Rogue Community College

Internal Environmental Scan: Strategic Planning

Year 1 (2020-21)

OVERVIEW

Every seven years the Northwest Commission on Colleges and Universities (NWCCU) requires colleges accredited through NWCCU to review and update their strategic plan. This review and update occurs during the year following the seven-year self-study and is called "Year 1." Part of the process involves the review of both internal and external environmental scan data, which will drive our collective conversations this year and ultimately the decision on how RCC updates its strategic plan.

 This is a critical step in identifying alignment between community needs and RCC services.

The data provided in the following report summarize factors within RCC which will assist in identifying areas of strength and weakness. This report is designed to serve as a high-level overview, with links to data sources should readers desire to do a deeper dive.

This report reviews:

- Enrollment trends, Including Disproportionate Enrollment
- Student Engagement Data
- Student Success Data
- Student Debt
- Real College Survey Data; RCC Student Experience of Food and Housing Insecurity

Student Enrollment Trends

Since the end of the Great Recession, Rogue Community College's student enrollment, measured as both full-time equivalents (FTE) and headcount, has been on a slow and steady decline. The greatest drop in FTE occurred during the 2019-20 academic year. The majority of this drop was the result of the impact of COVID -19 and the move to remote learning.

<table>
<tr><td colspan="6">ROGUE COMMUNITY COLLEGE
Total FTE and Headcount</td></tr>
<tr><td></td><td>2015-16</td><td>2016-17</td><td>2017-18</td><td>2018-19</td><td>2019-20</td></tr>
<tr><td>Total FTE*</td><td>4621.2</td><td>4570.6</td><td>4334.4</td><td>4220.5</td><td>3794.9</td></tr>
<tr><td>Total Headcount</td><td>16,394</td><td>16,357</td><td>15,025</td><td>14,216</td><td>11,439</td></tr>
<tr><td colspan="6">* State hold harmless adjustment not applied</td></tr>
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In conjunction with state requirements associated with COVID-19, RCC made the decision to not hold classes "face-to-face," moving classes fully online for Spring Term 2020. While a significant number of classes could be moved to a fully online format, some courses—like those in Career and Technical Education—could not be moved. Dual-credit instruction stopped in the local high schools, as K-12 students were transitioned to instruction at home. Further, tutoring instructional time could not be tracked by student as it was moved to an online (Zoom) session format. These changes resulted in the notable drop in 2019-20 headcount and FTE reported in the table above.

At the start of Summer Term 2020, RCC went "live" with a new student data system (enterprise resource planning system, or ERP) called Campus Nexus. The roll-out of this new data system significantly complicated the processes of awarding financial aid and enrolling students in classes. Barriers to enrollment and financial aid disbursement were not resolved by the start of Fall Term 2020, and impacted students enrolling in courses. Further, the week prior to the start of fall term, several large wildfires necessitated the closure of RCC.

These changes resulted in a significant impact on RCC student enrollment.

While it can be difficult to distinguish between the impact of COVID-19, the wildfires, and the Campus Nexus implementation on enrollment, a comparison of declines for fall term as compared to spring term does give some clue as to the impact of each event. Overall FTE enrollment dropped *28%* for Spring Term 2020 when compared to the previous year's spring term. Enrollment decreased by another *6% -- 34%* down overall -- for Fall Term 2020. The results for enrollment by headcount were similar, with an enrollment decrease of *5%* when spring term and fall term headcount enrollment is compared.

It should be noted when Summer Term 2019 was compared to Summer 2020, overall FTE was down by *20.5%*. Summer term is slightly different than the other three terms because students seeking a certificate or degree tend to not take classes during the summer. This makes for a more 'apples-to-oranges' comparison when looking at enrollment trends.

ROGUE COMMUNITY COLLEGE							
Overall Total FTE and Headcount							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21[*]	Percent Change
Spring Term Total FTE	1475.3	1461.08	1374.77	*1326.75*	*952.99*		-28%
Fall Term Total FTE	1350.34	1323.73	1270.81	1263.45	*1220.95*	*809.95*	-34%
Spring Term Headcount	8847	8601	8144	*7743*	*4831*		-38%
Fall Headcount	7450	7664	6850	6504	*6357*	*3619*	-43%
* Preliminary data as of 11/5/2020							

Fall overall FTE numbers reported above are preliminary, as additional non-credit related FTE will not be fully entered into the system until January. Given this, student enrollment in tuition-based, credit-bearing courses provides more consistent trend data to analyze. This data does not include dual credit courses offered at partner high schools or apprenticeship courses, as they are funded differently.

