

Research Brief: Oregon's Adult Attainment Goal

Summer 2025

Progress toward reaching Oregon's adult attainment

The Goal

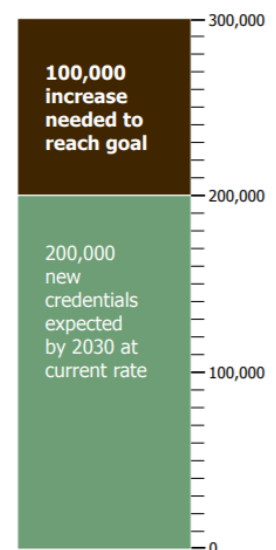
Oregon has [two educational attainment goals](#) aimed at increasing the number of residents earning high school diplomas or postsecondary credentials. The first, known as 40-40-20, was adopted in 2011 and refined in 2018 to focus on the educational attainment of high school graduating classes. This goal aspires for 40 percent of students to earn a four-year degree, another 40 percent to earn a two-year degree or short-term certificate, and the remaining 20 percent to obtain a high school diploma or equivalent, beginning with the class of 2025. The second goal, called the adult attainment goal and adopted in 2018, aims for at least 300,000 adults aged 25 and older to earn a new postsecondary degree, certificate, or valuable credential by 2030. This goal also emphasizes equity by including initiatives to address and reduce educational disparities across the state. This research brief reviews progress toward achieving Oregon's adult attainment goal.

The adult attainment goal was created to bolster the economy, fulfill workforce demands, and focus on enabling adult Oregonians to access postsecondary credentials and better employment opportunities with livable wages and benefits. When the goal was established, Oregon projected that between 2020 and 2030, about 300,000 new jobs would require postsecondary credentials. Current forecasts continue to highlight the importance of these credentials for workforce development. To meet this demand, roughly 100,000 more adults in Oregon will need to obtain a degree, certificate, or credential valued in the job market by 2030, compared to previous rates of credential attainment. Without new efforts, the expected number of adults achieving such credentials over the decade at prior rates would be approximately 200,000.

What progress have we made?

Distributing the adult attainment goal evenly across the years 2020 to 2030, approximately 30,000 adults should earn credentials annually to meet the 300,000 adults goal (shown with the red line in Figure 1, below). In the first three years, Oregon made some progress towards this goal despite declines in enrollment and completions caused by the COVID-19 pandemic. However, the progress was limited. During each of these years, the number of adults earning credentials fell about 6,500 short of the 30,000 target (shown with the grey bars in Figure 1 below), resulting in a combined shortfall of 20,286 over the first three years. In the most recent year, 2023-24, which is the fourth year of the goal, the number of credential earners was 23,459. This remains below the annual goal but represents an increase from the previous year. Collectively, the

OREGON AIMS FOR 300,000 CREDENTIALS BY 2030



Oregon Adult Attainment Progress Report — Continued

first four years of the adult attainment goal aim for 120,000 credential earners, but the state is currently 26,827 short of this target (the sum of the grey bars in Figure 1, below).

