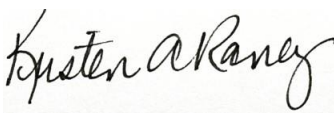




## Affirmative Action and Equal Opportunity Five Year Plan

July 2024 to June 2029

Dr. Kristen Raney, President

President's Signature: 

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PREPARED BY:

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Talent & Culture with support from the divisions of Diversity,  
Equity & Inclusion and Student Services

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# Wisconsin Technical College System (WTCS) Equal Opportunity/Affirmative Action Goals

2024 - 2029

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 working 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 people with disabilities into curricula at each WTCS district.
  - Ensure that cultural competency is practiced at every campus.

# Section I: Equal Opportunity/Affirmative Action Policy Statement

## Affirmative Action / Equal Opportunity Statement of Policy

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, religion, sex (including sexual orientation, gender identity, and gender expression), 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.

The College is committed to equal opportunity 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, and genetic testing, and the use or non-use of lawful products off the employer's premises during non-working. It is the policy of NWTC to ensure equal opportunity practices and educational services at NWTC comply with the Affirmative Action requirement from the Wisconsin Technical College System. Affirmative Action will be implemented in all employment practices including but not limited to recruitment, hiring, transfers, promotions, training, layoffs, terminations, retention, certification, testing, and committee appointments. Any person who believes the equal opportunity rights have been violated has the right to file a grievance. The grievance must be filed within 300 days of the act. View the [College's Nondiscrimination & Anti-Harassment Policy](#) to learn more about the grievance procedure.

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.

While the primary responsibility for the development and monitoring the affirmative action program is primarily the responsibility of the President and the Vice President of Talent & Culture, 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. All personnel who are responsible for hiring and promoting employees and for the development and implementation of programs or activities are charged to support this program. They shall provide leadership in implementing affirmative action goals and initiatives.

During the life of any contract with the State of Wisconsin, NWTC shall comply with s. 16.765, Wis. Stats., state regulations and federal laws relating to equal employment opportunities and affirmative action. NWTC shall continue to work cooperatively with government and community organizations to take affirmative action to ensure equal employment and advancement opportunities.

## 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 based on any protected class, 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 (each a "protected class"), 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.
- 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 the protected classes referenced above where the behavior adversely affects the person's employment, academic or working environment.

Harassment is not, for example:

- 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, unless previously requested to refrain from such requests or comments.

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. "Sexual Harassment," as defined herein, constitutes Sexual Misconduct. To read more on the College's zero tolerance stance on sexual misconduct, click here: [NWTC Sexual Harassment/Title IX Policy](#). Complaints of Sexual Misconduct or Sexual Harassment will be addressed pursuant to the NWTC Sexual Harassment/Title IX Policy and will be investigated and adjudicated under the procedures applicable to that policy, which can be found here: [Sexual Harassment/Title IX Policy Grievance Procedures](#).



## Retaliation

Retaliating directly or indirectly against a person who has, in good faith, filed, supported, or participated in an investigation of a complaint of discrimination or harassment made pursuant to this policy, 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 a person'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 this 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, Talent Strategy; Dean, Student Development; CARE and Conduct Case Manager; Title IX Coordinator/Deputy Coordinator(s), Talent & Culture staff; or other managers or supervisors representing the College. The College will investigate and respond to any complaint or notice of potential violation of this policy. Every employee has the responsibility to submit an incident report of any allegation they are made aware of. 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 to assist with a prompt and equitable investigation.

NWTC understands that these conversations may be difficult in nature and the employees listed above may not always be the first point of contact for someone that believes a violation has occurred. If you are an employee other than those listed above and are made aware of a concern, please remind the employee that you have a responsibility to submit an incident report. Submission of an incident report ensures compliance with many state and federal laws, but more importantly is the vehicle to for an equitable and unbiased process.

After an incident report is submitted, a representative of the College will communicate with the complainant. The complainant will be provided with supportive resources and informed options for appropriate and reasonable measures that the College can take to support them. Complainants have the right to decide among those options without impairing the College's ability to provide the measures.

The complainant will be asked by the investigator if they would like to name an internal support person to accompany them in the investigation.

In accordance with this policy, NWTC will impartially address, investigate, and resolve any formal or informal complaint or notice of potential violation of the policy that it receives. NWTC's procedure for addressing, investigating, and resolving potential violations of this policy is set forth in [NWTC's Nondiscrimination & Anti-Harassment Grievance Procedures](#).

## 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 or Office for Civil Rights, as applicable, 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

Sanctions

Any student or employee found to have violated this policy will be sanctioned, with sanctions for students ranging from warnings through expulsion and sanctions for employees ranging from warnings through termination of employment.

Enforcement

The overall administration and enforcement of the Policy and this Grievance Procedure is the responsibility of the Director of Talent Strategy in collaboration with the Dean of Student Development. The Title IX Coordinator/Deputy Coordinator(s) are primarily responsible for coordinating NWTC's efforts related to the intake, investigation, resolution and implementation of supportive measures regarding any forms of harassment, discrimination and retaliation prohibited under this Policy. Any questions or concerns should be directed to:

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

Tim Derozier

John Grant

Director, Talent Strategy  
Northeast Wisconsin Technical College  
2740 West Mason Street  
Green Bay, WI 54307-9042  
(920) 498-6830 | [tim.derozier@nwtc.edu](mailto:tim.derozier@nwtc.edu)

Dean, Student Development Student Services  
Northeast Wisconsin Technical College  
2740 Mason Street  
Green Bay, WI 54307-9402  
(920) 498-6984 | [John.grant@nwtc.edu](mailto:John.grant@nwtc.edu)

## Nondiscrimination & Anti-Harassment Policy Grievance Procedure

### I. Scope:

This is a description of the procedures Northeast Wisconsin Technical College (“NWTC” or “College”) will follow when responding to allegations of discrimination and harassment in violation of NWTC’s Nondiscrimination & Anti-Harassment Policy (the “Policy”). To review the Policy, click here: [NWTC Nondiscrimination & Anti-Harassment Policy](#).

Allegations of sexual harassment in violation of the NWTC’s Sexual Harassment/Title IX Policy will be responded to pursuant to the following: [Northeast Wisconsin Technical College Sexual Harassment/Title IX Policy Grievance Procedure](#).

### II. Definitions:

For purposes of this Grievance Procedure, the following terms have the following meanings:

**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.
- 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 the protected classes referenced above where the behavior adversely affects the person’s employment, academic or working environment.

Harassment is not, for example:

- 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, unless previously requested to refrain from such requests or comments.

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

**Investigator** refers to the person or persons charged by NWTC with gathering facts about an alleged violation of the Policy, assessing relevance and credibility, synthesizing the evidence, and compiling the evidence into an investigation report and a file of Directly Related Evidence.

**Protected classes** refer to groups of people who are legally protected from being harmed or harassed by practice or policy that discriminate against them due to a shared characteristic such as race, gender, age, disability, or sexual orientation.

**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. "Sexual Harassment," as defined herein, constitutes

Sexual Misconduct. To read more on the College's zero tolerance stance on sexual misconduct, click here: [NWTC Sexual Harassment/Title IX Policy](#). Complaints of Sexual Misconduct or Sexual Harassment will be addressed pursuant to the NWTC Sexual Harassment/Title IX Policy and will be investigated and adjudicated under the procedures applicable to that policy, which can be found here: [Sexual Harassment/Title IX Policy Grievance Procedures](#).

Other terms are assigned specific definitions throughout the Policy or this Grievance Procedure.

### **III. Grievance Procedure**

In accordance with this 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, Talent Strategy; Dean, Student Development; CARE and Conduct Case Manager; Title IX Coordinator/Deputy Coordinator(s), Talent & Culture staff; or other managers or supervisors representing the College. The College will investigate and respond to any complaint or notice of potential violation of this policy. Every employee has the responsibility to submit an incident report of any allegation they are made aware of. 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 to assist with a prompt and equitable investigation.

NWTC understands that these conversations may be difficult in nature and the employees listed above may not always be the first point of contact for someone that believes a violation has occurred. If you are an employee other than those listed above and are made aware of a concern, please remind the employee that you have a responsibility to submit an incident report. Submission of an incident report ensures compliance with many state and federal laws, but more importantly is the vehicle to for an equitable and unbiased process.

After an incident report is submitted, a representative of the College will communicate with the complainant. The complainant will be provided with supportive resources and informed options for appropriate and reasonable measures that the College can take to support them. Complainants have the right to decide among those options without impairing the College's ability to provide the measures.

The complainant will be asked by the investigator if they would like to name an internal support person to accompany them in the 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 they feel about the issue, and what changes they would like to see. Employees may seek assistance on how to address the unwanted behavior from their supervisor; leadership chain within department; Talent and Culture Strategic Partner; or the Director, Talent Strategy, or Vice President of Talent and Culture. Students may seek assistance from their instructors; counselor; associate dean; dean; or the CARE and Conduct Case Manager, Dean Student Development; or Vice President of Talent and Culture.

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.

Following the receipt of a notice of a complaint of an alleged instance of discrimination/harassment/retaliation, the Director of Talent Strategy or Dean of Student Development or designee will assign a trained investigator to engage in an initial assessment.

