

Progress toward reaching Oregon’s adult attainment goal

The Goal

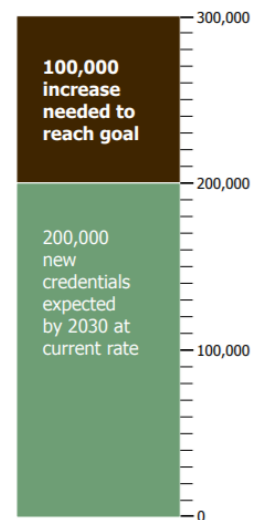
Oregon has [two educational attainment goals](#) designed to increase the number of Oregonians who earn high school or postsecondary credentials. The first, known as 40-40-20, was adopted in 2011 and refined in 2018 and focuses on high school graduating classes, specifically the class of 2025. The goal aims to have 40 percent of the high school class obtaining a four-year degree, another 40 percent earning a two-year degree or short-term certificate, and the remaining 20 percent acquiring a high school diploma or equivalent. The second goal, known as the adult attainment goal and adopted in 2018, seeks to have at least 300,000 adults (aged 25 and older) attain a new postsecondary degree, certificate, or valuable credential by 2030. The adult attainment goal also includes equity-focused initiatives to address and reduce educational disparities within the state. This research brief reviews the progress made towards achieving Oregon’s adult attainment goal.

The adult attainment goal was designed to improve the state’s economy, meet its workforce needs, and maintain focus on adult Oregonians’ ability to obtain postsecondary credentials and employment with livable wages and benefits. When the adult attainment goal was developed, Oregon projected that 300,000 new jobs will require a postsecondary credential between 2020 and 2030. Current projections continue to emphasize the need for these credentials for workforce development. To meet this need, approximately 100,000 more adults in Oregon will need to obtain a degree, certificate, or credential valued in the workforce by 2030, than would have earned one at previous rates. The number of adults expected to achieve such credentials over this decade at previous rates is roughly 200,000.

What progress have we made?

Evenly distributing the adult attainment goal by year from 2020 to 2030, we would expect 30,000 adults to earn credentials each year. In the first three years, Oregon has made some progress toward the adult attainment goal despite a decline in enrollment and completions resulting from the COVID-19 pandemic. However, the progress was minimal. In each of the first two years, the number of adults who earned credentials was more than 6,500 adults short of 30,000, leaving a combined 13,391 deficit from the first two years. In the third year, 2022-23, the number of adults completing was 22,498. This third-year total is also below the 30,000 annual objective and is a slight decline from the first two years. The decline is most likely an outcome of the significant enrollment decline that occurred with the pandemic, especially in Oregon’s community colleges. Collectively, the first three years of the adult attainment goal aims for 90,000 credential earners, and we are 20,893 short of that target. (See Figure 1 below.)

OREGON AIMS FOR 300,000 CREDENTIALS BY 2030



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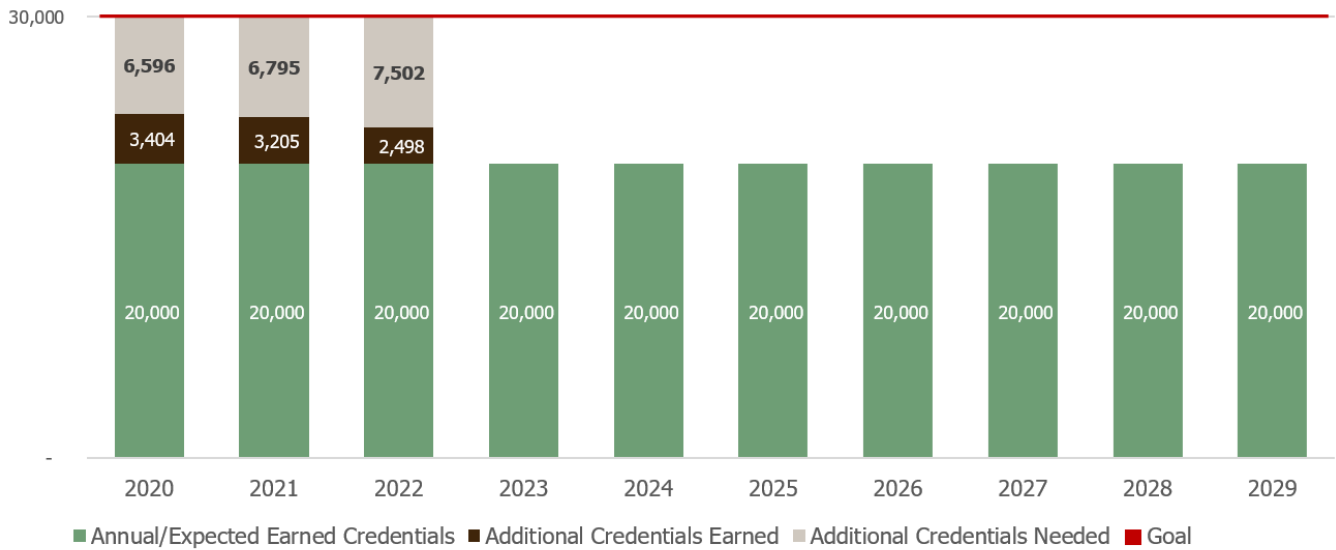


Figure 1. Number of Credentials Earned and Needed, 2020 – 2030
Source: HECC analysis of student records.