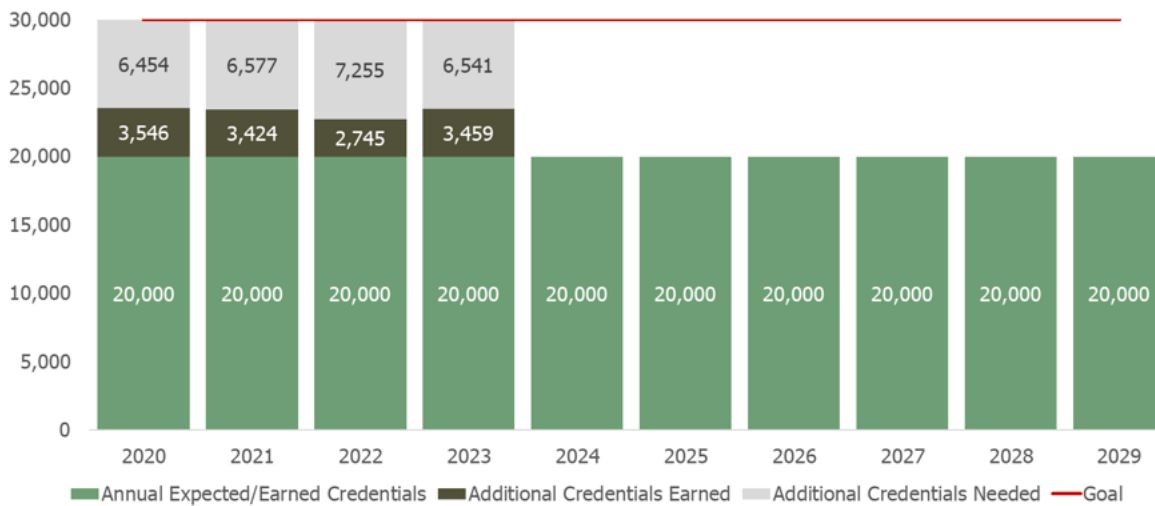


Figure 1. Number of Credentials Earned and Needed, 2020-2030

Source: HECC analysis of student records

Data Note: Completion numbers are updated annually for all years.

This insufficient progress toward the adult attainment goal is best understood in context. Several factors likely contribute to the first four years of progress remaining well below the expected 30,000 annually needed to meet the goal. First, the initial phase of implementing new goals and strategies naturally takes time to develop, so early years often show slower progress. This was exacerbated by the onset of the COVID-19 pandemic, which coincided with the goal's start and disrupted many education-related activities. Relatedly, the pandemic and its economic repercussions caused a sharp decline in enrollment during the first two years.

Lastly, enrollment among adults aged 25 and older had been decreasing for over a decade prior to the pandemic. However, in the most recent two years, enrollment of adult students has risen (see the green line in Figure 2). While it has not returned to the numbers of students enrolled prior to the COVID-19 pandemic, the increase is a necessary first step toward increasing adult attainment.

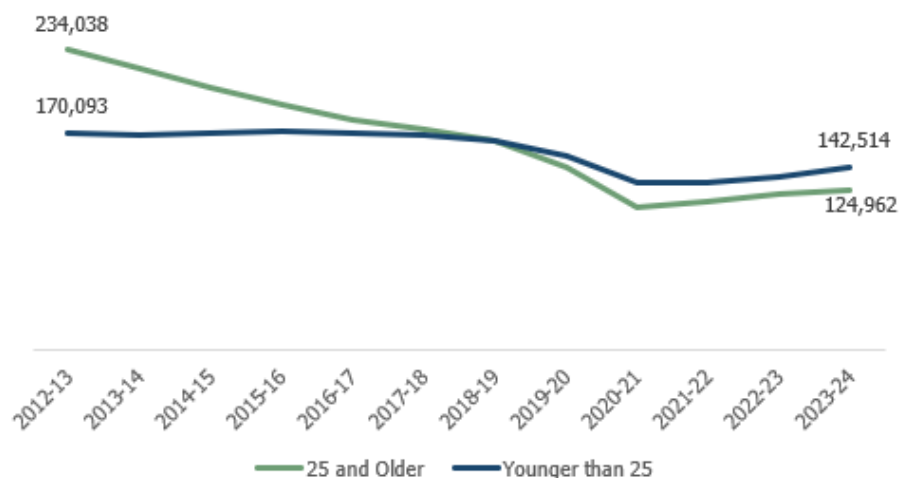


Figure 2. Total Enrollment at Oregon Community Colleges and Public Universities among Oregon Residents

Source: HECC analysis of student records.

Oregon Adult Attainment Progress Report — Continued

The adult attainment goal will only become more important in the coming years, because Oregon's population is getting older. Between 2013 and 2023, Oregon's population aged 25-34 and 50-64 grew faster than that of those 24 and younger.¹ This is shown with the difference between the brown and blue bars shown in Figure 3. Looking forward, the largest increases in Oregon's population between 2023 and 2030 are expected to be among adults aged 35-49 (6% growth) and 65 and older (20% growth), compared to overall population growth projected to be 4%.² In contrast, growth among traditional college-age students is projected to remain limited, at four percent. These demographic shifts indicate that over the next decade, Oregon will increasingly rely on an older workforce to fill the 300,000 projected jobs that call for postsecondary and education and training.

