

Access to Educational Opportunities

Disproportional Enrollment Report



*A self-study examining the enrollment of under-represented
groups at Rogue Community College*

*Department of Institutional Research, Effectiveness, & Planning
Office of the President*

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EXECUTIVE SUMMARY

OVERVIEW

Findings from the Civil Rights Career and Technical Education (CTE) On-Site Review, issued June 27th, 2017, to Rogue Community College (RCC), tasked RCC to

“Develop a process to be used by the College to examine enrollment data in order to ascertain if criteria or standards for admission are disproportionately excluding persons of a particular race, color, national origin, sex or disability consistent with requirements in the Vocational Education Guidelines IV-K, as explained in the Dear Colleague Letter from June, 2016. “

Rogue Community College was then asked to send both A) Procedures and B) Proof of implementation to the Oregon Department of Education by **April 15th, 2018**.

Procedure. In response RCC developed both an Administrative Procedure (AP 102¹) focusing on the process of how the college examines enrollment data and links it to one of the College’s Strategic Planning Objectives (Objective 2: Increase Participation of Under-served Populations).

The procedure describes two processes, the first focusing on an Annual Disproportional Enrollment Report to be submitted to the Executive Leadership Team. The Second process focuses on the inclusion of disproportional enrollment within the Instructional Program Review and Assessment, which is a process required by RCC’s Accreditation Body, NWCCU.

ENROLLMENT ACCESS TO EDUCATIONAL OPPORTUNITIES: DISPROPORTIONAL ENROLLMENT (Administrative Procedure-102)		
SECTION	REQUIRES	COLLEGE IMPACT
Annual Disproportional Enrollment Report	Examines overall Academic and CTE enrollment compared to population of Josephine and Jackson County.	Student Services like Recruitment and Advising/Counseling
Instructional Program Review and Assessment	Embeds Program and Department Disproportional Enrollment Analyses	Instructional Departments

Proof of Implementation. The following Executive Summary overviews the results and recommendations *Disproportional Enrollment Report* which was completed as proof of implementation. The results are also create a baseline and inform decisions related to RCC’s Strategic Plan (**Objective 2: Increase participation of under-served populations of our programs**).

The entire process described in the above finding, is included in the following report. The results overviewed in this Executive Summary should not be considered all-inclusive of the undertaken process.

¹ <http://web.roguecc.edu/administrative-procedures-and-general-information/access-educational-opportunities-disproportional>

Additional information concerning the process which was used to examine enrollment data as well as detailed methodology are included in detail.

DISPROPORTIONAL ENROLLMENT REPORT METHODOLOGY

As student enrollment data described in the finding focuses on students who enroll in courses with the intent to earn a certificate or a degree (versus a student who is simply taking an adult continuing education class), metrics were developed to determine student intent as data housed for students (*i.e.*, major code) was determined to be significantly unreliable. During the process of metric development, it was found that students who registered for at least 12-credits during an academic year was the most reliable at identifying students who intend to obtain a certificate or degree.

In order to examine potential differences between students who intend to be on an academic path (*i.e.*, obtain an associate's degree and/or transfer) versus those who were focused on Career and Technical Education, two additional metrics were developed in order to identify potential disparities in enrollment of traditionally under-represented groups. Students were flagged as intending to complete or transfer (Academic) if they had registered in 12-or-more academic credits (included remedial credits). Students were flagged at CTE, if they had registered for 12-or-more Career and Technical Education credits (somewhat similar to identifying a Perkin's Concentrator). All students were included in the examination of enrollment into courses for specific CTE departments when examining gender bias in this report.

RESULTS AND RECOMMENDATIONS

Tracking of Student Demographic Data. Currently, Rogue Community College collects only a limited number of student demographics. It tracks student's race/ethnicity, sex, age, disability accommodations, and country of origin for non-United States Citizens.

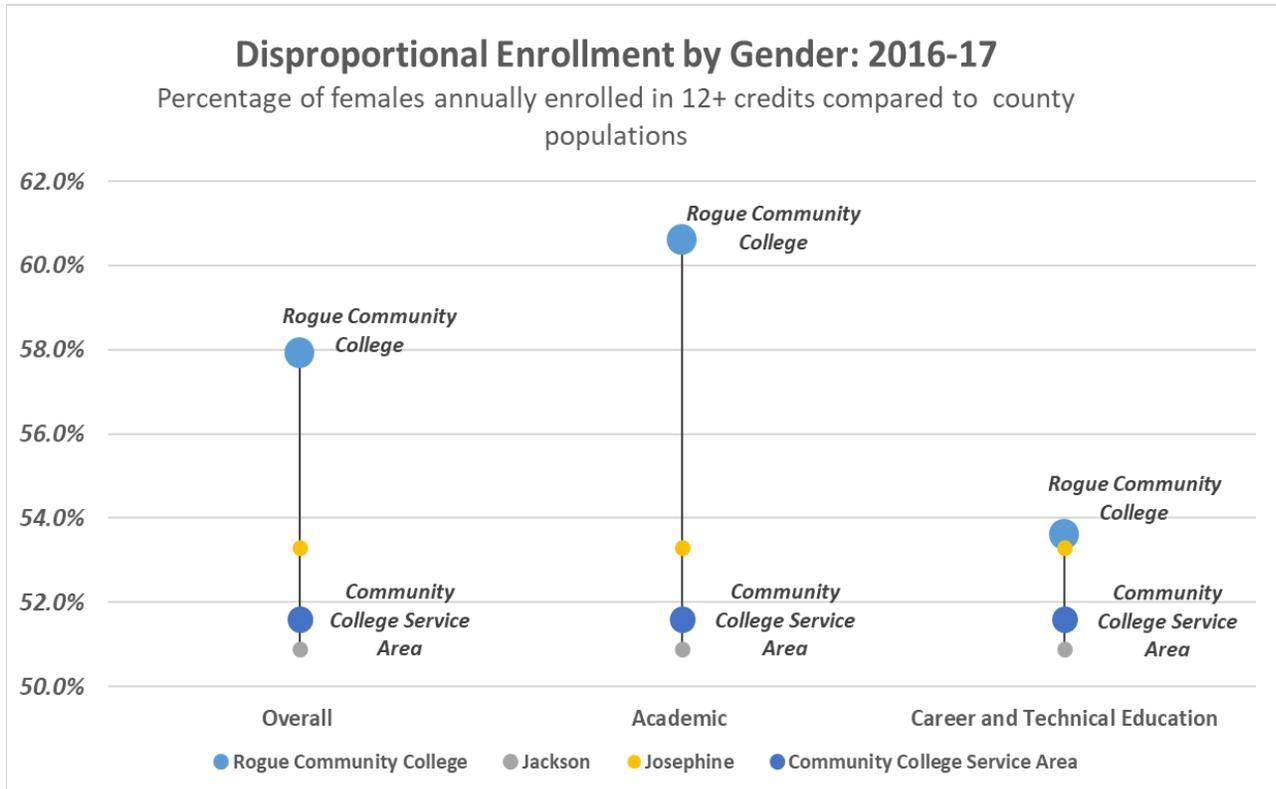
1. Per state of Oregon requirements, expand the collection of student demographics to include a determination of a student's English Language Learner Status (ELL; Country of Origin). This will also will allow for better tracking of potential barriers related to Country of Origin.
2. Potentially expand the collection of student demographics to include a student's gender identity and sexual orientation² based upon the recommendations outlined in the Senate Bill 473 Legislative Report (2015). Update current gender collection field language to reference biological sex or legal sex designation. This should reflect the federal reporting definitions for IPEDS.
3. Address data quality concerns the reporting of student intent or major code in the new ERP system. While the examination of disproportional enrollment in courses by departments is important in addressing potential enrollment bias for specific subject areas, an examination of disproportional enrollment by closed entry programs is important as well. To better track potential biases in program enrollment, we must first address policies around changing major codes and clean up the data.

Gender. As reported in the following graph, results indicate Rogue Community College (RCC) disproportionately over-enrolls females in all three areas (Overall, Academic, & CTE). While a greater

² Page 7, <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/LegReports/SB473-Final-Report-Jun-16.pdf>

percentage of females enroll in credit courses at RCC compared to males, this result was not surprising as it reflects the national trend reported by the US Department of Education (US-DOE).

In 2015, The US-DOE reported 56% of enrollment in postsecondary education was female³. While slightly above the national average by 2%, RCC's disproportional enrollment may reflect the higher level of poverty women face both in Josephine and Jackson County. In RCC's community college service area, 8.8% of women over the age of 25 were estimated as living below the poverty line compared to 7.3% of men⁴. Education decreases an individual's likelihood of living in poverty, especially for women who may not wish to go into skilled trades which may not require traditional post-secondary education.

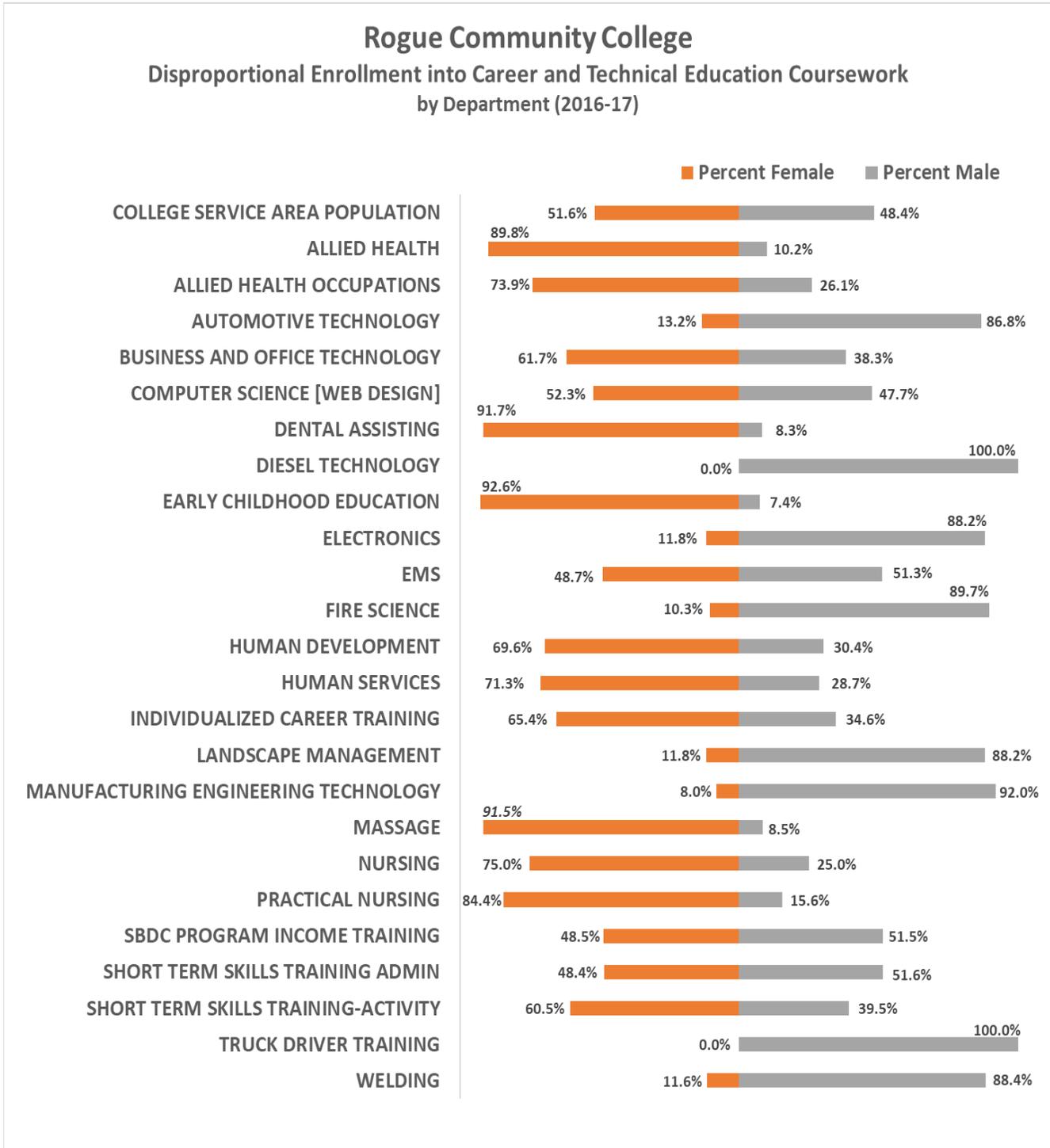


While female enrollment into CTE Coursework overall (similar to looking at gender differences in CTE concentrators) may be slightly higher than that of the community college service area, a deeper look was necessary to determine any potential disparities in enrollment by type of coursework. Some types of CTE programs are more traditionally male than female, and some are more traditionally female.

Students enrolled in at least 1 course offered by a CTE instructional department were examined to determine the percentage of females and males enrolled. This then was compared to the district population at large.