The slow progress toward Oregon’s adult attainment goal in the first three years is concerning. While completions are higher than the 20,000 per year considered as the baseline, the number of adults earning credentials is still substantially short of the 30,000 expected annually to meet the goal. This shortfall likely stems from several issues. First, the early phase of any goal and its supporting strategies take time to implement, so the first years are likely to be lower than later years. In addition, the COVID-19 pandemic and the economic impacts that ensued led to a sharp decline in enrollment in these years. Finally, enrollment among adults ages 25 and older has been falling for over ten years, with the exception of a slight increase in 2022-23 (see Figure 2). In 2022-23, there were nearly 100,000 fewer students ages 25 and older enrolled at Oregon’s public postsecondary educational institutions than ten years previously. This enrollment decline is steeper among adult students than traditional age students

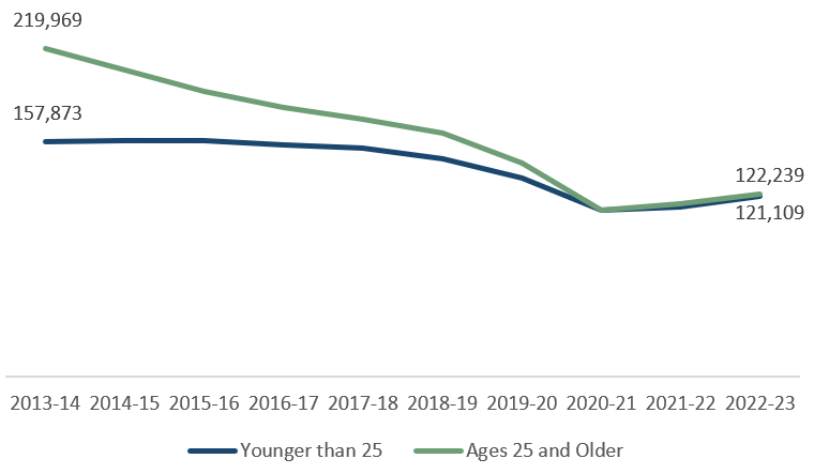


Figure 2. Total Enrollment at Oregon Community Colleges and Public Universities
Source: HECC analysis of student records.

The trending decline in enrollment among nontraditional students is alarming, especially considering that Oregon’s population ages 25 through 34 and ages 50 through 64 have grown more than people ages 24 and

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younger between 2013 and 2022.^{1,2} Moreover, while Oregon’s population is only projected to increase 4 percent from 2022 to 2030, the age groups with the largest expected increases between 2022 and 2030 are among adult Oregonians ages 35-49 (11 percent projected growth) and ages 65 and older (17 percent projected growth).³

This demographic shift underscores the importance of the adult attainment goal. Oregon’s reliance on an older workforce will increase over the next decade, especially with little growth in the population

we consider traditional-age college students. Over the next decade, ten percent of open positions will be due to new job positions or expanding businesses. For every one of these new jobs, Oregon employers will have another nine job openings requiring newly trained workers to replace those who leave the labor force or make a major occupational change.³ According to the Oregon Employment Department, 60 percent of these jobs will require educational attainment beyond high school.³

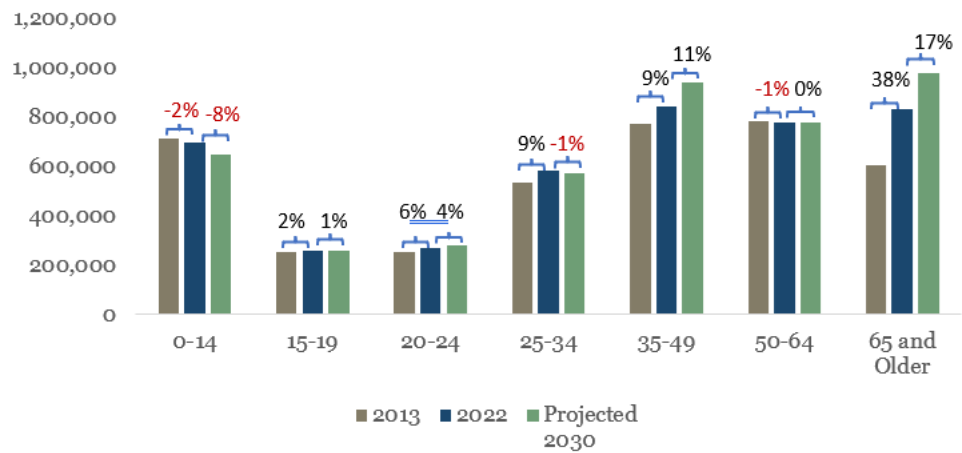


Figure 3. Oregon Population by Age Groups, 2013, 2022, and Projected 2030.

Source: 2013 data: Portland State University. Population Research Center. (2014). 2013 Annual Population Report Tables (April 15, 2014). *Oregon Population Estimates and Reports*. <https://pdxscholar.library.pdx.edu/populationreports/25/>. 2022 and 2030 data: Oregon Employment Department, Office of Economic Analysis. (2024, February). *State of Oregon: Economic analysis - Demographic forecast*. Oregon Office of Economic Analysis. <https://www.oregon.gov/das/OEA/Pages/forecastdemographic.aspx>.

“Oregon’s workforce is aging. The number of Oregon jobs held by workers ages 55 and older more than tripled from 1992 to 2022, while the state’s total number of jobs grew 56%. Workers 55 years and over held 10% of all jobs in 1992. By 2022, that share increased to 24%. The entire Baby Boomer Generation, born 1946 to 1964, is now 55 and older, and they are more likely to be in the labor force than previous generations were at ages 55 and beyond.”⁴

¹ 2013 Population Data Source: Portland State University. Population Research Center. (2014). 2013 Annual Population Report Tables (April 15, 2014). Oregon Population Estimates and Reports. <https://pdxscholar.library.pdx.edu/populationreports/25/>

² 2022 and 2030 Population Data Source: Oregon Employment Department, Office of Economic Analysis. (2024, February). State of Oregon: Economic analysis - Demographic forecast. Oregon Office of Economic Analysis. <https://www.oregon.gov/das/OEA/Pages/forecastdemographic.aspx>

³ Oregon Employment Department, Quality Information, Informed Choices, & Cunningham, S. (2023, November 24). Projections - QualityInfo. www.qualityinfo.org. <https://www.qualityinfo.org/projections#6>, <https://www.qualityinfo.org/projections#6>.

⁴ Krumenauer, G. (2024, January 8). Oregon’s Aging Workforce by Industry and County in 2022 - Oregon’s Aging Workforce by Industry and County in 2022 - QualityInfo; Oregon Department of Employment.

