DATA**

Percent of students enrolled in a developmental education writing course below the 100 level who successfully complete the course

<b>KPM #4b</b>	Developmental education pass rates - Percent of students enrolled in a developmental education math or writing course below the 100 level who successfully complete the course: Math	2015
<b>Goal</b>	Broaden the pathways to 40-40 goals.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

Due to institutional variance in how courses are categorized as developmental education, comparable data is not currently available.

**4. HOW WE COMPARE**

Due to institutional variance in how courses are categorized as developmental education, comparable data is not currently available.

**5. FACTORS AFFECTING RESULTS**

Academic preparation for students enrolling in college directly from high school, the length of time adults have been out of school, the availability of short-term preparation courses (boot camps), the availability of co-requisite remediation options, and the number of levels of developmental education offered all impact this metric.

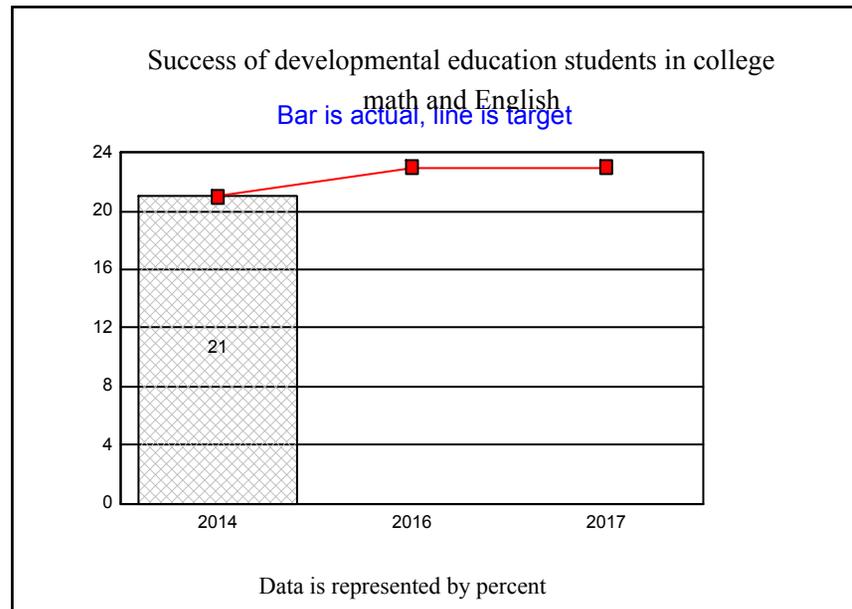
**6. WHAT NEEDS TO BE DONE**

Improved tracking of developmental education courses and expanded use of proven methods.

**7. ABOUT THE DATA**

Percent of students enrolled in a developmental education math course below the 100 level who successfully complete the course

<b>KPM #5a</b>	Success of developmental education students in college math and English - Percent of students enrolled in at least 6 credits who successfully complete college-level math or writing course within 24 months of enrolling in a corresponding community college math or writing developmental education course compared to the number of students enrolled in developmental education generally: Math.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see:

<http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf>/ This KPM is important to achieving the state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

Due to institutional variance in how courses are categorized as developmental education, comparable data is not currently available.

**4. HOW WE COMPARE**

Due to institutional variance in how courses are categorized as developmental education, comparable data is not currently available.

**5. FACTORS AFFECTING RESULTS**

Academic preparation for students enrolling in college directly from high school, the length of time adults have been out of school, the availability of short-term preparation courses (boot camps), the availability of co-requisite remediation options, and the number of levels of developmental education offered all impact this metric.

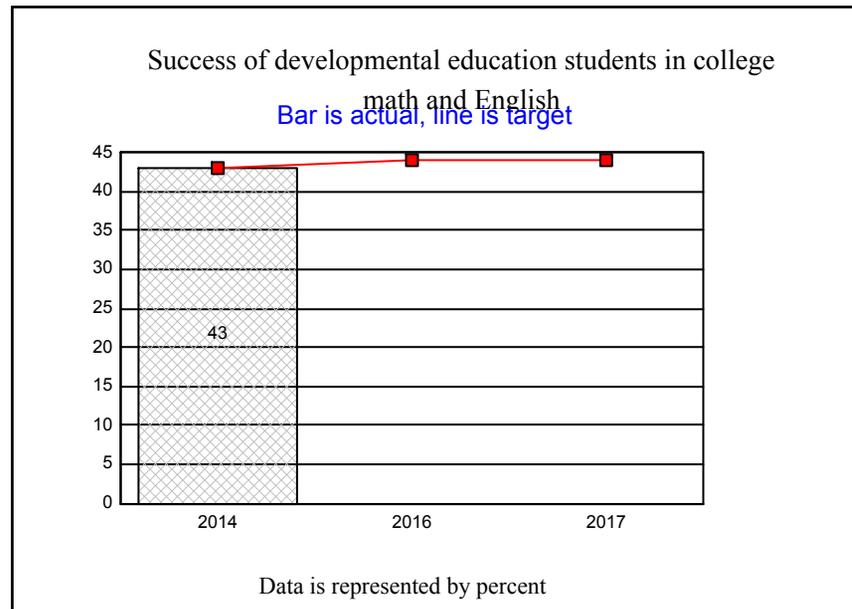
**6. WHAT NEEDS TO BE DONE**

Improved tracking of developmental education courses and expanded use of proven methods. Closer alignment between developmental courses and credit bearing courses.

**7. ABOUT THE DATA**

Percent of students enrolled in at least 6 credits who successfully complete college-level math course within 24 months of enrolling in a corresponding community college math developmental education course compared to the number of students enrolled in developmental education generally

<b>KPM #5b</b>	Success of developmental education students in college math and English - Percent of students enrolled in at least 6 credits who successfully complete college-level math or writing course within 24 months of enrolling in a corresponding community college math or writing developmental education course compared to the number of students enrolled in developmental education generally: Writing.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	.OBM25 – Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see:

<http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf>/ This KPM is important to achieving the state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

Due to institutional variance in how courses are categorized as developmental education, comparable data is not currently available.

**4. HOW WE COMPARE**

Due to institutional variance in how courses are categorized as developmental education, comparable data is not currently available.

**5. FACTORS AFFECTING RESULTS**

Academic preparation for students enrolling in college directly from high school, the length of time adults have been out of school, the availability of short-term preparation courses (boot camps), institutional policies about when students need to take required writing courses, the availability of co-requisite remediation options, and the alignment between developmental and credit bearing courses offered all impact this metric.

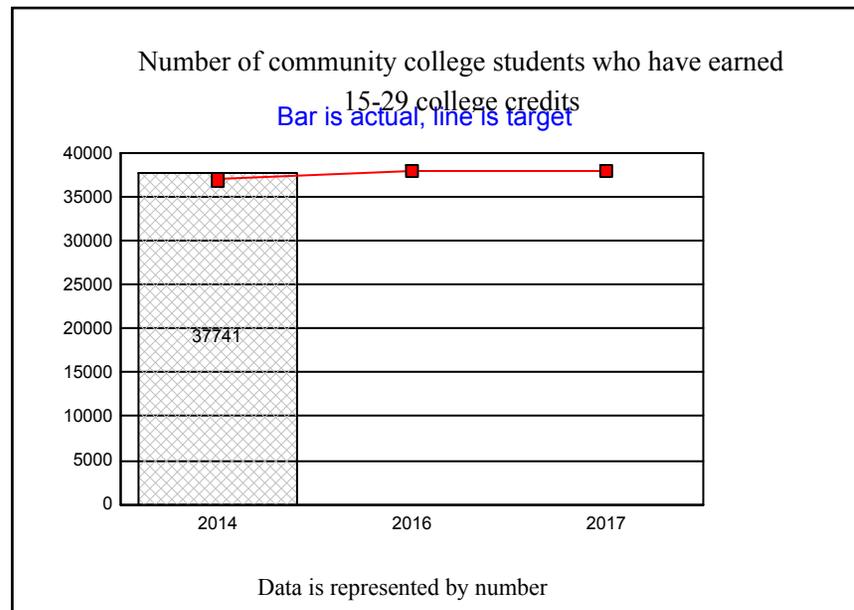
**6. WHAT NEEDS TO BE DONE**

Improved tracking of developmental education courses and expanded use of proven methods. Improved alignment between developmental and credit bearing courses.

**7. ABOUT THE DATA**

Percent of students enrolled in at least 6 credits who successfully complete college-level writing course within 24 months of enrolling in a corresponding community college writing developmental education course compared to the number of students enrolled in developmental education generally

<b>KPM #6</b>	Number of community college students who have earned 15-29 college credits.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive for students	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

This is a new KPM and historical and comparison data is not currently available.

**4. HOW WE COMPARE**

This is a new KPM and historical and comparison data is not currently available.

**5. FACTORS AFFECTING RESULTS**

The number of credits accumulated by students is impacted by a number of factors including tuition and fees, availability of financial aid, academic preparation and non-academic obligations (work, family, etc.).

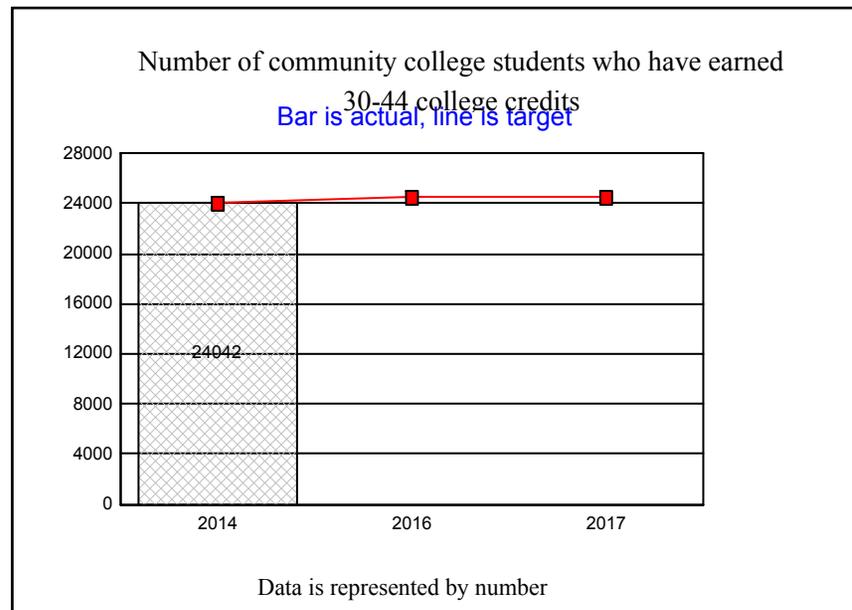
**6. WHAT NEEDS TO BE DONE**

Ensuring that higher education is affordable, creating policies that encourage full-time enrollment, and flexibility in scheduling and delivery method of courses (on-line and hybrid in addition to in-person) can all improve student progression.

**7. ABOUT THE DATA**

Number of students that earned the number of credits within the range during one academic year.

<b>KPM #7</b>	Number of community college students who have earned 30-44 college credits.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive for students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data.

**3. HOW WE ARE DOING**

This is a new KPM and historical and comparison data is not currently available.

**4. HOW WE COMPARE**

This is a new KPM and historical and comparison data is not currently available.

**5. FACTORS AFFECTING RESULTS**

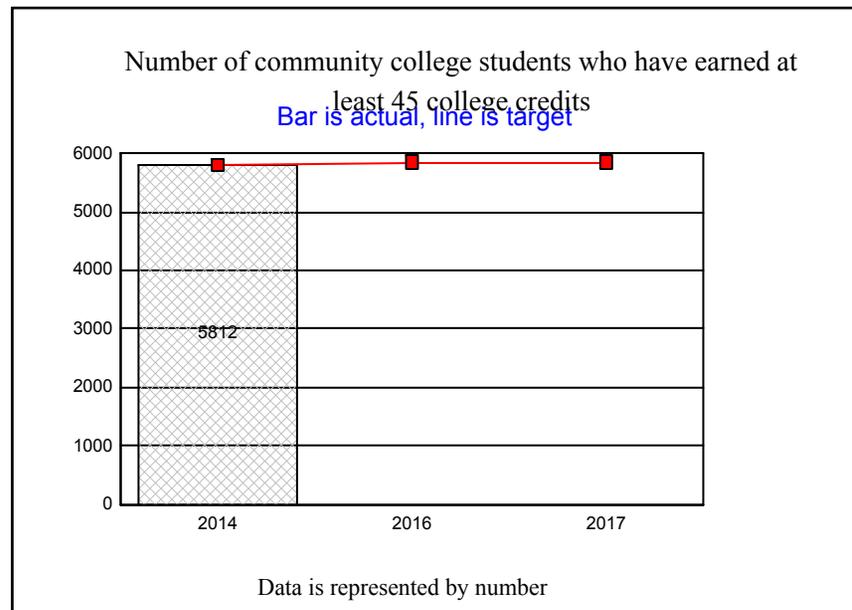
The number of credits accumulated by students is impacted by a number of factors including tuition and fees, availability of financial aid, academic preparation and non-academic obligations (work, family, etc.).