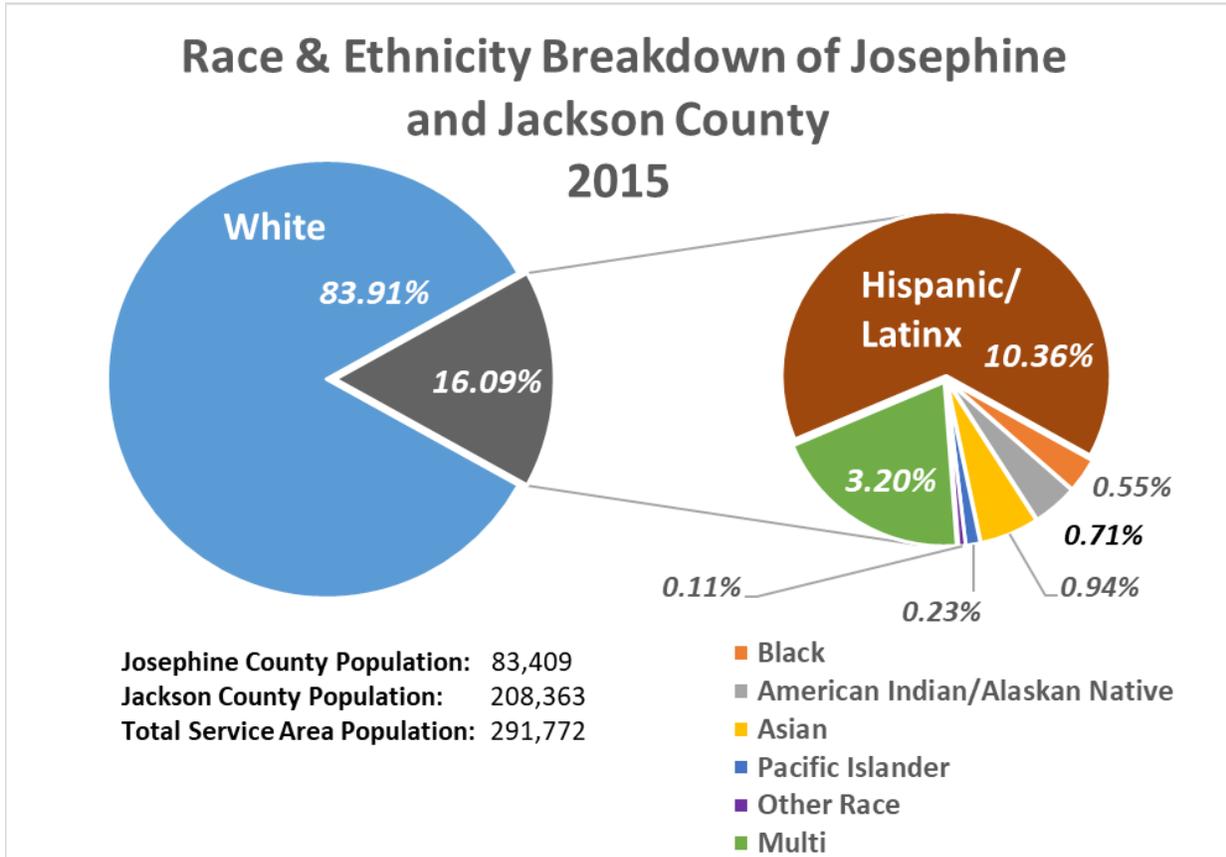
³ <https://nces.ed.gov/fastfacts/display.asp?id=98>

⁴ American Community Survey Report #B17003; 2015, 5-year estimate



As expected in departments offering coursework leading to a more traditionally female occupation (e.g., Dental Assisting), a greater percentage of females were enrolled than the percentage reported in the college district population. Conversely those departments offering coursework leading to a more traditionally male occupation (e.g., Welding), students enrolled in at least one offered course were more disproportionately male.

Recommendation. Both Student Services and Instruction should examine potential barriers to student access into CTE programs which may be related to a student's gender. For example, disproportional enrollment could result from biased recruiting and advising practices. Further, 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. Given the relatively low percentage of Blacks, Native Americans, Asians, Pacific Islanders, and those who are Multi-Racial who live in Josephine and Jackson County, it is difficult to assess whether or not disproportional enrollment is occurring at RCC due to the relatively large margin of error for estimates surrounding small sample sizes (American Community Survey Methodology).

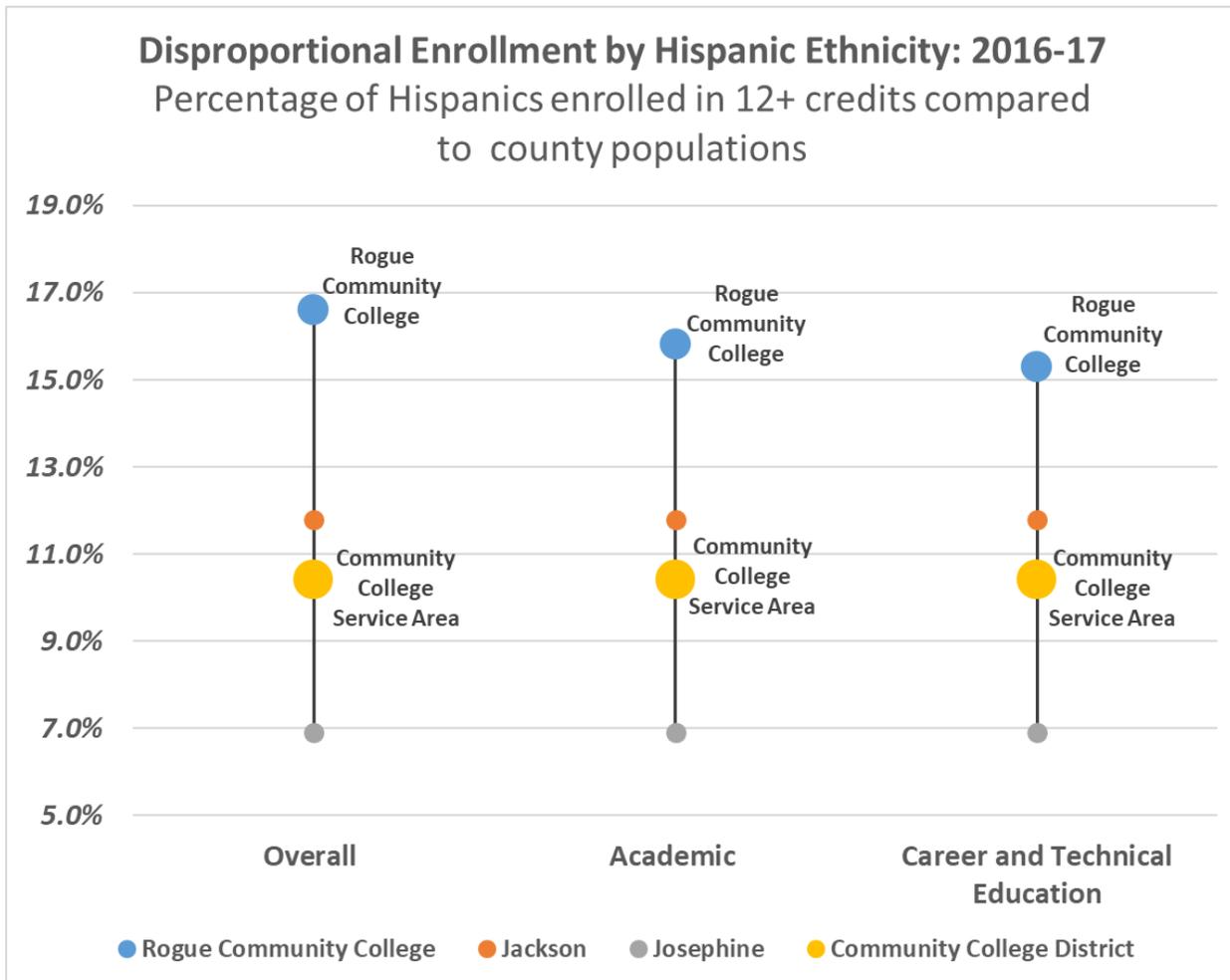
It should be noted that there appeared to be a greater percentage of students of color enrolling in Academic Coursework over Career and Technical Education (CTE), but could not be validated due to the relative size of population of students who chose not to report their race or ethnicity. For example in 2016-17 only 7 students who were enrolled in 12-or-more CTE credits reported being Black, where 35 students did not report a Race or Ethnicity.

Recommendation. While the assessment of disproportional enrollment when compared to the population at large for all races is inconclusive due to population size, special attention should be paid to traditionally underserved races to ensure equal access to educational opportunities. Recruitment and advising should remain vigilant to potential biases which may disproportionately

impact students of color. One potential way to identify bias for smaller populations would be to hold focus groups of students to discuss their educational experiences here at Rogue Community College.

Additionally, it is recommended that special attention be paid to including analysis of race/ethnicity in program evaluation, especially for Career and Technical Education Programs.

Hispanic Ethnicity. Unlike race, conclusive results were found for enrollment of Hispanic students compared to the population in Josephine and Jackson County as the size of this Hispanic population is significantly larger (10.36%).

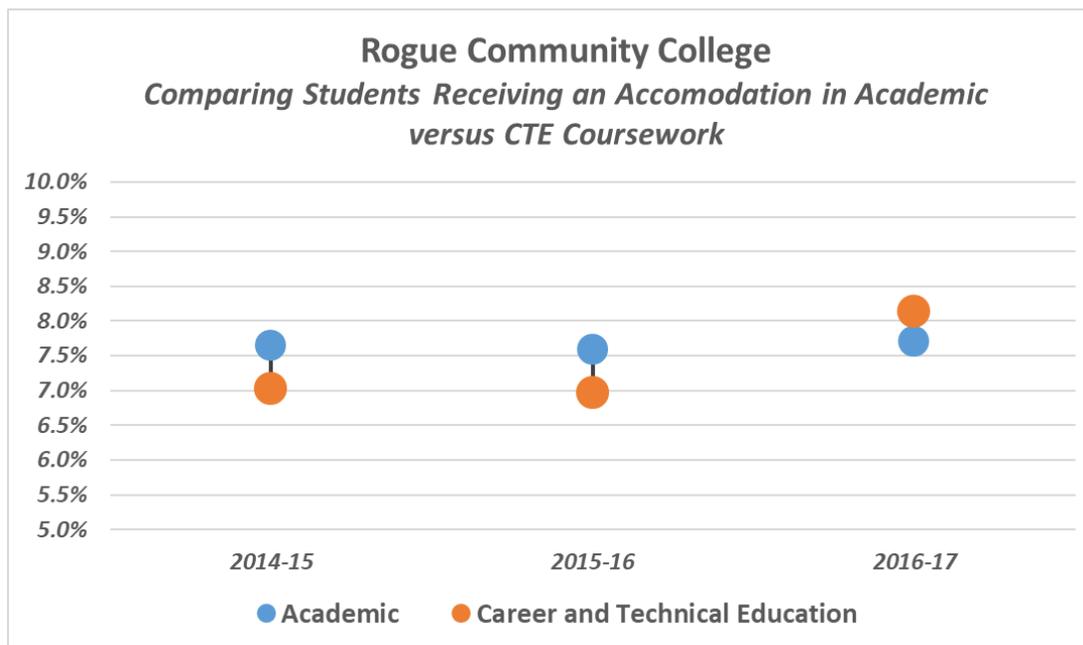


As shown in the previous table, RCC disproportionately over enrolls Hispanic Students compared to the Hispanic population living in the community college service area. The percentage of Hispanic student registering for 12-or-more credits increased from 13.5% in 2014-15 to 16.6% in 2016-17, indicating a trend in increasing enrollment of Hispanic Students.

While the percentage of Hispanic student enrollment in 12-or-more CTE credits is less than the percentage of Hispanic students enrolled in 12-or-more Academic credits, it still is significantly higher than the percentage of Hispanics living in Josephine and Jackson Counties.

Just as with other protected classes, disproportional over enrollment can be justified when it serves to reduce the educational and wage gap which resulted from one group being historically underserved and other groups are not barred from receiving similar educational benefits. This is the case for Hispanics living within the community college service area. In both Josephine and Jackson County, Hispanic residents are significantly more likely to live below the poverty level. It was estimated that in 2015, 28% of Hispanics compared to 17% of white living in Jackson County lived below the poverty level. This difference may be attributable to the educational gap which exists in this county, where 42% of Hispanics over the age of 25 do not have a high school credential⁵.

Recommendation. It is recommended that RCC continue its efforts to increase access and retention of Hispanic students, especially focusing on outreach to Hispanic adult learners who may need additional support from Adult Basic Skills prior to entry into college level coursework. Further it is recommended that annual review occur regarding potential demographic changes to the rising Hispanic population in both Josephine and Jackson County.



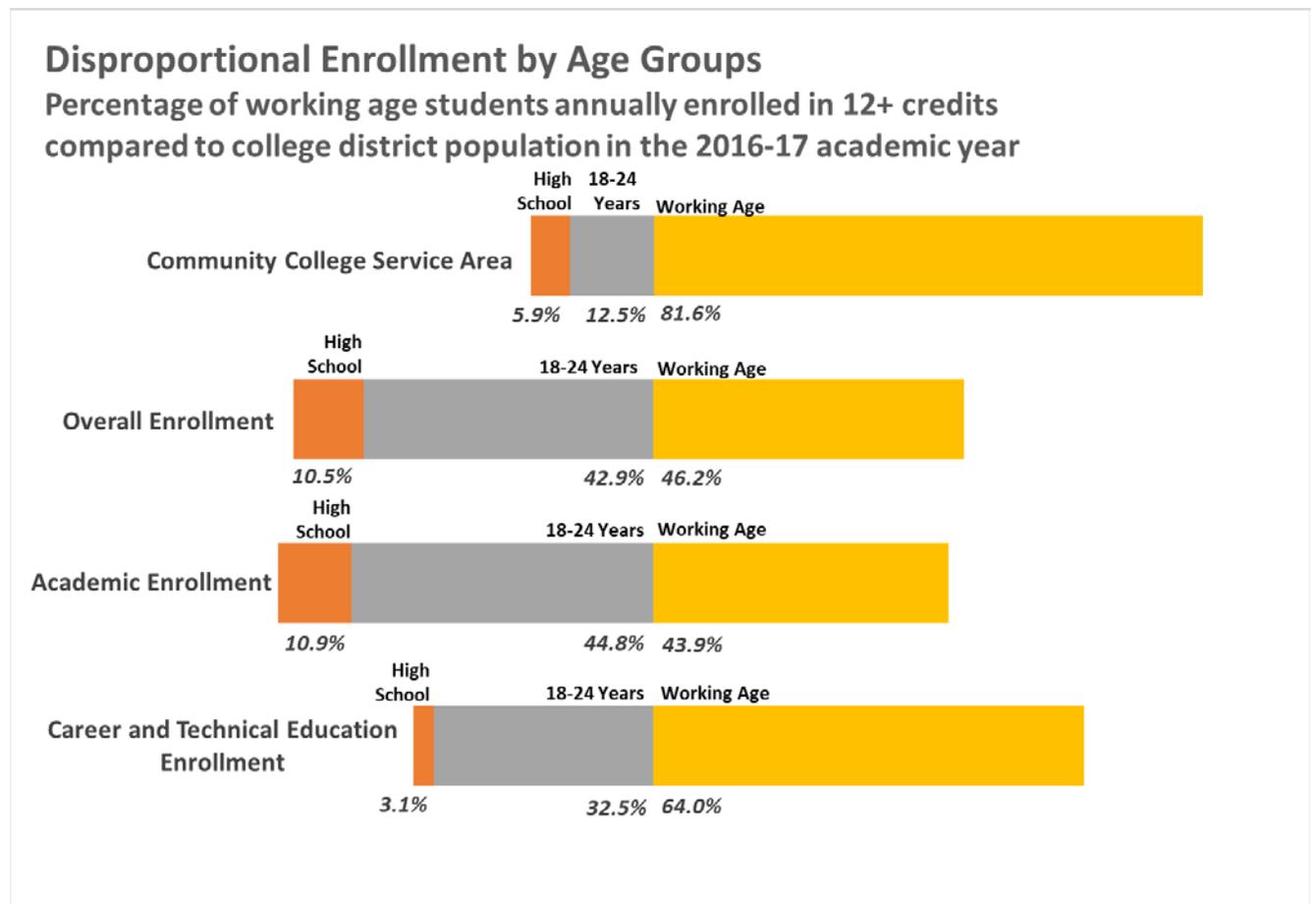
Disability. Results for determining disproportional enrollment focusing on disability are inconclusive due to differing definitions of disability when comparing the Rogue Community College student population to that of the community college service area population as a whole. This is due in part to RCC only tracking whether a student receives a disability accommodation, and does not track whether-or-not a student is disabled. Students could be disabled, but not require learning accommodations.