Student enrollment in credit courses stabilizes at the end of each term's fourth week and provides funding foundational to RCC's budget. This credit enrollment serves as an early indicator in the budgetary decision-making process.

ROGUE COMMUNITY COLLEGE						
Tuition Based Credit FTE and Headcount						
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21***	**Percent Change**
Spring Term FTE	1035.71	1035.85	950.18	*938.15*	*810.9*		*-14%*
Fall Term FTE	1109.7	1104.2	1050.26	1055.93	*1018.21*	*743.32*	*-27%*
Spring Headcount	4,521	4,465	3,972	*3,963*	*3,557*		*-10%*
Fall Headcount	4,978	4,889	4,483	4,452	*4,329*	*3,122*	*-28%*
* Preliminary data as of 11/5/2020						

When comparing enrollment drops between spring and fall term of tuition-bearing credit courses on both FTE and headcount, the impact of the implementation of the new ERP and wildfires becomes more pronounced. While it is complicated to tease apart the unique impact of either the wildfire or ERP implementation on student enrollment, the drastic difference in percentage change in enrollment is concerning.

In relationship to first-time students, limiting the number of face-to-face courses due to COVID-19 restrictions could play an additive roll in the significant decline in enrollment. According to an early NSC research study on fall enrollment during COVID-19, the greatest loss in community college enrollment was due to new students electing to delay the start of their college experience[1]. Where they might have been able to overcome one challenge like COVID-19, the added impact of two other unique challenges may have stretched them to a 'breaking point' in their enrollment decision.

Fall Disaggregated Enrollment Data

Given the large decline in enrollment, fall enrollment data was disaggregated to determine where the greatest loss of students occurred. Breakdowns by race/ethnicity, gender, age, and full time/part- time status were examined for students who were enrolled in credit courses to determine if any significant

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[1] Shapiro, D. (2020). Enrollment During COVID-19 Presentation. National Student Clearinghouse Research Center.
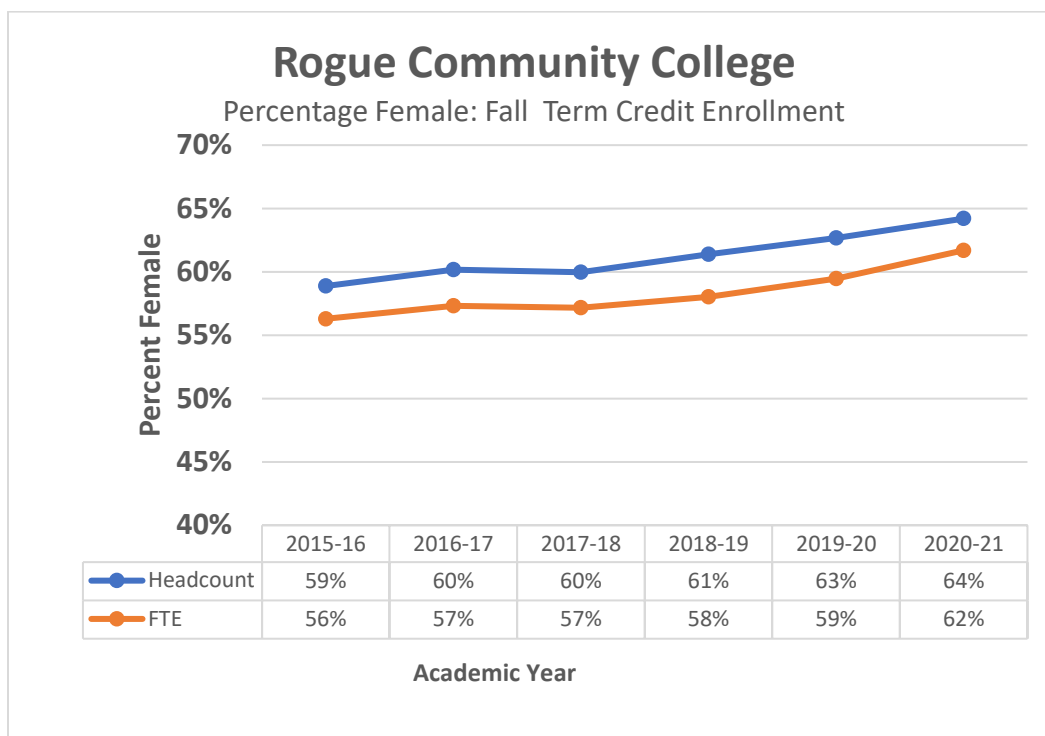
patterns were visible. Unfortunately, as transfer credit has not been entered into the new system as of this time, disaggregation by new student status is currently not possible.

