

Western Technical College

Affirmative Action/Equal Opportunity Five Year Plan

July 2019 to June 2024

**Dr. Roger Stanford
President**

Prepared by: Megan Hoffman
Equal Opportunity Officer

Western Technical
College
THE  SSENTIAL EXPERIENCE

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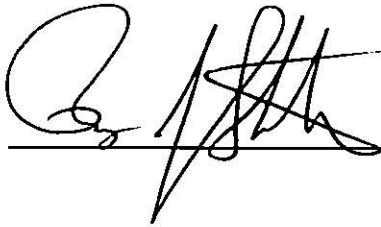
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Introduction

The College is committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment and education. This Affirmative Action Plan is designed to satisfy the College's Equal Employment Opportunity/Affirmative Action responsibilities under Executive Order 11246, as amended, Title VII of the Civil Rights Act of 1964, Section 503 of the Rehabilitation Act of 1973, Section 4212 of the Vietnam Veterans Readjustment Assistance Act of 1974, various state of Wisconsin statutes and codes and various other related rules and regulations.

In developing and implementing this plan, the College has undertaken an analysis of its policies and practices with a view toward enhancing equal employment opportunity without regard to sex, race, national origin, religion, color, sexual orientation, marital status, age, disability, or special disabled veteran, Vietnam era or other covered veteran status. This plan is adopted in reliance on the Equal Employment Opportunity Commission's Affirmative Action Guidelines as well as those of the Office of Federal Contract and Compliance Programs. This Affirmative Action Plan does not create any rights for any person or entity and is not developed nor intended to be used as a vehicle to sanction the unlawful discriminatory treatment of any group or individual.

President Signature: _____



Date: 6/10/19

Section I
Affirmative Action/Equal Opportunity Goals
July 1, 2019 – June 30, 2024

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

Affirmative Action/Equal Opportunity Policy Statement

Affirmative Action Policy

Western Technical College, in compliance with state and federal law and district policy, will provide equal opportunity in all of its employment practices to all persons regardless of their political affiliation, age, race, religion, color, disability, marital status, sex, national origin, ancestry, sexual orientation, pregnancy, arrest or conviction record, membership in any reserve component of the armed forces, genetic testing, or use or non-use of lawful products off the college's premises during non-working hours, except when the characteristic or activity is a bona-fide job qualification.

In specific compliance with the American Disabilities Act of 1990, the college will provide reasonable accommodations to qualified people with disabilities.

The college will maintain a learning and work environment free of illegal discrimination, including illegal harassment, for students and employees. Illegal discrimination/harassment is prohibited in all college employment practices, educational programs, services, activities, and events regardless of their location.

Inquiries or complaints may be addressed to:

Coordinator – Compensation, EEO and AA
Western Technical College
400 Seventh Street N
La Crosse, WI 54601
Phone: 608.785.9274, Fax: 608.789.4708

Equal Employment Opportunity & Educational Opportunity

The College will not discriminate against any employee or applicant for employment, student or prospective student based on race, color, sex, sexual orientation, religion, creed, national origin, ethnicity, ancestry, age, disability, marital status, veteran status or military service, genetic information, pregnancy, off-campus use/nonuse of lawful products, arrest or conviction record, or any other characteristic protected by federal, state, or local law (hereinafter "Protected Characteristic(s)"). This prohibition applies to recruitment, hiring, transfers, promotions, training, layoff or recall from layoff, terminations, retention, certification, testing and committee appointments, education and assistance thereof, and social or recreation programs. The College is strongly committed to this policy, and believes in and practices equal opportunity and affirmative action.

Principal publications available to students, employees, applicants for admissions or employment, and sources of referral for both, will include a statement of nondiscrimination which specifically includes reference to Title IX of Education Amendments of 1972 and to Section 504 of the Rehabilitation Act of 1973. Delivery of student services will be performed in harmony with statutory requirements.

It is the policy of the College to assure equal opportunity for qualified applicants for employment, for qualified employees in matters of employment, and for students in District educational programs in all educational and employment related activities. This policy applies to all students, employees, applicants, and prospective students irrespective of any Protected Characteristic(s). Responsibility for the Equal Employment Opportunity is assigned to the Coordinator – Compensation, EEO and AA.

The Human Resources Department is charged with the responsibility for assuring that areas of statistical deficiency are being addressed. When a selection process involves the recruitment of candidates from the general public, Coordinator – Compensation, EEO and AA is responsible for:

- Ensuring the selection team contains a representative from the Diversity Team and selection team members have completed hiring training
- Monitoring the process to assure that all efforts are made to assure a representative applicant pool both at the initial recruitment stage and the interview stage.
- Statistically analyzing the selection process to assure that there are no elements of the process that are resulting in adverse impact against either minorities or females.

The College is committed to compliance with all applicable local, state and federal equal opportunity and affirmative action laws and regulations, including:

Title VI and Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments Act Section 504 of the Rehabilitation Act of 1973 The American With Disabilities Act of 1990, The Civil Rights Act of 1991, The Carl D. Perkins Vocational and Technical Education Act, The Equal Pay Act of 1963, The Pregnancy Discrimination Act, The Age Discrimination Act of 1967 , The Age Discrimination Act of 1975, The Civil Rights Restoration Act of 1987, The Genetic Information Nondiscrimination Act of 2008, The Wisconsin Fair Employment Law

Other appropriate laws and executive orders and/or administrative directives and codes including the Office of Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Programs (34 CFR, Part 100 Appendix B)

Western will not condone harassment by its staff or students on the basis of any Protected Characteristic(s). Such harassment is unlawful and is prohibited.

Western will provide equal educational opportunity in an educational climate that is conducive to and supportive of cultural and ethnic diversity. This commitment includes, but is not limited to, physical access to courses and programs; physical education and athletics, extra-curricular activities; admissions; student policies and their application; counseling, guidance and placement services; financial assistance; work-study; housing and all other District facilities. The District will make reasonable accommodations for persons with disabilities to assure access to programs and employment.

The District will provide reasonable accommodation to staff for religious observances and practices.

The specific responsibility for the implementation of the affirmative action plan rests with Coordinator of Compensation, EEO and AA who should be contacted for any questions. The Coordinator of

Compensation, EEO and AA reports to the Director of Human Resources. All managers and staff share Equal Opportunity program responsibility and their performance standards will include an Equal Opportunity component. This commitment includes the establishment of internal assessment and reporting procedures, and of grievance procedures for prompt processing of charges of discrimination.

Staff may file complaints with the:

- Coordinator of Compensation, EEO, AA
- Human Resources Director

Western Administrative Center
400 Seventh St N
La Crosse, WI 54601
Phone: 608-785-9077

Students may file complaints with the:

- Dean of Students

Kumm Center
400 Seventh St N
La Crosse, WI 54601
Phone: 608-785-9880

Nondiscrimination & Anti-Harassment Policy

Nondiscrimination

Western Technical College, in compliance with state and federal law, does not discriminate on the basis of age, race, color, national origin, disability, marital status, sex, including sexual orientation and gender identity, veteran status, genetic testing or other legislated categories in employment, admissions, programs, or activities. Western prohibits retaliation against any individuals who bring forth any complaint, orally or in writing, to the College or government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination. Western provides assurance that lack of English reading/speaking skills will not be a barrier to admittance and participation in the College. General inquiries regarding the College's non-discrimination policies may be directed to:

John Heath
Director of Human Resources
Western Administrative Center
111 7th Street North
La Crosse, WI 54601
608-785-9464

Anti-Harassment Policy

The College will not tolerate any harassment by anyone, including but not limited to other employees, students, contractors, campus visitors, or other customers of the College. This prohibition includes but is not limited to the use of derogatory comments, names, slurs, epithets, jokes, innuendo, or other forms of harassment based on race, color, sex, sexual orientation, religion, creed, national origin, ethnicity, ancestry, age, disability, marital status, veteran status or military service, genetic information, pregnancy, off campus use or nonuse of lawful products, arrest or conviction record, or any other characteristic protected by federal, state, or local law (herein "Protected Characteristic(s)").

This prohibition also includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature as well as all forms of verbal, non-verbal, and physical harassment.

Employees are expected to conduct themselves professionally, in a manner befitting the work environment and with respect for co-workers and students. Employees are expected to understand that behavior which one individual considers innocent and harmless may be regarded as harassment by another person. Beyond being in violation of this policy, workplace harassment may be against the law. Harassment can also occur through use or abuse of the College's electronic communications system and the internet.

Harassment

Although any form of harassment based on a Protected Characteristic(s) is prohibited, sexual harassment differs from other forms of harassment in a number of ways. Sexual harassment is defined as:

- **Quid Pro Quo Harassment:** The harasser makes employment decisions, conditions, or benefits contingent upon sexual cooperation or conduct and forces the victimized individual to choose between suffering personal or professional detriment and submitting to sexual demands.
- **Creation of a Hostile or Intimidating Work or Educational Environment:** There is severe or pervasive verbal or physical conduct of a sexual nature that results in unreasonable interference with an individual's ability to work or learn and/or creates an intimidating, hostile, or offensive working environment.

Behavior resulting in a perception of sexual harassment can include, but is not limited to, foul language; sexual innuendo; propositions; vulgar or suggestive comments; display of pictures in any medium, calendars, or magazines showing nude or scantily clad people; physical touching; or patterns of conduct that create an intimidating and hostile working environment.

Harassment Complaints

The key to identifying harassment is determining the behavior is unwelcome and considered undesirable or offensive. If you feel you are being harassed, we recommend that you first try to make it clear to the other person that his/her behavior is unwelcome. Although you are encouraged to do this, you are not required to take such steps before making a harassment complaint.

Any employee who believes s/he has been harassed for reasons based on a Protected Characteristic(s) is urged to report the matter to:

- His/her supervisor
- Any administrator that he/she chooses
- Dean of Students (if conduct is student related)
- Employment, Benefits, and EEO Manager and/or
- Director of Human Resources

Any employee or instructor or staff member receiving such a report must report it immediately to the:

- Dean of Students (if student related)
- Employment, Benefits, and EEO Manager and/or
- Director of Human Resources

The College does not condone any form of harassment. Any employee who engages in such conduct will be subject to disciplinary action up to and including suspension, discharge, or dismissal depending on the specific facts. Any person who engages in such conduct may be banned from the campus.

Retaliation

Western will not condone any form of retaliation against any employees, students, partners, or other community members for making a valid report under this policy.