Given this, analyses was conducted to compare the percentage of students receiving an accommodation who were enrolled in at least 12-Academic credits to those who were enrolled in at least 12-Career and Technical Education credits during an academic year.

⁵ American Community Survey, Report #S1501-Hispanic; 2015, 5-year.

As shown in the graph which follows, between 7% and 8% of students enrolling in at least 12 credits in either CTE or Academic coursework receive a disability accommodation depending on academic year. Given the relatively small difference in percentages, and the limited variability over the course of three academic years, the resulting conclusion was that there was no disproportional enrollment for students receiving a disability accommodation between the two coursework paths.

Recommendation. While there is no evidence of disproportional enrollment into CTE or Academic coursework (indicating potential programmatic biased), when compared to each other, it is recommended that special attention be paid to potential barriers which disabled students may face when reviewing recruitment and retention processes due to inconclusive district level population analyses.



Disproportional Enrollment by Age. While age is not a federally protected class, it is a protected class in the state of Oregon⁶. Analyses were conducted to determine whether or not enrollment in the three coursework areas was disproportional by age. As anticipated, resulting analyses showed disproportional under enrollment of individuals over the age of 24. Over half of RCC’s overall and academic enrollment was under the age of 25 compared to 18.4% of the community college service area. For those enrolled

⁶ ORS 659.850

in at least 12 CTE credits during the 2016-17 academic year, the percentage was significantly lower at 35.6%; however, it was still significantly higher than the overall population of Josephine and Jackson County.

Typically disproportional over enrollment of those under the age of 25 is seen as normal as it is assumed working age individuals already have received their postsecondary education and subsequent vocation.

In geographical areas where individuals did not receive postsecondary education due to a systemic lacking of appropriate economic or information resources upon completion of high school, or have faced significant job loss due to changing regional economic demand, one would anticipate a greater percentage of working age individuals living in poverty, as education and wage earnings are positively correlated. In other words, an entire generational group could not have received the same postsecondary educational benefits in a geographic area when compared to other geographies.

This is the case for Southern Oregon.

In southern Oregon, poverty rates are significantly high compared to the rest of the state⁷. While unemployment rates have decreased, in January of 2018 both Josephine and Jackson Counties' employment rates were higher than the state average⁸. Unsurprisingly in Josephine County, 72.3% of the population over the age of 25 does not have an Associate's or higher postsecondary degree⁹.

The significant under enrollment of working age students at RCC is concerning, especially as working age students face barriers unique to their age when returning to college.

Recommendation. Special attention be paid to the recruitment and retention of working age students (*i.e.*, adult learners) at Rogue Community College, and identifying potential institutional barriers.

Missing Groups. Results for County of Origin, Sexual Orientation (State Protected Class), and Gender Identity (State Protected Class) are inconclusive at this time. Rogue Community College will begin collecting English Language Learner information this year, and it is anticipated that this will be included in next year's report. Sexual Orientation and Gender Identity information is not being collected at this point. As the American Community Survey does not collect this information, making true comparisons to the county populations is difficult at best.

Recommendation. Given missing data, it is recommended both Instruction and Student Services be aware of and examine for potential barriers students face in these protected classes.

⁷ <https://oregoneconomicanalysis.com/2016/12/29/regional-poverty-2015/>

⁸ <https://www.qualityinfo.org/>

⁹ American Community Survey Report #B15002; 2016, 1 year.

ROGUE COMMUNITY COLLEGE

Access to Educational Opportunities

Disproportional Enrollment Report

Overview

Findings from the Civil Rights Career and Technical Education On-Site Review, issued June 27th, 2017, to Rogue Community College (RCC), tasked RCC to

“Develop a process to be used by the College to examine enrollment data in order to ascertain if criteria or standards for admission are disproportionately excluding persons of a particular race, color, national origin, sex or disability consistent with requirements in the Vocational Education Guidelines IV-K, as explained in the Dear Colleague Letter from June, 2016. “

Rogue Community College was asked to send both procedures and proof of implementation to the Oregon Department of Education by **April 15th, 2018**.

Section 1 of this report, overviews the administrative procedure and internal process Rogue Community College (RCC) as implemented. Section 2 of this report focuses on the actual analysis of disproportional enrollment—which serves as proof of implementation of the first part of the Disproportional Enrollment Administrative Procedure.

Section 1: Develop Process of Examining Disproportional Enrollment

Most systems analysts find the most effective way to ensure that a developed process is consistently implemented is to embed the new process within policies and processes which already exist within the organization. This is the method which RCC has decided to undertake, embedding the analysis of disproportional enrollment within the evaluation of its strategic plan. Strategic planning is a core component of accreditation—necessary for colleges to receive federal financial aid funds from the Federal Government. RCC is accredited through the Northwest Commission on Colleges and Universities¹⁰(NWCCU), which is re-affirmed on a 7-year cycle.

To ensure the “Examination of Disproportional Enrollment” process described in the ODE Civil Rights Finding, RCC has adopted an administrative procedure related to its Strategic Plan Core Theme focusing on *Access to Educational Opportunities*. Objective 2 of this Core Theme focuses on increasing participation of under-served populations in our programs¹¹ as college enrollments do not reflect underserved-populations at the same rate they occur in the community.

Administrative procedures are developed at RCC by management with the purpose of carrying out adopted board policies and are approved by the Executive Leadership Team of the College¹². The RCC

¹⁰ <http://www.nwccu.org/>

¹¹ <https://web.roguecc.edu/strategic-planning/rccs-strategic-plan-2017-2020>

¹² <https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/GIAP/pdf/BoardPolicy-Procedure%20Review%20AP-045.pdf>

Board has adopted numerous policies around equity, as well as adopted RCC's Strategic Plan. Administrative procedures are formally adopted, documented, and routinely reviewed by executive leadership of the college. This review process is also a requirement of accreditation¹³.

Disproportional Enrollment Administrative Procedure. RCC has adopted a two-fold approach of analysis to ensure a multi-level analysis. First, RCC plans a yearly assessment of disproportional enrollment. While serving to fulfill the implementation portion of the Civil Rights Audit, this Administrative Procedure focus a yearly examination of Objective 2 of the Strategic Plan—embedding it neatly in the Strategic Planning process. The second part of the procedure embeds the analysis of disproportional enrollment in the instructional program review and assessment process¹⁴, another clear requirement of accreditation. Please see Appendix A for copy of the Adopted Administrative Policy. It also can be found posted on RCC's website at <http://web.roguecc.edu/administrative-procedures-and-general-information/access-educational-opportunities-disproportional> .

Program review is a self-driven study, undertaken by faculty and staff of the program. By embedding a requirement to include an examination of disproportional enrollment and dropping behavior into the program evaluation, this directly involves faculty and staff in the discussion. Further, embedding the examination of disproportional enrollment analysis into program evaluation ensures that program specific enrollment bias is not lost amongst data from other (and potentially larger) programs.

The disproportional enrollment procedure is written at a high level, allowing for a certain level of flexibility in analyses as best practices are updated and changed. At minimum it will examine disproportional enrollment for all protected classes as described in the Vocational Educational Guidelines. While not required by the Voluntary Compliance Plan, it will also examine protected classifications outlined in *ORS 659.850*. While this current report does not examine Sexual Orientation and Gender Identity (consistent with the definitions outlined in *ORS 174.100*), programming has already commenced to collect the information from students in the next year.

Section 2 of this report serves as proof of implementation of the Administrative Procedure—specifically on the yearly assessment of disproportional enrollment in relation to strategic planning. As program review is more in depth, this happens on a rotating schedule. For more information and self-study schedule, please see the following link: <http://go.roguecc.edu/department/instructional-design-and-assessment/program-review> .

¹³ <http://www.nwccu.org/accreditation/standards-policies/standards/>

¹⁴ <http://go.roguecc.edu/department/instructional-design-and-assessment/program-review>

Section 2: Yearly Examination of Disproportional Enrollment

Overview

The analysis of disproportional enrollment at the post-secondary level is two-factor. The first factor involves an examination of student educational intent, which involves understanding what degree or certificate a student is pursuing. As the difficulty of accurately capturing student intent is well known at the state level, understanding the data quality of RCC's student data around student intent was the first priority as understanding what degree or certificate a student intends is fundamental to doing any sort of program review (evaluation). Establishing data quality of student data, is a crucial first step of any analysis. The second factor is more straight-forward and involves the examination of disproportionate enrollment into coursework which leads to a certificate or degree (credential).

What differentiates student intent and student enrollment in coursework for the purposes of analyzing disproportional enrollment is inclusion of general education requirements at the core of the degree or certificate. Disproportional enrollment in course general education requirements may be a factor of a student's educational intent (*i.e.*, CTE certificate versus Associate's degree). As general education requirements lump all students into the courses in question (like math), adverse instructional impact to specific programs may be difficult to identify.

The analysis of disproportional enrollment at the post-secondary level differs from secondary education because of this second factor. High school students enrolled in CTE coursework are generally considered participating in the program, and their general education requirements are separated from CTE program participation. In post-secondary, the general education requirements can vary based upon certificate or degree intent. Thus it's important to examine disproportional enrollment both as direct course enrollment as well as examine students by their educational intent.

Following report examines the following:

- 1) Data Quality and Student Intent
- 2) Student Intent and Disproportional Enrollment
- 3) Disproportional Enrollment in CTE Coursework by type

Data Quality and Student Intent

RogueNet, Rogue Community College's Student Information System (ERP), collects student intent as a *major* code. This *major* code is either selected by the student through the web interface or is updated by the student's advisor during mandatory advising. It is this code which at a snapshot point in time that is sent to the Higher Education Coordinating Commission where it is potentially used to calculate reports sent to the Oregon Department of Education.

Data quality metrics are analyses designed to identify potential problems with data quality in information systems. As the major code has been historically identified as problematic at the state level due to the nature of it being a 'point in time' snapshot, and the number of times a student changes there

major code makes it difficult to establish a student intent based upon the extract to the state. To further complicate matters, RogueNet stores **two** major codes per student.

To get an idea of the scope of impact of major code change, and analysis was undertaken to determine how many student had their major codes change more than 2 times in an academic year. The results are reported in the following table.

Total Students Changing Majors 2+ Times By Academic Year	
Academic Year	Total Students
2013-14	2,148
2014-15	2,030
2015-16	2,119
2016-17	2,309

The number of student changing majors per year is significant given student enrollment. Given the myriad of ways a student's major code can change, it is difficult to determine why a student's major code was changed on a given day—and thus filter out 'extraneous noise', which may not truly relate to the students educational intent.

Complicating factors is the policy that high school students participating in concurrent enrollment courses do not have a major code established for them. Rather, they are flagged as 'Personal Enrichment', when they may be actually pursuing a degree or certificate with the college.

Thus the following is recommended:

- 1) Document clear procedures around student major code changes.
- 2) Limit the number of major changes per year for a student, regardless of who makes the change in the system
- 3) Track student intent for high school students

Better Tracking of Student Demographic Data. Currently, Rogue Community College collects only a limited number of student demographics. It tracks student's race/ethnicity, sex, age, disability accommodations, and country of origin for non-United States Citizens.

4. Expand the collection of student demographics to include a determination of a student's English Language Learner Status (ELL; Country of Origin)
5. Expand the collection of student demographics to include a student's gender identity and sexual orientation¹⁵ based upon the recommendations outlined in the Senate Bill 473 Legislative Report (2015). Update current gender collection field language to reference biological sex or legal sex designation. This should reflect the federal reporting definitions for IPEDS.
6. Address concerns about the reporting of student intent or major code. While the examination of disproportional enrollment in courses by departments is important in addressing potential enrollment bias for specific subject areas, an examination of disproportional enrollment by

¹⁵ Page 7, <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/LegReports/SB473-Final-Report-Jun-16.pdf>

closed entry programs is important as well. To better track potential biases in program enrollment, we must first address policies around changing major codes and clean up the data.

Disproportional Enrollment and Student Intent

Identifying Student Educational Intent through Course Enrollment Behavior. As previously described, it is difficult to establish student educational intent by the examination of a student's reported major code. Majors are changed for a significant number of students each year, and it is difficult to determine whether or not these changes are the result of a student's true 'intent', byproduct of an advisor influence, or even driven by policies surrounding the awarding of financial aid.

Given the relatively common nature of this problem, at the state level student intent to complete a degree or certificate has been determined by course enrollment behavior—often by identifying a specific credit threshold a student must attempt in a given period of time (usually an academic year) to be considered seeking a degree or certificate (rather than simply taking a few course for personal enrichment). In addition to weeding out students taking coursework for personal enrichment, this methodology allows for more of an 'apples-to-apples' comparison across years as a significant number of 'for credit' courses were transitioned during this time to Adult Continuing Education.

Student intent to complete a degree or certificate was determined by course taking behavior in three different ways; 1) Overall enrollment, 2) Enrollment into academic coursework (*i.e.*, Postsecondary remedial, Lower division collegiate), and 3) Enrollment into CTE courses. As enrollment into coursework can change dependent on a point of time during the academic term, each of three previously described ways were further broken down to examine groups of students who overall registered, attempted, or earned more than the credit threshold during the associated academic year.

