

ROGUE COMMUNITY COLLEGE

Disproportionate Enrollment Report: 2020-21

METHODOLOGY

Previous versions of this report looked at students registered for 12 or more credits during an academic year. Registration included all students who signed up for a course, even if they never showed up or dropped the course. The methodology of the current report has been updated to include all students enrolled in 1 or more credits during an academic year. Enrollment is defined as having made it past the deadline to drop a course. Use of this new definition aligns the report to Perkins 5, as the definition of a Perkins-eligible student has been updated. This definition allows for CTE data to parallel the definition of Perkin's participant. A comparison of students *registered* for 12 or more credits per academic year and those *enrolled* in 12 or more credits per year did not find substantial differences between the demographic compositions of the two groups. The results were similar in a comparison between students *registered* in 1 or more credits and those *enrolled* in 1 or more credits per academic year. The reported numbers in this report will look slightly different than previous years' reports because of these methodological changes.

Enrollment numbers for the 2020-2021 academic year reflect the drastic changes that our communities and campuses experienced during the COVID-19 pandemic, which is ongoing at the time of this report. The disruptions of the pandemic extended to the collection and posting of the 2020 Census. Because the 2020 Census results have not yet been released for data exploration, the college district populations are reported from American Community Survey's 2019 5-year estimates.

A more complete overview of the origins and methodology behind the Disproportionate Enrollment Report can be found in the previous reports housed on the Data Now website; [2017-18](#), [2018-19](#), [2019-20](#).

SUMMARY OF RESULTS

See **Appendix A** for a summary table showing RCC demographics since the 2016-17 academic year and American Community Survey (ACS) estimates of college district rates as of 2019. Additional charts and tables for all five years of analysis can be found in the appendices.

Gender: Analysis showed that the percentage of male enrollment continues to decline, outpacing national trends, but that women are still under-represented in traditionally male Career and Technical Education (CTE) programs and continue to make up the majority of traditionally female CTE programs. (Pages 2-7)

Race/Ethnicity: Findings on race were inconclusive due to small numbers in both the college district and the student population. Though the overall participation rate of students of Hispanic ethnicity continues to increase and is proportionally greater than the college district, enrollment of male students of Hispanic ethnicity continues to decline. (Pages 7-10)

Disability: RCC only collects disability data on students who request accommodation from Access and Disability Resources. This data was disrupted by the transition to Campus Nexus and is no longer housed

in the RogueNet database. Due to these changes, accommodation numbers for the 2021 academic year may not be reliable, but seem to indicate a continued increase in the use of accommodations. (Page 10)

Age: Traditional students (ages 18-24) are overrepresented at the college, but the proportion of underrepresented nontraditional students (ages 25-64) has continued to increase among women. The proportion of men in all age groups has been declining. Students of Hispanic ethnicity are less likely to be nontraditional students. (Pages 11-12)

ANALYSIS AND RECOMMENDATIONS

GENDER

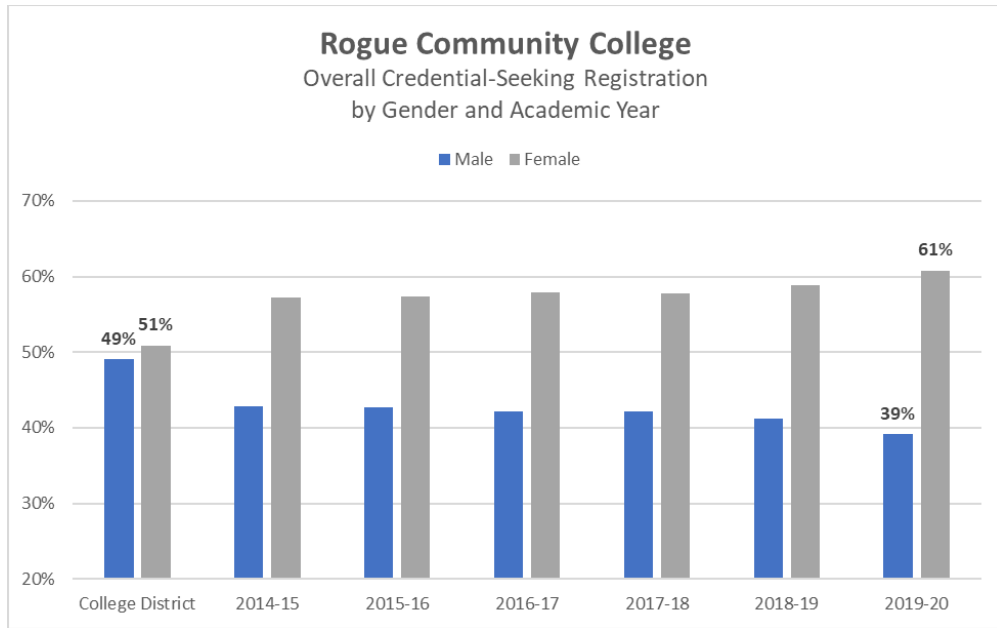
Josephine and Jackson County have similar percentages of female and male residents. In Jackson County, 50.9% of working age (ages 15-64) residents are female, compared to 50.5% in Josephine County. Given the significant difference in the size of the counties, the total percentage of female residents in the community college district as a whole is 50.8%.

Working Age¹ Residents of Josephine and Jackson County Total and Percentage of Individuals by Gender						
Gender	Jackson County		Josephine County		District	
	Total	Percent	Total	Percent	Total	Percent
Female	67,455	50.9%	25,353	50.5%	92,808	50.8%
Male	65,078	49.1%	24,807	49.5%	89,885	49.2%

¹ Working age is defined as ages 15 to 64; ACS B101001 (5-Year; 2019)

Overall Enrollment. Overall credential-seeking enrollment was analyzed to determine the percentage of females to males for the past six academic years. The percentage of female students enrolled in 1 or more credits per academic year has risen from 57% in 2016-17 to 61% in 2020-21. This gender disparity is out of proportion with national projections for 2-year institutions, which set female enrollment at 57.2% in 2021¹.