**6. WHAT NEEDS TO BE DONE**

Ensuring that higher education is affordable, creating policies that encourage full-time enrollment, and flexibility in scheduling and delivery method of courses (on-line and hybrid in addition to in-person) can all improve student progression.

**7. ABOUT THE DATA**

<b>KPM #8</b>	Number of community college students who earn at least 45 college credits.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive for students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data.

**3. HOW WE ARE DOING**

This is a new KPM and historical and comparison data is not currently available.

**4. HOW WE COMPARE**

This is a new KPM and historical and comparison data is not currently available.

**5. FACTORS AFFECTING RESULTS**

The number of credits accumulated by students is impacted by a number of factors including tuition and fees, availability of financial aid, academic preparation and non-academic obligations (work, family, etc.).

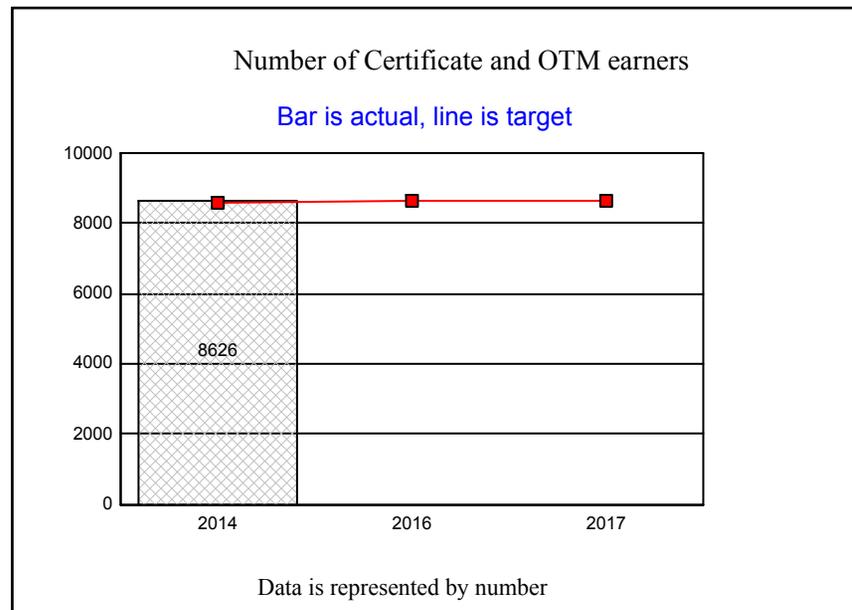
**6. WHAT NEEDS TO BE DONE**

Ensuring that higher education is affordable, creating policies that encourage full-time enrollment, and flexibility in scheduling and delivery method of courses (on-line and hybrid in addition to in-person) can all improve student progression.

**7. ABOUT THE DATA**

Number of students that earned the number of credits within the range during one academic year.

<b>KPM #9</b>	Certificate and OTM Earners - Number of certificates awarded and Oregon Transfer Modules (OTM) earned each academic year.	2015
<b>Goal</b>	Make the pathways to 40-40-20 accessible, affordable and supportive for students.	
<b>Oregon Context</b>	OBM 25: Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

Through efforts such as the Healthcare Workforce Initiative and Oregon's Manufacturing Workforce Strategy, the HECC's Office of Community Colleges and Workforce Development supports community colleges in providing sufficient numbers of high quality and relevant courses and programs to enable students to

pass licensing exams. The Department also works with the Oregon Department of Education to ensure rapid approval of appropriate new Career and Technical Education (CTE) programs and deletion of obsolete CTE programs.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

This is a new KPM and historical data for this KPM is not currently available.

**4. HOW WE COMPARE**

There is not a national average for comparison.

**5. FACTORS AFFECTING RESULTS**

Completions are impacted by a number of factors including but not limited to: cost of attendance, academic preparation, student motivation, advising, adequate student support services, and the availability of courses and degrees.

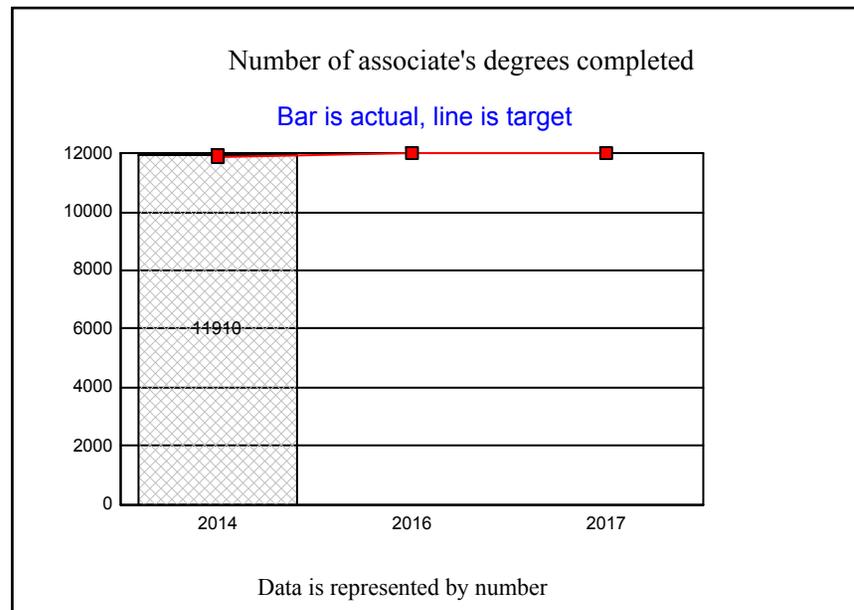
**6. WHAT NEEDS TO BE DONE**

HECC will work closely with Oregon's higher education institutions to share and adopt best practices and improve student completion rates.

**7. ABOUT THE DATA**

Number of certificates awarded and Oregon Transfer Modules (OTM) earned each academic year

<b>KPM #10</b>	Associate's Degrees - Number of associate's degrees completed each academic year.	2015
<b>Goal</b>	Make the pathway to 40-40-20 accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM 25: Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is actively working with colleges to ensure that students in Oregon are able to meet their educational goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

Associate's degrees awarded by Oregon community colleges increased from 6837 in 2007-09 to 12981 in 2012-13, an increase of 89%. The number awarded in 2013-14 was 12295, a decrease of 5.3% from the previous year.

**4. HOW WE COMPARE**

National and regional comparisons are under development.

**5. FACTORS AFFECTING RESULTS**

Completions are impacted by a number of factors including but not limited to: cost of attendance, academic preparation, student motivation, advising, adequate student support services, and the availability of courses and degrees.

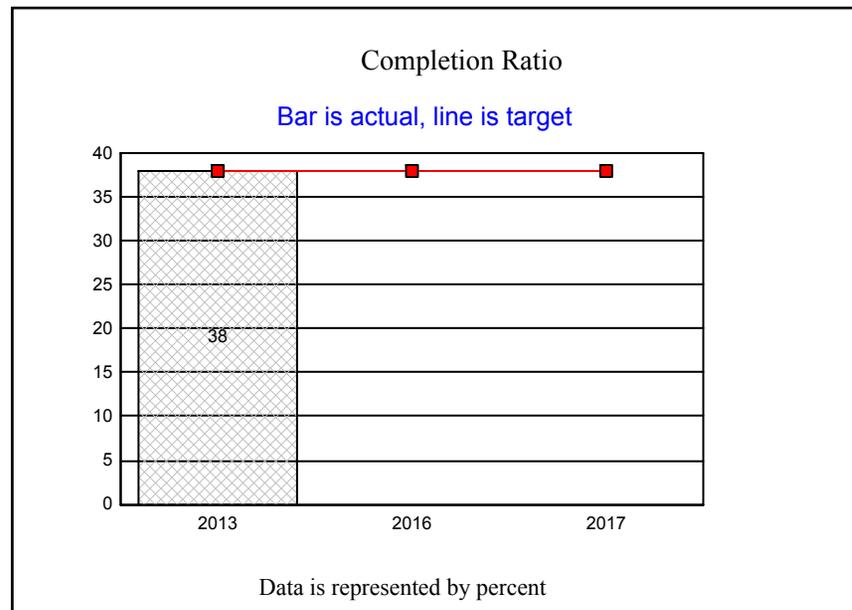
**6. WHAT NEEDS TO BE DONE**

HECC will work closely with Oregon's higher education institutions to share and adopt best practices and increase student completion numbers.

**7. ABOUT THE DATA**

Number of associate's degrees awarded by Oregon's public community colleges per academic year.

<b>KPM #11</b>	Completion Ratio - Number of degrees, certificates completed, and transfer prior to completion per 100 credit-bearing FTE	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

This new measure will attempt to capture successful outcomes more broadly than number of certificates and degrees awarded. Upward is better.

**3. HOW WE ARE DOING**

This is a new KPM and comparison metrics are not currently available.

**4. HOW WE COMPARE**

This is a new KPM and comparison metrics are not currently available.

**5. FACTORS AFFECTING RESULTS**

Completions are impacted by a number of factors including but not limited to: cost of attendance, academic preparation, student motivation, advising, adequate student support services, and the availability of courses and degrees.

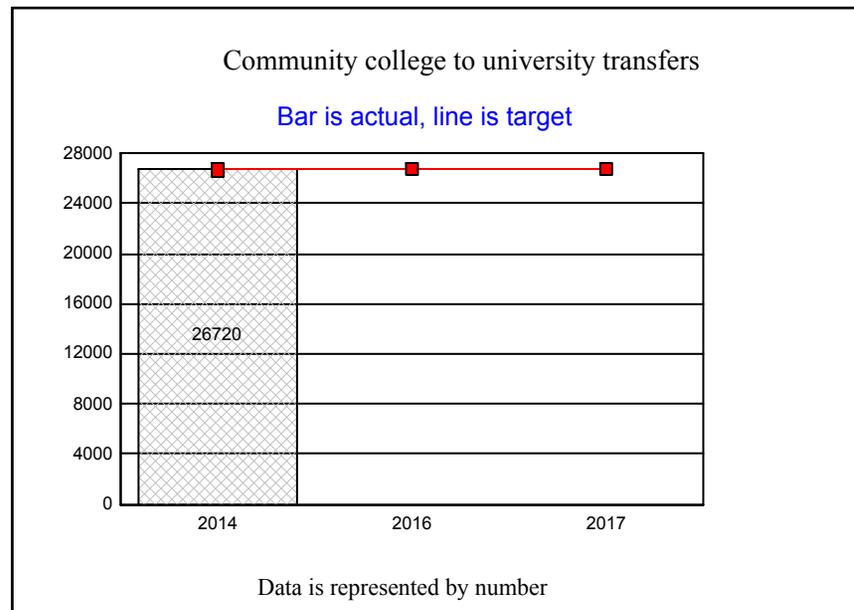
**6. WHAT NEEDS TO BE DONE**

HECC will work closely with Oregon's higher education institutions to share and adopt best practices and increase student completion numbers.

**7. ABOUT THE DATA**

Number of degrees, certificates completed, and transfers prior to completion per 100 credit-bearing FTE

<b>KPM #12</b>	Community college to university transfers - Number of students who transfer to any four-year institution each academic year.	2015
<b>Goal</b>	Make the pathway to 40-40-20 accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data and National Student Clearinghouse.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC will work in collaboration with Oregon community colleges and universities to develop, enhance, and streamline co-enrollment and transfer policies and procedures.

## 2. ABOUT THE TARGETS

Ideal performance on this measure is a steady, manageable increase in Oregon community college transfer enrollment. Enrollment increases must remain in balance with university resources to maintain quality. Targets predict an increase in transfers resulting from record community college enrollment, with new transfer enrollment flattening out by 2015. Upward is better.