Overall enrollment. If a student registered for at least 12 credits in either CTE or Academic coursework *in an academic year*, they were flagged as intending to complete a certificate or degree. This credit cut off point is prior to the 15-credit momentum point established by the Community College Research Center¹⁶, but high enough to weed out student taking a course or two for the purposes of personal enrichment. The purpose of identifying this specific group of students is to establish some understanding of RCC students as a whole.

Enrollment into academic coursework. Students were flagged if they specifically registered for at least 12-credits of Academic coursework *during the academic year*. This group is a subset of the first. While CTE students could register for at least 12 academic credits (*e.g.*, Math, English, and Science) in a year, the number of students whose intent is to complete an associate's degree or transfer would be included in this group.

Enrollment into CTE coursework. The third way focuses strictly on those registering for 12-credits of Career and Technical Education coursework during *the academic year*. Again, the idea being that students who register for 12-credits of CTE coursework in a given academic year have the intent to earn a CTE degree or certificate. While not as strict of a definition as the Perkin's definition of a CTE concentrator, none-the-less it allows for greater examination of those who might be intending to

¹⁶ <https://ccrc.tc.columbia.edu/media/k2/attachments/longitudinal-data-momentum-point-research-tool.pdf>

complete a CTE degree or certificate. Disproportional enrollment into CTE all courses is further analyzed later on in this paper.

Enrollment Groups: Registered, Attempted, & Earned. In order to determine whether or not disproportional enrollment exists it is important to have a concrete definition of what enrollment into a course work is. For the purposes of state calculations, disproportional enrollment involved calculations based upon whether or not the student was enrolled after 4th week. Student’s not enrolled at the 4th, are not sent to the state. Thus the state is not able to determine whether or not disproportional enrollment exists at the time of student registration.

Each of the three ways (*i.e.*, Overall, Academic, & CTE) were further analyzed to examine the total number of students who were enrolled passed the drop date (thus attempted 12-credits in each area), and those that earned 12-credits. To be counted as having earned the credit in a course, a student must have received a grade of a C or higher or received a ‘Pass’ in the case of a Pass/No Pass course. While technically students included in this group are a subset of enrollment, this calculation was included simply to see if there were differences based upon time.

Overall, nine groups were examined, roughly yielding a three-by-three design.

Student Intent Disproportional Enrollment Metrics Analysis Groups			
	12-or-More Credits in and Academic Year		
Academic and/or CTE Coursework	Registered	Attempted	Earned
Academic Course Work	Registered	Attempted	Earned
CTE Coursework	Registered	Attempted	Earned

The purpose behind examining the differences between enrolled, attempted, and earned is to determine if there may be bias in processes which happen after a student registers for the equivalency of a first full time term (for example disproportionate stopping out after initial registration). Significant changes for underserved groups through this transition indicate a need to dig deeper in the data to pinpoint potential issues, given the differences in definitions regarding student access.

The transitional metrics outlined here should be considered as an indicator of a potential disproportional enrollment issue (state versus local data), rather than be used as metrics for disproportional dropping and/or disproportional completion rates. They indicate a need to dive deeper in the data with more refined metrics.

Time period examined. Given the need to identify a baseline percentage of enrollment by underserved populations, and potentially establish thresholds or targets, three academic years of student enrollment was analyzed (2014-15, 2015-16, 2016-17).

Identifying Percentages of Historically Underserved Populations within Josephine and Jackson County.

In order to identify disproportional enrollment at RCC, it is first necessary to establish what the proportion of underserved populations exist within the community RCC serves. This was done by examining data reported by the American Community Survey. The American Community Survey (ACS) is a survey developed by the U.S. Census Bureau to assess critical population demographics between the

Census years¹⁷. It is used to allocate more the \$675 Billion dollars of Federal and State Funds each year. Population data is reported as estimates, and confidence intervals are included.

Most ACS reports come in a 1-year or 5-year version. For groups examined in this report, the 5-year version was used given the greater accuracy of its estimates for smaller geographical areas (*i.e.*, counties). Given the methodology behind the calculation of the estimates, it is not recommended that multiple years of the same report are compiled in order to produce county level trend data. Thus the latest year where a 5-year report was available was used.

Reports were generated for both Josephine and Jackson County, then compiled in order to get a better idea of the community college service area overall.

It should be noted, the ACS is inconsistent in how it calculates estimates for each underserved group. Thus types of ACS tables may be inconsistent from one protected classification to the next. Further, the small size of some protected groups may impact the margin of error to the point that additional calculations done upon their reports would yield inaccurate results—thus lead to inaccurate conclusions. These limitations are discussed within each analysis.

Gender Analysis. Josephine and Jackson County vary in percentage of females versus males. In Josephine County, 53.3% of working age residents are female compared to only 50.9% in Jackson County. Given the significant difference in the size of the counties, this equates to 51.6% of residents in the community college service area are female.

Working Age ¹ Residents of Josephine and Jackson County Total and Percentage of Individuals by Gender						
Gender	Jackson County		Josephine County		Service Area	
	Total	Percent	Total	Percent	Total	Percent
Female	66,826	50.9%	28,079	53.3%	94,905	51.6%
Male	64,491	49.1%	24,643	46.7%	89,134	48.4%

¹ Working age is defined as ages 15 to 64; ACS B101001 (5-Year; 2015)

Overall Enrollment. Overall enrollment in Academic and CTE coursework was analyzed to determine the percentage of females to males for three academic years. The percentage of female students enrolled in 12-or more credits per academic is fairly consistent, ranging from 57.2% to 57.9% respectively.

¹⁷ <https://www.census.gov/programs-surveys/acs/about.html>

Rogue Community College			
Students Registering for 12-or-more Credits Overall			
By Gender and Academic Year			
Year	Gender	Total Students	Percent
2014-15	Female	3,714	57.2%
	Male	2,778	42.8%
	Total	6,492	
2015-16	Female	3,471	57.3%
	Male	2,583	42.7%
	Total	6,054	
2016-17	Female	3,516	57.9%
	Male	2,553	42.1%
	Total	6,069	

Compared to the ACS estimates for working age females (51.6%) in the community college service area, RCC student enrollment for females is significantly disproportional by over 5%. This disproportional is significant enough that it can't be accounted for by the reported margin of error for the ACS estimates, indicating a need for further examination of student enrollment data.

The of the proportion of female students who attempted 12-or more credits, as well as those who earned 12-or more credits appeared not to vary significantly from the percentages reported in the above table (See Appendix ZYZ for the associated table).

Academic Coursework Enrollment. Given the in over proportional enrollment of females (5%), Enrollment in academic course work was further examined to determine if the disproportional could be a result of the type of coursework—and potentially indicate a difference in disproportional enrollment by the students' educational intent.

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	

The percentage of females increased, thus increasing the over proportional enrollment of females. The results of this comparative analyses were expected given the cross-over of female-male college enrollment rates at a national level reported in 2007¹⁸. None-the-less, it is striking that the percentage of females enrolled in academic coursework is more than 9% greater than the population of working age female residents of Josephine and Jackson County.

Working Age ¹ Residents of Josephine and Jackson County Poverty Status By Gender In the Past 12 Months						
Gender	Jackson County		Josephine County		Service Area	
	Total	Percent	Total	Percent	Total	Percent
Female	13,435	54.1%	5,510	52.0%	18,945	53.5%
Male	11,376	45.9%	5,079	48.0%	16,455	46.5%

¹ Working age is defined as ages 15 to 64; ACS B17001 (5-Year; 2015)

Post-secondary education plays a significant role in reducing poverty within a geographical area for historically underserved populations. Over proportional enrollment, especially at a Community College whose mission is to directly serve the community it's in, can serve to reduce the disproportional impact of poverty on underserved populations within a community.

Poverty data for working age residents of Josephine and Jackson County was reviewed to determine whether or not the estimated percentage of females living below the poverty line in the last 12 months was higher than the percentage of working age females indicating under-employment for working age females.

As reported in the previous table, 53.5% of working age females were reported as living below the poverty line within the community college service area. This is slightly higher than the percentage of working age females, indicating economic inequity favoring working age males. The resulting conclusion is while there is over-proportional enrollment of females in academic coursework with the intent of pursuing an academic degree, this serves to reduce the economic inequity of females living below the poverty line in the community college service area.

Given the results of this analysis, it is recommended that enrollment by gender with the intent to complete academic coursework continue to be monitored in future reports.

CTE Coursework Enrollment. As discussed previously in the methodological section, the enrollment into 12-or more CTE credits during an academic year is mean to be a metric meant to mimic Perkin's definition of a concentrator—but be slightly broader to potentially include students who could have intended to be concentrators, and maintain consistency with the other intent metrics.

Unlike Academic Coursework, female enrollment into 12-or more credits of CTE coursework hovers around the same proportion of working age females in Josephine and Jackson County (51.6%). Three years of trend data shows a gradual increase in the percentage of females enrolling in 12-or more

¹⁸ <http://www.prb.org/Publications/Articles/2007/CrossoverinFemaleMaleCollegeEnrollmentRates.aspx>

credits, to the point where in 2016-17 there were a greater proportion of female students enrolled in 12-or more CTE Credits (53.6%, or 2% over enrollment).

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	48.3%
	Total	947	
2016-17	Female	514	53.6%
	Male	445	46.4%
	Total	959	

While the over enrollment of females could be within the margin of error for the ACS estimates, the consistent increase in the percentage of females is reasonable given the expansion of more traditionally female CTE programs (Allied Health Programs), including the addition of the Southern Oregon HOPE program which provides financial assistance to eligible students¹⁹. Given this, additional analyses were conducted to examine student enrollment by gender and departmental course type to determine the extent of the disproportional enrollment by CTE subject area. The results of this analyses are described in the section which follows on page 30.

Race/Ethnicity Analysis. Josephine and Jackson counties are strikingly different when it comes to the proportion individuals who are members of a traditionally underserved race or ethnicity.

¹⁹ <http://go.roquecc.edu/department/southern-oregon-hope>

Residents of Jackson and Josephine Counties Race/Ethnicity breakdown ¹ , All ages						
Race/Ethnicity	Jackson County		Josephine County		Service Area	
	Count	Percent	Count	Percent	Count	Percent
White	171,619	82.37%	73,198	87.76%	244,817	83.91%
Black	1,324	0.64%	283	0.34%	1,607	0.55%
American Indian/Alaskan Native	1,162	0.56%	912	1.09%	2,074	0.71%
Asian	2,110	1.01%	622	0.75%	2,732	0.94%
Pacific Islander	604	0.29%	62	0.07%	666	0.23%
Other Race	213	0.10%	107	0.13%	320	0.11%
Multi	6,835	3.28%	2,494	2.99%	9,329	3.20%
Hispanic/Latino	24,496	11.8%	5,731	6.9%	30,227	10.4%
Total	208,363		83,409		291,772	

¹ ACS B103002 (5-Year; 2015)

As reported in the above table, the percentage of underserved populations which reside in both Jackson and Josephine counties is relatively small compared to the state of Oregon and the nation. For example, where the overall population of Jackson and Josephine Counties is estimated at being just over half a percent Black (0.55%), the State of Oregon is estimated at being 1.8% Black (ACS Report DP05 2015; 5-Year). The incredibly small size of underserved population complicates calculations as the margins of error are proportionally large.

For example, the margin of error for the estimated total of Black residents of Jackson County (all ages) is 20% of the total itself. The size of this margin of error is compounded as one disaggregates numbers reported in the ACS by various factors—like age. Thus estimating the total number of underserved groups who are of working age (*i.e.*, ages 15-64) can lead to greater inaccuracy when trying to compare percentages of underserved student populations enrolled at RCC to that of the counties. In some cases, the margin of error for Black age groups (as Reported in B01001B) is larger than the actual population. In these cases it is possible that the population is Zero. In other words, the population is simply too small to get an accurate comparable estimate by age range.

Even in the case of examining the entire populations (all ages, reported above), one would need to take into account the size of the estimate in relation to the margin of error as well as understand that the estimate includes children and elders outside of the working age. Thus determining truly disproportional enrollment is difficult given the nature of the small size of the estimates—and results should be reviewed with a critical eye towards this. However, one group the estimates are large enough to draw more accurate conclusions. While a smaller percentage of the population of Oregon (12.3%²⁰), 10.36%

²⁰ ACS Report DP05; 2015 (5-year)

of the community college service area is estimated as being Hispanic or Latino—allowing for more in depth analysis given the population size.

Overall Enrollment. Even with the difficulty of establishing the percentage of underserved residents within the community college service area, it is important to examine student enrollment data to see if there are any glaring issues with disproportional enrollment.

RCC students are not required to answer race/ethnicity demographic questions, and roughly 4% of students who register from 12-or more credits in an academic year choose not to do so. Even given the percentage of missing race/ethnicity data, the percentages of historically underserved populations are higher than show reported for the community college service area.

Rogue Community College Students Registering for 12-or-more Credits Overall By Race/Ethnicity and Academic Year						
	2014-15		2015-16		2016-17	
	Total	Percent	Total	Percent	Total	Percent
Asian	83	1.3%	74	1.2%	91	1.5%
Black	68	1.4%	69	1.6%	62	1.5%
Hispanic	878	13.5%	873	14.4%	1,005	16.6%
International	6	0.1%	5	0.1%	5	0.1%
Multi-Racial	215	3.3%	254	4.2%	271	4.5%
Native American/Alaskan Native	108	1.7%	83	1.4%	84	1.4%
Pacific Islander	28	0.4%	30	0.5%	37	0.6%
Unknown	277	4.3%	242	4.0%	242	4.0%
White	4,829	74.4%	4,424	73.1%	4,272	70.4%
Total	6,492		6,054		6,069	

For example, the percentage of RCC students reporting being Asian (only) hovers between 1.2% and 1.5% over the last three academic reporting years. The ACS estimate reported above is 0.94%. Again as stated in the previous section, conclusions should be limited due to the overall size of the estimate and the relative size of the margin of error for each group.

What we can say is that the size of RCC’s underserved populations appear to be higher than the populations in the combined counties, thus there is no striking issue with underrepresentation.

Given the size of the Hispanic population in Jackson and Josephine Counties, over representation of Hispanics in the RCC student population by 5% bares for further examination (16.6% versus 10.4%). As previously discussed in relation to gender, educational attainment and poverty are strongly linked. Those who have higher levels of educational attainment are less likely to live below the poverty line. Thus over enrollment of historically underserved populations in post-secondary education can server to reduce disproportional poverty within the community.