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By Race/Ethnicity

Significant disparities in educational attainment persist between communities of color and White Oregonians. Over the past five years, educational attainment has gradually increased for most racial and ethnic groups, but the gaps remain as wide as before. This is because the rates of increase have been similar across groups, maintaining the existing disparities. (See Appendix, Table A.4.)

Table 1 presents the baseline percentage of individuals from each racial and ethnic group with a postsecondary credential as of 2019. It also illustrates the educational attainment gap between each community of color and Whites for those aged 25 and older. Oregon’s adult attainment goal is to cut this gap in half (shown in dark red). In 2019, By 2022, the gap in educational attainment between Black/African American⁵ and Latinx/a/o/Hispanic⁶ Oregonians compared to White Oregonians each shrunk by one percentage point. However, the gap between Native American/Alaska Native, Native Hawaiian/Pacific Islander, and multi-racial Oregonians each compared to White Oregonians grew substantially. (See Table 1.)

By linking these percentage point gaps to the number of adult Oregonians in each group, we can also estimate the number who would need to earn a credential to reduce the attainment gap by half. This analysis indicates the initial annual benchmarks were not met in 2020-21 through 2022-23. The Technical Appendix

describes this analysis in detail; see Tables A.4 through A.7.

	Asian American/Asian	Black/African American	Latinx/a/o	Native American / Alaska Native	Native Hawaiian/Pacific Islander	Two or More Races	White
BASELINE: Est. percentage of the population ages 25 and older with any postsecondary credential, 2019*	66%	49%	32%	37%	38%	50%	55%
Baseline Gap Compared to White (percentage points)	N/A	6	23	18	17	5	N/A
Equity Goal: Half of Gap (percentage points)	N/A	3	12	9	9	3	
Est. percentage of the population ages 25 and older with any postsecondary credential, 2022*	67%	52%	35%	35%	34%	48%	57%
Current Gap Compared to White (percentage points) 2022	N/A	5	22	22	23	9	
Progress Made Toward the Goal from the Baseline	N/A	1 percentage point	1 percentage point	-4 percentage points	-6 percentage points	-4 percentage points	N/A

Table 1. Educational Attainment of Adult Oregonians by Race/Ethnic Identity, 2019 (baseline) and 2022 (most recent year)

Source: U.S. Census American Community Survey. (n.d.). Explore Census Data. Tables B15002-I from data.census.gov.

*Data Note: Rolling three-year average educational attainment rate among those ages 25 and older in Oregon.

⁵ The gap between African Americans/Black Oregonians and White Oregonians went from six percentage points in 2019 baseline to five percentage points in 2022; three percentage points is the goal.

⁶ The gap between Latinx/a/o/Hispanic Oregonians and White Oregonians went from six percentage points in 2019 to five percentage points in 2022; twelve percentage points is the goal.

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By Income Status

Educational attainment gaps by income status are large. Whereas 36 percent of adults with low incomes (defined as living below the federal poverty threshold) have a postsecondary credential, 55 percent of adults with middle and higher incomes have a postsecondary credential in the baseline year, 2019. The adult attainment goal aims to halve this gap, such that by 2030, 9.5 percentage points will separate the two groups, rather than 19 percentage points.

Over the last five years, educational attainment among Oregonians has slowly increased both for the lowest income adults and for other adults ages 25 and up. However, the gap

between the two groups has not narrowed in the first three years of the goal; rather, it has widened by two percentage points. (See Table 2.) Unfortunately, this goal does not differentiate those who were living in poverty and since earned a postsecondary credential and no longer live in poverty.

These attainment rates are applied to the underlying populations to estimate how many low-income adults would need to earn credentials to narrow the gap. (See Technical Appendix Tables A.8, A.9, A.10.) We found that the number who earned a credential in the first two years (i.e., 2020-21 and 2021-22) was sufficient to meet the initial annual benchmarks but fell short in 2022-23.

	Low-Income	Not Low-Income
BASELINE: Est. percentage of the population ages 25 and older with Any Postsecondary Credential, 2019*	36%	55%
Baseline Gap Compared to Not Poverty (percentage points)	19	N/A
Equity Goal: Half of Gap (percentage points)	9.5	N/A
Est. percentage of the population ages 25 and older with Any Postsecondary Credential, 2022*	37%	58%
Current Gap Compared to Not Poverty (percentage points) 2022	21	
Progress Made Toward the Goal from the Baseline	-2 percentage points	

Table 2. Educational Attainment of Adult Oregonians by Income, 2019 (baseline) and 2022 (most recent year)

Source: U.S. Census American Community Survey. (n.d.). Explore Census Data. Table B17003 from data.census.gov.

*Data Note: Rolling three-year average educational attainment rate among those ages 25 and older in Oregon.

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By Rural/Urban

Large educational attainment gaps also exist by geography. Whereas 55 percent of Oregonians living in urban or mixed counties have a postsecondary credential, only 41 percent of Oregonians living in rural counties have a postsecondary credential in the baseline year of 2019. The adult attainment goal aims to halve this gap from 14 percentage points to seven percentage points by 2030.

Educational attainment in both rural and urban/mixed areas has increased by two percentage points from the baseline year of 2019 to 2022. Because attainment increased the same amount for both groups between 2019 and 2022, the gap

between the groups did not change. Put another way, we have not decreased the gap in educational attainment between Oregonians in rural counties and those in urban/mixed counties. (See Table 3).

We also translated these rates to estimate the number of rural Oregonians who would need to earn a credential for the gap to narrow and found that these annual benchmarks were not met in 2020-21 through 2022-23. (See Technical Appendix Tables A.9 and A.10.)

