

Research Brief: Oregon's Adult Attainment Goal

Summer 2022

This research brief summarizes progress made through the 2020-21 academic year toward Oregon's adult educational attainment goal.

The Goal

Oregon's Adult Attainment Goal calls for 300,000 adults to earn postsecondary certificates or degrees by 2030. Oregon anticipates more than 100,000 additional jobs that call for postsecondary education or training—beyond current labor market needs—between 2020 and 2030. To meet this need, 100,000 additional adult Oregonians will need to earn a degree, certificate or other credential valued in the workforce above the roughly 200,000 adult Oregonians who are expected to earn a credential at the current pace. Because Oregon has substantial attainment gaps among people of color as well as among low-income and rural Oregonians, the State also commits to reducing attainment gaps for these groups by at least half during the decade.

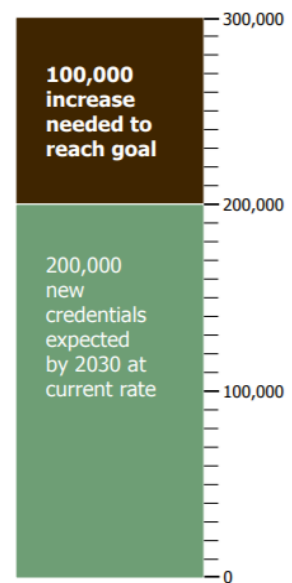
To achieve the Adult Attainment Goal, Oregon must train and educate more adults, particularly from underserved populations, to earn the additional 100,000 credentials than would otherwise be expected by 2030. This is an ambitious goal, given that adult learners, defined as ages 25 and up, earn approximately 20,000 postsecondary credentials in a typical year (See Appendix, Table A.1), and the pandemic's impact on enrollment may reduce this number in the coming years. Nevertheless, it is an essential goal for the State to meet economic demand and to serve adult learners. The Adult Attainment Goal complements the State's pipeline educational goal of 40-40-20, which is aimed at youth rising through the education system.

What progress have we made?

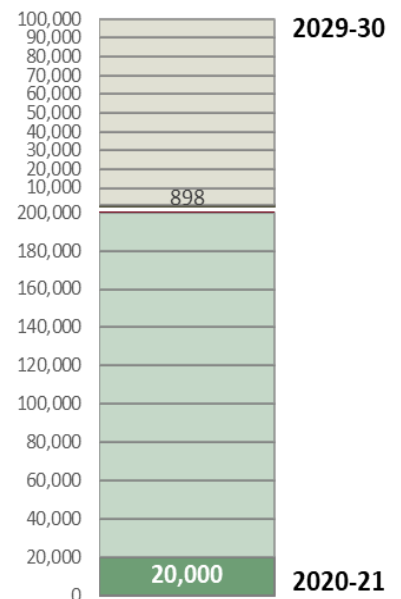
The Adult Attainment Goal was adopted in 2018 by Oregon's Higher Education Coordinating Commission. The goal officially began in 2020, allowing for two years to ramp up strategies to increase the number of adult learners earning postsecondary credentials and to increase equity for underserved communities of color, low-income communities, and those in rural areas.

In this initial year, Oregon has made minimal progress toward the goal. If we were to equally distribute the number of additional adult learners earning credentials for each year of the goal (2020-2030), we would expect 10,000 additional adults with new credentials, or 30,000 total,

OREGON AIMS FOR 300,000 CREDENTIALS BY 2030



OREGON PROGRESS TOWARD 300,000 CREDENTIALS



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per year. In 2020-21, 20,898 adult learners earned credentials, which is only slightly higher than in recent years and is more than 9,000 adults short of the 30,000.

Looking to the Future

While the number of adults earning credentials has remained relatively flat in recent years, enrollment among those ages 25 and older has declined and has declined at a faster pace than among students ages 24 and younger. Over the past ten years, the number of Oregon learners ages 25 and older enrolled in community colleges and public universities (the vast majority of adult learners) has declined by 55%. During the pandemic, the decline has been the steepest among adult learners, falling 22% in a single year (from 2019-20 to 2020-21). For comparison, enrollment among students ages less than 25 declined 30% over the past ten years and declined 11% from 2019-20 to 2020-21. (See Appendix, Table A.2.) The likely result of this declining enrollment will be a drop in the number of graduates—particularly among those aged 25 and up—in the near future. Though rising graduation rates will counteract some of the impact of declining enrollment, higher graduation rates are not likely to prevent a decline in the number of adults earning credentials after the pandemic.

