

# Northeast Wisconsin Technical College

Affirmative Action/Equal Opportunity Five Year Plan

July 2014 to June 2019

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## Section I

### Affirmative Action/Equal Opportunity Goals

July 1, 2014 – June 30, 2019

1. Balance individual occupational program enrollment percentages for students by race, sex and disability percentages in the general population.
2. Assure non-discrimination in career planning, counseling and placement services for students.
  - Analyze and report demographic, program enrollment and completion and job referral and placement data for minorities, women and disabled students and take steps to assure nondiscrimination in referral and placement services.
3. Analyze and address employment of faculty and staff within each district in the Wisconsin Technical College System to match availability percentages for race, sex and disability categories in the general population.
  - Implement a plan for recruiting and hiring minorities, women and disabled faculty and staff in all employment categories where there is under representation.
4. Create an educational and work environment that reflects, appreciates and celebrates the diverse society and community in which we live and one that creates a climate for the success of every person by appreciating the uniqueness that they bring to the technical college district.
  - Implement faculty and staff in-service programs, professional development activities, mentoring and student orientation programs to promote cultural, sex and disability awareness and sensitivity.
  - Integrate the history, culture, accomplishments and contributions of minorities, women and the disabled into curricula at each WTCS district.
  - Insure that cultural competency is practiced at every campus.

## Affirmative Action/Equal Opportunity Statement

Northeast Wisconsin Technical College is committed to compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Carl D. Perkins Vocational Education Act, the Equal Pay Act of 1973, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, the Wisconsin Fair Employment Law, other appropriate laws and executive orders and/or administrative directives and codes including the Office of Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, including sexual orientation and gender identity, and Handicap in Vocational Programs (34 CFR, Part 100, Appendix B). Lack of English reading/speaking skills will not be a barrier to admission and participation in Northeast Wisconsin Technical College.

As required in Chapter 38 and the Wisconsin Fair employment Law (Sec. 111.31-111.395, Wis. Stats), equal opportunity is for all persons regardless of political affiliation, age, race, creed, color, disability, marital status, sex, including sexual orientation and gender identity, national origin, ancestry, religion, speaking skills, genetic testing, and the use or non-use of lawful products off the employer's premises during non-working hours.

It is the policy of NWTC that a formal Affirmative Action program operates to ensure equal employment opportunity practices and educational services at NWTC. Any person who believes their affirmative action rights have been violated has the right to file a grievance. The grievance should be filed within 300 days of the act. View the *College's Nondiscrimination & Anti-Harassment Policy* to learn more about the grievance procedure or contact the Director of Diversity & Inclusion/Title IX Coordinator.

NWTC is committed to taking all appropriate measures to maintain a work environment free from discrimination and harassment, including sexual harassment. NWTC shall maintain an Equal Opportunity and Affirmative Action Compliance Plan and the Nondiscrimination and Anti-Harassment Policy as the primary means of implementing this policy. The College will not tolerate unlawful discrimination, harassment of any kind, or retaliation against a person who files a complaint or participates in the investigation of a complaint relating to discrimination or harassment by an employee, student, customer or vendor.

The following offices are designed to assist in resolving discrimination complaints:

Mohammed Bey  
Director, Diversity & Inclusion  
Title IX Coordinator  
Human Resources  
Northeast Wisconsin Technical College  
2740 Mason Street  
Green Bay, WI 54307-9042  
(920) 498-6826  
mohammed.bey@nwtc.edu

John Grant  
Dean, Student Development  
Title IX Employee Deputy Coordinator  
Student Services  
Northeast Wisconsin Technical College  
2740 Mason Street  
Green Bay, WI 54307-9042  
(920) 498-6984  
John.grant@nwtc.edu

While the primary responsibility for the development and monitoring the affirmative action program is primarily the responsibility of the President and the Director of Diversity & Inclusion, the support of every employee, student, and recipient of the College services is also required to assure an environment conducive to the success of the program.

### Nondiscrimination & Anti-Harassment Policy

NWTC is committed to taking all appropriate measures to maintain an environment free from discrimination and harassment. For that reason, the College will not tolerate unlawful discrimination, harassment of any kind, or retaliation against a person who files a complaint relating to discrimination or harassment by an employee, student, customer, or vendor or participates in the investigation of a complaint. Discriminating, harassing and retaliatory behavior may be grounds for corrective and disciplinary action, up to and including termination or expulsion from the College.

Any online postings or other electronic communication occurring outside of NWTC's control will only be subjected to this policy when those online behaviors can be shown to cause a substantial on-campus disruption, which includes the substantial effects on-campus or off-campus harassment.

#### College Policy on Nondiscrimination

NWTC adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. NWTC does not discriminate on the basis of political affiliation, age, race, creed, marital status, color, sex, including sexual orientation and gender identity, national origin, disability, veteran status, genetic testing or other applicable legislated categories, in its services, employment programs, and/or its educational programs and activities, including but not limited to admissions, treatment and access. Moreover, NWTC provides assurances that lack of English reading/speaking skills will not be a barrier to admittance and participation in the College.

#### Key Definitions

Discrimination is a difference in treatment in any service, program, activity or employment at NWTC on the basis of the protected classes referenced above or any others protected under state and federal laws.

Examples of discrimination include unreasonably interfering with an individual's employment or admission, benefits or promotions opportunity, subjecting an individual to different academic or employment standards or denial of use of facilities or equipment based on an individual's protected status.

Harassment is unwelcomed or unsolicited behavior directed at an individual or group of people because of a protected class where the behavior adversely affects the person's employment, academic or working environment.

Harassment is not:

- Feedback regarding unsatisfactory work/grades or a poor performance conversation that is reasonable and constructive
- Discussions on controversial topics
- Polite requests for a date from a peer, comments on clothing or compliments about appearance

While the above behavior is not harassing behavior in and of itself, similar behavior done to retaliate against someone or that creates a hostile environment may be considered harassing.

Hostile Environment includes any situation in which there is harassing conduct based on a protected class that is sufficiently severe, persistent or pervasive such that it alters the conditions of employment or limits, interferes with or denies educational benefits or opportunities, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint.

The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances may include, but are not limited to:

- The frequency of the conduct
- The nature and severity of the conduct
- Whether the conduct was physically threatening
- Whether the conduct was humiliating
- The effect of the conduct on the alleged victim's mental or emotional state
- Whether the conduct was directed at more than one person
- Whether the conduct arose in the context of other discriminatory conduct
- Whether the conduct unreasonably interfered with the alleged victim's educational or work performance

Sexual Harassment is defined as unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that is used as the basis for unlawful discriminatory practice or such conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment for employees and students. Sexual harassment includes:

- Unwelcome sexual advances or requests for sexual favors
- Unwelcome verbal or physical conduct of a sexual nature
- Making submission to, or rejection of, such conduct a factor in academic or employment decisions affecting the student or employee
- Permitting such conduct to unreasonably interfere with a student's academic performance or an employee's work performance
- Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature or submission to or rejection of such conduct results in adverse educational or employment action (Quid pro quo)
- Adverse educational or employment action taken against a person because of the person's participation in a complaint or investigation of discrimination or sexual misconduct (retaliatory harassment)

Sexual Misconduct is a broad term encompassing any non-consensual behavior of a sexual nature that is committed by force or intimidation, or that is otherwise unwelcome. It may vary in its severity and consist of a range of behaviors or attempted behaviors. To read more on the College's zero tolerance stance on sexual misconduct, view the *Gender Discrimination and Sexual Misconduct Policy*.

### Retaliation

Retaliating directly or indirectly against a person who has, in good faith, filed, supported, or participated in an investigation of a complaint of sexual misconduct, as defined above, is prohibited. Retaliation includes, but is not limited to, ostracizing the person, pressuring the person to drop or not support the complaint, or to provide false or misleading information, or engaging in conduct that may reasonably be perceived to affect adversely that person's educational, living, or work environment. Retaliation also includes similar conduct engaged in by a third party at the complainant's or respondent's request. Depending on the circumstances, retaliation may be unlawful and may constitute a violation of this policy, whether or not the complaint is ultimately found to have merit.

### Grievance Procedure

In accordance with the Nondiscrimination and Anti-Harassment Policy, the College will investigate and respond to any formal or informal complaint or notice of potential violation of the policy that is received by the Director of Diversity & Inclusion/Title IX Coordinator; Dean of Student Development/Title IX Student Deputy Coordinator; Human Resources staff or other managers or supervisors representing the College. Any employee or student who believes they have been the subject of prohibited discrimination, harassment or retaliation have the option of pursuing the complaint on an informal or formal basis. In either case, the complaint should be made as soon after the alleged act as possible so as to assist with a prompt and equitable investigation.

#### Step 1 – Informal Discussion

Employees and students who feel they are being discriminated against or harassed are encouraged to ask the individual to cease the behavior and to be specific regarding the behavior or incident that is objectionable, how you feel about the issue, and what changes you would like to see. Employees may seek assistance from their supervisor; department head; their HR Partner; Director of Talent Management or Director of Diversity & Inclusion/Title IX Coordinator. Students may seek assistance from their instructors; counselor; associate dean; dean or the Dean of Student Development/Title IX Student Deputy Coordinator.

When informally addressing an act of unwanted behavior, you should document the behaviors, when the individual was asked to cease the behavior, and any witnesses that were present when the behavior took place and when the individual was asked to cease the behavior.

Throughout the preliminary investigation the complainant will be provided appropriate support and consultation for the complainant. Complainants will be informed about campus and

community resources, state and federal laws and will be notified of their right to file a formal discrimination complaint with Northeast Wisconsin Technical College.

If this action does not resolve the problem, you may wish to continue with a formal or complaint, which may be made with the individuals named at the conclusion of this policy in care of the following offices:

Green Bay Campus	HR Partners/Employee Discrimination and Harassment (920) 498-6286 or 800-422-6982, ext. 6286
Green Bay Campus	Director, Diversity & Inclusion/Title IX Coordinator (920) 498-6826
Green Bay Campus	Dean, Student Development/Title IX Student Deputy Coordinator (920) 498-6984
Green Bay Campus	Director, Talent Management/Title IX Employee Deputy Coordinator (920) 498-6828
Green Bay Campus	Manager, Accommodation Services/Title IX Student Deputy Coordinator (920) 498-6390
Marinette Campus	Main office (715) 735-9361
Sturgeon Bay Campus	Main office (920) 746-4900
Campus Safety and Security (920) 498-5454	
Regional Learning Centers and Ancillary locations should contact the Green Bay campus	

**Step 2 – Formal Procedure**

Employees and students are encouraged to submit a complaint as soon as possible to assist in the investigation. Complaints may be initiated in writing or made verbal, but should include:

- The date(s) time(s), place(s), pertinent facts and circumstances of the alleged discrimination/harassment/retaliation
- Any witnesses

For students, any NWTC staff member can assist you with filling out the incident report or direct you to trained resources to assist you. It is preferred that the complaint be submitted via an electronic incident report. Incident reports can be found at: <https://publicdocs.maxient.com/incidentreport.php?NortheastWisconsinTC>. If, due to a disability, accommodations are needed to assist the student with filing a complaint, please contact: Accommodation Services at (920) 498-6904. The complainant is encouraged to file the complaint as soon as possible after the incident to ensure a prompt and effective due process for all the parties involved in the situation.