Race/Ethnicity. Due to the relatively small size of student of color groups, enrollment changes can be widely variable for a variety of reasons. Small sample size, in combination with identified race/ethnicity data integrity issues in the new Campus Nexus system, makes it difficult to fully determine the significance of disproportionate enrollment declines. That said, the examination of the data does raise some concern.
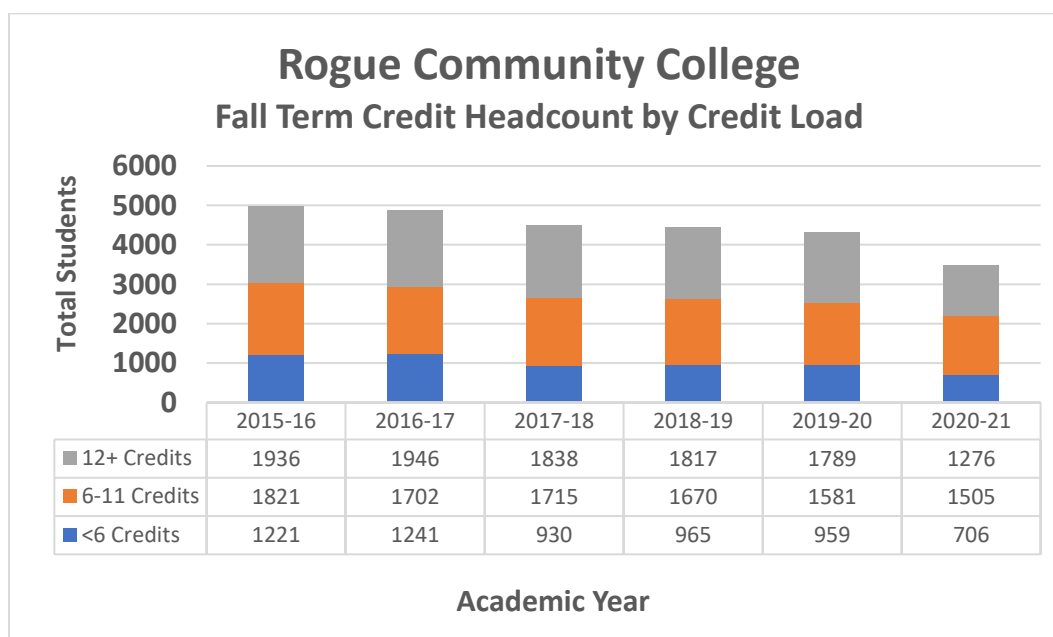
ROGUE COMMUNITY COLLEGE						
Fall Term Credit Headcount						
By Race/Ethnicity						
Race/Ethnicity	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21***
Asian	62	74	60	56	60	61
Black	53	42	40	49	*43*	*22*
Hispanic	740	827	764	829	884	746
International Students	**	**	**	**	**	**
Multiracial	202	203	212	203	206	152
First Nation	67	60	61	63	53	43
Pacific Islander	21	24	23	25	28	21
Unknown	235	230	168	163	149	167
White	3,595	3,425	3,151	3,063	2,902	2,402
* Preliminary data as of 11/5/2020						
** Cell size less then 7; FERPA Cell Suppression Applied						

Perhaps one of the most concerning decreases in fall term credit enrollment is roughly a *49%* decrease in the enrollment of Black students. Where other groups had greater numerical decreases in headcount, RCC's Black student population is relatively small. Data quality associated to transitioning to the new system could have impacted this count, leading to underreporting of students of color; however, even if this is the case, taking additional steps to check the cause of this decrease is critically important in equity conversations.

Gender. Consistent with results reported in the 2020 Disproportionate Enrollment Report, the percentage of females enrolled at RCC continued to rise both in headcount and FTE.

Rogue Community College
Percentage Female: Fall Term Credit Enrollment

Academic Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Headcount	59%	60%	60%	61%	63%	64%
FTE	56%	57%	57%	58%	59%	62%

Full time/Part-time enrollment status. An examination of headcount by full time/part-time status yielded one interesting data point of note. Where RCC has seen steady declines in full and part-time students enrolled in fall term over the last 6 years, this year RCC saw a disproportionate increase in the number of students enrolled in 6-11 credits compared to those taking a full credit load (12+ credits) or less than 6 credits.

Rogue Community College
Fall Term Credit Headcount by Credit Load

Academic Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
12+ Credits	1936	1946	1838	1817	1789	1276
6-11 Credits	1821	1702	1715	1670	1581	1505
<6 Credits	1221	1241	930	965	959	706

Age. While there was less of a drop in enrollment for those ages 20-24 years (down 29%) compared to those under 20 or 25-and-older (both down 34%), this trend may be impacted by the percentage of students not reporting a birthdate in Campus Nexus as result of transitioning systems.