Throughout the preliminary investigation/assessment the complainant will be provided appropriate support and consultation. 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 complaint, which may be made with the individuals named below in care of the following offices (all office locations are Green Bay Campus):

<p>Sara Lam Interim Vice President of Talent &amp; Culture Official with Authority – Student and Employee Incidents (920) 498-6826</p>	<p>John Grant Dean, Student Development Title IX Coordinator (920) 498-6984</p>
<p>Tim Derozier Director, Talent Strategy (920) 498-6830</p>	<p>Kelly Schumacher Care and Conduct Case Manager Deputy Title IX Coordinator (920) 498-6390</p>
<p>Dawn Rentmeester Compliance &amp; Project Partner Deputy Title IX Coordinator (920) 498-6932</p>	

**Step 2 – Formal Procedure**

Employees and students are encouraged to submit a formal complaint to one of the aforementioned individuals or at:

[https://publicdocs.maxient.com/reportingform.php?NortheastWisconsinTC&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?NortheastWisconsinTC&layout_id=10)

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/reportingform.php?NortheastWisconsinTC&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?NortheastWisconsinTC&layout_id=10). If, due to a disability, accommodations are needed to assist the student with filing a complaint, please contact Disability 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 Talent Strategy or Dean of Student Development will assign trained investigators to investigate the allegation(s) promptly and equitably.

The assigned Investigator will conduct an interview with the employee or student registering the complaint and request consent from the complainant to begin an investigation. The intent of the interview is to determine a true 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

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 them and allow the person to respond to the complaint. The person alleged to have engaged in the act will be reminded of the confidentiality of the investigation and that retaliatory action against the complainant will not be tolerated.

To the extent practicable and, in the investigator's discretion, necessary, 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.

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 Talent Strategy/ or Dean of Student Development or designee. Where appropriate, the written report will include any recommendations for discipline.

Director of Talent Strategy or Dean of Student Development 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 Vice President of Talent & Culture. An appeal from a student must be delivered to the Vice President of Talent & Culture. Appeals must be received within five business days after receipt of written notification of the decision or sanction.

The Vice President of Talent & Culture shall review all materials pertaining to the investigation and materials that the complainant may feel relevant to the appeal. The basis of appeals include: (1) denial of a fair investigation, (2) insufficient evidence to establish responsibility, and (3) new information available that was not available at the time of the investigation 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 Talent & Culture will issue a final written decision for the College within seven business days of receiving the notice of an appeal. That written decision shall be final.

### **Privacy and Rights**

NWTC will make every effort to preserve the privacy of reports of alleged discrimination and/or harassment in violation of the Policy. NWTC will not disclose or share the identity of any individual who has made a report or complaint of discrimination and/or harassment, any Complainant, any individual who has been alleged to be the perpetrator of harassment and/or discrimination, any Respondent, or any witness, except as permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, or its implementing regulations, 34 C.F.R. part 99, as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conducting of any investigation, hearing or grievance proceeding arising under the Policy or this Grievance Procedure.

NWTC reserves the right to determine which NWTC officials have a legitimate educational interest in being informed about incidents covered by the Policy, pursuant to FERPA. Only a small group of NWTC officials, all who have a need to know, will typically be told about a complaint.

The College recognizes the right of all parties involved in a complaint to a fair and equitable resolution of complaints. Falsification, distortion or misrepresentation of information during the course of a complaint resolution process may be grounds for disciplinary action.

#### **Rights of Reporting Party:**

- You have the right to expect that NWTC will respond promptly, equitably, and thoroughly to all incident reports once we are made aware of the incident, barring any unusual circumstances.
- You have the right to expect that you will be informed of NWTC's conduct process and outcomes.
- You have the right to be free from retaliation for exercising your rights to file a complaint.
- You have the right to interim support and reasonable protective measures to help you to continue to learn at NWTC (e.g., change in class schedule, if appropriate).



- You have the right to be treated with respect by NWTC staff throughout the entire process.
- You have the right to privacy and the assurance that information regarding the complaint will be shared only with those necessary.
- You have the right to be notified of supportive measures available.
- You have these rights regardless of your race, color, ethnicity, national origin, age, sex, sexual orientation, gender identity or expression, physical or mental disability, religion, or any other protected class.

#### Rights of Responding Party:

- You have the right to expect that NWTC will respond promptly, equitably, and thoroughly to all incident reports once we are made aware of the incident, barring any unusual circumstances.
- You have the right to expect that you will be informed of NWTC's conduct process and outcomes.
- You have the right to be free from retaliation.
- You have the right to be treated with respect by NWTC staff throughout the entire process.
- You have the right to privacy and the assurance that information regarding the complaint will be shared only with those necessary.
- You have the right to be notified of possible sanctions that may result if found responsible of violating the Nondiscrimination and Anti-Harassment policy and the Student Code of Conduct.
- You have the right to be notified of available supportive measures.
- You have these rights regardless of your race, color, ethnicity, national origin, age, sex, sexual orientation, gender identity or expression, physical or mental disability, religion, or any other protected class.

#### 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 or Office for Civil Rights, as applicable, 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

Sanctions

Any student or employee found to have violated this policy will be sanctioned, with sanctions for students ranging from warnings through expulsion and sanctions for employees ranging from warnings through termination of employment.

Enforcement

The overall administration and enforcement of the Policy and this Grievance Procedure is the responsibility of the Director of Talent Strategy in collaboration with the Dean of Student Development. The Title IX Coordinator/Deputy Coordinator(s) are primarily responsible for coordinating NWTC's efforts related to the intake, investigation, resolution and implementation of supportive measures regarding any forms of harassment, discrimination and retaliation prohibited under this Policy. Any questions or concerns should be directed to:

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

Tim Derozier  
Director, Talent Strategy  
Northeast Wisconsin Technical College  
2740 West Mason Street  
Green Bay, WI 54307-9042  
(920) 498-6830 | [tim.derozier@nwtc.edu](mailto:tim.derozier@nwtc.edu)

John Grant  
Dean, Student Development Student Services  
Northeast Wisconsin Technical College  
2740 Mason Street  
Green Bay, WI 54307-9402  
(920) 498-6984 | [John.grant@nwtc.edu](mailto:John.grant@nwtc.edu)

## Statement of Reasonable Accommodations for Persons with Disabilities

### Disability Act Statement (Student)

NWTC is committed to creating a learning environment that meets the needs of its diverse student body. NWTC complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. If you have a disability or experiencing difficulties with accessibility, please call Disability Services at (920) 498-6904 to begin a conversation regarding the support services available to you or to request an official accommodation.

## Americans with Disabilities ACT (ADAAA) Compliance Policy

**PURPOSE:** This policy outlines the provisions of the Americans with Disabilities Act (ADA) of 1990, The Americans with Disabilities Act Amendments Act (ADAAA) of 2008, and the rights and obligations of employees and Northeast Wisconsin Technical College (NWTC) under federal and State of Wisconsin law.

**POLICY:** In accordance with the Americans with Disabilities Act (ADA) of 1990, The Americans with Disabilities Act Amendments Act (ADAAA) of 2008, the Rehabilitation Act of 1973 and the Wisconsin Fair Employment Act, NWTC prohibits discrimination against qualified individuals with disabilities in all employment practices, including job application procedures, hiring, termination, advancement, compensation, training, and any other terms, conditions, and privileges of employment. NWTC is committed to providing accommodations for eligible employees and applicants with documented disabilities.

**APPLICATION PROCESSES:** In accordance with the law, all applicants for NWTC positions must have accessibility to all steps in the selection process and are protected from disability related questions that could potentially screen them out of the application process. Applicants may not be asked questions that are likely to elicit information about a disability, including whether an applicant has a specific disability. Inquiries regarding an applicant's medical or workers' compensation history may not be asked, however, applicants may be asked questions concerning their ability to perform the essential functions of a job. An applicant may not be asked to describe or demonstrate how they would perform the job functions, unless all applicants are asked to do this or if the disability is obvious or the applicant discloses a hidden disability. Reasonable accommodation will be provided to qualified applicants during the selection process to ensure that all applicants have accessibility to all phases of the process. Accommodations may include, as examples, making an interview room accessible or supplying an interpreter or reader.

**PRE-EMPLOYMENT PROCESSES:** "Pre-employment offer" physical examinations are prohibited by NWTC as are inquiries regarding the existence of an applicant's disability or the nature and severity of the disability. After an offer of employment has been extended, it may be conditioned on the results of a medical examination, so long as all individuals in the same job category are required to undergo a medical exam. The information received during medical examinations will remain confidential, however, a supervisor may be told of a candidate's necessary restrictions and need for accommodations. If the existence of a disability is revealed during the medical exam, the offer of employment may not be withdrawn unless the reason is job related and consistent with business necessity and no reasonable accommodation can be made or the disability poses a direct threat to the health and safety of the applicant, other employees or the general public, and which cannot be eliminated by reasonable accommodation.

**REASONABLE ACCOMMODATION:** NWTC is committed to making reasonable accommodation in job duties, the work environment, and the application process to enable a qualified individual with a disability to enjoy equal employment opportunities, so long as such accommodations do not constitute an undue hardship on the College. If an applicant or employee believes he or she has been discriminated against in employment on the basis of disability, an internal complaint may be filed through NWTC's

Incident Reporting – Employee Discrimination/Harassment procedure, or a formal complaint may be filed with the Wisconsin Equal Rights Division of the Department of Workforce Development or the U.S. Equal Employment Opportunity Commission.