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



Academic Coursework Enrollment. The next table shows that when enrollment of 1 or more credits of academic coursework was isolated, the percentage of female students increased further to 64.8%. In the 2020-21 academic year, female registration in academic coursework was about 14 percentage points greater than the proportion of working-age female residents of Josephine and Jackson County.

Rogue Community College Students Enrolled in 1 or More Credits of Academic Coursework By Gender and Academic Year			
Year	Gender	Total Students	Percent
2016-17	Female	4,929	58.9%
	Male	3,446	41.1%
	Total	8,375	
2017-18	Female	4,673	59.9%
	Male	3,127	40.1%
	Total	7,800	
2018-19	Female	4,523	60.6%
	Male	2,943	39.4%
	Total	7,466	
2019-20	Female	4,111	62.1%
	Male	2,507	37.9%
	Total	6,618	
2020-21	Female	3,139	64.8%
	Male	1,708	35.2%
	Total	4,847	

Post-secondary education plays a significant role in reducing poverty within a geographical area for historically underserved populations. Over-representation in enrollment, especially at a community

college whose mission is to directly serve the community, can serve to reduce the impact of poverty on local underserved populations. Poverty data for working-age residents of Josephine and Jackson County were reviewed to determine whether the estimated proportion of female residents living below the poverty line in the last 12 months was higher than the proportion of working-age female residents, indicating under-employment for working-age women.

Working-age¹ Residents of Josephine and Jackson County Poverty Status By Gender In the Past 12 Months						
Gender	Jackson County		Josephine County		District	
	Total	Percent	Total	Percent	Total	Percent
Female	11,585	54.7%	5,123	52.2%	16,708	53.9%
Male	9,585	45.3%	4,696	47.8%	14,281	46.1%

¹ Working-age is defined as ages 15 to 64; ACS B17001 (5-Year; 2019)

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

CTE Coursework Enrollment. Five years of trend data show an increase in the percentage of female students enrolling in 1 or more CTE credits, going from 55.6% in 2016-17 to 57.4% in 2020-21.

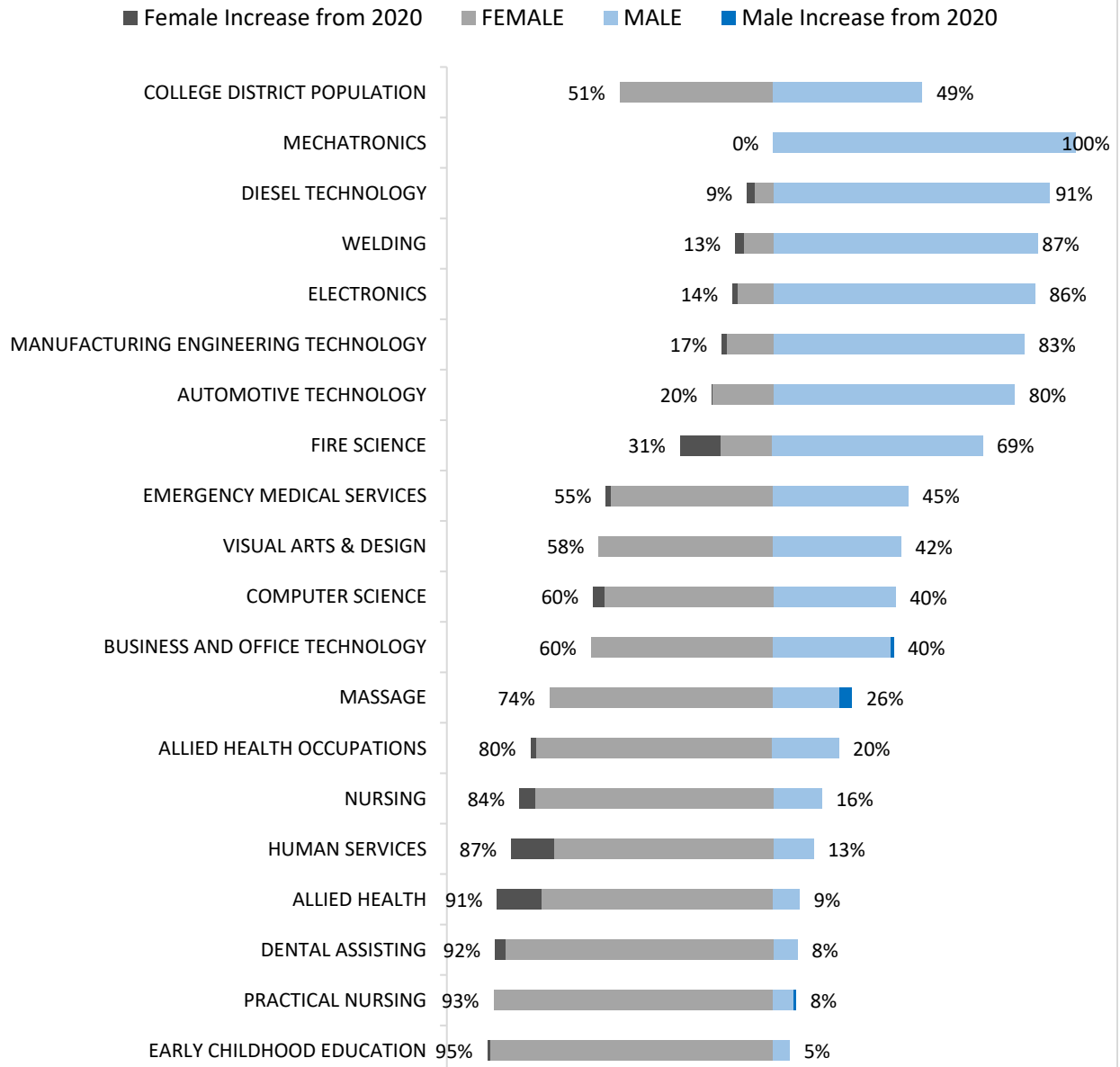
Rogue Community College Students Enrolled in 1 or More Credits of Career and Technical Education Coursework By Gender and Academic Year			
Year	Gender	Total Students	Percent
2016-17	Female	1,698	55.6%
	Male	1,358	44.4%
	Total	3,056	
2017-18	Female	1,671	56.9%
	Male	1,265	43.1%
	Total	2,936	
2018-19	Female	1,624	56.4%
	Male	1,255	43.6%
	Total	2,879	
2019-20	Female	1,530	56.8%
	Male	1,163	43.2%
	Total	2,693	
2020-21	Female	1,510	57.4%
	Male	1,121	42.6%
	Total	2,631	