Without immediate action, the decline in adult enrollment will likely result in a decline in the number of credentials earned from Oregon's postsecondary education and training opportunities in the coming years.

This likely decline, on top of the recent lack of any sizeable growth in the number of graduates, clarifies that the current pace is not enough to achieve the goal. Rather, the expansion of adult enrollment and completion envisioned by the goal is even more critical today.

Are we closing the equity gaps?

Equity is an important element of the Adult Attainment Goal, as the State aims to cut the educational attainment gap in half between systemically nondominant groups (i.e., communities of color, low-income, and rural) and systemically dominant groups (i.e., White, not low income, and urban). For example, to cut the gap in educational attainment between Black/African American adults and White adults in half, three percent more of Black/African American adults would need to earn a postsecondary credential (when the educational attainment was 55% for White adults and 49% for Black/African American adults in 2019, the baseline year¹). Thus, to reduce equity gaps, communities of color, low-income communities, and rural communities will need to experience rising educational attainment at a faster rate than their systemically dominant counterparts.

¹ We use 2019 as the baseline year for educational attainment (rather than 2020) because of publication timelines of the U.S. Census Bureau. The Census Bureau publishes population estimates of educational attainment every year, and we use the most recent data available.

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By Race/Ethnicity

Educational attainment has gradually increased for all racial/ethnic groups over the past five years. However, racial/ethnic gaps in educational attainment have remained about as wide as they were before the goal because the increases in education have generally been similar across groups. Thus far, educational attainment has risen at roughly the same pace across racial/ethnic groups, keeping the gaps consistent over time. Such proportional increases will maintain current gaps but will not reduce them. (See Appendix, Table A.3.)

To cut racial/ethnic educational attainment gaps in half by 2030, a higher proportion of learners of color must earn credentials than their White counterparts.

As no changes in the educational gap occurred from the baseline of 2019 to 2020, no progress in reducing educational attainment by race/ethnicity is evident in this first year. See Table 1, below. (Additional data detail can be found in Table A.4 of the Appendix.)

Table 1. Progress toward Equity Goal of Cutting Racial/Ethnic Gap in Educational Attainment in Half, 2019 to 2020.

	Asian American/Asian	Black/African American	Latino/a/x/Hispanic	Native American Alaskan Native	Native Hawaiian/Pacific Islander	Two or More Races	White
Goal: Half of Equity Gap	--	3%	12%	9%	8%	3%	--
Half of the Gap in 2020	--	3%	12%	9%	8%	3%	--
2020 Progress	--	No change	No change	No change	No change	No change	--

Another way to assess the relative pace of educational attainment across groups is to compare their proportion among credential earners with their respective proportion in the population. If communities of color comprise a larger share of credential earners than of the population, then this signals educational attainment gaps are closing. In the last year, the percentage of communities of color who earned postsecondary credentials was equal to or greater than the percentage in the population of the same racial/ethnic group. (See Appendix, Table A.5.) This trend is not strong enough to narrow current gaps but suggests that we may be on track to do so in the future, particularly for Black/African American, Latino/a/x/Hispanic, and Native Hawaiian/Pacific Islander adults.

By Income Status

Over the last five years, educational attainment has slowly increased both for the lowest income adults (defined as living below the federal poverty threshold) and for other adults ages 25 and up. (See Appendix, Table A.6.) However, attainment has increased slightly more for adults from the lowest-income backgrounds, resulting in a slight narrowing of the equity gap by income. Between the 2019 baseline year and

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2020, the educational attainment gap by income narrowed slightly, by 0.5 percentage points. (See Table 2 and Appendix, Table A.7.)

Table 2. Progress toward Equity Goal of Cutting Income Gap in Educational Attainment in Half, 2019 to 2020.

	Low Income	Not Low Income
Baseline: Half of Equity Gap	10.1%	--
2020 Half of Equity Gap	9.6%	--
2020 Progress	+0.5 percentage points	--

We can also compare the share of Oregon’s adult population from low-income backgrounds with the share of credential earners from low-income backgrounds.² In 2020, 17 percent of adults ages 25 and up had incomes below 150 percent of the poverty threshold.³ In the same year, more than twice as many adults (38 percent) who earned a credential from a community college or public university were eligible for a federal Pell grant, also about 150 percent of the poverty line. (See Appendix, Table A.8.) This suggests that the educational attainment gap by income may continue to narrow in the near future. We note, however, that income status is more fluid than other population characteristics and that educational attainment is the most predictive factor to upward economic mobility. Therefore, it is likely that once adults earn postsecondary credentials, they may not remain in the low-income category and would not be reflected in that group’s educational attainment.