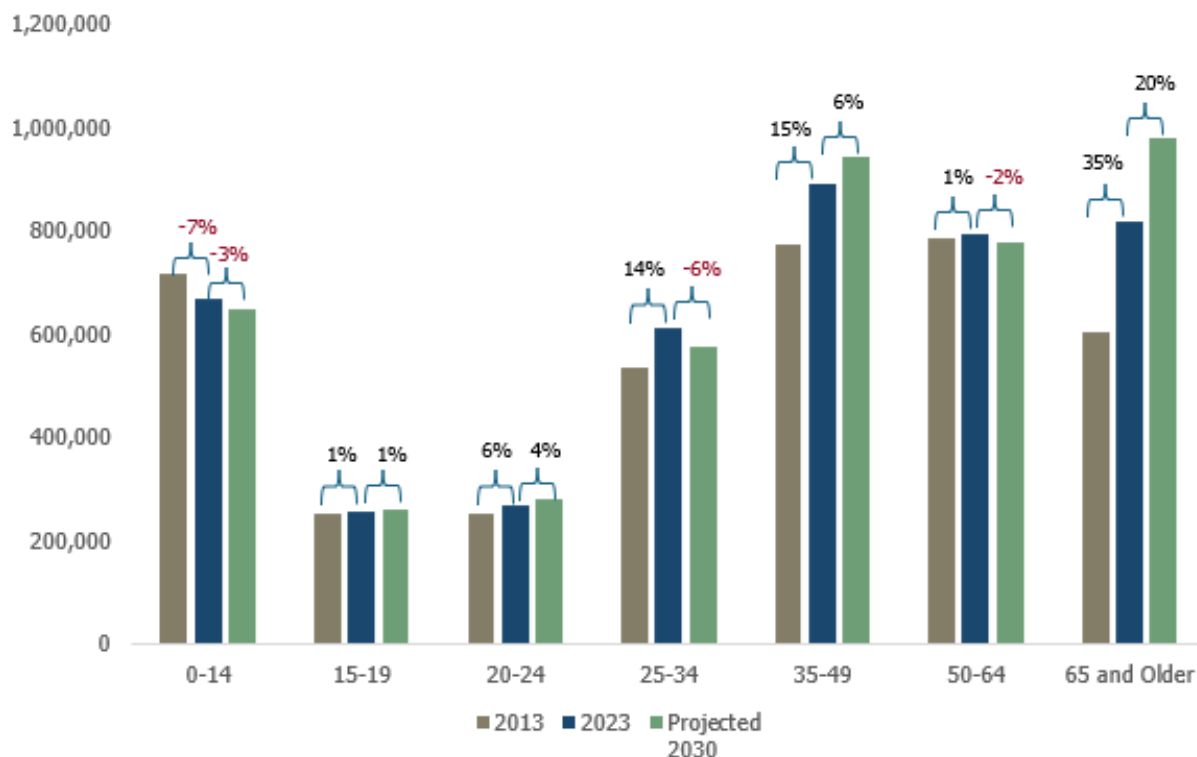


Figure 3. Oregon Population by Age Groups, 2013, 2023, and Projected 2030.

Source: 2013 and 2023 data: Portland State University: Population Research Center 2013 Annual Report Tables; <https://pdxscholar.library.pdx.edu/populationreports/25/> and Population Research Center 2023 Annual Report Tables; <https://pdxscholar.library.pdx.edu/populationreports/77/>. 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>.

¹ 2013 and 2023 data: Portland State University: Population Research Center 2013 Annual Report Tables; <https://pdxscholar.library.pdx.edu/populationreports/25/> and Population Research Center 2023 Annual Report Tables; <https://pdxscholar.library.pdx.edu/populationreports/77/>.

