

ROGUE COMMUNITY COLLEGE

Disproportionate Enrollment Report: 2019-20

An overview of the origins and methodology behind the Disproportionate Enrollment Report can be found in the previous reports housed on the Data Now website; [2017-18](#), [2018-19](#). The methodology for this report will be reviewed and updated prior to the 2020-21 report to better reflect the changing requirements of Perkins 5 and the Voluntary Framework of Accountability. Next year's report will use numbers from the 2020 Census instead of estimates.

SUMMARY OF RESULTS

See **Appendix A** for a summary table showing RCC demographics since the 2014-15 academic year and American Community Survey (ACS) estimates of college district rates as of 2018. Additional charts and tables for all six years of analysis can be found in the appendices.

Gender: Analysis showed that the percentage of male enrollment continues to decline, outpacing national trends, but that women are still under-represented in some traditionally male Career and Technical Education (CTE) programs and continue to make up the majority of traditionally female CTE programs. (Pages 2-6)

Race/Ethnicity: Findings on race were inconclusive due to small numbers in both the college district and the student population. Though the overall participation rate of students of Hispanic ethnicity continues to increase and is proportionally greater than the college district, enrollment of male students of Hispanic ethnicity is declining. (Pages 6-8)

Disability: Findings on disability were also inconclusive as RCC numbers only include students who request accommodation from Disability Services. This data cannot tell us if our population of students with disabilities is proportional to the population of the college district. Consistent with last year's findings, Disability Services data shows that student usage of accommodations is increasing among CTE students. (Pages 8-9)

Age: Traditional students (ages 18-24) are overrepresented at the college, but the proportion of underrepresented nontraditional students (ages 25-64) has increased slightly since 2017-18 among women. The proportion of men in all age groups has been declining. Students of Hispanic ethnicity are less likely to be nontraditional students. (Pages 9-11)

National Origin: The data fields that track RCC students' nation of origin are unreliable. An in-depth analysis of English language learners will be conducted this fall to get further insight into disparities among students of diverse national origin.

ANALYSIS AND RECOMMENDATIONS

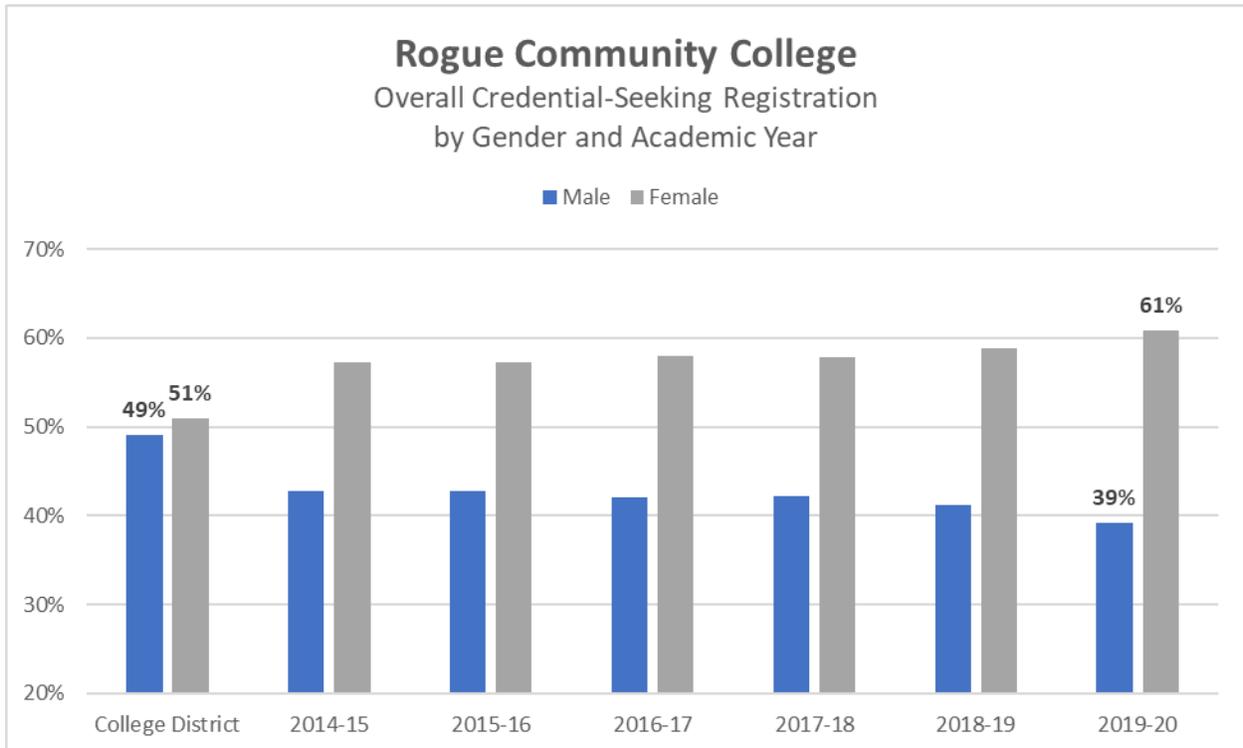
GENDER

Josephine and Jackson County have similar percentages of female and male residents. In Jackson County, 51% of working age (15-64) residents are female, compared to 50.5% in Josephine County. Given the significant difference in the size of the counties, the total percentage of female residents in the community college district as a whole is 50.9%.

Working Age ¹ Residents of Josephine and Jackson County Total and Percentage of Individuals by Gender						
Gender	Jackson County		Josephine County		District	
	Total	Percent	Total	Percent	Total	Percent
Female	67,352	51.0%	25,314	50.5%	92,666	50.9%
Male	64,697	49.0%	24,793	49.5%	89,490	49.1%

¹ Working age is defined as ages 15 to 64; ACS B101001 (5-Year; 2018)

Overall Enrollment. Overall credential-seeking enrollment was analyzed to determine the percentage of females to males for the past six academic years. The percentage of female students registered for 12-or more credits per academic year has risen from 57.2% in 2014-15 to 60.8% in 2019-20 (see **Appendix B**). This gender disparity is out of proportion with national projections for 2-year institutions, which set female enrollment at 57.4% in 2020¹.



¹ https://nces.ed.gov/programs/digest/d19/tables/dt19_303.70.asp

Academic Coursework Enrollment. The next table shows that when registration for 12 or more credits of academic coursework was isolated, the percentage of female students increased further to 64.6%. In the 2019-20 academic year, female registration in academic coursework was about 14 percentage points greater than the proportion of working-age female residents of Josephine and Jackson County.