	Rural	Urban and Mixed
BASELINE: Est. percentage of the population ages 25 and older with Any Postsecondary Credential, 2019	41%	55%
Gap Compared to Urban/Mixed (percentage points) in Baseline	14	N/A
Equity Goal: Half of Gap (percentage points)	7	N/A
Est. percentage of the population ages 25 and older with Any Postsecondary Credential, 2022	43%	57%
Current Gap Compared to Urban/Mixed (percentage points) 2022	14	
Progress Made Toward the Goal from the Baseline	0 percentage points	

Table 3. Educational Attainment of Adult Oregonians by Geography, 2019 (baseline) and 2022 (most recent year)

Source: U.S. Census American Community Survey. (n.d.). Explore Census Data. Table S1501 from data.census.gov.

*Data Note: Rolling three-year average educational attainment rate among those ages 25 and older in Oregon.

Conclusion

To meet the adult attainment goal evenly over its ten-year span (2020-2030), approximately 30,000 adult learners would need to earn credentials each year. Progress toward Oregon’s adult attainment goal in the initial years has been slow. In the first three years, 2020-21 through 2022-23, 69,107 Oregonians aged 25 and older earned credentials, falling short of the 90,000 that would put the state well on track to meeting the goal. This shortfall will shift to the remaining seven years, requiring an additional 20,893 adults above upcoming annual targets of 30,000.

Embedded in the adult attainment goal are specific goals to halve racial/ethnic, income, and geographic attainment gaps. With the exception of a one-point reduction in the gaps between African American/Black

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and White Oregonians and between Latino/a/x and White Oregonians, the gaps in educational attainment by race/ethnicity, income, and geography remain as large or larger as they were three years ago.

The slow progress can be attributed to several factors that have led many Oregonians to prioritize current employment over returning to school. These include the early stage of the goal and its supporting strategies, the COVID-19 pandemic and associated steep decline in postsecondary enrollment, the longer-term decline in adult enrollment, the rising cost of postsecondary education and training, and a sustained demand for labor in jobs that do not require postsecondary credentials. While these factors work against increasing credential attainment, the state's need for more adults with postsecondary credentials remains. Because the state's population is projected to grow by only four percent from 2022 to 2030 and the most substantial increases in population are expected among those aged 35-49 and 65 and older, the significance of the adult attainment goal is only going to grow.

In response, the landscape of postsecondary education and training is rapidly changing. Colleges and universities are expanding opportunities for short-term and noncredit workforce certificates and continue to expand online education offerings. In addition, many employers are training their own workers through employer-sponsored programs and certificates, especially in an information economy where needs are constantly evolving. If adult Oregonians are finding alternative ways to upskill or reskill to meet workforce needs, are they finding methods to demonstrate competencies from outside of educational institutions that will be transferable to new employers and resilient in an economic downturn?

Answering this question requires multiple perspectives to ensure the workforce remains adaptable and competitive and individuals earn credentials that retain value for them, their families, and their futures. The more that state and local government, educational institutions, training providers, businesses, community-based organizations, labor unions, and community groups representative of older and diverse Oregonians collaborate, the more prepared Oregon will be to meet the evolving workforce needs. Such collaborations should build on existing effective practices in postsecondary education and training and explore new and more culturally responsive strategies to serve adult learners.

To ready Oregon's workforce for 2030, more adults need postsecondary credentials. The state aims to award 300,000 credentials by then, nearly 100,000 more than adults would earn at the current rate. This ambitious goal is crucial to meet economic demands and support adult learners, especially those from underserved populations. Efforts by public and private colleges and universities, career schools, and state workforce partners have laid the groundwork, but further action is necessary to ensure more adults, particularly from communities of color, low-income backgrounds, and rural areas, earn these postsecondary credentials.

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Technical Appendix

This appendix provides additional data and detail related to the report findings. Tables in this appendix that show the number and percentage of students earning credentials come from the following sources: Data from 2018-19 through 2022-23 include all Oregon students who earned credentials from public universities—including Oregon Health and Sciences University and community colleges, private career schools, and non-exempt degree-granting institutions. Data from 2019-2020 through 2022-2023 also include Oregon resident students who filed a complete FAFSA/ORSA and earned credentials at private colleges and universities that are exempt from state authorization; and data from 2019-20 through 2022-23 also include all students earning credentials from exempt institutions: Bushnell University, Corban University, George Fox University, Lewis and Clark College, Linfield University, Multnomah University, Pacific University, Reed College, University of Portland, and Willamette University.

We want to recognize and thank the postsecondary institutions in Oregon for their service to students, for sharing their data with the HECC, and for the integrity of the data they share. This includes our ongoing partnerships with public universities and community colleges, which submit data every quarter to the state, with private colleges, universities, and technical career schools, which submit data every year, and with many independent colleges and universities that shared supplemental data expressly for this report.⁷

Overarching Goal of 300,000

Table A.1. Number of Oregon Adult Learners Who Earned Credential(s), 2018-19 through 2022-23.⁸

Year	Earned by Adult Learners Earned Credential(s)
2018-19	22,174
2019-20	23,573
2020-21	23,404
2021-22	23,205
2022-23	22,498

Data Source: HECC analysis of student data.

⁷ This includes Bushnell University, Corban University, George Fox University, Lewis and Clark College, Linfield University, Multnomah University, Pacific University, Reed College, University of Portland, and Willamette University.

⁸ The number of credentials increased for 2019-20, 2020-21, and 2021-22 because Oregon Health and Sciences Universities provided the number of awards earned by adults, whereas previous reports didn't include OHSU data.