² 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 Adult Attainment Progress Report — Continued

The slow progress toward the overall goal is one part of Oregon’s decade-long adult attainment goal. It also includes cutting disparities in educational attainment in half during this time, by race/ethnicity, income, and geography. We turn next to describing the progress toward these goals.

By Race/Ethnicity

Disparities in educational attainment between Communities of Color and White Oregonians remain significant. While most racial and ethnic groups have seen gradual increases over the past five years, the gaps have remained as wide as before because all groups experienced similar rates of growth, preventing any narrowing of the disparities (see Appendix, Table A.4).

Table 1 shows the baseline percentage of adults from each group with a postsecondary credential as of 2019, along with the attainment gap between each community of color and White Oregonians aged 25 and older. The goal is to halve these gaps by 2023-24, highlighted in dark red. By that time, the gap between Black/African American and White adults narrowed slightly to 0.5 percentage points, while Latinx/a/o/Hispanic Oregonians reduced their gap by one percentage point. Conversely, the gap for Native American/Alaska Native and multiracial Oregonians widened by two percentage points.

Table 1. Educational Attainment of Adult Oregonians by Race/Ethnic Identity, 2019 (baseline) and 2023 (most recent year)

	Asian American/Asian	Black/African American	Latinx/a/o	Native American / Alaskan Native	Native Hawaiian / Pacific Islander	Two or More Races	White
BASELINE: Est. percentage of Oregonians Ages 25 and older with any postsecondary credential, 2019*	66%	49%	32%	37%	38%	50%	55%
Baseline Gap Compared to White (percentage points)	--	6	23	18	17	5	--
Equity Goal: Half of Gap (percentage points)	--	3	12	9	9	3	--
Est. Percentage of Oregonians Ages 25 and older with any postsecondary credential, 2023*	68%	52%	36%	35%	40%	48%	57%
Current Gap Compared to White (percentage points) 2023	--	5	21	22	17	9	--
Progress Made Toward the Goal from Baseline		0.5	1.0	-2.0	0	-2.0	

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

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

Oregon Adult Attainment Progress Report — Continued

By Income Status

Educational attainment gaps based on income remain significant. In 2019, only 36% of adults living below the federal poverty line had a postsecondary credential, compared to 55% of adults with middle or higher incomes. The attainment goal seeks to reduce this gap by half, so that by 2030, there would be a 9.5 percentage point difference instead of 19.

Over the past five years, attainment has gradually increased for both low-income adults and others aged 25 and older. However, the gap has not narrowed—in fact, it widened by one percentage point during the first four years of the goal (see Table 2). It’s also important to note that this goal does not account for individuals who were in poverty, earned a credential, and then moved out of poverty, as they would no longer be counted in the low-income population.

Applying these rates to the population, estimates show that the number of credentials earned in the first two years (2020-21 and 2021-22) was enough to meet initial benchmarks but fell short in 2022-23 and 2023-24 (see Technical Appendix Tables A.8, A.9, A.10).

Table 2. Educational Attainment of Adult Oregonians by Income, 2019 (baseline) and 2023 (most recent year)

	Low Income	Not Low Income
BASELINE: Est. percentage of Oregonians Ages 25 and older with any postsecondary credential, 2019*	36%	55%
Baseline Gap Compared to Not Low Income (percentage points)	19	--
Equity Goal: Half of Gap (percentage points)	9.5	--
Est. Percentage of Oregonians Ages 25 and older with any postsecondary credential, 2023*	37%	58%
Current Gap Compared to Not Low Income (percentage points) 2023	21	
Progress Made Toward the Goal from Baseline	-1.0	

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.

Oregon Adult Attainment Progress Report — Continued

By Rural/Urban

Significant educational attainment gaps persist by geography. In 2019, 55% of Oregon’s urban and mixed-county residents held a postsecondary credential, compared to only 41% of rural residents. The goal is to reduce this 14-percentage-point gap by half, to seven points, by 2030.