The Director of Diversity & Inclusion/Title IX Coordinator or Dean of Student Development/Title IX Student Deputy Coordinator may assign a trained Investigator to promptly and equitably investigate the allegation(s).



The assigned Investigator will conduct an interview with the employee or student registering the complaint and upon receiving consent from the complainant to begin an investigation. The intent of the interview is to determine a factual and complete account of the complaint. The following information will be sought during the interview process:

- The facts and circumstances of the alleged misconduct and proposed resolution
- The severity of the conduct
- The number and frequency of acts of alleged discrimination or harassment
- The apparent intent of the person alleged to have engaged in the conduct
- The relationship of the parties
- The response of the complainant at the time of the incident(s)
- The relevant work environment

To the extent practicable, the investigator will interview all other individuals who witnessed or may have witnessed the incident or who may have knowledge of the incident. Periodic updates to the complainant and the alleged offender will be provided.

The investigator will interview the person alleged to have engaged in discrimination or harassment and inform the individual that a complaint has been made against him or her, and allow the person to respond to the complaint. The person alleged to have engaged in the act will be informed that the incident is not to be discussed with coworkers or students and that retaliatory action against the complainant will not be tolerated.

To the extent practicable, the investigator will review any other relevant information or evidence and/or interview any other relevant witnesses. The preponderance of the evidence standard (i.e., it is more likely than not that discrimination occurred) will be applied when investigating allegations of discrimination, harassment or retaliation.

A written record of the investigation will be made, inclusive of all notes made of interviews, conversations, or verbal responses to questions posed by the investigator to the complainant, witnesses or respondent, and any other aspects of the investigation. The entire written record and report, including a written summary of the findings of the investigation, will be provided to the Director of Diversity & Inclusion/Title IX Coordinator; Dean of Student Development/Title IX Student Deputy Coordinator or designee. Where appropriate, the written report will include any recommendations for discipline.

The Director of Diversity & Inclusion/Title IX Coordinator; Dean of Student Development/Title IX Student Deputy Coordinator or designee will review the investigative report, evidence and all known circumstances from the investigator and make a final determination. This outcome may include a verbal reprimand up to and including termination of employment, expulsion from school, or any other appropriate remedial action for a person found to have violated these policies.

The complaint process, from the filing of a complaint through a final determination, will be completed within sixty (60) days, unless the timeline is extended for good cause (such as unavailable witnesses or academic breaks).

## Appeal Process

The complainant may choose to file an appeal of the outcome of the incident. An appeal from an employee must be delivered to the Director of Diversity & Inclusion/Title IX Coordinator and Vice President of Human Resources for employees. An appeal from a student must be delivered to the Dean of Student Development/Title IX Student Deputy Coordinator and Vice President of Student Services. Appeals must be received within five business days after receipt of written notification of the decision or sanction.

The Vice President of Human Resources or Vice President of Student Services shall review all materials pertaining to the investigation and materials that the complainant may feel relevant to the appeal. The bases of appeals include: (1) denial of a fair hearing, (2) insufficient evidence to establish responsibility, and (3) new information available that was not available at the time of the hearing which affects the disciplinary decision. The appeal must specify any alleged factual or procedural errors, new information or any alleged issues concerning interpretation of the College's policy. The Vice President of Human Resources or Vice President of Student Services will issue a final written decision for the College within seven business days of receiving the notice of an appeal.

## Agency Reporting

At any time or if there is disagreement with the final written decision, the complainant may file directly with the Wisconsin Department of Workforce Development, Equal Employment Opportunities Commission, Office for Civil Rights or pursue avenues of resolution for complaints filed on the basis of a protected status.

### State of Wisconsin Department of Workforce Development - Equal Rights Division Contact Information

#### Madison Office

201 E. Washington Avenue  
Room A100  
PO Box 8928  
Madison, WI 53708  
(608) 266-6860  
erinfo@dwd.wisconsin.gov

#### Milwaukee Office

819 N. 6<sup>th</sup> Street  
Room 723  
Milwaukee, WI 53203  
(414) 227-4384  
erinfo@dwd.wisconsin.gov

### U.S. Equal Employment Opportunity Commission Contact Information

#### Milwaukee Area Office

Reuss Federal Plaza  
310 W. Wisconsin Avenue  
Suite 500  
Milwaukee, WI 53203  
(800) 669-4000

### U.S. Department of Education - Office of Civil Rights Contact Information

#### Chicago Office

Citigroup Center

500 W. Madison Street, Suite 1475  
Chicago, IL 60661  
(312) 730-1560  
OCR.Chicago@ed.gov

Any questions or concerns regarding Nondiscrimination or Anti-Harassment Policy should be directed to:

Mohammed Bey  
Director, Diversity & Inclusion  
Title IX Coordinator  
Human Resources  
Northeast Wisconsin Technical College  
2740 Mason Street  
Green Bay, WI 54307-9042  
(920) 498-6826  
mohammed.bey@nwtc.edu

John Grant  
Dean, Student Development  
Title IX Coordinator  
Student Services  
Northeast Wisconsin Technical College  
2740 Mason Street  
Green Bay, WI 54307-9042  
(920) 498-6984  
John.grant@nwtc.edu

## Section II: Affirmative Action/Equal Opportunity Dissemination Activities

Understanding that the development and implementation of Affirmative Action and Equal Opportunity Plan is essential to its continued progress. Northeast Wisconsin Technical College makes a concentrated effort to disseminating affirmative action and equal information as follows:

1. Affirmative Action/Equal Opportunity Five Year Plan and Annual Updates will be reviewed and adopted by the Executive Leadership Team and shared with the District Board
2. Copies of the Affirmative Action/Equal Opportunity Five Year Plan, as well as future Affirmative Action Annual Reports, will be distributed to the following individual(s) and other organizations District wide:
  - District Board Members
  - College President
  - All Middle Level Leadership Staff
  - Student Senate Office
  - State Director, Human Resources
  - College Diversity Team
  - All Campus Locations
  - All New Employees
  - Wisconsin Technical College System Equal Opportunity Office
  - To any person(s) upon request
3. NWTC's Affirmative Action and Equal Opportunity Statement, Nondiscrimination & Anti-Harassment Policy and Gender Discrimination and Sexual Misconduct Policy will be:
  - Annually reviewed by the Executive Leadership Team and the administrative staff

- Distributed annually to all employees district wide
- Posted in appropriate locations campus and district wide
- Made part of student and new employee orientation packages
- Grievance procedures will be included in the Student Handbook, Catalog and other applicable student publications
- Accessible to all employees and students via NWTC's internet and intranet
- Nondiscrimination policy will be listed in English, Hmong and in Hispanic languages on the internet
- All recruitment materials, brochures, application and admission forms and other district created forms will include the Equal Opportunity disclaimer
- Management, various frontline staff and confidential resources will receive training regarding the affirmative action and equal opportunity statement and grievance procedure

### Section III Self-Evaluation

Self-evaluation consists of two parts, Federal and State Regulation Compliance contained in this section and Employment Compliance contained in Section IV.

#### Part A: Federal and State Regulations

The following self-evaluation instrument is to be completed by each district and must be submitted as part of the Five-Year Equal Opportunity/Affirmative Action Plan. The checklist should be reviewed annually for changes that have occurred at the district. Only changes need be reported in the annual plan submission. All items out of compliance, as self-analyzed, will be required to be addressed in Part B of this section with corrective action developed as part of the five-year plan. The instrument will assist districts with the federal and state compliance areas listed below:

1. Title VI of the Civil Rights Act of 1964, as amended, and the implementation of department regulation 45 CFR, Part 80.
2. Title IX of the Education Amendments of 1972 and the implementation of department regulation 45 CFR, Part 86.
3. Section 504 of the Rehabilitation Act of 1973 and the implementation of departmental regulation 45 CFR, Part 84.
4. Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Career and Technical Education Programs, 34 CFR, Part 100, Appendix B.
5. Americans with Disabilities Act of 1990, as amended, and the final regulations for Title II, at 28 CFR, Part 35.
6. Wisconsin Fair Employment Act, ss. 111.31 through 111.395, Wis. Stats.

7. Chapter 38, Wis. Stats.
8. Contract for Services, TCS 8, Wis. Admin. Code.

Self-Evaluation Questionnaire: Wisconsin Technical College District

Title VI, Civil Rights Act of 1964

1. Regulation 80.6 (a & b) - Requires recipients to file an assurance stating that no person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving federal financial assistance.

*Question:* Does the district have on file with the Department of Education an assurance of compliance for Title VI?

Yes     No

2. Regulation 80.6 (b & c) - Requires recipients to keep, and to submit to the federal agency or designee, such records or information necessary to ascertain whether the recipient has complied or is complying with Title VI.

*Question:* Does the district have available racial / ethnic data showing the extent to which members of minority groups are beneficiaries of and participants in all educational programs?

Yes     No

3. Regulation 80.6 (d) - Requires recipients to make such information concerning the provisions of this regulation and its applicability available to participants, beneficiaries, and other interested persons in such manner as the department official finds necessary to apprise such persons of the protections against discrimination assured by the Act and the regulation. This includes Section 80.7(b), "Procedures for Filing Complaints of Discrimination Prohibited by this Part" (Title VI).

*Question:* Has the district adopted such procedures for filing complaints (grievances)?

Yes     No

*Question:* Has the district made such information available to apprise persons of the protections assured by the Act and this regulation?

Yes     No

4. Regulation 80.6(d) - Requires all recipients to make available to participants, beneficiaries, and other interested persons, information regarding the provision of Title VI and its application to recipients' programs.

*Question:* Does the district have a policy statement which affirms nondiscrimination on the basis of race, color, or national origin and the application of this policy?

Yes    No

*Question:* Has this policy notification been disseminated to participants, beneficiaries, and other interested persons?

Yes    No

*Question:* Is this policy statement currently posted in bulletins, catalogs, application forms, and other general information materials?

Yes    No

#### Title IX - Self Evaluation

##### Procedural Requirements

1. Regulation 86.3 (c & d) - Requires each recipient to evaluate its policies and practices and the effects thereof concerning student admission and treatment, and employment of academic and non-academic personnel connected with the educational program or activities.

*Question:* Did the district undertake such a self-evaluation?

Yes    No

*Question:* Does the district have the results of the Title IX self-evaluation on file?

Yes    No

*Question:* Can the district provide evidence of the modification of policies and practices that occurred or remedial steps taken as a result of the Title IX self-evaluation?