By Rural/Urban

Educational attainment for both rural and urban adult Oregonians has gradually increased over the past five years, a similar trend as by race/ethnicity and income status. (See Appendix, Table A.9.) Adult attainment increased one percentage point for both rural and urban adult Oregonians from 2019-2020. Because attainment increased the same amount for both groups, the gap between the groups did not change from 2019 to 2020. (See Table 3 and Appendix, Table A.10.)

Table 3. Progress toward Equity Goal of Cutting Rural/Urban Gap in Educational Attainment in Half, 2019 to 2020.

	Rural	Urban
Baseline: Half of Equity Gap	7%	--
2020 Half of Equity Gap	7%	--
2020 Progress	No change	--

² For this comparison, we define low-income status as having incomes below 150 percent of the federal poverty threshold. This is different from the definition used for educational attainment in the previous paragraph, which is 100 percent of the poverty threshold. Because data limitations prevent using the same definition throughout, we have strived for consistent definitions within each comparison.

³ U.S. Census Bureau, table POV01_150_1, 2020, https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pov/pov-01.html#par_textimage_24.

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We also compared the share of adults who are from rural counties and earned a credential with the share from a rural county in the population at large. In 2020-21, 13 percent of adults who earned a credential at a community college or public university were from a rural county. This percentage was notably lower than the percentage of all Oregon adults from a rural county, 19 percent. The difference suggests the educational attainment gap by geography may widen some in the near future. (See Appendix, Table A.11.) However, similar to income status, where people live is relatively fluid and can change. If credential earners do not remain in a rural county, their new credential will not be reflected in that county's educational attainment.

A Call to Action

Progress toward achieving Oregon's Adult Attainment Goal within this first year has been slow. To prepare for the 2030 workforce, 100,000 more adult Oregonians will need to earn a postsecondary credential above the approximately 200,000 adult Oregonians who are expected to earn a credential at the current pace. In 2020-21, 20,898 adult learners earned credentials, 9,102 short of the 30,000 adults that would have comprised one-tenth of the goal. This deficit will transfer to the upcoming nine years of the goal as further credentials needed.

The second component of the Adult Attainment Goal is to decrease the educational attainment gap by half between systemically nondominant groups (i.e.,

communities of color, low-income, and people living in rural counties) and systemically dominant groups. Overall, educational attainment is increasing, but because the increases are among all adult groups, little or no narrowing of the equity gaps in educational attainment has occurred. Moving toward equity in educational attainment will require transformative practices to overcome systemic racism and classism and the disparities in accessing educational opportunities among those who live in rural regions in Oregon.

The far-reaching impacts of the pandemic include declining postsecondary enrollment and completion that were not imagined when the Adult Attainment Goal was adopted. As the postsecondary community emerges from the pandemic crisis and envisions postsecondary education and training in new ways, it does so with a recently adopted Strategic Roadmap to guide its work. This charge positions the State to advance adult attainment in strong ways. The Roadmap's strategic areas—transforming and innovating to serve learners best, centering labor market needs, ensuring the affordability of postsecondary education and training, facilitating pathways, and increasing public investment in postsecondary—are all essential elements of adult

- *Completions are relatively stable and may decline; at this rate we will achieve 2/3 of the goal.*
- *While overall educational attainment is increasing slightly, gaps in attainment by race/ethnicity, income status, and geography remain largely unchanged.*

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education and training and of the Adult Attainment Goal. If government, institutions, the business sector, and community groups collaborate to implement these strategic areas with adult learners and underserved communities at the forefront, we can meet this goal.

THE WORK IN FRONT OF US

- Expand and coordinate deliberate efforts to increase enrollment and graduation for adults in Oregon, as envisioned by this goal.
- Develop plans to incorporate adult learners into every action area of the Strategic Roadmap for Oregon Postsecondary Education and Training, with collaborations across government, postsecondary institutions, business, and community groups.
- Identify workforce training certificates that can contribute to the Adult Attainment Goal, especially with the expansion of Future Ready Oregon.
- Enhance underlying data to enable counting all adults from private institutions and to reduce missing racial/ethnic, income, and geography data.