Between 2019 and 2023, attainment increased by four percentage points in urban areas and three points in rural areas. As a result, the gap widened by one percentage point, missing the geography equity goal by 0.5 percentage points. (See Table 3.)

Analyzing these rates reveals that the number of rural Oregonians earning credentials in the first two years was enough to meet initial benchmarks, but the annual goals were not achieved from 2020-21 through 2023-24 (see Technical Appendix Tables A.9 and A.10).

Table 3. Educational Attainment of Adult Oregonians by Geography, 2019 (baseline) and 2023 (most recent year)

	Rural	Urban
BASELINE: Est. percentage of Oregonians Ages 25 and older with any postsecondary credential, 2019*	41%	55%
Baseline Gap Compared to Not Low Income (percentage points)	14	--
Equity Goal: Half of Gap (percentage points)	7	--
Est. Percentage of Oregonians Ages 25 and older with any postsecondary credential, 2023*	44%	59%
Current Gap Compared to Not Low Income (percentage points) 2023	15	
Progress Made Toward the Goal from Baseline	-0.5	

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

Oregon faces a critical challenge in building a strong, equitable, and resilient workforce capable of supporting its economic growth and community prosperity. The Oregon Employment Department estimates that 60% of projected new job openings will require education or training beyond high school, and over 90 percent will need such education or training to be competitive.³ Expanding educational attainment among adult Oregonians is thus directly related to the state’s economic stability.

Recognizing the urgent need for action, Oregon set an ambitious adult attainment goal: from 2020 to 2030, 300,000 adult Oregonians will earn a new degree, certificate, or credential of value, with a focus on reducing disparities for People of Color, low-income learners, and rural residents. However, in the first four years of the 2020-2030 adult attainment goal, progress has been slow. Educational attainment has expanded but still falls short of the benchmarks necessary to reach the overall goal and reduce gaps by race/ethnicity, income, and geography.

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

Oregon Adult Attainment Progress Report — Continued

Reaching the adult attainment goal requires facilitating the enrollment of thousands of adults into accessible postsecondary pathways that lead to meaningful employment and livable wages. As a state, we must address complex and interconnected barriers that prevent adults from successfully transitioning into and completing postsecondary education and training. These include issues of affordability, a sense of belonging and inclusion; activities that help adults see themselves as capable learners—often after unsatisfactory secondary school experiences; experiences to see themselves in their future career; clear step-by-step processes of how to access education and training opportunities, and instructional delivery that enables adults to be successful.

To remove these barriers and accelerate progress, Oregon must act decisively. Coordinating and connecting student support services, redesigning developmental education with and for adult learners, and expanding credentials of value with industry partnerships are some of the recommended approaches to reengage adults. Equally important is addressing the geographic and demographic disparities that threaten the state's economic stability and social equity. Efforts that are coordinated can build on each other, with improvements in one area positively influencing others and establishing a foundation for sustained adult participation and success.

In conclusion, Oregon's success depends on a bold, coordinated approach that invests in adult learners, reduces barriers, and leverages data-driven strategies. The state must move beyond the initial goals to implement sustained, impactful policies that develop the full potential of its residents. By doing so, Oregon can create a more inclusive and dynamic economy—one built on the talents of all its people—and ensure a prosperous future for generations to come.

Oregon Adult Attainment Progress Report — Continued

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 2023-24 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 2023-2024 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 2023-24 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 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.⁴

Overarching Goal of 300,000

Table A.1. Number of Oregon Adult Learners Who Earned Credential(s), 2018-19 through 2023-24.⁵

Year	Earned by Adult Learners Earned Credential(s)
2018-19	22,324
2019-20	23,084
2020-21	23,546
2021-22	23,424
2022-23	22,745
2023-24	23,459

Data Source: HECC analysis of student data.

Data Note: Completion numbers are updated annually for all years.

⁴ 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.

⁵ The number of credentials increased beginning in 2019-20 because Oregon Health and Sciences Universities provided the number of awards earned by adults, whereas previous reports didn't include OHSU data.