#### ADMINISTRATIVE PROCEDURES:

Requests for Accommodation: An employee who believes he or she needs a reasonable accommodation to perform an essential function of the job should make the request by contacting his or her direct supervisor, their Strategic Business Partner, the Benefit Analyst or Director of Total Rewards. A request for reasonable accommodation may be verbal or written. NWTC will work with the employee to determine if the disability can be reasonably accommodated.

When a request for accommodation is received by a supervisor or when it is apparent that a reasonable accommodation may enable an individual with a disability to perform the essential functions of the position or participate in the employment process, the employee should be directed to submit a “NWTC Accommodation Request Form” and “ADAAA Attending Physician Statement Form” along with appropriate supporting documentation to the Total Rewards Department.

All requests for accommodation shall be responded to in a timely manner, after the Benefit Analyst and/or Director of Total Rewards has engaged in the “interactive process” with the individual requesting accommodation. NWTC reviews all requests for accommodation on a case-by-case basis and may provide a reasonable accommodation that allows the qualified individual with a disability to achieve the same level of job performance as other similarly skilled employees. Based on this interactive process, a reasonable accommodation will be selected that is most appropriate for both NWTC and the individual requesting the accommodation. While an employee’s preference will be considered, NWTC is free to choose between equally effective accommodations with consideration towards expense and impact on the rest of the organization. NWTC is not obligated to provide an accommodation that causes an undue hardship on the College.

DOCUMENTATION OF REQUEST FOR ACCOMMODATION: Documentation of the request for accommodation and the response (provided on the “NWTC Accommodation Request Form” or equivalent and the “ADAAA Attending Physician Statement Form” or equivalent) by the Benefit Analyst shall be kept in a confidential file (separate from employment and medical files).

#### DEFINITIONS:

“Disability” as defined under the Americans with Disabilities Act of 1990 (42 U.S.C. sec. 12101): A physical or mental impairment that substantially limits one or more major life activities; including a person who has a record of such impairment; a person who is regarded or perceived to have an impairment; or has a known association or relationship with an individual with a disability.

“Disability” as defined under the Wisconsin Fair Employment Act (Section 111.32): A physical or mental impairment that makes achievement unusually difficult or limits the capacity to work; has a record of such impairment; or is perceived as having such impairment.

**Direct Threat To Safety:** A significant risk of substantial harm to the health or safety of the individual or others which cannot be eliminated or reduced by reasonable accommodation.

**Essential Job Functions:** Those activities of a job that are the core to performing the position that cannot be modified. A function is essential if:

- the job exists to accomplish the function
- only a limited number of employees can perform the function
- the function is highly specialized
- an employee is hired for his or her expertise in the area.

Other factors that may be considered in determining whether a function is essential are:

- the amount of time an employee spends performing the function
- the consequences if the employee were not required to perform the function
- the terms of applicable collective bargaining agreements
- the work experience of previous employees who held the job
- the work experience of employees in similar jobs.

**Interactive Process:** The process by which an agent of the employer and individual requesting accommodation engage in to discuss physical or mental abilities and limitations as they relate to the job's essential functions and to determine possible job accommodations, if any.

**Major Life Activities:** Major life activities include, but are not limited to, caring for one's self, performing manual tasks, walking, sitting, standing, seeing, hearing, eating, breathing, speaking, sleeping, reproducing, working, learning, thinking, concentrating and interacting with others, and the operation of a major bodily function.

**Mitigating Measure:** Medication, an assistive device or compensating behaviors developed to control or eliminate symptoms or limitations of an impairment.

**Qualified Individual:** A person who meets legitimate skill, experience, education, and other requirements of an employment position that he or she holds or seeks, and who can perform the "essential" functions of the position with or without reasonable accommodation.

**Reasonable Accommodation:** Any modification or adjustment to a job or the work environment that will enable a "qualified" applicant or employee with a disability to participate in the application process, to perform essential job functions, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities. Examples of reasonable accommodation may include, but are not limited to, making facilities readily accessible, job restructuring, modifying work schedules, implementing flexible leave policies, reassignment to a vacant position, acquiring or modifying equipment or devices, adjusting or modifying tests, training material or policies, and providing qualified readers or interpreters.

**Undue Hardship:** An action that is excessively costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation of the business. Factors to be considered when determining whether an undue hardship exists include, but are not limited to, the cost of the accommodations,

NWTC's overall financial resources, the financial resources of the particular department at which the accommodation is to be made, the number of employees within the department, and the total number of employees of the College.

### **Accessible Information and Technology Policy**

Northeast Wisconsin Technical College is committed to the fundamental academic principles of equity and accessibility and shall make campus programs, services, and activities accessible to all students, staff and faculty. This encompasses all technology products used to deliver academic programs and support student success. The Accessibility policy is aligned with the NWTC Web Site Policy.

The purpose of this policy is to support an inclusive academic environment by promoting universal design principles, that reduce or remove barriers, and to remain in full compliance with both the ADA and Section 504 as stated below.

The rapid evolution of new technology tools makes it impractical to create an all-inclusive list of requirements for accessibility. For more details see the Implementation Guide. A few examples are listed below:

- Online, digital and physical audiovisual media with captions.
- PDFs with Optical Character Recognition (OCR) that are compatible with text-to-speech software.
- Alternative content must be provided if the materials are not available in an accessible format or modalities may be used as long as the learning outcomes are not compromised.
- Websites, portals and learning platforms (e.g. Blackboard) are compliant with Web Content Accessibility Guidelines (WCAG) 2.1 standards. This may include alternative (Alt) text descriptions for images, sufficient contrast when using colors, and any site navigation requiring a mouse can also be performed with a keyboard. Please refer to NWTC Web Policies and NWTC Web Editing Guidelines and for additional details.
- This policy affirms NWTC's support for an inclusive academic learning environment incorporating accessible technology that reduces or removes learning barriers. Technology access for individuals with disabilities must provide comparable functionality, affordability, and timeliness and should be delivered in as seamless a manner as possible. Accessibility is an institution-wide responsibility.

### **LEGAL SUPPORT**

The American with Disabilities Act (ADA), signed into law in 1990, protects persons with disabilities from discrimination caused by barriers to communication. The law states that communications with individuals with disabilities must be as effective as communications with all others.

Section 504 of the Rehabilitation Act of 1973 also prohibits discrimination and mandates accessibility to individuals with disabilities. Individuals may not be excluded from participating or denied the benefits of educational programs due to disability.

## Accommodation for Religious Beliefs Policy

Northeast Wisconsin Technical College (“NWTC”) is committed to embracing the worth of every individual, creating a place for all people, and promoting the respectful environment necessary for intellectual and personal discovery.

In compliance with the Wisconsin Fair Employment Act, the Wisconsin Administrative Code, the Civil Rights Act of 1964, and Title IV, NWTC will make reasonable accommodation of a student’s religious beliefs.

**STUDENT RESPONSIBILITY:** A student may request reasonable accommodation from their instructor regarding tests/quizzes and other academic requirements. The student request must be in writing and submitted within a reasonable period prior to the date the accommodation is needed. Requests for accommodations after the date will not be honored.

**INSTRUCTOR RESPONSIBILITY:** Instructors will provide an alternative means by which a student can perform the make-up examination or other academic requirements in a timely manner without penalty. Should the student deem the accommodation unreasonable, the student should contact the Dean of the appropriate division.

**EMPLOYEE RESPONSIBILITY:** An employee seeking religious accommodation must submit a written request within a reasonable period prior to the date it is needed. Requests for accommodations after the date will not be honored. This written request should be sent to their immediate supervisor. The written request will include the type of conflict that exists, and the employee's suggested accommodation.

**SUPERVISOR RESPONSIBILITY:** The immediate supervisor will evaluate the request considering whether a work conflict exists due to a sincerely held religious belief or practice and whether reasonable accommodation is available. Depending on the type of conflict and suggested accommodation, the supervisor may confer with their leader or their Talent and Culture Strategic Partner.

The supervisor and employee will meet to discuss the request and decision on accommodation.

If the student or employee DISAGREE with the decision, they may file a complaint [HERE](#)

For more information view [NWTC Nondiscrimination and Anti-Harassment Policy](#)



## Procurement & Distribution Statement

Wisconsin Administrative Rule TCS 6 requires each technical college District Board to have established written policies governing procurement that meet standards contained in the code. Legislative authority requiring this policy is contained in Wisconsin Statutes 38.12(7). Procurements for the District will be made in compliance with Administrative Rules, appropriate Federal and State Statutes, and procedures as set forth in the Wisconsin Technical College System Financial and Administrative Manual.

These policies and procedures apply to all purchases made by the college that utilize public funds. Purchases of resale items are exempt from competitive bidding requirements.

Procurement is defined as the buying, purchasing, renting, leasing, or other means of acquiring any supplies, services, equipment, or construction, and includes any other activity pertaining to obtaining supplies, services, equipment, or construction.