Rogue Community College Students Registering for 12-or more Credits of Academic Coursework By Gender and Academic Year			
Year	Gender	Total Students	Percent
2014-15	Female	2,918	61.6%
	Male	1,817	38.4%
	Total	4,735	
2015-16	Female	2,683	60.8%
	Male	1,728	39.2%
	Total	4,411	
2016-17	Female	2,601	60.6%
	Male	1,693	39.4%
	Total	4,294	
2017-18	Female	2,508	61.5%
	Male	1,568	38.5%
	Total	4,076	
2018-19	Female	2,507	62.6%
	Male	1,497	37.4%
	Total	4,004	
2019-20	Female	2,485	64.6%
	Male	1,364	35.4%
	Total	3,849	

Post-secondary education plays a significant role in reducing poverty within a geographical area for historically underserved populations. Over-representation in enrollment, especially at a community college whose mission is to directly serve the community, can serve to reduce the impact of poverty on local underserved populations. Poverty data for working-age residents of Josephine and Jackson County were reviewed to determine whether the estimated proportion of female residents living below the poverty line in the last 12 months was higher than the proportion of working-age female residents, indicating under-employment for working-age women.

Working-age¹ Residents of Josephine and Jackson County Poverty Status By Gender In the Past 12 Months						
Gender	Jackson County		Josephine County		District	
	Total	Percent	Total	Percent	Total	Percent
Female	12,475	55.7%	5,180	51.6%	17,655	54.5%
Male	9,906	44.3%	4,857	48.4%	14,763	45.5%

¹ Working-age is defined as ages 15 to 64; ACS B17001 (5-Year; 2018)

As reported in the previous table, about 55% of working-age residents living below the poverty line within the community college district were female. That is 4 percentage points higher than the proportion of female working-age residents in the college district, indicating economic inequity favoring working-age males. This suggests that some portion of the over-enrollment of females in academic coursework may serve to reduce the economic disadvantage of female residents in the community college district.

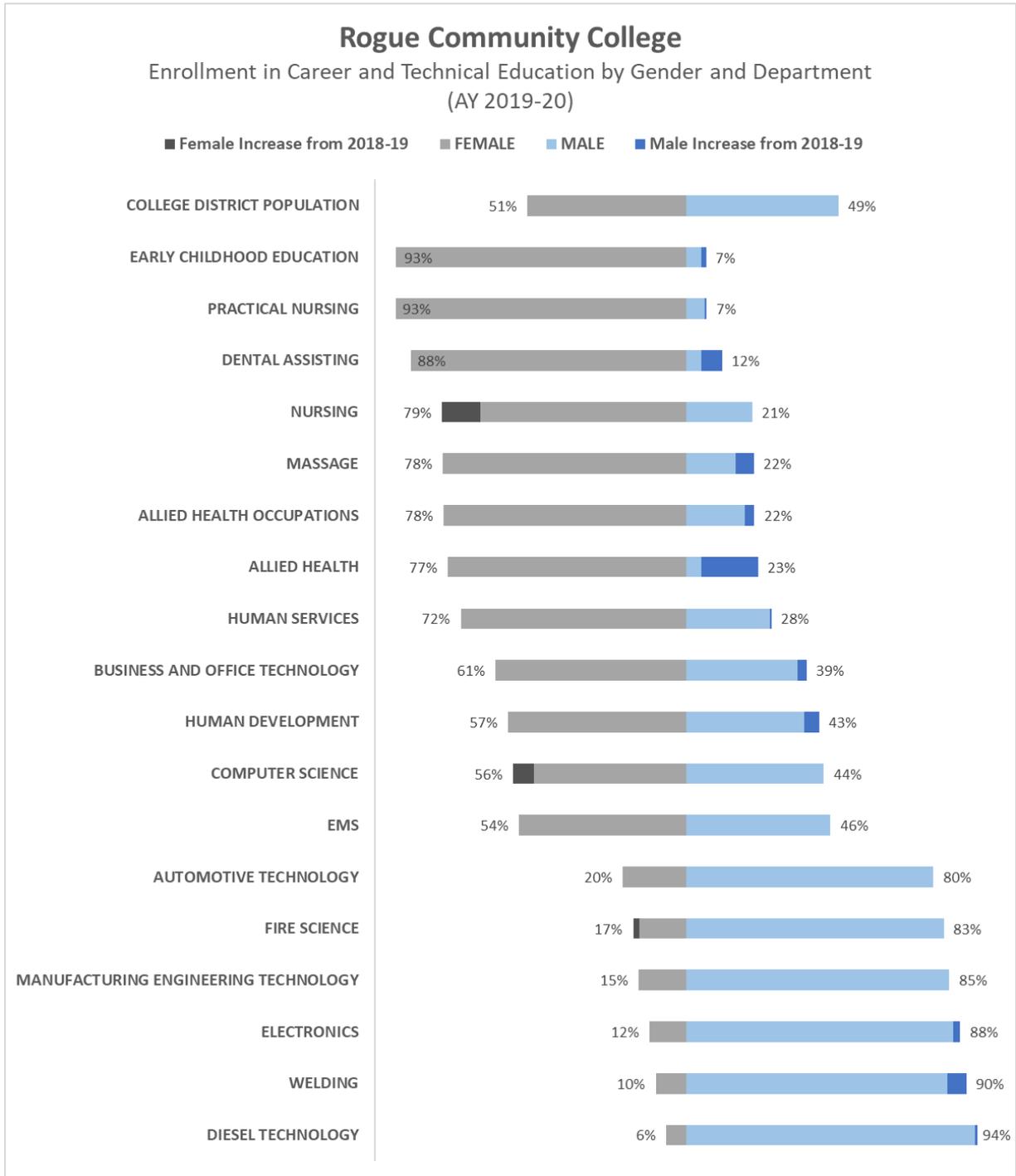
CTE Coursework Enrollment. Six years of trend data show a steady increase in the percentage of female students enrolling in 12-or more CTE credits, going from 48.3% in 2014-15 to 58.9% in 2019-20.