Oregon Adult Attainment Progress Report — Continued

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 ⁶	Estimated Number of Nonresident Completers Who Will Remain in Oregon ⁷	Total Number of Adult Completers ⁸
Community Colleges					
2023-24	5,704	991	31%	307	6,011
2022-23	5,381	972	31%	301	5,682
2021-22	5,874	950	31%	295	6,169
2020-21	6,085	1,027	31%	318	6,403
2019-20	6,233	1,173	32%	375	6,608
2018-19	6,945	1,344	32%	430	7,375
Public Universities ⁹					
2023-24	7,089	4054	21%	851	7,940
2022-23	7,289	4074	22%	896	8,185
2021-22	7,840	4167	20%	840	8,680
2020-21	8,121	4236	21%	892	9,013
2019-20	7,406	3947	22%	849	8,255
2018-19	7,531	3967	21%	816	8,347
Oregon Independent Colleges and Universities, Alliance					
2023-24	1,670				1,670
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

⁶ 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.

⁷ 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.

⁸ Calculated by adding the numbers of Oregon adult completers and nonresident completers predicted to become residents by 2030.

⁹ Includes Oregon Health and Sciences University in 2019-20 through 2022-23.

Oregon Adult Attainment Progress Report — Continued

Year and Institution Type	Total Oregon Resident Adult Completers	Total Nonresident Adult Completers	Three-Year Mean Percentage of Nonresidents who Remained in Oregon	Estimated Number of Nonresident Completers Who Will Remain in Oregon	Total Number of Adult Completers
Private Career Schools					
2023-24	7,028				7,028
2022-23	6,470				6,470
2021-22	6,185				6,185
2020-21	5,626				5,626
2019-20	5,779				5,779
2018-19	5,003				5,003
Private Degree-Granting Institutions					
2023-24	810				810
2022-23	1,084				1,084
2021-22	907				907
2020-21	890				890
2019-20	685				685
2018-19	927				927

Oregon Adult Attainment Progress Report — Continued

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
2012-13	234,038	170,093
2013-14	219,978	168,355
2014-15	205,615	168,932
2015-16	191,265	170,903
2016-17	180,503	169,254
2017-18	172,628	168,488
2018-19	163,420	163,495
2019-20	143,051	151,631
2020-21	111,644	130,564
2021-22	115,561	131,551
2022-23	121,469	135,153
2023-24	124,962	142,514

Data Source: HECC analysis of student data.

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

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 four years 2020-21 through 2023-24.

Oregon Adult Attainment Progress Report — Continued

Table A.4. Oregon Educational Attainment Among Adults Ages 25 and Up by Race/Ethnicity, 2016-2023, 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%
2023	68%	52%	36%	35%	40%	48%	57%	31%

Data Source: U.S. Census, American Community Survey, Tables B15002B-I for 2016-2019, 2021-2023 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.

The 2020 Oregon Adult Attainment Progress Report — Continued

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 ¹⁰ with Any Postsecondary Credential ¹¹	66%	49%	32%	37%	38%	50%	55%	26%	
2	Current Year Percent with Any Postsecondary Credential 2023 ¹²	68%	52%	36%	35%	40%	48%	57%	31%	
3	All Adults in Projected 2023 Population 2030 ¹³	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 ¹⁴	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 ¹⁵	--	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 ¹⁶	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 goal¹⁷	14,070	7,051	78,437	5,886	2,615	8,988	167,403	15,580	300,000

¹⁰ Ages 25 and Older

¹¹ 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.

¹² 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.

¹³ 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.

¹⁴ Current Rate of Population with any Postsecondary Credential applied to estimated 2030 population. (Multiply Row 1 by Row 3, Table A.5.)

¹⁵ 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)

¹⁶ 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).