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

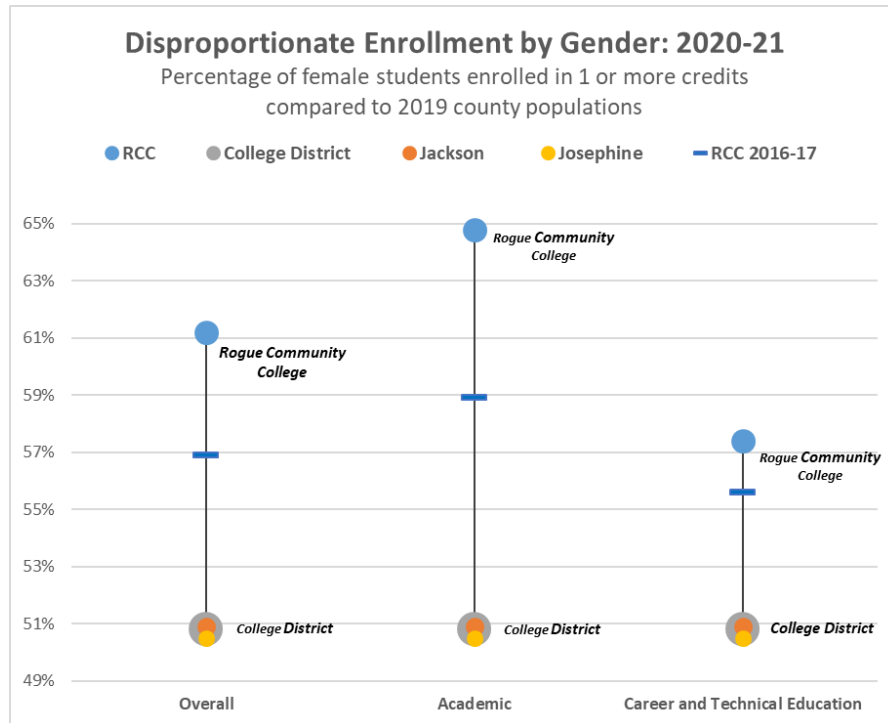
A comparison of this year's and last year's program charts shows that most departments, whether traditionally male or female, have increased their proportion of women, while only Massage, Practical Nursing, and Business & Office Technology have increased their proportion of men.

Rogue Community College

Enrollment in Career and Technical Education by Gender and Department (AY 2020-2021)



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



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

RACE AND ETHNICITY

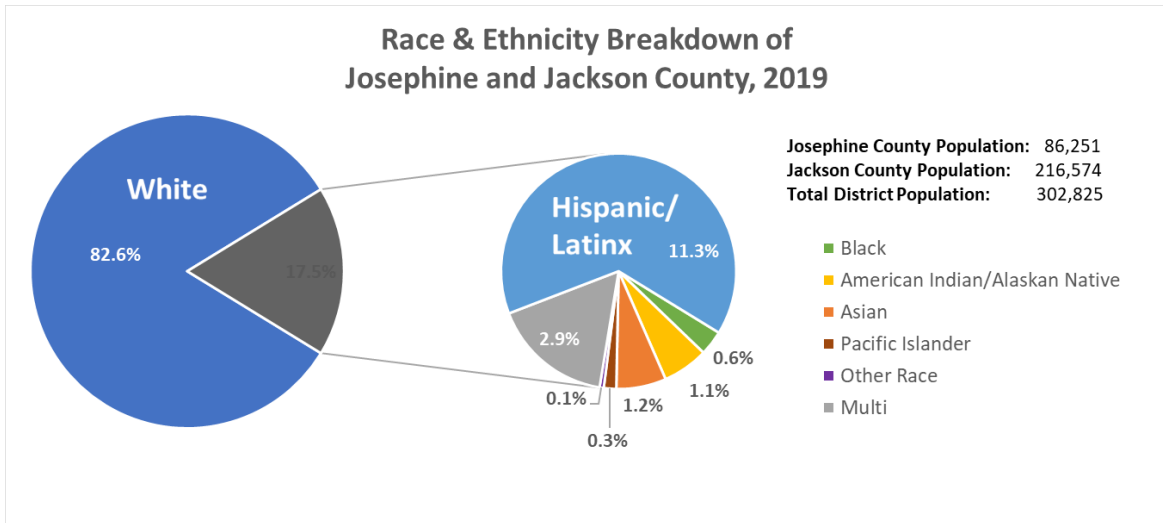
Race. The low percentage of non-white, non-Hispanic residents in Jackson and Josephine County makes it difficult to determine whether disproportionate enrollment is occurring at RCC, due to large margins of error for such small sample sizes⁴ (see **Appendix B**).