## 3. HOW WE ARE DOING

This is a new KPM and historical data is under development

## 4. HOW WE COMPARE

This is a new KPM and comparison metrics are not currently available.

## 5. FACTORS AFFECTING RESULTS

Efforts to streamline and improve articulation among Oregon's education agencies to smooth the transition from community college to university should have a positive impact.

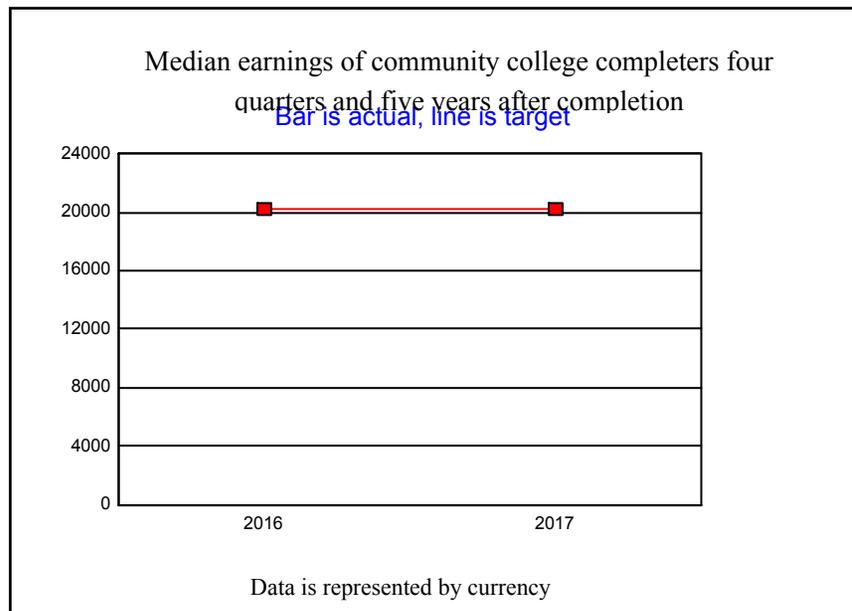
## 6. WHAT NEEDS TO BE DONE

Oregon's public universities strive to provide access and support for transfer students entering their institutions. House Bill 4059, passed in the 2013 legislative session, requires the State Board of Higher Education to work with community college districts, independent for-profit and independent not-for-profit institutions to increase the number and type of academic credits accepted for prior learning in institutions of higher education, while ensuring that credit is awarded only for high quality course-level competencies.

## 7. ABOUT THE DATA

Data are collected in the fourth week of fall term and represent one academic year. Each university provides data along prescribed parameters to a central HECC database; following the implementation of validation programs, enrollment reports are generated for consistent reporting across the system.

<b>KPM #13a</b>	Earnings of community college completers - Median earnings of community college completers four quarters and five years after completion: 4 quarters.	2015
<b>Goal</b>	Cheer the promotion of college completion and career readiness.	
<b>Oregon Context</b>	OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research and Data and Oregon Employment Department (UI wage records).	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM helps measure the economic

value of college completions.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

This is a new KPM and comparison metrics are not currently available.

**4. HOW WE COMPARE**

This is a new KPM and comparison metrics are not currently available.

**5. FACTORS AFFECTING RESULTS**

External factors like labor market and inflation will affect target.

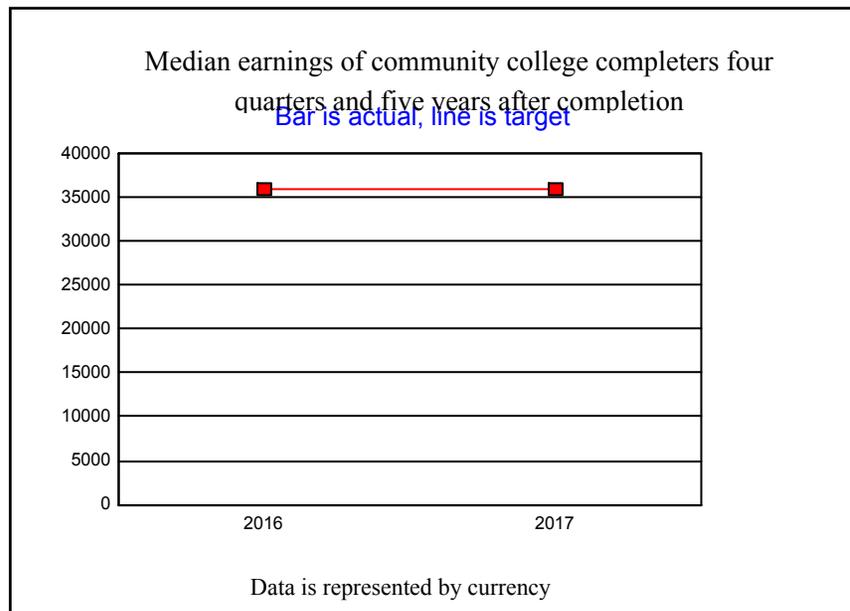
**6. WHAT NEEDS TO BE DONE**

Career advising throughout a student’s enrollment in higher education and strong connections with employers will help improve this metric.

**7. ABOUT THE DATA**

Information on college graduates in Oregon is matched with Unemployment Insurance wage data by the Oregon Employment Department. Data is only available for Oregon graduates working in Oregon that are not self-employed or employed by the federal government.

<b>KPM #13b</b>	Earnings of community college completers - Median earnings of community college completers four quarters and five years after completion: 5 Years.	2015
<b>Goal</b>	Cheer the promotion of college completion and career readiness.	
<b>Oregon Context</b>	OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research and Data and Oregon Employment Department (UI wage records).	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

This is a new KPM and comparison metrics are not currently available.

**4. HOW WE COMPARE**

This is a new KPM and comparison metrics are not currently available.

**5. FACTORS AFFECTING RESULTS**

External factors like labor market and inflation will affect target.

**6. WHAT NEEDS TO BE DONE**

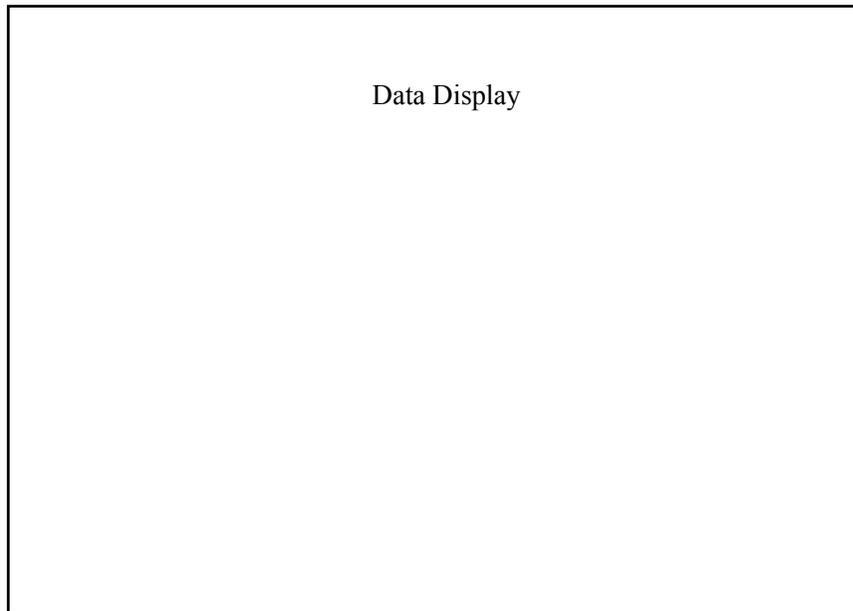
Career advising throughout a student's enrollment in higher education and strong connections with employers will help improve this metric.

**7. ABOUT THE DATA**

Information on college graduates in Oregon is matched with Unemployment Insurance wage data by the Oregon Employment Department. Data is only available for Oregon graduates working in Oregon that are not self-employed or employed by the federal government.

<b>Higher Education Coordinating Commission</b>	<b>II. KEY MEASURE ANALYSIS</b>
---	---------------------------------

<b>KPM #14a</b>	Earnings of community college leavers - Median earnings of community college students who left but earned at least 12 credits: 4 Quarters.	2015
<b>Goal</b>	Broaden the pathways to 40-40 goals and cheer the promotion of college completion and career readiness	
<b>Oregon Context</b>	OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research and Data and Oregon Employment Department (UI wage records).	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



## 1. OUR STRATEGY

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to measuring the

economic impact of training without completion.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

This is a new KPM and comparison metrics are not currently available

**4. HOW WE COMPARE**

This is a new KPM and comparison metrics are not currently available

**5. FACTORS AFFECTING RESULTS**

External factors like labor market and inflation will affect target.

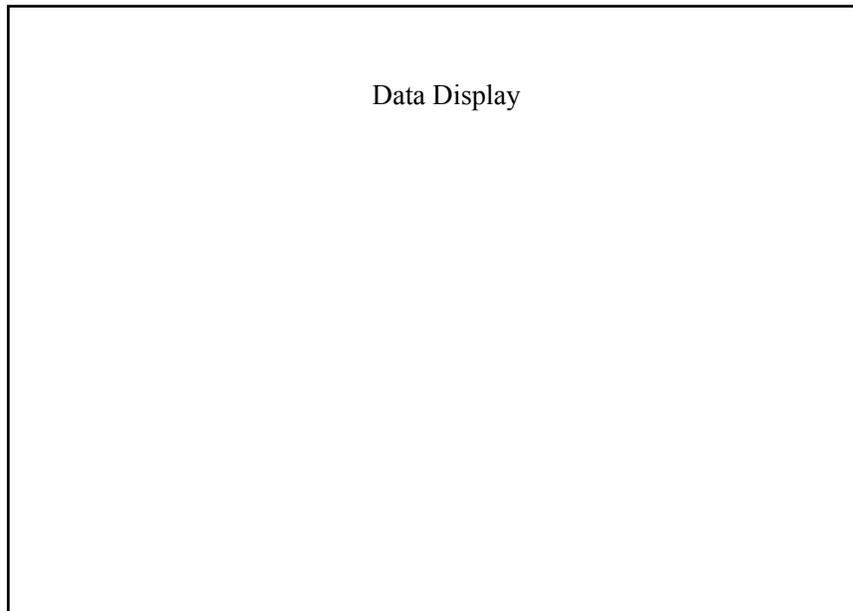
**6. WHAT NEEDS TO BE DONE**

Career advising throughout a student's enrollment in higher education and strong connections with employers will help improve this metric. Rigorous analysis of the data on students who leave college without a degree can prove the hypothesis that there is labor market benefit for students that attend college without earning a certificate or degree.

**7. ABOUT THE DATA**

Median earnings of community college students who left but earned at least 12 credits

<b>KPM #14b</b>	Earnings of community college leavers - Median earnings of community college students who left but earned at least 12 credits: 5 Years	2015
<b>Goal</b>	Broaden the pathways to 40-40 goals and cheer the promotion of college completion and career readiness	
<b>Oregon Context</b>	OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research and Data and Oregon Employment Department (UI wage records).	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



### 1. OUR STRATEGY

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf>)/ This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data. Upward is better.

**3. HOW WE ARE DOING**

This is a new KPM and comparison metrics are not currently available.

**4. HOW WE COMPARE**

This is a new KPM and comparison metrics are not currently available.

**5. FACTORS AFFECTING RESULTS**

External factors like labor market and inflation will affect target.