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Table A.2. Number of Oregon Resident Adult Learners, Plus Students from Outside of Oregon Predicted to Remain in Oregon after Graduation

Year and Institution Type	Total Oregon Resident Adult Completers	Total Nonresident Adult Completers	Three-Year Mean Percentage of Nonresidents who Remained in Oregon ⁹	Estimated Number of Nonresident Completers Who Will Remain in Oregon ¹⁰	Total Number of Adult Completers ¹¹
Community Colleges					
2022-23	5,145	951	31%	294	5,440
2021-22	5,672	923	31%	283	5,955
2020-21	5,950	1,015	31%	310	6,260
2019-20	6,038	1,150	32%	371	6,409
2018-19	6,799	1,336	32%	426	7,225
Public Universities¹²					
2022-23	7,284	4,074	22%	896	8,180
2021-22	7,836	4,167	20%	840	8,676
2020-21	8,121	4,236	21%	892	9,013
2019-20	8,095	3,947	22%	849	8,944
2018-19	8,347	3,967	21%	816	8,347
Private Career Schools					
2022-23	7,554				7,554
2021-22	7,092				7,092
2020-21	6,516				6,516
2019-20	6,464				6,464
2018-19	5,930				5,930

⁹ Using Oregon Employment Department's wage data, we matched nonresident completers who ended up residing in Oregon within five years. The data used calculate this percent was the rolling average of the last three years, e.g., the 31% applied to 2021-22 nonresident adult completers was the average of 2013-2015.

¹⁰ Calculated by multiplying the total nonresident adult completers by the three-year rolling average of Nonresident completers who are predicted become Oregonians within 5 five years.

¹¹ Calculated by adding the numbers of Oregon adult completers and nonresident completers predicted to become residents by 2030.

¹² Includes Oregon Health and Sciences University in 2019-20 through 2022-23.

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Table A.2. Continued
Oregon Independent Colleges and Universities, Alliance¹³

Year and Institution Type	Total Oregon Resident Adult Completers	Total Nonresident Adult Completers	Three-Year Mean Percentage of Nonresidents who Remained in Oregon ¹⁴	Estimated Number of Nonresident Completers Who Will Remain in Oregon ¹⁵	Total Number of Adult Completers ¹⁶
2022-23	1,324				1,324
2021-22	1,483				1,483
2020-21	1,614				1,614
2019-20	1,757				1,757
2018-19	672				672

Table A.3. Oregon Enrollment in Community Colleges and Public Universities by Age Group.

Year	Number of Students Ages 25 and Older	Number of Students Ages 24 and Younger
2011-12	248,969	157,418
2012-13	233,708	150,664
2013-14	219,630	145,169
2014-15	204,772	139,550
2015-16	190,773	135,688
2016-17	179,920	135,929
2017-18	172,020	133,681
2018-19	163,364	130,380
2019-20	142,838	123,167
2020-21	112,014	109,553
2021-22	116,540	104,988
2022-23	121,109	122,239

Data Source: HECC analysis of student data.

Data Note: Data do not include students without an age or birthdate in their student record.

¹³ Includes Bushnell University, Corban University, George Fox University, Lewis & Clark College, Linfield University, Reed College, University of Portland, and Willamette University. Does not include Warner Pacific University, Pacific University, or Multnomah University.

¹⁴ Using Oregon Employment Department's wage data, we matched nonresident completers who ended up residing in Oregon within five years. The data used calculate this percent was the rolling average of the last three years, e.g., the 31% applied to 2021-22 nonresident adult completers was the average of 2013-2015.

¹⁵ Calculated by multiplying the total nonresident adult completers by the three-year rolling average of Nonresident completers who are predicted become Oregonians within 5 five years.

¹⁶ Calculated by adding the numbers of Oregon adult completers and nonresident completers predicted to become residents by 2030.

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Equity Goals

Oregon’s adult attainment goal calls for gaps in educational attainment by race/ethnicity, income level, and rural/urban geography to be cut in half by 2030. Educational attainment detail for these groups is shown below. In addition, we can use these gaps—measured with the percentage of adults with postsecondary attainment—to estimate the number of Oregonians in each group who need to earn a credential to close the equity gap and to achieve the overall 300,000 goal. This information may be of particular use to educational institutions and training providers in setting individual goals. The approach applies the goal of half the gap in attainment to the underlying population of adults in each group to determine the number of adults who would need to earn a credential to narrow the gap.

Racial/Ethnic Gaps in Attainment

The racial/ethnic gaps in educational attainment are shown in Table A.4 below. They are defined as the difference between the percentage of adults of color in one racial category with postsecondary education and the percentage of White adults with postsecondary education. For example, the gap between Black/African American and White educational attainment is six percentage points. Half of this gap is three percentage points. Compared to the size of the Black/African American population in Oregon, an additional 2,192 Black/African Americans adults would need to earn postsecondary credentials beyond the current rate for Oregon to meet this equity goal. Tables A.4 through A.7 below provide this information for each racial/ethnic group. Using these estimates, the state did not meet the relevant annual adult attainment goals for any racial/ethnic group that are needed to cut attainment gaps in half and have 30,000 adults earn credentials in all three years 2020-21 through 2022-23.

Table A.4. Oregon Educational Attainment Among Adults Ages 25 and Up by Race/Ethnicity, 2016-2021, Using a Three-Year Rolling Average.

	Asian American/Asian	Black/African American	Latino/a/x/Hispanic	Native American/Alaskan Native	Native Hawaiian/Pacific Islander	Two or More Races	White	"Some Other Race"
2016	64%	45%	28%	34%	40%	46%	53%	23%
2017	65%	46%	30%	34%	40%	47%	54%	25%
2018	65%	46%	30%	35%	40%	48%	54%	26%
Baseline: 2019	66%	49%	32%	37%	38%	50%	55%	26%
2020	65%	50%	32%	38%	37%	50%	56%	26%
2021	66%	51%	34%	37%	35%	49%	56%	26%
2022	67%	52%	35%	35%	34%	48%	57%	30%

Data Source: U.S. Census, American Community Survey, Tables B15002B-I for 2016-2019, 2021-2022 and Tables C15002B-I for 2020.

Data Note: A three-year rolling average was used because this data comes from the US Census’s American Community Survey and due to smaller sample sizes, changes in smaller populations may be due to sampling error.