Yes    No

2. Regulation 86.3(d) - Requires recipients to keep self-evaluation and related materials on file for at least three years following completion including a description of any modification made and any remedial steps taken as a result of the self-evaluation.

3. Regulation 86.4 - Requires each recipient to file a statement that no persons shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.

*Question:* Does such statement of assurance include a commitment to take whatever remedial action necessary to eliminate existing sex discrimination or the effects of past discrimination?

Yes    No

*Question:* Can the district document its remedial action efforts?

Yes    No

4. Regulation 86.8(a) - Requires all recipients to designate a specific employee (coordinator) to coordinate the recipient's compliance activities and investigate complaints alleging the recipient's noncompliance with Title IX.

*Question:* Has the district designated an employee(s) to coordinate compliance efforts and to investigate complaints of sex discrimination?

Yes    No

*Question:* Has this person's title, address, and telephone number been given to students, parents, and employees?

Yes    No

5. Regulation 86.8(b) - Requires all recipients to adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX.

*Question:* Has the district adopted such grievance procedures?

Yes    No

*Question:* Can the district document the publication of grievance procedures providing for prompt and equitable resolution of student and employee complaints of sex discrimination?

Yes    No

6. Regulation 86.9 - Requires recipients to take specific and continuing steps to notify applicants for admission and employment, students, parents, employees, applicants for employment, sources of referral, and all union and professional organizations of the provisions and application of Title IX in offering educational programs.

*Question:* Has a policy statement of nondiscrimination on the basis of sex been adopted, published, and disseminated to students, parents, employees, applicants for employment, sources of referral, and all unions or professional organizations?

Yes    No

*Question:* Was and does such notification continue to be made in newspapers and publications operated by recipient or by student alumni groups for or in connection with recipient; memorandum or other written communication distributed to every student and employee?

Yes    No

*Question:* Is such notification currently posted in bulletins, catalogs, application forms, other recruitment materials for students and employees?

Yes    No

*Question:* Does such notification identify the Title IX coordinator by giving the title, address and telephone number?

Yes    No

### Section 504 - Self Evaluation

#### Procedural Requirements

1. Regulation 84.5 - Requires each recipient to submit an assurance stating that no otherwise qualified handicapped persons shall, by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.

*Question:* Has the district provided an assurance stating its commitment to nondiscrimination on the basis of disability?

Yes    No

2. Regulation 84.6(c) - Requires the recipient to evaluate, with the assistance of interested persons including disabled persons or organizations representing them, its current policies and practices and the effects thereof.

*Question:* Did the district undertake such a self-evaluation?

Yes    No

*Question:* Does the district have the results of their Section 504 self-evaluation?



Yes    No

*Question:* Can the district provide evidence of the interested persons consulted, a description of areas examined, and problems identified; and any modification of policies and practices that occurred or remedial steps taken to eliminate the effects of past discrimination?

Yes    No

3. Regulation 84.6(c2) - Requires recipients that employ 15 or more persons to, for at least three years following completion of the self-evaluation, maintain on file the list of interested persons consulted, a description of areas and problems examined, and a description of any modifications made.

4. Regulation 84.7(a) - Requires a recipient that employs 15 or more persons to designate at least one person to coordinate its efforts to comply with Section 504.

*Question:* Has the district designated an employee to coordinate compliance efforts?

Yes    No

*Question:* Has this person's title, address, and telephone number been given to students, parents and employees?

Yes    No

5. Regulation 84.7(b) - Requires a recipient that employs 15 or more persons to adopt grievance procedures that incorporate appropriate due process standards and that provide for the resolution of complaints alleging unlawful discrimination against the disabled.

*Question:* Can the district document the adoption and existence of such grievance procedures?

Yes    No

*Question:* Has the district taken steps to inform its beneficiaries of such grievance procedures?

Yes    No

6. Regulation 84.8 - Requires each recipient that employs 15 or more persons to take initial and continuing steps to notify participants, beneficiaries, applicants, employees, unions, or professional organizations that it does not discriminate on the basis of disability in admission or access to, or treatment of or employment in its programs and activities.

*Question:* Has a policy statement of nondiscrimination on the basis of disability been adopted, published and disseminated as required?

Yes    No

*Question:* Does such notification identify the specific persons designated to coordinate compliance to Section 504?

Yes    No (Kelly S for Students/Employees)?

*Question:* Is such notification currently posted in recruitment materials or publications containing general information?

Yes    No

7. Regulation 84.22(e) - Requires recipients that employ 15 or more persons to develop a transition plan setting forth the steps necessary to complete structural changes to facilities that are necessary for program accessibility.

*Question:* Did the district develop a transition plan?

Yes    No

*Question:* Was the plan developed with the assistance of interested persons or organizations representing disabled persons?

Yes    No

*Question:* Is the transition plan available for review?

Yes    No

*Question:* Has the district completed all the structural changes addressed in the transition plan?

Yes    No

*Question:* Can the district document the steps taken toward meeting the requirements of its transition plan for program accessibility?

Yes    No

#### Career and Technical Education Program Guidelines – Self-Evaluation

##### Procedural Requirements

1. Guideline IV - Requires recipients to locate educational facilities at sites that are readily accessible to both non-minority and minority communities.

*Question:* Does the district provide educational facilities at locations that are accessible to all communities regardless of race, color, or national origin?

Yes    No

2. Guideline IV(L) - Requires recipients to: (a) identify its applicants with limited English-speaking skills and to assess their ability to participate; (b) use acceptable methods of identification; (c) take steps to open all programs to these students; and (d) if necessary, demonstrate that a concentration of such students in one or a few programs is not the result of discriminatory limitations of opportunities available to such students.

*Question:* Does the district use a system to identify its limited English language students and to assess their ability to participate?

Yes    No

*Question:* Does the district provide language-related support services to its limited English language students?

Yes    No

*Question:* Have steps been taken by the district to open all programs to limited English language students?

Yes    No

*Question:* Can the district demonstrate that a concentration of limited English language students in one or a few programs is not the result of unlawful discrimination?

Yes    No

3. Guideline IV(N) - Requires recipients to, if necessary, (1) modify instructional equipment, (2) modify or adapt the manner in which courses are offered, (3) house the program in facilities that are accessible or alter facilities to make them readily accessible to mobility impaired students, and (4) provide auxiliary or related aids and services.

*Question:* Are there architectural barriers which deny disabled students access to educational programs and courses?

Yes    No

*Question:* Is the district providing the necessary related aids or services to disabled students so they may have access to educational programs and courses?

Yes    No

4. Guideline IV(O) - Requires recipients to issue public notification that all educational opportunities will be offered without regard to race, color, national origin, sex or disability; and, if necessary, disseminate public notification materials in the language of persons of national origin.

*Question:* At the beginning of each year, does the district advise the students, parents, employees, and the general public of its nondiscrimination policy?

Yes    No

*Question:* Is this notification advertised in a manner that is accessible to all members of the general public regardless of race, color, national origin, sex or disability?

Yes    No

*Question:* Does the announcement provide information on course offerings, admissions criteria, and the titles, telephone numbers and addresses of the coordinators of Title IX and Section 504?

Yes    No

*Question:* Is the announcement communicated in the native language of national origin minorities for communities of national origin minorities in the service area?

Yes    No

*Question:* Does the announcement include an assurance that the lack of English language skills will not be a barrier to admission and participation?

Yes    No

5. Guideline V(A) - Requires recipients to ensure that counseling materials and activities (such as student program selection and career / employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability.

*Question:* Does the district take steps to ensure that counseling materials and activities, and promotional and recruitment efforts do not discriminate on the basis of race, color, national origin, sex or disability?

Yes    No

6. Guideline V(B) - Requires recipients operating career and technical educational programs to ensure that counselors do not direct or urge any student to enroll in a particular career or program area or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or disability; and if there is disproportionate enrollment of either sex,

minority group, or disabled students in a program, recipients are required to take steps to ensure that such an occurrence does not result from unlawful discrimination in counseling.

*Question:* Do counselors direct or urge any students to enroll in a particular career or program on the basis of race, color, national origin, sex, or disability?

Yes     No

*Question:* Do counselors measure or predict a student's prospects for success in any career or program based on the student's race, color, national origin, sex, or disability?

Yes     No

*Question:* Do counselors counsel handicapped students toward more restrictive career objectives than non-disabled students with similar abilities and interests?

Yes     No

*Question:* Does the district take steps to ensure that disproportionate enrollment of either sex, minority group, or disabled students in a program are not the result of unlawful discrimination?

Yes     No

7. Guideline V(C) - Requires recipients to conduct student recruitment activities in a manner that does not exclude or limit opportunities on the basis of race, color, national origin, sex, or disability.

*Question:* Are students recruited and counseled to education programs without regard to race, color, national origin, sex, or disability?

Yes     No

*Question:* Are career opportunities and curricular programs presented in a manner that does not discriminate on the basis of race, color, national origin, sex, or disability?

Yes     No

*Question:* Do the materials used in recruiting or promotional efforts limit the portrayal of career opportunities or tend to perpetuate or create stereotypes or limitations based on race, national origin, sex, or disability through text or illustration?

Yes     No

*Question:* Are members of the protected groups represented and active in recruitment and counseling activities?

Yes    No

*Question:* Are provisions made for the limited English language minorities and disabled persons to receive promotional literature and comparable recruitment efforts in a medium in which they can communicate?

Yes    No

8. Guideline V(D) - Requires recipients to ensure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing or visual impairments.

*Question:* Has the district taken steps to ensure that counselors can effectively communicate with national origin minority students with limited language skills and with students who have hearing or visual impairments.

Yes    No

9. Guideline V(E) - Requires recipients to, if necessary, distribute promotional literature to national origin minority persons in their native language.

*Question:* Does the district provide promotional literature to national origin minorities in their native language for identified communities of national origin minority persons with limited English language skills?

Yes    No

10. Guideline VI(B) - Requires recipients to, if necessary, provide materials and information used as notification of opportunities for financial assistance to be distributed and communicated in a manner that it can be accessed by national origin minority persons with limited English language skills.

*Question:* Does the district provide materials and information used as notification of opportunities for financial assistance distributed and communicated in a manner that is accessible to national origin minority students with limited English language skills?

Yes    No

11. Guideline VI(C) - Requires recipients that provide housing in residential post-secondary education centers to extend housing opportunities, whether on campus or off campus, without discrimination, and provide comparable, convenient, and accessible housing at the same cost and under the same conditions for disabled students.

*Question:* If provided by a district that has career and technical education programs, is on campus and off campus housing provided for all regardless of race, sex, or disability?

Yes     No

*Question:* Is the housing provided for disabled students comparable, convenient and offered at the same cost and conditions as for other students?

Yes     No

12. Guideline VI(D) - Requires recipients that provide facilities for one sex to provide comparable facilities to those of the other sex and be readily accessible to disabled persons.

*Question:* Does the district provide common facilities which have been modified or are separate comparable facilities (changing rooms, showers, etc.) offered for students of both sexes?