Disproportionate Enrollment Report Summary[2]

In conjunction with an Office of Civil Rights monitoring visit (2017) from the Oregon Department of education, an annual administrative procedure was adopted to analyze whether disproportionate enrollment of traditionally under-resourced groups into RCC programs was occurring. IREP calculates and releases this report annually and it is used to support departmental planning, recruiting, and marketing plans for the following academic year. While linked to the OCR monitoring visit, it is also used to measure key performance metrics of Objective 2 in the current strategic plan. Thus, this data also is included in the Internal Environmental Scan Report as it impacts the Year 1 review of RCCs Strategic Plan.

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

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

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

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

National Origin. Because the data fields which track RCC students' nation of origin are unreliable, an analysis of English Language Learners (ELLs) was used as an approximate proxy. Rogue Community College provides proportional enrollment of ELLs; however, it is concerning that the percentage of ELL student enrollment fell in 2019-20. This may be related to COVID-19 and the move to online instruction.

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[2] Find the full Disproportionate Enrollment Report here:
https://www.roguecc.edu/IR/reports.asp

Student Engagement Data

SENSE Benchmarks

The six SENSE benchmarks are Early Connections, High Expectations and Aspirations, Clear Academic Plan and Pathway, Effective Track to College Readiness, Engaged Learning, and Academic and Social Support Network.

*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.
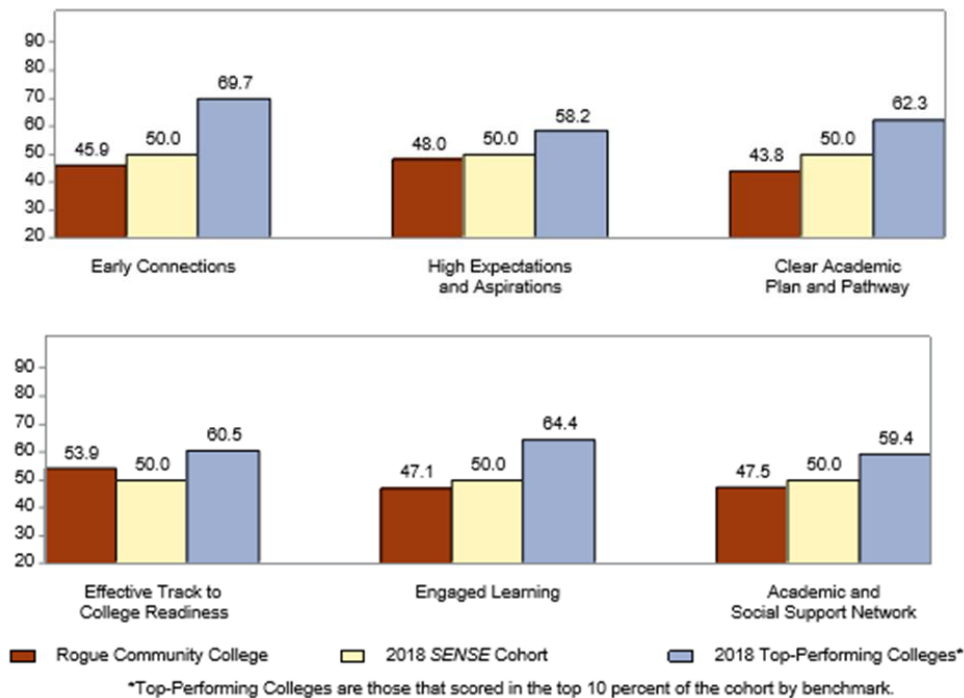
Since at least 2012, our lowest benchmark has been Clear Academic Plan and Pathway. The five items in this benchmark ask about the availability of academic advising and whether students had help selecting courses or programs as well as help setting goals and making plans to achieve them. In 2018, our score for this benchmark, standardized to the average of all SENSE participants in that year's cohort, was 43.8 compared to top-performing colleges' score of 62.3, or 18.5 points difference.

Since 2012, Academic and Social Support Network and Effective Track to College Readiness have been our two top-performing benchmarks with scores near or over 53; however, in 2018 our score for Academic and Social Support Network decreased by more than 6 percentage points, falling below the mean to become our third highest benchmark. This benchmark asks about getting to know other students and whether instructors clearly explained course expectations and academic resources at the college. Only Effective Track to College Readiness, which asks about placement testing and skill-building experiences at the college, remains above the mean. In 2012, four benchmarks were above the mean.