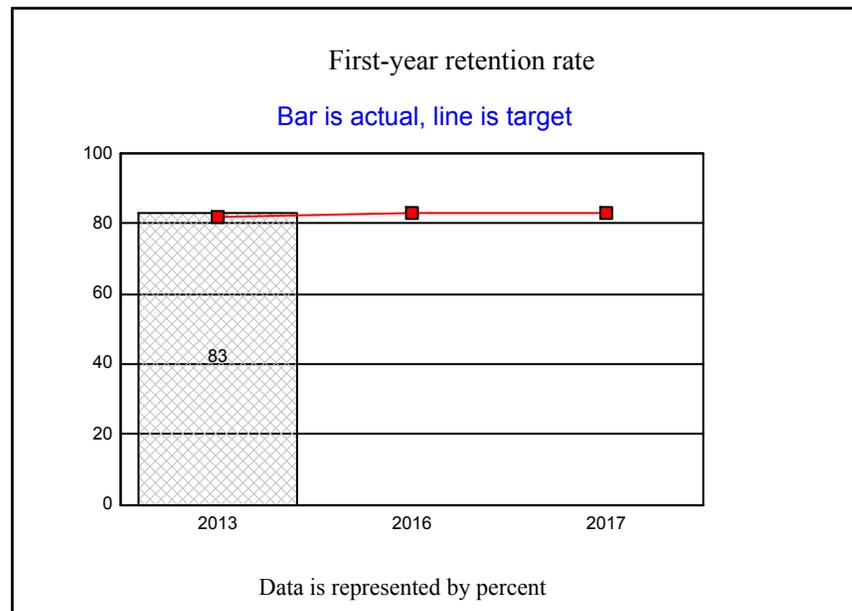
**6. WHAT NEEDS TO BE DONE**

Career advising throughout a student's enrollment in higher education and strong connections with employers will help improve this metric. Rigorous analysis of the data on students who leave college without a degree can prove the hypothesis that there is labor market benefit for students that attend college without earning a certificate or degree.

**7. ABOUT THE DATA**

Median earnings of community college students who left but earned at least 12 credits

<b>KPM #15</b>	First-year retention rate - Percentage of Oregon public university students starting in a fall term and returning to an Oregon public university the following fall.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive for students and cheer the promotion of college completion and career readiness.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

Enhance student readiness and fortify early student support programs.

**2. ABOUT THE TARGETS**

Ideal performance on this measure is increasing percentages of first-time freshmen students returning for a second year. Targets reflect projected growth in retention resulting from continued successes in new retention strategies.

**3. HOW WE ARE DOING**

Beginning in 2009 persistence rates increased and have consistently remained at approximately 82% for the past 5 years.

**4. HOW WE COMPARE**

According to ACT Educational Services ([www.act.org](http://www.act.org)), the 2012 persistence rate for freshmen who entered and returned to the same public university in Oregon for a second year remains well above the national mean rate of 72.2% for public four-year institutions. The persistence rate reported in this KPM is higher, including those students who remain in college, but transfer to another public university in Oregon.

**5. FACTORS AFFECTING RESULTS**

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

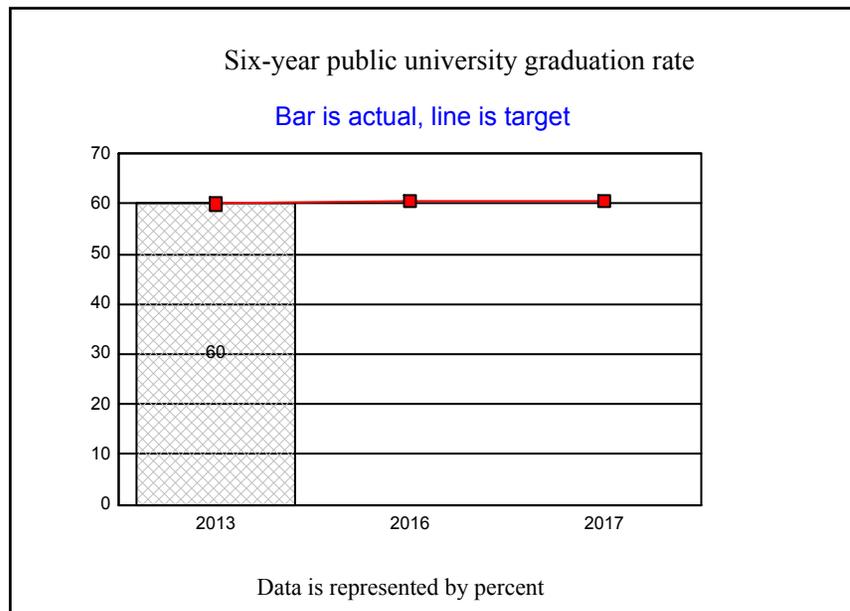
**6. WHAT NEEDS TO BE DONE**

All of Oregon's public universities have ongoing programs to recruit, support, retain, and graduate students. Examples of student success projects include the aims of: a. improving the effectiveness of existing academic policies and services ; b. supporting early identification of students at risk; c. providing intentional advising and charting a pathway to degree completion; d. improving communication; e. addressing academic needs of under-prepared students; f. addressing financial concerns; g. easing transition to college using peer mentoring; h. focusing on barriers to success for underrepresented students; i. making effective use of data; j. reducing the number of high-failure courses; and k. managing capacity of programs and course offerings for timely progress to graduation.

**7. ABOUT THE DATA**

Performance data represent the proportion of first-time, full-time freshmen entering a public university in Oregon one fall and returning to any public university the following fall. Data are reported in the returning year (i.e., persistence rates reported in 2015 represent the fall 2014 cohort returning in fall 2015). The reporting cycle is the academic year.

<b>KPM #16</b>	Six-year public university graduation rate - Percentage of full-time first-time students in an entering cohort that had graduate from an Oregon public university six years later.	2015
<b>Goal</b>	Cheer the promotion of college completion and career readiness.	
<b>Oregon Context</b>	OBM26 College completion (Bachelor)	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

Maintain and strengthen an array of programs and policies to support timely academic progress and college completion for all student populations.

## 2. ABOUT THE TARGETS

A student's ability to stay in college and complete a degree is based on a number of factors including academic preparation , campus climate, college costs and affordability, family and personal issues, to name a few of the most common.

## 3. HOW WE ARE DOING

Graduation rates at Oregon's public universities, on average, have stayed in the 59-60% range for the past decade. Historically underserved populations such as students of color tend to complete at rates lower than the system average. Graduation rates for African American, American Indian, and Hispanic/Latino students were below the 2011-12 system average of 60.5% at 50.0%, 47.4%, and 52.9%, respectively. The numbers of these underrepresented students graduating with a bachelor's degree-- as well as students from rural Oregon counties, students who were Pell recipients and students who transferred from Oregon community colleges-- are a focus of attention for both 2-year and 4-year institutions in Oregon.

## 4. HOW WE COMPARE

Oregon is ranked as the 26th state-at exactly the median- when compared nationally to the 6 year graduation rates of other states, according to the Chronicle of Higher Education. While an average college completion rate when compared to other 4 year universities in the U.S. is okay, it is imperative that completion rates improve in order to meet the state's educational attainment needs by 2025.

## 5. 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. Budget constraints limit the number of classes and course selections available, making it more difficult for students to get the classes and support services they need to graduate. This is likely to increase the time it takes students to earn a degree and could potentially cause some students to leave school without completing.

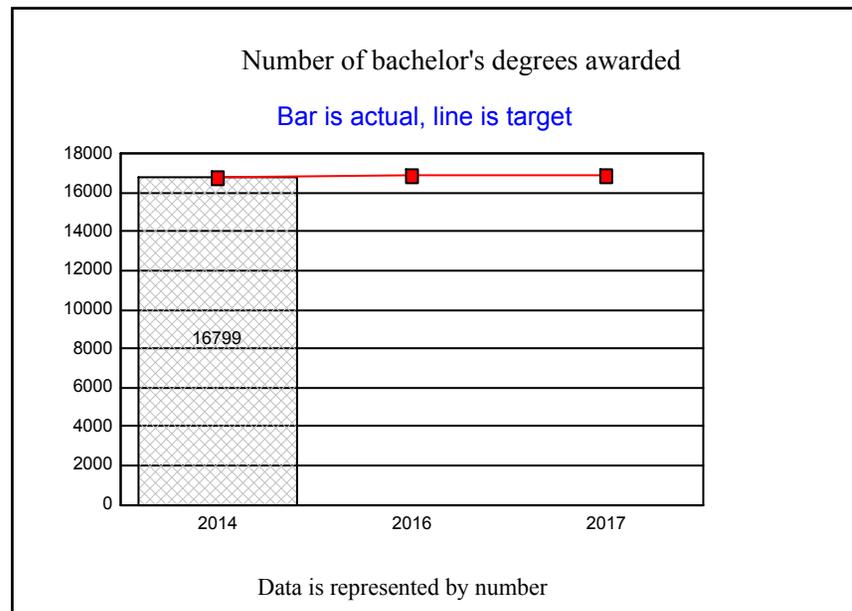
## 6. WHAT NEEDS TO BE DONE

HECC will work closely with Oregon's higher education institutions to share and adopt best practices and increase student graduation rates.

**7. ABOUT THE DATA**

Data represent first time, full-time freshmen entering an Oregon public university and graduating from any public university in Oregon within six years (150% of normal time). The reporting cycle is the academic year, 2007 cohort.

<b>KPM #17</b>	Number of bachelor's degrees awarded each academic year - Number of bachelor's degrees awarded at Oregon public universities each academic year	2015
<b>Goal</b>	Promoting college completion and achieving the goal of the 40% of Oregonians with a bachelor's degree or above.	
<b>Oregon Context</b>	OBM26 - College completion	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

Promote policies and programs that increase student access, facilitate student progress, and ensure academic quality at the undergraduate level.

## 2. ABOUT THE TARGETS

Ideal performance on this measure is an increase in the number of bachelor's degree awards. Targets see an increasing trend due to recent enrollment and retention gains.

## 3. HOW WE ARE DOING

31% of working age adults in Oregon have a bachelor's degree or above.

## 4. HOW WE COMPARE

While there are no national norms to suggest what performance on this measure should be, according to the US Census Bureau's 2011 American Community Survey (ACS) 1-year estimates, Oregon's educational rate - the percent of population 18-24 who have completed a bachelor's degree - is 26.4%, slightly higher than the national average of 22.1%. Degree projections through 2015 are derived from enrollment projections assuming a consistent ratio of senior and post baccalaureate undergraduates to degrees awarded. The 40-40-20 goal for 2025 is to reach a milestone of 40% of the adult population in Oregon with a bachelor's degree or higher. While degree attainment of Oregonians is the primary goal, the inclusion of degrees awarded to non-residents more fully reflects the true benefit to the state. Non-resident degree recipients contribute to the local economy during their college tenure and many remain in the state, bolstering Oregon's workforce.

## 5. FACTORS AFFECTING RESULTS

Completions are impacted by a number of factors including but not limited to: cost of attendance, academic preparation, student motivation, advising, adequate student support services, and the availability of courses and degrees.

## 6. WHAT NEEDS TO BE DONE

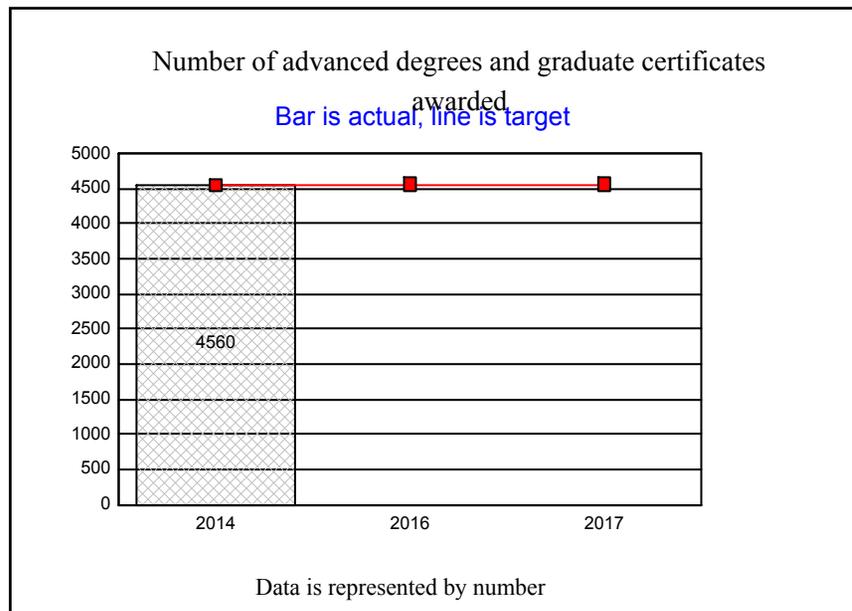
HECC will work closely with Oregon's higher education institutions to share and adopt best practices and increase student completion numbers.

## 7. ABOUT THE DATA

Bachelor's degrees counted for an academic year are those awarded summer term through the following spring term, which approximates the fiscal year.

Students who earn a single degree with more than one major are only counted once in these data. Data are reported to IPEDS (Integrated Postsecondary Education Data System) in an annual Completions Survey report.