Yes     No

*Question:* Have facilities been adapted or modified to the extent necessary to make the educational program readily accessible to the disabled?

Yes     No

13. Guideline VII(A) - Requires recipients to ensure that they do not discriminate against students on the basis of race, color, national origin, sex, or disability in making cooperative educational programs, job placement and apprentice training opportunities available to students; and that students participating in these types of programs are not discriminated against by employers or prospective employers in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and in pay; contracts or written agreements when used in relation to these opportunities must contain a statement of assurance indicating that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or disability.

*Question:* Does the district make opportunities in its work study, cooperative education and job placement programs available to students without regard to race, color, national origin, sex, or disability?

Yes     No

*Question:* Does the district ensure that students placed in cooperative education work study, or job placement programs receive equal treatment with regard to task assignment, numbers of hours worked, responsibility levels, and pay?

Yes     No

*Question:* Are assurances of non-discrimination contained in written agreements for the referral or assignment of students to an employer?

Yes    No

14. Guideline VII(B) - If written agreements with a labor unions or other sponsors providing apprentice training are used, recipients are required to include an assurance that the union or other sponsor does not engage in discrimination against its membership or applicants for membership; and that apprentice training will be offered and conducted free of discrimination on the basis of race, color, national origin, sex or disability.

*Question:* Does the district enter into any agreements for the provision or support of apprentice training with any labor union or other sponsor?

Yes    No

*Question:* Do written agreements contain an assurance that they do not discriminate against their members or applicants?

Yes    No

15. Guideline VIII(B) - Requires the recipient to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or disability.

*Question:* Has the district attempted to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or disability?

Yes    No

16. Guideline VIII(D) - Requires the recipient to establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability.

*Question:* Are faculty salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability?

Yes    No

17. Guideline VIII(E) - Requires recipients to provide equal employment opportunities for teaching and administrative positions to handicapped applicants who can perform the essential functions for the position; and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship.



*Question:* Does the district provide reasonable accommodations to the known physical or mental limitations of an otherwise qualified disabled applicants or employees?

Yes    No

18. Guideline VIII(F) - Requires recipients to take steps to overcome the effects for past discrimination. Such steps may include the recruitment or reassignment of qualified persons of a particular race, national origin, or sex, or who are disabled.

*Question:* Does the district limit its recruitment efforts to schools, communities or companies which are disproportionately composed of persons of a particular race, national origin, sex, or disability?

Yes    No

#### Americans with Disabilities Act - Self Evaluation

19. Title 28, Part 35, Subpart A & C - Prohibits the denial of services or benefits on the basis of a disability.

*Question:* Has the district included disability in its non-discrimination policies?

Yes    No

20. Title 28, Part 35, Subpart B - Provides for equality of opportunity to participate in or benefit from a public entity's aids, benefits, and services. In addition, provides for equal participation in the "mainstream" of society.

*Question:* Are persons with disabilities afforded an equally effective opportunity to participate in or benefit from an aid, benefit or service?

Yes    No

*Question:* Are individuals with disabilities integrated to the maximum extent appropriate?

Yes    No

*Question:* If separate programs are offered, are they appropriate to the particular individual?

Yes    No

*Question:* Have any individuals with disabilities been excluded from a regular program or required to accept special services or benefits?

Yes  No

*Question:* Are individuals with disabilities provided accommodations necessary to allow them to participate in regular programs?

Yes  No

21. Title 28, Part 35, Subpart D - A public entity may not impose eligibility criteria for participation in its programs, services or activities that either screen out or tend to screen out persons with disabilities, unless it can show that such requirements are necessary for the provision of the service, program or activity.

*Question:* Are any safety requirements imposed based on real risks, not speculation, stereotypes or generalizations about individuals with disabilities?

Yes  No

*Question:* Are any inquiries made into a disability absolutely necessary to insure safe participation?

Yes  No

*Question:* In cases where extra costs are incurred does the district absorb the cost without charge to the disabled individual being served?

Yes  No

*Question:* Are modifications to policies, practices or procedures in programs made to accommodate disabled individuals except where the modification would fundamentally alter the nature of the service, program or activity?

Yes  No

22. Title 28, Part 35, Subpart D - A public entity may not deny the benefits of its programs, activities, and services to individuals because its facilities are inaccessible. The "program accessibility standard" requires that a public entity's services, programs, and activities, when viewed in their entirety, be readily accessible to and usable by individuals with disabilities.

*Question:* Has the district conducted a review of its facilities, developed a transition plan, and made changes as needed to achieve program accessibility?

Yes  No

*Question:* Where access involves back door or freight elevators, is such an arrangement used only as a last resort in cases where it provides accessibility comparable to that provided to persons without disabilities who generally use front doors and passenger elevators?

Yes  No

*Question:* Are adequate numbers of accessible parking spaces in existing parking lots or garages available?

Yes  No

23. Title 28, Part 35, Subpart E - Provides that a public entity must ensure that its communication with individuals with disabilities are as effective as communications with others. In order to provide equal access, a public accommodation is required to make available appropriate auxiliary aids and services where necessary to ensure effective communication.

*Question:* Is a procedure available that provides an opportunity for individuals with disabilities to request auxiliary aids and services of their choice?

Yes  No

*Question:* Does the procedure provide for primary consideration to and consultation with the individual in regard to their primary choice?

Yes  No

*Question:* Where interpreters are supplied, are they qualified, i.e., "able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf ... effectively, accurately, and impartially including the use of necessary specialized vocabulary"?

Yes  No

*Question:* Where telephone communications are available, are equally effective communication devices or services provided for individuals with disabilities, including hearing and speech impaired individuals?

Yes  No

24. Title 28, Part 35, Subpart F - Provides for administrative requirements including preparation of a self-evaluation, development of a transition plan, providing notice to the public, designation of a responsible employee and development of a grievance procedure.

*Question:* Has the district developed a self-evaluation plan that identifies all of their programs, activities and services; and reviews all policies and practices that govern the programs, activities and services.

Yes  No

*Question:* Has the district developed a transition plan for structural modifications required to achieve program accessibility and provided a copy of that plan to the WTCS Facilities Director as part of the district's five-year facility plan?

Yes    No

*Question:* Has the district provided information on ADA's requirements to applicants, participants, beneficiaries, and other interested persons which explains ADA's prohibitions against discrimination?

Yes    No

*Question:* Has the district adopted and published a grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by ADA?

Yes    No

*Question:* Has the district designated at least one employee to coordinate its efforts to comply with and fulfill its responsibilities of the ADA, including the investigation of complaints?

Yes    No

#### Wisconsin Fair Employment Act

1. Section 111.31, Wis. Stats. - Provides that the practice of unfair discrimination in employment against properly qualified individuals by reason of their age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, military service, or the use or non-use of lawful products off the employer's premises during non-working hours is illegal.

*Question:* Does the district as an employer base an evaluation of an employee or applicant for employment upon the employee's or applicant's individual qualifications rather than upon a particular class to which the individual may belong?

Yes    No

*Question:* Does the district avoid making, using or circulating any statement, advertisement or publication, or avoid using any form of application for employment or avoid making any inquiry in connection with prospective employment which is prohibited by the Wisconsin Fair Employment Act?

Yes    No

*Question:* Does the district as an employer refrain from prohibited honesty, genetic, and other testing prohibited by the Wisconsin Fair Employment Act?

Yes    No

Chapter 38, Wis. Stats.

1. Chapter 38, Wis. Stats. - Includes the requirement at ss. 38.12(11), Wis. Stats. to conduct an orientation program and provide information on sexual harassment, and the general prohibition against discrimination in admission and/or participation in services, programs, courses and facilities usage based upon race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.

*Question:* Does the district incorporate in its orientation program for newly entering students, oral and written information on sexual assault and sexual harassment?

Yes    No

*Question:* Does the district annually supply all students enrolled in the district printed material on sexual harassment and sexual assault?

Yes    No

*Question:* Does the district annually submit a report to the chief clerk of each house of the Wisconsin legislature indicating the methods used to comply with orientation and information requirements?

Yes    No

*Question:* Does the district have established policies to protect students from discrimination which provides criteria for determining discrimination as prohibited, provides remedies and sanctions for violations, establishes a 300-day time limit on filing and establishes a procedure with reasonable time limits to act on complaints?

Yes    No

Contract for Services - TCS 8

Policy and Procedural Requirements Relating to Non Discrimination

1. TCS 8.04(7)(a)(b) - Requires each district board to adopt policies and procedures governing contracts for services with service recipients.

*Question:* Does the district have a policy and procedure governing contracts for service with recipients?

Yes     No

*Question:* Does the district's contract for service policy include a statement of non-discrimination on the basis of age, race, color, sex, creed, disability, political persuasion, ancestry, or sexual orientation against students and employees or student and employee applicants?

Yes     No

2. TCS 8.05(4)(a)(b) - Requires that the service recipient certify that it does not discriminate on the basis of age, race, color, sex, creed, disability, political persuasion, ancestry, or sexual orientation against any employee, applicant for employment, any student, or applicant for enrollment.

*Question:* Does the district certify that service recipients do not discriminate on the basis of age, race, color, sex, creed, disability, political persuasion, ancestry, or sexual orientation against students and employees or student and employee applicants?

Yes     No

## Self-Analysis of Work Force and Goals Establishment

DISTRICT NAME: Northeast Wisconsin Technical College									
DISTRICT WORKFORCE ANALYSIS									
CATEGORY	TOTAL	FEMALES		PERSONS WITH DISABILITIES		RACIAL/ETHNIC GROUPS			
		No.	%	No.	%	American Indian/ Alaska Native		Asian	
						No.	%	No.	%
<b>Administrators<sup>1</sup></b>									
NWTC District Employees	94	61	64.89	0	0.00	2	2.13	1	1.06
District Labor Force	18,585	8,128	43.73	686	3.69	128	0.69	181	0.97
% Difference (+ or -)			21.16		-3.69		1.44		0.09
Underutilizations (yes/no)			no		yes		no		no
<b>Faculty<sup>2</sup></b>									
NWTC District Employees	283	132	46.64	0	0.00	6	2.13	4	1.41
District Labor Force	1,093	637	58.28	60	5.49	25	2.29	18	1.65
% Difference (+ or -)			-11.64		-5.49		-0.16		-0.23
Underutilizations (yes/no)			yes		yes		Yes		yes
<b>Professional Non-Faculty</b>									
NWTC District Employees	72	49	68.06	0	0.00	0	0.00	3	4.17
District Labor Force	9,508	7,132	75.01	168	1.77	125	1.31	172	1.81
% Difference (+ or -)			-6.95		-1.77		-1.31		2.36
Underutilizations (yes/no)			yes		yes		yes		no
<b>Secretarial/Clerical</b>									
NWTC District Employees									
District Labor Force									
% Difference (+ or -)									
Underutilizations (yes/no)									

<sup>1</sup> Includes supervisors of professional and non-professional employees and Deans, Directors, Associate Deans, Assistant Deans, and Executive Officers of academic departments if their principal activity is administrative.