¹⁷ 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 2023-24

		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 ¹⁸¹⁹	14,070	7,051	78,437	5,886	2,615	8,988	167,403	15,580	300,000
2	Total Number Needed per year ²⁰	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 ²¹	-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 ²²	-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 ²³	-202	-119	-5,022	-353	-155	-43	-3,356	1,473	-7,205
9	Total Postsecondary Credentials Earned 2023-24	1,162	616	2,721	421	112	1,918	11,542	3,809	22,301
10	Difference from Annual Goal 2023-24	-245	-89	-5,123	-168	-150	1,019	-5198	2,254	-7,700
11	Percent of Goal Achieved in 2023-24 ²⁴	83%	87%	35%	71%	43%	213%	69%	245%	74%

^{18 18} 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.)

¹⁹ Calculated by adding the number of credentials needed to half the gap by race and additional credentials needed to meet labor market needs.

²⁰ 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)

²¹ Calculated by subtracting Table A.6, Row 2 from Row 3 by column.

²² Calculated by subtracting Table A.6, Row 2 from Row 5 by column.

²³ Calculated by subtracting Table A.6, Row 2 from Row 7 by column.

²⁴ Calculated by dividing Table A.6, Row 9 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 ^{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 Credentials Earned by Adults 2020-2024 ²⁸	4,709	2,392	10,680	1,161	475	4,614	53,395	13,057	91,408
4	Progress toward Adult Attainment Goal by 2030²⁹	33%	34%	14%	20%	18%	51%	32%	84%	30%
5	New Goal for 2024-25³⁰	2,326	1,133	28,540	1,784	835	-119	30,305	-5,273	58,295

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.5, Row 1/10)

²⁸ Calculated by summing Table A.6, Row 3, Row 5, and Row 7 by column.

²⁹ Calculated by dividing Table A.7, Row 3 into Row 1 by column.

³⁰ Calculated by summing the absolute value of Table A.6, Row 2, Row 4, Row 6, Row 8, and Row 10.

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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 and 2023-24. 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, 2016-2023, 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%
2023	37%	58%

Data Source: U.S. Census, American Community Survey, C17003 2016-2019, 2021-2023 and B17003 for 2020.

Table A.9. Progress toward Achieving Income Equity Component of Adult Educational Attainment Goal, 2023-24

		Low Income ³¹	Not Low Income	Total	Unknown
1	Goal/Baseline: Percent with any Postsecondary Credential ³²	36%	55%	--	--
2	Current Year Percent with Any Postsecondary Credential 2023	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 ³³	124,574	1,712,887	1,837,461	--
5	Additional Credentials Needed by 2030 to Halve Gap ³⁴	32,874	--	32,874	--
6	Additional Needed Credentials Earned by 2023 to Fill Labor Market Needs ³⁵	26,886	241,971	267,126	--
7	Total Number of Credentials Earned Needed by 2023 to Half the Gap and Fill Labor Market Needs ³⁶	59,759	241,971	300,000	--
8	Total Number of Credentials Needed per year ³⁷	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 ³⁸	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 ³⁹	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 ⁴⁰	-243	-7,573	-7,502	
15	Total Postsecondary Credentials Earned in 2023-24	12,128	7,393	19,501	2,780
16	Difference from Annual Goal ⁴¹	6,152	-16,804	-10,499	2,780
15	Percent of Goal Achieved for 2023-24 ⁴²	203%	31%	65%	

³¹ Low-income among credential earners are those who applied for federal student aid and were determined to be Pell Grant-eligible.

³² Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2019-2023 by poverty status.

³³ Current Rate of Population with any Postsecondary Credential applied to estimated 2030 population. (Multiply Row 1 by Row 4, Table A.9.)

³⁴ Calculated by multiplying the 2030 projected population by 1/2 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.)

³⁵ 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).

³⁶ 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.)

³⁷ 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.

³⁸ Calculated by subtracting Row 9 from Row 8, Table A.9.

³⁹ Calculated by subtracting Row 11 from Row 8, Table A.9.

⁴⁰ Calculated by subtracting Row 13 from Row 8, Table A.9.

⁴¹ Calculated by subtracting Row 15 from Row 8, Table A.9.