Hispanic Ethnicity. Unlike race, conclusive results were found for enrollment of students of Hispanic ethnicity compared to the population in Josephine and Jackson County, as the size of the Hispanic population, at about 11%, is much larger (see **Appendix B**).

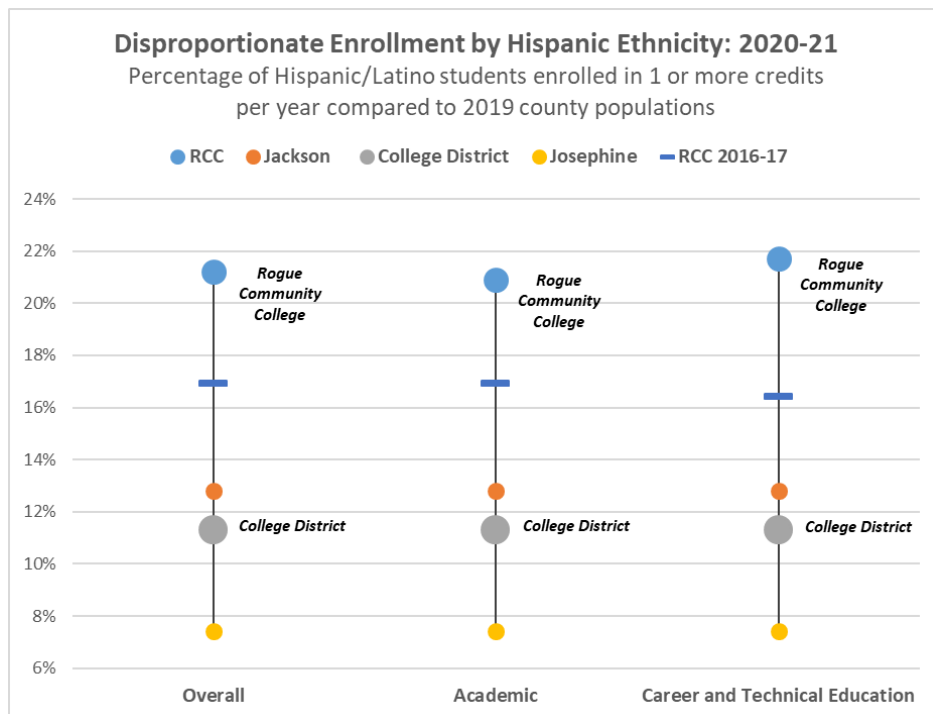
² <https://www.acenet.edu/Documents/Gender-Equity-in-Higher-Education-2006.pdf#search=gender%20equity%20in%20higher%20education>

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

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

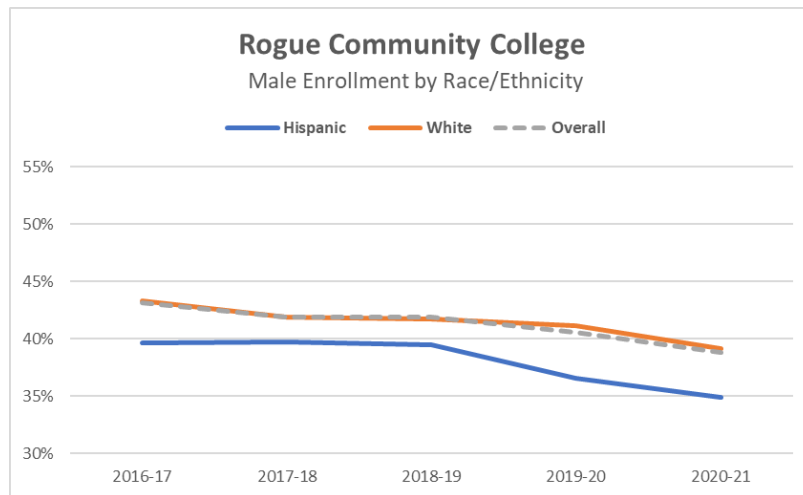


The chart below shows that RCC over-enrolls Hispanic students compared to the Hispanic population living in the community college district. The proportion of students enrolled in 1 or more credits who were of Hispanic ethnicity increased by just under 1 percentage point from 20.5% in 2019-20 to 21.2% in 2020-21 (changes since the 2016-17 academic year are shown in the chart). When analysis is narrowed to those taking academic credits, the movement is much smaller with 20.8% in 2019-20 increasing to 20.9% in 2020-21. While the proportion of Hispanic students enrolled for 1 or more CTE credits is less than the proportion enrolled in 1 or more academic credits, changes in Hispanic enrollment are concentrated in CTE courses, with a 3 percentage point increase from last year, going from 18.7% to 21.7%.



As with other protected classes, over-enrollment can be justified when it serves to reduce the education and wage gaps that result from being historically underserved. In 2019, it was estimated that 25% of Hispanic residents in Jackson County lived below the poverty level, compared to 14% of non-Hispanic white residents⁵. This difference may be attributable to the education gap in Jackson County, where 34% of Hispanic residents 25 and older do not have a high school credential compared to 7% of non-Hispanic white residents⁶. In Josephine County, the gaps are smaller, but still substantial. An estimated 25% of Hispanic residents live below the poverty line, compared to 17% of non-Hispanic white residents. For the same groups, the education gap is 27% to 10%.

Given the gender concerns noted in the previous section, additional analysis was done to disaggregate male enrollment by race/ethnicity for the past 5 years. The following chart shows that men make up a smaller portion of Hispanic enrollment when compared to white students and the overall student population. The gap between the proportion of white male and Hispanic male enrollment increased from 2% in 2018-19 to 4% in 2020-21.