It is the policy of this District that all procurement transactions shall be conducted in a manner that provides open and free competition, and that consideration shall be given to other factors as appropriate. All federally funded procurements shall be made in accordance with appropriate federal regulations. It is the policy of the District that all procurements be subject to audit.

The District encourages the use of cooperative purchasing with other governmental agencies and municipalities, and consideration of DBE (Disadvantaged Business Enterprises) as allowed by law.

The conduct of all employees involved in procurement shall be governed by the District Code of Ethics. No employee influencing or affecting procurement shall, except as provided under s. 946.13, have a financial interest in any procurement, nor receive any gratuity or other financial gain from the transaction or the contractor/supplier.

The Board authorizes the President and his/her designee(s) to administer all procurement policies and procedures for the District including authorization of sole and single source procurements.

### Diverse Supplier Preference

Diverse Supplier Preference NWTC supports the use of diverse suppliers. NWTC will award a competitive solicitation to a certified diverse supplier (minority-owned disabled veteran-owned, and women owned), if the supplier has submitted a bid that is no more than 5% higher than the lowest bid or the proposal is no more than 5% lower than the high point score and has indicated they are a diverse supplier on the supplier certification form included in the bid document. A contract award based on diverse supplier preference may only be made if the business is certified by a governmental body with a certified program at the time of bid/proposal opening. The State of Wisconsin, Department of Administration, Wisconsin Supplier Diversity Program certifies minority-owned businesses, disabled veteran-owned businesses, and woman-owned businesses.

For consistency in calculating diverse supplier preference for proposals, the following formulas will be used:

### Competitive Bids

- $[\text{Low non-diverse supplier bid(s)} \times 1.05] \text{ minus } [\text{lowest diverse supplier bid(s)}] = [\text{balance}]$
- When the balance is a positive number, or 0, award may be made to the lowest diverse bidder. Award is made at the bid cost.

### Competitive Proposals

- $[\text{High diverse supplier proposal(s) point total} \times 1.05] \text{ minus } [\text{high non-diverse supplier proposal(s) point total}] = [\text{balance}]$
- When the balance is positive, or 0, award may be made to the diverse proposer. This diverse supplier preference does not apply to public construction bids that fall under s. 62.15, Wis. Stats.

NWTC will maintain documentation of supplier diversity, including proof of certification, diverse supplier preference calculation and amount awarded to diverse suppliers during the fiscal year. Annually, staff shall report those awarded using diverse supplier preference to the System Office.

## Section II: Distribution of Equal Opportunity/Affirmative Action Information

Northeast Wisconsin Technical College is committed to equal employment and educational opportunities in its dealings with staff, applicants, students and the public. Efforts are made to communicate this affirmative action and equal opportunity information as follows:

An electronic copy of the complete 2024-2029 Affirmative Action/Equal Opportunity Five-Year plan and Annual Updates will be distributed to all NWTC employees and the Board of Trustees.

The plan will also be published on NWTC's internal employee SharePoint website and on NWTC external website.

The 2024-2029 Affirmative Action/Equal Opportunity Five-Year plan and Annual Updates will be provided to the Wisconsin Technical College System (WTCS) Office and other WTCS Technical Colleges, as requested.

All students and employees will receive an email at the beginning of the academic year regarding NWTC's Annual Notice of Nondiscrimination.

Upon hire, employees complete an Employee Handbook Acknowledgement. Within the handbook is a section on Nondiscrimination, Anti-Harassment and Workplace Bullying; linking to all appropriate policies and procedures.

All recruitment materials, brochures, and other district created publications will include the Equal Opportunity Employer/Educator statement.

- NWTC does not discriminate on the basis of political affiliation, age, race, creed, marital status, color, religion, sex (including sexual orientation, gender identity, and gender expression), national origin, disability, veteran status, genetic testing or other applicable legislated categories, ("each a protected class"). Inquiries regarding the College's nondiscrimination policies may be directed to the Vice President for Diversity, Equity, and Inclusion at (920) 498-6826 or [equity@nwtc.edu](mailto:equity@nwtc.edu).

Notification of intent to accommodate disabilities in the employment process is included on NWTC external job opportunities webpage.

All college policies are posted and maintain on the public college website. Policies on Affirmative Action and Equal Employment Opportunity are located on a searchable webpage, and the policy is referenced in printed materials.

The College's Policy on Non-discrimination is published on our website in English, Spanish and Hmong. Our website also provides individuals with the option to translate text in their language of choice.

The student handbook and college syllabus template include instructions on how to access policies and complaint procedures. This information is also discussed at student orientation sessions.

All hiring leaders and Talent & Culture staff responsible for the implementation of affirmative action initiatives are trained and held accountable to processes and procedures relative to the initiative/program within their areas of responsibility. Equal employment opportunity and affirmative action issues are addressed at scheduled or ad-hoc meetings, should an issue arise.

Any complaints regarding this Affirmative Action Plan may be filed with the Wisconsin Department of Workforce Development's Equal Rights Division or with the Contract Compliance Program.

## Section III: Workforce Demographics and Goals

### Employee Affirmative Action Workforce Compliance Reports

Report includes only Full-Time staff at the district.

- Full-Time: any individual who is employed in any capacity by the district for an amount that equals or exceeds 50% of a full-time contract is to be reported as a full-time employee of that district. Each district uses its own definition of a full-time contract.



**AFFIRMATIVE ACTION COMPLIANCE REPORT**

Date Completed: 7/17/2023

Fiscal Year: 2022-23  
 District: Northeast Wisconsin Technical College

ALL STAFF																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	675	408	60.44%	38	5.63%	77	11.41%	13	1.93%	25	3.70%	14	2.07%	15	2.22%	0	0.00%	10	1.48%	3	0.44%
Work Force (2)	224,485	106,531	47.46%	13,148	5.86%	28,731	12.80%	2,784	1.24%	4,630	2.06%	2,849	1.27%	13,153	5.86%	7	0.00%	5,308	2.36%	N/A	N/A
% Difference (3)			12.99%		-0.23%		-1.39%		0.69%		1.64%		0.80%		-3.64%		0.00%		-0.88%		
Quotient (4)			1.27		0.96		0.89		1.55		1.80		1.63		0.38		0.00		0.63		
Female Difference (5)	87.67																				
Racial Difference (6)	9.39																				
<p><b>** RACE/ETHNIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **</b></p> <p><b>** HISPANIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **</b></p>																					

- (1) Full-Time Staff Count Or Employee Count
- (2) District 16-64 Work Force value from 5-year ACS
- (3) =(Staff Count Or Employee Count % - District Work Force %)
- (4) =(Staff Count Or Employee Count % / District Work Force %)
- (5) =(Total District Employees \* Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

ADMINISTRATIVE																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	88	59	67.05%	6	6.82%	12	13.64%	3	3.41%	3	3.41%	2	2.27%	1	1.14%	0	0.00%	3	3.41%	0	0.00%
Work Force (2)	20,577	9,232	44.87%	1,045	5.08%	1,589	7.72%	233	1.13%	345	1.68%	3	0.01%	773	3.76%	0	0.00%	235	1.14%	N/A	N/A
% Difference (3)			22.18%		1.74%		5.91%		2.28%		1.73%		2.26%		-2.62%		0.00%		2.27%		
Quotient (4)			1.49		1.34		1.77		3.01		2.03		155.89		0.30		0.00		2.99		
Female Difference (5)	19.52																				
Racial Difference (6)	5.20																				

**\*\* HISPANIC ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE \*\***

FACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	247	124	50.20%	7	2.83%	12	4.86%	2	0.81%	5	2.02%	2	0.81%	1	0.40%	0	0.00%	2	0.81%	1	0.40%
Work Force (2)	1,236	352	28.48%	50	4.05%	374	30.26%	0	0.00%	245	19.82%	0	0.00%	94	7.61%	0	0.00%	35	2.83%	N/A	N/A
% Difference (3)			21.72%		-1.21%		-25.40%		0.81%		-17.80%		0.81%		-7.20%		0.00%		-2.02%		
Quotient (4)			1.76		0.70		0.16		0.00		0.10		0.00		0.05		0.00		0.29		
Female Difference (5)	53.66																				
Racial Difference (6)	62.74																				

**\*\* DISABILITY FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* RACE/ETHNIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* ASIAN AMERICAN FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* HISPANIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\***

PROFESSIONAL NONFACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	161	106	65.84%	11	6.83%	23	14.29%	4	2.48%	7	4.35%	5	3.11%	4	2.48%	0	0.00%	3	1.86%	2	1.24%
Work Force (2)	5,452	3,150	57.78%	144	2.64%	561	10.29%	36	0.66%	158	2.90%	146	2.68%	9	0.17%	0	0.00%	212	3.89%	N/A	N/A
% Difference (3)			8.06%		4.19%		4.00%		1.82%		1.45%		0.43%		2.32%		0.00%		-2.03%		
Quotient (4)			1.14		2.59		1.39		3.76		1.50		1.16		15.05		0.00		0.48		
Female Difference (5)	12.98																				
Racial Difference (6)	6.43																				