Residents of Jackson and Josephine Counties Poverty Status Breakdown ¹ Hispanic Versus White Only Residents							
		Jackson County		Josephine County		Service Area	
		Total	Percent	Total	Percent	Total	Percent
Below Poverty Level	Hispanic	6,804	28.0%	865	15.4%	7,669	25.7%
	White Only	28,823	17.0%	14,251	19.6%	43,074	17.8%
Total Population	Hispanic	24,289		5,606		29,895	
	White Only	169,613		72,549		242,162	

¹ACS Reports B17001I compared to B17001H; 2015 (5-Year)

As reported in the above table, Hispanic residents of Jackson County are significantly more likely to live below the poverty line than their white only counterparts. While this is opposite for Josephine County, this disproportionality in relation to the size of the population significantly impacts the overall poverty percentages in the community college service area.

Given the striking poverty rate of Hispanics in Jackson County, the ACS reports for Educational Attainment of Hispanics was reviewed to see if it would lend any insight.

Residents of Jackson and Josephine Counties Hispanic Educational Attainment 25 Years and Older							
		Jackson County		Josephine County		Service Area	
		Total	Percent	Total	Percent	Total	Percent
No High Diploma or Equivalency		5,019	42.0%	667	22.2%	5,686	38.0%
HS Graduate (or Equivalency) - Associates Degree		5,811	48.6%	1,907	63.6%	7,718	51.6%
Bachelor's Degree or higher		1,132	9.5%	424	14.1%	1,556	10.4%
Total		11,962		2,998		14,960	

¹ACS Reports S1501; 2015 (5-Year)

While the conclusion of causality cannot be made between poverty rates of Hispanics in Jackson County and their educational attainment, the well-established relationship between educational attainment and poverty is further substantiated by the ACS estimates. It is striking that 42.0% of Hispanic residents over the age of 25 in Jackson County not have a high school credential (or equivalency). Further problematic is the understanding that with a lack of high school credential comes the challenge of being “College ready”—indicating a significant inequity of education within the county for Hispanics and an overall RCC recruiting and instructional concern. So while the percentage of Hispanic students registering for 12-or more credits is higher than the population (thus indicated over proportional enrollment), eventually the available “College Ready” Hispanic population in the county will decline to a point where there could be disproportional enrollment for Hispanics.

Thus the recommendation is both recruiting and instruction prioritize addressing this issue of educational inequity of Hispanics within the community college service area, especially as it falls in line with RCC's Student Access Strategic Goal.

Academic Coursework Enrollment. The analysis of students registering in 12-or more academic credits yielded similar results as the analysis of overall credits. Over enrollment of historically underserved populations were found, but it is difficult to draw any significant conclusions given the sample size of most of the underserved groups.

Rogue Community College Students Registering for 12-or-more Credits In Academic Courses By Race/Ethnicity and Academic Year						
	2014-15		2015-16		2016-17	
	Total	Percent	Total	Percent	Total	Percent
Asian	68	1.4%	59	1.3%	71	1.7%
Black	48	1.4%	47	1.5%	34	1.1%
Hispanic	621	13.1%	619	14.0%	680	15.8%
International	5	0.1%	5	0.1%	4	0.1%
Multi-Racial	163	3.4%	198	4.5%	200	4.7%
Native American/Alaskan Native	78	1.7%	54	1.2%	62	1.4%
Pacific Islander	18	0.4%	21	0.5%	20	0.5%
Unknown	198	4.2%	177	4.0%	159	3.7%
White	3,536	74.7%	3,231	73.3%	3,064	71.4%
Total	4,735		4,411		4,294	

Given the significant percentage of Hispanic residents in Jackson County who are not college ready, one might be concerned about a potential decrease in the percentage of Hispanic student taking significant coursework leading them to a degree or potentially transfer to a 4-year university. The academic intensity of the requirements for CTE programs is less than that of what is required to attend a 4-year public university. For example a math course traditional viewed as remedial, may be the math requirement for a CTE program. The results of this analysis seemed to indicate that while the percentage Hispanic students is slightly less, there is less than a percentage point of variance between the two.

CTE Coursework Enrollment. Similar results were found when examining the results of the analysis of students registering for 12-or more credits in Career and Technical education. Slight over proportional enrollment for most of the underserved populations fell into what could reasonably be explained by small population sizes in Jackson and Josephine County.

Rogue Community College						
Students Registering for 12-or-more Credits In Career and Technical Education Courses						
By Race/Ethnicity and Academic Year						
	2014-15		2015-16		2016-17	
	Total	Percent	Total	Percent	Total	Percent
Asian	10	1.0%	7	0.7%	9	0.9%
Black	7	0.9%	15	2.1%	13	1.8%
Hispanic	108	10.7%	130	13.7%	147	15.3%
International	*	0.1%	*	0.1%	*	0.3%
Multi-Racial	24	2.4%	32	3.4%	27	2.8%
Native American/Alaskan Native	13	1.3%	9	1.0 %	6	0.6%
Pacific Islander	*	0.3%	*	0.2%	*	0.3%
Unknown	41	4.1%	33	3.5%	45	4.7%
White	803	79.5%	718	75.8%	706	73.6%
Total	1,010		947		959	
<i>* Numbers less than 6 are suppressed due to FERPA suppression requirements</i>						

Unlike the differences between academic and CTE coursework which was found for gender, there appears to be little difference in percentages of enrollment for traditionally underserved racial and ethnic groups. The only potentially striking finding was the total number of Native Americans reported enrolled in 12-or more CTE credits in 2016-17. It was half of the percentage of students reported as enrolled in academic coursework for the same year, but keep in mind the total number of students within the cell in comparison to the population as a whole. Small population sizes make it difficult to draw any strong conclusions from this information—but it is something to keep in mind. It is recommended that in future years Native American enrollment in CTE programs be reviewed, with individuals who are multi-racial with Native American flag be included as well to be examined for additional potential bias.

The population of Hispanic residents, being large enough to draw conclusions concerning disproportional enrollment, was higher than what exists in the community college service area—but not significantly different from the proportion of Hispanics enrolled in Academic coursework.

Disability. The percentage of disabled students at RCC is much more difficult to assess for disproportional enrollment when compared to the population as a whole. At RCC, students are only marked as 'disabled' if they received some form of disability accommodation from the Disability Resource Center at RCC. Students not requiring learning accommodations, but are disabled are not captured in the reported percentage.

Unlike how RCC collects disabled student information, the ACS includes residents with all disabilities. Thus comparing the percentage of RCC students who are reported as disabled to the percentage of residents who are disabled in the RCC community college service area is like comparing apples to oranges.

Given the complexity of the comparison, separate estimates were calculated for the proportion of disabled residents residing in Josephine and Jackson County (ACS C18120; 2015, 5-year). The purpose of these estimates is to better ascertain the percentage of disabled working age residents of the community college service area who could benefit from additional education *leading to a certificate or degree* at RCC by giving multiple data points which would yield a percentage range.

Disability by Employment Status for Noninstitutionalized Residents of Jackson and Josephine County Ages 18-64 Years of Age ¹							
		Jackson County		Josephine County		Service Area	
		Total	Percent	Total	Percent	Total	Percent
Disabled	In Labor Force	4,982	4.1%	2,300	4.9%	7,282	4.3%
	Unemployed	1,264	1.0%	401	0.9%	1,665	1.0%
	Not In Labor Force	10,992	8.9%	5,298	11.4%	16,290	9.6%
	Total	17,238	14.0%	7,999	17.1%	25,237	14.9%
Total Population		123,010		46,652		169,662	

¹ ACS Report C18120, 2015 (5-Year)

The American Community Survey provides data on the total number of non-institutionalized disabled residents of both Josephine and Jackson Counties. The ACS breaks down the population by those who are employed, those who are unemployed, and those who are not in the labor force.

Those who are not in the labor force are perhaps the most complicated group to understand. This category includes individuals who are receiving disability payments (*i.e.*, Social Security or Private long term disability insurance payments). According to the Social Security Administration in December of 2016, 5,268 individuals ages 18-64 (or 3% of the total estimated population) were receiving SSI benefits (Disability)²¹. This may roughly constitute the proportion of individuals who may not benefit from the academic instruction RCC offers—as the ability to attend academic courses at RCC may constitute their employability in the job market and potentially make them ineligible for SSI benefits. Given the remaining portion of residents not in the labor force could benefit from instruction, the category was included in the overall disability estimate.

Disabled individuals who were employed were included in the total, as a portion might benefit from additional education due to potentially being under-employed.

On the upper end of the estimate, 14.9% of individuals ages 18-64 (who are not institutionalized) are disabled. On the lower end, one percent of the population are both disabled and unemployed. By definition, unemployment indicates a desire to be employed, and may indicate a strong need for additional training or education²².

²¹ https://www.ssa.gov/policy/docs/statcomps/ssi_sc/

²² For the Federal definition of unemployment, not in the labor force, and employed, please see the following link at <https://www.bls.gov/bls/glossary.htm>.

Overall Enrollment. Over the course of the three academic years examined in this analysis, roughly 7% of the students registering for 12-or more credits received a disability accommodation.

Rogue Community College Students Registering for 12-or-more Credits Overall By Disability Accommodation Status and Academic Year			
Year	Disability Accommodation Status	Total	Percent
2014-15	No Accommodation	6031	92.9%
	Received A Disability Accommodation	461	7.1%
	Total	6492	
2015-16	No Accommodation	5612	92.7%
	Received A Disability Accommodation	442	7.3%
	Total	6054	
2016-17	No Accommodation	5626	92.7%
	Received A Disability Accommodation	443	7.3%
	Total	6069	

As previously discussed, this metric does not include disabled students who do not need a disability accommodation (or may have needed an accommodation who did not know they could ask for one). This is less than half of the estimated overall percentage of disabled residents (*or 14.9%*) which includes those who may not benefit from additional educational instruction at RCC, but is significantly more than the percentage of unemployed disabled residents (*or 1.0%*). Given the total number of disabled students could be significantly higher, as only those needing accommodation was reported, the percentage of disabled students could be higher. As a result, it is difficult to determine whether there is disproportional enrollment occurring.

Using a rough “back-of-the-envelope” estimate, one could subtract the 3% of the population who is reported as receiving SSI, and the 4.3% of those in the labor force (total of 7.3%) from the overall total of 14.9%. The resulting percentage is a rough estimate of those who might benefit from instruction at RCC, yielding 7.6%. This is rough estimate is slightly higher than the percentage of those receiving disability accommodations reported in the table above. So while there may be under enrollment of disabled students if one only takes into account the total percentage of disabled individuals compared to those receiving accommodations, it does provide evidence to support the possibility that under enrollment is not as severe as it looks.

Given there is some possibility of under enrollment, it is recommended that Students Services take a closer look at advising practices surrounding disability. It is also recommended that recruiting be aware of the potential disproportional enrollment for disabled students in their recruiting practices.

Enrollment in Academic and CTE courses. Given the difficulty in establishing a comparative baseline in the population of Josephine and Jackson County, analysis of the enrollment into 12-or more Academic courses was limited to comparing to enrollment into 12-or more CTE Courses.

Rogue Community College					
Comparing Students Registering for 12-or-more Credits in Academic versus CTE Coursework by Disability Accommodation Status					
Academic Year	Disability Accommodation Status	Academic Coursework		CTE Coursework	
		Total	Percent	Total	Percent
2014-15	No Accommodation	4373	92.35%	939	92.97%
	Received A Disability Accommodation	362	7.65%	71	7.03%
	Total	4735		1010	
2015-16	No Accommodation	4076	92.41%	881	93.03%
	Received A Disability Accommodation	335	7.59%	66	6.97%
	Total	4411		947	
2016-17	No Accommodation	3963	92.29%	881	91.87%
	Received A Disability Accommodation	331	7.71%	78	8.13%
	Total	4294		959	

Significant differences between enrollment of disabled students receiving accommodation into CTE and Academic coursework would potentially indicate biased recruiting or advising practices. As reported in the table above, there are only slight differences in the percentages reported.

Age Analysis. While age is not included in the list of the federally protected classifications, it is included by the State of Oregon. As a result, age was also included in the analysis of disproportional enrollment, as biased enrollment by age may indicate potentially biased recruiting practices.

Additionally important is a better understanding the percentage of a working aged adults who reside in Josephine and Jackson Counties as the State of Oregon is working towards developing goals around Adult Learning similar to the 40/40/20 goals applied to the K-12 Pipeline.

Residents of Jackson and Josephine Counties						
By Age Group¹						
Age Groups	Jackson County		Josephine County		Service Area	
	Total	Percent	Total	Percent	Total	Percent
15-17 Years	7,707	5.9%	3,128	5.9%	10,835	5.9%
18-24 Years	17,175	13.1%	5,837	11.0%	23,012	12.5%
25-64 Years	106,435	81.1%	43,757	83.0%	150,192	81.6%
Total	131,317		52,722		184,039	

¹ ACS B01001; 2015, 5-Year

Adult learners constitute 81.6% of those ages 15-64, or those individuals by age typically in the workforce. However, this percentage doesn't account for those adult learners who have already obtained an Associate's Degree or higher. Thus, they may not need additional post-secondary education. Determining the percentage of adult learners needing post-secondary education allows for better understanding of whether or not there is disproportional enrollment by age, as understanding the proportion of those ages 25-64 who already have an associate's degree or higher establishes the percentage of adult learners who have an educational need.

Given the limitation of available ACS reports, calculations of educational attainment for adult learners includes ages 25 and older (not ages 25-64). In calculations done on report S1501 (2015; 5-Year), it found that nearly 69% of individuals who were over the age of 25 did not have an associate's degree or higher. This includes a significant portion of individuals who did not have a high diploma or equivalency. While again this is an "Apples-to-Oranges" comparison with the previously reported numbers, it highlights the significant portion of adult learners who would benefit from additional instruction at RCC. The assumption that most individuals over the age of 24 already have obtained their post-secondary credentials, and would not benefit from post-secondary instruction simply does not hold.

Overall Enrollment. When the total number of students registering for 12-or more credits is examined, the results are striking. Where 19% of district residents were ages 15-24, half of the students registering for 12-or more credits (or 53.3% in 2016-17) at RCC were under the age of 24. This constitutes disproportional enrollment by age group.