This procedure is designed to allow employees, students and non-employees to address complaints in a prompt, fair and consistent manner. Any act of retaliation by an employee, student or by anyone acting on behalf of the College, including the intimidation of a grievant, respondent, or witness during the course of an investigation, will result in prompt disciplinary action.

Grievance Procedure – Resolving Conflict and Complaints

In any organization where people work together, conflict and complaints, differences of opinion and other forms of conflict will occur. Conflict may occur between co-workers, between supervisors and supervisees, between employees and students, etc. It may occur as a result of an action or decision made by the employee or by the administration. The College recommends that employees report the behavior to the Dean of Students (if the conduct is student related); the Coordinator of Compensation, EEO and AA and/or Human Resources Director; or to another officer or supervisor with whom they feel comfortable. Whether a formal (written) or informal (verbal) complaint is made to these individuals, the following will take place:

- The employee will be asked to describe the incident(s), any statements or actions by parties, any witnesses, the effects of the incident, and any corroborating documents.
- Although Human Resources will investigate discretely, the College cannot maintain absolute confidentiality while carrying out a thorough investigation.

- A summary report of this meeting will be typed and given to the employee for review and editing as appropriate. This report will include the employee's signature, as confirmation of the content of the complaint and the initial meeting.

Employees are protected from any retaliation by the alleged harasser or other co-worker, supervisor, or manager with respect to any discrimination complaint brought in good faith. Employees also need to be aware that this complaint process does not waive any other complaint rights available internally or any rights they may have under any applicable state or federal law.

If an employee submits a formal complaint (in any written format), it should be submitted (in person, by e-mail or US mail) to the Coordinator of Compensation EEO and AA, the Human Resource Director, or any other Human Resources employee in the Administrative Center. If sent by US mail:

Director of Human Resources
Western Administrative Center
111 7th Street North
La Crosse, WI 54601

Human Resources will take the following steps as soon as is practical

- Notify the College President in writing that a complaint has been filed;
- Meet with the complainant to obtain his/her statement regarding the incident(s);
- Notify the person(s) against whom the complaint is filed;
- Interview appropriate individuals to review the complaint and obtain a statement as to his/her/their knowledge and recollection of the incident(s);
- Establish individual meetings with any other persons identified as involved in the incident either as a part of the incident or as witnesses;
- Notify the alleged harasser about the prohibition on retaliation against the complainant; If necessary and possible, take steps to separate the alleged victim and alleged harasser;
- If a determination is made that harassment has occurred, recommend appropriate corrective action and disciplinary action, which may range from a written reprimand up to and including discharge.

Appeal Process

If, upon the completion of the above procedure, the victim believes the issue has not been resolved adequately he/she has the right to appeal that decision through:

Procedures for Employee Complaint Resolution:

STEP 1: The Complainant shall initiate the written complaint (using the Employee Complaint Resolution Form with his/her immediate supervisor within ten (10) working days of the incident that gave rise to the complaint. The supervisor will meet and discuss the matter fully with the Complainant and will provide a written response to the complaint within ten (10) working days of receipt of the written complaint materials. The supervisor shall advise the Complainant of the individual to whom the Complainant may appeal a decision made in response to a complaint. The Complainant may be

accompanied by a representative of their choosing (including a fellow employee) and supervisors may include a Human Resource representative in the meetings. The Complainant may contact HR directly and if both parties agree, STEP 1 can be waived.

STEP 2: In the event the matter is not satisfactorily resolved at Step1, the Complainant may submit a written appeal to the appropriate individual identified by his/her immediate supervisor within ten (10) working days of receiving the Step1 response. If the College is aware of other similar complaints, the College may consolidate those matters and process them as one complaint. To initiate the appeal, the Complainant must submit:

1. A copy of the formal complaint.
2. A copy of the supervisor's response; and
3. A written statement of his/her reason(s) for disagreeing with the supervisor's response.

The individual receiving the appeal will investigate as appropriate, will meet to discuss the matter fully with the Complainant and other relevant parties, if applicable, and will provide a written response to the Complainant within ten (10) working days of receipt of the written materials set forth in 1, 2, and 3 above. The Complainant may be accompanied by a representative of their choosing (including a fellow employee) and supervisors may include a Human Resource representative in the meetings.

STEP 3: If the Complainant believes the matter has not been satisfactorily resolved at Step 2, he/she may submit a written appeal to the President within ten (10) working days of receiving the Step 2 written response. All information and documentation from the initial complaint and previous appeals must be included. The President will investigate as appropriate, will meet to discuss the matter fully with the Complainant and other relevant parties, if applicable, and will provide a written response to the Complainant within ten (10) working days of receipt of the written appeal. The Complainant may be accompanied by a representative of their choosing (including a fellow employee) and supervisors may include a Human Resource representative in the meetings.

STEP 4: If the complainant believes the matter has not been satisfactorily resolved in Step 3, he/she may appeal to the Western Technical College District Board by filing a written appeal to Human Resources within ten (10) working days of receiving the Step 3 written response. All information and documentation from the initial complaint and previous appeals must be included.

1. The appeal will then be referred for final review to the College's District Board. All appeals that are directed to the District Board will be reviewed in closed session unless otherwise required by law. The Human Resources Director and/or the Coordinator of Compensation, EEO and AA will present the District Board with all relevant documents. The District Board shall schedule the review of the decision within thirty (30) days after submission of the appeal.
2. The Complainant will have the opportunity to be present. The Complainant may also choose to be represented and/or represented at the review by a representative of his/her choosing.
3. If a meeting is requested, the Complainant and the College have the opportunity to meet with the District Board to explain the complaint and to state their respective positions with regard to the complaint. Neither the Complainant nor the College may present additional witnesses, nor may either party question individual District Board members.

4. If a meeting is not requested, the District Board shall review all information and documentation from the initial complaint and appeals. No new evidence may be offered at this step in the procedure.
5. The District Board will make the final decision on the submitted complaint. The determination of the District Board will be final and binding. This is the final step in the process.

This procedure constitutes the exclusive process for the redress of any employee complaints as defined herein. However, nothing in this complaint procedure shall prevent any employee from addressing with the Administration any concerns regarding matters not subject to the complaint procedure, and employees are encouraged to do so. Matters that are raised by employees but are not subject to the complaint procedure shall be considered in a manner deemed appropriate by the Administration and/or District Board

Agency Reporting

At any time 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, and Office for Civil Rights or pursue other options 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. 6th Street
Room 723
Milwaukee, WI 53203
414-227-4384
erinfo@dwd.wisconsin.gov

Section II

Affirmative Action/Equal Opportunity Dissemination Activities

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

- Five Year Plan will be reviewed by the District Board.

- Electronic or hard copies of the Five Year Plan and Annual Updates will be distributed and made available to management, Equal Opportunity Committee, Student Services staff, Outreach Staff, and Regional Learning Centers at all campus locations upon completion of the Plan.

- Electronic or hard copies of the Five Year Plan and Annual Updates will be provided to Wisconsin Technical College Affirmative Action Officer and other technical college affirmative action officers, when requested.

- New employees will review the module developed by the Equal Opportunity Committee, affirmative action guidelines and Five-Year Plan as part of the new staff orientation process. These documents allow new staff the opportunity to learn Western's Affirmative Action/Equal Opportunity Policy and grievance procedure.

- All recruitment materials, brochures, application and admission forms and other district created forms will include the Equal Opportunity Employer/Educator statement. Notification of intent to accommodate disabilities in the employment process and the relay service information are included in all recruitment materials.

- Annually, public notices will be published in official district newspapers at the beginning of the fall semester.

- Special articles or achievements in equal opportunity or affirmative action will be published in District or student publications.

- Management will receive training regarding the affirmative action/equal opportunity policy and grievance procedure.

Self-Analysis of Work Force and Goals Establishment

DISTRICT NAME: Western Technical College

| DISTRICT WORKFORCE ANALYSIS | | | | | | | | | |
|------------------------------------|--------------|----------------|----------|----------------------------------|----------|-------------------------------------------|----------|--------------|----------|
| CATEGORY | TOTAL | FEMALES | | PERSONS WITH DISABILITIES | | RACIAL/ETHNIC GROUPS | | | |
| | | | | | | American Indian/ Alaska Native | | Asian | |
| | | No. | % | No. | % | No. | % | No. | % |
| Administrators¹ | | | | | | | | | |
| Western District Employees | 74 | 44 | 59.46% | 0 | 0.00% | 0 | 0.00% | 1 | 1.35% |
| District Labor Force | 12,662 | 5,624 | 44.42% | 558 | 4.41% | 130 | 1.03% | 302 | 2.39% |
| % Difference(+ or -) | | | 15.04% | | -4.41% | | -1.03% | | -1.03% |
| Underutilizations (yes/no) | | | no | | yes | | yes | | yes |
| Faculty² | | | | | | | | | |
| Western District Employees | 191 | 111 | 58.12% | 4 | 2.09% | 2 | 1.05% | 1 | 0.52% |
| District Labor Force | 1,255 | 766 | 61.04% | 78 | 6.22% | 7 | 0.56% | 53 | 4.22% |
| % Difference(+ or -) | | | -2.92% | | -4.12% | | 0.49% | | -3.70% |
| Underutilizations (yes/no) | | | yes | | yes | | no | | yes |
| Professional Non-Faculty | | | | | | | | | |
| Western District Employees | 40 | 22 | 55.0% | 0 | 0.00% | 0 | 0.00% | 2 | 5.00% |
| District Labor Force | 4,219 | 2,927 | 69.38% | 108 | 2.56% | 3 | 0.07% | 91 | 2.16% |
| % Difference(+ or -) | | | -14.83% | | -2.56% | | -0.07% | | 2.84% |
| Underutilizations (yes/no) | | | yes | | yes | | yes | | no |
| Secretarial/Clerical | | | | | | | | | |
| Western District Employees | 113 | 86 | 76.11% | 2 | 1.77% | 0 | 0% | 6 | 5.31% |
| District Labor Force | 8,667 | 7,845 | 90.52% | 426 | 4.92% | 42 | 0.48% | 5 | 0.06% |
| % Difference(+ or -) | | | -14.41% | | -3.15% | | -4.8% | | 5.25% |
| Underutilizations (yes/no) | | | yes | | yes | | yes | | no |