**\*\* MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\***

**CLERICAL/SECRETARIAL**

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	91	78	85.71%	9	9.89%	17	18.68%	3	3.30%	6	6.59%	3	3.30%	5	5.49%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	8,889	7,459	83.91%	801	9.01%	785	8.83%	53	0.60%	88	0.99%	20	0.22%	262	2.95%	0	0.00%	362	4.07%	N/A	N/A
% Difference (3)			1.80%		0.88%		9.85%		2.70%		5.60%		3.07%		2.55%		0.00%		-4.07%		
Quotient (4)			1.02		1.10		2.12		5.53		6.66		14.65		1.86		0.00		0.00		
Female Difference (5)	1.64																				
Racial Difference (6)	8.96																				

**\*\* MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\***

**TECHNICAL/PARAPROFESSIONAL**

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	72	41	56.94%	4	5.56%	12	16.67%	1	1.39%	3	4.17%	2	2.78%	4	5.56%	0	0.00%	2	2.78%	0	0.00%
Work Force (2)	6,312	2,868	45.44%	294	4.66%	989	15.67%	71	1.12%	254	4.02%	3	0.05%	215	3.41%	0	0.00%	446	7.07%	N/A	N/A
% Difference (3)			11.51%		0.90%		1.00%		0.26%		0.14%		2.73%		2.15%		0.00%		-4.29%		
Quotient (4)			1.25		1.19		1.06		1.23		1.04		58.44		1.63		0.00		0.39		
Female Difference (5)	8.29																				
Racial Difference (6)	0.72																				

**\*\* MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\***

**SERVICE/MAINTENANCE**

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		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%	1	6.25%	1	6.25%	0	0.00%	1	6.25%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	20,680	11,445	55.34%	1,774	8.58%	3,253	15.73%	349	1.69%	313	1.51%	441	2.13%	1,472	7.12%	4	0.02%	674	3.26%	N/A	N/A
% Difference (3)			-55.34%		-2.33%		-9.48%		-1.69%		4.74%		-2.13%		-7.12%		-0.02%		-3.26%		
Quotient (4)			0.00		0.73		0.40		0.00		4.13		0.00		0.00		0.00		0.00		
Female Difference (5)	8.85																				
Racial Difference (6)	1.52																				

**\*\* FEMALE SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* DISABILITY SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* RACE/ETHNIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* AMERICAN INDIAN SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* BLACK SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\***



**\*\* HISPANIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\***  
**\*\* MULTI RACIAL SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\***

## Self-Analysis of NWTC's Benefit Eligible Workforce

Working under NWTC 2018-2023 strategic direction goal of: *Decrease the gap between the percentage of students of color and the percentage of the college's benefit eligible workforce of color, at all levels (workforce goal by 2023 is 12.5%),* the below division/department data is updated yearly. This data is used during recruitment strategic planning conversation.

FY23 Goal = 12.5% of NWTC workforce is BIPOC

<b>&gt;=12.5 % BIPOC</b>
<b>6.25-12.4% BIPOC</b>
<b>&lt; 6.25% BIPOC</b>

College Wide by Category Census Date 9-30-2023								
	COLLEGE		Faculty		Exempt		Non-Exempt	
American Indian/Alaska Native	14	2.0%	3	1.2%	7	2.8%	4	2.2%
Asian	27	3.9%	7	2.7%	10	4.0%	10	5.5%
Black/African American	14	2.0%	2	0.8%	7	2.8%	5	2.8%
Hispanic/Latino	16	2.3%	2	0.8%	7	2.8%	7	3.9%
I do not wish to answer	3	0.4%	1	0.4%	2	0.8%	0	0.0%
Native HI/Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More Races	10	1.5%	2	0.8%	6	2.4%	2	1.1%
White	603	87.8%	239	93.4%	211	84.4%	153	84.5%
<b>Total # BIPOC</b>	<b>81</b>	<b>11.8%</b>	<b>16</b>	<b>6.3%</b>	<b>37</b>	<b>14.8%</b>	<b>28</b>	<b>15.5%</b>

	Division													
	Business & Technology		College Advancement		Diversity, Equity & Inclusion		Learning		Office of the President		Student Services		Talent & Culture	
American Indian/Alaska Native	1	1.0%	0	0.0%	1	33.3%	8	2.0%	0	0.0%	2	1.5%	2	11.1%
Asian	8	7.8%	2	7.7%	0	0.0%	10	2.5%	0	0.0%	7	5.3%	0	0.0%
Black/African American	1	1.0%	1	3.8%	0	0.0%	4	1.0%	0	0.0%	7	5.3%	1	5.6%
Hispanic/Latino	2	2.0%	1	3.8%	0	0.0%	7	1.7%	0	0.0%	6	4.6%	0	0.0%
I do not wish to answer	1	1.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	1	0.8%	0	0.0%
Native HI/Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More Races	1	1.0%	1	3.8%	1	33.3%	3	0.7%	0	0.0%	2	1.5%	2	11.1%
White	88	86.3%	21	80.8%	1	33.3%	372	91.9%	2	100.0%	106	80.9%	13	72.2%
<b>Total # BIPOC</b>	<b>13</b>	<b>12.7%</b>	<b>5</b>	<b>19.2%</b>	<b>2</b>	<b>66.7%</b>	<b>32</b>	<b>7.9%</b>	<b>0</b>	<b>0.0%</b>	<b>24</b>	<b>18.3%</b>	<b>5</b>	<b>27.8%</b>

	Learning															
	College of Business		General Studies		Health & Sciences Education		Public Safety		Trades & Engineering Technologies		Corporate Training & Economic Development		Learning Effectiveness and Early College		Marinette	
American Indian/Alaska Native	1	2.0%	2	3.3%	0	0.0%	2	7.7%	0	0.0%	1	2.9%	2	6.9%	0	0.0%
Asian	1	2.0%	3	5.0%	4	4.0%	0	0.0%	0	0.0%	1	2.9%	1	3.4%	0	0.0%
Black/African American	0	0.0%	2	3.3%	1	1.0%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%
Hispanic/Latino	0	0.0%	2	3.3%	1	1.0%	1	3.8%	2	2.1%	1	2.9%	0	0.0%	0	0.0%
I do not wish to answer	0	0.0%	1	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native HI/Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More Races	2	3.9%	0	0.0%	0	0.0%	0	0.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%
White	47	92.2%	50	83.3%	95	94.1%	23	88.5%	93	96.9%	31	88.6%	26	89.7%	5	100.0%
<b>Total # BIPOC</b>	<b>4</b>	<b>7.8%</b>	<b>9</b>	<b>15.0%</b>	<b>6</b>	<b>5.9%</b>	<b>3</b>	<b>11.5%</b>	<b>3</b>	<b>3.1%</b>	<b>4</b>	<b>11.4%</b>	<b>3</b>	<b>10.3%</b>	<b>0</b>	<b>0.0%</b>

**Business & Finance**

	Facilities/Security		Financial Operations		Procurement & Distribution		Bookstore & Buzz		Instructional Technology		Enterprise Applications		Infrastructure Services		Client Services	
American Indian/Alaska Native	0	0.0%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	3	11.5%	1	7.1%	0	0.0%	0	0.0%	1	12.5%	1	6.3%	1	9.1%	1	9.1%
Black/African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%
Hispanic/Latino	0	0.0%	1	7.1%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
I do not wish to answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
Native HI/Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More Races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
White	23	88.5%	11	78.6%	8	100.0%	5	83.3%	7	87.5%	13	81.3%	10	90.9%	9	81.8%
<b>Total # BIPOC</b>	<b>3</b>	<b>11.5%</b>	<b>3</b>	<b>21.4%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>16.7%</b>	<b>1</b>	<b>12.5%</b>	<b>2</b>	<b>12.5%</b>	<b>1</b>	<b>9.1%</b>	<b>2</b>	<b>18.2%</b>

**Student Services**

	Enrollment		Student Success		Student Development		Regional Learning	
American Indian/Alaska Native	1	2.0%	1	4.0%	0	0.0%	0	0.0%
Asian	3	6.1%	1	4.0%	3	8.3%	0	0.0%
Black/African American	4	8.2%	1	4.0%	2	5.6%	0	0.0%
Hispanic/Latino	1	2.0%	2	8.0%	3	8.3%	0	0.0%
I do not wish to answer	0	0.0%	1	4.0%	0	0.0%	0	0.0%
Native HI/Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More Races	0	0.0%	0	0.0%	2	5.6%	0	0.0%
White	40	81.6%	19	76.0%	26	72.2%	19	105.6%
<b>Total # BIPOC</b>	<b>9</b>	<b>18.4%</b>	<b>5</b>	<b>20.0%</b>	<b>10</b>	<b>27.8%</b>	<b>0</b>	<b>0.0%</b>

**Talent & Culture**

	Talent Strategy		Total Rewards	
American Indian/Alaska Native	1	10.0%	1	16.7%
Asian	0	0.0%	0	0.0%
Black/African American	0	0.0%	0	0.0%
Hispanic/Latino	0	0.0%	0	0.0%
I do not wish to answer	0	0.0%	0	0.0%
Native HI/Other Pacific Islander	0	0.0%	0	0.0%
Two or More Races	2	20.0%	0	0.0%
White	7	70.0%	5	83.3%
<b>Total # BIPOC</b>	<b>3</b>	<b>30.0%</b>	<b>1</b>	<b>16.7%</b>

**College Advancement**

	Grants		Institutional Research		Marketing		Foundation	
American Indian/Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	0	0.0%	1	20.0%	1	8.3%	0	0.0%
Black/African American	0	0.0%	0	0.0%	1	8.3%	0	0.0%
Hispanic/Latino	1	33.3%	0	0.0%	0	0.0%	0	0.0%
I do not wish to answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native HI/Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More Races	0	0.0%	0	0.0%	1	8.3%	0	0.0%
White	2	66.7%	4	80.0%	9	75.0%	4	100.0%
<b>Total # BIPOC</b>	<b>1</b>	<b>33.3%</b>	<b>1</b>	<b>20.0%</b>	<b>3</b>	<b>25.0%</b>	<b>0</b>	<b>0.0%</b>

## Section IV: Employment Program Affirmative Action Initiatives

**Program Initiative #1:** Increase the representation of benefit eligible faculty of color, with a focus on recruitment, retention, and professional development initiatives.