The greatest difference between our score and top performing colleges' score - a difference of almost 24 points - was in the Early Connections benchmark, which asks if students felt welcome their first time

on campus, if they were given information and assistance with financial aid, and if a specific person was assigned to them for further assistance.

The one benchmark that has seen an increase since the 2015 survey was High Expectations and Aspirations, which asks about students' motivation to succeed, their behaviors within courses, and their perception of instructors' desire for their success. This is now our second-highest performing benchmark, within striking distance of top colleges. Engaged Learning, which asks about students' participation in and out of class, use of academic resources, and interaction with instructors and other students, is a middling benchmark for RCC at 47.1. At top colleges, this benchmark is second only to Early Connections at 64.4.

CCSSE Benchmarks

Figure 2
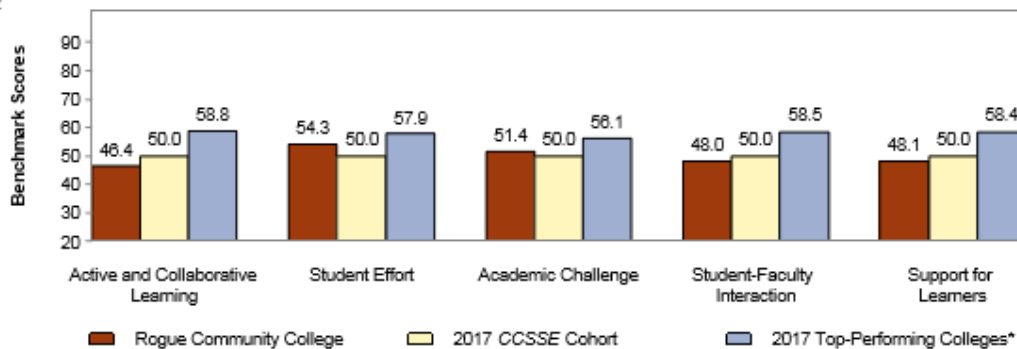
*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.

The five CCSSE benchmarks are Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. In 2011, all five benchmarks were at or above the mean. By 2014 it was three, and in 2017 it was down to two. Our two highest performing benchmarks have always been Student Effort and Academic Challenge. In 2017, our score for Student Effort, which asks about students' preparation for class and use of academic resources, was 54.3, just 3.6 points from top-performing colleges. Academic Challenge asks about skills emphasized in coursework, number of assigned readings and reports, and the effort expected of students. For this benchmark, the distance between RCC and top performers is 4.7 points.

Research has shown that the last three benchmarks (Support for Learners, Student-Faculty Interaction, and Active and Collaborative Learning) are associated with student success, especially Active and Collaborative Learning, which has three items that have been statistically correlated with institutional graduation rates.[3] For top-performing colleges, these benchmarks have the highest scores, with Active and Collaborative Learning being the highest. Active and Collaborative Learning asks students about

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[3] *https://www.dvp-praxis.org/wp-content/uploads/2015/05/Identifying-High-Impact-Educational-Practices.pdf*

working with other students in and out of the classroom, and contributing to class discussions, and was RCC's lowest benchmark in 2017, a 12.4-point difference from top performing colleges. Student-Faculty Interaction and Support for Learners had similar benchmark scores in 2017, being 10.5 and 10.3 points behind top-performing colleges, respectively. The Student-Faculty Interaction benchmark covers items dealing with students' communication with instructors about coursework, grades, and career plans, as well as working with instructors on activities outside of coursework. The support for Learners benchmark has items asking about the college's emphasis on providing students financial, academic, and social support, as well as support in coping with their non-academic responsibilities.

Indicators of Student Success[4]

Annually, the office of Institutional Research, Effectiveness and Planning calculates indicators of student success for RCC (*NWCCU Standards 1.D.2 & 1.D.3*) focusing on retention, persistence, completion, and post-graduation success. These student success metrics are posted publicly on the Data Now! website, disaggregated by race/ethnicity, gender, age, socio-economic status, first generation student status, and English language learner status.

The following section reviews the most recent changes of note.

Fall-to-Winter Retention

Overall, retention has been on a downward trend since the 2013-14 academic year, going from *71%* to *67%* in 2019-20. Gaps between students who are Hispanic, non-Hispanic people of color, and white have been closing, ending within one percentage point of each other in 2019-20. Female students have been consistently retained at slightly higher rates then male students, but the gap between the two decreased from 4 percentage points in 2013-14 to 1 percentage point in 2019-20. Pell students have maintained a consistent 10-or-greater percentage-point advantage in winter retention over students who did not receive a Pell award. The gap is almost identical when comparing students who submitted a FAFSA application to those who did not.