DISTRICT NAME: Western Wisconsin Technical College

DISTRICT WORKFORCE ANALYSIS

RACIAL/ETHNIC GROUPS

| CATEGORY | Black/ African America | | Hispanic / Latino | | Native Hawaii or Pacific Islander | | Multi-Racial | | White | | Unknown | |
|-----------------------------------|------------------------------|-------|-------------------------|--------|--------------------------------------|-------|--------------|--------|--------|--------|---------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| | | | | | | | | | | | | |
| Administrators¹ | | | | | | | | | | | | |
| Western District Employees | 1 | 1.35% | 1 | 1.35% | 0 | 0.00% | 0 | 0.00% | 72 | 97.29% | 0 | 0.00 |
| District Labor Force | 48 | 0.38% | 165 | 1.30% | 0 | 0.00% | 145 | 1.15% | 11,872 | 93.76% | N/A | N/A |
| % Difference(+ or -) | | 0.97% | | 0.05% | | | | -1.15% | | 3.53% | | |
| Underutilizations (yes/ no) | | no | | no | | | | yes | | no | | |
| Faculty² | | | | | | | | | | | | |
| Western District Employees | 1 | 0.52% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 184 | 96.33% | 3 | 1.57% |
| District Labor Force | 0 | 0.00% | 39 | 3.11% | 0 | 0.00% | 0 | 0.00% | 1,156 | 92.11% | N/A | N/A |
| % Difference (+ or -) | | | | no | | | | | | 4.22% | | |
| Underutilizations (yes/no) | | | | | | | | | | no | | |
| Professional Non-Faculty | | | | | | | | | | | | |
| Western District Employees | 0 | 0.00% | 1 | 2.50% | 0 | 0.00% | 0 | 0.00% | 32 | 80.00% | 0 | 0.00 |
| District Labor Force | 0 | 0.00% | 41 | 0.97% | 0 | 0.00% | 101 | 2.39% | 3,983 | 94.40% | N/A | N/A |
| % Difference(+ or -) | | | | 1.53% | | | | -2.39% | | -14.4% | | |
| Underutilizations (yes/ | | | | no | | | | yes | | yes | | |
| Secretarial/Clerical | | | | | | | | | | | | |
| Western District Employees | 4 | 3.54% | 0 | 0.00% | 1 | 0.88% | 0 | 0.00% | 102 | 90.26% | 0 | 0.00 |
| District Labor Force | 30 | 0.35% | 70 | 0.81% | 0 | 0.00% | 64 | 0.74% | 8,456 | 97.56% | N/A | N/A |
| % Difference(+ or -) | | 3.19% | | -0.81% | | 0.88% | | -0.74% | | -7.30% | | |
| Underutilizations (yes/ no) | | no | | yes | | no | | yes | | yes | | |

| DISTRICT WORKFORCE ANALYSIS | | | | | | | | | |
|-----------------------------|---------|---------|---------|---------------------------|--------|-----------------------------------|--------|-------|--------|
| CATEGORY | TOTAL | FEMALES | | PERSONS WITH DISABILITIES | | RACIAL/ETHNIC GROUPS | | | |
| | | | | | | American Indian/ Alaska Native | | Asian | |
| | | No. | % | No. | % | No. | % | No. | % |
| Service/Maintenance | | | | | | | | | |
| Western District Employees | 16 | 1 | 6.25% | 0 | 0.0% | 0 | 0.0% | 2 | 12.50% |
| District Labor Force | 12,401 | 6,218 | 50.14% | 965 | 7.78% | 47 | 0.38% | 270 | 2.18% |
| % Difference(+ or-) | | | -43.89% | | -7.78% | | -0.38% | | 10.32% |
| Underutilizations (yes/no) | | | yes | | yes | | yes | | no |
| District Totals | | | | | | | | | |
| Western District Employees | 434 | 264 | 60.83% | 6 | 1.38% | 2 | 0.46% | 12 | 2.76% |
| District Labor Force | 136,710 | 66,984 | 49.00% | 8,163 | 5.97% | 662 | 0.48% | 3,123 | 2.28% |
| % Difference(+ or-) | | | 11.83% | | -4.59% | | -0.02% | | 0.48% |
| Underutilizations (yes/no) | | | no | | yes | | yes | | no |

| DISTRICT NAME: Western Wisconsin Technical College | | | | | | | | | | | | |
|----------------------------------------------------|------------------------------|--------|-------------------------|--------|--------------------------------------|--------|--------------|--------|---------|--------|---------|-------|
| DISTRICT WORKFORCE ANALYSIS | | | | | | | | | | | | |
| CATEGORY | RACIAL/ETHNIC GROUPS | | | | | | | | | | | |
| | Black/ African America | | Hispanic / Latino | | Native Hawaii or Pacific Islander | | Multi-Racial | | White | | Unknown | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Service/Maintenance | | | | | | | | | | | | |
| Western District Employees | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 14 | 87.50% | 0 | 0.00 |
| District Labor Force | 273 | 2.20% | 149 | 1.20% | 2 | 0.02% | 31 | 0.25% | 11,629 | 93.77% | N/A | N/A |
| % Difference(+ or-) | | -2.20% | | -1.20% | | -0.02% | | -0.25% | | -6.27% | | |
| Underutilizations (yes/ no) | | yes | | yes | | yes | | yes | | yes | | |
| Totals | | | | | | | | | | | | |
| Western District Employees | 6 | 1.38% | 2 | 0.46% | 1 | 0.23% | 0 | 0.00% | 405 | 93.31% | 8 | 1.84% |
| District Labor Force | 1,075 | 0.79% | 2,573 | 1.88% | 75 | 0.05% | 1,296 | 0.95% | 127,906 | 93.56% | N/A | N/A |
| % Difference (+ or -) | | 0.60% | | -1.42% | | 0.18% | | -0.95% | | -0.25% | | |
| Underutilizations (yes/no) | | no | | yes | | no | | yes | | yes | | |

Employment Employment Program Affirmative Action Initiatives

Program 1: Implement targeted recruitment plans and marketing strategies towards minority populations

Program Initiative A: Increase minority (race, sex and disability) faculty and administrator recruitment.

| Activity/ Steps | Persons responsible for Implementation | Timetable |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------|
| Research minority recruitment resources. Identify and implement at least two new minority recruitment resources | Human Resources Staff, Equal Opportunity Officer | 2019-2020 |
| Develop a comprehensive listing of minority advocate organizations | Human Resources Staff, Equal Opportunity Officer | 2019-2020 |
| Utilize recruitment resources routinely | Human Resources Staff, Equal Opportunity Officer | 2020-2025 |
| Update marketing tools around diversity and inclusion | Human Resources Staff, Marketing Staff | 2020-2025 |

Program Initiative B: Implement military service and veteran staff recruitment strategies

| Activity/ Steps | Persons Responsible for Implementation | Timetable |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------|
| Identify and implement process to track new and update records on current | Equal Opportunity Officer, HR Data Specialist | 2019-2025 |
| Research and identify military service and veteran staff retention strategies. | Equal Opportunity Officer, Human Resources Staff, Veteran's Manager | 2019-2020 |
| Implement at least two new military service and veteran staff retention strategies | Equal Opportunity Officer, Human Resources Staff, Veteran's Manager | 2020-2025 |

Program 1: Methods of Evaluation:

The number of minorities, both generally in the Western workforce and in specific categories of employment, will be evaluated annually by the Equal Opportunity Officer. Increased minority (race, sex and disability) staff will be a general indicator of success. Each program initiative involved will be reviewed and evaluated each year through the Annual Update. Key stakeholders for each program initiative will review and evaluate progress, and provide input annually through the College's AA/EO Five Year Plan Annual Updates.

Program 2: Provide employees with resources and training to-improve equity, inclusion in support

of Western's strategic directions.

Program Initiative A: Provide employees equity and inclusion related professional development offerings, programs and services

| Activity/ Steps | Persons Responsible for Implementation | Timetable |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------|
| Conduct needs assessment | Manager, Organizational Development | 2019-2020 |
| Provide training and orientation to every search committee before application review process | Manager, Organizational Development and Human Resources Staff | 2019-2025 |
| Develop plan and timeline to address gaps | Manager, Organizational Development | 2020-2021 |
| Implement at least two new training opportunities. Track and measure efforts. | Manager, Organizational Development | 2020-2025 |

Program Initiative B: Reevaluate direction role of College's Diversity Team

| Activity/ Steps | Persons Responsible for Implementation | Timetable |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------|
| Meet with team to outline goals and objectives | Manager, Organizational Development, Equal Opportunity Officer and Director of Diversity, Equity and Inclusion Services | 2019-2020 |
| Collaborate on projects and goals to align with HR and Student Success vision | Manager, Organizational Development, Equal Opportunity Officer and Director of Diversity, Equity and Inclusion Services | 2020-2025 |
| Establish Diversity Team as a leader and resource to the College | Manager, Organizational Development, Equal Opportunity Officer and Director of Diversity, Equity and Inclusion Services | 2019-2025 |

Program 2: Methods of Evaluation:

Utilize the existing visual management process and review of strategic initiatives to provide ongoing feedback and identify opportunities for improvement. Track participation and training completion rates, effectiveness of trainings and offerings.

Program 3: Implement retention program

Program Initiative A: Improve retention of employees specifically persons of color, women, veterans, and persons with disabilities

| Activity/ Steps | Persons Responsible for Implementation | Timetable |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------|
| Research best practice retention and engagement strategies | Human Resources and Organizational Development Manager, Equal Opportunity Officer, Supervisors | 2019-2020 |
| Implement at least two new retention and engagement strategies. Track and measure efforts. | Human Resources and Organizational Development Manager, Equal Opportunity Officer, Supervisors | 2020-2025 |

Program 3: Methods of Evaluation:

Increased retention will be a general indicator of success. This program will be reviewed and evaluated throughout the College's AA/EEO Five Year Plan Annual Update.