<sup>2</sup> Includes Deans, Directors, Associate Deans and Executive Officer of academic departments if their principal activity is instructional.

DISTRICT NAME: Northeast Wisconsin Technical College

DISTRICT WORKFORCE ANALYSIS

CATEGORY	TOTAL	FEMALES		PERSONS WITH DISABILITIES		RACIAL/ETHNIC GROUPS			
						American Indian/ Alaska Native		Asian	
		No.	%	No.	%	No.	%	No.	%
<b>Technical/Para-Professional</b>									
NWTC District Employees	243	209	82.28	0	0.00	1	0.39	12	4.72
District Labor Force	5,318	2,813	52.90	86	1.62	108	2.03	231	4.34
% Difference (+ or -)			29.39		-1.62		-1.64		0.38
Underutilizations (yes/no)			no		yes		yes		no
<b>Skilled Craft</b>									
NWTC District Employees									
District Labor Force									
% Difference (+ or -)									
Underutilizations (yes/no)									
<b>Service/Maintenance</b>									
NWTC District Employees	16	0	0.00	0	0.00	0	0.00	0	0.00
District Labor Force	20,462	10,948	53.50	2,119	10.36	813	3.97	345	1.69
% Difference (+ or -)			-53.50		-10.36		-3.97		-1.69
Underutilizations (yes/no)			yes		yes		yes		yes
<b>District Totals</b>									
NWTC District Employees	718	452	62.95	0	0.00	9	1.25	20	2.79
District Labor Force	223,824	106,392	47.53	12,928	5.78	4,126	1.84	3,824	1.71
% Difference (+ or -)			15.42		-5.78		-0.59		1.08
Underutilizations (yes/no)			no		yes		yes		no



DISTRICT NAME: Northeast Wisconsin Technical College

DISTRICT WORKFORCE ANALYSIS

CATEGORY	RACIAL/ETHNIC GROUPS											
	Black/ African American		Hispanic/ Latino		Native Hawaii or Pacific Islander		Multi-Racial		White		Unknown	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Administrators<sup>1</sup></b>												
NWTC District Employees	2	2.13	0	0.00	0	0.00	0	0.00	89	94.6	0	0.00
District Labor Force	151	0.81	352	1.89	0	0.00	76	0.41	17,690	95.1	N/A	N/A
% Difference (+ or -)		1.32		-1.89		0.00		-0.41		-0.5		
Underutilizations (yes/no)		no		yes		no		yes		yes		
<b>Faculty<sup>2</sup></b>												
NWTC District Employees	0	0.00	1	0.35	0	0.00	3	1.06	271	96.0	0	0.00
District Labor Force	0	0	35	3.20	0	0.00	19	1.74	993	90.8	N/A	N/A
% Difference (+ or -)		0.00		-2.85		0.00		-0.67		5.2		
Underutilizations (yes/no)		no		yes		no		yes		no		
<b>Professional Non-Faculty</b>												
NWTC District Employees	3	4.17	2	2.78	0	0.00	0	0.00	64	88.8	0	0.00
District Labor Force	1	0.01	109	1.15	15	0.16	67	0.70	9,027	94.9	N/A	N/A
% Difference (+ or -)		4.16		1.63		-0.16		-0.70		-6.1		
Underutilizations (yes/no)		no		no		yes		no		yes		
<b>Secretarial/Clerical</b>												
NWTC District Employees												
District Labor Force												
% Difference (+ or -)												
Underutilizations (yes/no)												

<sup>1</sup> Includes supervisors of professional and non-professional employees and Deans, Directors, Associate Deans, Assistant Deans, and Executive Officers of academic departments if their principal activity is administrative.

<sup>2</sup> Includes Deans, Directors, Associate Deans and Executive Officer of academic departments if their principal activity is instructional.

DISTRICT NAME: Northeast Wisconsin Technical College

DISTRICT WORKFORCE ANALYSIS

CATEGORY	RACIAL/ETHNIC GROUPS											
	Black/ African American		Hispanic/ Latino		Native Hawaii or Pacific Islander		Multi-Racial		White		Unknown	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Technical/Para-Professional</b>												
NWTC District Employees	2	0.79	6	2.36	0	0.00	0	0.00	233	91.7	0	0.00
District Labor Force	163	3.07	40	0.75	6	0.11	28	0.53	4,744	89.2	N/A	N/A
% Difference (+ or -)		-2.28		1.61		-0.11		-0.53		2.5		
Underutilizations (yes/no)		yes		no		yes		yes		no		
<b>Skilled Craft</b>												
NWTC District Employees												
District Labor Force												
% Difference (+ or -)												
Underutilizations (yes/no)												
<b>Service/Maintenance</b>												
NWTC District Employees	0	0.00	0	0.00	0	0.00	0	0.00	16	100	0	0.00
District Labor Force	181	0.88	1,193	5.83	1	0.00	234	1.14	17,712	86.5	N/A	N/A
% Difference (+ or -)		-0.88		-5.83		0.00		-1.14		13.5		
Underutilizations (yes/no)		yes		yes		no		yes		no		
<b>District Totals</b>												
NWTC District Employees	7	0.97	9	1.25	0	0.00	3	0.41	673	93.7	1	0.14
District Labor Force	2,343	1.05	9,167	4.10	94	0.04	1,680	0.75	202,580	90.5	N/A	N/A
% Difference (+ or -)		-0.07		-2.86		-0.04		-0.33				
		yes		yes		no		yes		no		

## Employment Program Affirmative Action Initiatives

Program Initiative #1: Implement targeted recruitment plans focusing on minority populations.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Work with College staff and community experts to identify new, non-traditional, minority recruitment strategies.	●	●	●	●	●
Create branding identity and update marketing tools around diversity & inclusion to promote to the employees and the greater district.	●	●	●	●	●
Implement recruitment strategies targeted towards minority employees.		●	●	●	●
Create and establish a formal connections with minority employees to support and generate ideas for recruitment and retention.		●	●	●	●
Develop recruitment internal pipeline to hire through the multicultural internship programs.		●	●	●	●
Human Resources					●

Method of Evaluation: This program is embedded in the Division of Human Resources' Team Action Plan and is tied to the College's Future 2018 Strategic Directions. Steps for each initiative will be reviewed on a quarterly basis and will be shared through the Annual Update.

Program Initiative #2: Implement process for tracking new and current disabled employees.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Implement tool to track new employees and update the records on continuing employees who identify as disabled.		●	●	●	●
Human Resources					●

Method of Evaluation:

The Annual Update will provide an opportunity to review the progress of this initiative.

Program Initiative #3: Establish programs to focus on the onboarding and retention of minority employees.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research onboarding programs designed for minority employees.		● ➤	● ➤	● ➤	● ➤
Select onboarding and retention programs for minority employees and share them with minority group providing Human Resources feedback on its recruitment efforts.				● ➤	● ➤
Create an implementation process for the programs.					● ➤
	Human Resources ●			Diversity Team ➤	

Method of Evaluation: This program is embedded in the Diversity Team’s Team Action Plan. Steps for each initiative will be reviewed on a quarterly basis. Implementation of an initiative and its success rates will be tracked and shared each year through the Annual Update.

Program Initiative #4: Implement a standard diversity-related qualification for all College positions. Implement a standard diversity-related interview question(s) for all College positions.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research purposeful, relevant diversity-related qualification requirement for all levels and groups of employees; seek input from other colleges, businesses, community organizations and employees.	●	●	●	●	●
Create leadership communication event to aid the further understanding of the importance and benefit of having diverse teams and an inclusive environment		●	●	●	●
Update job descriptions and job postings, as appropriate to include the qualification statement.		●	●	●	●
Research and consider a standard diversity interview question(s) for all positions (including work study.			●	●	●
Implement a standard diversity interview question for all positions and education opportunity around unconscious bias.				●	●
	Human Resources ●				

Method of Evaluation: The number of minorities, both generally in the NWTC workforce and in specific categories of employment, will be evaluated annually by the Director, Talent Management and Director, Diversity & Inclusion. Increased minority (race) staff will be a general indicator of success. Each program initiative involved will be reviewed and evaluated each year through the Annual Update.

Program Initiative #5: Implement diversity related questions in exit interview process.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research and consider a standard diversity exit interview question(s) for all positions.			●	●	●
Share findings with leadership and discuss benefits of the proposed approach.					●
Implement a standard diversity exit interview question(s) for all positions.				●	●
	Human Resources				●

Methods of Evaluation: Implementation of the questions and the gathering of qualitative data on the College’s campus climate. The Annual Update will provide an opportunity to review the progress.

Program Initiative #6: Provide employees with resources needed to promote cultural awareness and sensitivity.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Implementation of introductory course on cultural sensitivity for staff.	● >	● >	● >	● >	● >
Implementation of course focused on inclusive teaching for faculty.	● >	● >	● >	● >	● >
Development and implementation of cultural sensitivity training for frontline staff.		● >	● >	● >	● >
Identify and implement co-curricular opportunities for employees and student to have dialogues around diversity, equity and current global topics.		● >	● >	● >	● >
Develop a grouping of related trainings, offered as electives, to increase diversity awareness and competence. Offer recognition for completion of the trainings and capstone project.			● >	● >	● >
	Human Resources ●			Diversity Team >	

Methods of Evaluation: This program is embedded in the Diversity Team’s Team Action Plan. Steps for each initiative will be reviewed on a quarterly basis. Effectiveness of training and program opportunities are evaluated by a sub-committee. The Annual Update will provide an opportunity to review the progress.

Program Initiative #7: Provide appropriate College staff with an understanding of the campus climate around diversity and inclusion.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research campus climate surveys focusing around race, ethnicity, gender and sex targeting students and employees.	● >	● >	● >	● >	● >
Create a proposal to present the campus climate survey to the Executive Leadership Team.		● >	● >	● >	● >
Administer campus climate survey and review results. Identify ways to inform the campus community on results and next steps.		● >	● >	● >	● >
Research diversity scorecard and develop implementation plan.			● >	● >	● >
Create a proposal to present the diversity scorecard to the Executive Leadership Team.				● >	● >
	Human Resources ●			Diversity Team >	

Methods of Evaluation: This program is embedded in the Diversity Team’s Team Action Plan. Steps for each initiative will be reviewed on a quarterly basis. Overall participation in the assessment and follow-up will determine effectiveness of this initiative. The Annual Update will provide an opportunity to review the progress.

Program Initiative #8: Expand Human Resources community outreach to included organizations that focus on servicing minority/underrepresented populations in Brown County.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Develop a comprehensive listing of various community based advocacy organizations within the district.	●	●	●	●	●
Contact organizations to offer assistance and develop a stronger relationship	●	●	●	●	●
Provide at least three services per year to organizations.				●	●
	Human Resources ●				

Methods of Evaluation: Hours and involvement will be tracked. Reflection and tying efforts back to overall impact on campus climate at NWTC will be facilitated in group discussions. Division is embedded in issues to understand diversity and equity in different communities. The Annual Update will provide an opportunity to review the progress.