<b>KPM #18</b>	Number of advanced degrees and graduate certificates awarded - Number of advanced degrees and graduate certificates awarded at Oregon public universities each academic year.	2015
<b>Goal</b>	Promoting college completion and achieving the goal of the 40% of Oregonians with a bachelor's degree or above.	
<b>Oregon Context</b>	OBM26 - College completion	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

Increase the number of graduate students entering and completing advanced degrees at Oregon's universities through internationally respected programs and faculty, facility development, and strong support for graduate students.

## 2. ABOUT THE TARGETS

Ideal performance on this measure is an increase in the number of graduate students earning advanced degrees.

## 3. HOW WE ARE DOING

Total advanced degrees decreased by 1% in 2011-12, the first year of decrease in the last five. Master's degree awards were the greatest driver of this with a 2.5% decrease over the previous year while doctoral awards actually increased by 16%. Graduate student enrollment decreased 1.8% to 15,899 students in fall 2012, compared to 16,190 students in fall 2011, though doctoral enrollment grew 4.1%.

## 4. HOW WE COMPARE

While there are no national norms to suggest what performance on this measure should be, according to the US Census Bureau's 2011 American Community Survey (ACS), 10.9% of Oregon's population holds a graduate degree, compared to the U.S. average of 10.6%.

## 5. FACTORS AFFECTING RESULTS

Master's programs take typically one to two years to complete and degree production is sensitive to fluctuations in enrollment. Doctoral programs, however, range between four and eight years from entering to completion and comprise a smaller number of the total number of graduate degrees awarded. Rising tuition, reduced employer support, fewer fellowships, and fewer good jobs for graduate degree recipients are four national trends that pose financial hurdles to anyone considering graduate school. Faculty research and the corresponding grants and contracts strongly influence this measure as well as reductions in state appropriation that may challenge the ability of Oregon's research universities to recruit and retain the high caliber faculty necessary for strong graduate programs.

## 6. WHAT NEEDS TO BE DONE

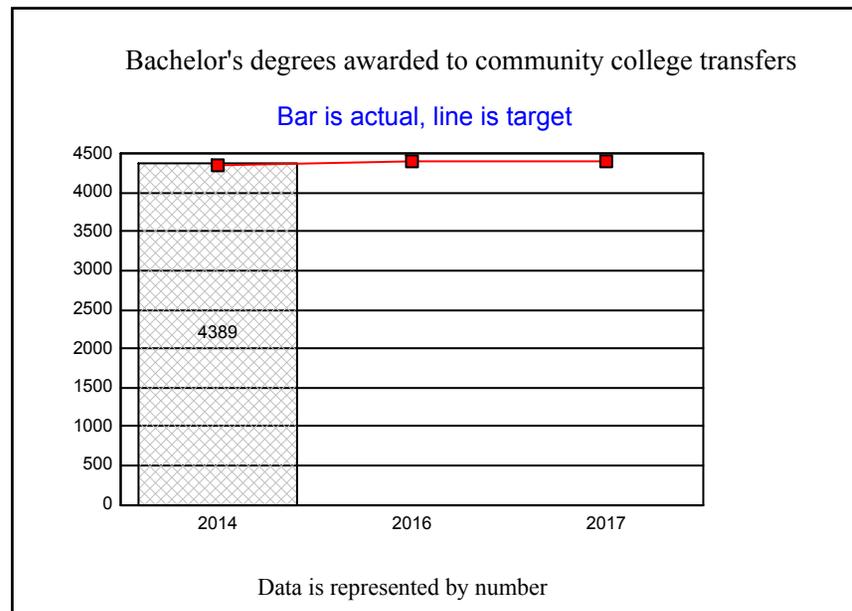
Oregon's ability to compete globally requires a solid foundation of strong graduate programs and advanced degree production. Oregon's competitiveness has eroded over the past decade from diminished state resources. Oregon needs to reinvest in its graduate programs to remain competitive in the academic marketplace. Investments in faculty recruitment and retention, coupled with investment in graduate programs and students are essential to increase advanced degree awards. Public universities have approved new advanced degree programs in response to Oregon's workforce needs. Advanced degree programs in

selected fields like healthcare and engineering build research and development capacity for Oregon's industries and universities. Through the Engineering and Technology Industry Council (ETIC) and the Oregon Innovation Council (Oregon Inc.), public universities are working with Oregon communities and private industries to identify state needs for professionals with advanced skills and credentials to provide talent for existing and emerging industry clusters.

**7. ABOUT THE DATA**

Advanced degrees include master's, doctoral, and first professional degrees, counted for an academic year and awarded summer term through the following spring term, which approximates the fiscal year. Data are reported to IPEDS (Integrated Postsecondary Education Data System) in an annual Completions Survey report.

<b>KPM #19</b>	Bachelor's degrees awarded to community college transfers - Number of bachelor's degrees awarded to transfer students from Oregon community colleges each academic year	2015
<b>Goal</b>	Steer the higher education enterprise and make the pathways accessible, affordable and supportive for students	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM26 College completion (Bachelor)	
<b>Data Source</b>	HECC Research and Data.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

Maintain and strengthen an array of programs and policies to support timely academic progress for transfer students.

**2. ABOUT THE TARGETS**

Ideal performance on this measure is an increase in the number of bachelor's degrees awarded to transfer students.

**3. HOW WE ARE DOING**

New metric. Trend data currently unavailable.

**4. HOW WE COMPARE**

There are no national norms for this measure.

**5. FACTORS AFFECTING RESULTS**

Although institution variables such as course availability and credit alignment can affect completion rates, student variables such as ability to pay, personal motivation and commitment, and family and employment obligations often have a greater effect on transfer students. To minimize the effect of institution variables on transfers, HECC continues to focus on academic alignment of Oregon's public postsecondary education sectors and coordinated enrollment processes, as well as renewed attention on student support services

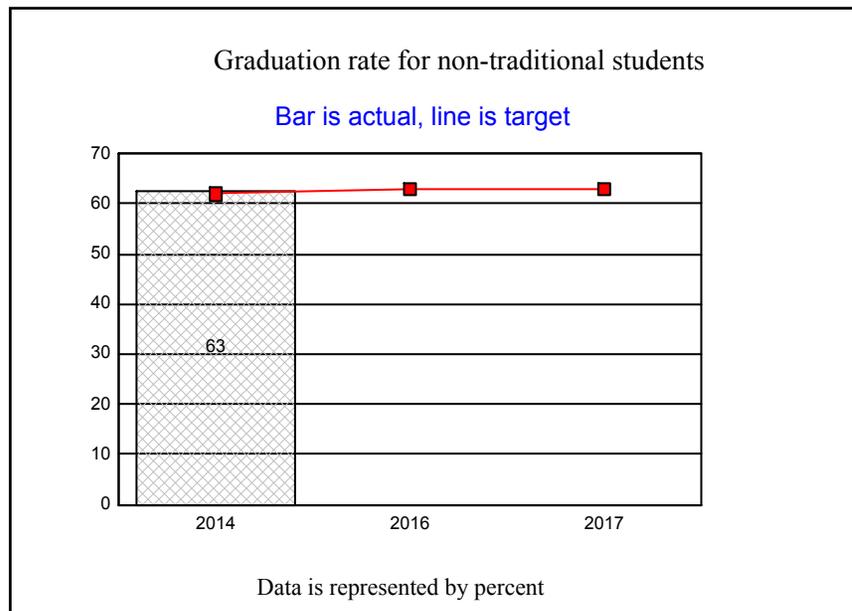
**6. WHAT NEEDS TO BE DONE**

Ensuring that credits transfer smoothly between higher education institutions is critical to the success of transfer students completing bachelor's degrees.

**7. ABOUT THE DATA**

Number of bachelor's degrees awarded to transfer students from Oregon community colleges each academic year.

<b>KPM #20</b>	Graduation rate for non-traditional students - Graduation rate for newly admitted undergraduate students who are not first-time full-time freshman students (within six years of enrollment).	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM26 - College completion, OBM11 - Per capita income	
<b>Data Source</b>	HECC Research and Data	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

Maintain and strengthen an array of programs and policies to support timely academic progress for students who are not first-time full-time freshmen.

**2. ABOUT THE TARGETS**

Ideal performance on this measure is an increase in the percentage of non-traditional students completing a degree within 6 years or less.

**3. HOW WE ARE DOING**

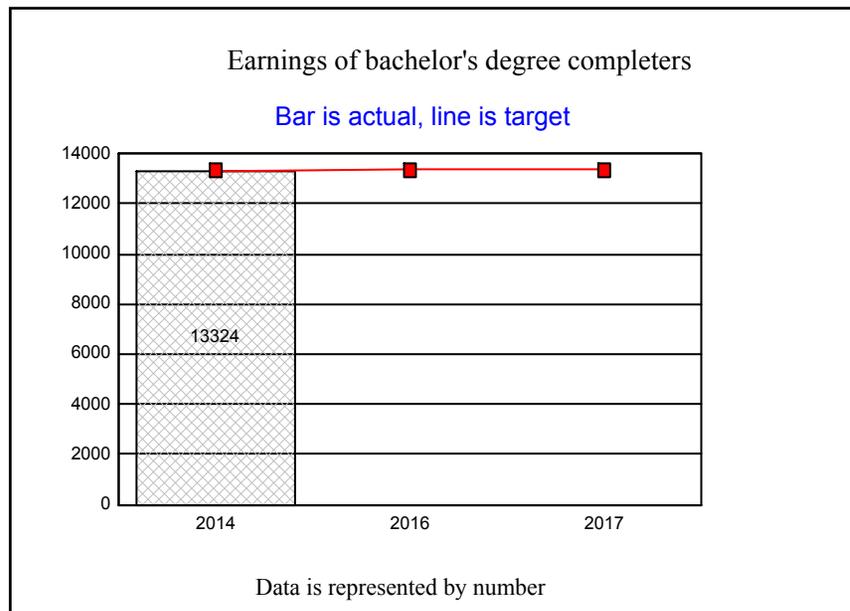
**4. HOW WE COMPARE**

**5. FACTORS AFFECTING RESULTS**

**6. WHAT NEEDS TO BE DONE**

**7. ABOUT THE DATA**

<b>KPM #21a</b>	Earnings of bachelor's degree completers - Median earnings of graduating students (BA/BS only) four quarters and five years after graduation: 4 Quarters.	2015
<b>Goal</b>	Cheer the promotion of college completion and career readiness.	
<b>Oregon Context</b>	OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research and Data and Oregon Employment Department (UI wage records).	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is an important measure

connected to 40-40-20.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data.

**3. HOW WE ARE DOING**

This is a new KPM and comparison metrics are not currently available.

**4. HOW WE COMPARE**

This is a new KPM and comparison metrics are not currently available.

**5. FACTORS AFFECTING RESULTS**

External factors like labor market and inflation will affect target.

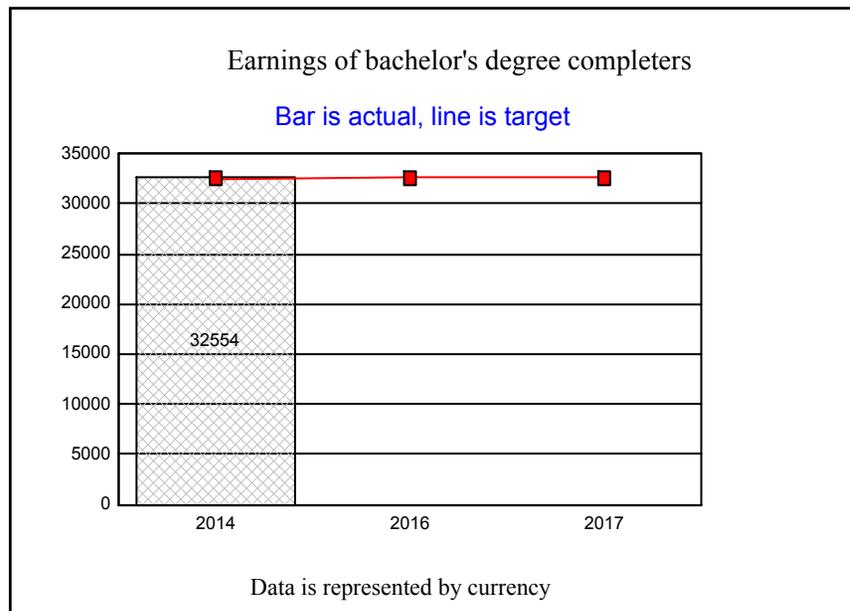
**6. WHAT NEEDS TO BE DONE**

Career advising throughout a student's enrollment in higher education and strong connections with employers will help improve this metric.