Rogue Community College			
Students Registering for 12 or more Credits of Career and Technical Education Coursework			
By Gender and Academic Year			
Year	Gender	Total Students	Percent
2014-15	Female	488	48.3%
	Male	522	51.7%
	Total	1010	
2015-16	Female	489	51.6%
	Male	458	51.6%
	Total	947	
2016-17	Female	514	53.6%
	Male	445	46.4%
	Total	959	
2017-18	Female	537	55.4%
	Male	432	44.6%
	Total	969	
2018-19	Female	530	56.2%
	Male	413	43.8%
	Total	943	
2019-20	Female	528	58.9%
	Male	369	41.1%
	Total	897	

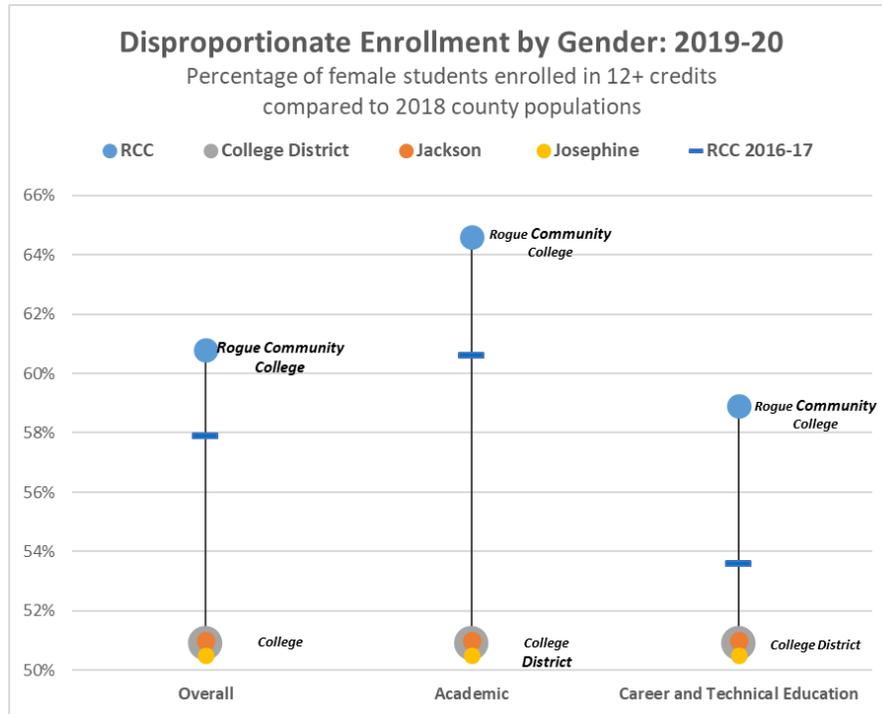
Though the proportion of female students in CTE programs overall has been rising, a closer look at individual departments shows a more complicated picture and more pronounced gender disparities. The following chart shows students enrolled in at least 1 CTE course by gender and instructional department. The first bar shows the district population for comparison. Gender disparities among departments reflect the masculinization and feminization of these fields of work.

A side-by-side comparison of this year's and [last year's](#) program charts shows that almost all traditionally female fields have increased their proportion of men, while about half of traditionally male fields have increased or maintained their proportion of women. The exceptions are Nursing, Computer Science, Electronics, Welding, and Diesel Technology. Among CTE departments, Computer Science is traditionally female because it is composed of programs like Design and Digital Media that attract a

greater number of women. More traditionally male areas of computer science, like programming, are not considered CTE but rather transfer programs.



Synopsis. The chart below shows that female enrollment has risen in all enrollment groups since the 2016-17 academic year. Female enrollment is concentrated in academic courses, but still overrepresented in CTE courses when compared to the community college district.



The results of this gender analysis indicate that RCC under-enrolls male students (39% compared to the 49% male population in the district) at a level that outpaces national trends. Although women in the college district are more likely to be impoverished than men and national trends corroborate increasing female enrollment, a gap of 10 percentage points between the county population and enrollment at RCC cannot be justified. It has been well established that the under-enrollment of men in higher education represents an equity issue². It may be reasonable to follow the example of the federal Individuals with Disabilities Education Act and set a threshold to determine significant disproportionality³.

RACE AND ETHNICITY

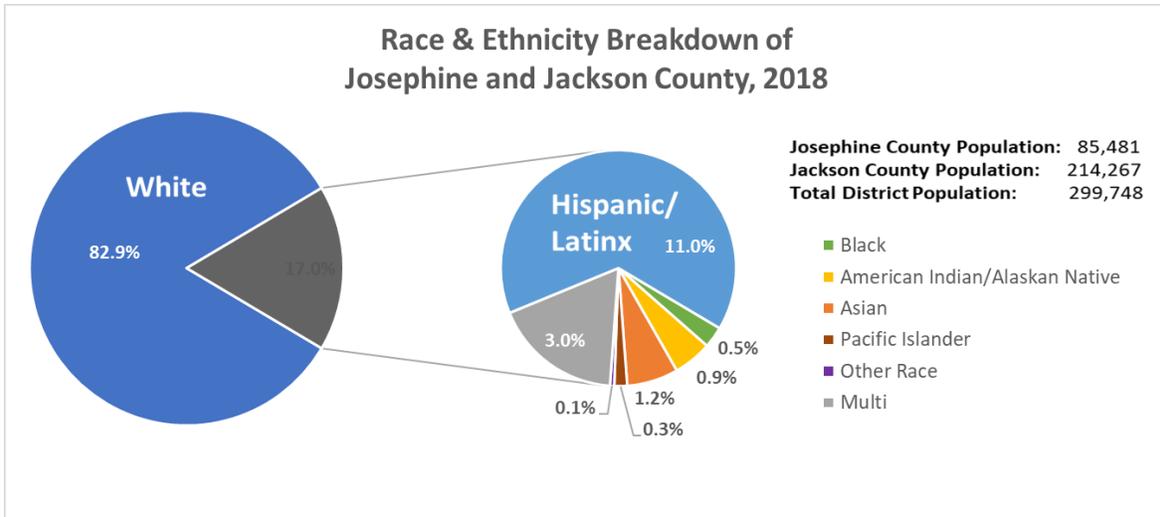
Race. The low percentage of non-white, non-Hispanic residents in Jackson and Josephine County makes it difficult to determine whether disproportionate enrollment is occurring at RCC, due to large margins of error for such small sample sizes⁴ (see **Appendix C**).

Hispanic Ethnicity. Unlike race, conclusive results were found for enrollment of students of Hispanic ethnicity compared to the population in Josephine and Jackson County, as the size of the Hispanic population is much larger (see **Appendix C**).