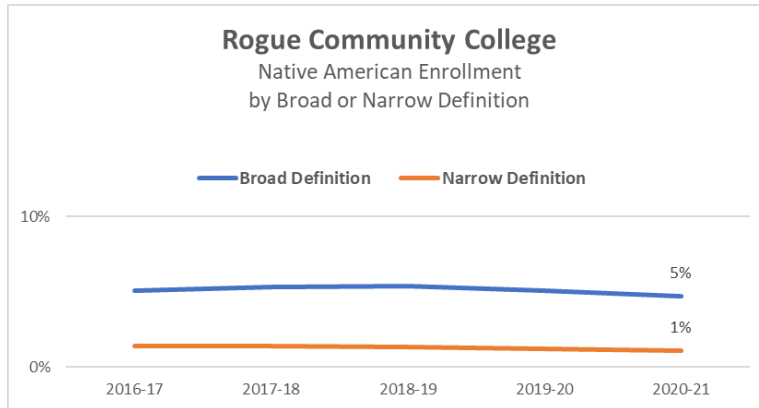


Native American Population. The Native American population is artificially depressed in RCC’s race calculations. Multiple racial and ethnic identities can be selected in RCC’s application, but race and ethnicity calculations, as required by the Office of Management and Budget for reporting purposes, must follow a designated hierarchy. Any student who identifies themselves as ethnically Hispanic is reported as Hispanic, whether they are racially Black, white, or any other race or combination of races. Similarly, any student who is not Hispanic, but identifies themselves as more than one racial category is lumped into the Multi-Racial category. There is some overlap between students who identify themselves as Hispanic or multiple races and those who identify themselves as Native American. To get a better sense of the proportion of students who identify as Native American, enrollment of students using the standard, narrow reporting definition of Native American was compared to a broader definition that includes anyone who identifies as Native American regardless of Hispanic ethnicity or other racial

⁵ American Community Survey, Report #B17001i and #B17001H; 2019, 5-year.

⁹ American Community Survey, Report #S1501; 2019, 5-year.

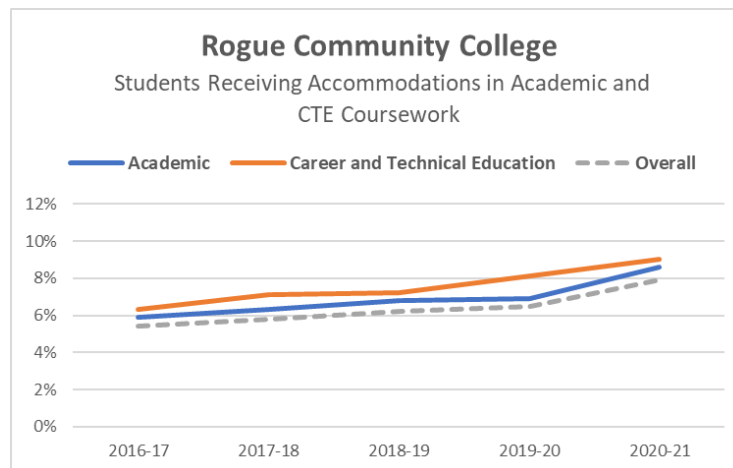
identifiers. The broader definition increased the proportion of Native American students from 1% to 5%. These proportions have been stable over the past five academic years.



DISABILITY

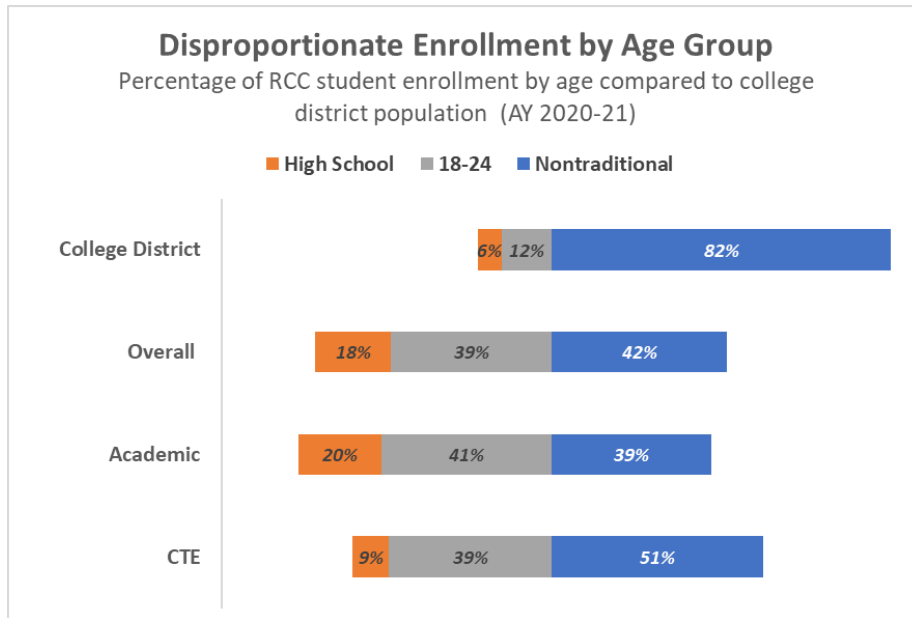
Results for determining disproportionate enrollment focusing on disability are inconclusive due to differing definitions of disability when comparing the Rogue Community College student population to that of the college district as a whole. RCC only tracks whether a student has received a disability accommodation, not whether a student is disabled; it is possible that there are many students with disabilities who do not receive accommodations.