Section III
Student Program Affirmative Action Initiatives
Enrollment

Program 1: Increase enrollment of underserved (minority) credit students from 12.82% to 14.5% by 2025.

| Activity/Steps | Persons Responsible for Implementation | Timetable |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------|
| Create a 5-year plan to focus and align our K12 efforts and programming. | College Connections Manager | 2019-2021 |
| Redesign registration and orientation process for new students. | College Connections Manager | Scale starting Summer 2019 |
| Contextualize and align developmental support courses with credit courses and create additional co-requisite options to shorten pathway into credit courses. | Associate Dean, Learner Support and Transition | AY19, AY20 |
| College recruiters (Career Coaches) train and utilize a relationship building model to assess and refer and provide holistic supports to students in the enrollment journey. | Manager of Hospitality and Outreach | Starting AY19 |
| Hire a Career Coach for pre-college students in Learner Support and Transition division. | Manager of Hospitality and Outreach | AY20 |
| Increase attainment of Credit for Prior Learning credit by pre-college students in Learner Support and Transition division. Including work to contextualize pre-college reading and writing to obtain Credit for Prior Learning credit. | Associate Dean, Learner Support and Transition | Fall 2025 |
| Find additional short term certificates that adult students can attain while finishing their pre-college work through CPL in Learner Support and Transition division. | Associate Dean, Learner Support and Transition | Fall 2025 |
| Work on additional areas for contextualizing in pre-college reading and writing skill building around a portfolio of work and life evidence that can be used for CPL. | Associate Dean, Learner Support and Transition | Fall 2025 |
| Develop a "jump start" program for underserved students to create connections and prepare for college success | Director of Equity, Inclusion & Community Engagement; College Connections Manager | Fall 2025 |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------|
| Develop a recruitment plan to increase enrollment of underserved credit students with an emphasis of using Career Coaches intentionally in community spaces. | Manager of Hospitality and Outreach; Dean, Learner Support and Transition | Fall 2025 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------|

Method of Evaluation:

Utilize Wisconsin Technical College System Student Success Center Database and Achieving the Dream metrics related to recruitment and enrollment to track the effectiveness of initiatives listed above annually. Utilize the College’s CRM to measure department specific KPIs.

Program 2: Eliminate retention gaps between African American, Hispanic, and Native American students and white students by 2025.

| Activity/Steps | Persons Responsible for Implementation | Timetable |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Apply and obtain a Trio Student Support Services Grant. | Director of Resource Development | Summer 2019 |
| Pilot and then scale OER. | Dean of Learning | Pilot Fall 2019 |
| Hire an Equity and Inclusion Specialist to develop support programs for underserved students. | Director of Equity, Inclusion & Community Engagement | Fall 2019 |
| Redesign the Learning Commons and Library using a Poverty Informed framework and incorporate internal and external resources. | Dean of Learner Support and Transition | Implement AY2020 |
| Create “retention teams” that provide wrap around academic, advising, and social supports for students with employees from Learner Support and Transition, Equity & Inclusion, and College Advising. | Director of Equity, Inclusion & Community Engagement; Associate Dean, Learner Support and Transition; Director of Advising & Career Services | Started AY19 |
| Training for employees | | AY20 |
| Regular meetings for sharing and case management | | AY20 |
| PDCA | | AY21 |
| Improve campus climate | Director of Equity, Inclusion & Community Engagement; | |
| Research campus climate survey vendors and methods | Institutional Research | AY20 |
| Conduct preliminary focus groups by leveraging service-learning students in Human Services to gather a pulse on | | AY20 |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------|
| current state | | |
| Create an equity and inclusion student ambassador program to provide student feedback to the college and improve campus climate. | | Start AY20 |
| Execute survey and aggregate results | | AY21, AY22 |
| Redesign college advising practices | VP of Student Service & Engagement; VP of Academic Affairs | 2018-2022 |
| Launch CRM and scale | | AY20 |
| Reorganize enrollment advisors to become retention focused, assigned to specific program areas serving current students as College Advisors | | March 2019 |
| Train faculty to formally contribute to advising needs; defined as faculty mentors | | AY20 |
| Train all employees on Trauma Informed Care by implementing a train the trainer model | Director of Counseling & Retention Services | AY20-23 |

Method of Evaluation:

Utilize Wisconsin Technical College System Student Success Center Database and Achieving the Dream metrics related to completion and retention to track the effectiveness of initiatives listed above annually. Utilize the College's CRM to measure department specific KPIs.

Program 3: Increase veteran specific programming by 2023.

| Activity/Steps | Persons Responsible for Implementation | Timetable |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------|
| Create and execute a peer support model for new military students. | Veterans Services Manager | 2019-2023 |
| Become a chapter member of SALUTE National Honor Society for Veterans to promote academic excellence. | Veterans Services Manager | 2019-2021 |
| Provide activities to help student Veterans integrate with non-Veteran groups. Design activities to promote connection and constructive dialogue between military and non-military students and staff. | Veterans Services Manager | 2019-2023 |

Method of Evaluation:

The college will evaluate the success of this plan by using both quantitative and qualitative methods. The Veteran Military Center will administer surveys, host focus groups and collect data to identify contrasting patterns that can help us identify success of the activities. The number of student veterans and their persistence and retention rate will demonstrate our success.

Program 5: Provide veteran specific programming and procedures.

| Activity/Steps | Persons Responsible for Implementation | Timetable |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------|
| Promote the new Veteran Military Center space so all Veteran students are aware of the opportunity to have a safe and welcoming space on campus. | Veteran Military Center staff | 2019-2023 |
| Provide advocacy by utilizing the VA work-study program to provide peer support to all new military students. | Veteran Military Center staff | 2019-2023 |
| Assist Veterans with financial planning to better manage the fluctuations in their financial resources. | Veteran Military Center staff | 2019-2023 |
| Become a chapter member of SALUTE National Honor Society for Veterans to promote academic excellence. | Veteran Military Center staff | 2019-2021 |
| Include Veterans in diversity discussions and activities on campus. | Veteran Military Center Staff & Diversity Staff | 2019-2023 |
| Provide activities to help student Veterans integrate with non-Veteran groups. Design the activities to promote connection and constructive dialogue between military and non-military students and staff. | Veteran Military Center Staff & Student Life | 2019-2023 |

Method of Evaluation:

The college will evaluate the success of this plan by using both quantitative and qualitative methods. The Veteran Military Center will administer surveys, host focus groups and collect data to identify contrasting patterns that can help us identify success of the activities. The number of student veterans and their persistence and retention rate will demonstrate our success.

Program 6:

| Activity/Steps | Persons Responsible for Implementation | Timetable |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------|
| Provide faculty and staff training on Military culture and student Veteran issues and challenges they face. | Veteran Military Center staff | 2019-2023 |
| Bring community partners into the Veteran Center to connect student Veterans to support services they may not have known about. | Veteran Military Center staff | 2019-2023 |
| Launch a peer-mentoring program that will match up students based on need and foster relationship building. | Veteran Military Center staff | 2019-2020 |
| Enroll all military connected students in the Blackboard course "myvettracker" designed to be an online one-stop support portal. | Veteran Military Center staff | 2019-2023 |
| Provide yearly satisfaction surveys to identify and address student veteran's major issues on campus. | Veteran Military Center staff | 2019-2023 |
| Provide opportunities and events for student Veterans and staff that are Veterans to connect with one another; Veteran's day celebration, military speakers and benefit lunch and learns. | Veteran Military Center staff | 2019-2023 |

Method of Evaluation:

The college will evaluate the success of this plan by using both quantitative and qualitative

methods. The Veteran Military Center will administer surveys, host focus groups and collect data to identify contrasting patterns that can help identify success of the activities. The number of student veterans and their persistence and retention rate will demonstrate our success. Faculty feedback will be collected and used to make improvements or additions to our professional development activities and analyze our strengths and weaknesses of the plan.

Student Program Affirmative Action Initiatives Completion Rates

Program 1: Increase enrollment rates of students who are racially and ethnically diverse

| Activity/ Steps | Persons Responsible for Implementation | Timetable |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Develop plan to recruit racially and ethnically diverse students to Western | Strategic Planning Team Career Coaches Diversity and Inclusion staff Deans and faculty Community Partners | 2020-2021 |
| Implement plan to recruit racially and ethnically diverse students to Western | Strategic Planning Team Career Coaches Diversity and Inclusion staff Deans and faculty Community Partners | 2021-2024 |
| Develop plan to recruit and retain students from Learner Support and Transition GED/HSED/ELL/ABE/Alternative High School to credit programs | Strategic Planning Team Career Coaches Diversity and Inclusion staff Deans and faculty Community Partners | 2020-2021 |
| Implement plan to recruit and retain students from Learner Support and Transition GED/HSED/ELL/ABE/Alternative High School to credit programs | Strategic Planning Team Career Coaches Diversity and Inclusion staff Deans and faculty Community Partners | 2021-2024 |
| Implementation of Revised Enrollment Journey (REJ) to increase student engagement from prospect through enrollment | REJ Team Outreach and Hospitality Manager Career Coaches | 2020-2024 |
| Implement REJ strategy of assess and refer to increase student knowledge of resources available | REJ Team Outreach and Hospitality Manager Career Coaches | 2020-2024 |
| Build relationship with businesses and other community partners to increase diversity awareness and address community needs. | Strategic Planning Team Diversity and Inclusion staff Outreach and Hospitality Manager BIS | 2020-2024 |
| Collaborate with K12 school partners to increase diversity awareness and address student needs. | Strategic Planning Team Diversity and Inclusion staff Outreach and Hospitality Manager K12 Relations Staff Career Coaches | 2020-2024 |
| Increase Western presence at community events that focus on equity and diversity. | Strategic Planning Team Diversity and Inclusion staff Outreach and Hospitality Manager Career Coaches | 2020-2024 |

| | | |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------|
| | Marketing | |
| Increase staff and faculty awareness of diversity and inclusion through professional development. | Strategic Planning Team Diversity and Inclusion staff Division Deans | 2020-2024 |

Method of Evaluation:

The Institutional Research team together with the Strategic Planning Team, Diversity and Inclusion staff and Manager of Outreach and Hospitality will evaluate the efforts to recruit and support students from racially and ethnically diverse backgrounds. The strategic plan for the college has specific target goals set. Through the implementation of the plans to improve outreach to these populations, the goals will be reached. The progress of implementation of the plan as well as data analysis will be reported annually to the state office.

Program 2: Increase enrollment of students with disabilities

| Activity/ Steps | Persons Responsible for Implementation | Timetable |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------|
| Collaborate with high school counselors and disability services staff to promote Western and assist students with disabilities through the admissions process | Career Coaches, Inclusion staff, K-12 High School Partners | 2020-2024 |
| Develop and collaborate with community partners to promote Western and assist adult students with disabilities through the admissions process | Career Coaches, Inclusion staff | 2020-2024 |

Method of Evaluation: The Institutional Research team together with the Strategic Planning Team, Diversity and Inclusion staff and Manager of Outreach and Hospitality will evaluate the efforts to recruit and support students with disabilities. IR will track the increase in the number of students with disabilities who enroll in Western and seek Inclusion services. The progress of implementation of the plan as well as data analysis will be reported annually to the state office.