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Appendix

Data for Tables, A.1, A.4, A.5, A.7, A.8, A.10, and A.11, that show the number and percentage of students earning credentials come from the following sources: Data from 2016-17 through 2020-21 include all students who earned credentials from public universities and community colleges, private career schools, and non-exempt degree-granting institutions. Data from 2016-2017 through 2019-2020 also include Oregon resident students who filed a complete FAFSA/ORSAA and earned credentials at private colleges and universities that are exempt from state authorization; and data from 2019-20 and 2020-2021 also include all students earning credentials from six exempt institutions: Corban University, George Fox University, Lewis and Clark College, Linfield University, Pacific University, and Western States University.

Table A.1. Number of Oregon Adult Learners Who Earned Credential(s), 2016-17 through 2020-21.

Year	Earned by Adult Learners Earned Credential(s)
2016-17	19,750
2017-18	20,258
2018-19	19,911
2019-20	20,067
2020-21	20,898

Data Source: HECC analysis of student data.

Table A.2. 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	249,118	143,143
2012-13	233,836	136,663
2013-14	219,826	131,884
2014-15	205,440	127,157
2015-16	191,059	123,818
2016-17	180,336	124,714
2017-18	172,401	123,165
2018-19	163,131	120,252
2019-20	142,725	113,852
2020-21	111,477	100,827

Data Source: HECC analysis of student data.

Data Note: Data do not include students without an age or birthdate in their student record. Data exclude high school students enrolled in accelerated learning programs.

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Table A.3. Oregon Educational Attainment Among Adults Ages 25 and Up by Race/Ethnicity, 2016-2020.

	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	63%	45%	28%	34%	38%	47%	51%	23%
2017	65%	46%	30%	34%	40%	47%	54%	25%
2018	65%	46%	30%	35%	40%	48%	54%	26%
2019: Baseline	66%	49%	32%	37%	39%	50%	55%	26%
2020	66%	49%	32%	37%	39%	50%	55%	26%

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

Table A.4. Achieving Oregon's Adult Attainment Model by Race, 2020-2021.

	Asian American/ Asian	Black/ African American	Latino/a/x /Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or More	White	Not Reported (Some Other)	Total
Goal/Baseline: Percent with Any Postsecondary Credential ¹	66%	49%	32%	37%	39%	50%	55%	26%	--
2020 Percent with Any Postsecondary Credential ²	66%	49%	32%	37%	39%	50%	55%	26%	--
All Adults in Projected Population 2030 ³	211,536	73,054	432,132	37,606	17,262	98,217	2,516,912	73,659	3,460,378
Additional Awards Needed by 2030 to Halve the Gap ⁴	--	2,557	49,695	3,573	1,208	3,438	--	10,681	--
At Current Rate, Expected Awards by 2030 ⁵	10,110	4,940	22,230	2,440	1,410	8,900	130,550	28,400	180,580
2020-21 Goal ⁶	1,011	750	7193	601	262	1,234	13,055	3,908	28,013
Number of Adult Learners who Earned Credential(s) in 2020-21 ⁷	1,011	494	2,223	244	141	890	13,055	2,840	20,898
Additional Adult Learners Needed to Earn Credential per year to Halve the Gap in 2020-21 ⁸	--	256	4970	357	121	344	--	1,068	7,115
Additional Adult Learners Needed to Earn Credential to Get to 30,000 ⁹	121	42	248	22	10	56	1,445	42	1,987

¹Educational attainment rate among those ages 25 and older in Oregon State in 2019, the baseline year. Data come from the U.S. Census American Community Survey, Tables B15002B-I for 2019.

²Educational attainment among those ages 25 and older in Oregon State in 2020. Data come from the U.S. Census American Community Survey, Tables C15002B-I for 2020.

³2030 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. PSU's Population Research Center expects to have more rigorous population projections by race in summer 2023. Data come from the PSU Population Research Center and U.S. Census.

⁴The number of additional awards needed to halve the educational attainment gap among the population ages 25 and up is calculated by subtracting the educational attainment rate for each race category from the White educational attainment rate and dividing the difference by 2—excluding Asian Americans and Asian group because the educational attainment rate is higher for this population than the White population. After identifying half of the gap between each race group and the White race group, that proportion (half of the gap) is applied to the 2030 projected population for that respective race group. For example, to cut the gap in educational attainment between Black/African American adults and White adults in half, 3% more Black/African American adults would need to earn a postsecondary credential (when the educational attainment was 55% for White adults and 49% for Black/African American adults in 2019, the baseline year). The 3% is multiplied by the number of Black/African Americans projected in 2030 ($n=73,054$).