Accommodation data for the 2020-21 academic year was disrupted during the transition to Campus Nexus and accommodations are now tracked in an application separate from RogueNet. The number of students requesting accommodations in 2020-21 was compiled from a combination of residual data from RogueNet, online accommodation application records, and records from Access and Disability Resources. The compiled data shows a continued upward trajectory for accommodations, with the gap between academic and CTE narrowing. Notice that the overall line is below both Academic and CTE student lines. This is because there is a large overlap between students enrolled in CTE and academic courses. Students who are enrolled in *only* academic credits have a lower rate of accommodation.



AGE

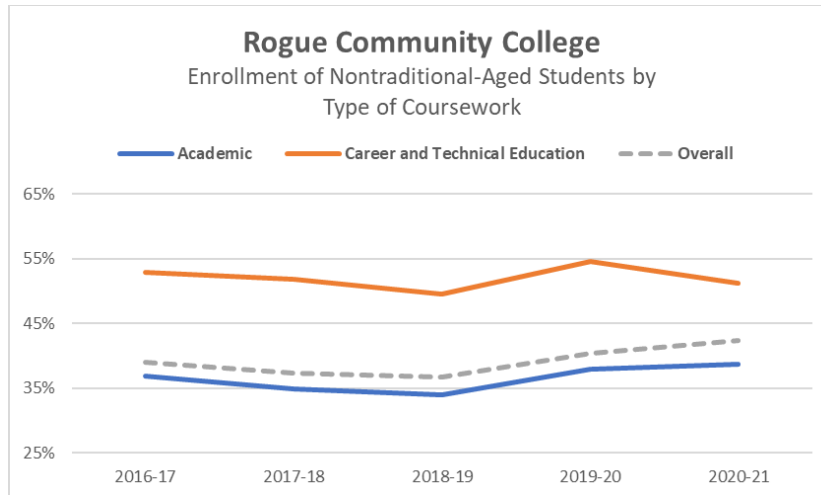
While age is not a federally protected class, age discrimination is prohibited in Oregon public education⁷. Analyses were conducted to determine whether enrollment by age in the three course groups was disproportionate to the college district population (see **Appendix C**).



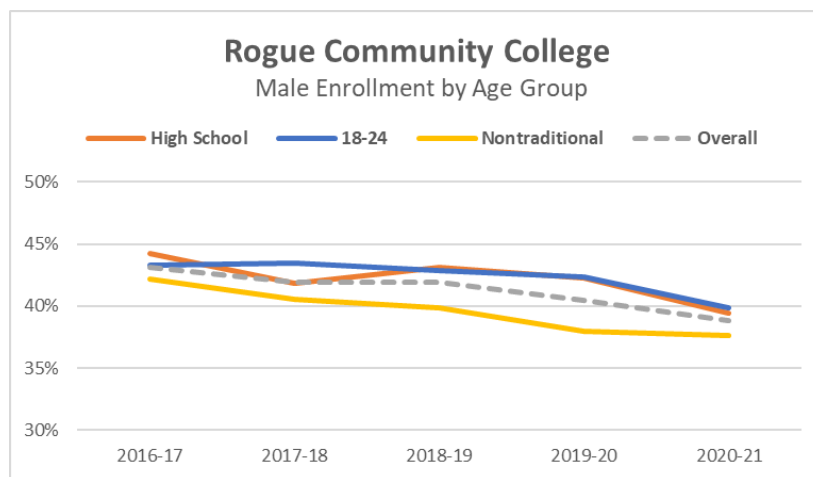
As may be expected, results of the analyses showed over-enrollment of individuals under the age of 25, or “traditional” students. Over half of RCC’s 2020-21 academic and overall enrollment was under the age of 25 (57% and 61%, respectively), compared to 18% for the community college district. For those enrolled in 1 or more CTE credits, the percentage was lower at 48%, but still substantially higher than the overall population of Josephine and Jackson County.

The following chart shows that overall enrollment of non-traditional students between the ages of 25 and 64 has been increasing since the 2018-19 academic year, although non-traditional CTE enrollment decreased 3 percentage points from 2019-20 to 2020-21.

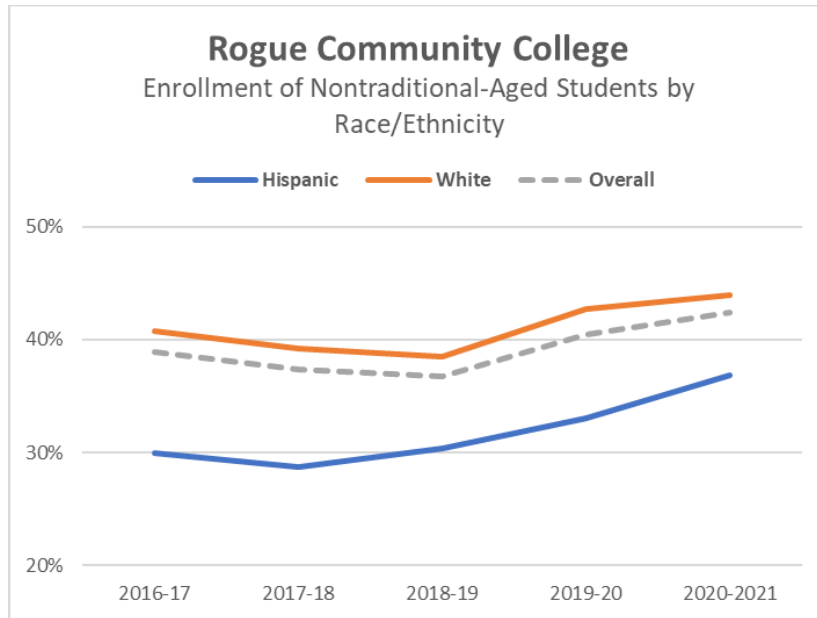
⁷ ORS 659.850



Returning to the concerns of the first section, analysis by gender for the past 5 years found that these increases were not reflected among male nontraditional students, and that every male age-group was in decline.