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Table A.5: Achieving Oregon’s Adult Attainment Model by Race/Ethnicity

		Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or More	White	Not Reported or Another	Total
1	Rate of Adult Population ¹⁷ with Any Postsecondary Credential ¹⁸	66%	49%	32%	37%	38%	50%	55%	26%	
2	Current Year Percent with Any Postsecondary Credential 2022 ¹⁹	67%	52%	35%	35%	34%	48%	57%	30%	
3	All Adults in Projected 2023 Population 2030 ²⁰	211,536	73,054	432,132	37,606	17,262	98,217	2,516,912	73,659	3,460,378
4	Estimated Number of Adults with Postsecondary Credentials by 2030 ²¹	139,614	35,796	138,282	13,914	6,560	49,109	1,384,302	19,151	1,786,728
5	Additional Credentials Needed by 2030 to Halve Gap in Equity ²²	--	2,192	49,695	3,385	1,467	2,455	--	10,681	69,875
6	Additional Credentials Needed Earned by 2023 to achieve 300,000 at the Current Rate ²³	14,070	4,859	28,742	2,501	1,148	6,533	167,403	4,899	230,154
7	Total Number Credentials Needed to meet goal²⁴	14,070	7,051	78,437	5,886	2,615	8,988	167,403	15,580	300,000

17 Ages 25 and Older

18 Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2019-2021. Data come from the U.S. Census American Community Survey, Tables B15002B-I for 2019, 2021, 2022 and C15002B-I for 2020.

19 Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2019-2021. Data come from the U.S. Census American Community Survey, Tables B15002B-I for 2022.

20 2030 projected population. These numbers represent crude projections using the 2030 projected population of people ages 25 and older provided by Portland State University (PSU) Population Research Center’s population projections and applied the percent increase between 2010 to 2020 for each group to the 2030 projected population. These numbers conservatively estimate the 2030 population by race.

21 Current Rate of Population with any Postsecondary Credential applied to estimated 2030 population. (Multiply Row 1 by Row 4, Table A.5.)

22 Calculated by multiplying the 2030 projected population by ½ the equity gap. The “half of the equity gap” is calculated by subtracting the educational attainment rate of the adults in the racial category from the rate of white adults. (Subtract Race category percent from White Race in Row and halve it. Then multiple that percent by data in Row 5, Table A.5)

23 Calculated by multiplying the 2030 projected population by race group with the difference between the goal (i.e., 230,154 found in last column, row 6, Table A.5) and total needed to half equity gaps (i.e., 69,846 found in last column in Row 5, Table A.5) which equals 230,154 divided by total projected population (i.e., 3,460,378, last column in Row 3, Table A.5).

24 Calculated by adding the number of credentials needed to half the gap by race and additional credentials needed to meet labor market needs. (Sum of Row 5 and 6, Table A.5.)

Table A.6: Progress toward Achieving Racial/Ethnic Equity Component of Adult Educational Attainment Goal for 2022-23

		Asian American / Asian	Black/ African American	Latinx/a/o Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or More	White	Not Reported or Another	Total
1	Total Number of Credentials Needed by 2030 to Half the Gap and Fill Labor market needs ^{25,26}	14,070	7,051	78,437	5,886	2,615	8,988	167,403	15,580	300,000
2	Total Number Needed per year ²⁷	1,407	705	7,844	589	262	899	16,740	1,555	30,000
3	Total Postsecondary Credentials Earned 2020-21	1,170	556	2,434	257	161	965	14,397	3,079	23,404
4	Difference from Annual Goal 2020-21 ²⁸	-237	-149	-5,410	-332	-101	66	-2,343	1,521	-6,596
5	Total Postsecondary Credentials Earned 2021-22	1,172	634	2,703	247	95	875	14,072	3,138	23,205
6	Difference from Annual Goal 2021-22 ²⁹	-235	-71	-5,141	-342	-167	-24	-2,668	1,580	-6,795
7	Total Postsecondary Credentials Earned 2022-23	1,205	586	2,822	236	107	856	13,384	3,031	22,498
8	Difference from Annual Goal 2022-23 ³⁰	-202	-119	-5,022	-353	-155	-43	-3,356	1,473	-7,205
9	Percent of Goal Achieved in 2022-23³¹	86%	83%	36%	40%	41%	95%	80%	195%	75%

²⁵ Calculated by adding the number of credentials needed to half the gap by race and additional credentials needed to meet labor market needs (sum of rows 5 and 6 in Table A.5.)

²⁶ Calculated by adding the number of credentials needed to half the gap by race and additional credentials needed to meet labor market needs.

²⁷ Calculated by dividing the total number of credentials needed by 2030 to half the gap and fill labor market needs divided by 10—the number of years of the adult attainment goal. This provides us with the number of credentials Oregon adults will need to earn by race category to fulfill the adult attainment goal. (Table A.6, Row 1/10)

²⁸ Calculated by subtracting Table A.6, Row 2 from Row 3 by column.

²⁹ Calculated by subtracting Table A.6, Row 2 from Row 5 by column.

³⁰ Calculated by subtracting Table A.6, Row 2 from Row 7 by column.

³¹ Calculated by dividing Table A.6, Row 5 into Row 2 by column.

Table A.7: Progress toward Achieving Racial/Ethnic Equity Component of Adult Educational Attainment Goal by 2030

		Asian American/ Asian	Black/ African American	Latino/a/x / Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or More	White	Not Reported or Another	Total
1	Total Number of Credentials Needed by 2030 to Half the Gap and Fill Labor market needs ³²³³	14,070	7,051	78,437	5,886	2,615	8,988	167,403	15,580	300,000
2	Total Number Needed per year ³⁴	1,407	705	7,844	589	262	899	16,740	1,555	30,000
3	Total Credentials Earned by Adults 2020-2023 ³⁵	3,547	1,776	7,959	740	363	2,696	41,853	9,248	69,107
4	Progress toward Adult Attainment Goal by 2030³⁶	25%	25%	10%	13%	14%	30%	25%	59%	23%
5	New Goal for 2023-24³⁷	2,081	1,044	23,416	1,614	683	1,032	25,108	6,132	43,400

³² ³² Calculated by adding the number of credentials needed to half the gap by race and additional credentials needed to meet labor market needs (sum of rows 5 and 6 in Table A.5.)

³³ Calculated by adding the number of credentials needed to half the gap by race and additional credentials needed to meet labor market needs.