⁵Assuming we have the same number of completions throughout the ten years, this number of expected awards is calculated by multiplying the number of adult learners who earned credential(s) in 2020-2021 by ten for each group—representing the 10 years of the Adult Attainment Goal. Data come from HECC analysis of student data.

⁶The 2020-21 goal sums the number of adult learners who earned credentials in 2020-2021 and the number of additional awards needed in 2020-2021 to halve the educational attainment gap in 2020-21.

⁷Number of adult learners who earned credential(s) in 2020-2021. Data come from HECC analysis of student data.

⁸The number of additional awards needed by 2030 to halve the gap (see footnote 4 above) divided by 10 for the 10 years of the Adult Attainment Goal.

⁹Since the 2020-21 goal does not equal 30,000, these numbers take the remaining credentials needed to get to 30,000 ($n=1,987$) after accounting for the number of credentials earned and the number needed to halve the gap. The remaining balance from the 30,000 is multiplied by the proportion of the population ages 25 and older represented for each respective race/ethnicity group.

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Table A.5. Share of Adults Ages 25 and Up in Population Overall and among Credential Earners, by Race/Ethnicity, 2020.

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More Races	White
Percent of Credential Earners*	6%	3%	12%	1%	1%	5%	72%
Percent of Population	5%	2%	10%	1%	0%	2%	77%
Percent of Students Enrolled in Community Colleges and Public Universities*	5%	3%	16%	1%	0%	4%	71%

Data Source: HECC analysis of student data and U.S. Census, Tables C15002B-I. *Excludes Not Reported

Table A.6. Oregon Educational Attainment Among Adults Ages 25 and Up by Income Status, 2016-2020.

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

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

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Table A.7. Achieving Oregon’s Adult Attainment Model by Income Status, 2020-2021.

	Low Income*	Not Low Income	Total	Unknown
Goal/Baseline: Percent with Any Postsecondary Credential ¹	36%	55%	--	--
2020 Percent with Any Postsecondary Credential ²	37%	55%	--	--
All Adults in Projected Population 2030 ³	346,038	3,114,340	3,460,378	--
Additional Awards Needed by 2030 to Halve the Gap ⁴	39,794	--	--	--
At Current Rate, Expected Awards by 2030 ⁵	58,200	94,370	180,580	--
2020-21 Goal ⁶	9,799	9,437	19,236	--
Number of Adult Learners who Earned Credential(s) in 2020-21 ⁷	5,820	9,437	15,257	5,641
Additional Adult Learners Needed to Earn Credential per year to Halve the Gap in 2020-21 ⁸	3,979	--	3,979	
Additional Adult Learners Needed to Earn Credential to Get to 30,000 ⁹	4,106	6,674	10,764	

¹Educational attainment rate among those ages 25 and older in Oregon State in 2019, the baseline year. Data come from the U.S. Census American Community Survey, Table C17003 for 2016-2019.

²Educational attainment among those ages 25 and older in Oregon State in 2020. Data come from the U.S. Census American Community Survey, Table B17003 for 2020.

³2030 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. Data come from the PSU Population Research Center and U.S. Census.

⁴The number of additional awards needed to halve the educational attainment gap among the population ages 25 and older is calculated by subtracting the educational attainment rate for low income population from the not low income population and dividing the difference by 2. After identifying half of the gap for the low income group, that proportion is applied to the 2030 projected population.

⁵Assuming we have the same number of completions throughout the ten years, this number of expected awards is calculated by multiply the number of adult learners who earned credential(s) in 2020-2021 by ten for each group—representing the 10 years of the Adult Attainment Goal. Data come from HECC analysis of student data. NOTE: Not all 20,898 awards are included because there is a lot of missing data by income status.

⁸The 2020-21 goal sums the number of adult learners who earned credentials in 2020-2021 and the number of additional awards needed in 2020-2021 to halve the educational attainment gap in 2020-21.

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⁶Number of adult learners who earned credential(s) in 2020-2021. Data come from HECC analysis of student data.

⁷The number of additional awards needed by 2030 to halve the gap (see footnote 4 above) divided by 10 for the 10 years of the Adult Attainment Goal.