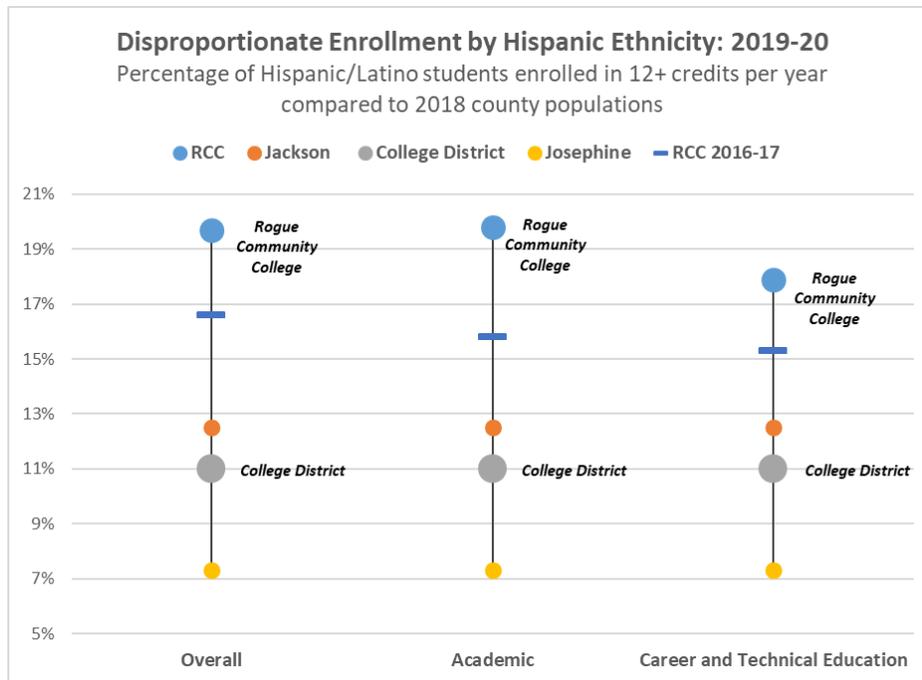
² <https://www.acenet.edu/Documents/Gender-Equity-in-Higher-Education-2006.pdf#search=gender%20equity%20in%20higher%20education>

³ <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>

⁴ American Community Survey Report #B03002; 2018, 5-year estimate



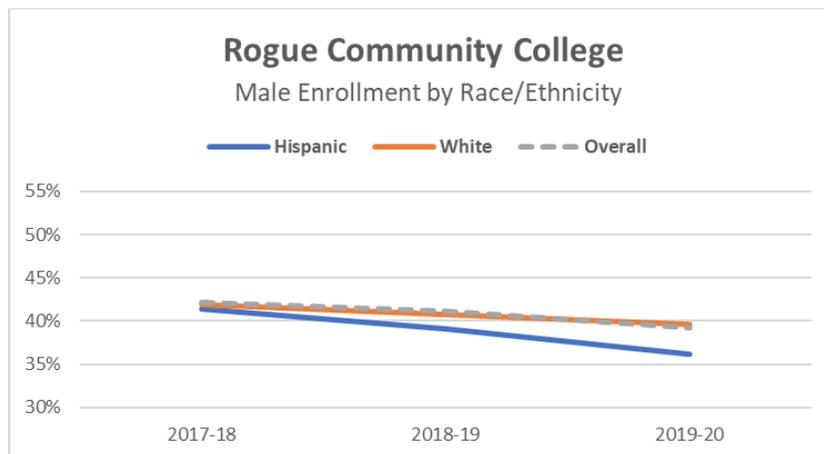
The chart below shows that RCC over-enrolls Hispanic students compared to the Hispanic population living in the community college district. The proportion of students registering for 12-or-more credits who were of Hispanic ethnicity increased more than 2 percentage points from 17.5% in 2018-19 to 19.7% in 2019-20 (changes since the 2016-17 academic year are shown in the chart). When analysis is narrowed to those taking academic credits, the results are similar with 17.8% in 2018-19 increasing to 19.8% in 2019-20. While the Hispanic proportion of students registering for 12-or-more CTE credits is less than the proportion enrolled in 12-or-more Academic credits, it had an almost 3 percentage point increase from last year, going from 15.2% to 17.9%.



As with other protected classes, over-enrollment can be justified when it serves to reduce the education and wage gaps that result from being historically underserved. In 2018, it was estimated that 26% of Hispanic residents in Jackson County lived below the poverty level, compared to 14% for non-Hispanic

white residents⁵. This difference may be attributable to the education gap in Jackson County, where 38% of Hispanic residents 25 and older do not have a high school credential compared to 8% of non-Hispanic white residents⁶. In Josephine county, Hispanic and non-Hispanic white residents share the same poverty rate of 18%, but there is still an education gap – 21% of Hispanic residents do not have a high school credential compared to 9% of non-Hispanic white residents.

Given the gender concerns noted in the previous section, additional analysis was done to disaggregate male enrollment by race/ethnicity for the past 3 years. The following chart shows that men make up a smaller portion of Hispanic enrollment when compared to white students and the overall student population. The proportion of Hispanic men has also been decreasing at a faster rate, with the gap between white and Hispanic percentages increasing from 1 percentage point in 2017-18 to 4 percentage points in 2019-20.



DISABILITY

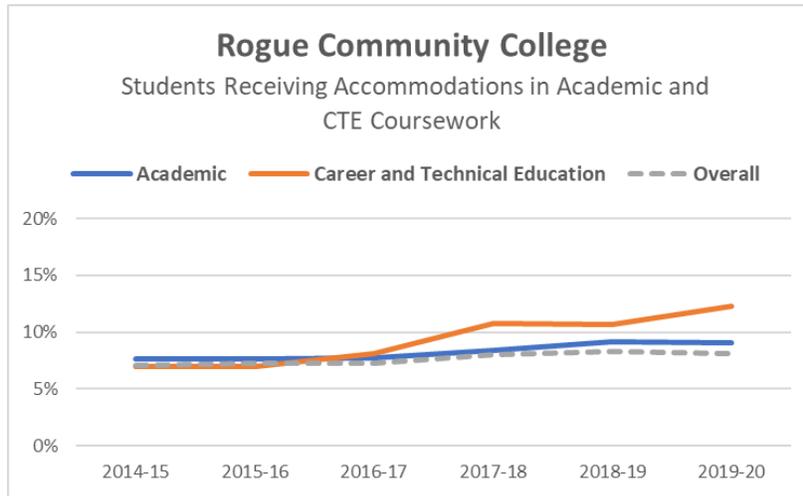
Results for determining disproportionate enrollment focusing on disability are inconclusive due to differing definitions of disability when comparing the Rogue Community College student population to that of the college district as a whole. RCC only tracks whether a student has received a disability accommodation, not whether a student is disabled; it is possible that there are many students with disabilities who do not receive accommodations. Because of the difficulty of establishing an accurate comparison between RCC and the college district, an analysis was conducted to see if there was any discrepancy in accommodation between students enrolled in 12 or more academic credits and those enrolled in 12 or more Career and Technical Education credits.

As shown in the following chart, student accommodations in both groups have risen since 2014-15, with accommodations for students in CTE coursework surpassing those in academic coursework in the 2016-17 academic year. In 2019-20, the gap between the two was about 3 percentage points with 9.1% of academic students receiving disability accommodations compared to 12.3% of CTE students. The differences between the two groups are relatively small, but increasing. It is not clear whether the difference is a result of changing enrollment or increasing awareness of Disability Services among CTE

⁵ American Community Survey, Report #B17001i and #B17001H; 2017, 5-year.