Activity/ Steps	Persons responsible for Implementation	Timetable
Create a framework for a critical evaluation of Equity in Hiring.	Talent & Culture	2025-2029
Create a process to evaluate the effectiveness of the current Faculty Fellowship model.	Talent & Culture	2025-2029
Review and enhance current faculty recruitment models to create a pipeline of future faculty of color.	Talent & Culture	2025-2029

**Method of Evaluation:** Activities will be identified and reported out through the Annual Updates.

**Program Initiative #2:** Increase in the retention of employees of color, focusing on creating an inclusive work environment through mentorship programs, professional development opportunities, and employee engagement initiatives.

Activity/ Steps	Persons responsible for Implementation	Timetable
Conduct and take appropriate action from a survey, holding focus group discussions, and reviewing exit interview data to understand experiences and perspectives of employees of color.	Talent & Culture	2025-2029
Implement Stay Interviews	Talent & Culture	2025-2029

**Method of Evaluation:** Activities will be identified and reported out through the Annual Updates.

**Program Initiative #3:** A culturally sustaining framework will be embedded throughout college development opportunities for faculty, staff, and students with foundational and reinforcing components.

Activity/ Steps	Persons responsible for Implementation	Timetable
Establish culturally inclusive competencies to be reflected in hiring, development, and performance evaluation processes.	Talent & Culture, Teaching and Learning Center and Diversity, Equity & Inclusion	2025-2029
Individuals will pursue one goal in their Individual Development Plan (IDP) regarding the application of culturally sustaining practices to their professional role.	Talent & Culture and Teaching and Learning Center	2025-2029

Mapping, implementation, and evaluation of foundational, advanced, and elective professional and job-specific development to provide inclusive and equitable products and services.	Talent & Culture, Teaching and Learning Center and Diversity, Equity & Inclusion	2025-2029
Review college values for inclusion of culturally sustaining behaviors and/or an equity specific value.	Talent & Culture and Executive Leadership Team	2025-2029

**Method of Evaluation:** Activities will be identified and reported out through the Annual Updates.

## Section V: Student Demographics and Initiatives

### Student Program Affirmative Action Initiatives

**Program Initiative #1:** Increase percentage of students of color enrolled in and completing programs that have a median starting wage greater than the overall college median.

Activity/ Steps	Persons responsible for Implementation	Timetable
(Access to completion) Create an intentional recruitment and retention plan to focus on non-traditional prospects and support their admissions experience.	Student Services	2025-2029
(Awareness) Engage in up to 5 community events that are specifically focused on demographic groups that are underrepresented in enrollment at the college or in specific programs.	Recruitment & Admissions	2025-2029
(Access) Admissions Advisor (bilingual) Implement recruitment efforts and activities for future learners in various underserved markets to generate enrollment access and growth. Establishes one-on-one relationships by being the primary point of contact for prospective students for the entire admission process from application to new student orientation.	Recruitment & Admissions	2025-2029
The Hispanic Student Support Specialist will support a cohort of approximately 60 Hispanic students with frequent and supportive communications. They will also be available to all Hispanic/LatinX students for mentoring, leadership development, relationship building, and connection to resources and cultural events.	Student Development	2025-2029

**Method of Evaluation:** Activities will be identified and reported out through the Annual Updates.

**Program Initiative #2:** Reduce Graduation Rate equity gap among racial groups.

Activity/ Steps	Persons responsible for Implementation	Timetable
Integrate review and analysis of disaggregated student success data and implementation of high impact practices into program review. <ul style="list-style-type: none"> <li>Create a framework for critical evaluation of student learning needs within program review and assessment.</li> </ul>	Title III: Connect for Student Success team, Manager of Student Retention, Program Design Consultant	2025- 2029
Pilot and validate high-impact practices to support student learning needs and success inside and outside of the classroom.	Title III: Connect for Student Success team, Learning Experience Consultant	2025- 2029
Create and implement a racial equity evaluation into ARISE process for review of retention and success interventions.	RELA team; ARISE subcommittee	2025- 2029

**Method of Evaluation:** Activities will be identified and reported out through the Annual Updates.

**Program Initiative #3:** Reduce Successful Gateway Course Completion Rate equity gap among racial groups.

Activity/ Steps	Persons responsible for Implementation	Timetable
Integrate high impact practices for teaching and learning into General Studies gateway courses.	Title III: Connect for Student Success team, Learning Experience Consultant	2025- 2029

**Method of Evaluation:** Activities will be identified and reported out through the Annual Updates.

**Program Initiative #4:** Departments will create and implement coaching counts reinforcement plans that include the integration of culturally sustaining practices to support access and success of students from marginalized groups.

Activity/ Steps	Persons responsible for Implementation	Timetable
All Student Services departments will complete the training, <i>Coaching as a Culturally Sustaining Practice</i> .	Student Services Managers	2025
Departments will each create a coaching counts reinforcement plan that integrates <i>Culturally Sustaining Practices</i> and includes assessments to measure progress.	Student Services Managers	2025
Departments will implement the coaching counts reinforcement plans.	Student Services Managers	2025
Departments will make adaptations to the plans informed by review of assessment measures.	Student Services Managers	2026-2029

**Method of Evaluation:** Activities will be identified and reported out through the Annual Updates.

**Program Initiative #5:** The Career Services department will implement career coaching strategies to enhance career planning, counseling, and placement specific to students with disabilities including Asperger’s Syndrome and similar autism spectrum profiles.

Activity/ Steps	Persons responsible for Implementation	Timetable
Complete the training, Asperger’s/Autism Employment Coach Certification	Disability and Career Services Teams	2025
Incorporate best practices learned in practice with students with disabilities; incorporate into coaching counts reinforcement plan.	Disability and Career Services Teams	2025
Make adaptations to plan informed by review of assessment measures.	Disability and Career Services Teams	2026-2029

**Method of Evaluation:** Activities will be identified and reported out through the Annual Updates.

**Program Initiative #6:** Strengthen inclusive and equitable career counseling and services through adoption of coaching counts as a culturally sustaining practice and targeted efforts for students pursuing NTO programs.

Activity/ Steps	Persons responsible for Implementation	Timetable
Career Services work to engage NTO populations in further career assessment, mentoring, mock interviews, job search and employability in a non-traditional field	Career Services Team	2025-2029

Career Services Team to include goals and activities specific to inclusive and equitable career services for students from marginalized groups in coaching counts reinforcement plan. The team will implement, assess and make adaptations to their plan (See program initiative #5)	Career Services Team	2025-2029
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**Method of Evaluation:** Activities will be identified and reported out through the Annual Updates.

**Program Initiative #7:** A culturally sustaining framework will be embedded throughout campus development opportunities for students with foundational and reinforcing components.

Activity/ Steps	Persons responsible for Implementation	Timetable
Adoption of equity and inclusion as an institutional learning outcome.	Assessment Team, Diversity, Equity & Inclusion, Student Services	2025-2029
Align student development opportunities to the equity and inclusion institutional learning outcome.	Student Services, Diversity, Equity & Inclusion, and Teaching and Learning Center	2025-2029





Client Reporting System  
CLI660A Compliance Indicator I - Program Areas

Run On: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
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)	15,973	536	3.38 %	527	3.30 %	575	3.60 %	1,584	9.92 %	12,368	77.43 %	18	0.11 %	306	1.92 %	59	0.37 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			2.12 %		1.24 %		2.33 %		4.06 %		-9.77 %		0.11 %		-0.45 %		
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)	2,579	50	1.94 %	82	3.18 %	64	2.48 %	249	9.65 %	2,078	80.57 %	2	0.08 %	53	2.06 %	1	0.04 %
Total Enrollment (1)	15,973	536	3.38 %	527	3.30 %	575	3.60 %	1,584	9.92 %	12,368	77.43 %	18	0.11 %	306	1.92 %	59	0.37 %
% Difference (5)			-1.42 %		-0.12 %		-1.12 %		-0.26 %		3.14 %		-0.04 %		0.14 %		-0.33 %
** NATIVE AMERICAN / ALASKAN NATIVE GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 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)	359	4	1.11 %	0	0.00 %	7	1.95 %	6	1.67 %	340	94.71 %	0	0.00 %	0	0.00 %	2	0.56 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			-0.13 %		-2.06 %		0.68 %		-4.19 %		7.51 %		0.00 %		-2.36 %		
** ASIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE ** ** MULTI RACE 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)	34	0	0.00 %	0	0.00 %	1	2.94 %	1	2.94 %	32	94.12 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	359	4	1.11 %	0	0.00 %	7	1.95 %	6	1.67 %	340	94.71 %	0	0.00 %	0	0.00 %	2	0.56 %
% Difference (5)			-1.11 %		0.00 %		0.99 %		1.27 %		-0.59 %		0.00 %		0.00 %		-0.56 %
** NATIVE AMERICAN / ALASKAN NATIVE 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