Program 3: Increase enrollment of female students in Non-Traditional Occupational (NTO) Programs

| Activity/ Steps | Persons Responsible for Implementation | Timetable |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------|
| Plan and implement targeted recruiting events for prospective students | NTO Coordinator, Career Coaches, ITC Deans, ITC Instructors | 2020-2024 |
| Plan and implement exploratory activities for middle and high school students that raise awareness of female in STEM and industrial trades programs | NTO Coordinator, Career Coaches, K12 Staff, ITC Deans, ITC Instructors | 2020-2024 |

Method of Evaluation: The Institutional Research team together with the Strategic Planning Team, Diversity and Inclusion staff and Manager of Outreach and Hospitality will evaluate the efforts to recruit and support female students who enter NTO programs at Western. IR will track the increase in the number of female students who enroll in Western into NTO programs. The progress of implementation of the plan as well as data analysis will be reported annually to the state office

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------|
| <p>Implement training and resources for faculty on military sensitivity and common transition issues. Bring in guest lectures that can address war related consequences from an academic perspective.</p> | | |
| <p>Retention Strategies: All veterans and service members will be tracked and put into a blackboard course called myVetracker. This will serve as a personalized communication hub from the veteran service office to the veteran/service member students providing checklists for processing VA benefits, financial aid and other campus supportive services. The check list will help the students keep track of all the things required for certification and provide a road map for support on campus. This will be monitored by the Veteran services manager. A veteran's lounge will be built to Improve the campus ecology for student veterans and service members. This space will serve as a safe zone and provide peer-peer connections and mentoring opportunities.</p> | <p>Equal Opportunity Officer, Veteran Services Manager, Senior Leadership</p> | <p>2017-2019</p> |

This cohort was created regardless of Veteran receiving educational benefits. As this cohort continues to grow, we will monitor our retention numbers to see how effective our efforts have been. Success will be shown by increased retention rates. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Program 4: Increase undergraduate course completion rates for ESL and Basic Skills students.

Increase the number of minority students, in ESL and Basic Skills classes who successfully complete an undergraduate level course.

| Activity/ Steps | Persons Responsible for Implementation | Timetable |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <p>Research and identify multiple measures that can be used to develop college readiness indicators, along with effective practices to assist students who are underprepared.</p> | <p>Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer.</p> | <p>2014-2016</p> |
| <p>Provide ESL student training to Student Services staff and develop materials pertaining to college resources, services and classes (include Spanish language)</p> | <p>Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer.</p> | <p>2016-2017</p> |
| <p>Develop at least two strategies to assist ESL and Basic Skills Students in transitioning to undergraduate courses.</p> | <p>Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer.</p> | <p>2017-2018</p> |
| <p>Implement the two strategies listed above.</p> | <p>Career Pathways Transition Specialist,</p> | <p>2018-2019</p> |

| | | |
|--|--------------------------------------------------------------------------------------------------------------|--|
| | ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer. | |
|--|--------------------------------------------------------------------------------------------------------------|--|

Method of Evaluation:

Annually review the transition rates for Basic Skills and ESL Students into undergraduate courses. Increased numbers of Basic Skills and ESL students transitioning into undergraduate courses will be an indicator of success. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Student Counseling

| Activity/ Steps | Persons Responsible for Implementation | Timetable |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------|
| Collaborate with Diversity, Equity and Inclusion staff to identify process to ensure counseling needs are being met | Counselors, Access and Language Manager, Equity and Inclusion staff | 2019-2020 |
| Implement identified process to ensure counseling needs are being met | Counselors, Access and Language Manager, Diversity, Equity and Inclusion staff | 2020-2024 |
| Partner with Access and Language Services and Nontraditional Occupation (NTO) specialist as well as Behavioral Intervention Team and Dean of Students (title IX), to stream line referrals to and from counseling. | Counselors, Behavioral Intervention Team members, NTO Coordinator and Title IX Leaders | 2019-2024 |
| Be on site during campus events including Open Houses and Wellness Fairs to promote counseling services for all students. | Counselors | Ongoing |
| Research and investigate local resources and services available to students in the community to help with outgoing referrals, with special emphasis placed on locating agencies and organizations that provide | Counselors | 2019-2020 |
| Incorporate at least 2 local services identified to help students in the community with outgoing referrals. | Counselors | 2020-2024 |

Method of Evaluation:

Track the number of collaborative meetings. New process created, documented and implemented which leads to increased number of underrepresented students being served. Consistent referral process clearly mapped out, documented and implemented. Participation in Open Houses, Wellness Fairs tracked. Data collection of various community resources and documentation of those that provide support; with specific emphasis on supporting underserved/underrepresented populations. Increase the number of community agencies being utilized by the counseling area for referral purposes.

APPENDIX A
EEOC Report Categories

- 1 = **ADMINISTRATIVE.** Include persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as Director or Administrator or the equivalent. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads or equivalents) if their principal activity is administrative. Also include supervisors of professional employees.

- 2 = **FACULTY.** Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and now hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.

- 3 = **PROFESSIONAL NON-FACULTY.** Include persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Executive (1) and who should not be classified under any of the four "nonprofessional" categories of activities.

- 4 = **CLERICAL / SECRETARIAL.** Include persons whose assignments typically are associated with clerical activities, or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Also include sales clerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

- 5 = **TECHNICAL / PARAPROFESSIONAL.** Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical

illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments. Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status

- 6= SKILLED CRAFTS. Include persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and typesetters.
- 7 = SERVICE / MAINTENANCE. Include persons whose assignments require limited degrees of previously acquired skills and knowledge, and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, and security personnel



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western 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) | 7,747 | 76 | 0.98% | 276 | 3.56% | 190 | 2.45% | 318 | 4.10% | 6,318 | 81.55% | 7 | 0.09% | 158 | 2.04% | 404 | 5.21% |
| District POP (2) | 136,710 | 662 | 0.48% | 3,123 | 2.28% | 1,075 | 0.79% | 2,573 | 1.88% | 127,907 | 93.56% | 75 | 0.05% | 1,296 | 0.95% | | |
| % Difference (3) | | | 0.50% | | 1.28% | | 1.67% | | 2.22% | | -12.01% | | 0.04% | | 1.09% | | |
| 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) | 1,458 | 9 | 0.62% | 60 | 4.12% | 17 | 1.17% | 38 | 2.61% | 1,267 | 86.90% | 0 | 0.00% | 21 | 1.44% | 46 | 3.16% |
| Total Enrollment (1) | 7,747 | 76 | 0.98% | 276 | 3.56% | 190 | 2.45% | 318 | 4.10% | 6,318 | 81.55% | 7 | 0.09% | 158 | 2.04% | 404 | 5.21% |
| % Difference (5) | | | -0.36% | | 0.55% | | -1.29% | | -1.50% | | 5.35% | | -0.09% | | -0.60% | | -2.06% |
| == BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE == == HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE == | | | | | | | | | | | | | | | | | |



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western 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) | 344 | 4 | 1.16% | 3 | 0.87% | 4 | 1.16% | 35 | 10.17% | 242 | 70.35% | 0 | 0.00% | 8 | 2.33% | 48 | 13.95% |
| District POP (2) | 136,710 | 662 | 0.48% | 3,123 | 2.28% | 1,075 | 0.79% | 2,573 | 1.88% | 127,907 | 93.56% | 75 | 0.05% | 1,296 | 0.95% | | |
| % Difference (3) | | | 0.68% | | -1.41% | | 0.38% | | 8.29% | | -23.21% | | -0.05% | | 1.38% | | |
| == 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) | 18 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 5.56% | 17 | 94.44% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total Enrollment (1) | 344 | 4 | 1.16% | 3 | 0.87% | 4 | 1.16% | 35 | 10.17% | 242 | 70.35% | 0 | 0.00% | 8 | 2.33% | 48 | 13.95% |
| % Difference (5) | | | -1.16% | | -0.87% | | -1.16% | | -4.62% | | 24.10% | | 0.00% | | -2.33% | | -13.95% |
| == NATIVE AMERICAN / ALASKAN NATIVE GRADS POPULATION MAY BE OUT OF COMPLIANCE == | | | | | | | | | | | | | | | | | |
| == BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE == | | | | | | | | | | | | | | | | | |
| == HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE == | | | | | | | | | | | | | | | | | |
| == MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE == | | | | | | | | | | | | | | | | | |



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western 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) | 2,375 | 33 | 1.39 % | 94 | 3.96 % | 74 | 3.12 % | 122 | 5.14 % | 1,879 | 79.12 % | 4 | 0.17 % | 54 | 2.27 % | 115 | 4.84 % |
| District POP (2) | 138,710 | 662 | 0.48 % | 3,123 | 2.28 % | 1,075 | 0.79 % | 2,573 | 1.98 % | 127,907 | 93.56 % | 75 | 0.06 % | 1,296 | 0.95 % | | |
| % Difference (3) | | | 0.91 % | | 1.67 % | | 2.33 % | | 3.25 % | | -14.45 % | | 0.11 % | | 1.33 % | | |
| 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) | 232 | 5 | 2.16 % | 14 | 6.03 % | 4 | 1.72 % | 5 | 2.16 % | 197 | 84.91 % | 0 | 0.00 % | 2 | 0.85 % | 5 | 2.16 % |
| Total Enrollment (1) | 2,375 | 33 | 1.39 % | 94 | 3.96 % | 74 | 3.12 % | 122 | 5.14 % | 1,879 | 79.12 % | 4 | 0.17 % | 54 | 2.27 % | 115 | 4.84 % |
| % Difference (5) | | | 0.77 % | | 2.08 % | | -1.39 % | | -2.98 % | | 5.60 % | | -0.17 % | | -1.41 % | | -2.69 % |
| <p>== BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE ==</p> <p>== HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE ==</p> <p>== MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE ==</p> | | | | | | | | | | | | | | | | | |



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western 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) | 318 | 5 | 1.57 % | 8 | 2.52 % | 21 | 6.60 % | 12 | 3.77 % | 254 | 79.87 % | 0 | 0.00 % | 4 | 1.26 % | 14 | 4.40 % |
| District POP (2) | 136,710 | 662 | 0.48 % | 3,123 | 2.28 % | 1,075 | 0.79 % | 2,573 | 1.88 % | 127,907 | 93.56 % | 75 | 0.05 % | 1,296 | 0.95 % | | |
| % Difference (3) | | | 1.09 % | | 0.23 % | | 5.82 % | | 1.89 % | | -13.69 % | | -0.05 % | | 0.31 % | | |
| 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) | 13 | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 13 | 100.00 % | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % |
| Total Enrollment (1) | 318 | 5 | 1.57 % | 8 | 2.52 % | 21 | 6.60 % | 12 | 3.77 % | 254 | 79.87 % | 0 | 0.00 % | 4 | 1.26 % | 14 | 4.40 % |
| % Difference (5) | | | -1.57 % | | -2.52 % | | -6.60 % | | -3.77 % | | 20.13 % | | 0.00 % | | -1.26 % | | -4.40 % |
| ** NATIVE AMERICAN / ALASKAN NATIVE GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | | | | | | | | | | | |