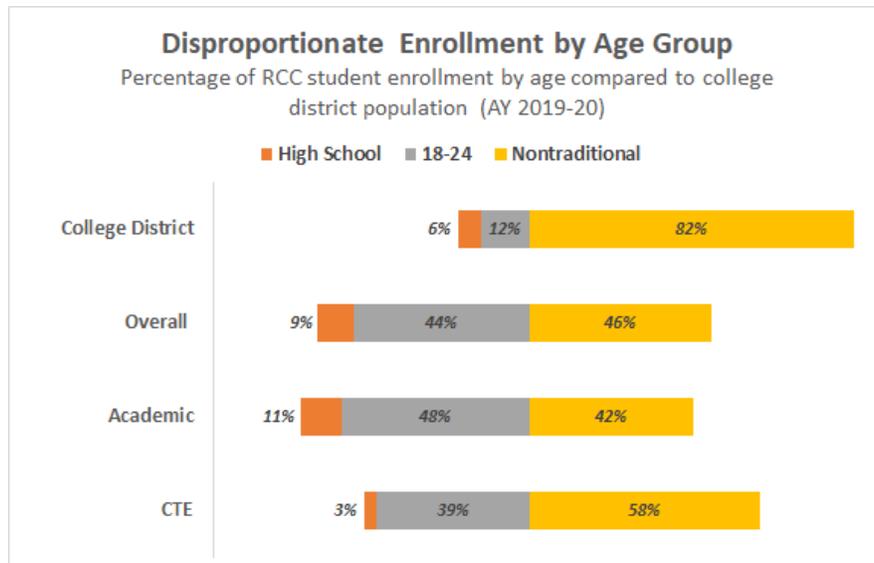
⁹ American Community Survey, Report #S1501; 2017, 5-year.

students. Notice that the overall line is below both Academic and CTE student lines. This is because students who earned 12 or more credits, but less than 12 Academic or CTE credits, have a lower rate of accommodation.



AGE

While age is not a federally protected class, age discrimination is prohibited in Oregon public education⁷. Analyses were conducted to determine whether enrollment by age in the three course groups was disproportionate to the college district population (see **Appendix D**).

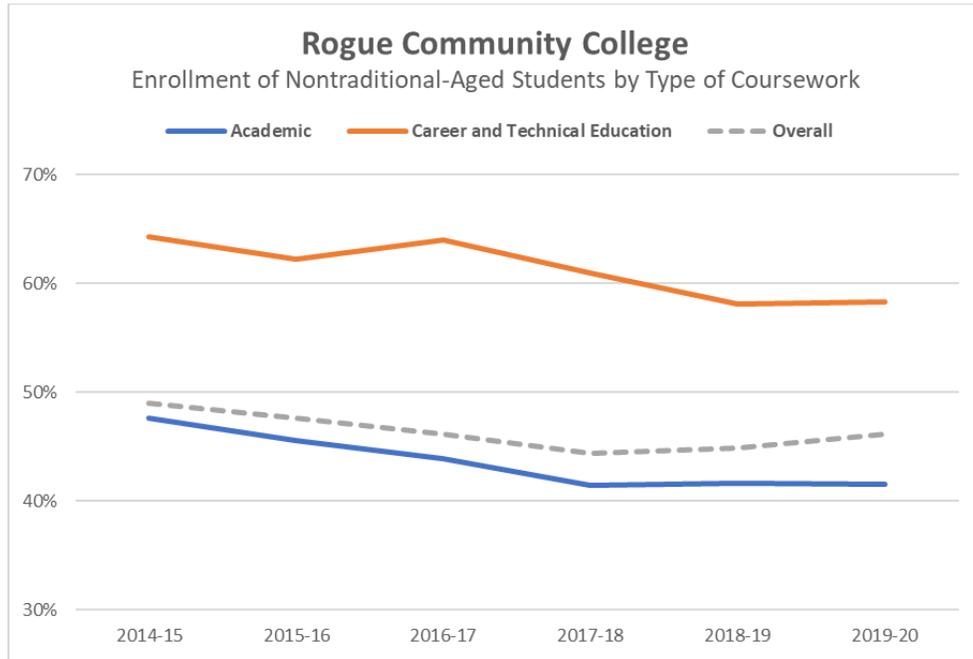


As may be expected, results of the analyses showed over-enrollment of individuals under the age of 25, or “traditional” students. Over half of RCC’s 2019-20 academic and overall enrollment was under the age of 25, compared to 18% of the community college district. For those enrolled in at least 12 CTE credits,

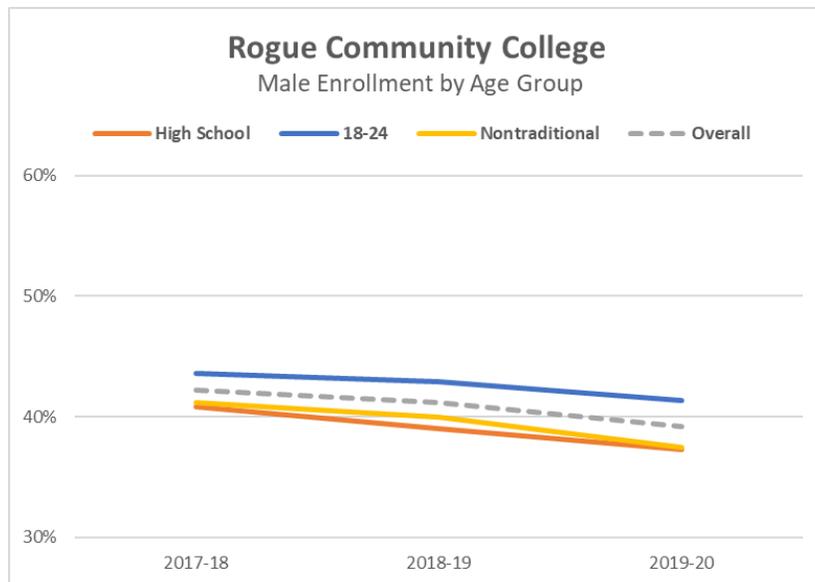
⁷ ORS 659.850

the percentage was lower at 42%, but still significantly higher than the overall population of Josephine and Jackson County.