**7. ABOUT THE DATA**

Information on college graduates in Oregon is matched with Unemployment Insurance wage data by the Oregon Employment Department. Data is only available for Oregon graduates working in Oregon that are not self-employed or employed by the federal government. Class of 2012-13

<b>KPM #21b</b>	Earnings of bachelor's degree completers - Median earnings of graduating students (BA/BS only) four quarters and five years after graduation: 5 Years.	2015
<b>Goal</b>	Cheer the promotion of college completion and career readiness.	
<b>Oregon Context</b>	OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research and Data and Oregon Employment Department (UI wage records).	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data.

**3. HOW WE ARE DOING**

This is a new KPM and comparison metrics are not currently available.

**4. HOW WE COMPARE**

This is a new KPM and comparison metrics are not currently available.

**5. FACTORS AFFECTING RESULTS**

External factors like labor market and inflation will affect target.

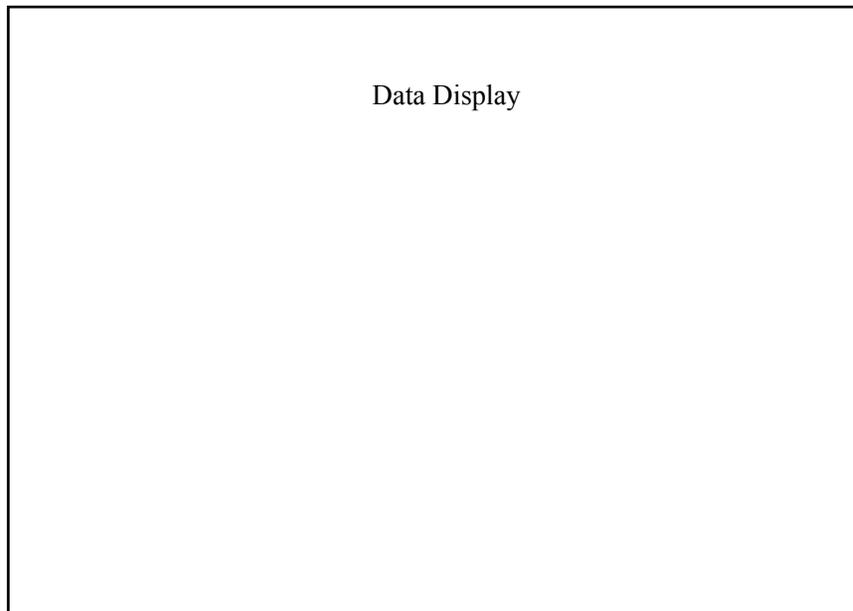
**6. WHAT NEEDS TO BE DONE**

Career advising throughout a student's enrollment in higher education and strong connections with employers will help improve this metric.

**7. ABOUT THE DATA**

Information on college graduates in Oregon is matched with Unemployment Insurance wage data by the Oregon Employment Department. Data is only available for Oregon graduates working in Oregon that are not self-employed or employed by the federal government. Class of 2007-08

<b>KPM #22</b>	Percentage of resident enrolled students who are incurring unaffordable costs.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	HECC Office of Student Access and Completion	
<b>Owner</b>	HECC Office of Student Access and Completion, Bob Brew, (541) 687-7460	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data.

**3. HOW WE ARE DOING**

This is a new KPM and comparison metrics are not currently available.

**4. HOW WE COMPARE**

New metric. No national comparison data.

**5. FACTORS AFFECTING RESULTS**

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

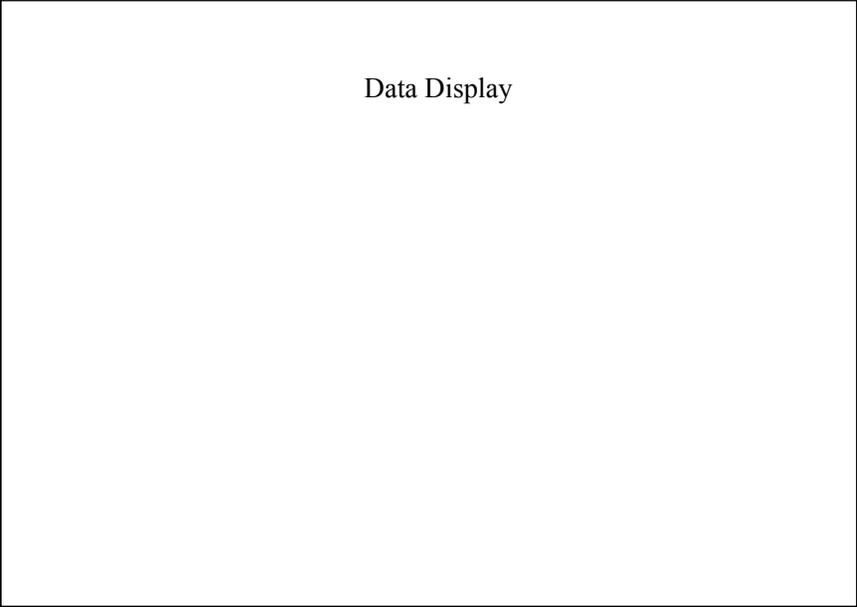
**6. WHAT NEEDS TO BE DONE**

Strong support for student financial aid and continued efforts to lower the cost of higher education.

**7. ABOUT THE DATA**

New metric that requires additional definition.

<b>KPM #23</b>	Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	HECC Office of Student Access and Completion	
<b>Owner</b>	HECC Office of Student Access and Completion, Bob Brew, (541) 687-7460	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data.

**3. HOW WE ARE DOING**

This is a new KPM and comparison metrics are not currently available

**4. HOW WE COMPARE**

New metric. No national comparison data.

**5. FACTORS AFFECTING RESULTS**

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

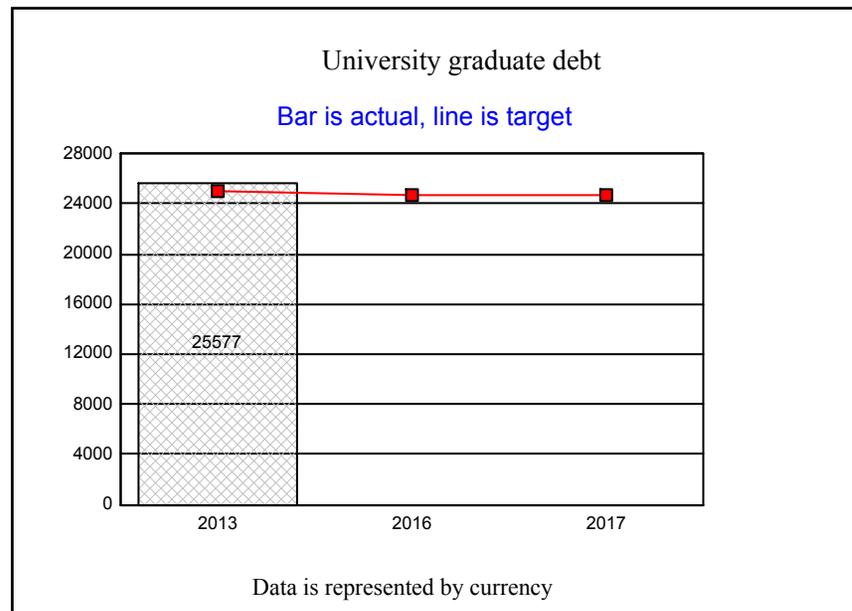
**6. WHAT NEEDS TO BE DONE**

Strong support for student financial aid and continued efforts to lower the cost of higher education

**7. ABOUT THE DATA**

New metric that requires additional definition.

<b>KPM #24a</b>	University graduate debt - Average debt amount of Bachelor’s graduates accompanied by percent of graduates who are borrowers : Debt Amount.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	The Institute for College Access and Success Project on Student Debt	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

## 2. ABOUT THE TARGETS

Target reflects realistic expectation based on analysis of available data.

## 3. HOW WE ARE DOING

New metric. No historical data available

## 4. HOW WE COMPARE

Average debt: 30 (1 being highest, 50 being lowest)

## 5. FACTORS AFFECTING RESULTS

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

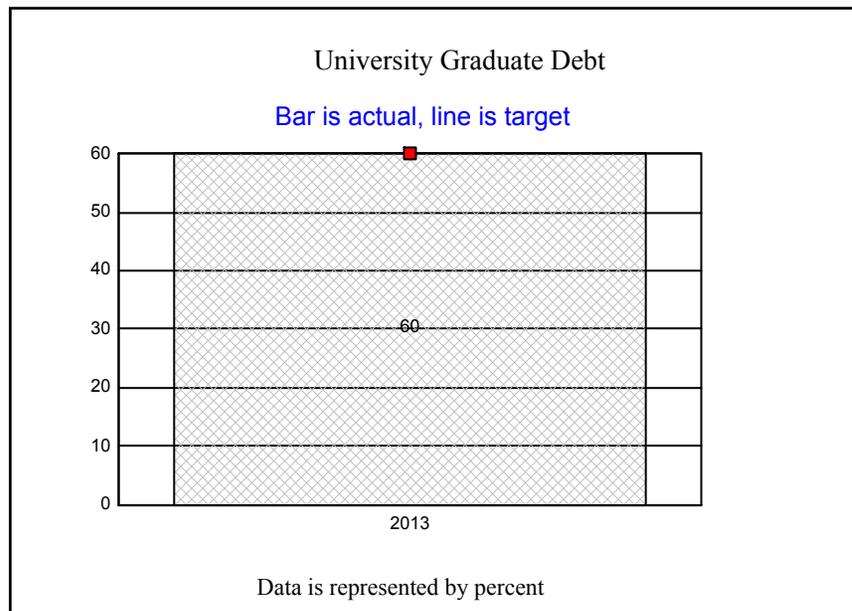
## 6. WHAT NEEDS TO BE DONE

Strong support for student financial aid and continued efforts to lower the cost of higher education .

## 7. ABOUT THE DATA

All data are from public and private nonprofit four-year institutions only. Some colleges did not report student debt data. Only colleges that granted bachelor's degrees and reported the percentage of graduates with debt and average debt are included in the state figures. Data on enrollment, number of bachelor's degree recipients, tuition, and cost of attendance are from the National Center for Education Statistics, Integrated Postsecondary Education Data System. Pell Data are from the U.S. Department of Education. Student debt, Pell Grant, and other data can be compiled into sortable tables or downloaded into a spreadsheet on our College InSight web site, [college-insight.org](http://college-insight.org). Class of 2013

<b>KPM #24b</b>	University graduate debt - Average debt amount of Bachelor’s graduates accompanied by percent of graduates who are borrowers : Percentage of Students with Debt.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	The Institute for College Access and Success Project on Student Debt	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to the economic

health of the state.

## 2. ABOUT THE TARGETS

Target reflects realistic expectation based on analysis of available data.

## 3. HOW WE ARE DOING

Proportion with debt: 26 (1 is highest, 50 is lowest)

## 4. HOW WE COMPARE

Proportion with debt: 26 (1 is highest, 50 is lowest)

## 5. FACTORS AFFECTING RESULTS

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

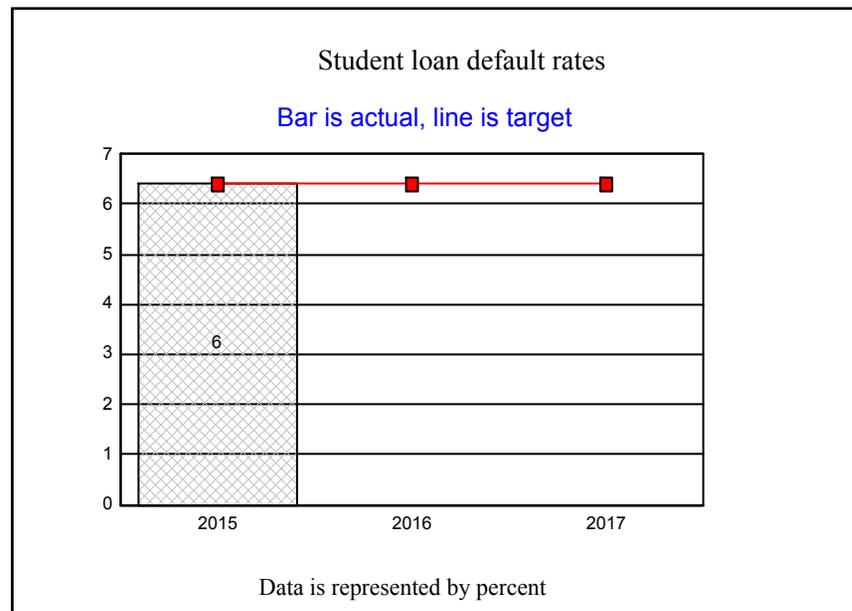
## 6. WHAT NEEDS TO BE DONE

Continued state support for higher education and a commitment to keeping tuition and fees low.