Program Initiative #9: Promote and increase visibility of the SUNG (St. Norbert, UWGB, NWTC and GBAPS) Committee in Brown County.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Identify initiatives that each school system will support in an effort to educate Brown County around diversity, equity and inclusion.		● ▼	● ▼	● ▼	● ▼
Develop timeline for implementation of county-wide initiatives.				● ▼	● ▼
	Human Resources ●			SUNG Members ▼	

Methods of Evaluation: Initiatives are developed and implemented in Brown County. District is aware of the SUNG Committee and seen as a leader around diversity, inclusion and equity. The Annual Update will provide an opportunity to review the progress of this initiative.

Program Initiative #10: Revisit vision and projects of the College’s Diversity Team.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Organize a team member retreat to outline goals and objectives for the team.	● ▲	● ▲	● ▲	● ▲	● ▲
Examine team’s charter and team action plans to (1) to create the desired team vision (2) align project and roles to fit the desired change for the team.		● ▲	● ▲	● ▲	● ▲
Tie in all diversity and inclusion initiatives and create, then implement new look and feel for diversity and inclusion.			● ▲	● ▲	● ▲
	Human Resources ●			Student Success ▲	

Methods of Evaluation: Results for programs around diversity and inclusion are understood throughout the College and the Diversity Team is seen as a leader and resource to the campus community. The Annual Update will provide an opportunity to review the progress.

## Student Program Affirmative Action Initiatives

### Enrollment

Program Initiative #1: Continue to grow and create new partnerships and programs with local minority groups in the District to increase their enrollment numbers.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Hold events on campus for prospective students to show the services offered at the College and to provide professional assistance to them.	★ ▲ ◆	★ ▲ ◆	★ ▲ ◆	★ ▲ ◆	★ ▲ ◆
Continue to evaluate and grow the programs offered to the Oneida Tribe of Indians (ex. Connecting Families, Tech Camps, Adopt a School Program, Placement of Interns, and Cultural Events).	▲	▲	▲	▲	▲
Strengthen current intrusive case management techniques and services for addressing the needs of our minority student populations.	▲	▲	▲	▲	▲
Strengthen and evaluate co-curricular activities and campus engagement of minority students through their participation in student clubs and organizations.	▲	▲	▲	▲	▲
Establish a student to student and alumni to student mentoring program with an emphasis on minority students.	▲ ★	▲ ★	▲ ★	▲ ★	▲ ★
Enhance the Vision of Success program's partnership between the Green Bay Area Public Schools and NWTC by (a) reevaluating the programs' objectives and goals, (b) establishing combined outcomes (c) and tracking the success of the remedial impact on students enrolling into NWTC.		●	●	●	●
	Human Resources ●			Student Success ▲	
	College Advancement ★			Learning ◆	

Method of Evaluation:

The initiatives listed under this program are tied to each Division's Team Action Plan. The progress of these initiatives will be reviewed through the Annual Update.

Program Initiative #2: Implement Student Veterans and Military student recruitment and retention strategies.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Continue to create co-curricular experiences through student clubs, student lounge area and events focused on Veterans.	▲	▲	▲	▲	▲
Research and identify recruitment and retention strategies for Veterans and Military students.		▲ ★	▲ ★	▲ ★	▲ ★
Explore a potential collaboration with Oneida Indian Nation's Veterans and NWTC Veteran Services.			▲	▲	▲
	College Advancement ★			Student Success ▲	



Method of Evaluation:

These initiatives will be monitored based on our enrollment numbers and the development and implementation of the co-curricular activities. They will also be evaluated and reviewed each year through the Annual Update.

Program Initiative #3: Establish multicultural scholarships designed to attract the top minority students in our District.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Continue to work with Brown County Local College Access Network to foster a stronger connection between them and creating a bridge to the College.	▲	▲	▲	▲	▲
Work with the Green Bay Area Public School System to identify potential educational scholarships for minority students.		● ★	● ★	● ★	● ★
Establish scholarship sponsorships with companies, AC/Chambers of Commerce and businesses in our District. This would include minority owned businesses.					● ★
	College Advancement ★			Student Success ▲	
	Human Resources ●				

Method of Evaluation:

Each year the number of available scholarships will be evaluated against the available numbers at the beginning of the 2015-16 school year. Increased minority students will also be a general indicator of success. These initiatives will be evaluated and reviewed through the Annual Update.

### Completion Rates

Program Initiative #1: Increase Graduation Rates for minority students.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Outreach to African American/Black and Native American students who are close to graduation to encourage them to complete.	▲ ●	▲ ●	▲ ●	▲ ●	▲ ●
Utilize an early alert system to refer students to appropriate services.	▲ ◆	▲ ◆	▲ ◆	▲ ◆	▲ ◆
Identify a group of employees to develop a research project on the current minority students with a focus on African American/Black and Native American students.	▲ ●	▲ ●	▲ ●	▲ ●	▲ ●
Create research plan and implement project.		▲ ●	▲ ●	▲ ●	▲ ●
Present findings to the campus community.					▲ ●
	Learning ◆			Student Success ▲	
	Human Resources ●				

Method of Evaluation:

Annually review course completion rates. A general indicator of success will be increases in completion rates for students. These initiatives will be evaluated and reviewed through the Annual Update.

Program Initiative #2: Increase undergraduate course completion rates for ELL and Basic Skills students.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Continue to offer Intensive English Program (IEP) to incoming international students.	◆	◆	◆	◆	◆
Continue to keep a list of community resources to offer to minority students and to make referrals.	▲	▲	▲	▲	▲
Career Pathways Bridge (CPB) is established in a team teaching approach to avoid remedial classes in programs. Emphasis will be placed on minority students.	◆	◆	◆	◆	◆
Offer Career Counseling to HSED/GED/ELL students near their graduation dates to help them set and achieve their next educational and career goals.				◆ ▲	◆ ▲
	Learning ◆			Student Success ▲	

Method of Evaluation:

Track the number of events and the number of students attending each activity. Track the number of appropriate referrals to transitional services. Generally, increased attendance at events and increased referrals will be an indicator of success. This initiative will be evaluated and reviewed through the Annual Update.

### Student Counseling

Program Initiative #1: Explore intentional partnerships and resources for Career Services.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Identify employer partnerships who value diversity and equity.	▲	▲	▲	▲	▲
Partner with community organizations that focus on underrepresented populations to help market their benefits and support offered through career services.			▲	▲	▲
	Student Success ▲				

Method of Evaluation:

This program will be embedded into the Department's Team Action Plan and reviewed on a quarterly basis. The initiatives will be evaluated and reviewed through the Annual Update.

Program Initiative #2: Revisit internal resources and promotional pieces to support inclusion and customer service for our students.

Activity/ Steps	Timeline and Responsibilities				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Promote bilingual employees to students and staff to identify those support services.	● ▲	● ▲	● ▲		
Include inclusive language in all advising, admissions and support services materials.		● ▲	● ▲	● ▲	● ▲
Create bilingual promotional materials (Recruitment general brochure, Financial Aid overview sheet and Basic Ed brochure).		▲ ★	▲ ★	▲ ★	▲ ★
Create a Student Development Advisory Committee focused on customer service, service provision and meeting needs of all students (with a focus on minority students).			▲	▲	▲
	Human Resources ●			Student Success ▲	
	College Advanement ★				

Method of Evaluation:

Review and development of promotional materials will be a clear sign of accomplishing these initiatives. Initiatives will be embedded into each Department’s Team Action Plan and reviewed on a quarterly basis. These initiatives will be evaluated and reviewed through the Annual Update.

**APPENDIX A**

EEOC Report Categories

- 1 = ADMINISTRATIVE. Include persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as Director or Administrator or the equivalent. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads or equivalents) if their principal activity is administrative. Also include supervisors of professional employees.
- 2 = FACULTY. Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and now hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.

- 3 = PROFESSIONAL NON-FACULTY. Include persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Executive (1) and who should not be classified under any of the four "nonprofessional" categories of activities.
- 4 = CLERICAL / SECRETARIAL. Include persons whose assignments typically are associated with clerical activities, or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Also include sales clerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.
- 5 = TECHNICAL / PARAPROFESSIONAL. Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments. Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status.
- 6 = SKILLED CRAFTS. Include persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and typesetters.
- 7 = SERVICE / MAINTENANCE. Include persons whose assignments require limited degrees of previously acquired skills and knowledge, and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, and security personnel.

## APPENDIX B District Statistics



### Client Reporting System CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
District: Northeast Wisconsin Technical College

ALL PROGRAMS																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	17,263	351	2.03 %	428	2.48 %	371	2.15 %	678	3.93 %	15,183	87.95 %	12	0.07 %	235	1.36 %	5	0.03 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-5.10 %		0.84 %		0.79 %		-0.26 %		3.19 %		0.04 %		0.47 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	2,581	33	1.28 %	68	2.63 %	22	0.85 %	88	3.41 %	2,339	90.62 %	0	0.00 %	31	1.20 %	0	0.00 %
Total Enrollment (1)	17,263	351	2.03 %	428	2.48 %	371	2.15 %	678	3.93 %	15,183	87.95 %	12	0.07 %	235	1.36 %	5	0.03 %
% Difference (5)			-0.75 %		0.16 %		-1.30 %		-0.52 %		2.67 %		-0.07 %		-0.16 %		-0.03 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total



**Client Reporting System**  
 CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Agriculture																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	323	2	0.62 %	2	0.62 %	0	0.00 %	3	0.93 %	314	97.21 %	0	0.00 %	2	0.62 %	0	0.00 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-6.51 %		-1.02 %		-1.36 %		-3.26 %		12.46 %		-0.03 %		-0.27 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE ** ** ASIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE ** ** BLACK STUDENT POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	23	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	23	100.00 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	323	2	0.62 %	2	0.62 %	0	0.00 %	3	0.93 %	314	97.21 %	0	0.00 %	2	0.62 %	0	0.00 %
% Difference (5)			-0.62 %		-0.62 %		0.00 %		-0.93 %		2.79 %		0.00 %		-0.62 %		0.00 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

(1): Student Program Or Course Enrollment Count  
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 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total





**Client Reporting System**  
 CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

<b>Business</b>																	
<b>ENROLLEE COMPARISON</b>																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	3,225	107	3.32 %	129	4.00 %	93	2.88 %	150	4.65 %	2,690	83.41 %	4	0.12 %	50	1.55 %	2	0.06 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-3.81 %		2.36 %		1.52 %		0.46 %		-1.35 %		0.09 %		0.66 %		
<b>** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>GRADUATE COMPARISON</b>																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	385	10	2.60 %	21	5.45 %	5	1.30 %	15	3.90 %	331	85.97 %	0	0.00 %	3	0.78 %	0	0.00 %
Total Enrollment (1)	3,225	107	3.32 %	129	4.00 %	93	2.88 %	150	4.65 %	2,690	83.41 %	4	0.12 %	50	1.55 %	2	0.06 %
% Difference (5)			-0.72 %		1.45 %		-1.59 %		-0.76 %		2.56 %		-0.12 %		-0.77 %		-0.06 %
<b>** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total