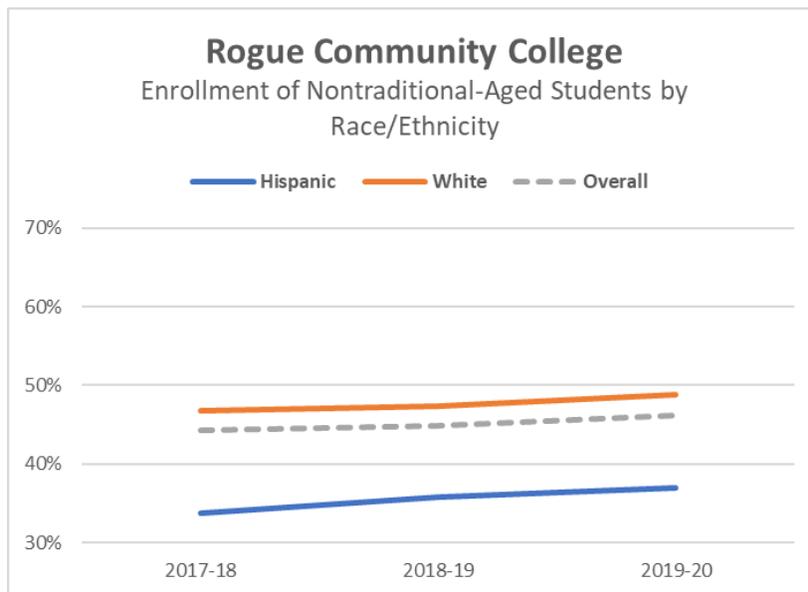
The following chart shows that enrollment of non-traditional students between the ages of 25 and 64 has been trending downward since the 2014-15 academic year, although overall non-traditional enrollment has increased 2 percentage points since 2017-18.



Returning to the concerns of the first section, analysis by gender for the past 3 years found that these increases were not reflected among male nontraditional students, and that every male age-group was in decline.



Analysis to see the effect of disaggregating by race/ethnicity found that Hispanic students were more than 10 percentage points less likely to be nontraditional ages than their white peers.



Typically, under-enrollment of non-traditional-aged students is not a cause for concern. It is expected that older individuals have already obtained both their postsecondary education and subsequent vocation. In economically distressed areas, it is common to forgo postsecondary education due to a widespread lack of resources; therefore, a greater percentage of individuals over the age of 24 do not have an associate or higher degree. This can lead to a higher rate of poverty, as education and wage earnings are positively correlated.

Both Josephine and Jackson County were listed by Business Oregon as distressed areas in 2019.⁸ Poverty rates in Southern Oregon are between four and eight percentage points higher than other areas of the state⁹. In Josephine County, an estimated 73.5% of the population over the age of 25 does not have an associate or higher postsecondary degree, and in Jackson County it's 64.6%¹⁰. Unemployment rates in Jackson and Josephine counties are consistently higher than the state average¹¹. For these reasons, the 24-40% under-enrollment of nontraditional students, when compared to the college district, is concerning, especially as these students face barriers unique to their age when returning to college.

RECOMMENDATIONS

Gender. Explore root causes of under-enrollment of men in higher education nationally and locally, especially among Hispanic populations. Collaborate with local schools and community partners to create an action plan for improved engagement of young men in a way that addresses the root causes of under-enrollment. Continue to build on existing successes of increased male enrollment in traditionally female programs and examine gender-related barriers to student enrollment in specific CTE programs.

⁸ <https://www.oregon4biz.com/Publications/Distressed-List/>

⁹ <https://oregoneconomicanalysis.com/2016/12/29/regional-poverty-2015/>

¹⁰ American Community Survey Report #B15002; 2017, 5 year

¹¹ <https://www.qualityinfo.org/rogue-valley>

Disproportionate enrollment could result from biased recruiting and advising practices in addition to common gender norms and socialization. Instructional departments who offer coursework leading to an occupation which is traditionally associated with a specific gender should include analysis of potential barriers in their program evaluations (as required by the adopted administrative procedure).

Race. While the assessment of disproportionate enrollment by race is inconclusive, special attention should be paid to traditionally underserved races to ensure equal access to educational opportunities. Recruitment and advising should remain cognizant of potential biases which may disproportionately impact students of color. One potential way to identify bias for smaller populations is to hold focus groups of students to discuss their educational experiences at RCC. Additionally, it is recommended that analysis of race/ethnicity be included in program evaluation, especially for Career and Technical Education Programs.

Ethnicity. It is recommended that RCC continue its efforts to increase access and retention of Hispanic students, especially focusing on outreach to nontraditional-aged and male populations. Continue outreach to English-language learners who may need additional support from Adult Basic Skills prior to entry into college-level coursework. Work to ensure that instructors are aware of what supports are available and necessary for students with English-language barriers. Annual review of potential changes to the Hispanic population in both Josephine and Jackson County should continue.

Disability. While disability accommodations for students are increasing overall, there may be a growing discrepancy between students enrolled in CTE and academic coursework. It is recommended that awareness and use of Disability Services be promoted in advising, orientation activities, and academic courses. Special attention should be paid to potential barriers which disabled students may face when reviewing recruitment and retention processes.

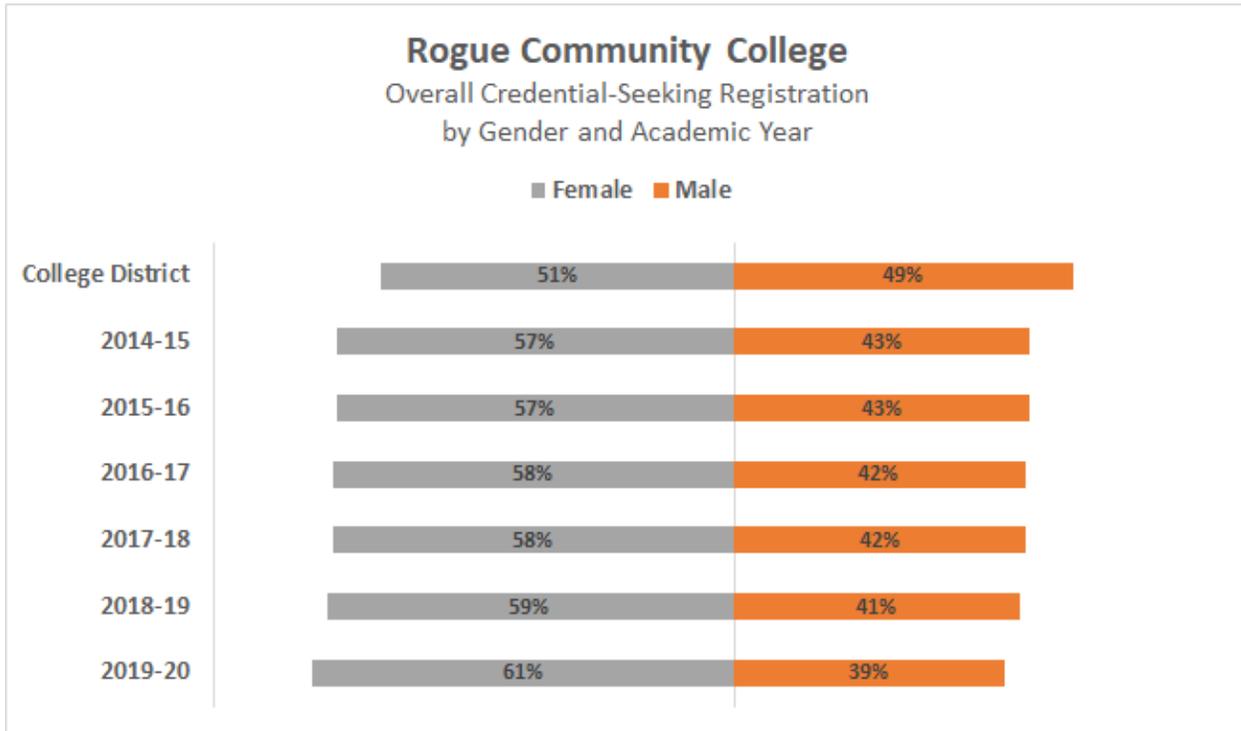
Age. Special attention should be paid to the recruitment and retention of nontraditional-aged students (*i.e.*, adult learners), and identifying potential institutional barriers to their enrollment.