## 7. ABOUT THE DATA

All data are from public and private nonprofit four-year institutions only. Some colleges did not report student debt data. Only colleges that granted bachelor's degrees and reported the percentage of graduates with debt and average debt are included in the state figures. Data on enrollment, number of bachelor's degree recipients, tuition, and cost of attendance are from the National Center for Education Statistics, Integrated Postsecondary Education Data System. Pell Data are from the U.S. Department of Education. Student debt, Pell Grant, and other data can be compiled into sortable tables or downloaded into a spreadsheet on our College InSight web site, [college-insight.org](http://college-insight.org). Class of 2013

<b>KPM #25a</b>	Student loan default rates - Three-year official cohort student loan default rates: Public Universities	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	U.S. Department of Education. <a href="http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html">http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html</a>	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

## **2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data.

## **3. HOW WE ARE DOING**

The FY 2011 3-year national cohort default rate (all institutions) is 13.7 percent

## **4. HOW WE COMPARE**

The FY 2011 3-year national cohort default rate (all institutions) is 13.7 percent

## **5. FACTORS AFFECTING RESULTS**

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

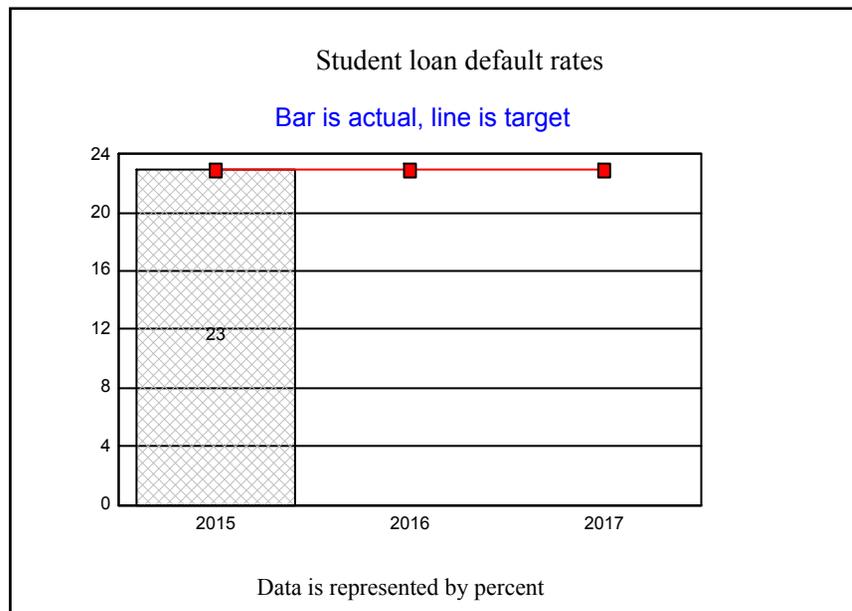
## **6. WHAT NEEDS TO BE DONE**

Increased college completion, lower tuition and fees, and improved financial advising for students would all improve this figure.

## **7. ABOUT THE DATA**

A 3-year cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. This is calculated by looking only at public universities in Oregon.

<b>KPM #25b</b>	Student loan default rates - Three-year official cohort student loan default rates: Public Community Colleges.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	U.S. Department of Education	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data.

**3. HOW WE ARE DOING**

The FY 2011 3-year national cohort default rate (all institutions) is 13.7 percent

**4. HOW WE COMPARE**

The FY 2011 3-year national cohort default rate (all institutions) is 13.7 percent

**5. FACTORS AFFECTING RESULTS**

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

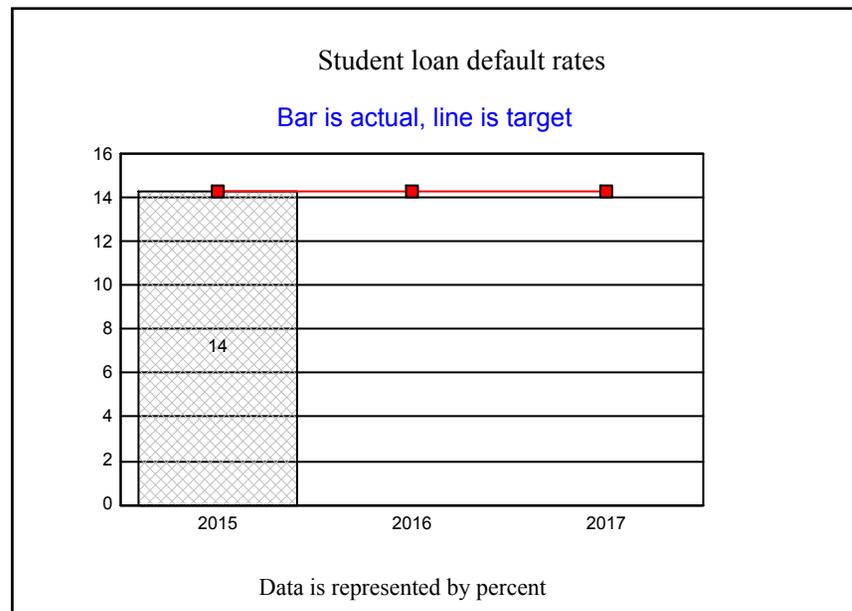
**6. WHAT NEEDS TO BE DONE**

Increased college completion, lower tuition and fees, and improved financial advising for students would all improve this figure.

**7. ABOUT THE DATA**

A 3-year cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. This calculation is based only on Oregon's community colleges.

<b>KPM #25c</b>	Student loan default rates - Three-year official cohort student loan default rates: Higher Education Institutions	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	U.S. Department of Education	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

**2. ABOUT THE TARGETS**

Target reflects realistic expectation based on analysis of available data.

**3. HOW WE ARE DOING**

The FY 2011 3-year national cohort default rate (all institutions) is 13.7 percent

**4. HOW WE COMPARE**

The FY 2011 3-year national cohort default rate (all institutions) is 13.7 percent

**5. FACTORS AFFECTING RESULTS**

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

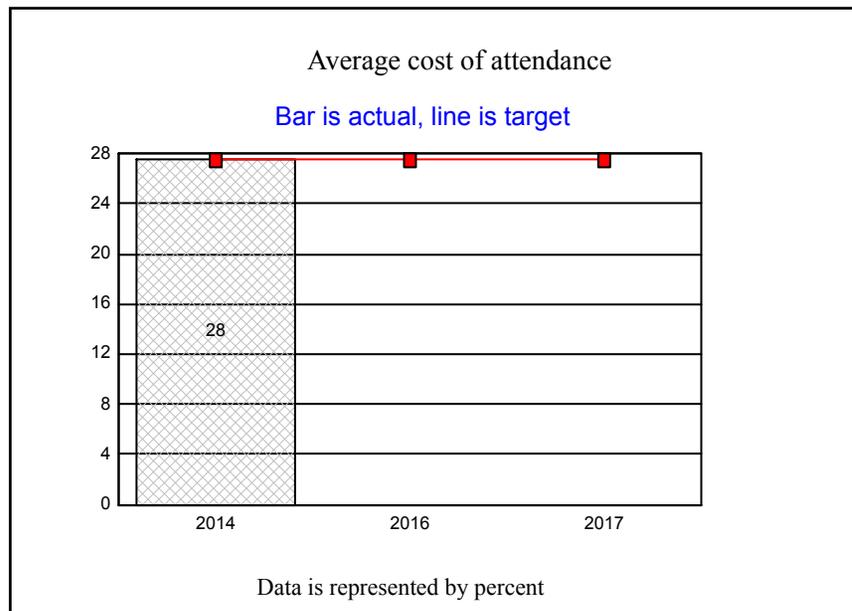
**6. WHAT NEEDS TO BE DONE**

Increased college completion, lower tuition and fees, and improved financial advising for students would all improve this figure

**7. ABOUT THE DATA**

A 3-year cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. This calculation includes all higher education institutions, public and private, in Oregon.

<b>KPM #26</b>	Average cost of attendance - Average cost of attendance for resident undergraduates minus grant aid as a percentage of median income.	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	HECC Research and Data and U.S. Census Bureau.	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

Establish tuition and financial aid policies and practices to ensure that qualified Oregonians have access to public universities.

## 2. ABOUT THE TARGETS

Ideal performance on this measure is a declining ratio of cost to income. The 2014 and 2015 targets of 28% represent a slight increase of prior targets, taking into account tuition increases occurring in 2012 and 2013 and little to no growth in Oregon median family income.

## 3. HOW WE ARE DOING

This number has grown over time from 24% in 2003.

## 4. HOW WE COMPARE

A report by the Delta Cost Project, Trends in College Spending 1999-2009, ranks Oregon's "average education and related expenses per FTE student" among the lowest in the nation but the student share of those costs ranks among the highest at 69% for research universities and 52% for master's institutions. Despite campus efforts to cut budgets, find cost savings, and absorb more students without receiving additional enrollment funding, students took much of the burden of this disinvestment through tuition increases that were not fully offset by increases in state and federal financial aid. Since 1990, even after adjusting for inflation, tuition and fees at Oregon's universities have more than doubled as costs shifted from the state to students. Nationally, many states have seen the share of college costs shift, over the last decade especially, from the state to the student. In Oregon in 1989-90, students paid 29% of the total per student cost; with the budget challenges of late, the student share has risen to an all-time high of 72% for 2011-12. The cost for higher education in Oregon is disproportionately borne by students when compared to the rest of the nation's public 4-year institutions. Nationally, Oregon ranks 15th for tuition and fee revenue per FTE among public 4-year institutions and 44th in the nation in state appropriation per FTE. Sources: IPEDS Finance, IPEDS Fall Enrollment; 2010-11 data

## 5. FACTORS AFFECTING RESULTS

Tuition and resource fees, non-tuition costs (room and board, supplies, etc.), family income, and financial aid all play critical roles in affordability. While non-tuition costs and income are primarily driven by the economy, employment trends, and financial markets, state investment and tuition play the greatest role in the "sticker price" of higher education. State investments made during the 2007-2009 legislative session allowed the student share of college costs to decrease for the first time in several biennia. The result was an immediate increase in participation throughout Oregon postsecondary education sectors. However, reductions in OUS operating funds over the 2009-2011 and 2011-2013 biennia have necessitated greater increases in tuition and resource fees, effectively lowering the rate of progress made in college affordability.