Fall-to-Fall Retention

Fall-to fall retention has been negatively impacted by multiple national and local crises in 2020, including the Covid-19 pandemic and wildfires. Since 2013-14, overall fall-to-fall retention of first-time fall students had increased from *42%* to *46%* in 2018-19, but fell to *39%* in 2019-20. [Race and age not generalizable]. From 2013-14 to 2015-16, female students had about a 5-percentage-point advantage in retention, but it narrowed to 1 point or less after 2015-16. Students who received a Pell award have been 6 to 11 percentage points more likely to be retained the following fall, but in 2018-19 this narrowed to 2 percentage points and in 2019-20 reversed to a six-point disadvantage. This pattern is replicated by students who submitted a FAFSA application, with their advantage flipping to a

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[4] *https://www.roguecc.edu/IR/iss.asp*

disadvantage in 2018-19 and intensifying in 2019-20. ELL students seem to be more likely to be retained, with a 4-point advantage in 2018-19 narrowing to a 1-point advantage in 2019-20.

Successful Completion of 16+ Credits in First Year

The number of first-time fall students who successfully completed 16 or more credits their first year decreased from just under half in 2013-14 to *42%* in 2019-20. Disaggregation by race/ethnicity shows that white students are generally more likely to earn 16 credits. Credit accumulation converged in 2017-18 and diverged again to a 5-percentage-point advantage for white students in 2019-20. Hovering around *49%*, students between the ages of 18 and 24 are more likely than other age groups to reach this milestone. On average, female students are about 9 percentage points more likely than male students. Students with Pell awards are much more likely to earn 16 or more credits, by an average of 23 percentage points. At about 26 percentage points, the gap in credit accumulation between students who submitted a FAFSA application and those who didn't was even larger.

Three-Year Completion Rates

Three-year completion rates for first-time fall students hovers around *10%.* White students and those between the ages of 25 and 64 are generally more likely to graduate within 3 years. As with other indicators, female students are more likely than male students to complete within 3 years, with their advantage rising from 4 percentage points for the 2013-14 cohort, to 7 percentage points for the 2017-18 cohort. Pell students have been about 4 percentage points more likely to graduate than students with no award, but this increased to 8 points for the 2017-18 cohort. The gap between students who did and did not submit a FAFSA application decreased from 4 percentage points for the 2013-14 cohort to 2 percentage points for the 2016-17 cohort, before expanding to a gap of 8 percentage points for the 2017-18 cohort. While it appears that ELL students are largely performing comparably or better than their non-ELL peers, this result could have other potential factors at play due to small sample size.

Developmental Education

The need to take some form of developmental education can act as a barrier to students completing their certificate or a degree. Historically, the majority of students, around 50%, were referred to developmental education in one subject. This number was reduced to about 34% after the implementation of Multiple Measures (MM) in the 2019-20 academic year. Until the implementation of MM, the most prepared and least prepared students mad up about the same proportion of the student population at about 10%. After MM, the proportion of college-ready students rose to about 28%. The proportion of students enrolling in developmental coursework during their first year gradually decreased from about 65% in 2015-16 to about 62% in 2018-19, then dropped to about 47% after MM. The great majority of first-year developmental enrollment is in math courses.

ROGUE COMMUNITY COLLEGE									
Developmental Education Placement and Course Taking Behavior									
Cohort →	**Fall 2015**		**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Total FTIC Students*	**1132**	100%	**1215**	100%	**1011**	100%	**1134**	100%	**1130**	100%
College-ready	99	*9%*	107	*9%*	105	*10%*	106	*9%*	315	*28%*
Referred to dev ed in 1 subject	605	*53%*	618	*51%*	477	*47%*	572	*50%*	380	*34%*
Referred to dev ed in 2 subjects	153	*14%*	189	*16%*	198	*20%*	197	*17%*	203	*18%*
Referred to dev ed in 3 subjects	79	*7%*	108	*9%*	103	*10%*	84	*7%*	81	*7%*
Unknown placement	196	*17%*	193	*16%*	128	*13%*	175	*15%*	151	*13%*
Took dev ed in 1 subject first year	507	*44.8%*	489	*40.3%*	411	*40.7%*	517	*45.6%*	445	*39.4%*
Took dev ed in 2 subjects first year	73	*6.4%*	87	*7.2%*	114	*11.3%*	96	*8.5%*	48	*4.3%*
Took dev ed in 3 subjects first year	153	*13.5%*	196	*16.1%*	140	*13.9%*	85	*7.5%*	42	*3.7%*
Took dev ed math first year	675	*59.6%*	699	*57.5%*	608	*60.1%*	646	*57.0%*	493	*43.6%*
Took dev ed English first year	242	*21.4%*	297	*24.4%*	268	*26.5%*	201	*17.7%*	116	*10.3%*

Student Loan Cohort Default Rate and Student Debt

In the most recent release, the 3-year draft default rate improved. The 2017 cohort default rate was *17%* as reported by the Federal Government, an improvement from *21%* for the previous year's 2016 cohort.[5] RCC's cohort default rate has not been below 20% since 2013.