³⁴ Calculated by dividing the total number of credentials needed by 2030 to half the gap and fill labor market needs divided by 10—the number of years of the adult attainment goal. This provides us with the number of credentials Oregon adults will need to earn by race category to fulfill the adult attainment goal. (Table A.5, Row 1/10)

³⁵ Calculated by summing Table A.6, Row 3, Row 5, and Row 7 by column.

³⁶ Calculated by dividing Table A.7, Row 3 into Row 1 by column.

³⁷ Calculated by summing the absolute value of Table A.6, Row 2, Row 4, Row 6, and Row 8.

The 2020 Oregon Adult Attainment Progress Report — Continued

Income Gaps in Attainment

The income gaps in educational attainment are shown in Table A.8 below. This gap in attainment is defined as the difference between those with the lowest incomes (below the federal poverty threshold) and all other adults. In 2020, this gap was 18 percentage points, and half of the gap (i.e., the goal) was nine percentage points. Applying this to the underlying population of adults in the low-income group, the number of low-income adults who earned credentials was sufficient to meet the low-income adult attainment goal/benchmark in both 2020-21 and 2021-22, but fell short in 2022-23. This detail is shown in Tables A.9 and A.10 below.

Table A.8. Oregon Educational Attainment Among Adults Ages 25 and Up by Income Status, 2016-2022, Using a Three-Year Rolling Average.

Year	Lowest Income	All Other Adults
2016	35%	54%
2017	36%	55%
2018	36%	55%
Baseline: 2019	36%	55%
2020	36%	55%
2021	37%	56%
2022	37%	58%

Data Source: U.S. Census, American Community Survey, C17003 2016-2019, 2021-2022 and B17003 for 2020.

Table A.9. Progress toward Achieving Income Equity Component of Adult Educational Attainment Goal, 2022-23

		Low Income ³⁸	Not Low Income	Total	Unknown
1	Goal/Baseline: Percent with any Postsecondary Credential ³⁹	36%	55%	--	--
2	Current Year Percent with Any Postsecondary Credential 2022	37%	58%		
3	All adults in projected population 2030	346,038	3,114,340	3,460,378	
4	Estimated Number of People with Postsecondary Credentials by 2030, Current Rate of Population with any Postsecondary Credential ⁴⁰	124,574	1,712,887	1,837,461	--
5	Additional Credentials Needed by 2030 to Halve Gap ⁴¹	32,874	--	32,874	--
6	Additional Needed Credentials Earned by 2023 to Fill Labor Market Needs ⁴²	26,886	241,971	267,126	--
7	Total Number of Credentials Earned Needed by 2023 to Half the Gap and Fill Labor Market Needs ⁴³	59,759	241,971	300,000	--
8	Total Number of Credentials Needed per year ⁴⁴	5,976	24,197	30,000	
9	Total Postsecondary Credentials Earned in 2020-21	7,004	14,141	23,404	2,259
10	Difference from Annual Goal ⁴⁵	728	-11,841	-10,940	
11	Total Postsecondary Credentials Earned in 2021-22	6,404	14,517	23,205	2,284
12	Difference from Annual Goal ⁴⁶	137	-10,044	-9,734	
13	Total Postsecondary Credentials Earned in 2022-23	5,733	16,624	22,498	141
14	Difference from Annual Goal ⁴⁷	-243	-7,573	-7,502	
15	Percent of Goal Achieved for 2022-23⁴⁸	96%	69%	75%	

³⁸ Low-income among credential earners are those who applied for federal student aid and were determined to be Pell Grant-eligible.

³⁹ Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2019-2022 by poverty status.

⁴⁰ Current Rate of Population with any Postsecondary Credential applied to estimated 2030 population. (Multiply Row 1 by Row 4, Table A.9.)

⁴¹ Calculated by multiplying the 2030 projected population by ½ the equity gap. The “half of the equity gap” is calculated by subtracting the educational attainment rate of the adults not in low-income with percent of low-income in Row 1. (Table A.9: Subtract Low-income in Row 1 from non-low-income in Row 1 and halve it. Then multiple that percent by data in Row 4.)

⁴² Calculated by multiplying the 2030 projected population with the difference between the goal (i.e., 267,126, row 6, Table A.9) and total needed to half equity gaps (i.e., 32,874 found in Row 5, Table A.9) and divided by total projected population (i.e., 3,460,378, last column in Row 3, Table A.9).

⁴³ Calculated by adding the number of credentials needed to half the gap by low-income and additional credentials needed to meet labor market needs. (Sum of Row 5 and 6, Table A.9.)

⁴⁴ Calculated by dividing the Row 6 by 10, for each year of the goal. Total subtracting Row 3 from Row 4 by column, Table A.9.

⁴⁵ Calculated by subtracting Row 9 from Row 8, Table A.9.

⁴⁶ Calculated by subtracting Row 11 from Row 8, Table A.9.

⁴⁷ Calculated by subtracting Row 13 from Row 8, Table A.9.

⁴⁸ Calculated by dividing Row 13 by Row 8, Table A.9.

Table A.10. Progress toward Achieving Income Equity Component of Adult Educational Attainment Goal by 2030

		Low Income ⁴⁹	Not Low Income	Total	Unknown
1	Total Number of Credentials Earned Needed by 2023 to Half the Gap and Fill Labor Market Needs ⁵⁰	59,759	241,971	300,000	--
2	Total Number of Credentials Needed per year ⁵¹	5,976	24,197	30,000	
3	Total Credentials Earned by Adults since 2020 ⁵²	19,141	45,282	69,107	
4	Progress toward Adult Attainment Goal by 2030⁵³	21%	11%	23%	
5	New Goal for 2023-24⁵⁴	4,763	51,507	50,893	

⁴⁹ Low-income among credential earners are those who applied for federal student aid and were determined to be Pell Grant-eligible.

⁵⁰ Calculated by adding the number of credentials needed to half the gap by low-income and additional credentials needed to meet labor market needs. (Table A.9, Sum of Row 6 and 7.)