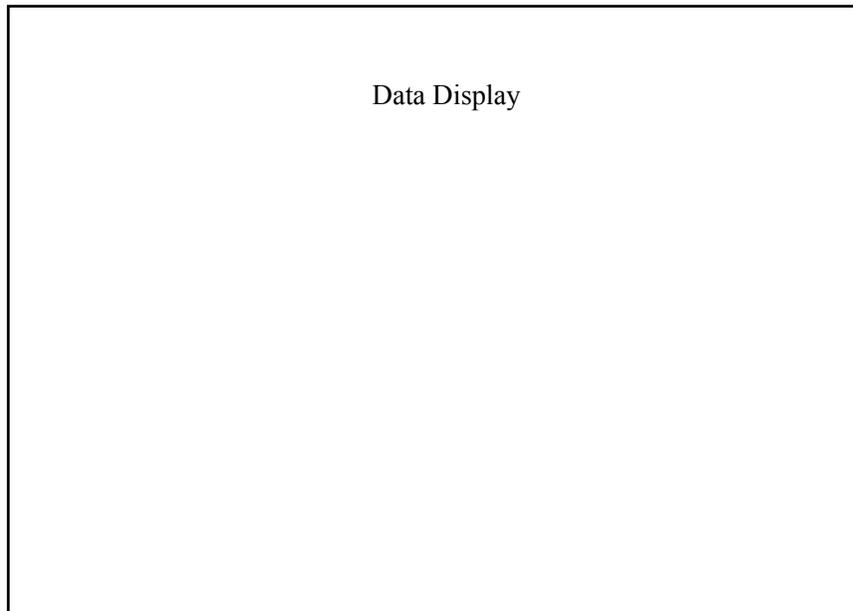
## 6. WHAT NEEDS TO BE DONE

The Oregon Opportunity Grant was structured in 2004-05 to a Shared Responsibility Model based on an underlying framework that all partners - the state, the federal government, the family, and the student - would share responsibility in ensuring affordable access. In recent years, due to the state funding challenges, the state investment has not kept pace with the number of eligible students and financial need. The OOG grant dollars awarded to Oregon university students fell from a high of \$33.8 million in 2008-09 to \$5.8 million in 2010- 11, then increased to \$23.7 million in 2012-13. The OUS was able to keep tuition increases aligned with increases in median family income (in the 3% range annually) in the 2005-2007 and 2007-2009 biennia, but decreases in state appropriations for higher education forced tuition increases above the increases in median family income in 2008-09, 2009-10, and 2010- 11. Additionally, campuses covered shortfalls in the Oregon Opportunity Grant program by increasing institutional aid, thereby maintaining affordability to the greatest extent possible. These shortfalls also created a shortened window in which students could apply for the grant, leaving many eligible students without the state need-based aid that may have ensured attendance and persistence. Accounting for just the additional income taxes that more highly educated Oregonians pay is a strong indicator of the return on investment in raising educational attainment in the state. A 2010 study, Education Pays 2010, states that the median earnings of bachelor's degree recipients working full-time year-round in 2008 were \$55,700, a much higher level of earnings than those of high school graduates, whose median earnings in the same period were \$33,800. About \$5,900 of the additional \$21,900 in earnings of four-year college graduates over high school graduates went to federal, state, and local governments in the form of higher tax payments.

## 7. ABOUT THE DATA

Cost of attendance is derived for each student through FAFSA data. Federal and state grant aid includes federal and state grants, fee remissions, and institution support, excluding loan aid and Federal work study. Student population is restricted to resident undergraduates with a valid FAFSA. The US Census, American Community Survey (ACS), provides median family income data.

<b>KPM #27</b>	Tuition and fees - Average statewide tuition and fees minus grant aid and net assess tuition and fees per resident, undergraduate FTE (colleges and universities).	2015
<b>Goal</b>	Make the pathways accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials, OBM 11 – Per capita income	
<b>Data Source</b>	Full-time resident tuition and fees at an Oregon public university or community college	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



### 1. OUR STRATEGY

HECC is in the process of developing a five year strategic plan that builds off its 2014-15 strategic plan (see: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC2014-15StrategicPlan.pdf/>) This KPM is important to achieving the

state's 40-40-20 goals.

## 2. ABOUT THE TARGETS

Target reflects realistic expectation based on analysis of available data.

## 3. HOW WE ARE DOING

According to a 2014-15 tuition and fee study from the Western Interstate Commission on Higher Education (WICHE), Oregon's public universities had the 5th highest tuition and fees among the 15 western states at \$8393. The average was \$7872. Oregon's community colleges were the 6th highest, with a cost of \$4638 compared to the regional average without California of \$3492. Grant aid is based on a number of factors, including family income, making calculating a meaningful state average extremely challenging.

## 4. HOW WE COMPARE

According to a 2014-15 tuition and fee study from the Western Interstate Commission on Higher Education (WICHE), Oregon's public universities had the 5th highest tuition and fees among the 15 western states at \$8393. The average was \$7872. For Oregon, this represents an increase of 79.7% over 2004-05 tuition and fees. The average increase across the region was 108.1%. Oregon's community colleges were the 6th highest, with a cost of \$4638 compared to the regional average without California of \$3492. For Oregon, this represents an increase of 63.6% over 2004-05 tuition and fees. The average increase across the region was 72%

## 5. FACTORS AFFECTING RESULTS

State support and expanded costs.

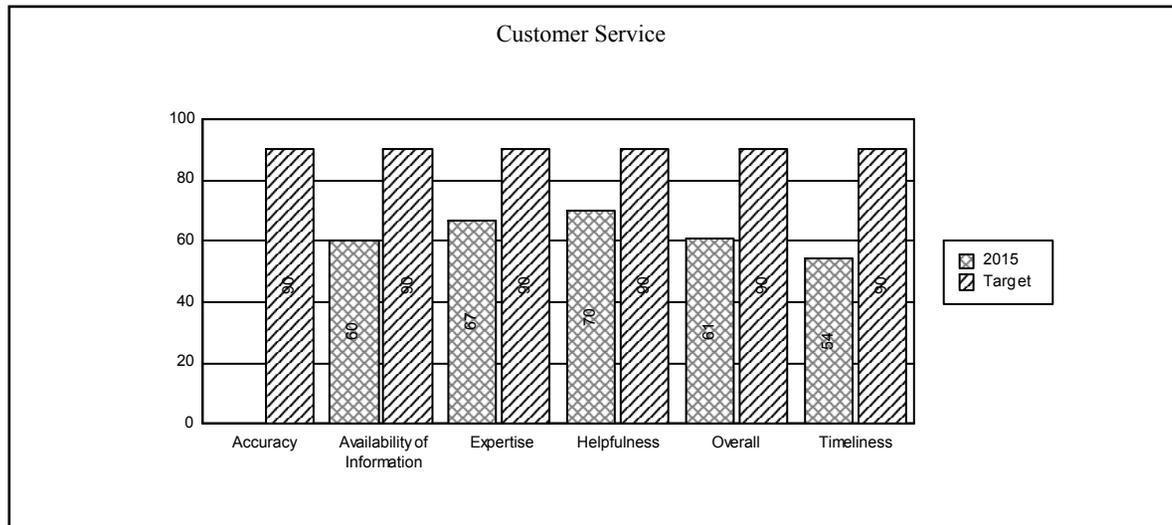
## 6. WHAT NEEDS TO BE DONE

Strong state support for higher education and commitment from colleges and universities to keep costs low.

## 7. ABOUT THE DATA

HECC provides this information to WICHE, which aggregates it for all 15 western states and publishes it each year. Report and tables can be found here: <http://www.wiche.edu/pub/tuition-and-fees-west-2014-15>. Grant aid is based on a number of factors, including family income, making calculating a meaningful state average extremely challenging.

<b>KPM #28</b>	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.	2015
<b>Goal</b>	Provide excellent customer service while making the pathway to 40-40-20 accessible, affordable and supportive of students.	
<b>Oregon Context</b>	OBM25 – Postsecondary credentials	
<b>Data Source</b>	HECC customer survey	
<b>Owner</b>	Patrick B. Crane, Director, Office of Research and Data, Oregon Higher Education Coordinating Commission, (503) 947-2454	



**1. OUR STRATEGY**

Ensure high quality and responsiveness in meeting the needs of our constituents throughout all public universities and colleges.

**2. ABOUT THE TARGETS**

Ideal performance on this measure is a high level of customer satisfaction.

**3. HOW WE ARE DOING**

As a new agency, we have no historical data for comparison.

**4. HOW WE COMPARE**

There are no national standards on which to compare performance on this measure with other public universities, community colleges or systems. Every Oregon state agency is required to implement a standard customer satisfaction survey of a constituent population, but survey populations and implementation methodologies vary widely, undermining any meaningful comparison.

**5. FACTORS AFFECTING RESULTS**

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

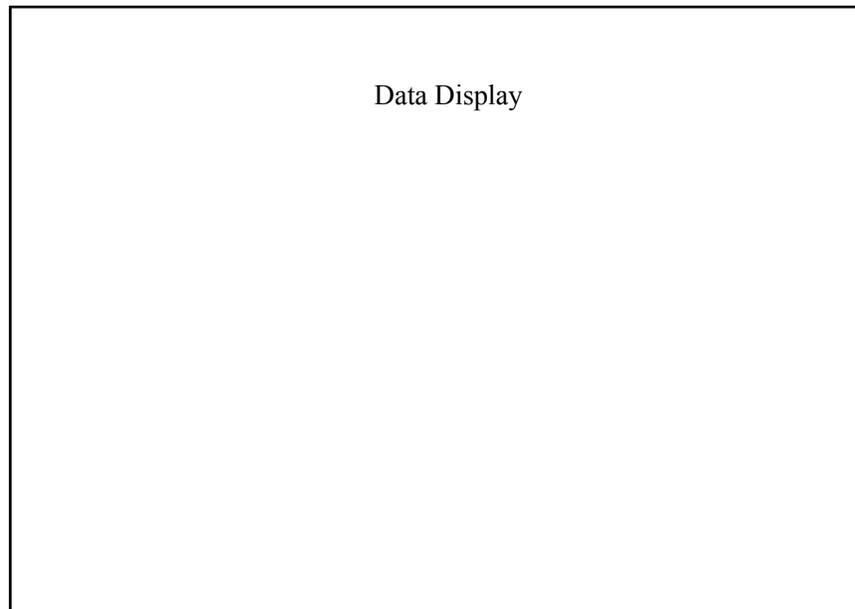
**6. WHAT NEEDS TO BE DONE**

Quicker response times and increased efforts to communicate information and mission to customers.

**7. ABOUT THE DATA**

The managers of HECC's seven offices each identified customers (individuals or organizations that they work with regularly). 1030 surveys were sent out and 137 responses were received for a response rate of 13%

<b>KPM #29</b>	BEST PRACTICES - Percent of total best practices met by the Commission.	2015
<b>Goal</b>	.	
<b>Oregon Context</b>	.	
<b>Data Source</b>	.	
<b>Owner</b>		



**1. OUR STRATEGY**

**2. ABOUT THE TARGETS**

**3. HOW WE ARE DOING**

**4. HOW WE COMPARE**

**5. FACTORS AFFECTING RESULTS**

**6. WHAT NEEDS TO BE DONE**

**7. ABOUT THE DATA**

**Higher Education Coordinating Commission****III. USING PERFORMANCE DATA**

**Agency Mission:** The Higher Education Coordinating Commission seeks to: Broaden pathways to the goal of educational success beyond high school by achieving at least 40% of adult Oregonians earning a bachelor’s degree or higher and at least 40% of adult Oregonians earning an associate’s degree or post-secondary credential as their highest level of educational attainment by 2025 (see ORS 351.009 Mission of Education Beyond High School) Make the pathways accessible, affordable and supportive for students Steer the higher education enterprise Cheer the promotion of college completion and career readiness

**Contact:** Patrick Crane

**Contact Phone:** 503-947-2454

**Alternate:** Dana Richardson

**Alternate Phone:** 503-947-5986

**The following questions indicate how performance measures and data are used for management and accountability purposes.**

**1. INCLUSIVITY**

- \* **Staff :** HECC staff will continue to develop and refine agency performance metrics
- \* **Elected Officials:** Elected officials will be consulted as HECC develops and refines its performance measures.
- \* **Stakeholders:** HECC works closely with the Oregon Department of Education, the Oregon Employment Department, the Chief Education Officer, the Oregon Workforce Investment Board, the local Workforce Investment Boards, and the state's colleges and universities to achieve the state's 40-40-20 goal and positive workforce outcomes for Oregon citizens.
- \* **Citizens:** HECC is deeply committed to helping Oregon's citizens achieve the state goal of 40-40-20.

**2 MANAGING FOR RESULTS**

The Key Performance Measures assist the HECC in measuring progress towards 40-40-20. These metrics, along with federal reporting measures and others that HECC will develop, will guide the work of the agency and assist HECC in developing targeted and meaningful partnerships with the state's colleges and universities.

**3 STAFF TRAINING**

HECC is committed to ongoing training for agency staff.

**4 COMMUNICATING RESULTS**

- \* **Staff :** Annual performance measures will be shared with HECC staff.
- \* **Elected Officials:** HECC provides the results of its Annual Performance Progress Report (APPR) and other performance measures to legislators and engages in dialogue with legislators around program priorities and accountability.

\* **Stakeholders:** HECC will engage a wide variety of stakeholders in meaningful dialogue around its performance and progress towards 40-40-20.

\* **Citizens:** HECC will make results available to citizens via its website.