Average RCC student debt per graduate for the 2018-19 academic year was reported by the HECC as *$18,202*.[6] However, this calculation does not include students who transfer or students who may stop out for a period of time. Thus, additional calculations were completed to determine the average amount of educational loans an RCC student receives. Average loan disbursements to students who received loans in the past three academic years are shown in the following table. Disaggregation by race/ethnicity showed that white students were more likely to accept loans than Hispanic students, while grants and scholarships were received proportionally. Differences in average disbursements by race/ethnicity were insubstantial, with no one race/ethnicity having consistently higher or lower averages.

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[5] *https://www.roguecc.edu/aboutRCC/consumerInfo.asp*
 [6] *https://www.oregon.gov/highered/strategy-research/pages/snapshots.aspx*

ROGUE COMMUNITY COLLEGE			
Student Loan Information by Academic Year			
Academic Year	**Average Loan Award**	**Number of Awards**	**Total Loans Awarded**
2017-18	$6,095.98	925	$5,638,782.00
2018-19	$6,109.53	907	$5,541,342.00
2019-20	$6,361.47	821	$5,222,767.00

REAL COLLEGE SURVEY

In fall of 2019, RCC was one of 14 Oregon community colleges that participated in the #RealCollege Survey[7]. The #RealCollege Survey is the nation's largest annual post-secondary assessment of basic needs security, crafted by the Hope Center for College, Community, and Justice at Temple University.

In Oregon, approximately 8,100 students took the survey. At Rogue, 140 students responded. The survey focused on basic student needs such as housing, food, childcare, and transportation.

Overall, *72%* of RCC students reported experiencing some form of basic needs insecurity (food or housing) in the past year, compared to *63%* of students for all Oregon Colleges who participated.

Food Security at RCC

Compared to the overall percentage of food security for the 14 participating Oregon community colleges, RCC students reported significantly less food security in the last 30 days. At RCC, over half (*57%*) indicated they had difficulty affording food, ate less as a result, and/or worried about whether their food would run out before they had money to buy more. Eight percent (*8%)* of RCC students reported going a full day without eating because there was not enough money for food. About *5%* of students reported going 3 or more days without food during the last 30 days.

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[7] The #RealCollege report for RCC can be found in the IREP Data Now! SharePoint site under All RCC Data and Reports/External and Internal Scan Source Data. This report was also sent out to all RCC staff in a "Things You Should Know" email from President Kemper-Pelle.