Analysis to see the effect of disaggregating by race/ethnicity found that Hispanic students were about 10 percentage points less likely to be nontraditional ages than their white peers, although this gap narrowed to about 7 percentage points in 2020-21.



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

Both Josephine and Jackson County were listed by Business Oregon as distressed areas in 2021.⁸ Poverty rates in Southwestern Oregon are about four percentage points higher than other areas of the state⁹. In Josephine County, an estimated 73% of the population over the age of 25 does not have an associate or higher postsecondary degree, and in Jackson County it's 64%¹⁰. Unemployment rates in Jackson and Josephine counties are consistently higher than the state average¹¹. For these reasons, the 24-44% under-enrollment of nontraditional students, when compared to the college district, is concerning, especially as these students face barriers unique to their age when returning to college.

RECOMMENDATIONS

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

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

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

¹⁰ American Community Survey Report #B15002; 2019, 5 year

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

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

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

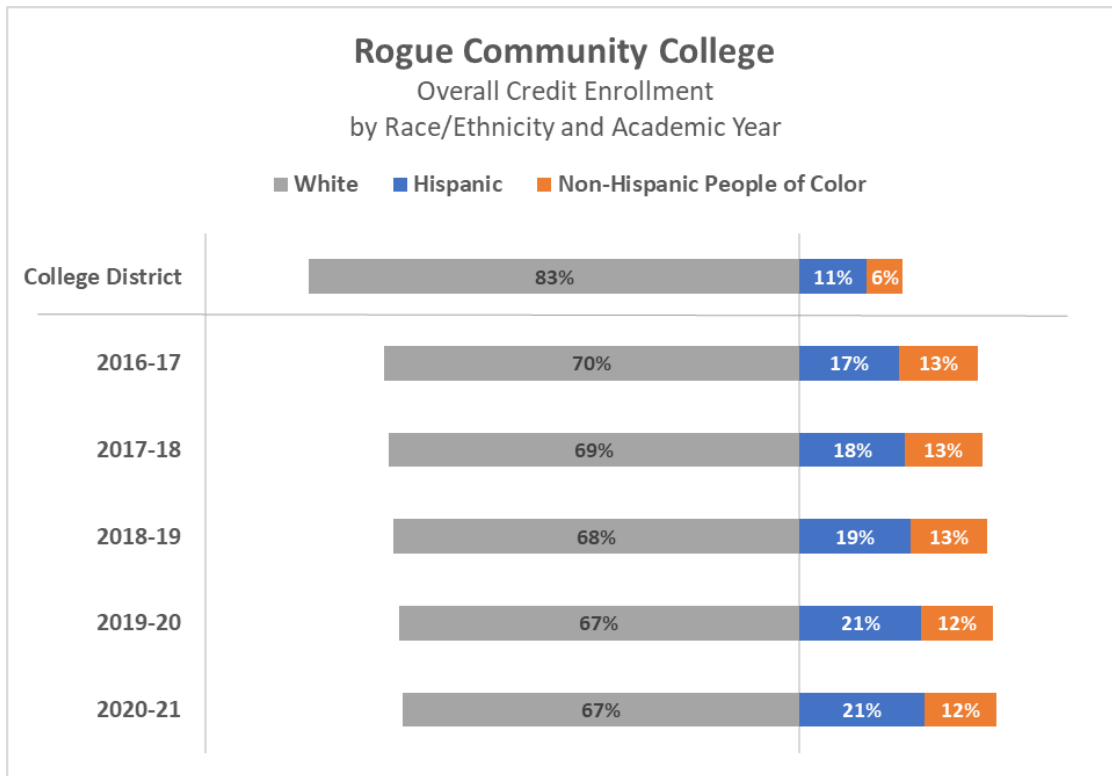
Disability. Work to promote awareness and use of disability accommodations should continue, especially as students return to campus from COVID-19 social distancing. It is recommended that awareness and use of Disability Services be promoted in advising, orientation activities, and academic courses. Special attention should be paid to potential barriers which disabled students may face when reviewing recruitment and retention processes.