Rogue Community College Students Registering for 12-or-more Credits Overall By Age Group and Academic Year						
Age Group	2014-15		2015-16		2016-17	
	Total	Percent	Total	Percent	Total	Percent
Less than 18 Years of age	501	7.7%	507	8.4%	638	10.5%
18-24 Years	2797	43.1%	2643	43.7%	2607	42.9%
25-64 Years	3182	49.0%	2882	47.6%	2801	46.2%
65+ Years	12	0.2%	22	0.4%	23	0.4%
Total	6492		6054		6069	

Enrollment into Academic Coursework. Similar results were found for those enrolling in 12-or more Academic credits when compared to those enrolling in 12-or-more overall credits. Analyses determined 55.7% percent of students in 2016-17 were under the age of 24, which is slightly higher than those reported overall.

Rogue Community College Students Registering for 12-or-more Academic Credits By Age Group and Academic Year						
Age Group	2014-15		2015-16		2016-17	
	Total	Percent	Total	Percent	Total	Percent
Less than 18 Years of age	395	8.3%	399	9.1%	469	10.9%
18-24 Years	2,084	44.0%	1,987	45.1%	1,925	44.8%
25-64 Years	2,253	47.6%	2,010	45.6%	1,886	43.9%
65+ Years	*	0.1%	15	0.3%	14	0.3%
Total	*		4,411		4,294	
* Counts less than 6, and totals where counts could be imputed were suppressed to meet FERPA requirements						

Enrollment into CTE Coursework. Unlike the results reported for enrollment into academic coursework, the percentage of students ages 24 and younger who were registered in 12-or more CTE focused credits was significantly lower (35.7 % versus 55.7% for the 2016-17 academic year). While significantly lower, this is still higher than the estimate of 19% for residents in the community college service area.

Rogue Community College Students Registering for 12-or-more CTE Credits By Age Group and Academic Year						
Age Group	2014-15		2015-16		2016-17	
	Total	Percent	Total	Percent	Total	Percent
Less than 18 Years of age	23	2.9%	22	2.3%	30	3.1%
18-24 Years	337	33.4%	335	35.4%	312	32.5%
25-64 Years	649	64.6%	589	62.2%	614	64.0%
65+ Years	*	0.1%	*	0.1%	*	0.3%
Total						
* Counts less than 6, and totals where counts could be imputed were suppressed to meet FERPA requirements						

Given the significant over enrollment of students under the age of 24, regardless of coursework, it is recommended that special attention be paid to recruiting and student retention of students over the age of 24.

Enrollment Groups: Registered Versus Attempted & Earned. As discussed in the methodology section, analyses on those attempting (*i.e.*, did not drop) and earning (*i.e.*, passing) 12-or more credits were also conducted on underserved populations. Significant variances in the percentages of protected classes from those simply registering or 12-or more credits might indicate disproportional stopping out at

various times during the full time credit equivalency of a student's first term. Differences between registering and attempting also may explain some differences between state and locally calculated data.

Given the *exploratory nature of the metrics*, only consistent differences greater than 2% between the three different points of time were considered important to further explore.

The results of this analyses showed very little variance in the proportion of students by protected classes, indicating that using the registered in versus attempted 12-or more credits had little impact on determining whether or not disproportional enrollment was occurring. While it would be good to review calculations for registered versus attempted 12-or more in future years, inclusion of results in future disproportional enrollment reports would likely be redundant information. *The resulting conclusion is that there is very little difference in disproportional enrollment calculations if you use registered versus attempted credits—which the state bases their calculations on.*

DISPROPORTIONAL ENROLLMENT INTO CTE COURSEWORK.

Gender and Student Access to CTE. Perkins accountability metrics reported in the Consolidated Annual Report (CAR) include metrics which focus on gender and non-traditional career areas, as providing student access to nontraditional career opportunities is one of the programmatic goals at the National Level. This commitment to providing student access to nontraditional fields is additionally emphasized at the state level. "Oregon is committed to decreasing gender disparities in high skill, high wage, and high demand occupations, and recognizes the important role that career and technical education (CTE) plays."²³

Previous analysis determined that there was an increase in the percentage of females enrolled in 12-or more CTE Credits over the course of the three academic year. It was hypothesized this could be due to the implementation of SOHOPE, increasing the number of students enrolled in the Allied Health Programs. Thus, while the disproportional enrollment had decreased for women in CTE, this still warranted further investigation—as improving student access to programs which are traditionally female doesn't necessary constitute a true decrease in disproportional enrollment into CTE courses.

Methodology of Analysis. CIP codes associated with the course subject each department offered were compared to the federal list of nontraditional program areas used in Perkin's accountability calculations²⁴. Departments were identified as nontraditional female, nontraditional male, or neutral. For example, Welding courses were identified as a nontraditional female occupation. If a student attempted at least one course in a department, they were counted in the total number of students for the department. The results then were aggregated up into an unduplicated count for nontraditional female and nontraditional male CTE courses. Students only needed to attempt 1 course in one of the departments who were classified in the group to be counted. Results were grouped by associated departments.

Gender and Health Occupations. Given RCC's Strategic direction in unifying nearly all the health education departments at the Table Rock Campus, health occupation departments were examined

²³ <http://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/CTE-Nontraditional.aspx>

²⁴ <http://www.doe.nv.gov/uploadedFiles/ndedoenvqov/content/CTE/Grants/Docs/NonTraditional-list-FY17.pdf>

collectively as a whole, rather than teasing apart those which are traditionally female and those which are traditionally male.

Consistent with Perkins CTE nontraditional list, nearly all departments offering coursework leading to a certificate or degree in a health occupation were disproportionately female. The only department in which females were disproportionately under-enrolled was Emergency Medical Services.

Rogue Community College Students Enrolled in Health Occupation Related Coursework by Department and Gender							
		2014-15		2015-16		2016-17	
		Total	Percent	Total	Percent	2016-17	Percent
ALLIED HEALTH	Female	25	83.3%	73	89.0%	53	89.8%
ALLIED HEALTH	Male	**	16.7%	9	11.0%	6	10.2%
ALLIED HEALTH OCCUPATIONS	Female	1,428	77.5%	1,453	76.3%	1,603	73.9%
ALLIED HEALTH OCCUPATIONS	Male	415	22.5%	451	23.7%	565	26.1%
DENTAL ASSISTING	Female	41	95.0%	36	95.0%	44	92.0%
DENTAL ASSISTING	Male	**	5.0%	**	5.0%	**	8.0%
EMS*	Female	153	48.0%	123	42.4%	153	48.7%
EMS*	Male	166	52.0%	167	57.6%	161	51.3%
MASSAGE	Female	45	86.5%	42	84.0%	54	91.5%
MASSAGE	Male	7	13.5%	8	16.0%	**	8.5%
NURSING	Female	52	77.6%	51	75.0%	51	75.0%
NURSING	Male	15	22.4%	17	25.0%	17	25.0%
NURSING ASSISTANT	Female	43	83.0 %	50	91.0%		
NURSING ASSISTANT	Male	9	17.0%	**	9.00%		
PRACTICAL NURSING	Female	25	81.0%	24	82.8%	27	84.0%
PRACTICAL NURSING	Male	6	19.0%	**	17.2%	**	16.0%

* All but EMS is considered coursework leading to a Nontraditional Male career area
** Counts less than 6, and totals where counts could be imputed were suppressed to meet FERPA requirements

Other Departments. Three other departments offering coursework leading to a more female occupation had results similar to that of Health Occupations. While both Early Childhood Education and Human Services showed the disproportional over enrollment of females, Computer Science [Web Design] did not. The gender breakdown of enrollment in Computer Science Web Design coursework was similar to that of the community college service area (*i.e.*, Josephine and Jackson Counties).

Other computer science courses, like computer programming coursework, were not included in this analysis as they are identified as Lower Division Collegiate courses, rather than CTE. It is anticipated that the Computer Science Program Evaluation will identify female under-enrollment in the other areas of coursework the computer science department offers.

Rogue Community College Students Enrolled in Non-Traditional Male CTE Coursework by Department and Gender							
		2014-15		2015-16		2016-17	
		Total	Percent	Total	Percent	2016-17	Percent
COMPUTER SCIENCE [WEB DESIGN]	Female	131	51.4%	90	54.9%	104	52.3%
COMPUTER SCIENCE [WEB DESIGN]	Male	124	48.6%	74	45.1%	95	47.7%
EARLY CHILDHOOD EDUCATION	Female	447	90.7%	434	92.1%	441	92.7%
EARLY CHILDHOOD EDUCATION	Male	46	9.3%	37	7.9%	35	7.3%
HUMAN SERVICES	Female	59	67.8%	63	71.6%	62	71.3%
HUMAN SERVICES	Male	28	32.2%	25	28.4%	25	28.7%

Non-traditional female coursework. The enrollment in coursework all non-traditionally female departments, save Business and Office Technology, showed disproportionate under enrollment of female students. Surprisingly, Business and Office Technology showed over enrollment of female students.

Further analysis indicated that this over-enrollment was likely the inclusion of a Business and Office Technology course as an approved elective for the AAOT (disproportionally female), as well as additional coursework linked with the Business Assistant certificate (a more traditionally female occupation). This again highlights the importance of examining enrollment both directly into courses, and by student programmatic intent.

Rogue Community College Students Enrolled in Non-Traditional Female CTE Coursework by Department and Gender							
		2014-15		2015-16		2016-17	
		Total	Percent	Total	Percent	2016-17	Percent
AUTOMOTIVE TECHNOLOGY	Female	15	11.6%	17	15.6%	12	13.2%
AUTOMOTIVE TECHNOLOGY	Male	114	88.4%	92	84.4%	79	86.8%
BUSINESS AND OFFICE TECHNOLOGY**	Female	402	64.2%	359	62.7%	361	61.7%
BUSINESS AND OFFICE TECHNOLOGY**	Male	224	35.8%	214	37.3%	224	38.3%
CONSTRUCTION	Female	11	22.9%	*	45.5%	N/A	N/A
CONSTRUCTION	Male	37	77.1%	6	54.5%	N/A	N/A
DIESEL TECHNOLOGY	Female	7	11.1%	*	6.3%		0.0%
DIESEL TECHNOLOGY	Male	56	88.9%	45	93.8%	46	100.0%
ELECTRONICS	Female	22	11.6%	24	14.2%	21	11.8%
ELECTRONICS	Male	168	88.4%	145	85.8%	157	88.2%
FIRE SCIENCE	Female	8	7.2%	12	12.2%	9	10.3%
FIRE SCIENCE	Male	103	92.8%	86	87.8%	78	89.7%
LANDSCAPE MGMT	Female	14	29.2%	8	22.2%	*	11.8%
LANDSCAPE MGMT	Male	34	70.8%	28	77.8%	15	88.2%
MANUFACTURING ENGINEERING TECHNOLOGY	Female	14	8.6%	21	13.9%	11	8.0%
MANUFACTURING ENGINEERING TECHNOLOGY	Male	149	91.4%	130	86.1%	126	92.0%
TRUCK DRIVER TRAINING	Female	*	12.9%	*	6.7%		0.0%
TRUCK DRIVER TRAINING	Male	27	87.1%	28	93.3%	23	100.0%
WELDING	Female	18	6.7%	21	10.1%	23	11.6%
WELDING	Male	192	93.3%	187	89.9%	176	88.4%

* Counts less than 6, and totals where counts could be imputed were suppressed to meet FERPA requirements
 ** Disproportional female over-enrollment is related to the inclusion of Business Assistant coursework as well as courses which fulfill requirements for the AAOT.

CONCLUSIONS AND RECOMMENDATIONS

Better Tracking of Student Demographic Data. Currently, Rogue Community College collects only a limited number of student demographics. It tracks student's race/ethnicity, sex, age, disability accommodations, and country of origin for non-United States Citizens.

Recommendation 1. Per state of Oregon requirements, expand the collection of student demographics to include a determination of a student's English Language Learner Status (ELL; Country of Origin). This will also will allow for better tracking of potential barriers related to Country of Origin.

Recommendation 2. Potentially expand the collection of student demographics to include a student's gender identity and sexual orientation²⁵ based upon the recommendations outlined in the Senate Bill 473 Legislative Report (2015). Update current gender collection field language to reference biological sex or legal sex designation. This should reflect the federal reporting definitions for IPEDS.

Recommendation 3. Address data quality concerns the reporting of student intent or major code in the new ERP system. While the examination of disproportional enrollment in courses by departments is important in addressing potential enrollment bias for specific subject areas, an examination of disproportional enrollment by closed entry programs is important as well. To better track potential biases in program enrollment, we must first address policies around changing major codes and clean up the data.

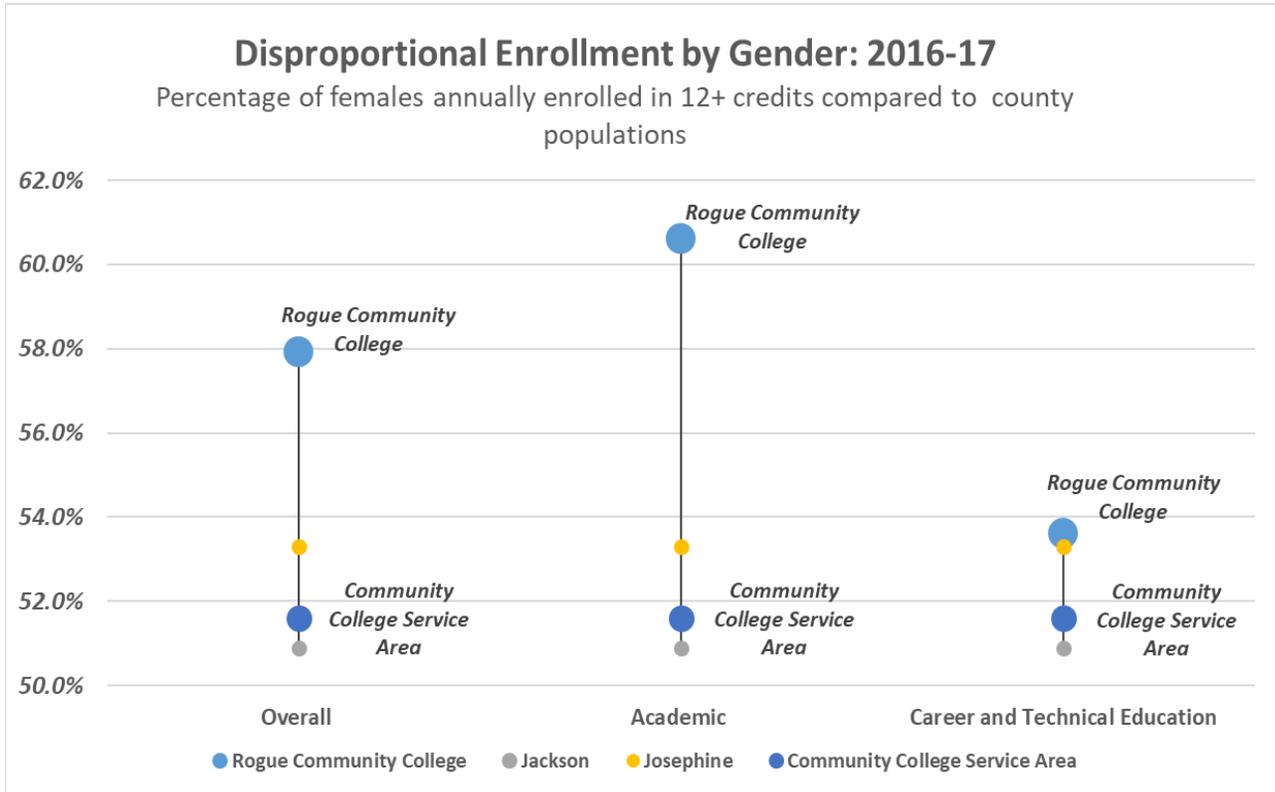
Gender. As reported, results indicate Rogue Community College (RCC) disproportionately over-enrolls females in all three areas (Overall, Academic, & CTE). While a greater percentage of females enroll in credit courses at RCC compared to males, this result was not surprising as it reflects the national trend reported by the US Department of Education (US-DOE).