⁵¹ Calculated by dividing the Row 7 by 10 in Table A.8, for each year of the goal. Total subtracting Row 4 from Row 5 by column in Table A.9.

⁵² Calculated by summing Row 10, Row 12, and Row 14 in Table A.9.

⁵³ Calculated by dividing Table A.10 Row 3 by Row 1.

⁵⁴ Calculated by subtracting the Rows 10, 12, and 14 in Table A.9 from Row 2 in Table A.10 (or Row 8 in Table A.9).

Geographic Gaps in Attainment

The geographic gaps in educational attainment are shown in Table A.10 below. This gap in attainment is defined as the difference between those living in rural counties and those living in urban or mixed urban/rural counties. In 2020, this gap was 14 percentage points, and half of the gap (i.e., the goal) was seven percentage points. We applied this to the underlying population of adults living in rural counties and found that the number of rural adults who earned credentials was not sufficient to meet the geographic adult attainment benchmark in 2020-21 through 2022-23. This detail is shown in Tables A.10 and A.11 below.

Table A.11. Oregon Educational Attainment among Adults Ages 25 and Up by Rural/Urban Status of County of Residence, 2016-2022 Using a Three Year Rolling Average.

Year	Rural	Urban/ Mixed
2016	40%	53%
2017	40%	53%
2018	41%	54%
Baseline: 2019	41%	55%
2020	42%	56%
2021	43%	56%
2022	43%	57%

Data Source: U.S. Census, Table S1501 for each year.

Table A.12. Progress toward Achieving Geography Equity of Adult Educational Attainment Goal, 2022-23

		Rural	Urban/ Mixed	Total	Unknown
1	Percent Oregonians with Any Postsecondary Credential, 2019 ⁵⁵	41%	55%	--	--
2	Percent Oregonians with Any Postsecondary Credential, 2022 ⁵⁶	43%	57%		
3	All adults in projected population 2030	726,679	2,733,699	3,460,378	
4	Estimated Number of People with Postsecondary Credentials by 2030, Current Rate of Population with any Postsecondary Credential ⁵⁷	297,938	1,503,534	1,801,473	--
5	Additional Credentials Needed by 2030 to Halve Gap ⁵⁸	50,868	--	50,868	--
6	Additional Needed Credentials Earned by 2023 to Fill Labor Market Needs ⁵⁹	56,460	212,397	249,132	--
7	Total Number of Credentials Earned Needed by 2030 to Halve the Gap and Fill Labor Market Needs ⁶⁰	107,327	212,397	300,000	--
8	Total Number Needed per year ⁶¹	10,733	21,240	30,000	
9	Total Postsecondary Credentials Earned in 2020-21	2,261	15,456	23,404	5,687
10	Difference from Annual Goal ⁶²	-8,472	-5,784	-6,596	
11	Total Postsecondary Credentials Earned in 2021-22	2,195	15,788	23,206	5,223
12	Difference from Annual Goal ⁶³	-8,538	-5,452	-6,794	
13	Total Postsecondary Credentials Earned in 2022-23	2,230	15,297	22,498	5,972
14	Difference from Annual Goal ⁶⁴	-8,503	-5,943	-7,502	
15	Percent of Annual Goal Achieved for 2022-23⁶⁵	21%	72%	75%	

⁵⁵ Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2019 by geography status.

⁵⁶ Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2022 by geography status.

⁵⁷ Current Rate of Population with any Postsecondary Credential applied to projected 2030 population. (Row 1 times Row 3 in Table A.12.)

⁵⁸ Number calculated by multiplying the 2030 projected population by ½ the equity gap. The “half of the equity gap” is calculated by subtracting the educational attainment rate of the rural adults from the percent of urban residing adults in Row 1. (In Table A.12, subtract rural Row 1 from urban in Row 1 and halve it. Then multiple that percent by data in Row 5.)

⁵⁹ Number calculated by multiplying the 2030 projected population with the difference between the goal (i.e., Table A.12, 249,132, row 6) and total needed to half equity gaps (i.e., Table A.12, 50,868 found in Row 5) and divided by total projected population (i.e., Table A.12 3,460,378, last column in Row 3).

⁶⁰ Number calculated by adding the number of credentials needed to half the gap by low-income and additional credentials needed to meet labor market needs. (Sum of Row 5 and 6 in Table A.12.)

⁶¹ Calculated by dividing Row 7 by 10 in Table A.12.

⁶² Calculated by subtracting Row 9 from Row 8, Table A.12.

⁶³ Calculated by subtracting Row 11 from Row 8, Table A.12.

⁶⁴ Calculated by subtracting Row 13 from Row 8, Table A.12.

⁶⁵ Calculated by dividing Row 13 by Row 8, Table A.12.

Table A.13. Progress toward Achieving Geography Equity of Adult Educational Attainment Goal by 2030

		Rural	Urban/ Mixed	Total
1	Total Number of Credentials Earned Needed by 2030 to Halve the Gap and Fill Labor Market Needs ⁶⁶	107,327	212,397	300,000
2	Total Number Needed per year ⁶⁷	10,733	21,240	30,000
3	Total Credentials Earned by Adults to Date from 2020-21 through 2022-23 ⁶⁸	6,686	46,541	69,107
4	Percent Toward Total Adult Attainment Goal by 2030⁶⁹	6%	22%	23%
5	New Goal for 2023-24⁷⁰	36,245	38,418	50,893

⁶⁶ Number calculated by adding the number of credentials needed to half the gap by low-income and additional credentials needed to meet labor market needs. (Table A.12, Row 7.)

⁶⁷ Number per year needed (Table A.12, Row 8).

⁶⁸ Number credentials adults earned 2020-21 through 2022-23 (Table A.12, sum Rows 9, 11, and 13.)

⁶⁹ Percent goal met (Table A.13, divide Row 3 by Row 1.)

⁷⁰ Calculated by subtracting the Rows 10, 12, and 14 in Table A.12 from Row 2 in Table A.13 (or Row 8 in Table A.12).