Business																	
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)	3,299	147	4.46 %	163	4.94 %	134	4.06 %	335	10.15 %	2,435	73.81 %	5	0.15 %	68	2.06 %	12	0.36 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			3.22 %		2.88 %		2.79 %		4.30 %		-13.39 %		0.15 %		-0.30 %		
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)	342	8	2.34 %	24	7.02 %	7	2.05 %	34	9.94 %	259	75.73 %	1	0.29 %	9	2.63 %	0	0.00 %
Total Enrollment (1)	3,299	147	4.46 %	163	4.94 %	134	4.06 %	335	10.15 %	2,435	73.81 %	5	0.15 %	68	2.06 %	12	0.36 %
% Difference (5)			-2.12 %		2.08 %		-2.02 %		-0.21 %		1.92 %		0.14 %		0.57 %		-0.36 %
** NATIVE AMERICAN / ALASKAN NATIVE GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

Family & Consumer 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)	579	19	3.28 %	5	0.86 %	36	6.22 %	54	9.33 %	446	77.03 %	2	0.35 %	17	2.94 %	0	0.00 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			2.04 %		-1.20 %		4.95 %		3.47 %		-10.17 %		0.34 %		0.57 %		
** ASIAN 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)	74	3	4.05 %	1	1.35 %	0	0.00 %	6	8.11 %	60	81.08 %	0	0.00 %	4	5.41 %	0	0.00 %
Total Enrollment (1)	579	19	3.28 %	5	0.86 %	36	6.22 %	54	9.33 %	446	77.03 %	2	0.35 %	17	2.94 %	0	0.00 %
% Difference (5)			0.77 %		0.49 %		-6.22 %		-1.22 %		4.05 %		-0.35 %		2.47 %		0.00 %
** 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

General Ed																	
ENROLLEE COMPARISION																	
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)	3,199	100	3.13 %	129	4.03 %	121	3.78 %	324	10.13 %	2,468	77.15 %	5	0.16 %	46	1.44 %	6	0.19 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			1.89 %		1.97 %		2.51 %		4.27 %		-10.05 %		0.15 %		-0.93 %		
GRADUATE COMPARISION																	
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	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	1	100.00 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	3,199	100	3.13 %	129	4.03 %	121	3.78 %	324	10.13 %	2,468	77.15 %	5	0.16 %	46	1.44 %	6	0.19 %
% Difference (5)			-3.13 %		-4.03 %		-3.78 %		-10.13 %		22.85 %		-0.16 %		-1.44 %		-0.19 %
<p align="center">** NATIVE AMERICAN / ALASKAN NATIVE GRADS POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** MULTI RACE 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 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)	384	14	3.65 %	12	3.13 %	17	4.43 %	22	5.73 %	297	77.34 %	0	0.00 %	14	3.65 %	8	2.08 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			2.41 %		1.06 %		3.16 %		-0.13 %		-9.86 %		0.00 %		1.28 %		
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)	47	3	6.38 %	1	2.13 %	3	6.38 %	1	2.13 %	36	76.60 %	0	0.00 %	3	6.38 %	0	0.00 %
Total Enrollment (1)	384	14	3.65 %	12	3.13 %	17	4.43 %	22	5.73 %	297	77.34 %	0	0.00 %	14	3.65 %	8	2.08 %
% Difference (5)			2.74 %		-1.00 %		1.96 %		-3.60 %		-0.75 %		0.00 %		2.74 %		-2.08 %
** ASIAN 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 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)	2,642	63	2.38 %	114	4.31 %	134	5.07 %	297	11.24 %	1,966	74.41 %	2	0.08 %	62	2.35 %	4	0.15 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			1.14 %		2.25 %		3.80 %		5.38 %		-12.79 %		0.07 %		-0.02 %		
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)	1,090	20	1.83 %	37	3.39 %	39	3.58 %	117	10.73 %	853	78.26 %	0	0.00 %	24	2.20 %	0	0.00 %
Total Enrollment (1)	2,642	63	2.38 %	114	4.31 %	134	5.07 %	297	11.24 %	1,966	74.41 %	2	0.08 %	62	2.35 %	4	0.15 %
% Difference (5)			-0.55 %		-0.92 %		-1.49 %		-0.51 %		3.84 %		-0.08 %		-0.14 %		-0.15 %
** BLACK 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

Industrial																	
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)	2,693	73	2.71 %	29	1.08 %	47	1.75 %	197	7.32 %	2,307	85.67 %	1	0.04 %	35	1.30 %	4	0.15 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			1.47 %		-0.99 %		0.48 %		1.46 %		-1.53 %		0.03 %		-1.06 %		
** MULTI RACE 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)	589	10	1.70 %	7	1.19 %	6	1.02 %	49	8.32 %	513	87.10 %	0	0.00 %	4	0.68 %	0	0.00 %
Total Enrollment (1)	2,693	73	2.71 %	29	1.08 %	47	1.75 %	197	7.32 %	2,307	85.67 %	1	0.04 %	35	1.30 %	4	0.15 %
% Difference (5)			-1.01 %		0.11 %		-0.73 %		1.00 %		1.43 %		-0.04 %		-0.62 %		-0.15 %
** NATIVE AMERICAN / ALASKAN NATIVE 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 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)	964	60	6.22 %	31	3.22 %	27	2.80 %	112	11.62 %	696	72.20 %	0	0.00 %	23	2.39 %	15	1.56 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.88 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			4.98 %		1.15 %		1.53 %		5.76 %		-15.00 %		0.00 %		0.02 %		
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)	114	2	1.75 %	3	2.63 %	3	2.63 %	12	10.53 %	90	78.95 %	0	0.00 %	4	3.51 %	0	0.00 %
Total Enrollment (1)	964	60	6.22 %	31	3.22 %	27	2.80 %	112	11.62 %	696	72.20 %	0	0.00 %	23	2.39 %	15	1.56 %
% Difference (5)			-4.47 %		-0.58 %		-0.17 %		-1.09 %		6.75 %		0.00 %		1.12 %		-1.56 %
** NATIVE AMERICAN / ALASKAN NATIVE 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 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)	909	40	4.40 %	16	1.76 %	27	2.97 %	103	11.33 %	698	76.79 %	1	0.11 %	22	2.42 %	2	0.22 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			3.16 %		-0.30 %		1.70 %		5.47 %		-10.41 %		0.11 %		0.08 %		
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)	177	3	1.69 %	4	2.26 %	2	1.13 %	21	11.86 %	143	80.79 %	0	0.00 %	4	2.26 %	0	0.00 %
Total Enrollment (1)	909	40	4.40 %	16	1.76 %	27	2.97 %	103	11.33 %	698	76.79 %	1	0.11 %	22	2.42 %	2	0.22 %
% Difference (5)			-2.71 %		0.50 %		-1.84 %		0.53 %		4.00 %		-0.11 %		-0.16 %		-0.22 %
** NATIVE AMERICAN / ALASKAN NATIVE GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK 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: 12/8/2023 3:32:50 PM

Fiscal Year: 2023  
 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)	945	16	1.69 %	28	2.98 %	25	2.65 %	134	14.18 %	715	75.66 %	2	0.21 %	19	2.01 %	6	0.63 %
District POP (2)	224,485	2,784	1.24 %	4,630	2.06 %	2,849	1.27 %	13,153	5.86 %	195,754	87.20 %	7	0.00 %	5,308	2.36 %		
% Difference (3)			0.45 %		0.90 %		1.38 %		8.32 %		-11.54 %		0.21 %		-0.35 %		
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)	111	1	0.90 %	5	4.50 %	3	2.70 %	8	7.21 %	91	81.98 %	1	0.90 %	1	0.90 %	1	0.90 %
Total Enrollment (1)	945	16	1.69 %	28	2.98 %	25	2.65 %	134	14.18 %	715	75.66 %	2	0.21 %	19	2.01 %	6	0.63 %
% Difference (5)			-0.79 %		1.54 %		0.06 %		-6.97 %		6.32 %		0.69 %		-1.11 %		0.27 %
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** MULTI RACE 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  
 CLI660B Compliance Indicator I - Program Areas

Run On: 12/8/2023 3:33:05 PM

Fiscal Year: 2023  
 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)	2,693	176	6.54 %	63	2.34 %	382	14.18%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			-40.92 %		-3.52 %		1.39%
** 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)	589	25	4.24 %	11	1.87 %	76	12.90%
Total Enrollment (1)	2,693	176	6.54 %	63	2.34 %	382	14.18%
% Difference (5)			-2.29 %		-0.47 %		-1.28%
** 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 (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: 2023  
 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)	359	141	39.28 %	8	2.23 %	17	4.74%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			-8.18 %		-3.63 %		-8.06%
<p align="center">** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **</p>							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	34	20	58.82 %	0	0.00 %	2	5.88%
Total Enrollment (1)	359	141	39.28 %	8	2.23 %	17	4.74%
% Difference (5)			19.55 %		-2.23 %		1.15%
<p align="center">** DISABLED GRAD 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% )