**Client Reporting System**  
 CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

<b>Family &amp; Consumer Ed</b>																	
<b>ENROLLEE COMPARISON</b>																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	933	13	1.39 %	18	1.93 %	84	9.00 %	59	6.32 %	740	79.31 %	0	0.00 %	19	2.04 %	0	0.00 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-5.74 %		0.29 %		7.64 %		2.13 %		-5.44 %		-0.03 %		1.15 %		
<b>** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>GRADUATE COMPARISON</b>																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	39	1	2.56 %	2	5.13 %	0	0.00 %	0	0.00 %	36	92.31 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	933	13	1.39 %	18	1.93 %	84	9.00 %	59	6.32 %	740	79.31 %	0	0.00 %	19	2.04 %	0	0.00 %
% Difference (5)			-1.17 %		3.20 %		-9.00 %		-6.32 %		12.99 %		0.00 %		-2.04 %		0.00 %
<b>** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total





**Client Reporting System**  
 CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

General Ed																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	3,235	64	1.98 %	87	2.69 %	59	1.82 %	136	4.20 %	2,830	87.48 %	3	0.09 %	55	1.70 %	1	0.03 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-5.15 %		1.05 %		0.46 %		0.01 %		2.72 %		0.06 %		0.81 %		
<b>** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	10	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	9	90.00 %	0	0.00 %	1	10.00 %	0	0.00 %
Total Enrollment (1)	3,235	64	1.98 %	87	2.69 %	59	1.82 %	136	4.20 %	2,830	87.48 %	3	0.09 %	55	1.70 %	1	0.03 %
% Difference (5)			-1.98 %		-2.69 %		-1.82 %		-4.20 %		2.52 %		-0.09 %		8.30 %		-0.03 %
<b>** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total



**Client Reporting System**  
CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
District: Northeast Wisconsin Technical College

Graphics																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	343	9	2.62 %	6	1.75 %	13	3.79 %	10	2.92 %	300	87.46 %	1	0.29 %	4	1.17 %	0	0.00 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-4.51 %		0.11 %		2.43 %		-1.27 %		2.70 %		0.26 %		0.28 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	40	1	2.50 %	0	0.00 %	1	2.50 %	0	0.00 %	38	95.00 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	343	9	2.62 %	6	1.75 %	13	3.79 %	10	2.92 %	300	87.46 %	1	0.29 %	4	1.17 %	0	0.00 %
% Difference (5)			-0.12 %		-1.75 %		-1.29 %		-2.92 %		7.54 %		-0.29 %		-1.17 %		0.00 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total



**Client Reporting System**  
 CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Health																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	4,436	46	1.01 %	90	2.03 %	43	0.97 %	142	3.20 %	4,068	91.70 %	3	0.07 %	46	1.01 %	0	0.00 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-6.12 %		0.39 %		-0.39 %		-0.99 %		6.95 %		0.04 %		0.13 %		
<p align="center">** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **            ** BLACK STUDENT POPULATION MAY BE OUT OF COMPLIANCE **            ** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</p>																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,248	11	0.88 %	25	2.00 %	8	0.64 %	43	3.46 %	1,142	91.51 %	0	0.00 %	19	1.52 %	0	0.00 %
Total Enrollment (1)	4,436	46	1.01 %	90	2.03 %	43	0.97 %	142	3.20 %	4,068	91.70 %	3	0.07 %	46	1.01 %	0	0.00 %
% Difference (5)			-0.13 %		-0.03 %		-0.33 %		0.24 %		-0.20 %		-0.07 %		0.51 %		0.00 %
<p align="center">** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **            ** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **</p>																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total



**Client Reporting System**  
 CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

<b>Industrial</b>																	
<b>ENROLLEE COMPARISON</b>																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,840	29	1.58 %	30	1.63 %	18	0.98 %	57	3.10 %	1,692	91.96 %	0	0.00 %	13	0.71 %	1	0.05 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-5.56 %		-0.01 %		-0.38 %		-1.09 %		7.20 %		-0.03 %		-0.18 %		
<b>** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</b> <b>** BLACK STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</b> <b>** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>GRADUATE COMPARISON</b>																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	477	6	1.26 %	13	2.73 %	2	0.42 %	16	3.35 %	436	91.40 %	0	0.00 %	4	0.84 %	0	0.00 %
Total Enrollment (1)	1,840	29	1.58 %	30	1.63 %	18	0.98 %	57	3.10 %	1,692	91.96 %	0	0.00 %	13	0.71 %	1	0.05 %
% Difference (5)			-0.32 %		1.09 %		-0.56 %		0.26 %		-0.55 %		0.00 %		0.13 %		-0.05 %
<b>** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b> <b>** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total



**Client Reporting System**  
 CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Marketing																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	930	28	3.01 %	19	2.04 %	15	1.61 %	38	4.09 %	820	88.17 %	0	0.00 %	9	0.97 %	1	0.11 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-4.12 %		0.40 %		0.25 %		-0.10 %		3.41 %		-0.03 %		0.08 %		
<b>** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	102	1	0.98 %	1	0.98 %	2	1.96 %	5	4.90 %	93	91.18 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	930	28	3.01 %	19	2.04 %	15	1.61 %	38	4.09 %	820	88.17 %	0	0.00 %	9	0.97 %	1	0.11 %
% Difference (5)			-2.03 %		-1.06 %		0.35 %		0.82 %		3.00 %		0.00 %		-0.97 %		-0.11 %
<b>** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total





**Client Reporting System**  
CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
District: Northeast Wisconsin Technical College

Service																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,107	38	3.43 %	28	2.53 %	30	2.71 %	41	3.70 %	942	85.09 %	1	0.09 %	27	2.44 %	0	0.00 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-3.70 %		0.89 %		1.35 %		-0.49 %		0.34 %		0.06 %		1.55 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	131	3	2.29 %	4	3.05 %	1	0.76 %	3	2.29 %	116	88.55 %	0	0.00 %	4	3.05 %	0	0.00 %
Total Enrollment (1)	1,107	38	3.43 %	28	2.53 %	30	2.71 %	41	3.70 %	942	85.09 %	1	0.09 %	27	2.44 %	0	0.00 %
% Difference (5)			-1.14 %		0.52 %		-1.95 %		-1.41 %		3.45 %		-0.09 %		0.61 %		0.00 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total



**Client Reporting System**  
 CLI660A Compliance Indicator I - Program Areas

Run On: 9/26/2014 12:22:33 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Technical And Tv																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	891	16	1.80 %	19	2.13 %	16	1.80 %	42	4.71 %	787	88.33 %	0	0.00 %	11	1.23 %	0	0.00 %
District POP (2)	269,802	19,241	7.13 %	4,430	1.64 %	3,667	1.36 %	11,305	4.19 %	228,681	84.76 %	84	0.03 %	2,394	0.89 %		
% Difference (3)			-5.34 %		0.49 %		0.44 %		0.52 %		3.57 %		-0.03 %		0.35 %		
<b>** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	126	0	0.00 %	2	1.59 %	3	2.38 %	6	4.76 %	115	91.27 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	891	16	1.80 %	19	2.13 %	16	1.80 %	42	4.71 %	787	88.33 %	0	0.00 %	11	1.23 %	0	0.00 %
% Difference (5)			-1.80 %		-0.55 %		0.59 %		0.05 %		2.94 %		0.00 %		-1.23 %		0.00 %
<b>** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	
<b>** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **</b>																	

(1): Student Program Or Course Enrollment Count  
 (2): District Population (18-64 years old) Value from 5-year ACS  
 (3): ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4): Student Graduate Count  
 (5): ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

ALL PROGRAMS							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	17,263	9,696	56.17 %	1,021	5.91 %	2,075	12.02%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			9.09 %		-2.89 %		-3.22%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	2,581	1,529	59.24 %	166	6.43 %	242	9.38%
Total Enrollment (1)	17,263	9,696	56.17 %	1,021	5.91 %	2,075	12.02%
% Difference (5)			3.07 %		0.52 %		-2.64%

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (18-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )



Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Agriculture							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	323	109	33.75 %	12	3.72 %	9	2.79%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			-13.33 %		-5.09 %		-12.45%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	23	3	13.04 %	0	0.00 %	0	0.00%
Total Enrollment (1)	323	109	33.75 %	12	3.72 %	9	2.79%
% Difference (5)			-20.70 %		-3.72 %		-2.79%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (19-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Business							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	3,225	1,902	58.98 %	285	8.84 %	533	16.53%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			11.90 %		0.04 %		1.29%
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	385	272	70.65 %	36	9.35 %	54	14.03%
Total Enrollment (1)	3,225	1,902	58.98 %	285	8.84 %	533	16.53%
% Difference (5)			11.67 %		0.51 %		-2.50%

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (18-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )

Fiscal Year: 2014  
District: Northeast Wisconsin Technical College

Family & Consumer Ed							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	933	833	89.28 %	53	5.68 %	193	20.69%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			42.21 %		-3.12 %		5.44%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	39	37	94.87 %	3	7.69 %	3	7.69%
Total Enrollment (1)	933	833	89.28 %	53	5.68 %	193	20.69%
% Difference (5)			5.99 %		2.01 %		-12.99%

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (18-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )

Fiscal Year: 2014  
District: Northeast Wisconsin Technical College

General Ed							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	3,235	2,120	65.53 %	131	4.05 %	404	12.49%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			18.46 %		-4.75 %		-2.75%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	10	5	50.00 %	1	10.00 %	1	10.00%
Total Enrollment (1)	3,235	2,120	65.53 %	131	4.05 %	404	12.49%
% Difference (5)			-15.53 %		5.95 %		-2.49%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (18-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Graphics							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	343	177	51.60 %	34	9.91 %	43	12.54%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			4.53 %		1.11 %		-2.70%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	40	20	50.00 %	8	20.00 %	2	5.00%
Total Enrollment (1)	343	177	51.60 %	34	9.91 %	43	12.54%
% Difference (5)			-1.60 %		10.09 %		-7.54%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (19-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Health							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	4,436	3,357	75.68 %	206	4.64 %	368	8.30%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			28.60 %		-4.16 %		-6.95%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,248	1,066	85.42 %	59	4.73 %	106	8.49%
Total Enrollment (1)	4,436	3,357	75.68 %	206	4.64 %	368	8.30%
% Difference (5)			9.74 %		0.08 %		0.20%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (18-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Industrial							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,840	99	5.38 %	89	4.84 %	147	7.99%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			-41.70 %		-3.97 %		-7.25%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	477	12	2.52 %	29	6.08 %	41	8.60%
Total Enrollment (1)	1,840	99	5.38 %	89	4.84 %	147	7.99%
% Difference (5)			-2.86 %		1.24 %		0.61%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (19-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )

Fiscal Year: 2014  
District: Northeast Wisconsin Technical College

Marketing							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	930	547	58.82 %	72	7.74 %	109	11.72%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			11.74 %		-1.06 %		-3.52%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	102	59	57.84 %	9	8.82 %	9	8.82%
Total Enrollment (1)	930	547	58.82 %	72	7.74 %	109	11.72%
% Difference (5)			-0.97 %		1.08 %		-2.90%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (18-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )



Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Service							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,107	480	43.36 %	76	6.87 %	165	14.91%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			-3.72 %		-1.94 %		-0.34%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	131	43	32.82 %	10	7.63 %	15	11.45%
Total Enrollment (1)	1,107	480	43.36 %	76	6.87 %	165	14.91%
% Difference (5)			-10.54 %		0.77 %		-3.45%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (19-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

Technical And Tv							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	891	72	8.08 %	63	7.07 %	104	11.67%
District POP (2)	269,802	127,013	47.08 %	23,748	8.80 %	41,121	15.24%
% Difference (3)			-39.00 %		-1.73 %		-3.57%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	126	12	9.52 %	11	8.73 %	11	8.73%
Total Enrollment (1)	891	72	8.08 %	63	7.07 %	104	11.67%
% Difference (5)			1.44 %		1.66 %		-2.94%

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (19-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )



Client Reporting System  
 CLI670 Compliance Indicator II - Sex

Run On: 9/26/2014 12:24:09 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	17,263	9,696	56.17 %	7,563	43.81 %	4	0.02 %
District POP (2)	269,802	127,013	47.08 %	142,789	52.92 %	0	0.00 %
% Difference (3)			9.09 %		-9.11 %		
Quotient (4)			1.19		0.83		
Difference = 1,571.09							
Standard Deviation = 131.15							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (5)	2,499	1,467	58.70 %	1,032	41.30 %	0	0.00 %
Total Enrollment (1)	17,263	9,696	56.17 %	7,563	43.81 %	4	0.02 %
% Difference (6)			2.54 %		-2.51 %		
Quotient (7)			1.05		0.94		
Difference = 63.08							
Standard Deviation = 49.61							

- (1) : Student Program Or Course Enrollment Count
- (2) : District Population (18-64 years old) Value from 5-year ACS
- (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )
- (4) : ( Student Program Or Course Enrollment Count% / District Population Value from Census Records% )
- (5) : Student Graduate Count
- (6) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )
- (7) : ( Student Graduate Count% / Student Program Or Course Enrollment Count% )



Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

**Client Reporting System**  
 CLI680 Compliance Indicator III - Disabled

Run On: 9/26/2014 12:24:43 PM

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Enrollment (1)	17,263	1,021	5.91 %
Working Age Population (2)	269,802	23,748	8.80 %
% Difference (3)			-2.89 %
Quotient (4)			0.67
Difference = 499.49			
Standard Deviation = 74.45			
*** ENROLLMENT DISABLED POPULATION MAY BE OUT OF COMPLIANCE ***			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Graduates (5)	2,499	157	6.28 %
Total Enrollment (1)	17,263	1,021	5.91 %
% Difference (6)			0.37 %
Quotient (7)			1.06
Difference = 9.20			
Standard Deviation = 23.58			

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (18-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - Workage Population Value from Census Records% )  
 (4) : ( Student Program Or Course Enrollment Count% / Workage Population Value from Census Records% )  
 (5) : Student Graduate Count  
 (6) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 (7) : ( Student Graduate Count% / Student Program Or Course Enrollment Count% )  
 Percent=Num/Total



Client Reporting System  
 CLI690 Compliance Indicator IV - LEP

Run On: 9/26/2014 12:25:11 PM

Fiscal Year: 2014  
 District: Northeast Wisconsin Technical College

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Enrollment (1)	17,263	83	0.48 %
Adult POP (2)	269,802	8,196	3.04 %
% Difference (3)			-2.56 %
Quotient (4)			0.16
Difference = 441.41			
Standard Deviation = 45.10			
*** ENROLLMENT LEP POPULATION MAY BE OUT OF COMPLIANCE ***			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Graduates (5)	2,499	16	0.64 %
Total Enrollment (1)	17,263	83	0.48 %
% Difference (6)			0.16 %
Quotient (7)			1.33
Difference = 3.98			
Standard Deviation = 6.92			

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (18-64 years old) Value Speaking English Well, Not Well, and Not Well At All from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - Adult Population Value from Census Records% )  
 (4) : ( Student Program Or Course Enrollment Count% / Adult Population Value from Census Records% )  
 (5) : Student Graduate Count  
 (6) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 (7) : ( Student Graduate Count% / Student Program Or Course Enrollment Count% )  
 Percent=NumTotal



**Staff Accounting System (STF533)  
COMPLIANCE INDICATOR V**

Run On: 10/22/2014 4:41:39 PM

Fiscal Year: 2013  
District: Northeast Wisconsin Technical College

ALL STAFF																					
Factors For	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	718	452	62.95%	0	0.00%	45	6.27%	9	1.25%	20	2.79%	7	0.97%	9	1.25%	0	0.00%	3	0.42%	1	0.14%
Work Force (2)	223,824	106,392	47.53%	12,928	5.78%	21,244	9.49%	4,126	1.84%	3,824	1.71%	2,343	1.05%	9,167	4.10%	94	0.04%	1,680	0.75%	N/A	N/A
% Difference (3)			15.42%		-5.78%		-3.22%		-0.59%		1.08%		-0.07%		-2.84%		-0.04%		-0.33%		
Quotient (4)			1.32		0.00		0.66		0.68		1.63		0.93		0.31		0.00		0.56		
Female Difference (5) = 110.71																					
Racial Difference (6) = 23.15																					
** MINORITY ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **																					

- (1) : Full-time Staff Count Or Employee Count
- (2) : District 16-64 Work Force value from 3-year ACS
- (3) : ( Staff Count Or Employee Count % - District Work Force % )
- (4) : ( Staff Count Or Employee Count % / District Work Force % )
- (5) : ( T



**Staff Accounting System (STF533)  
COMPLIANCE INDICATOR V**

Run On: 10/22/2014 4:41:39 PM

Fiscal Year: 2013  
District: Northeast Wisconsin Technical College

ADMINISTRATIVE																					
Factors For	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	94	61	64.89%	0	0.00%	5	5.32%	2	2.13%	1	1.06%	2	2.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	18,585	8,128	43.73%	888	3.69%	895	4.82%	128	0.69%	181	0.97%	151	0.81%	352	1.89%	0	0.00%	76	0.41%	N/A	N/A
% Difference (3)			21.16%		-3.69%		0.50%		1.44%		0.09%		1.32%		-1.89%		0.00%		-0.41%		
Quotient (4)			1.46		0.00		1.10		3.09		1.09		2.62		0.00		0.00		0.00		
Female Difference (5) = 19.89																					
Racial Difference (6) = .47																					

- (1) : Full-time Staff Count Or Employee Count
- (2) : District 16-64 Work Force value from 3-year ACS
- (3) : ( Staff Count Or Employee Count % - District Work Force % )
- (4) : ( Staff Count Or Employee Count % / District Work Force % )
- (5) : (T



**Staff Accounting System (STF533)  
COMPLIANCE INDICATOR V**

Run On: 10/22/2014 4:41:39 PM

Fiscal Year: 2013  
District: Northeast Wisconsin Technical College

FACULTY																					
Factors For	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	282	133	47.16%	0	0.00%	11	3.90%	6	2.13%	4	1.42%	0	0.00%	1	0.35%	0	0.00%	3	1.06%	0	0.00%
Work Force (2)	1,093	837	58.28%	80	5.49%	100	9.15%	25	2.29%	18	1.85%	0	0.00%	35	3.20%	0	0.00%	19	1.74%	N/A	N/A
% Difference (3)			-11.12%		-5.49%		-5.25%		-0.16%		-0.23%		0.00%		-2.85%		0.00%		-0.67%		
Quotient (4)			0.81		0.00		0.43		0.93		0.88		0.00		0.11		0.00		0.61		
Female Difference (5) = 31.35																					
Racial Difference (6) = 14.80																					
** FEMALE FACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					
** MINORITY FACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					

- (1) : Full-time Staff Count Or Employee Count
- (2) : District 16-64 Work Force value from 3-year ACS
- (3) : ( Staff Count Or Employee Count % - District Work Force % )
- (4) : ( Staff Count Or Employee Count % / District Work Force % )
- (5) : (





**Staff Accounting System (STF533)  
COMPLIANCE INDICATOR V**

Run On: 10/22/2014 4:41:39 PM

Fiscal Year: 2013  
District: Northeast Wisconsin Technical College

TECHNICAL/PARAPROFESSIONAL																					
Factors For	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	254	209	82.28%	0	0.00%	21	8.27%	1	0.39%	12	4.72%	2	0.79%	6	2.36%	0	0.00%	0	0.00%	1	0.39%
Work Force (2)	5,318	2,813	52.90%	88	1.62%	574	10.79%	108	2.03%	231	4.34%	163	3.07%	40	0.75%	6	0.11%	28	0.53%	N/A	N/A
% Difference (3)			29.39%		-1.62%		-2.53%		-1.64%		0.38%		-2.28%		1.61%		-0.11%		-0.53%		
Quotient (4)			1.56		0.00		0.77		0.19		1.09		0.26		3.14		0.00		0.00		
Female Difference (5) = 74.84																					
Racial Difference (6) = 6.42																					
** MINORITY TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					

- (1) : Full-time Staff Count Or Employee Count
- (2) : District 16-64 Work Force value from 3-year ACS
- (3) : ( Staff Count Or Employee Count % - District Work Force % )
- (4) : ( Staff Count Or Employee Count % / District Work Force % )
- (5) : (



**Staff Accounting System (STF533)  
COMPLIANCE INDICATOR V**

Run On: 10/22/2014 4:41:39 PM

Fiscal Year: 2013  
District: Northeast Wisconsin Technical College

Factors For	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	16	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	20,462	10,948	53.50%	2,119	10.36%	2,750	13.44%	813	3.97%	345	1.69%	181	0.88%	1,193	5.83%	1	0.00%	234	1.14%	N/A	N/A
% Difference (3)			-53.50%		-10.36%		-13.44%		-3.97%		-1.69%		-0.88%		-5.83%		0.00%		-1.14%		
Quotient (4)			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5) = 8.56																					
Racial Difference (6) = 2.15																					
** FEMALE SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **																					
** MINORITY SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **																					

- (1) : Full-time Staff Count Or Employee Count
- (2) : District 16-64 Work Force value from 3-year ACS
- (3) : ( Staff Count Or Employee Count % - District Work Force % )
- (4) : ( Staff Count Or Employee Count % / District Work Force % )
- (5) : (T