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

Appendix A: Summary Table

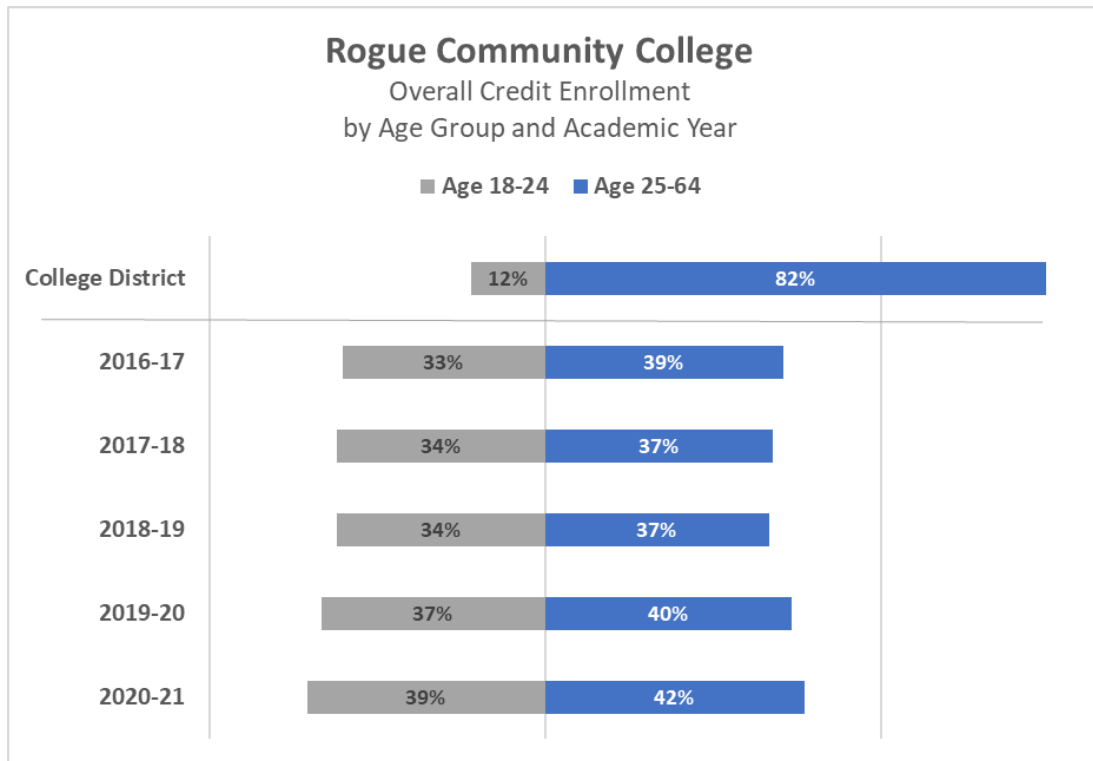
Rogue Community College Overall Enrollment By Gender, Race/Ethnicity, Age Group and Academic Year												
	College District 2019 5-Year Estimate*		2016-17		2017-18		2018-19		2019-20		2020-21	
Gender	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Female	92,808	50.8%	5,462	56.9%	5,191	58.1%	5,158	58.1%	4,613	59.5%	3,556	61.2%
Male	89,885	49.2%	4,139	43.1%	3,742	41.9%	3,713	41.9%	3,142	40.5%	2,253	38.8%
Total	182,156		9,601		8,933		8,871		7,755		5,809	
Race/ Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Asian	3,597	1.2%	142	1.5%	124	1.4%	144	1.6%	128	1.7%	113	1.9%
Black	1,861	0.6%	93	1.0%	90	1.0%	88	1.0%	64	0.8%	41	0.7%
Hispanic	34,186	11.3%	1619	16.9%	1587	17.8%	1660	18.7%	1586	20.5%	1232	21.2%
Multi-Racial	8,738	2.9%	412	4.3%	404	4.5%	428	4.8%	352	4.5%	264	4.5%
Native American/ Alaskan Native	3,228	1.1%	133	1.4%	126	1.4%	118	1.3%	93	1.2%	63	1.1%
Pacific Islander	777	0.3%	49	0.5%	50	0.6%	53	0.6%	46	0.6%	33	0.6%
Unknown	427	0.1%	440	4.6%	367	4.1%	317	3.6%	263	3.4%	184	3.2%
White	250,011	82.6%	6713	69.9%	6185	69.2%	6063	68.3%	5223	67.4%	3879	66.8%
Total	302,825		9601		8933		8871		7755		5809	
Age Group	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Less than 18	10,372	5.7%	2546	26.5%	2467	27.6%	2530	28.5%	1707	22.0%	1067	18.4%
18-24	22,290	12.2%	3174	33.1%	3052	34.2%	3022	34.1%	2844	36.7%	2262	38.9%
25-64	150,031	82.1%	3733	38.9%	3335	37.3%	3255	36.7%	3136	40.4%	2461	42.4%
65+			146	1.5%	78	0.9%	63	0.7%	66	0.9%	18	0.3%
Total	182,693		9599		8932		8870		7753		5808	
<i>* Estimates for gender categories are based on residents in the age range of 15 to 64.</i>												

Appendix B: Overall Enrollment by Race/Ethnicity



Rogue Community College Overall Enrollment By Race/Ethnicity and Academic Year												
Race/Ethnicity	College District 2018 5-Year Estimate		2016-17		2017-18		2018-19		2019-20		2020-21	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Asian	3,597	1.2%	142	1.5%	124	1.4%	144	1.6%	128	1.7%	113	1.9%
Black	1,861	0.6%	93	1.0%	90	1.0%	88	1.0%	64	0.8%	41	0.7%
Hispanic	34,186	11.3%	1619	16.9%	1587	17.8%	1660	18.7%	1586	20.5%	1232	21.2%
Multi-Racial	8,738	2.9%	412	4.3%	404	4.5%	428	4.8%	352	4.5%	264	4.5%
Native American/ Alaskan Native	3,228	1.1%	133	1.4%	126	1.4%	118	1.3%	93	1.2%	63	1.1%
Pacific Islander	777	0.3%	49	0.5%	50	0.6%	53	0.6%	46	0.6%	33	0.6%
Unknown	427	0.1%	440	4.6%	367	4.1%	317	3.6%	263	3.4%	184	3.2%
White	250,011	82.6%	6713	69.9%	6185	69.2%	6063	68.3%	5223	67.4%	3879	66.8%
Total	302,825		9601		8933		8871		7755		5809	

Appendix C: Overall Enrollment by Age Group



Rogue Community College Overall Enrollment By Age Group and Academic Year													
College District 2018 5-Year Estimate			Age Group	2016-17		2017-18		2018-19		2019-20		2020-21	
Age Group	Count	%		Count	%	Count	%	Count	%	Count	%	Count	%
15-17	10,372	5.7%	Less than 18	2546	26.5%	2467	27.6%	2530	28.5%	1707	22.0%	1067	18.4%
18-24	22,290	12.2%	18-24	3174	33.1%	3052	34.2%	3022	34.1%	2844	36.7%	2262	38.9%
25-64	150,031	82.1%	25-64	3733	38.9%	3335	37.3%	3255	36.7%	3136	40.4%	2461	42.4%
			65+	146	1.5%	78	0.9%	63	0.7%	66	0.9%	18	0.3%
Total	182,693		Total	9599		8932		8870		7753		5808	