Fiscal Year: 2023  
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)	3,299	1,628	49.35 %	136	4.12 %	852	25.83%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			1.89 %		-1.73 %		13.03%
** 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)	342	178	52.05 %	16	4.68 %	83	24.27%
Total Enrollment (1)	3,299	1,628	49.35 %	136	4.12 %	852	25.83%
% Difference (5)			2.70 %		0.56 %		-1.56%
** 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% )



Client Reporting System  
 CLI660B Compliance Indicator I - Program Areas

Run On: 12/8/2023 3:33:05 PM

Fiscal Year: 2023  
 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)	579	508	87.74 %	38	6.56 %	133	22.97%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			40.28 %		0.71 %		10.17%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	74	70	94.59 %	8	10.81 %	14	18.92%
Total Enrollment (1)	579	508	87.74 %	38	6.56 %	133	22.97%
% Difference (5)			6.88 %		4.25 %		-4.05%
** 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% )



Client Reporting System  
 CLI660B Compliance Indicator I - Program Areas

Run On: 12/8/2023 3:33:05 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

General Ed							
ENROLLEE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	3,199	1,912	59.77 %	71	2.22 %	725	22.66%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			12.31 %		-3.64 %		9.86%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1	1	100.00 %	1	100.00 %	0	0.00%
Total Enrollment (1)	3,199	1,912	59.77 %	71	2.22 %	725	22.66%
% Difference (5)			40.23 %		97.78 %		-22.66%
** 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: 2023  
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)	384	205	53.39 %	35	9.11 %	79	20.57%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			5.93 %		3.26 %		7.77%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	47	23	48.94 %	6	12.77 %	11	23.40%
Total Enrollment (1)	384	205	53.39 %	35	9.11 %	79	20.57%
% Difference (5)			-4.45 %		3.65 %		2.83%
** 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% )



Client Reporting System  
 CLI660B Compliance Indicator I - Program Areas

Run On: 12/8/2023 3:33:05 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

Health							
ENROLLEE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	2,642	2,283	86.41 %	315	11.92 %	672	25.44%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			38.96 %		6.07 %		12.64%
GRADUATE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,090	910	83.49 %	121	11.10 %	237	21.74%
Total Enrollment (1)	2,642	2,283	86.41 %	315	11.92 %	672	25.44%
% Difference (5)			-2.93 %		-0.82 %		-3.69%
<p align="center">** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** MINORITY GRAD 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% )



Client Reporting System  
 CLI660B Compliance Indicator I - Program Areas

Run On: 12/8/2023 3:33:05 PM

Fiscal Year: 2023  
 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)	2,693	176	6.54 %	63	2.34 %	382	14.18%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			-40.92 %		-3.52 %		1.39%
** 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)	589	25	4.24 %	11	1.87 %	78	12.90%
Total Enrollment (1)	2,693	176	6.54 %	63	2.34 %	382	14.18%
% Difference (5)			-2.29 %		-0.47 %		-1.28%
** 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 (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% )



Client Reporting System  
 CLI660B Compliance Indicator I - Program Areas

Run On: 12/8/2023 3:33:05 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

Marketing							
ENROLLEE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	964	554	57.47 %	65	6.74 %	253	26.24%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			10.01 %		0.89 %		13.45%
GRADUATE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	114	79	69.30 %	14	12.28 %	24	21.05%
Total Enrollment (1)	964	554	57.47 %	65	6.74 %	253	26.24%
% Difference (5)			11.83 %		5.54 %		-5.19%
** 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% )



**Client Reporting System**  
**CLI660B Compliance Indicator I - Program Areas**

Run On: 12/8/2023 3:33:05 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

Service							
ENROLLEE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	909	612	67.33 %	69	7.59 %	209	22.99%
District POP (2)	224,485	108,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			19.87 %		1.73 %		10.19%
GRADUATE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	177	92	51.98 %	10	5.65 %	34	19.21%
Total Enrollment (1)	909	612	67.33 %	69	7.59 %	209	22.99%
% Difference (5)			-15.35 %		-1.94 %		-3.78%
<p align="center">** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** MINORITY GRAD 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% )



Client Reporting System  
 CLI660B Compliance Indicator I - Program Areas

Run On: 12/8/2023 3:33:05 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

Technical And TV							
ENROLLEE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	945	138	14.60 %	48	4.87 %	224	23.70%
District POP (2)	224,485	106,531	47.46 %	13,148	5.86 %	28,731	12.80%
% Difference (3)			-32.85 %		-0.99 %		10.91%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISION							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	111	16	14.41 %	4	3.60 %	19	17.12%
Total Enrollment (1)	945	138	14.60 %	48	4.87 %	224	23.70%
% Difference (5)			-0.19 %		-1.26 %		-8.59%
** DISABLED 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 (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% )





## Client Reporting System CLI670 Compliance Indicator II - Sex

Run On: 12/8/2023 3:33:27 PM

Fiscal Year: 2023  
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)	15,973	8,157	51.07 %	7,815	48.93 %	1	0.01 %
District POP (2)	224,485	106,531	47.46 %	117,954	52.54 %	0	0.00 %
% Difference (3)			3.61 %		-3.62 %		
Quotient (4)			1.08		0.93		
Difference = 577.37							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (5)	2,579	1,414	54.83 %	1,165	45.17 %	0	0.00 %
Total Enrollment (1)	15,973	8,157	51.07 %	7,815	48.93 %	1	0.01 %
% Difference (6)			3.76 %		-3.75 %		
Quotient (7)			1.07		0.92		
Difference = 96.89							

- (1) : Student Program Or Course Enrollment Count
- (2) : District Population (18-84 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% )





Client Reporting System  
 CLI680 Compliance Indicator III - Disabled

Run On: 12/8/2023 3:33:35 PM

Fiscal Year: 2023  
 District: Northeast Wisconsin Technical College

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Enrollment (1)	15,973	846	5.30 %
Working Age Population (2)	224,485	13,148	5.86 %
% Difference (3)			-0.56 %
Quotient (4)			0.90
Difference = 89.53			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Graduates (5)	2,579	191	7.41 %
Total Enrollment (1)	15,973	846	5.30 %
% Difference (6)			2.11 %
Quotient (7)			1.40
Difference = 54.40			

(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: 12/8/2023 3:33:48 PM

Fiscal Year: 2023  
District: Northeast Wisconsin Technical College

ENROLLEE COMPARISION			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Enrollment (1)	15,973	139	0.87 %
Adult POP (2)	224,485	13,837	6.16 %
% Difference (3)			-5.29 %
Quotient (4)			0.14
Difference = 845.58			
*** ENROLLMENT LEP POPULATION MAY BE OUT OF COMPLIANCE ***			
GRADUATE COMPARISION			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Graduates (5)	2,579	3	0.12 %
Total Enrollment (1)	15,973	139	0.87 %
% Difference (6)			-0.75 %
Quotient (7)			0.13
Difference = 19.44			

- (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=Num/Total

## Section VI: Internal Monitoring and Annual Updates

This Affirmative Action Plan is reviewed annually to evaluate results achieved by the Plan. The Vice President of Talent & Culture and stakeholders identified within program initiatives are responsible for monitoring of the Plan and taking necessary action, including but not limited to reeducating managers and directors responsible for hiring and promotion. Any issues or concerns shall be reported to the Vice President of Talent & Culture. College leadership is held responsible for implementing affirmative action initiatives within their areas of responsibility.

To ensure programs will result in consistent progress toward achieving the goals established in the initial five-year plan, districts shall report annually to the Wisconsin Technical College System Office:

- Updates and/or revisions to the district's policy statement from Section I.
- A report of EEO/AA information distribution activities outlines in Section II.
- An evaluation of changes to workforce demographics in Section III.
- An annual progress report on each affirmative action initiative in Section IV. The district must report on the results of each program created in the initial five-year plan to address underutilized employment demographics. The report should be cumulative for the report year. Annually the WTCS Office will provide an updated report of district employment demographics by minority, sex, disability, and limited English proficiency. For workforce demographics that continue to be underutilized, districts should update or enhance existing affirmative action initiatives. Where changes have occurred that put the district in compliance, programs should be modified or eliminated as part of the annual review of activities.
- An annual progress report on each of the equal opportunity initiatives related to students identified in Section V. The district must report on the results of each program created in the initial five-year plan to address student enrollment and completion gaps. The report should be cumulative for the report year. Annually the WTCS Office will provide an update reported containing enrollment and completion data by occupational program for minorities, females, disabled, and limited English proficiency. Where changes have occurred that put the district in compliance, programs should be modified or eliminated as part of the annual review of activities.
- Any award or citations of merit for programs and a description of the program suitable for sharing with other districts.

The WTCS Office will provide update spreadsheets June 1 of each year. Completed spreadsheets are due back to the WTCS Office by August 1 of each year.

## Appendix A: Employment Categories

**ADMINISTRATIVE.** Include persons whose assignments require primary (and major) responsibility for management of the institutions, 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 institutions, 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.

**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.

**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.

**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 salesclerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

**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.