In 2015, The US-DOE reported 56% of enrollment in postsecondary education was female²⁶. While slightly above the national average by 2%, RCC's disproportional enrollment may reflect the higher level of poverty women face both in Josephine and Jackson County. In RCC's community college service area, 8.8% of women over the age of 25 were estimated as living below the poverty line compared to 7.3% of men²⁷. Education decreases an individual's likelihood of living in poverty, especially for women who may not wish to go into skilled trades which may not require traditional post-secondary education.

²⁵ Page 7, <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/LegReports/SB473-Final-Report-Jun-16.pdf>

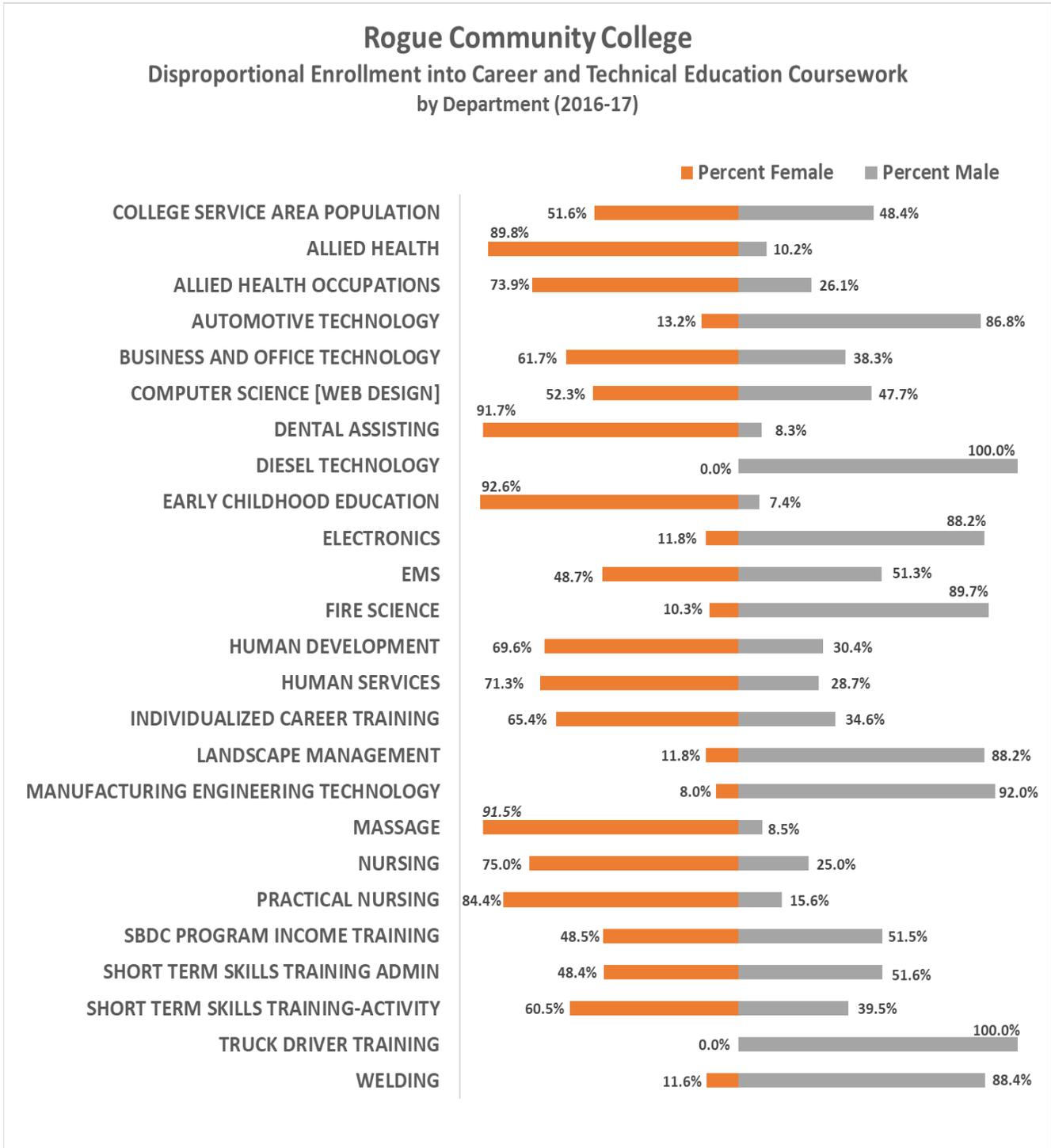
²⁶ <https://nces.ed.gov/fastfacts/display.asp?id=98>

²⁷ American Community Survey Report #B17003; 2015, 5-year estimate



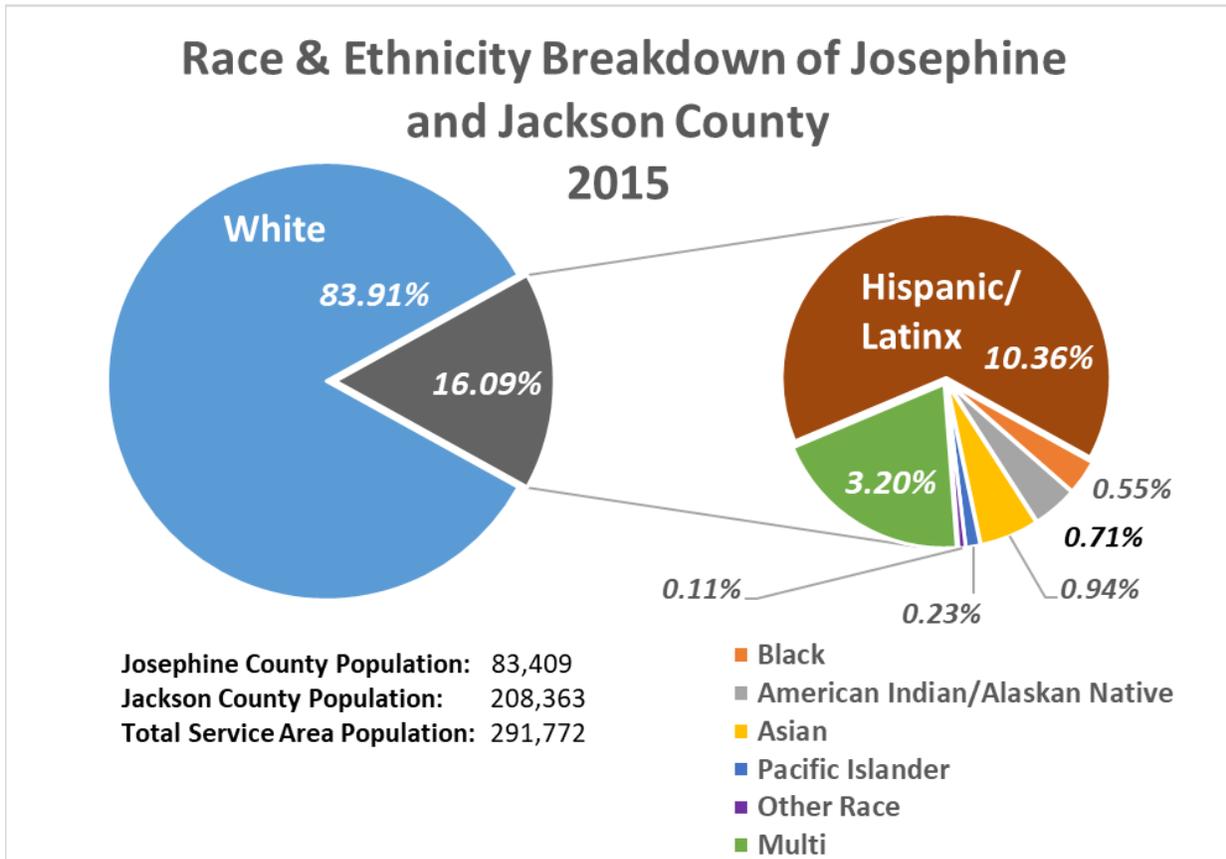
While female enrollment into CTE Coursework overall (similar to looking at gender differences in CTE concentrators) may be slightly higher than that of the community college service area, a deeper look was necessary to determine any potential disparities in enrollment by type of coursework. Some types of CTE programs are more traditionally male than female, and some are more traditionally female.

Students enrolled in at least 1 course offered by a CTE instructional department were examined to determine the percentage of females and males enrolled. This then was compared to the district population at large.



As expected in departments offering coursework leading to a more traditionally female occupation (e.g., Dental Assisting), a greater percentage of females were enrolled than the percentage reported in the college district population. Conversely those departments offering coursework leading to a more traditionally male occupation (e.g., Welding), students enrolled in at least one offered course were more disproportionately male.

Recommendation. Both Student Services and Instruction should examine potential barriers to student access into CTE programs which may be related to a student's gender. For example, disproportional enrollment could result from biased recruiting and advising practices. Further, 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. Given the relatively low percentage of Blacks, Native Americans, Asians, Pacific Islanders, and those who are Multi-Racial who live in Josephine and Jackson County, it is difficult to assess whether or not disproportional enrollment is occurring at RCC due to the relatively large margin of error for estimates surrounding small sample sizes (American Community Survey Methodology).

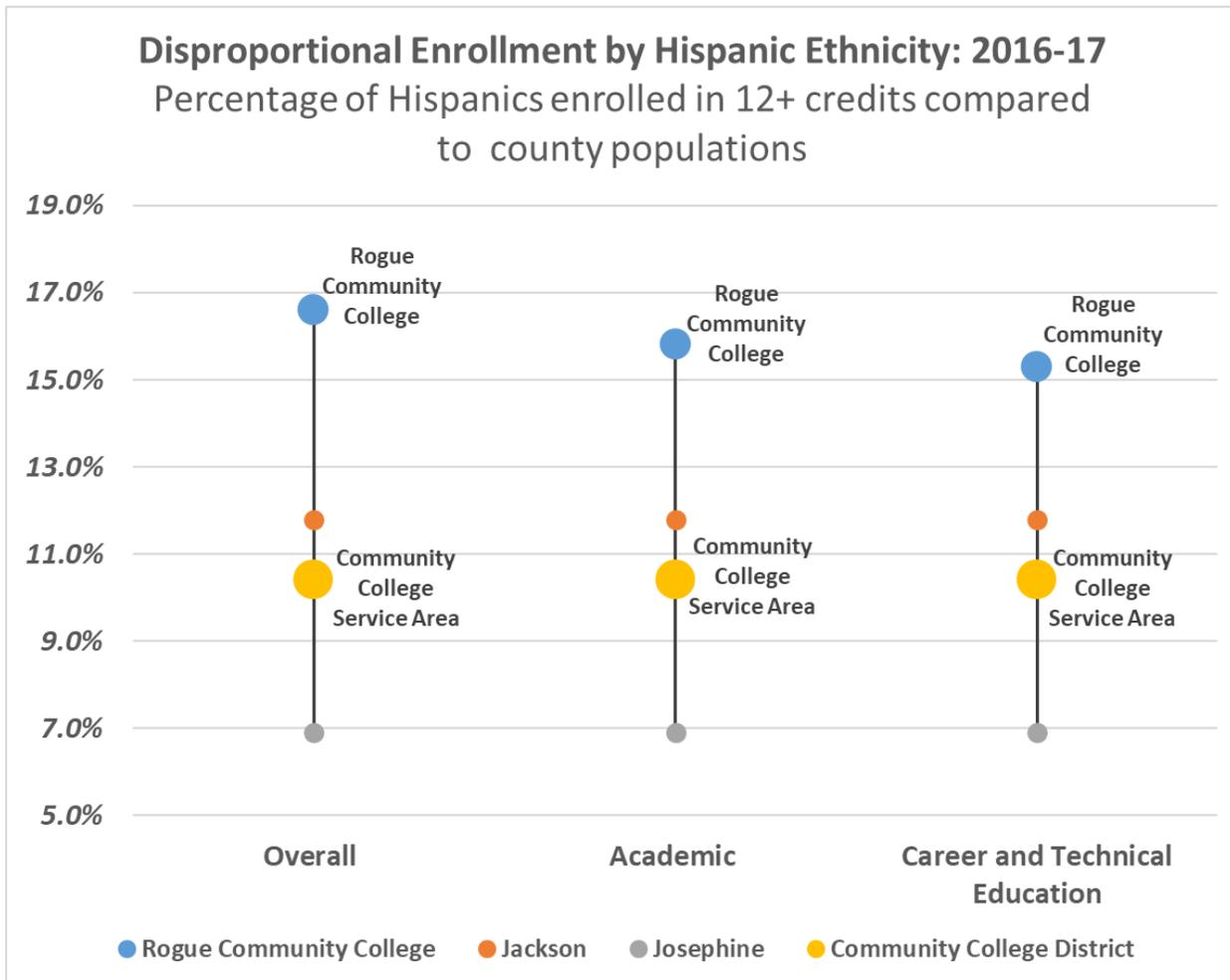
It should be noted that there appeared to be a greater percentage of students of color enrolling in Academic Coursework over Career and Technical Education (CTE), but could not be validated due to the relative size of population of students who chose not to report their race or ethnicity. For example in 2016-17 only 7 students who were enrolled in 12-or-more CTE credits reported being Black, where 35 students did not report a Race or Ethnicity.