⁴² 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 ⁴³	Not Low Income	Total	Unknown
1	Total Number of Credentials Earned Needed by 2023 to Half the Gap and Fill Labor Market Needs ⁴⁴	59,759	241,971	300,000	--
2	Total Number of Credentials Needed per year ⁴⁵	5,976	24,197	30,000	
3	Total Credentials Earned by Adults since 2020 ⁴⁶	31,269	52,675	88,608	7,464
4	Progress toward Adult Attainment Goal by 2030⁴⁷	52%	22%	30%	
5	New Goal for 2024-25⁴⁸	-798	70,459	68,675	

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 2023-24. This detail is shown in Tables A.10 and A.11 below.

⁴³ Low-income among credential earners are those who applied for federal student aid and were determined to be Pell Grant-eligible.

⁴⁴ 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.)

⁴⁵ 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.

⁴⁶ Calculated by summing Row 10, Row 12, and Row 14 in Table A.9.

⁴⁷ Calculated by dividing Table A.10 Row 3 by Row 1.

⁴⁸ 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).

Table A.11. Oregon Educational Attainment among Adults Ages 25 and Up by Rural/Urban Status of County of Residence, 2016-2023 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%
2023	44%	59%

Data Source: U.S. Census, Table S1501 for each year, 5-year estimates.

Table A.12. Progress toward Achieving Geography Equity of Adult Educational Attainment Goal, 2023-24

		Rural	Urban/ Mixed	Total	Unknown
1	Percent Oregonians with Any Postsecondary Credential, 2019 ⁴⁹	41%	55%	--	--
2	Percent Oregonians with Any Postsecondary Credential, 2022 ⁵⁰	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 ⁵¹	297,938	1,503,534	1,801,473	--
5	Additional Credentials Needed by 2030 to Halve Gap ⁵²	50,868	--	50,868	--
6	Additional Needed Credentials Earned by 2023 to Fill Labor Market Needs ⁵³	56,460	212,397	249,132	--
7	Total Number of Credentials Earned Needed by 2030 to Halve the Gap and Fill Labor Market Needs ⁵⁴	107,327	212,397	300,000	--
8	Total Number Needed per year ⁵⁵	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 ⁵⁶	-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 ⁵⁷	-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 ⁵⁸	-8,503	-5,943	-7,502	
15	Total Postsecondary Credentials Earned in 2023-24	2,313	15,768	18,081	4,220
16	Difference from Annual Goal ⁵⁹	-8,420	-5,472	-11,919	
15	Percent of Annual Goal Achieved for 2023-24⁶⁰	22%	74%	60%	

⁴⁹ Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2019 by geography status.

⁵⁰ Rolling three-year average educational attainment rate among those ages 25 and older in Oregon State in 2022 by geography status.

⁵¹ Current Rate of Population with any Postsecondary Credential applied to projected 2030 population. (Row 1 times Row 3 in Table A.12.)

⁵² 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.)

⁵³ 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).

⁵⁴ 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.)

⁵⁵ Calculated by dividing Row 7 by 10 in Table A.12.

⁵⁶ Calculated by subtracting Row 9 from Row 8, Table A.12.

⁵⁷ Calculated by subtracting Row 11 from Row 8, Table A.12.

⁵⁸ Calculated by subtracting Row 13 from Row 8, Table A.12.

⁵⁹ Calculated by subtracting Row 15 from Row 8, Table A.12.

⁶⁰ 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 ⁶¹	107,327	212,397	300,000
2	Total Number Needed per year ⁶²	10,733	21,240	30,000
3	Total Credentials Earned by Adults to Date from 2020-21 through 2023-24 ⁶³	8,999	62,309	108,291
4	Percent Toward Total Adult Attainment Goal by 2030⁶⁴	8%	29%	36%
5	New Goal for 2024-25⁶⁵	44,666	43,891	62,811

Data Note: Includes large numbers of unknown geography.

⁶¹ 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.)

⁶² Number per year needed (Table A.12, Row 8).

⁶³ Number credentials adults earned 2020-21 through 2022-23 (Table A.12, sum Rows 9, 11, and 13.)

⁶⁴ Percent goal met (Table A.13, divide Row 3 by Row 1.)

⁶⁵ 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).