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western Technical College

| General Ed | | | | | | | | | | | | | | | | | |
|-------------------------------------------------------------------|------------------|--------------------------------|---------|-------|---------|-------|---------|----------|---------|---------|----------|----------------------------------|---------|------------|---------|--------------|---------|
| ENROLLEE COMPARISON | | | | | | | | | | | | | | | | | |
| Factors For Consideration | Total Population | Native American Alaskan Native | | Asian | | Black | | Hispanic | | White | | Native Hawaiian Pacific Islander | | Multi Race | | Unknown Race | |
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 412 | 3 | 0.73 % | 20 | 4.85 % | 14 | 3.40 % | 15 | 3.64 % | 299 | 72.57 % | 0 | 0.00 % | 5 | 1.21 % | 56 | 13.59 % |
| District POP (2) | 136,710 | 662 | 0.48 % | 3,123 | 2.28 % | 1,075 | 0.79 % | 2,573 | 1.88 % | 127,907 | 93.56 % | 75 | 0.05 % | 1,296 | 0.95 % | | |
| % Difference (3) | | | 0.24 % | | 2.57 % | | 2.61 % | | 1.76 % | | -20.99 % | | -0.05 % | | 0.27 % | | |
| 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) | 13 | 0 | 0.00 % | 1 | 7.69 % | 0 | 0.00 % | 1 | 7.69 % | 10 | 76.92 % | 0 | 0.00 % | 0 | 0.00 % | 1 | 7.69 % |
| Total Enrollment (1) | 412 | 3 | 0.73 % | 20 | 4.85 % | 14 | 3.40 % | 15 | 3.64 % | 299 | 72.57 % | 0 | 0.00 % | 5 | 1.21 % | 56 | 13.59 % |
| % Difference (5) | | | -0.73 % | | 2.84 % | | -3.40 % | | 4.05 % | | 4.35 % | | 0.00 % | | -1.21 % | | -5.90 % |
| ** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | | | | | | | | | | | |
| ** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | | | | | | | | | | | |



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western 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) | 119 | 0 | 0.00% | 8 | 6.72% | 4 | 3.36% | 4 | 3.36% | 99 | 83.19% | 0 | 0.00% | 2 | 1.68% | 2 | 1.68% |
| District POP (2) | 136,710 | 662 | 0.48% | 3,123 | 2.28% | 1,075 | 0.79% | 2,573 | 1.88% | 127,907 | 93.56% | 75 | 0.05% | 1,296 | 0.95% | | |
| % Difference (3) | | | -0.48% | | 4.44% | | 2.58% | | 1.48% | | -10.37% | | -0.05% | | 0.73% | | |
| 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) | 13 | 0 | 0.00% | 1 | 7.69% | 1 | 7.69% | 1 | 7.69% | 9 | 69.23% | 0 | 0.00% | 1 | 7.69% | 0 | 0.00% |
| Total Enrollment (1) | 119 | 0 | 0.00% | 8 | 6.72% | 4 | 3.36% | 4 | 3.36% | 99 | 83.19% | 0 | 0.00% | 2 | 1.68% | 2 | 1.68% |
| % Difference (5) | | | 0.00% | | 0.97% | | 4.33% | | 4.33% | | -13.96% | | 0.00% | | 6.01% | | -1.68% |



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western Technical College

| Health | | | | | | | | | | | | | | | | | |
|-------------------------------------------------------|------------------|--------------------------------|---------|-------|---------|-------|---------|----------|---------|---------|---------|----------------------------------|---------|------------|---------|--------------|---------|
| 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) | 2,124 | 14 | 0.66 % | 93 | 4.38 % | 32 | 1.51 % | 60 | 2.82 % | 1,819 | 85.64 % | 0 | 0.00 % | 39 | 1.84 % | 67 | 3.15 % |
| District POP (2) | 136,710 | 662 | 0.48 % | 3,123 | 2.28 % | 1,075 | 0.79 % | 2,573 | 1.88 % | 127,907 | 93.56 % | 75 | 0.05 % | 1,296 | 0.95 % | | |
| % Difference (3) | | | 0.17 % | | 2.09 % | | 0.72 % | | 0.94 % | | -7.92 % | | -0.05 % | | 0.89 % | | |
| 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) | 689 | 2 | 0.29 % | 23 | 3.34 % | 6 | 0.87 % | 21 | 3.05 % | 605 | 87.81 % | 0 | 0.00 % | 12 | 1.74 % | 20 | 2.90 % |
| Total Enrollment (1) | 2,124 | 14 | 0.66 % | 93 | 4.38 % | 32 | 1.51 % | 60 | 2.82 % | 1,819 | 85.64 % | 0 | 0.00 % | 39 | 1.84 % | 67 | 3.15 % |
| % Difference (5) | | | -0.37 % | | -1.04 % | | -0.64 % | | 0.22 % | | 2.17 % | | 0.00 % | | -0.09 % | | -0.25 % |
| ** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | | | | | | | | | | | |



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western 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) | 795 | 6 | 0.75 % | 12 | 1.51 % | 13 | 1.64 % | 20 | 2.52 % | 682 | 85.79 % | 1 | 0.13 % | 13 | 1.64 % | 49 | 6.04 % |
| District POP (2) | 136,710 | 662 | 0.48 % | 3,123 | 2.28 % | 1,075 | 0.79 % | 2,573 | 1.88 % | 127,907 | 93.56 % | 75 | 0.05 % | 1,296 | 0.95 % | | |
| % Difference (3) | | | 0.27 % | | -0.77 % | | 0.85 % | | 0.63 % | | -7.77 % | | -0.07 % | | 0.69 % | | |
| 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) | 205 | 0 | 0.00 % | 10 | 4.88 % | 1 | 0.49 % | 3 | 1.46 % | 176 | 85.85 % | 0 | 0.00 % | 3 | 1.46 % | 12 | 5.85 % |
| Total Enrollment (1) | 795 | 6 | 0.75 % | 12 | 1.51 % | 13 | 1.64 % | 20 | 2.52 % | 682 | 85.79 % | 1 | 0.13 % | 13 | 1.64 % | 49 | 6.04 % |
| % Difference (5) | | | -0.75 % | | 3.37 % | | -1.15 % | | -1.05 % | | 0.07 % | | -0.13 % | | -0.17 % | | -0.18 % |
| <p align="center">** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **</p> | | | | | | | | | | | | | | | | | |



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western 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) | 505 | 4 | 0.79 % | 14 | 2.77 % | 6 | 1.19 % | 26 | 5.15 % | 417 | 82.57 % | 0 | 0.00 % | 16 | 3.17 % | 22 | 4.36 % |
| District POP (2) | 136,710 | 662 | 0.48 % | 3,123 | 2.28 % | 1,075 | 0.79 % | 2,573 | 1.88 % | 127,907 | 93.56 % | 75 | 0.05 % | 1,296 | 0.95 % | | |
| % Difference (3) | | | 0.31 % | | 0.49 % | | 0.40 % | | 3.27 % | | -10.99 % | | -0.05 % | | 2.22 % | | |
| 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) | 82 | 2 | 2.44 % | 3 | 3.66 % | 1 | 1.22 % | 2 | 2.44 % | 71 | 86.59 % | 0 | 0.00 % | 1 | 1.22 % | 2 | 2.44 % |
| Total Enrollment (1) | 505 | 4 | 0.79 % | 14 | 2.77 % | 6 | 1.19 % | 26 | 5.15 % | 417 | 82.57 % | 0 | 0.00 % | 16 | 3.17 % | 22 | 4.36 % |
| % Difference (5) | | | 1.65 % | | 0.89 % | | 0.03 % | | -2.71 % | | 4.01 % | | 0.00 % | | -1.95 % | | -1.92 % |
| == HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE == | | | | | | | | | | | | | | | | | |
| == MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE == | | | | | | | | | | | | | | | | | |



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western 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) | 408 | 5 | 1.23 % | 12 | 2.94 % | 16 | 3.92 % | 18 | 4.41 % | 334 | 81.86 % | 2 | 0.49 % | 10 | 2.45 % | 11 | 2.70 % |
| District POP (2) | 136,710 | 662 | 0.48 % | 3,123 | 2.28 % | 1,075 | 0.79 % | 2,573 | 1.88 % | 127,907 | 93.56 % | 75 | 0.05 % | 1,296 | 0.95 % | | |
| % Difference (3) | | | 0.74 % | | 0.66 % | | 3.14 % | | 2.53 % | | -11.70 % | | 0.44 % | | 1.50 % | | |
| 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) | 93 | 0 | 0.00 % | 2 | 2.15 % | 3 | 3.23 % | 3 | 3.23 % | 81 | 87.10 % | 0 | 0.00 % | 1 | 1.08 % | 3 | 3.23 % |
| Total Enrollment (1) | 408 | 5 | 1.23 % | 12 | 2.94 % | 16 | 3.92 % | 18 | 4.41 % | 334 | 81.86 % | 2 | 0.49 % | 10 | 2.45 % | 11 | 2.70 % |
| % Difference (5) | | | -1.23 % | | -0.79 % | | -0.70 % | | -1.19 % | | 5.23 % | | -0.49 % | | -1.38 % | | 0.53 % |
| <p align="center"> ** NATIVE AMERICAN / ALASKAN NATIVE GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE ** ** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE ** </p> | | | | | | | | | | | | | | | | | |



Client Reporting System
 CLI660A Compliance Indicator, I - Program Areas

Run On: 2/4/2019 10:54:20 AM

Fiscal Year: 2018
 District: Western 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) | 347 | 2 | 0.58% | 12 | 3.46% | 6 | 1.73% | 6 | 1.73% | 293 | 84.44% | 0 | 0.00% | 7 | 2.02% | 21 | 6.05% |
| District POP (2) | 136,710 | 662 | 0.48% | 3,123 | 2.28% | 1,076 | 0.79% | 2,573 | 1.89% | 127,907 | 93.56% | 75 | 0.05% | 1,296 | 0.95% | | |
| % Difference (3) | | | 0.09% | | 1.17% | | 0.94% | | -0.15% | | -9.12% | | -0.05% | | 1.07% | | |
| 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) | 100 | 0 | 0.00% | 6 | 6.00% | 1 | 1.00% | 1 | 1.00% | 89 | 89.00% | 0 | 0.00% | 1 | 1.00% | 3 | 3.00% |
| Total Enrollment (1) | 347 | 2 | 0.58% | 12 | 3.46% | 6 | 1.73% | 6 | 1.73% | 293 | 84.44% | 0 | 0.00% | 7 | 2.02% | 21 | 6.05% |
| % Difference (5) | | | -0.58% | | 2.54% | | -0.73% | | -0.73% | | 3.56% | | 0.00% | | -1.02% | | -3.05% |

** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Fiscal Year: 2018
District: Western Technical College

| ALL PROGRAMS | | | | | | | |
|------------------------------------------------------------|------------------|--------|---------|----------|---------|----------|---------|
| ENROLLEE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 7,747 | 4,016 | 51.84 % | 363 | 4.69 % | 1,025 | 13.23 % |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44 % |
| % Difference (3) | | | 2.84 % | | -1.29 % | | 6.79 % |
| ** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |
| GRADUATE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Graduates (4) | 1,458 | 814 | 55.83 % | 82 | 5.62 % | 145 | 9.95 % |
| Total Enrollment (1) | 7,747 | 4,016 | 51.84 % | 363 | 4.69 % | 1,025 | 13.23 % |
| % Difference (5) | | | 3.99 % | | 0.94 % | | -3.29 % |
| ** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |

| Agriculture | | | | | | | |
|------------------------------------------------------------|------------------|--------|----------|----------|---------|----------|----------|
| ENROLLEE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 344 | 143 | 41.57 % | 8 | 2.33 % | 54 | 15.70 % |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44 % |
| % Difference (3) | | | -7.43 % | | -3.65 % | | 9.26 % |
| ** 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) | 18 | 5 | 27.78 % | 1 | 5.56 % | 1 | 5.56 % |
| Total Enrollment (1) | 344 | 143 | 41.57 % | 8 | 2.33 % | 54 | 15.70 % |
| % Difference (5) | | | -13.79 % | | 3.23 % | | -10.14 % |
| ** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |
| ** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |

| Business | | | | | | | |
|------------------------------------------------------------|------------------|--------|---------|----------|---------|----------|---------|
| ENROLLEE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 2,375 | 1,069 | 45.01 % | 64 | 2.69 % | 381 | 16.04% |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44% |
| % Difference (3) | | | -3.99 % | | -3.28 % | | 9.60% |
| ** 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) | 232 | 115 | 49.57 % | 12 | 5.17 % | 30 | 12.93% |
| Total Enrollment (1) | 2,375 | 1,069 | 45.01 % | 64 | 2.69 % | 381 | 16.04% |
| % Difference (5) | | | 4.56 % | | 2.48 % | | -3.11% |
| ** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |

| Family & Consumer Ed | | | | | | | |
|---------------------------------------------------------|------------------|--------|----------|----------|---------|----------|---------|
| ENROLLEE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 318 | 226 | 71.07 % | 22 | 6.92 % | 50 | 15.72% |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44% |
| % Difference (3) | | | 22.07 % | | 0.95 % | | 9.28% |
| GRADUATE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Graduates (4) | 13 | 13 | 100.00 % | 3 | 23.08 % | 0 | 0.00% |
| Total Enrollment (1) | 318 | 226 | 71.07 % | 22 | 6.92 % | 50 | 15.72% |
| % Difference (5) | | | 28.93 % | | 16.16 % | | -15.72% |
| ** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |

| General Ed | | | | | | | |
|------------------------------------------------------------|------------------|--------|----------|----------|---------|----------|---------|
| ENROLLEE COMPARISION | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 412 | 236 | 57.28 % | 4 | 0.97 % | 57 | 13.83% |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44% |
| % Difference (3) | | | 8.28 % | | -5.00 % | | 7.40% |
| ** 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) | 13 | 4 | 30.77 % | 1 | 7.69 % | 2 | 15.38% |
| Total Enrollment (1) | 412 | 236 | 57.28 % | 4 | 0.97 % | 57 | 13.83% |
| % Difference (5) | | | -26.51 % | | 6.72 % | | 1.55% |
| ** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |

| Graphics | | | | | | | |
|---------------------------------------------------------|------------------|--------|----------|----------|---------|----------|---------|
| ENROLLEE COMPARISION | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 119 | 66 | 55.46 % | 13 | 10.92 % | 18 | 15.13% |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44% |
| % Difference (3) | | | 6.47 % | | 4.95 % | | 8.69% |
| GRADUATE COMPARISION | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Graduates (4) | 13 | 5 | 38.46 % | 1 | 7.69 % | 4 | 30.77% |
| Total Enrollment (1) | 119 | 66 | 55.46 % | 13 | 10.92 % | 18 | 15.13% |
| % Difference (5) | | | -17.00 % | | -3.23 % | | 15.64% |
| ** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |
| ** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |

| Health | | | | | | | |
|---------------------------------------------------------|------------------|--------|---------|----------|---------|----------|---------|
| ENROLLEE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 2,124 | 1,743 | 82.06 % | 107 | 5.04 % | 238 | 11.21% |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44% |
| % Difference (3) | | | 33.06 % | | -0.93 % | | 4.77% |
| GRADUATE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Graduates (4) | 689 | 578 | 83.89 % | 19 | 2.76 % | 64 | 9.29% |
| Total Enrollment (1) | 2,124 | 1,743 | 82.06 % | 107 | 5.04 % | 238 | 11.21% |
| % Difference (5) | | | 1.83 % | | -2.28 % | | -1.92% |
| ** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |
| ** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |

| Industrial | | | | | | | |
|----------------------------------------------------------|------------------|--------|----------|----------|---------|----------|---------|
| ENROLLEE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 795 | 41 | 5.16 % | 49 | 6.16 % | 65 | 8.18% |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44% |
| % Difference (3) | | | -43.84 % | | 0.19 % | | 1.74% |
| ** FEMALE 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) | 205 | 5 | 2.44 % | 22 | 10.73 % | 17 | 8.29% |
| Total Enrollment (1) | 795 | 41 | 5.16 % | 49 | 6.16 % | 65 | 8.18% |
| % Difference (5) | | | -2.72 % | | 4.57 % | | 0.12% |
| ** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | |

| Marketing | | | | | | | |
|----------------------------------------------------------|------------------|--------|----------|----------|---------|----------|---------|
| ENROLLEE COMPARISION | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 505 | 217 | 42.97 % | 23 | 4.55 % | 66 | 13.07% |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44% |
| % Difference (3) | | | -6.03 % | | -1.42 % | | 6.63% |
| " FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE " | | | | | | | |
| " 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) | 82 | 37 | 45.12 % | 6 | 7.32 % | 9 | 10.98% |
| Total Enrollment (1) | 505 | 217 | 42.97 % | 23 | 4.55 % | 66 | 13.07% |
| % Difference (5) | | | 2.15 % | | 2.76 % | | -2.09% |
| " MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE " | | | | | | | |
| Technical And TV | | | | | | | |
| ENROLLEE COMPARISION | | | | | | | |
| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 347 | 35 | 10.09 % | 29 | 8.36 % | 33 | 9.51% |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44% |
| % Difference (3) | | | -38.91 % | | 2.39 % | | 3.07% |
| " 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) | 100 | 5 | 5.00 % | 10 | 10.00 % | 9 | 9.00% |
| Total Enrollment (1) | 347 | 35 | 10.09 % | 29 | 8.36 % | 33 | 9.51% |
| % Difference (5) | | | -5.09 % | | 1.64 % | | -0.51% |
| " FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE " | | | | | | | |

Service

ENROLLEE COMPARISON

| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
|---------------------------|------------------|--------|---------|----------|---------|----------|---------|
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 408 | 240 | 58.82 % | 44 | 10.78 % | 63 | 15.44% |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 8,163 | 5.97 % | 8,804 | 6.44% |
| % Difference (3) | | | 9.83 % | | 4.81 % | | 9.00% |

GRADUATE COMPARISON

| Factors For Consideration | Total Population | Female | | Disabled | | Minority | |
|---------------------------|------------------|--------|---------|----------|---------|----------|---------|
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Graduates (4) | 93 | 47 | 50.54 % | 7 | 7.53 % | 9 | 9.68% |
| Total Enrollment (1) | 408 | 240 | 58.82 % | 44 | 10.78 % | 63 | 15.44% |
| % Difference (5) | | | -8.29 % | | -3.26 % | | -5.76% |

** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **

** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **

** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **



Client Reporting System
CLI670 Compliance Indicator II - Sex

Run On: 2/4/2019 10:57:15 A

Fiscal Year: 2018
 District: Western Technical College

| ENROLLEE COMPARISON | | | | | | | |
|---------------------------|------------------|--------|---------|--------|---------|-------------|---------|
| Factors For Consideration | Total Population | Female | | Male | | Unknown Sex | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Enrollment (1) | 7,747 | 4,016 | 51.84 % | 3,521 | 45.45 % | 210 | 2.71 % |
| District POP (2) | 136,710 | 66,984 | 49.00 % | 69,726 | 51.00 % | 0 | 0.00 % |
| % Difference (3) | | | 2.84 % | | -5.55 % | | |
| Quotient (4) | | | 1.06 | | 0.89 | | |
| Difference = 323.09 | | | | | | | |
| GRADUATE COMPARISON | | | | | | | |
| Factors For Consideration | Total Population | Female | | Male | | Unknown Sex | |
| | | Count | Percent | Count | Percent | Count | Percent |
| Total Graduates (5) | 1,458 | 814 | 55.83 % | 627 | 43.00 % | 17 | 1.17 % |
| Total Enrollment (1) | 7,747 | 4,016 | 51.84 % | 3,521 | 45.45 % | 210 | 2.71 % |
| % Difference (6) | | | 3.99 % | | -2.45 % | | |
| Quotient (7) | | | 1.08 | | 0.95 | | |
| Difference = 46.18 | | | | | | | |