Recommendation. While the assessment of disproportional enrollment when compared to the population at large for all races is inconclusive due to population size, special attention should be paid to traditionally underserved races to ensure equal access to educational opportunities. Recruitment and advising should remain vigilant to potential biases which may disproportionately

impact students of color. One potential way to identify bias for smaller populations would be to hold focus groups of students to discuss their educational experiences here at Rogue Community College.

Additionally, it is recommended that special attention be paid to including analysis of race/ethnicity in program evaluation, especially for Career and Technical Education Programs.

Hispanic Ethnicity. Unlike race, conclusive results were found for enrollment of Hispanic students compared to the population in Josephine and Jackson County as the size of this Hispanic population is significantly larger (10.36%).

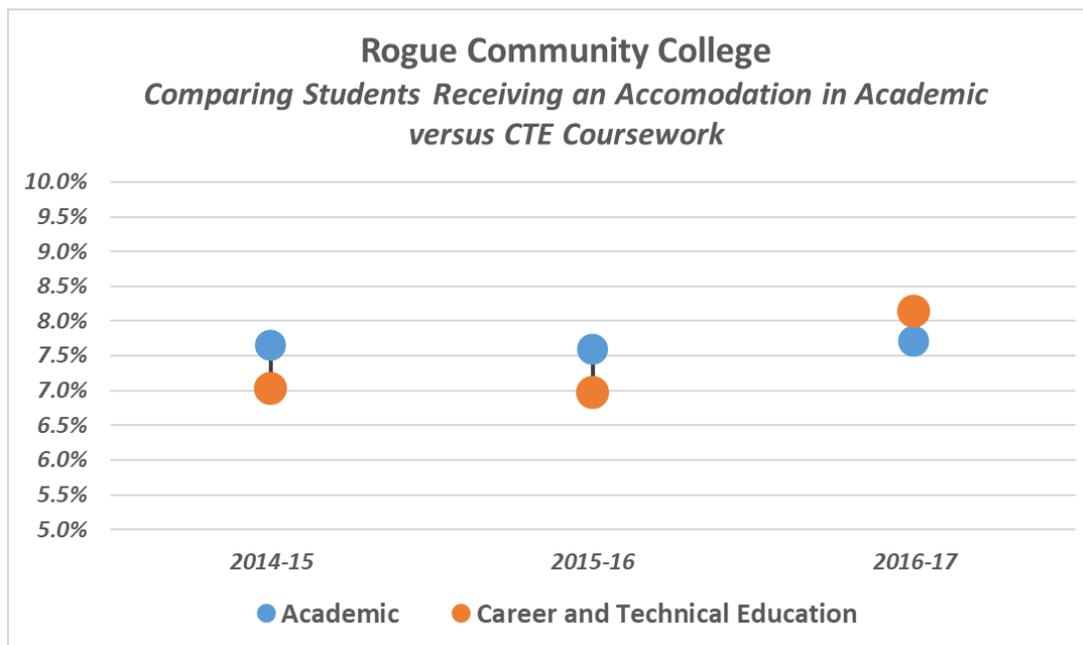


As shown, RCC disproportionately over enrolls Hispanic Students compared to the Hispanic population living in the community college service area. The percentage of Hispanic student registering for 12-or-more credits increased from 13.5% in 2014-15 to 16.6% in 2016-17, indicating a trend in increasing enrollment of Hispanic Students.

While the percentage of Hispanic student enrollment in 12-or-more CTE credits is less than the percentage of Hispanic students enrolled in 12-or-more Academic credits, it still is significantly higher than the percentage of Hispanics living in Josephine and Jackson Counties.

Just as with other protected classes, disproportional over enrollment can be justified when it serves to reduce the educational and wage gap which resulted from one group being historically underserved and other groups are not barred from receiving similar educational benefits. This is the case for Hispanics living within the community college service area. In both Josephine and Jackson County, Hispanic residents are significantly more likely to live below the poverty level. It was estimated that in 2015, 28% of Hispanics compared to 17% of white living in Jackson County lived below the poverty level. This difference may be attributable to the educational gap which exists in this county, where 42% of Hispanics over the age of 25 do not have a high school credential²⁸.

Recommendation. It is recommended that RCC continue its efforts to increase access and retention of Hispanic students, especially focusing on outreach to Hispanic adult learners who may need additional support from Adult Basic Skills prior to entry into college level coursework. Further it is recommended that annual review occur regarding potential demographic changes to the rising Hispanic population in both Josephine and Jackson County.



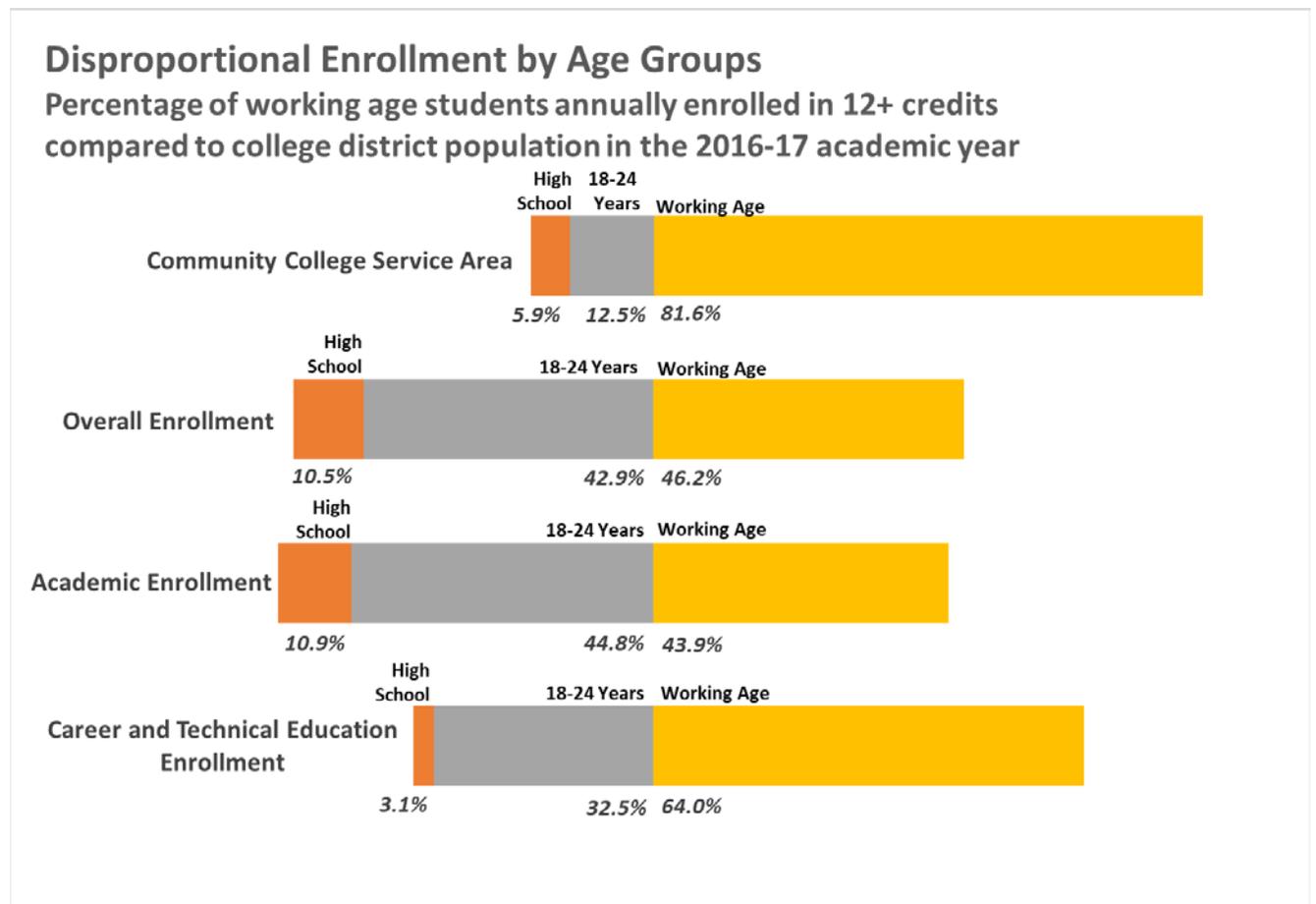
Disability. Results for determining disproportional enrollment focusing on disability are inconclusive due to differing definitions of disability when comparing the Rogue Community College student population to that of the community college service area population as a whole. This is due in part to RCC only tracking whether a student receives a disability accommodation, and does not track whether-or-not a student is disabled. Students could be disabled, but not require learning accommodations.

Given this, analyses was conducted to compare the percentage of students receiving an accommodation who were enrolled in at least 12-Academic credits to those who were enrolled in at least 12-Career and Technical Education credits during an academic year.

²⁸ American Community Survey, Report #S1501-Hispanic; 2015, 5-year.

As shown in the graph, between 7% and 8% of students enrolling in at least 12 credits in either CTE or Academic coursework receive a disability accommodation depending on academic year. Given the relatively small difference in percentages, and the limited variability over the course of three academic years, the resulting conclusion was that there was no disproportional enrollment for students receiving a disability accommodation between the two coursework paths.

Recommendation. While there is no evidence of disproportional enrollment into CTE or Academic coursework (indicating potential programmatic biased), when compared to each other, it is recommended that special attention be paid to potential barriers which disabled students may face when reviewing recruitment and retention processes due to inconclusive district level population analyses.



Disproportional Enrollment by Age. While age is not a federally protected class, it is a protected class in the state of Oregon²⁹. Analyses were conducted to determine whether or not enrollment in the three coursework areas was disproportional by age. As anticipated, resulting analyses showed disproportional under enrollment of individuals over the age of 24. Over half of RCC’s overall and academic enrollment was under the age of 25 compared to 18.4% of the community college service area. For those enrolled

²⁹ ORS 659.850

in at least 12 CTE credits during the 2016-17 academic year, the percentage was significantly lower at 35.6%; however, it was still significantly higher than the overall population of Josephine and Jackson County.

Typically disproportional over enrollment of those under the age of 25 is seen as normal as it is assumed working age individuals already have received their postsecondary education and subsequent vocation.

In geographical areas where individuals did not receive postsecondary education due to a systemic lacking of appropriate economic or information resources upon completion of high school, or have faced significant job loss due to changing regional economic demand, one would anticipate a greater percentage of working age individuals living in poverty, as education and wage earnings are positively correlated. In other words, an entire generational group could not have received the same postsecondary educational benefits in a geographic area when compared to other geographies.

This is the case for Southern Oregon.

In southern Oregon, poverty rates are significantly high compared to the rest of the state³⁰. While unemployment rates have decreased, in January of 2018 both Josephine and Jackson Counties' employment rates were higher than the state average³¹. Unsurprisingly in Josephine County, 72.3% of the population over the age of 25 does not have an Associate's or higher postsecondary degree³².

The significant under enrollment of working age students at RCC is concerning, especially as working age students face barriers unique to their age when returning to college.

Recommendation. Special attention be paid to the recruitment and retention of working age students (*i.e.*, adult learners) at Rogue Community College, and identifying potential institutional barriers.

Missing Groups. Results for County of Origin, Sexual Orientation (State Protected Class), and Gender Identity (State Protected Class) are inconclusive at this time. Rogue Community College will begin collecting English Language Learner information this year, and it is anticipated that this will be included in next year's report. Sexual Orientation and Gender Identity information is not being collected at this point. As the American Community Survey does not collect this information, making true comparisons to the county populations is difficult at best.

Recommendation. Given missing data, it is recommended both Instruction and Student Services be aware of and examine for potential barriers students face in these protected classes.

³⁰ <https://oregoneconomicanalysis.com/2016/12/29/regional-poverty-2015/>

³¹ <https://www.qualityinfo.org/>

³² American Community Survey Report #B15002; 2016, 1 year.

APPENDIX A: DISPROPORTIONAL ENROLLMENT ADMINISTRATIVE PROCEDURE

Procedure: [ACCESS TO EDUCATIONAL OPPORTUNITIES DISPROPORTIONAL ENROLLMENT \(AP-102\) \[PDF\]](#)

Contact: Director of Institutional Research, Effectiveness, & Planning, Ext. 7133

Consistent with Rogue Community Colleges strategic plan, the college will annually assess overall access to educational opportunities for underserved populations by examining disproportional enrollment into Academic (including developmental education) and Career and Technical Educational Courses. Underserved populations will at minimum include race, color, national origin, sex, age, and disability consistent with both the requirements in the *Vocational Education Guidelines IV-K* (as explained in the Dear Colleague Letter from June, 2016^[1]), and *Oregon Revised Statute (ORS) 659.850*. Additional protected classifications outlined in *ORS 659.850*, which are not included in the *Vocational Education Guidelines* will be examined once the data is available. These include Gender Identity and Sexual Orientation^[2] (consistent with definitions outlined in *ORS 174.100*).

Disproportional Enrollment Report

Results of the annual assessment will be documented in a Disproportional Enrollment Report, and submitted to the College Effectiveness Council for review prior to the end of the calendar year. Once approved, it will be submitted to the Executive Leadership Team and report recommendations will be reviewed.

The report will examine the proportionality of underserved populations in both Josephine and Jackson County and how RCC student populations enrolled in Academic and/or CTE coursework compare to the overall population. Further enrollment in Academic and CTE courses will be compared to each other to determine whether or not certain underserved populations are being excluded from participating in educational opportunities at Rogue Community College.

Disproportional Enrollment and Program Review

Instructional Program Review and Assessment will include departmental level analyses of enrollment by underserved populations. Analyses will include an examination of student course dropping and withdrawal behavior to discern whether or not it is disproportional.

[1] <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201606-title-ix-gender-equity-cte.pdf>

[2] <https://www.oregonlaws.org/ors/174.100>