Appendix A: Summary Table

Rogue Community College														
Overall Credential-Seeking* Registration														
By Gender, Race/Ethnicity, Age Group and Academic Year														
	College District 2018 5-Year Estimate**		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Gender	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Female	92,666	50.9%	3,714	57.2%	3,471	57.3%	3,516	57.9%	3,316	57.8%	3,308	58.8%	3,199	60.8%
Male	89,490	49.1%	2,778	42.8%	2,583	42.7%	2,553	42.1%	2,421	42.2%	2,317	41.2%	2,059	39.2%
Total	182,156		6,492		6,054		6,069		5,737		5,625		5,258	
Race/ Ethnicity	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Asian	3,507	1.2%	83	1.3%	74	1.2%	91	1.5%	83	1.4%	79	1.4%	79	1.5%
Black	1,645	0.5%	68	1.0%	69	1.1%	62	1.0%	59	1.0%	63	1.1%	44	0.8%
Hispanic	33,114	11.0%	878	13.5%	873	14.4%	1,005	16.6%	934	16.3%	986	17.5%	1036	19.7%
International	NA	NA	6	0.1%	***	***	***	***	***	***	***	***	***	***
Multi- Racial	9,122	3.0%	215	3.3%	254	4.2%	271	4.5%	263	4.6%	257	4.6%	239	4.5%
Native American/ Alaskan Native	2,621	0.9%	108	1.7%	83	1.4%	84	1.4%	81	1.4%	79	1.4%	70	1.3%
Pacific Islander	712	0.3%	28	0.4%	30	0.5%	37	0.6%	37	0.6%	37	0.7%	41	0.8%
Unknown	398	0.1%	277	4.3%	242	4.0%	242	4.0%	234	4.1%	208	3.7%	162	3.1%
White	248,569	82.9%	4829	74.4%	4424	73.1%	4,272	70.4%	4,042	70.5%	3,914	69.6%	3585	68.2%
Total	299,748		6492		6054		6,069		5,737		5,625		5,258	
Age Group	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Less than 18	10,506	5.8%	501	7.7%	507	8.4%	638	10.5%	614	10.7%	588	10.5%	478	9.1%
18-24	22,436	12.3%	2797	43.1%	2643	43.7%	2,607	43.0%	2,554	44.5%	2,490	44.3%	2,331	44.3%
25-64	149,214	81.9%	3182	49.0%	2882	47.6%	2,801	46.2%	2,543	44.3%	2,523	44.9%	2,425	46.1%
65+			12	0.2%	22	0.4%	23	0.4%	26	0.5%	24	0.4%	24	0.5%
Total	182,156		6492		6054		6,069		5,737		5,625		5,258	

*Credential Seeking students are those who registered for 12 or more credits in a year. This definition of "credential seeking" is similar to the one used by the Voluntary Framework of Accountability, which is calculated based on students' earning of 12 or more semester credits by the end of their second year. As 1 semester credit is equivalent to 1.5 quarter credits, the metric would be 22.5 quarter credits by the end of the second year, or 11.25 (about 12) quarter credits by the end of the first year.
 **Estimates for gender categories are based on residents in the age range of 15 to 64
 ***Numbers less than 6 are suppressed due to FERPA suppression requirements

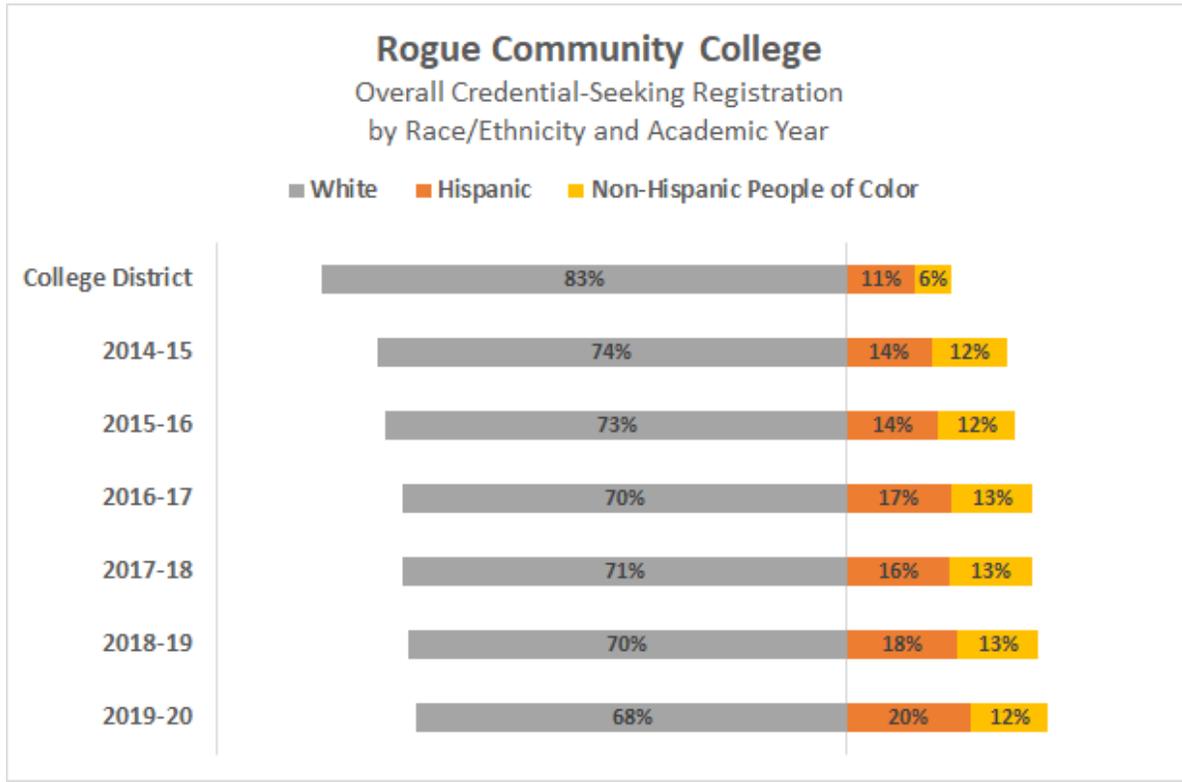
Appendix B: Overall Enrollment by Gender