Client Reporting System
 CLI680 Compliance Indicator III - Disabled

Run On: 2

Fiscal Year: 2018
 District: Western Technical College

| ENROLLEE COMPARISON | | | |
|-----------------------------------------------------------------|------------------|----------|---------|
| Factors For Consideration | Total Population | Disabled | |
| | | Count | Percent |
| Total Enrollment (1) | 7,747 | 363 | 4.69 % |
| Working Age Population (2) | 136,710 | 8,163 | 5.97 % |
| % Difference (3) | | | -1.29 % |
| Quotient (4) | | | 0.78 |
| Difference = 99.58 | | | |
| *** ENROLLMENT DISABLED POPULATION MAY BE OUT OF COMPLIANCE *** | | | |
| GRADUATE COMPARISON | | | |
| Factors For Consideration | Total Population | Disabled | |
| | | Count | Percent |
| Total Graduates (5) | 1,458 | 82 | 5.62 % |
| Total Enrollment (1) | 7,747 | 363 | 4.69 % |
| % Difference (6) | | | 0.94 % |
| Quotient (7) | | | 1.20 |
| Difference = 13.68 | | | |



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/9/2018

Fiscal Year: 2017-18
 District: Western Technical College

| ALL STAFF | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|---------|--------|---------|------------|---------|-------------|---------|----------|---------|-------|---------|-------|---------|----------|---------|---------|---------|--------------|---------|---------|---------|
| Factors For Consideration | Total | Female | | Disability | | Race/Ethnic | | American | | Asian | | Black | | Hispanic | | Pacific | | Multi Racial | | Unknown | |
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Employees (1) | 434 | 264 | 60.83% | 6 | 1.38% | 23 | 5.30% | 2 | 0.46% | 12 | 2.76% | 6 | 1.38% | 2 | 0.46% | 1 | 0.23% | 0 | 0.00% | 8 | 1.84% |
| Work Force (2) | 136,710 | 66,984 | 49.00% | 8,163 | 5.97% | 8,804 | 6.44% | 662 | 0.48% | 3,123 | 2.28% | 1,075 | 0.79% | 2,573 | 1.88% | 75 | 0.05% | 1,296 | 0.95% | N/A | N/A |
| % Difference (3) | | | 11.83% | | -4.59% | | -1.14% | | -0.02% | | 0.48% | | 0.60% | | -1.42% | | 0.18% | | -0.95% | | |
| Quotient (4) | | | 1.24 | | 0.23 | | 0.82 | | 0.95 | | 1.21 | | 1.76 | | 0.24 | | 4.20 | | 0.00 | | |
| Female Difference (5) | 51.35 | | | | | | | | | | | | | | | | | | | | |
| Racial Difference (6) | 4.95 | | | | | | | | | | | | | | | | | | | | |

**** DISABILITY ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE ****

**** RACE/ETHNIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE ****

**** HISPANIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE ****



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/9/2018

Fiscal Year: 2017-18
 District: Western Technical College

| ADMINISTRATIVE | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--------|--------|---------|------------|---------|-------------|---------|----------|---------|-------|---------|-------|---------|----------|---------|---------|---------|--------------|---------|---------|---------|
| Factors For Consideration | Total | Female | | Disability | | Race/Ethnic | | American | | Asian | | Black | | Hispanic | | Pacific | | Multi Racial | | Unknown | |
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Employees (1) | 74 | 44 | 59.46% | 0 | 0.00% | 3 | 4.05% | 0 | 0.00% | 1 | 1.35% | 1 | 1.35% | 1 | 1.35% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Work Force (2) | 12,662 | 5,624 | 44.42% | 558 | 4.41% | 790 | 6.24% | 130 | 1.03% | 302 | 2.39% | 48 | 0.38% | 165 | 1.30% | 0 | 0.00% | 145 | 1.15% | N/A | N/A |
| % Difference (3) | | | 15.04% | | -4.41% | | -2.19% | | -1.03% | | -1.03% | | 0.97% | | 0.05% | | 0.00% | | -1.15% | | |
| Quotient (4) | | | 1.34 | | 0.00 | | 0.65 | | 0.00 | | 0.57 | | 3.56 | | 1.04 | | 0.00 | | 0.00 | | |
| Female Difference (5) | 11.13 | | | | | | | | | | | | | | | | | | | | |
| Racial Difference (6) | 1.62 | | | | | | | | | | | | | | | | | | | | |

** DISABILITY ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **

** RACE/ETHNIC ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **

** AMERICAN INDIAN ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **

** ASIAN AMERICAN ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **

** MULTI RACIAL ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: **7/9/2018**

Fiscal Year: 2017-18
 District: Western Technical College

| FACULTY | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|---------|------------|---------|-------------|---------|----------|---------|-------|---------|-------|---------|----------|---------|---------|---------|--------------|---------|---------|---------|
| Factors For Consideration | Total | Female | | Disability | | Race/Ethnic | | American | | Asian | | Black | | Hispanic | | Pacific | | Multi Racial | | Unknown | |
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Employees (1) | 191 | 111 | 58.12% | 4 | 2.09% | 4 | 2.09% | 2 | 1.05% | 1 | 0.52% | 1 | 0.52% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 3 | 1.57% |
| Work Force (2) | 1,255 | 766 | 61.04% | 78 | 6.22% | 99 | 7.89% | 7 | 0.56% | 53 | 4.22% | 0 | 0.00% | 39 | 3.11% | 0 | 0.00% | 0 | 0.00% | N/A | N/A |
| % Difference (3) | | | -2.92% | | -4.12% | | -5.79% | | 0.49% | | -3.70% | | 0.52% | | -3.11% | | 0.00% | | 0.00% | | |
| Quotient (4) | | | 0.95 | | 0.34 | | 0.27 | | 1.88 | | 0.12 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | |
| Female Difference (5) | 5.58 | | | | | | | | | | | | | | | | | | | | |
| Racial Difference (6) | 11.07 | | | | | | | | | | | | | | | | | | | | |
| ** FEMALE FACULTY POPULATION MAY BE OUT OF COMPLIANCE ** ** 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 ** | | | | | | | | | | | | | | | | | | | | | |



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: **7/9/2018**

Fiscal Year: 2017-18
 District: Western Technical College

| CLERICAL/SECRETARIAL | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|---------|------------|---------|-------------|---------|----------|---------|-------|---------|-------|---------|----------|---------|---------|---------|--------------|---------|---------|---------|
| Factors For Consideration | Total | Female | | Disability | | Race/Ethnic | | American | | Asian | | Black | | Hispanic | | Pacific | | Multi Racial | | Unknown | |
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Employees (1) | 113 | 88 | 78.11% | 2 | 1.77% | 11 | 9.73% | 0 | 0.00% | 6 | 5.31% | 4 | 3.54% | 0 | 0.00% | 1 | 0.88% | 0 | 0.00% | 3 | 2.65% |
| Work Force (2) | 8,687 | 7,845 | 90.52% | 426 | 4.92% | 211 | 2.43% | 42 | 0.48% | 5 | 0.06% | 30 | 0.35% | 70 | 0.81% | 0 | 0.00% | 64 | 0.74% | N/A | N/A |
| % Difference (3) | | | ##### | | -3.15% | | 7.30% | | -0.48% | | 5.25% | | 3.19% | | -0.81% | | 0.88% | | -0.74% | | |
| Quotient (4) | | | 0.84 | | 0.36 | | 4.00 | | 0.00 | | 92.04 | | 10.23 | | 0.00 | | 0.00 | | 0.00 | | |
| Female Difference (5) | 18.28 | | | | | | | | | | | | | | | | | | | | |
| Racial Difference (6) | 8.25 | | | | | | | | | | | | | | | | | | | | |
| ** FEMALE CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE ** ** DISABILITY CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | | | | | | | | | | | | | | | |



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/9/2018

Fiscal Year: 2017-18
 District: Western Technical College

| SERVICE/MAINTENANCE | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|---------|------------|---------|-------------|---------|----------|---------|-------|---------|-------|---------|----------|---------|---------|---------|--------------|---------|---------|---------|
| Factors For Consideration | Total | Female | | Disability | | Race/Ethnic | | American | | Asian | | Black | | Hispanic | | Pacific | | Multi Racial | | Unknown | |
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Employees (1) | 18 | 1 | 6.25% | 0 | 0.00% | 2 | 12.50% | 0 | 0.00% | 2 | 12.50% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Work Force (2) | 12,401 | 6,218 | 50.14% | 965 | 7.78% | 772 | 6.23% | 47 | 0.38% | 270 | 2.18% | 273 | 2.20% | 149 | 1.20% | 2 | 0.02% | 31 | 0.25% | N/A | N/A |
| % Difference (3) | | | -43.89% | | -7.78% | | 6.27% | | -0.38% | | 10.32% | | -2.20% | | -1.20% | | -0.02% | | -0.25% | | |
| Quotient (4) | | | 0.12 | | 0.00 | | 2.01 | | 0.00 | | 5.74 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | |
| Female Difference (5) | 7.02 | | | | | | | | | | | | | | | | | | | | |
| Racial Difference (6) | 1.00 | | | | | | | | | | | | | | | | | | | | |
| ** FEMALE SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** DISABILITY SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | | | | | | | | | | | | | | | |



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/9/2018

Fiscal Year: 2017-18
 District: Western Technical College

| PROFESSIONAL NONFACULTY | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|---------|------------|---------|-------------|---------|----------|---------|-------|---------|-------|---------|----------|---------|---------|---------|--------------|---------|---------|---------|
| Factors For Consideration | Total | Female | | Disability | | Race/Ethnic | | American | | Asian | | Black | | Hispanic | | Pacific | | Multi Racial | | Unknown | |
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Employees (1) | 40 | 22 | 55.00% | 0 | 0.00% | 3 | 7.50% | 0 | 0.00% | 2 | 5.00% | 0 | 0.00% | 1 | 2.50% | 0 | 0.00% | 0 | 0.00% | 2 | 5.00% |
| Work Force (2) | 4,219 | 2,927 | 69.38% | 108 | 2.56% | 236 | 5.59% | 3 | 0.07% | 91 | 2.16% | 0 | 0.00% | 41 | 0.97% | 0 | 0.00% | 101 | 2.39% | N/A | N/A |
| % Difference (3) | | | -14.38% | | -2.56% | | 1.91% | | -0.07% | | 2.84% | | 0.00% | | 1.53% | | 0.00% | | -2.39% | | |
| Quotient (4) | | | 0.79 | | 0.00 | | 1.34 | | 0.00 | | 2.32 | | 0.00 | | 2.57 | | 0.00 | | 0.00 | | |
| Female Difference (5) | 5.75 | | | | | | | | | | | | | | | | | | | | |
| Racial Difference (6) | 0.76 | | | | | | | | | | | | | | | | | | | | |
| ** FEMALE PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE ** ** DISABILITY PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | | | | | | | | | | | | | | | |
| ** MULTI RACIAL PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE ** | | | | | | | | | | | | | | | | | | | | | |