⁸Since the 2020-21 goal does not equal 30,000, these numbers take the remaining credentials needed to get to 30,000 (n=10,764) after accounting for the number of credentials earned and the number needed to halve the gap. The remaining balance from the 30,000 is multiplied by the proportion of the population ages 25 and older represented for each respective group.

Table A.8. Share of Adults Ages 25 and Up in Population Overall and among Credential Earners by Income Status, 2020.

	Low Income (Pell-Eligible)	Other Adults
Percent of Credentials Earners*, **	38%	62%
Percent of Population under 150% of Federal Poverty Threshold	17%	83%
Percent of Students Enrolled in Community Colleges and Public Universities*	20%	80%

Data Source: HECC analysis of student data and U.S. Census, Table B17003. *Excludes Not Reported; **The percent of unreported income status among students who earned a credential in 2020-21 (27%) do allow any conclusions to be drawn from this data.

Table A.9. Oregon Educational Attainment among Adults Ages 25 and Up by Rural/Urban Status of County of Residence, 2016-2020.

Year	Rural	Urban
2016	40%	53%
2017	40%	53%
2018	41%	54%
2019: Baseline	41%	55%
2020	42%	56%

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

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Table A.10. Achieving Oregon’s Adult Attainment Model by Rural/Urban Status, 2020-2021.

	Rural	Urban	Total	Unknown
Goal/Baseline: Percent with Any Postsecondary Credential ¹	41%	55%	--	--
2020 Percent with Any Postsecondary Credential ²	42%	56%	--	--
All Adults in Projected Population 2030 ³	726,679	2,733,699	3,460,378	--
Additional Awards Needed by 2030 to Halve the Gap ⁴	50,868	--	--	--
At Current Rate, Expected Awards by 2030 ⁵	18,350	119,800	138,150	--
2020-21 Goal ⁶	6,922	11,980	18,902	--
Number of Adult Learners who Earned Credential(s) in 2020-21 ⁷	1,835	11,980	13,815	7,083
Additional Adult Learners Needed to Earn Credential per year to Halve the Gap in 2020-21 ⁸	5,087	--	5,087	
Additional Adult Learners Needed to Earn Credential to Get to 30,000 ⁹	2,331	8,767	11,980	

¹Educational attainment rate among those ages 25 and older in Oregon State in 2019, the baseline year. Data come from the U.S. Census American Community Survey, Table S1501 for each year.

²Educational attainment among those ages 25 and older in Oregon State in 2020. Data come from the U.S. Census American Community Survey, Table S1501.

³2030 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. Data come from the PSU Population Research Center and U.S. Census.

⁴The number of additional awards needed to halve the educational attainment gap among the population ages 25 and older is calculated by subtracting the educational attainment rate for the rural population from the urban population and dividing the difference by 2. After identifying half of the gap for rural adult Oregonians, that proportion is applied to the 2030 projected population.

⁵Assuming we have the same number of completions throughout the ten years, this number of expected awards is calculated by multiply the number of adult learners who earned credential(s) in 2020-2021 by ten for each group—representing the 10 years of the Adult Attainment Goal. Data come from HECC analysis of student data. NOTE: Not all 20,898 awards are included because there is a lot of missing data by geography.

⁸The 2020-21 goal sums the number of adult learners who earned credentials in 2020-2021 and the number of additional awards needed in 2020-2021 to halve the educational attainment gap in 2020-21.

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⁶Number of adult learners who earned credential(s) in 2020-2021. Data come from HECC analysis of student data.

⁷The number of additional awards needed by 2030 to halve the gap (see footnote 4 above) divided by 10 for the 10 years of the Adult Attainment Goal.

⁹Since the 2020-21 goal does not equal 30,000, these numbers take the remaining credentials needed to get to 30,000 (n=11,980) after accounting for the number of credentials earned and the number needed to halve the gap. The remaining balance from the 30,000 is multiplied by the proportion of the population ages 25 and older represented for each respective group.

Table A.11. Share of Adults Ages 25 and Up in Population Overall and among Credential Earners by Rural/Urban Status of County of Residence, 2020.

	Rural	Urban
Percent of Credential Earners ^{*,**}	13%	87%
Percent of Population	19%	81%
Percent of Students Enrolled in Community Colleges and Public Universities [*]	17%	83%

Data Source: HECC analysis of student data and U.S. Census, S1501. ^{*}Excludes Not Reported; ^{**}The percent of unreported geography among students who earned a credential in 2020-21 (34%) do allow any conclusions to be drawn from this data.