Food Security at Rogue Community College
Fall 2019
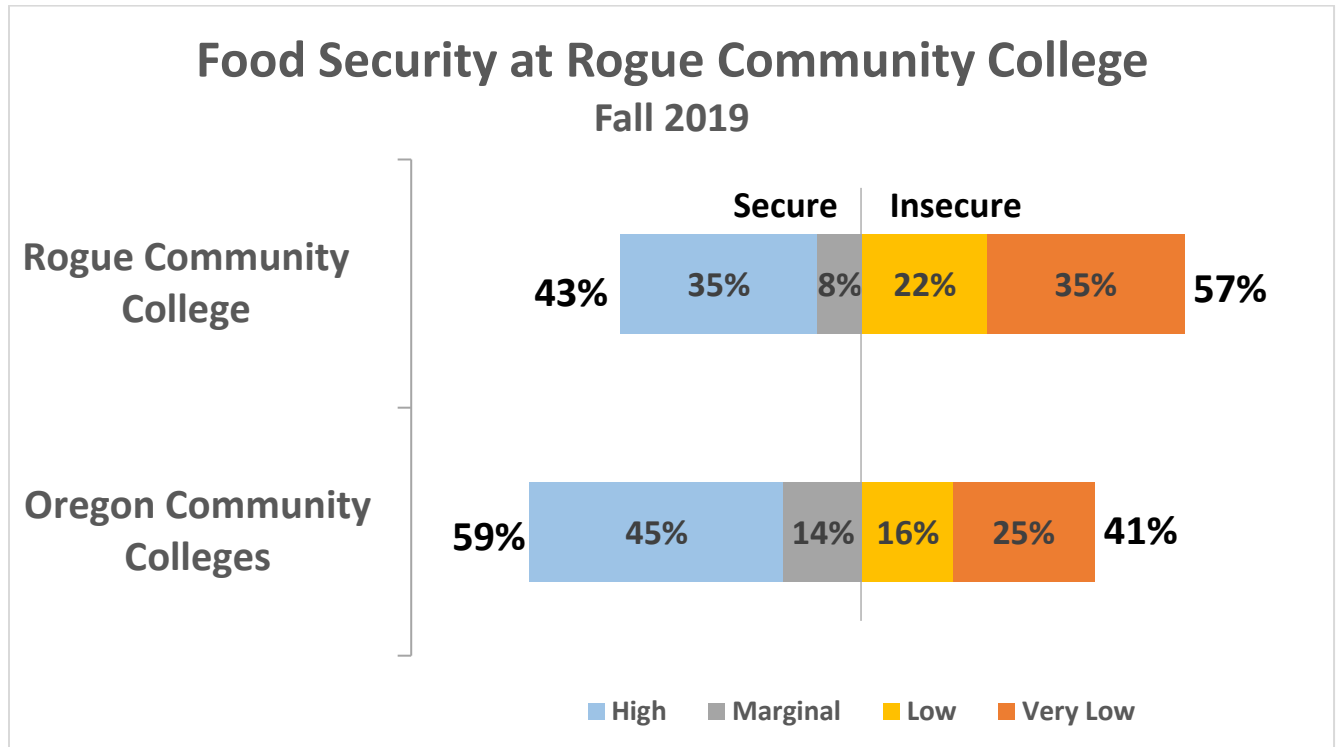
Housing insecurity reflects a broad set of circumstances which may impact a student's ability to pay for housing, increasing the risk that a student may become unhoused. At RCC, *62%* of students (compared to *52%* of students who took the survey across the state of Oregon) indicated yes to one or more items related to housing insecurity. Perhaps the most striking difference between RCC students and the state as a whole, was the percentage of those who did not pay the full amount of their rent, mortgage, and/or utilities at some time in the previous year. For example, at the state level *21%* of students reported they did not pay the full amount of their rent or mortgage, compared to *29%* of RCC students.

The Real College survey uses a broad definition of homelessness, consistent with the one applied to children in elementary and secondary education (McKinney-Vento Homeless Assistant Act). The definition focuses on lacking, "A fixed, regular, and adequate nighttime residence." This could include living at a shelter, in a hotel or motel, in a car or van, or couch surfing. Group homes and residential programs for mental health or substance abuse are also included in the definition. At RCC, *21%* of students responding to the survey indicated yes to an item related to this broader definition of homelessness or being "unhoused".

UNHOUSED STUDENTS AT ROGUE COMMUNITY COLLEGE		
Fall 2019		
Items Assessing Housing Status of Students	**Oregon**	**RCC**
Yes to any item indicating a student is unhoused	*20%*	*21%*
Self-Identified as "homeless"	*5%*	*8%*
Locations stayed overnight:		
Temporarily with relative, friend, or couch surfing	*13%*	*17%*
In camper or RV	*4%*	*6%*
Temporarily in a hotel or motel without a permanent home to return to	*3%*	*4%*
In a closed area/space not meant for human habitation (such as a car or van)	*4%*	*5%*
At outdoor location	*3%*	*5%*
In transitional housing	*1%*	*1%*
At a shelter	*1%*	*1%*

Disparities in Basic Needs Insecurities

Race/Ethnicity. Only white and Hispanic students responded to the survey. A greater percentage of Hispanic students reported food insecurity than their white counterparts; however, they reported less housing insecurity and homelessness.

Sexual Orientation & Gender Identity. While most students at Rogue Community College who took the survey identified as heterosexual, a small percentage did identify as Bisexual. Bisexual students reported significantly greater food and housing insecurity than their heterosexual counterparts. *More than half* of the bisexual students were assessed by the survey as homeless, even though they may not have identified themselves as homeless. No students who answered the survey identified as gay, lesbian, or transgender.

Enrollment Status. Full-time students were significantly more likely than part-time students to report food and housing insecurity. Where *14%* of part-time student respondents were classified as homeless based on their survey responses, *29%* of full-time student respondents were classified as homeless.

Disability or Medical Condition. The majority of students who answered the survey reported having a disability or medical condition. Compared to their counterparts who didn't report a disability or medical condition, they were significantly more likely to be food and housing insecure and face homelessness. Of those reporting mental health concerns, approximately two thirds indicated both food and housing insecurity.