Rogue Community College Overall Credential-Seeking* Registration By Gender and Academic Year														
Gender	College District 2018 5-Year Estimate		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Female	92,666	50.9%	3,714	57.2%	3,471	57.3%	3,516	57.9%	3,316	57.8%	3,308	58.8%	3,199	60.8%
Male	89,490	49.1%	2,778	42.8%	2,583	42.7%	2,553	42.1%	2,421	42.2%	2,317	41.2%	2,059	39.2%
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Appendix C: Overall Enrollment by Race/Ethnicity

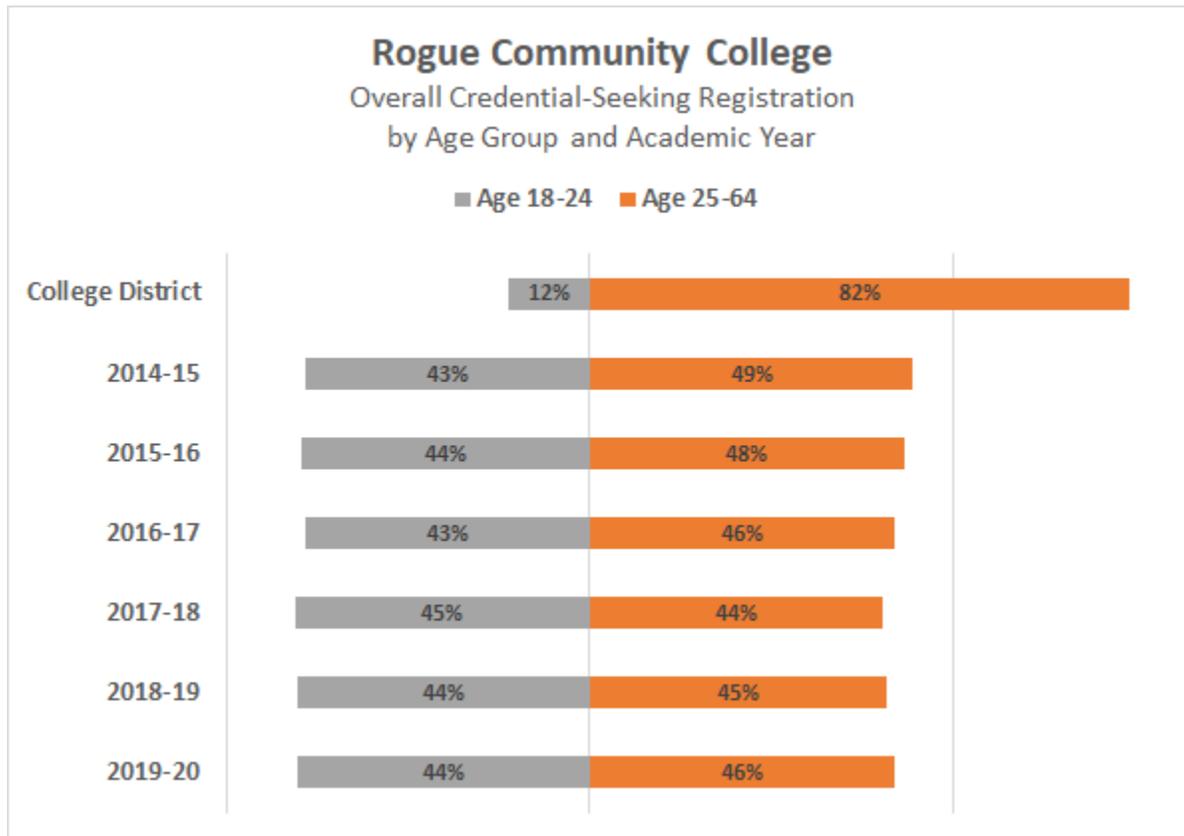


Rogue Community College Overall Credential-Seeking* Registration By Race/Ethnicity and Academic Year														
Race/Ethnicity	College District 2018 5-Year Estimate		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Asian	3,507	1.2%	83	1.3%	74	1.2%	91	1.5%	83	1.4%	79	1.4%	79	1.5%
Black	1,645	0.5%	68	1.0%	69	1.1%	62	1.0%	59	1.0%	63	1.1%	44	0.8%
Hispanic	33,114	11.0%	878	13.5%	873	14.4%	1,005	16.6%	934	16.3%	986	17.5%	1036	19.7%
International	NA	NA	6	0.1%	**	**	**	**	**	**	**	**	**	**
Multi-Racial	9,122	3.0%	215	3.3%	254	4.2%	271	4.5%	263	4.6%	257	4.6%	239	4.5%
Native American/ Alaskan														
Native Pacific Islander	2,621	0.9%	108	1.7%	83	1.4%	84	1.4%	81	1.4%	79	1.4%	70	1.3%
Pacific Islander	712	0.3%	28	0.4%	30	0.5%	37	0.6%	37	0.6%	37	0.7%	41	0.8%
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White	248,569	82.9%	4829	74.4%	4424	73.1%	4,272	70.4%	4,042	70.5%	3,914	69.6%	3585	68.2%
Total	299,748		6492		6054		6,069		5,737		5,625		5,258	

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Appendix D: Overall Enrollment by Age Group



Rogue Community College Overall Credential-Seeking* Registration By Age Group and Academic Year															
College District 2018 5-Year Estimate			Age Group	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Age Group	Total	%		Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
			Less than 18	501	7.7%	507	8.4%	638	10.5%	614	10.7%	588	10.5%	478	9.1%
			18-24	2797	43.1%	2643	43.7%	2,607	43.0%	2554	44.5%	2,490	44.3%	2331	44.3%
			25-64	3182	49.0%	2882	47.6%	2,801	46.2%	2543	44.3%	2,523	44.9%	2425	46.1%
			65+	12	0.2%	22	0.4%	23	0.4%	26	0.5%	24	0.4%	24	0.5%
Total	182,156		Total	6492		6054		6,069		5,737		5,625		5,258	

*Credential Seeking students are those who registered for 12 or more credits in a year. This definition of "credential seeking" is similar to the one used by the Voluntary Framework of Accountability, which is calculated based on students' earning of 12 or more semester credits by the end of their second year. As 1 semester credit is equivalent to 1.5 quarter credits, the metric would be 22.5 quarter credits by the end of the second year, or 11.25 (about 12) quarter credits by the end of the first year.